



High School Program of Studies

2023 - 2024

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Principal's Message

Dear High School Students and Parents,

It is a tremendous pleasure to serve as the high school principal at Saigon South International School. I am personally inspired by our school's mission to prepare students both intellectually and personally so that they may lead purposeful lives as global citizens. Our well-articulated academic program offers students extensive opportunities to explore different academic areas and discover and grow their unique personal interests. As they move through the high school program, they are granted an increasing opportunity to personalize their learning program and select from a range of courses meeting requirements of the International Baccalaureate Diploma Program, the Advanced Placement Program, and the Saigon South International School Diploma. Each of our high school students meets with a high degree of personal success and achievement. Our students' success is a direct result of their enthusiasm and energy for learning, coupled with both our excellent academic program and the care and support they receive from our remarkable teachers. Our students' success is our success. I am pleased to be a part of each of our students' learning journeys.

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer Mendes", with a long, sweeping flourish extending to the right.

Ms. Jennifer Mendes
High School Principal

Mission Statement, Philosophy, Admissions and Profile of a Learner

MISSION STATEMENT

Saigon South International School (SSIS) is a college preparatory school committed to the intellectual and personal development of each student in preparation for a purposeful life as a global citizen.

CORE VALUES

SSIS Believes In and Promotes...

	<p>Academic Excellence</p> <p>A challenging academic program, based on American standards, that teaches the student how to think, to learn, to problem solve, and to work individually and in teams while acquiring a foundational knowledge base of the world.</p>
	<p>Sense of Self</p> <p>A community atmosphere in which each student can gain a sense of who they are in the world; to develop self-confidence, strong character, convictions, leadership abilities, grace, courage, the desire to be a life-long learner, and the commitment to achieve excellence in all they do.</p>
	<p>Balance in Life</p> <p>An academic program that promotes an appreciation for all of life and seeks to balance the sciences with the humanities; academics with the arts; mental wholeness with physical, social, and spiritual wholeness; and future career with family relationships.</p>
	<p>Dedicated Service</p> <p>A view that looks beyond oneself to the assets and needs of the surrounding community and the world and finds fulfillment in unlocking potential in the service of mankind. The model SSIS graduate will demonstrate a caring attitude, be environmentally aware, and persevere for the good of the community.</p>
	<p>Respect for All</p> <p>A perspective that each individual is a person of worth.</p>

PROFILE OF A LEARNER

As a community of learners, we are:

- Collaborative:** We include others, work purposefully and respectfully to achieve a shared goal and recognize everyone's contributions.
- Creative:** We wonder; we seek and generate original ideas and outcomes.
- Critical Thinkers:** We ask questions and inquire of self and others; we evaluate, analyze, and synthesize information from multiple perspectives to make meaning before taking action.
- Communicators:** We listen actively; we express ideas with clarity and respect.
- Adaptive:** We respond to change with an open mind in order to learn and grow physically, mentally, socially and emotionally.
- Courageous:** We take action in challenging situations; we persevere when it is right to do so and recognize when it is right to change.
- Reflective:** We pause and evaluate our thinking, actions, and impact.
- Ethical:** We act with integrity; we respect the rights of all individuals and meet our responsibilities to the greater community.
- Knowledgeable:** We develop and use conceptual understandings, exploring knowledge across a wide range of disciplines. We engage with issues and ideas that have local and global significance. (IB)

SSIS CURRICULUM PHILOSOPHY

The SSIS Curriculum is founded upon the Mission of the school and incorporates our Core Values. The curriculum provides opportunities for each individual to meet their needs while developing a purposeful life as a global citizen. In the high school, North American standards, Advanced Placement offerings, and the International Baccalaureate Program provide the basis for courses. Clear learning goals, multiple opportunities to explore topics, and extensive feedback provided by faculty are the hallmarks of our high school classes.

ADMISSION STATEMENT

Saigon South International School is a pre-school through twelfth-grade, not for profit, co-educational day school, which provides quality education based on an American curriculum. English is the language of instruction. SSIS will accept students who can be successful in the regular academic high school program. Admissions decisions are based on previous grade placement, credits (Carnegie units) accumulated, previous academic record and placement examinations. SSIS admits second language learners to the high school on a limited basis. Consideration is given to the ratio of native English speakers to non-native English speakers in any one classroom as well as to a balance of nationalities. Students at the high school level must have a level of English proficiency that will allow them to be successful in the regular classroom.

Registration Information, Policy and Process

CLASS PLACEMENT

Class placement is based on current grade level, previous courses taken, classroom performance and credits earned.

Important Considerations: Grade placement and graduation are totally dependent upon the accumulated credits ([see chart below](#)) earned during high school.

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

Before a student is “officially” accepted for enrollment, all high school records, or middle school records for grade 9 applicants, must be submitted to the Admissions Office and reviewed by the Director of Admission.

A credit is given for the successful completion of a course which meets 2 - 3 blocks per week (120 - 160 hours). Prior to course registration, students should find out as much as they can about individual courses-objectives, requirements, prerequisites (if any) and credit value.

GRADUATION REQUIREMENTS

Academic Discipline	Required Credits
English	4 (core English classes*, one credit taken each year)
Mathematics	3
Science	3
Social Studies	3
Modern World Languages	2 (two sequential years of the same language)
Physical Education/Health	2 (core PE classes**)
Fine Arts	1
Electives	6+
Minimum Graduation Credits	24

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

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

CREDITS (CARNEGIE UNITS)

One credit is earned for the successful completion of a one-year course that meets for an average of 210 minutes per week. Students are expected to remain in year-long courses for both semesters. One-half credit is earned for the successful completion of a semester course. Credit will be awarded for courses taken while students are enrolled at the ninth through twelfth grade levels.

Repeating a Grade or Course Students in grades 9 - 12 who fail a required course may repeat that course. Their Grade placement, however, will be determined by the total number of credits they have earned. In certain circumstances a student may be allowed to repeat a course for a better grade and a better understanding of the content material. This can only be done with the approval of the Principal and only after a student and his or her parents have first consulted with their school counselor.

INDEPENDENT STUDY POLICY

The requirements for independent study or correspondence courses are:

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

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

UNIVERSITY ENTRANCE REQUIREMENTS

Students should begin their college/university planning early in their high school careers. Since each college or university establishes its own particular requirements, it is important that students follow the suggestions given in the individual and group university meetings and presentations led by the High School Counselors. Strongly Recommended college/university entrance requirements include:

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

ADVANCED PLACEMENT (AP) COURSES AND EXAMS

[*Advanced Placement at SSIS Brochure*](#)

Through college-level AP courses, students have the opportunity to earn credit or advanced standing at many colleges and universities in the United States. Outside the U.S., universities in more than 55 countries recognize AP Exam scores in the admission process and/or for credit and advanced placement. Individual colleges and universities, not the College Board or the AP Program, set admission and AP recognition criteria for their respective programs. AP Exam performance is typically considered within the student's complete application. Students opting for AP courses are required to take the exam for that course in May at the expense of the student.

Advanced Placement courses are challenging; therefore, we have established the following maximum AP course load by grade level. If a student wishes to take more than the maximum allowed AP courses, they must seek the approval of their HS counselor and the HS Principal.

- Grade 9 - Up to 1 AP Course (AP Computer Science Principles is the only option)
- Grade 10 - Up to 1 AP Course
- Grade 11 - Up to 3 AP Courses
- Grade 12 - Up to 4 AP Courses

The Advanced Placement exams are scored on a scale of 1 (low) to 5 (high). Many U.S. colleges grant credit and/or advanced placement meaning they may let a student skip the equivalent course at their university. The decision to grant credit or allow for advanced placement is for scores of 3 and above. Students enrolled in AP courses receive SSIS grades for these classes (A, B, C, D, or F).

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (IBDP)

[*International Baccalaureate Diploma Programme at SSIS Brochure*](#)

International Baccalaureate (IB) is a non-profit educational foundation created in 1968 and is based in Geneva, Switzerland. The IB Diploma Program (IBDP) is currently offered in 5400+ schools around the world. IB schools include public, private, and international schools which have met certain requirements. The IBDP is a rigorous pre-university course, designed for motivated students who plan to attend university.

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

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

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

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

HOMEWORK

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

The following is a guide to the homework descriptions:

- **LIGHT = 0 - 1.5 hours/week**
- **MODERATE = 1.5 - 3 hours/week**
- **HEAVY = 3 or more hours/week**

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

“ACCESS VS. SUCCESS” POLICY

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

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

Students are encouraged to take a program of study that:

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

COURSE SELECTION PROCESS

Early in semester 2, students will begin the process for course selection in preparation for the upcoming school year.

Prior to the course selection period, students will learn about the process and more information about the courses from their teachers. SSIS High School Teachers, Counselors, and Administrators assist in the sharing of information and helping to set students up for future success by supporting them through the process of course selection.

As students contemplate the different course offerings available to them and in the development of their high school career, they will use the [Four Year Plan Worksheet](#) to help guide them. This worksheet in combination with the Program of Studies, offers great guidance and support to students as they work through the course selection process.

COURSE PREREQUISITE OVERRIDE APPLICATION

On rare occasions, an academically qualified student may be permitted to take a course for which they have not yet met the prerequisites. By completing the Course Adjustment Request Form, it may be determined that a student is capable of succeeding in a course for which they have not yet met the prerequisites. To begin this process, the student will first speak with their counselor, who will determine whether the student's request meets the criteria to complete a Course Adjustment Request Form. Upon completion and submission of the form, a committee of teachers, counselors and administrators will review the request and arrive at a decision. The student's counselor will inform the student and their family of the decision.

STUDY HALL WAIVER REQUEST

Under special circumstances, an academically qualified student may be permitted to waive their Study Hall class in order to pursue an additional elective course. A student who believes they are academically prepared to waive their Study Hall will first speak with their counselor, who will determine whether the student's request meets the criteria to complete a Course Adjustment Request Form. If it is deemed to meet the criteria, the counselor will provide the student with the Course Adjustment Request Form. Upon receipt of the form, a committee of teachers, counselors and administrators will review the request and arrive at a decision. The student's counselor will inform the student and their family of the decision.

Frequently Asked Questions (FAQs)

Will I get all the courses I request?

We strive to get all of our students into the courses they need and want for meeting their goals successfully both at SSIS and beyond. In order to achieve this, we have developed a system in which students submit their requests for courses in the beginning of semester II. Once we have all of their requests, we begin building a schedule with enough spaces to accommodate our students. The importance of having accurate data early on in our building process is paramount to the successful build of a master schedule. We provide extensive advising of our students so that they make decisions regarding future courses of study with confidence.

Is SSIS an AP school or an IB school?

SSIS is a US standards-based school that offers SSIS-created courses, Advanced Placement courses, and the International Baccalaureate courses and full Diploma Programme.

Does SSIS offer courses other than AP or IB courses?

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

What are the placement procedures for AP and IB courses?

Stated prerequisites and teacher recommendations guide student enrollment into AP or IB DP HL courses that specify these entrance criteria.

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

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

Grade 9.....Up to 1 AP Course (AP Computer Science Principles is the only option)

Grade 10.....Up to 1 AP Course

Grade 11.....Up to 3 AP Courses or 3 HL Courses

Grade 12.....Up to 4 AP Courses or 3 HL Courses

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

Who does a student approach if they have interest in pursuing the IB diploma?

Students currently in grade 10 and would like to pursue the full IB diploma program at SSIS will need to arrange to meet with the HS Learning Program Coordinator prior to signing up for courses in PowerSchool.

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

Yes.

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

Yes.

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

No, this is not permitted.

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

No. Students wishing to sit for an AP exam without taking the course must request permission to do so from the AP Coordinator and HS Principal.

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

IBDP courses are limited to grade 11 and 12 students.

AP courses are open to students of all grade levels but limits apply by grade level.

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

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

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

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

What SSIS grades are used for prerequisites?

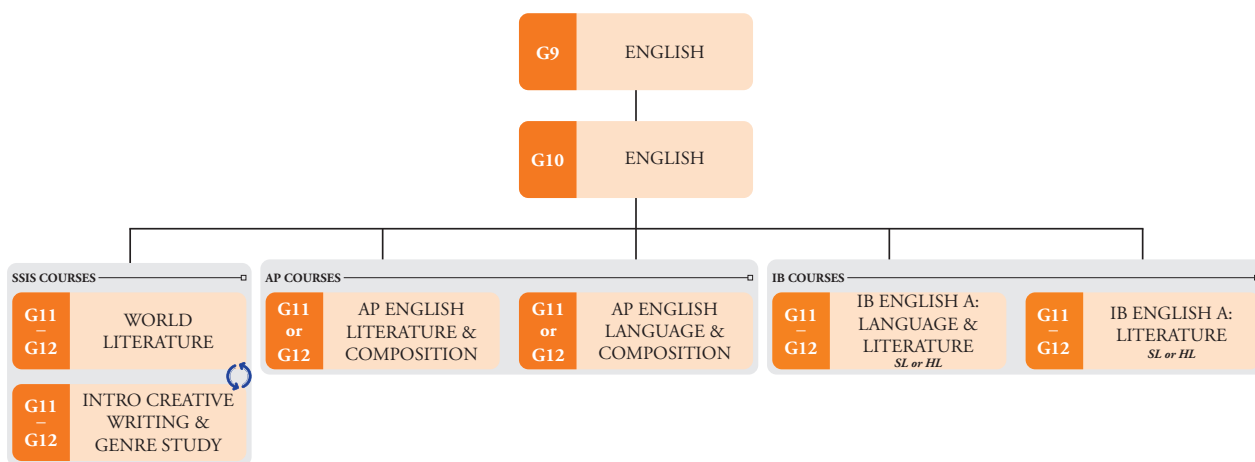
Because the course selection process is in February, a student's first semester grade of the current year in a prerequisite course determines his or her eligibility for advanced courses the following year. Should a student perform significantly better in a prerequisite subject for semester 2 of the previous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

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

In general, classes at SSIS can be taken for credit only once.

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

No. All students will be required to take seven courses each semester.



English

High School English at SSIS is a college preparatory program which includes language and literature study, vocabulary development, speaking, reading and research skills, and developmental writing instruction. Students read some of the world's greatest literature, learn language analysis, and sharpen their critical thinking skills, while engaging in a study of genres across various literary periods. Students learn to develop their own voice as writers, improve their command of grammatical and stylistic conventions and develop their oral presentation, viewing and listening skills. To graduate, each student must complete at least four core course credits in English, one in each year of study in the high school.

ENGLISH 9

Grade: 9

Length: 1 year

Credit: 1.0

Prerequisite: None

Homework: MODERATE

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

ENGLISH 10

Grade: 10

Length: 1 year

Credit: 1.0

Prerequisite: English 9

Homework: MODERATE

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

INTRODUCTION TO CREATIVE WRITING AND GENRE STUDY

Offered in Years: 23/24, 25/26, 27/28

Grade: 11, 12

Length: 1 year

Credit 1.0

Prerequisite: English 10

Homework: Moderate

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

During the other half of the course, students will deeply explore drama as a literary medium. Drama combines the literary arts of storytelling and poetry with live performances. The course will focus on the development of this venerable literary medium over various eras, its purpose of uniting and entertaining communities, its ability to provoke thought and reflection amongst audience members. We will study and discuss a sampling of plays from early Greek tragedies to modern-day comedies and dramas, and consider each genre's varied conventions. Students will demonstrate their learning in a variety of methods, from writing literary analysis to the production of their own short scenes, to reviews and analysis of particular filmed staged productions.

WORLD LITERATURE

Offered in Years: 24/25, 26/27, 28/29

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: English 10

Homework: Moderate

This course is designed to expose students to a range of literary texts and genres from around the globe. Student will develop the skills of critical thinking, analysis and evaluation and an appreciation of wonderful pieces of world literature. They will focus on elements of language and structure and acknowledge both the literal and larger implications of the texts. Students will connect the experiences, cultures and global contexts of the literature and be able to communicate their understandings and interpretations in a range of modes, including multimedia, Socratic seminars, creative pieces, essays and commentaries. Writers including Amy Tam, Khaled Hosseini, Shaun Tan, Gabriel Marquez, Tim Winton, Maya Angelou, Seamus Heaney and others may be included in the study. Works in translation will form part of the collection.

AP ENGLISH LANGUAGE AND COMPOSITION

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisites: Teacher Recommendation

Homework: HEAVY

AP Course Specific Link Below

[*AP English Language and Composition*](#)

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

AP ENGLISH LITERATURE AND COMPOSITION

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisites: Teacher Recommendation

Homework: HEAVY

AP Course Specific Link Below

[*AP English Literature and Composition*](#)

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

IB ENGLISH A: LITERATURE SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisites: Teacher Recommendation

Homework: HEAVY

For IB English A: Literature SL specifics, please see the IB-published [DP Subject Brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

The course aims to promote an appreciation of the subtleties of literary expression, develop an understanding of the techniques involved in literary criticism and lead to an appreciation of literary forms. In addition, it seeks to facilitate the clear expression of ideas, to aid clear presentation of argument, and to assist in the appreciation of both oral and written discourse. The course includes a range of written and oral assignments, work graded within the school and work that will be assessed externally by IB examiners.

IB ENGLISH A: LITERATURE HL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisites: Teacher Recommendation

Homework: HEAVY

For IB English A: Literature HL specifics, please see the IB-published [DP Subject Brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

The course aims to promote an appreciation of the subtleties of literary expression, develop an understanding of the techniques involved in literary criticism and lead to an appreciation of literary forms. In addition, it seeks to facilitate the clear expression of ideas, to aid clear presentation of argument, and to assist in the appreciation of both oral and written discourse. The course includes a range of written and oral assignments, work graded within the school and work that will be assessed externally by IB examiners.

IB ENGLISH A: LANGUAGE AND LITERATURE SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisites: Teacher Recommendation

Homework: MODERATE to HEAVY

For IB Language & Literature SL specifics, please see the IB-published [DP Subject Brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This course aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and non-literary texts. Study will focus on the formal elements of texts, as well as the different contexts that shape a text's meaning. Students will work on their written and oral expression and assessment is based around these communication skills. In Year 1, students will complete their Individual Oral, based on a Body of Work, a literary text and common global issue. Students will support their skills development through an on-going Learner Portfolio. They will also prepare for Paper 1 by exposure to a wide range of non-literary text types, including opinion pieces, editorial columns, op-eds, speeches, blogs and advertising campaigns. Students will be expected to read a total of four literary works from a range of eras, writers and genre types. Paper 2 focuses on comparative analysis of the literature studied.

IB ENGLISH A: LANGUAGE AND LITERATURE HL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisites: Teacher Recommendation

Homework: MODERATE to HEAVY

For IB Language & Literature SL specifics, please see the IB-published [DP Subject Brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This course aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and non-literary texts. Study will focus on the formal elements of texts, as well as the different contexts that shape a text's meaning. Students will work on their written and oral expression and assessment is based around these communication skills. In Year 1, students will complete their Individual Oral, based on a Body of Work, a literary text and common global issue. Students will support their skills development through an on-going Learner Portfolio. They will also prepare for Paper 1 by exposure to a wide range of non-literary text types, including opinion pieces, editorial columns, op-eds, speeches, blogs and advertising campaigns. Students will be expected to read a total of and six literary works from a range of eras, writers and genre types. Paper 2 focuses on comparative analysis of the literature studied. In addition, HL students are expected to produce a 1000 word HL Essay, based on one of the literary texts studied.



Language A Options

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

KOREAN 10

Grade: 10

Length: 1 year

Credit: 1.0

Prerequisite: Native Speakers of Korean

Homework: MODERATE

This course is intended to prepare students for IB Korean Language & Literature in Grades 11 and 12. This one-year course will help students improve their understanding of IB Korean Language & Literature. The students will develop their reading and writing abilities, as well as their oral-presentation skills. The students will study a wide array of literary and non-literary texts. This study will be expanded to include an examination of the variety of writing styles and of literary techniques. The purpose of doing so is to enable students to skillfully evaluate those writing samples. The students will read both Korean and world novels. The students will also engage in studying texts from different periods in Korean history. The aim of this course is to develop students' use of their mother tongue as a vehicle to express literary analysis in written and oral language.

This course does not require a high-level of Korean language. The students will explore various types of reading and writing. The kinds of literature will include novels, articles from magazines and newspapers, poetry, and prose. The students are expected to read and write independently outside of class time.

IB KOREAN A: LANGUAGE & LITERATURE SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Korean 10

Homework: MODERATE to HEAVY

For IB Language & Literature SL specifics, please see the IB-published [DP Subject Brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a course for Korean speakers whose Korean skills are native or near-native level. The course aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and informational texts. Study will focus on the way the formal structure of texts, as well as culturally-defined reading habits, affect the meaning of texts. The texts studied encourage students to be more conscious of their own cultural and linguistic identities, and to be more aware of the way languages affect the individual and shape much of today's world. Students will complete their Individual Oral, based on a Body of Work, a literary text and a shared global issue. Students will support their skills development through an on-going Learner Portfolio. They will also prepare for Paper 1 by exposure to a wide range of non-literary text types, including opinion pieces, editorial columns, op-eds, speeches, blogs and advertising campaigns. Students will be expected to read a total of four literary works from a range of eras, writers and genre types. Paper 2 focuses on comparative analysis of the literature studied.

IB KOREAN A: LANGUAGE & LITERATURE HL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Korean 10

Homework: MODERATE to HEAVY

For IB Language & Literature HL specifics, please see the IB-published [DP Subject Brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a course for Korean speakers whose Korean skills are native or near-native level. The course aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and informational texts. Study will focus on the way the formal structure of texts, as well as culturally-defined reading habits, affect the meaning of texts. The texts studied encourage students to be more conscious of their own cultural and linguistic identities, and to be more aware of the way languages affect the individual and shape much of today's world. Students will complete their Individual Oral, based on a Body of Work, a literary text and a shared global issue. Students will support their skills development through an on-going Learner Portfolio. They will also prepare for Paper 1 by exposure to a wide range of non-literary text types, including opinion pieces, editorial columns, op-eds, speeches, blogs and advertising campaigns. Students will be expected to read a total of six literary works from a range of eras, writers and genre types. Paper 2 focuses on comparative analysis of the literature studied. In addition, HL students are expected to produce a 1200 word HL Essay, based on one of the literary texts studied.

IB SCHOOL-SUPPORTED SELF-TAUGHT LANGUAGE SL

Grade: 11 and 12

Length: 2 years Credit: 2.0

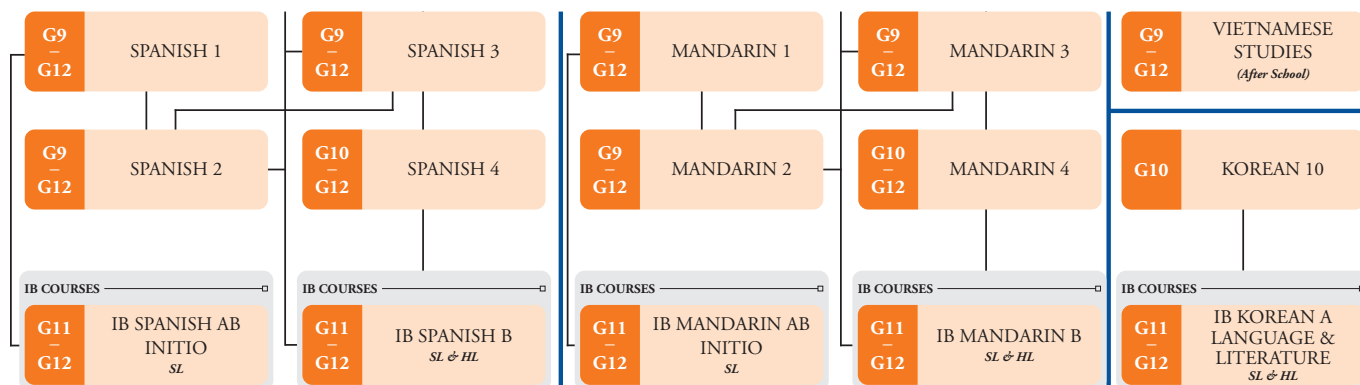
Prerequisite: Consultation with IB coordinator and possible placement test

Homework: MODERATE to HEAVY

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

The IB School-Supported Self-Taught Language (SSST) course is designed for IB full diploma students whose strongest language (mother tongue) is not offered as an IB subject at SSIS (e.g. Indonesian, Russian, Malaysian, Vietnamese, etc.). Students will be required to find a private tutor who will teach them in their mother tongue privately, outside of normal classes, and work with them for the IB exams. The curriculum for this course is the same as that of the Language A: Literature SL course, with the exception that the works of literature chosen are different. Study will focus on the analysis and appreciation of literary expression in novels, poems, drama and nonfiction. Over the 2 year course, students will read and analyze 9 literary works in the language of study. Students following the Self-Taught language course will be scheduled for a block in which they can study the course with the support of the SSST Supervisor who ensures they are on schedule and supports the production of IB assessments in collaboration with the tutor. All ongoing instruction and assessment are provided by the tutor until official IB assessments. Students enrolled in IB Self-Taught Language will earn a pass/fail grade for credit. This grade in IB Self-Taught Language will not impact a student's overall GPA.

Please note: *The cost for tutoring is at the student's expense.*



Modern World Languages

The goal of the Modern World Languages Department is to increase student proficiency levels in languages and their cultures. We want to enable students to interact in a multicultural context, to foster a lifelong appreciation of internationalism and critical thinking, and to strengthen students' professional opportunities. We recognize that SSIS students come from a variety of cultural and linguistic backgrounds and that each student has different learning strategies and needs. Our objective is for students to become critical thinkers and independent learners, providing them with the linguistic skills needed for effective communication.

GENERAL INFORMATION & REQUIREMENTS

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

Students with no previous experience in Mandarin or Spanish, or who have completed only one year of study in these languages in middle school, enroll in level 1 in high school. Students, who have completed two or three years of Mandarin or Spanish in Middle School, enroll in Level 2 in high school. High school students transferring from other schools enroll in an appropriate level determined by a reading and writing placement test.

SPANISH 1

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: None

Homework: MODERATE

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

SPANISH 2

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Spanish 1 or Middle School Spanish B or Middle School Spanish C (Based upon proficiency level)

Homework: MODERATE

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

SPANISH 3

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Spanish 2 or Middle School Spanish C (Based upon proficiency level)

Homework: MODERATE

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

SPANISH 4

Grade: 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Spanish 3

Homework: MODERATE to HEAVY

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

IB SPANISH AB INITIO SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: A student cannot take an IBDP ab initio course if the student has studied the language for more than one year or is a native speaker of the language.

Homework: MODERATE to HEAVY

For more IB Language ab Initio specifics, please see the IB-published [DP subject briefs](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a language acquisition course for students with no prior experience of Spanish, or for those students with very limited previous exposure. Students will be introduced to the conceptual understandings that underlie language acquisition and begin to develop receptive, productive and interactive skills. Students in Spanish Ab Initio Will achieve communicative competence in a variety of everyday situations and will develop the ability to communicate about themselves and their immediate environment using basic vocabulary and sentence structures. The IB Spanish Ab Initio program focuses on a dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness. The course provides students a foundation to demonstrate their ability to: (1) communicate basic information and ideas clearly and effectively in a limited range of situations; (2) understand and use accurately the essential spoken and written forms of the language in a limited range of situations; (3) understand and use a limited range of vocabulary in common usage; (4) use a register that is generally appropriate to the situation; and (5) show an awareness of some elements of the culture. Students express themselves about a variety of familiar topics, and deepen their understanding of Spanish-speaking communities by exploring stories, articles, poems, films, and other texts. All students who complete this course are expected to sit the IB Spanish ab initio exam at the end of the two year program of study.

IB SPANISH B SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Spanish 2 with a C or above; Students cannot be a native speaker of the language

Homework: MODERATE TO HEAVY

For more IB Language B SL specifics, please see the IB-published [DP subject briefs](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a language acquisition course designed for students with some previous experience of Spanish who already have the ability to communicate in Spanish in familiar contexts. While in the course, they will further develop this ability. Students will explore the conceptual understandings that underlie language acquisition and begin to use higher-level thinking in the development of receptive, productive and the interactive skills. Students will reach a high degree of competence in the language, learn how to communicate effectively in a number of situations and within the cultures where the language is spoken. By working with a wide range of authentic written and spoken texts and materials, students will further develop and expand the four language skills: listening, reading, speaking and writing, as well as their critical thinking skills. Students will use the language daily to communicate clearly and effectively in diverse contexts for various purposes, using the appropriate register. Students will use higher level thinking skills to respond appropriately to both oral and written language. All students who complete this course are expected to sit the IB Spanish B SL exam at the end of the two year program of study.

IB SPANISH B HL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Spanish 3 with a C or above; Students cannot be a native speaker of the language

Homework: MODERATE TO HEAVY

For more IB Language B HL specifics, please see the IB-published [DP subject briefs](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a language acquisition course for students with previous experience in Spanish who have the ability to communicate in Spanish in a variety of contexts and for a variety of purposes. There is a common syllabus at SL and HL (with literature as an additional component of the HL course). As the study of two literary works originally written in Spanish is compulsory in Language B HL, entering the course with these communication skills would allow the student to begin the study of works of literature originally written in Spanish. During the course, students are expected to use higher-order thinking skills in the development of their receptive, productive, and interactive skills. The differences between SL and HL are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, literature coverage and suggested teaching hours. Students with a high degree of competence in the language will explore in depth different aspects of the language and literature. All the language skills are studied through a range of texts and materials that enable an awareness of Spanish and Latin culture. Thoughtful discussion, written compositions and oral presentations will be fundamental components of this class. All students who complete this course are expected to sit the IB Spanish B HL exam at the end of the two year program of study.

MANDARIN 1

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: None

Homework: MODERATE

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

MANDARIN 2

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Mandarin 1 or Middle School Mandarin B or Middle School Mandarin C (Based upon proficiency level)

Homework: MODERATE

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

MANDARIN 3

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Mandarin 2 or Middle School Mandarin C (Based upon proficiency level)

Homework: MODERATE

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

MANDARIN 4

Grade: 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Mandarin 3

Homework: MODERATE to HEAVY

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

IB MANDARIN AB INITIO SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: A student cannot take an IBDP ab initio course if the student has studied the language for more than one year or is a native speaker of the language.

Homework: MODERATE to HEAVY

For more IB Language ab Initio specifics, please see the IB-published [DP subject briefs](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a language acquisition course for students with no prior experience of Mandarin, or for those students with very limited previous exposure. Students will be introduced to the conceptual understandings that underlie language acquisition and begin to develop receptive, productive and interactive skills. Students in Mandarin Ab Initio will achieve communicative competence in a variety of everyday situations and will develop the ability to communicate about themselves and their immediate environment using basic vocabulary and sentence structures. The IB Mandarin Ab Initio program focuses on a dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness. The course provides students a foundation to demonstrate their ability to: (1) communicate basic information and ideas clearly and effectively in a limited range of situations; (2) understand and use accurately the essential spoken and written forms of the language in a limited range of situations; (3) understand and use a limited range of vocabulary in common usage; (4) use a register that is generally appropriate to the situation; and (5) show an awareness of some elements of the culture. Students express themselves about a variety of familiar topics, and deepen their understanding of Mandarin-speaking communities by exploring stories, articles, poems, films, and other texts. All students who complete this course are expected to sit the IB Mandarin ab initio exam at the end of the two year program of study.

IB CHINESE B SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Mandarin 2 with a C or above; Students cannot be a native speaker of the language

Homework: MODERATE to HEAVY

For more IB Language B SL specifics, please see the IB-published [DP subject briefs](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a language acquisition course designed for students with some previous experience of Mandarin who already have the ability to communicate in Mandarin in familiar contexts. While in the course, they will further develop this ability. Students will explore the conceptual understandings that underlie language acquisition and begin to use higher-level thinking in the development of receptive, productive and the interactive skills. Students will reach a high degree of competence in the language, learn how to communicate effectively in a number of situations and within the cultures where the language is spoken. By working with a wide range of authentic written and spoken texts and materials, students will develop and expand the four language skills: listening, reading, speaking and writing, as well as their critical thinking skills. Students will use the language daily to communicate clearly and effectively in diverse contexts for various purposes, using the appropriate register. Students will use higher level thinking skills to respond appropriately to both oral and written language. All students who complete this course are expected to sit the IB Chinese B SL exam at the end of the two year program of study.

IB CHINESE B HL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Mandarin 3 with a C or above; Students cannot be a native speaker of the language

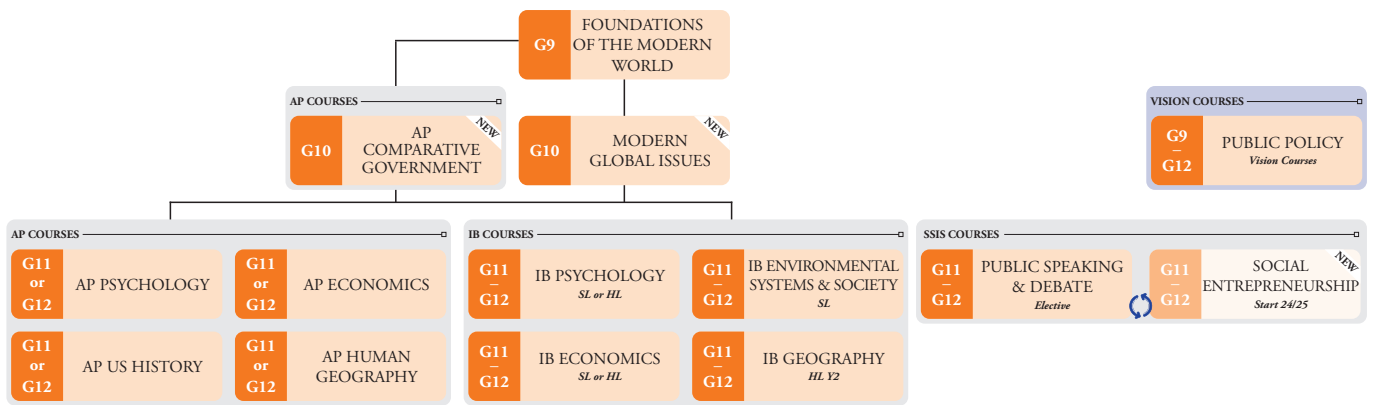
Homework: MODERATE TO HEAVY

For more IB Language B HL specifics, please see the IB-published [DP subject briefs](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a language acquisition course for students with previous experience in Mandarin who have the ability to communicate in Mandarin in a variety of contexts and for a variety of purposes. There is a common syllabus at SL and HL (with literature as an additional component of the HL course). As the study of two literary works originally written in Mandarin is compulsory in Language B HL, entering the course with these communication skills would allow the student to begin the study of works of literature originally written in Mandarin. During the course, students are expected to use higher-order thinking skills in the development of their receptive, productive, and interactive skills. The differences between SL and HL are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, literature coverage and suggested teaching hours. Students with a high degree of competence in the language will explore in depth different aspects of the language and literature. All the language skills are studied through a range of texts and materials that enable an awareness of the culture of Mandarin-speaking communities. Thoughtful discussion, written compositions and oral presentations will be fundamental components of this class. All students who complete this course are expected to sit the IB Chinese B HL exam at the end of the two year program of study.





Social Studies

The High School Social Studies program at SSIS fully embraces an ideal that provides a comprehensive rigorous education emphasizing analytical thinking, reading, and writing skills with an international perspective. The program starting in ninth grade leads to an advanced level college and university preparatory program for 11th and 12th grade students. The Social Studies program offers IB courses at the standard and higher level in Economics, Geography, History, and Psychology. Students also have the option of taking AP Economics, AP Human Geography, AP Psychology, AP US History and AP World History. The philosophy of the Social Studies department mirrors the IB learner profile and SSIS’s core values. This philosophy encourages students to develop a set of ideals that can inspire a sense of wonder and “international-mindedness” that translates into a set of learned values and knowledge for the 21st century.

FOUNDATIONS OF THE MODERN WORLD

Grade: 9
Length: 1 year
Credit: 1.0
Prerequisite: None
Homework: LIGHT

Foundations of the Modern World 9 is a course that explores the origins, developments, and consequences of the major global historical events of the last two and a half centuries. Following a chronological framework, these historical occurrences are examined through a wide variety of primary and secondary sources (including text, film, recorded sound, and artistic materials), using the tools of geography, economics, and psychology. This use of all the major Social Science disciplines trains students to view the past through lenses that will help them better understand the world of today. A culminating major project during the second half of the spring semester is a feature of the course that helps draw together the knowledge and skills developed throughout the course in a comprehensive way.

MODERN GLOBAL ISSUES

New SY 23/24

Grade: 10

Length: 1 year

Credit: 1.0

Prerequisite: Foundations of the Modern World

Homework: MODERATE

Modern Global Issues will examine contemporary topics spanning from the Cold War to the present. Students will use a variety of lenses including civics, history, politics, economics, psychology, and geography to examine relevant global challenges and explore solutions through collaborative learning exercises. Students will evaluate and analyze a variety of topics with emphasis on skill development, taking appropriate action, and understanding their role as responsible global citizens. After building an understanding through research, students will apply critical thinking, analysis, and reasoning to explore possible solutions to local, regional, and global issues.

AP COMPARATIVE GOVERNMENT AND POLITICS

New SY 23/24

Grade: 10 (and 11-12 for SY 23/24 only)

Length: 1 year

Credit: 1.0

Prerequisite: Foundations of the Modern World

Homework: Heavy

AP Course Specific Link Below

[*AP Comparative Government and Politics*](#)

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

PUBLIC SPEAKING: CURRENT ISSUES AND DEBATES

Will run in SY 23/24 but will not run in SY 24/25. Beginning in SY 24/25, this course will alternate with Social Entrepreneurship.

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: World Studies 10 or AP World History

Homework: LIGHT

Public Speaking: Current Issues and Debates will use current events and contemporary issues to focus on public speaking, debate, research, and writing skills. Students will be asked to present a number of different types of speeches including informative, persuasive and impromptu speeches. Additionally, students will practice a number of different debate styles including policy debate, Oxford debate, and public forum. Students in this class should be prepared to conduct research and write speeches as homework.

AP ECONOMICS

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: World Studies 10 or AP World History

Homework: MODERATE to HEAVY

AP Course Specific Links Below

[AP Microeconomics](#)

[AP Macroeconomics](#)

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

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

AP HUMAN GEOGRAPHY

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: World Studies 10 or AP World History

Homework: MODERATE

AP Course Specific Link Below

[AP Human Geography](#)

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

AP PSYCHOLOGY

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: World Studies 10 or AP World History

Homework: HEAVY

AP Course Specific Link Below

[AP Psychology](#)

This university-level course in Psychology will introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. The content areas covered include the history of psychology, research methods, biological bases of behavior, sensations and perception, states of consciousness, learning, cognition, motivation and emotions, developmental psychology, personality, testing, abnormal psychology, treatments of disorders, and social psychology. This is a content-heavy, rigorous and fast-paced course that requires substantial reading, writing, and discussion at a high analytical level. Students are expected to utilize a wide variety of resources to understand course content and discover current research with a high degree of independence. Students are required to take the AP examination upon completion of this course.

AP US HISTORY

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: World Studies 10 or AP World History

Homework: HEAVY

AP Course Specific Link Below

[AP US History](#)

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

IB ECONOMICS SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: World Studies 10 or AP World History

Homework: MODERATE

For more IB Economics SL specifics, please see the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Economics SL is a two-year course that broadly covers four main economic topics of study: (1) Introduction to Economic Theory and Practice, (2) Microeconomics, (3) Macroeconomics, and (4) The Global Economy. Students will work with quantitative and qualitative data to demonstrate a deeper understanding of real-world issues, using the theories, models, ideas, and tools of economics. In May of their senior year, SL students will write two externally moderated papers; and extended response paper as well as a data response paper. The internal assessment for the course consists of a portfolio of three 650-750 word written commentaries based on published extracts from the news media.

IB ECONOMICS HL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: World Studies 10 or AP World History

Homework: MODERATE

For more IB Economics HL specifics, please see the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Economics HL is a two-year course that broadly covers four main economic topics of study: (1) Introduction to Economic Theory and Practice, (2) Microeconomics, (3) Macroeconomics, and (4) The Global Economy. Students will work with quantitative and qualitative data to demonstrate a deeper understanding of real-world issues, using the theories, models, ideas, and tools of economics. For higher-level students, the general aims and objectives of the course are similar to those of standard-level students, but at times they will go into greater detail on certain subjects, and in some cases, explore topics not covered by their SL classmates (e.g. "Economics of the Environment" or "Market Failure"). In May of their senior year, in addition to the two papers mentioned above, HL students will also write a third paper policy paper covering exclusively HL-level topics. The internal assessment for the HL-level students also consists of a portfolio of three 650-750 word commentaries based on published extracts from the news media.

IB GEOGRAPHY SL

This course will run only as a Year 2 course in School Year 23/24. After School Year 23/24, this course will cease to run.

Grade: 12

Length: 2 years

Credit: 2.0

Prerequisite: World Studies 10 or AP World History Homework: MODERATE

For IB Geography SL specifics, please see the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Geography SL is a two year course which is considerable in its breadth as it covers both human and physical geography. This new syllabus has a much greater focus on solutions and possibilities. This means more than ever that IB Geography not only teaches students about the world but aims to inspire a personal commitment towards resolving many of these issues. There are core topics looking at trends in population, resource use and climate change. Throughout The course, students will consider a wide variety of case studies from local, national, regional and international scales. While covering key content, students will develop geographical skills such as analyzing maps and graphs, researching, processing and interpreting data and information, locating elements on the earth's surface, and producing written materials including essays and reports. Year one covers parts of the Core, consisting of changing populations and changing climate, as well as their first option of further study: Leisure Tourism and Sport. In the second semester of year one, students will be conducting their IA, a primary data collection trip for their internal assessment. The second year will include finishing the Core and a remaining option of further study to complete their SL requirements. IB Geography teaches students about the world and aims to inspire a personal commitment towards resolving many of these issues.

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

IB GEOGRAPHY HL

This course will run only as a Year 2 course in School Year 2023/2024. After School Year 2023/2024, this course will cease to run.

Grade: 12

Length: 2 years

Credit: 2.0

Prerequisite: World Studies 10 or AP World History Homework: MODERATE

For IB Geography HL specifics, please see the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Geography HL is a two year course which is considerable in its breadth as it covers both human and physical geography. This new syllabus has a much greater focus on solutions and possibilities. This means more than ever that IB Geography not only teaches students about the world but aims to inspire a personal commitment towards resolving many of these issues. There are core topics looking at trends in population, resource use and climate change. Throughout the course, students will consider a wide variety of case studies from local, national, regional and international scales. While covering key content, students will develop geographical skills such as analyzing maps and graphs, researching, processing and interpreting data and information, locating elements on the earth's surface, and producing written materials including essays and reports. Year one covers parts of the Core, consisting of changing populations and changing climate, as well as their first option of further study: Leisure Tourism and Sport. In the second semester of year one, students will be conducting their IA, a primary data collection trip for their internal assessment. In addition to these, HL students will begin some examining global interactions in terms of Power, Places, and Networks. The second year will include finishing the Core, two remaining Options of study, and two higher level extension units on Human Development and Diversity, and Global Risks and Resilience. IB Geography teaches students about the world and aims to inspire a personal commitment towards resolving many of these issues.

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

IB PSYCHOLOGY SL

Grade: 11 and 12

Length: 2 Years

Credit: 2.0

Prerequisite: World Studies 10 or AP World History

Homework: HEAVY

For more IB Psychology SL specifics, please see the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

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

IB PSYCHOLOGY HL

Grade: 11 and 12

Length: 2 Years

Credit: 2.0

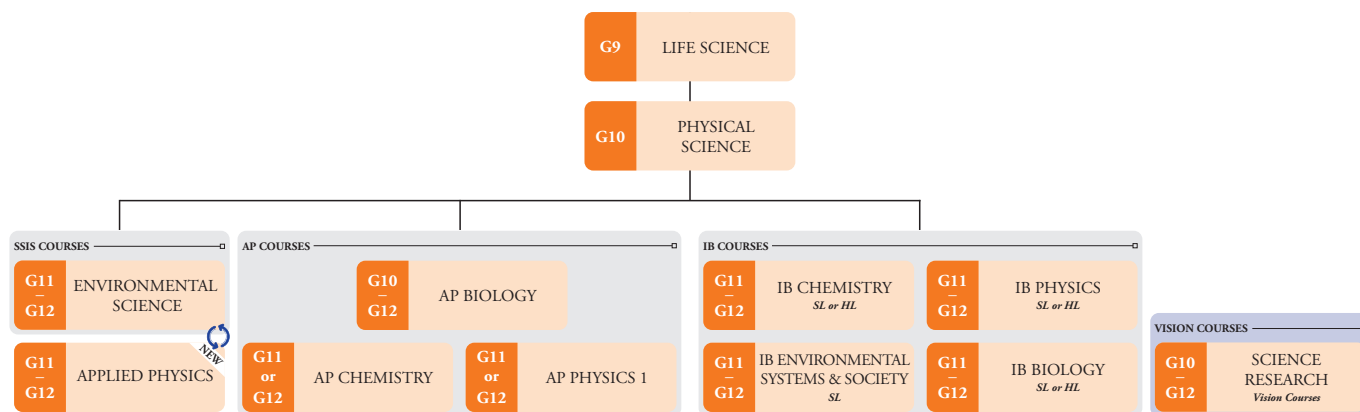
Prerequisite: World Studies 10 or AP World History

Homework: HEAVY

For more IB Psychology HL specifics, please see the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

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



Science

The science curriculum is designed to expose students to the major scientific disciplines through a wide range of courses and topics. The major goal is to help students understand and adapt to a world that is changing, or still being discovered, and to understand that critical review of the data related to these changes is a necessary part of science. We believe that the application and acquisition of knowledge through laboratory or field experiences is the basic activity of science. Therefore, students will continuously be challenged to explore scientific ideas and utilize skills through a well-designed series of investigative activities in each course. Students will be expected to participate in the inquiry process, record and process both quantitative and qualitative data, draw conclusions, make inferences, communicate their experimental findings and reflect on their experiences. Through lectures, activities, discussions and labs our students will be challenged to develop individual thinking and the ability to discern the difference between good and bad science

LIFE SCIENCE

Grade: 9

Length: 1 year

Credit 1.0

Prerequisite: None

Homework: LIGHT

The SSIS Life Science course is a one year course based on the Next Generation Science Standards (NGSS) with units structured around phenomena in the natural world related to homeostasis, energy and matter in life, ecosystems, inheritance, and evolutionary change. In this course, students will use investigating, sense-making, and critiquing practices in order to figure out the answers to real-world questions. Emphasis is placed on uncovering disciplinary core ideas by developing student's scientific skills and ways of thinking. Disciplinary core ideas that will be explored include how systems of specialized cells within an organism help perform essential functions of life, how growth and division of cells in organisms occurs by mitosis and differentiation, how photosynthesis and cellular respiration recombine elements to form different products and transfer energy, how a complex set of interactions within ecosystems maintains stability but can be challenged by disturbances, how variation and distribution of traits in a population depend on genetic (DNA) and environmental factors, and how traits that affect survival of an organism can become more common in a population through the process of natural selection and result in evolution.

PHYSICAL SCIENCE

Grade: 10

Length: 1 year

Credit 1.0

Prerequisite: Life Science

Homework: MODERATE

The SSIS Physical Science course is a one year course based on the Next Generation Science Standards (NGSS) with units structured around phenomena in the natural world related to patterns in the periodic table, bonding, chemical reactions & conservation of matter, energy and its conservation, dynamics, and collisions. In this course, students will use investigating, sense-making, and critiquing practices in order to figure out the answers to real-world questions. Emphasis is placed on uncovering disciplinary core ideas by developing student's scientific skills and ways of thinking. Disciplinary core ideas that will be explored include how particles combine to form matter, how substances combine or change to make new substances, what is meant by the conservation of energy and how energy can be transferred between objects or systems, how one can predict an object's continued motion, changes in motion, or stability, and what underlying forces explain the variety of interactions one observes.

APPLIED PHYSICS

This course is new as of School Year 23/24 and will alternate from year to year with Environmental Science.

Offered in Years: 23/24, 25/26, 27/28

Grade: 11, 12

Length: 1 year

Credit 1.0

Prerequisite: Physical Science

Homework: MODERATE

The SSIS Experimental Science course is a one year course based on the Next Generation Science Standards (NGSS) with units structured around phenomena in the natural world related to momentum, electromagnetism, optics, astrophysics, and nuclear physics. In this course, students will use investigating, sense-making, and critiquing practices in order to figure out the answers to real-world questions. Emphasis is placed on uncovering disciplinary core ideas by developing student's scientific skills and ways of thinking. Disciplinary core ideas that will be explored include the impact of collisions on objects, the relationship between electrical circuits and the application of magnetism, optical devices, nuclear and particle physics, and how all of these topics are utilized by astrophysicists.



ENVIRONMENTAL SCIENCE

This course will not run in 2023/2024 and will begin to alternate with Applied Physics. and will alternate from year to year with Environmental Science.

Offered in Years: 24/25, 26/27, 28/29

Grade: 11, 12

Length: 1 year

Credit 1.0

Prerequisite: Life Science

Homework: LIGHT

The SSIS Environmental Science course is a one year course based on the Next Generation Science Standards (NGSS) with units that explore the interrelationships of the natural world. Units include ecosystems and biodiversity conservation, weather and climate, earth's systems, and human sustainability. Emphasis is placed on uncovering disciplinary core ideas by developing student's scientific skills and ways of thinking. The course will allow students to investigate and propose solutions to urgent environmental problems and current events facing society today. Disciplinary core ideas that will be explored include what happens to ecosystems when the environment changes, the importance of biodiversity, how humans depend on Earth's resources and their impact on the planet, and how global climate models can be used to predict future climate changes. Students will take part in laboratory investigations and project-based learning.

AP BIOLOGY

Grade: 10, 11, 12

Length: 1 year

Credit: 1.0 Prerequisite:

- **For students going into G11-12: Successful completion of Physical Science**
- **For students going into G10: Life Science with a B- or above and Teacher Recommendation**

Homework: HEAVY

AP Course Specific Link Below

[AP Biology](#)

AP Biology is a university level biology course that provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The course framework in AP Biology includes two components: science practices and course content. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry and laboratory techniques; recognition of unifying themes that integrate the major topics of biology and application of biological knowledge and critical thinking to environmental and social concerns. The eight general areas covered include: Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology. Students are required to take the AP Biology Examination upon completion of this course.

AP CHEMISTRY

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Physical Science with a B- or above; AND Algebra 2 with a B- or above

Homework: HEAVY

AP Course Specific Link Below

[AP Chemistry](#)

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

AP PHYSICS 1

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Physics with a B- or above AND Algebra 1 with a C- or above

Homework: HEAVY

AP Course Specific Link Below

[AP Physics I](#)

AP Physics 1 a year long course that is equivalent to the first semester of college or university introductory level physics class. Although it is the first year of a two year program that leads to AP Physics 2, students who take AP Physics 1 are not required to take AP Physics 2. There are separate AP exams for both AP Physics 1 and 2 at the conclusion of each course. The mathematics of the course is limited to algebra and basic trigonometry. A heavy emphasis is placed on laboratory work including inquiry based investigations focusing on rotational dynamics. Students will be expected to design and carry out their own experiments to investigate physical relationships. Topics include kinematics, dynamics, circular motion and gravitation, energy, momentum, electric charge and force, DC circuits, and mechanical waves. Students are required to take the AP Physics 1 examination upon completion of this course.



IB BIOLOGY SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Life Science with a C- or above; AND Physical Science with a C- or above

Homework: MODERATE

For more IB Biology SL specifics, please see the IB-published DP [IB Biology \(subject brief\)](#)

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Biology is a two-year university preparatory course that focuses on studying biology content, covering topics that range from cell and molecular biology to ecology and evolution. The course requires memorization of a significant number of understandings, applications, and skills. To be successful in this course, students will need to develop effective study strategies that allow them to recall specific details of this information on written assessments. The Breadth and depth of content is less for the SL course compared to the HL course. In addition to factual content, students will practice laboratory techniques, which focus on experimental design, data analysis and interpretation and evaluation of conclusions. A minimum of forty hours of laboratory work is performed over the two year course, including six required practical activities and a 10 hour independent investigation into a biological topic of each student's choosing, to be completed in the second year. An interdisciplinary group project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal.

IB BIOLOGY HL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Physical Science with a B- or above; AND Life Science with a B- or above

Homework: HEAVY

For more IB Biology HL specifics, please see the IB-published [IB Biology \(subject brief\)](#)

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Biology is a two-year university preparatory course that focuses on studying biology content in depth, covering topics that range from cell and molecular biology to ecology and evolution. The course requires memorization of a significant number of understandings, applications, and skills. To be successful in this course, students will need to develop effective study strategies that allow them to recall specific details of this information on written assessments. In addition to factual content, students will develop practical and analytical skills. These include critical thinking, data analysis, laboratory techniques, making predictions, drawing valid conclusions from scientific evidence, and evaluating hypotheses and theories. A minimum of sixty hours of laboratory work is performed over the two year course, including seven required practical activities and a 10 hour independent investigation into a biological topic of each student's choosing, to be completed in the second year. An interdisciplinary group project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal.

IB CHEMISTRY SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Physical Science with a C- or above; AND Algebra 1 with a C- or above

Homework: MODERATE to HEAVY

For more IB Chemistry SL specifics, please see the IB-published [IB Chemistry \(subject brief\)](#)

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Chemistry SL is a university preparatory course taught over two years. It is designed to expand on the knowledge and experimental skills obtained in the general science courses (e.g., Biology/ Life Science, Chemistry, and Physics). The course serves to prepare students for further study of pure and applied sciences in higher education. The course will help students develop the ability to analyze scientific literature and develop manipulative and experimental skills necessary to perform university level scientific investigations. The experimental nature of chemistry is emphasized in practical work. An interdisciplinary group project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal. Topics to be discussed include: the foundations of chemistry, quantitative chemistry focusing on the mole concept, solution chemistry, gases, thermochemistry, atomic theory, and chemical bonding. In Year 2 discussion of more advanced chemistry topics will be undertaken, including solids and liquids, chemical kinetics, chemical equilibrium, acids and bases, thermodynamics, electrochemistry, organic chemistry, and additional optional topics. In the second year students will be expected to design their own experiments to test and evaluate the fundamental chemistry topics discussed in the program. A greater emphasis will be placed on independent practical work

IB CHEMISTRY HL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Physical Science with a B- or above; AND Algebra 1 with a B- or above

Homework: HEAVY

For more IB Chemistry HL specifics, please see the IB-published [IB Chemistry \(subject brief\)](#)

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Chemistry HL is a college or university preparatory course taught over two years. It is designed to expand on the knowledge and experimental skills obtained in the general science courses (e.g., Biology/Life Science, chemistry, and physics). The course serves to prepare students for further study of pure and applied sciences in higher education. The course will help the student to develop the ability to analyze scientific literature and develop manipulative and experimental skills necessary to perform college or university level scientific investigations. The Experimental nature of chemistry is emphasized in practical work. An interdisciplinary group project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal. Topics to be discussed include: the foundations of chemistry, quantitative chemistry focusing on the mole concept, solution chemistry, gases, thermochemistry, atomic theory, and chemical bonding. Each of these topics will be explored in more detail and require a stronger quantitative analysis than is expected at the standard level. In year 2 further discussion of more advanced chemistry topics will be undertaken, including solids and liquids, chemical kinetics, chemical equilibrium, acids and bases, thermodynamics, electrochemistry, organic chemistry, and additional optional topics. In addition, students will be involved in more practical lab work. In the second year students will be expected to design their own experiments to test and evaluate the fundamental chemistry topics discussed in the program. A greater emphasis will be placed on independent practical work.

IB PHYSICS SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Physical Science with a C- or above; AND Algebra 1 with a C- or above

Homework: MODERATE to HEAVY

For more IB Physics SL specifics, please see the IB-published [IB Physics \(subject brief\)](#)

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Physics is a two-year university preparatory course. This course provides an overview of the principles of Physics and the nature of the universe. Topics include: uncertainty and measurement, mechanics, waves, electricity, and magnetism. The aims of the course are to prepare students for university level science and life as scientifically knowledgeable citizens. The course emphasizes experimentation and problem solving skills in the classroom and in the laboratory. It is assumed that the student has a working knowledge of algebra and trigonometry. A total of forty hours of practical laboratory work is performed over the two-year course. Students will be expected to design and carry out their own experiments to investigate physical relationships. Second year topics include: circular motion, gravitation, atomic physics, nuclear physics, energy production, and astrophysics. The aims of the course are to prepare students for university level science and life as scientifically knowledgeable citizens. The course emphasizes experimentation and problem solving skills in the classroom and in the laboratory. An interdisciplinary group project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal.

IB PHYSICS HL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Physical Science with a B- or above; AND Algebra 1 with a B- or above

Homework: HEAVY

For more IB Physics HL specifics, please see the IB-published [IB Physics \(subject brief\)](#)

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Physics HL is a two-year university level course. This course provides an in-depth study of the principles of Physics and the nature of the universe. Topics include: uncertainty and measurement, mechanics, waves, electricity, magnetism, HL fields, HL waves, and HL electromagnetic induction. The aims of the course are to prepare students for university level science and life as scientifically knowledgeable citizens. The course emphasizes experimentation and problem solving skills in the classroom and in the laboratory. A total of sixty hours of practical laboratory work is performed over the two-year course. Students will be expected to design and carry out their own experiments to investigate physical relationships. An interdisciplinary group project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Chemistry, Biology/Life Science, or Physics with a C- or above

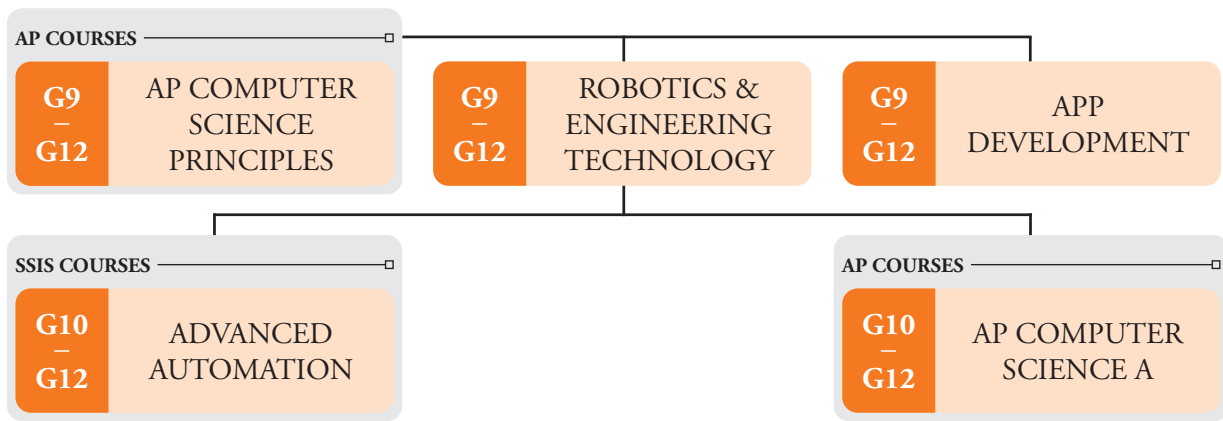
Homework: MODERATE

For more IB ESS SL specifics, please see the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Environmental Systems and Societies SL is a two-year university preparatory course that provides students with a coherent perspective on the environment. The emphasis is on scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. Field work and class lab time provides hands-on experiences. Owing to the interdisciplinary nature of the course, students will have the opportunity to draw on concepts from the natural sciences and apply this scientific understanding to political and social issues, and create TOK and CAS links. A range of topics is covered throughout year one including: foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, water and aquatic food production systems and societies. Students will critically examine and develop their own environmental value systems (EVS) and become acquainted with the diverse range of EVSs of people from different cultures and backgrounds. Topics covered in the second year of the program include: soil and atmospheric systems, climate change and energy production, human systems and resource use. Following successful completion of the 2 year program, students will have developed a holistic understanding and appreciation for the complex interrelationships that exist between environmental systems and societies, and the vulnerability inherent within these relationships. This class fulfills requirements for Group 4 or Group 3 or both.





Computer Science and Engineering

The computer science and engineering program department provides students opportunities and experiences to learn programming concepts and engineering design. Students do not need programming experience to take App Development, Robotics and Engineering Technology, or AP Computer Science Principles. Design projects in these courses will help students grow their skills regardless of level or experience. **All courses taught in this department are designated as elective credits.**

APP DEVELOPMENT

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: None

Homework: LIGHT TO MODERATE

App Development students will learn to program applications using the Swift programming language. Students will complete a series of projects designed to develop a student's programming and project design skills. Students will develop an understanding of the app design and development process using macOS programming tools. Course topics include the design cycle, project documentation, and computer science concepts such as control structures, loops, and functions. Students will curate a portfolio of their work throughout the course.

Note: *Student laptops must be running the most recent version of macOS as of the start of the academic year to run required software for the course.*

ROBOTICS AND ENGINEERING TECHNOLOGY

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: None

Homework: LIGHT TO MODERATE

Students in this course will complete a series of design projects, each focused on a different aspect of engineering design and the use of technology to solve problems. This will include the engineering design cycle, prototyping, and computer science concepts. Students will also gain experience with a variety of analog and digital design tools. Students will develop their written, oral, and visual communication skills as they document their designs and design processes. Students will curate a portfolio of their work throughout the course.

ADVANCED AUTOMATION

Grade: 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: App Development or Robotics and Engineering Technology or AP Computer Science Principles

Homework: MODERATE

This higher level robotics course will teach students to use programming, sensor systems, and electronic circuitry to build automated systems such as traffic signals, coffee machines, or self driving robots. Students will learn how to combine physical components (e.g. motors, wires, sensors) with programming tools (e.g. functions, state machines, or artificial intelligence) in the design process. Students may choose to apply the knowledge they learn in this course to their involvement in robotics programs, entrepreneurship projects, and building solutions to problems in the school community

AP COMPUTER SCIENCE PRINCIPLES

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0 Prerequisite: Algebra I Homework: MODERATE

AP Course Specific Link Below

[*AP Computer Science Principles*](#)

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory university computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will learn the fundamental concepts of programming including control and abstractions. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

AP COMPUTER SCIENCE A

Grade: 10, 11, 12

Length: 1 year

Credit: 1.0

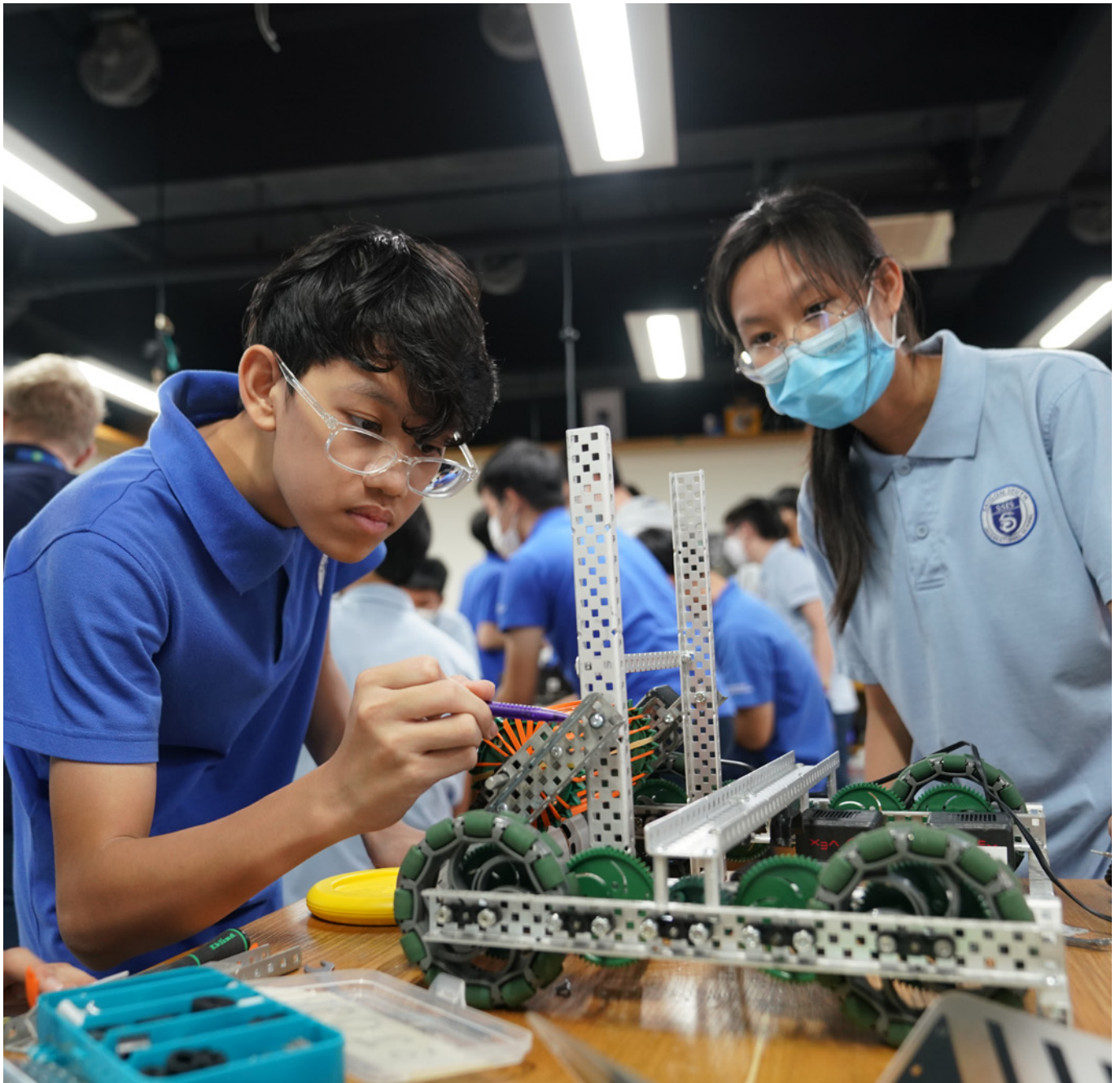
Prerequisite: App Development or AP Computer Science Principles with a B- or above, and Geometry with a B- or above

Homework: MODERATE

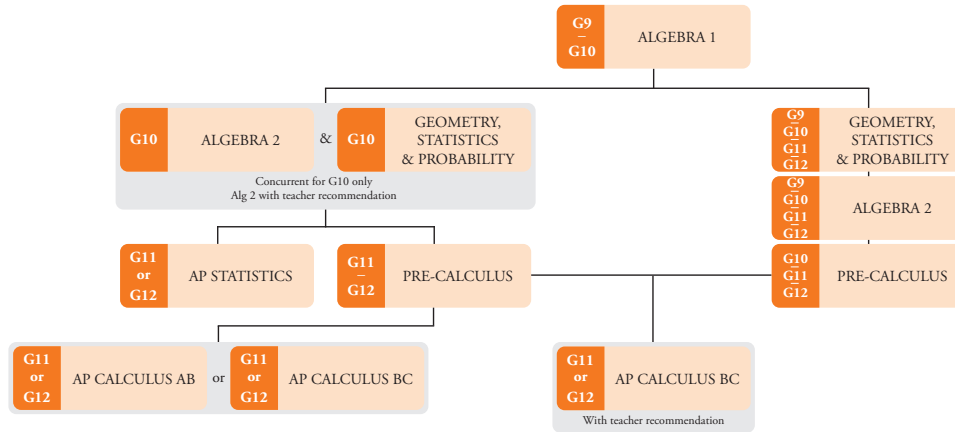
AP Course Specific Link Below

[AP Computer Science A](#)

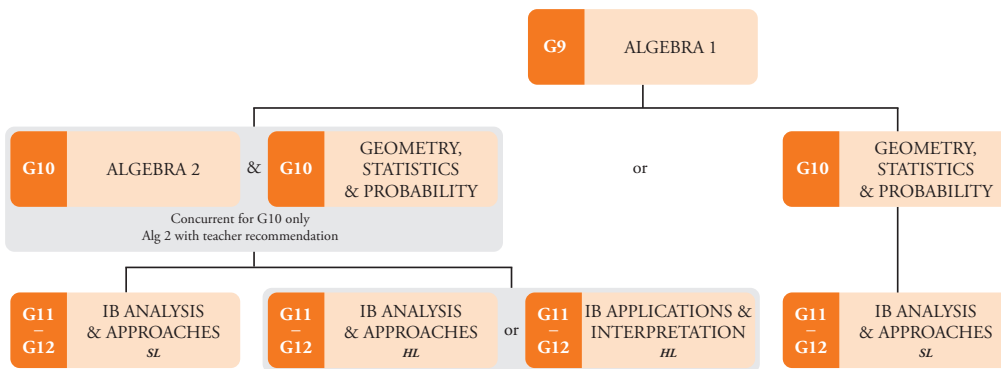
AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.



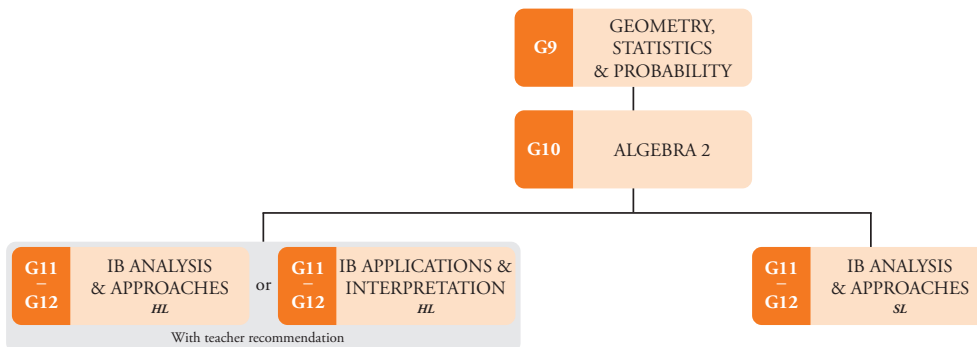
SSIS and AP Pathways



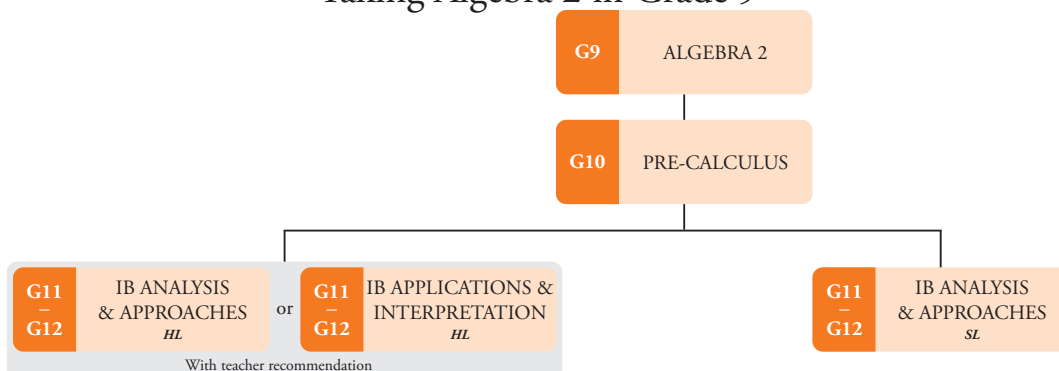
SSIS and IB Pathways Taking Algebra 1 in Grade 9



Taking Geometry, Statistics and Probability in Grade 9



Taking Algebra 2 in Grade 9



Mathematics

The high school mathematics program provides students with mathematical skills required for university study and life in the twenty-first century. The curriculum offers a sequence of foundational courses: Algebra I; Geometry, Statistics and Probability; Algebra II and Pre-calculus, which prepare students for IBDP and AP courses in grades 11 and 12 and university study after graduation.

ALGEBRA I

Grade: 9, 10

Length: 1 year

Credit: 1.0

Prerequisite: None

Homework: MODERATE

Special Requirement: TI-Nspire CXII Graphing Calculator

This course covers all standard topics of first year algebra. Topics include: reasoning, properties of algebraic expressions, linear equations and inequalities, linear functions systems of equations and inequalities, polynomials, factoring, solving quadratic equations, graphing quadratic functions, exponents, roots, equations with roots, rational expressions and rational equations. Word problems are used to connect the algebra to a variety of disciplines.

GEOMETRY, STATISTICS AND PROBABILITY

Grade: 9, 10, 11

Length: 1 year

Credit: 1.0

Prerequisite: Algebra I

Homework: MODERATE

Special Requirement: TI-nspire CXII Graphing Calculator

This course covers a selection of topics from the fields of geometry and statistics including probability. Angle properties, area, volume, coordinate geometry, and trigonometry are key elements of the geometry learning. Conditional probabilities, independent events, analysis and interpretation of one-variable data are key elements of the statistics and probability learning.

ALGEBRA II

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Geometry, Statistics, and Probability (G10 students may take Algebra II concurrently with Geometry, Statistics and Probability with teacher recommendation)

Homework: MODERATE to HEAVY

Special Requirement: TI-nspire CXII Graphing Calculator

This course covers all standard topics of advanced algebra. Concepts from Algebra 1 are expanded and quadratic equations lead to the complex number field. Functions and graphs are used throughout. Polynomial, rational, radical, exponential, and logarithmic functions are studied. Further topics include polynomial inequalities, systems of linear equations and inequalities, combinatorics, probability, and trigonometry. Extensive use is made of Texas Instruments TI-nspire graphing calculators.

PRE-CALCULUS

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Algebra II

Homework: MODERATE to HEAVY

Special Requirement: TI-nspire CXII Graphing Calculator

This course is preparation for AP Calculus and IB math courses. It caters to students with a sound understanding of mathematical concepts and a competence in applying mathematical techniques. Students will develop reading and critical thinking skills and master mathematical notations. This course combines college algebra with advanced trigonometry. Topics include: proofs, functions, polynomial equations, the binomial theorem, sequences & series, polar coordinate, trigonometric functions, and complex numbers. Emphasis on a graphical approach both with and without technology plays an extensive role.

AP STATISTICS

Grades: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Algebra II and a firm understanding of academic writing

Homework: HEAVY

Special Requirement: TI-nspire CXII Graphing Calculator

AP Course Specific Link Below

[AP Statistics](#)

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

AP CALCULUS AB

Grades: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Precalculus

Homework: HEAVY

Special Requirement: TI-nspire CXII Graphing Calculator

AP Course Specific Link Below

[AP Calculus AB](#)

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

Calculator Use: The use of a graphing calculator is an integral part of this course and is a powerful tool for exploration. However, students are expected to derive analytical solutions without a calculator.

AP CALCULUS BC

Grades: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Precalculus and Teacher Recommendation

Homework: HEAVY

Special Requirement: TI-nspire CXII Graphing Calculator

AP Course Specific Link Below

[AP Calculus BC](#)

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

Calculator Use: The use of a graphing calculator is an integral part of this course and is a powerful tool for exploration. However, students are expected to derive analytical solutions without a calculator.

IB MATHEMATICS: APPLICATIONS AND INTERPRETATION SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0 Prerequisite: Geometry, Statistics, and Probability.

Homework: HEAVY

Special Requirement: TI-nspire CXII Graphing Calculator

For more IB Mathematics: Applications and Interpretation specifics, please see the IB-published

[DP subject brief.](#)

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This course is for students who are interested in developing their mathematics for describing our world, modeling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. This means that the content is approached from a contextual setting, with the focus being on how mathematics works in the world around us. The IBO suggests that Mathematics: Applications and Interpretation is designed for students who are interested in harnessing the power of technology alongside exploring mathematical models, and who enjoy the more practical side of mathematics.

IB MATHEMATICS: APPLICATIONS AND INTERPRETATION HL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Precalculus or Algebra II and teacher recommendation

Homework: HEAVY

Special Requirement: TI-nspire CXII Graphing Calculator

For more IB Mathematics: Applications and Interpretations specifics, please see the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This course is for students who are interested in developing their mathematics for describing our world, modeling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. This means that the content is approached from a contextual setting, with the focus being on how mathematics works in the world around us. When taken at the HL, this course contains all of the content from the SL course, with additional explorations into related content. The IBO suggests that Mathematics: Applications and Interpretation is designed for students who are interested in harnessing the power of technology alongside exploring mathematical models, and who enjoy the more practical side of mathematics.

IB MATHEMATICS: ANALYSIS AND APPROACHES SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Geometry, Statistics, and Probability

Homework: MODERATE to HEAVY

Special Requirement: TI-nspire CXII Graphing Calculator

For more IB Mathematics: Analysis and Approaches specifics, please see the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization. This course focuses on analytical or “pure” mathematics, mostly for mathematics sake. It is highly algebra intensive. The IBO suggests that Mathematics: Analysis and Approaches is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content.

IB MATHEMATICS: ANALYSIS AND APPROACHES HL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Precalculus or Algebra II and Teacher Recommendation

Homework: HEAVY

Special Requirement: TI-nspire CXII Graphing Calculator

For more IB Mathematics: Analysis and Approaches specifics, please see the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

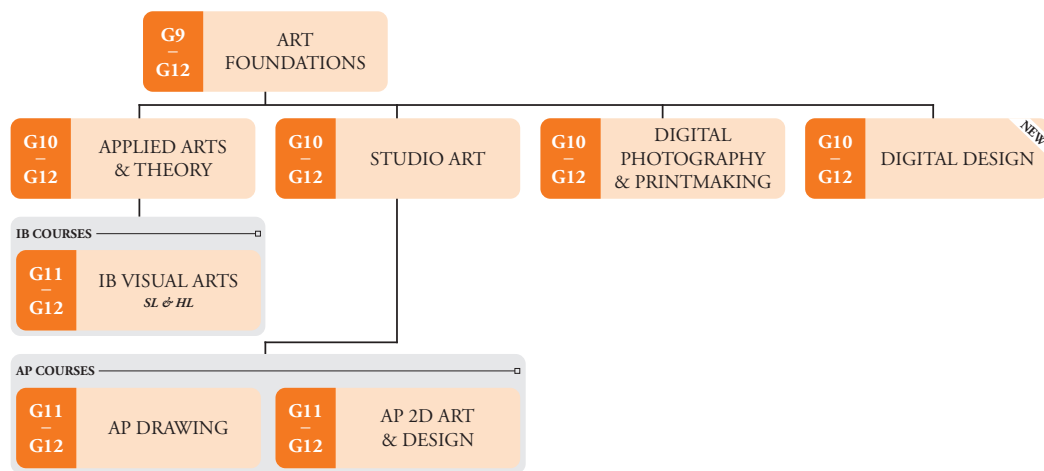
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Fine and Performing Arts

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

Our Fine and Performing Arts program aims to be exciting and stimulating while encouraging students to be active learners. A range of diverse, authentic activities provides opportunities for discovering talents and developing transferable life skills regardless of experience, social status or cultural background. At SSIS, Fine and Performing Arts students learn to interpret and derive meaning from works of drama, music and visual art through hearing, reading, viewing, creating, exploring, sharing, presenting, performing and experiencing as members of an audience.



Fine Arts

ART FOUNDATIONS

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0 Prerequisite: None

Homework: LIGHT

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

APPLIED ARTS AND THEORY

Grade: 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Art Foundations

Homework: LIGHT to MODERATE

This course is a preparatory course for IB Visual Arts. Emphasis is placed on making connections between art and other disciplines, and at the same time integrating art-making with the investigation and theory. Units of study focus on challenging each student to explore various themes, prompts, and design questions. Students investigate art with its function, role in history, design, socio-cultural and political aspects as well as how it relates to current trends, issues, and technology. The students will have a chance to museum and gallery visits, analyzing artworks and artifacts. The completion of a process portfolio is an integral part of the course. Students will document their art-making process including investigating the work of selected artists; experimenting and manipulating techniques, media and processes; presenting evidence of how ideas formed and developed; communicating the process of reviewing, refining, and reflecting, and connecting art investigation with the art-making process (theory and practice). Students will participate in the large-scale art show at the end of the year and are required to perform a task that helps with the organization of the show.

DIGITAL DESIGN

New SY 23/24

Grade: 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Art Foundations Homework:

LIGHT to MODERATE

In this course, students will explore visual art through the use of digital tools and techniques for digital output. Students will build on their knowledge of design and apply that knowledge to new methods and emerging media. In the first semester, students will build hard skills of digital editing by gathering appropriate material through photography, digital sketching, 3D modeling and AI prompts. In the second semester, students will use the material created and learn to use and manipulate code to create digital images as well as NFT's and other lens based media. Students will be required to have a strong foundation in design and a working knowledge of coding would be an advantage. Students will also be required to document and notate the processes used for future reference and also provide evidence of their growth and development. After taking this course, students will be eligible to take AP 2D design and continue their exploration of emerging media and digital design.

DIGITAL PHOTOGRAPHY AND PRINTMAKING

Grade: 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Art Foundations

Homework: LIGHT to MODERATE

This course is an introduction to the use of photography in digital printing output and manual printmaking. Students will re-visit the elements and principles of design, art movements and design strategies using various print techniques as the main media. Students will be required to have a camera, either DSLR, Phone or Ipad and will learn how to adjust photographs digitally for printing. Students investigate different design concepts and document and investigate the processes relevant to their work. At the end of the semester, students participate in an art show. Field trips to art museums, local galleries, and relevant places of interest will also be arranged.

STUDIO ART

Grade: 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Art Foundations

Homework: LIGHT to MODERATE

Studio Art is a Pre-AP course. In the first semester, students focus on the acquisition of skills, techniques, and processes in drawing and mark making. At the same time, they also explore, learn, manipulate and apply the different principles of design together with various image development strategies on different elements. In the second semester, students will craft their inquiry question which will guide their investigation through practice, experimentation, revision, and skillful synthesis of materials processes. Studio art students can opt to continue this question if they want to take AP Art and Design.

AP 2-D ART AND DESIGN

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Studio Art or Digital Photography & Printmaking

Homework: HEAVY

AP Course Specific Link Below

[AP 2-D Art and Design](#)

AP 2-D Art and Design is a college and university foundation course. The emphasis is on principles of design and creative manipulation of these elements. The completion of original projects, craftsmanship, and the creative process are essential. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas during the entire year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit 2 portfolios; sustained investigation- 60% based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by the students' inquiry questions; and selected works 40% which are actual student works submitted to the College Board. Because of the number of pieces required, each student needs to commit ample time each week outside of class. The AP College Board recommends a ratio of 1:1; for every hour of class work, a student should plan on spending an hour on artwork outside of class.



AP DRAWING

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Studio Art or Digital Photography & Printmaking

Homework: HEAVY

AP Course Specific Link Below

[AP Drawing](#)

AP Drawing is a college and university foundation course. The emphasis is on drawing, sketching and mark-making using two dimensional media. The completion of original projects, craftsmanship, and the creative process are essential. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas during the entire year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit 2 portfolios; sustained investigation- 60% based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by the students' inquiry questions; and selected works 40% which are actual student works submitted to the College Board. Because of the number of pieces required, each student needs to commit ample time each week outside of class. The AP College Board recommends a ratio of 1:1; for every hour of class work, a student should plan on spending an hour on artwork outside of class.

IB VISUAL ARTS SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0 Prerequisite: None

Homework: MODERATE to HEAVY

For IB Visual Arts SL course specifics, please review the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and submit all required assessment components.

IB Visual Arts SL is a two year course addressing three equal interrelated areas: visual arts in context, communicating visual arts and visual arts methods. The course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Evaluation is based on three components: comparative studies, process portfolio, and exhibition portfolio. In year 1, students will explore art-making in at least two art-making forms and submit at least 18 digital screens of the art-making process. The comparative study will commence in the second semester of year 1, comparing artworks from contrasting cultures. SL students will submit at least 15 screens. During the course, students are expected to complete 6-7 resolved artworks for exhibition together with curatorial rationale and exhibition texts.

IB VISUAL ARTS HL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

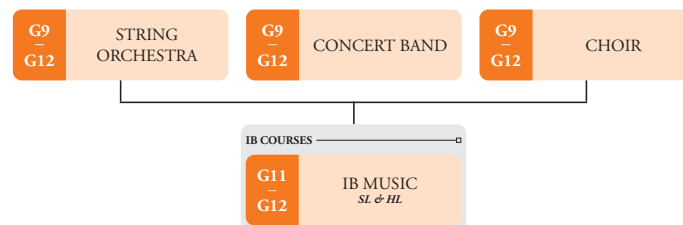
Prerequisite: Applied Arts & Theory

Homework: HEAVY

For IB Visual Arts SL course specifics, please review the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and submit all required assessment components.

IB Visual Arts HL is a two year course addressing three equal interrelated areas: visual arts in context, communicating visual arts and visual arts methods. The course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Evaluation is based on three components: comparative studies, process portfolio, and exhibition portfolio. In year 1, students will explore art-making in at least three art-making forms and submit at least 25 digital screens of the art-making process. The comparative study will commence in the second semester of year 1 and will continue in Y2. HL students will compare artworks from contrasting cultures and will submit at least 20 screens of which 3-5 screens demonstrate how the artwork impacted students' art-making. During the both years, HL students are expected to complete 10-11 resolved artworks for exhibition together with curatorial rationale and exhibition texts.



Performing Arts

CONCERT BAND

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Minimum of 2 years of musical experience on their instrument or interview with teacher

Homework: LIGHT or MODERATE

This ensemble based class is for students who play Woodwind, Brass, or Percussion Instruments. Students will develop their technique on their primary instruments in large and small ensemble settings as well as preparing fun and engaging music for upcoming public concerts. Students will also study basic music theory, music history, composition and write program notes through composition based projects. This ensemble can also be taken for IB Standard Level Group Performance.

STRING ORCHESTRA

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Minimum 2 years of musical experience on their instrument or interview with teacher

Homework: LIGHT to MODERATE

Orchestra is an opportunity to study advanced large and small group ensemble music, as well as orchestral literature on string instruments such as the violin, viola, cello and double bass. This course offers students great variety and challenge in musical performance. Students will continue the advanced development of their instrumental technique, music reading and comprehension skills, independent musicianship, style, critical thinking skills, a deeper understanding of small group ensemble music, and orchestral literature. Literature will contain both Classical and Popular music. Students will perform both in small group ensemble projects and as a large group. This ensemble can also be taken for IB Standard Level Group Performance.

CHOIR

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: None

Homework: LIGHT to MODERATE

Members of the choir will sing and study diverse, high quality music literature from a global perspective and in a variety of styles. While learning rehearsal and performance techniques, students will explore elements of music in cultural and historical contexts. Fundamental tone production, music literacy and theory, sight reading, and ensemble skill development are major areas of focus for this course, which is open to all students (no prior experience necessary). Students enrolled in this course will participate in at least two required school performances per school year.

IB MUSIC SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Teacher Recommendation

Homework: MODERATE to HEAVY

For IB Music SL course specifics, please review the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and submit all required assessment components

IB Music will immerse students in the in-depth study of the musical links between cultures to train students to think about music within a global context. The curriculum will cover topics in Western and non-Western music such as theory, aural skills, performance, composition and music technology. Students will benefit from various approaches to instruction including, but not limited to, listening, reading, harmonic analysis, composition, portfolio and performance projects. Students will choose to focus on one of these study areas: music creation, solo performance, or group performance (e.g. Concert Band or Orchestra). Textbooks: *The Enjoyment of Music: Forney, Dell*; *Antonio, Machlis*; *World Music: A Global Journey, 4th Edition*; Various Online and Hard-Copy Materials Software: *Musition*; *Smartmusic*.

IB MUSIC HL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Prerequisite: Teacher Recommendation

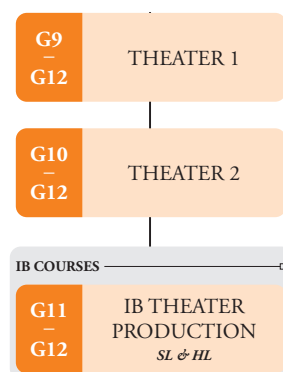
Homework: MODERATE to HEAVY

For IB Music SL course specifics, please review the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and submit all required assessment components.

IB Music will immerse students in the in-depth study of the musical links between cultures to train students to think about music within a global context. The curriculum will cover topics in Western and non-Western music such as theory, aural skills, performance, composition and music technology. Students will benefit from various approaches to instruction including, but not limited to, listening, reading, harmonic analysis, composition, portfolio and performance projects. Students will choose to focus on one of these study areas: music creation or solo performance. Students will be expected to demonstrate their understanding of music by performing solo, and by using appropriate musical language to analyze musical works from varied cultures and periods. The IB Music course (HL) is designed to allow students to choose the focus for their studies e.g. rock, pop or classical.

However, it requires that students have a strong music reading and understanding background. It is important to note that both solo performance and composition (creating original music) are mandatory. Textbooks: The Enjoyment of Music: Forney, Dell'antonio, Machlis; World Music: A Global Journey, 4th Edition; Various Online and Hard-Copy Materials Software: Musition; Smartmusic.



THEATER 1

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: None

Homework: LIGHT

This introductory course emphasizes performance. Students will learn how to interpret pre-existing scripts, devise their own dramas and stage their own ideas both creatively and effectively. Students will learn how to perform on stage as well as develop technical skills such as stage lighting, sound, costume and makeup, prop and set design. Students will be given opportunities to focus on either design or performance skills during the year but must be prepared to try everything. This course aims to give students a solid foundation in theater.

THEATER 2

Grade: 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Theater 1

Homework: LIGHT

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

IB THEATER SL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Homework: MODERATE to HEAVY

Prerequisite: None

For IB theater SL course specifics, please review the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and submit all required assessment components.

The IB Diploma Program Theater course is a multifaceted theater-making course of study. It gives students the opportunity to make theater as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. Through research and practical exploration, students will explore play texts and theatrical traditions from around the world. The students will be working both individually and collaboratively to create a devised piece of theater. Students will explore play texts and complete a director's notebook. Lastly, through research and practical exploration students will explore theatrical traditions from around the world and complete a research presentation. This course emphasizes both creativity and the expression of ideas in both written and oral context. The viewing of live theater is an integral part of the course and over the course of the year there will be multiple opportunities to see live theater in the community.



IB THEATER HL

Grade: 11 and 12

Length: 2 years

Credit: 2.0

Homework: MODERATE to HEAVY

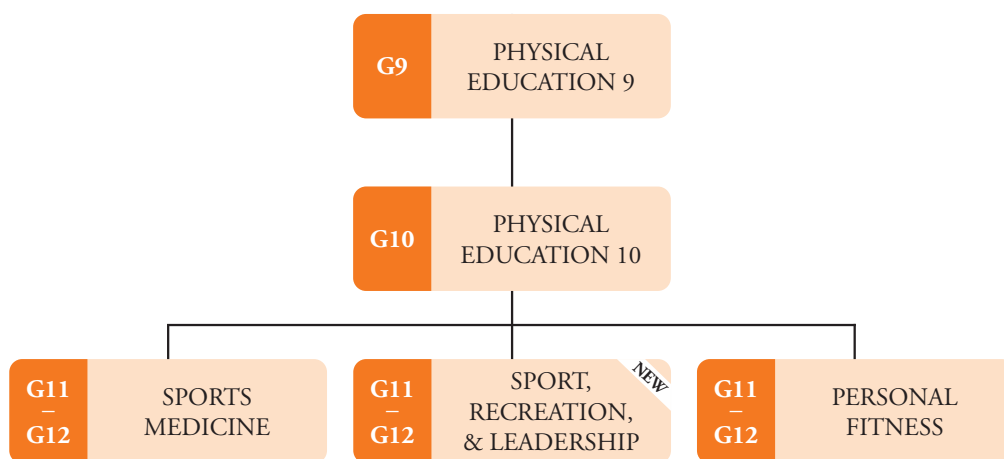
Prerequisite: Teacher Recommendation

For IB theater HL course specifics, please review the IB-published [DP subject brief](#).

This is a two-year course; students are expected to complete both years of the course and submit all required assessment components.

The IB Diploma Program Theater course is a multifaceted theater-making course of study. Students will have the opportunity to demonstrate their skills in theater as a creator, designer, director, and performer through the 4 assessment tasks administered over the course of the year. The students will be working both individually and collaboratively to create a devised piece of theater. Students will explore play texts and complete a director's notebook. Through research and practical exploration students will explore theatrical traditions from around the world and complete a research presentation. Lastly, students will choose a theorist and create a solo theater performance using the theorist as inspiration. This course emphasizes both creativity and the expression of ideas in both written and oral context. The viewing of live theater is an integral part of the course and over the course of the year there will be multiple opportunities to see live theater in the community. The difference between the SL and HL course is that HL students are expected to research, apply and present scenes using the ideas of a chosen theatrical theorist. During HL hours, students will study various theorists allowing them to explore and identify potential theorist to use in their assessment task.





Physical Education and Health

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

PHYSICAL EDUCATION/HEALTH 9

Grade: 9

Length: 1 year

Credit: 1.0

Prerequisite: Physical Education/Health 8

Homework: LIGHT

Physical Education/Health 9 provides the student an opportunity to experience a selected variety of team sports, individual sports, and fitness activities. The emphasis of these activities will focus on an active learning environment. Skill development using progressive drills, teamwork, strategies, basic game rules, and scoring and match information will be included. Sports may include basketball, volleyball, badminton, handball, floor hockey, soccer, lacrosse, dance, or ultimate frisbee. Skills for fitness activities including cardiovascular endurance, muscular strength, muscular endurance, agility, and flexibility are all aspects of this program. Health topics including the 5 components of fitness, how to maintain a healthy lifestyle, the benefits of being active for life and nutrition will be incorporated into a variety of units throughout the semester.

PHYSICAL EDUCATION/HEALTH 10

Grade: 10

Length: 1 year

Credit: 1.0

Prerequisite: Physical Education/Health 9

Homework: LIGHT

Physical Education/Health 10 students will build and expand on the skills learned during the Grade 9 curriculum and will continue to develop an understanding of physical literacy, healthy active living, teamwork and game play strategies. Activities may include muscle fitness, group fitness (yoga and kickboxing), rugby, golf, soccer, basketball, dance, badminton and softball. Health topics include fitness program planning, wellness, stress management, and nutrition.

SPORT, RECREATION AND LEADERSHIP

New SY 23/24

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Physical Education/Health 10

Homework: LIGHT

Sport, Recreation, and Leadership will provide students with an opportunity to experience a selected variety of team, individual, and recreational activities. Skill development, progressive drills using individual skills, teamwork, offensive, and defensive strategies, and basic game rules will be included. There will be an emphasis on recreational activities with the aim of promoting the value of living an active and healthy lifestyle. Content may include: dance, martial arts, tennis, golf, rock climbing, bowling, non-traditional games, net games, muscle fitness, water sports, and first aid. Students will be involved in creating, organizing, leading, and volunteering at community events. Classroom topics of mentorship, leadership, goal setting, motivation, and public speaking will be addressed.

PERSONAL FITNESS

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Physical Education/Health 10

Homework: LIGHT

Personal Fitness is designed to introduce students to a variety of fitness benefits and ultimately enable them to design a comprehensive individualized training program that suits their needs for both present and lifetime health and fitness. Students will experience a variety of fitness activities both on campus and off-campus at different community facilities from which they can build their knowledge base. Activities may include: cross-fit, boxing, yoga, zumba, martial arts, personal training, and event training. By planning and implementing a personal fitness program, students will have the opportunity to improve their own current fitness, use self-management skills to maintain their own fitness levels, and learn about healthy lifestyle choices for their futures.

SPORTS MEDICINE

Grade: 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Physical Education/Health 10

Homework: LIGHT

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



IB Diploma Programme Core

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

Grade: 11 and 12

Length: 2 years

Credit: 2.0 (Required for Full IB Diploma Programme candidate students)

Homework: Light to Moderate

Core requirement for all IB Diploma students

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

Theory of Knowledge: TOK is focused on critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and to explore knowledge questions. For more details on Theory of Knowledge, please review the IB-published [subject brief](#).

Creativity, Activity and Service: CAS is at the very heart of the IB Diploma. It aims to complement the academic demands of the course and allows each individual to improve as a complete and well-rounded human being. CAS allows students to focus on specific skills that they want to enhance and reflect on their experiences. CAS activities should continue on a regular basis for as long as possible throughout the program, and certainly for at least **18 months**. For more details on CAS, please review the IB-published [subject brief](#).

Extended Essay: The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity, while engaging students in personal research. For more details on the extended essay, please review the IB-published [subject brief](#).



Electives

SENIOR DIRECTED PROJECT

Grade: 12

Length: 1 year

Credit: 1.0

Prerequisite: Completion of the SDP Application and approval by the High School Principal

The Senior Directed Project (SDP), taken only in Grade 12, will culminate in a final 1,500 - 2,000 word essay. Students will use this as a medium through which they can demonstrate their research and learning on a chosen topic. Students are assessed on their ability to design, plan, and manage their project which must include the use of outside sources properly referenced in their paper. Additionally, they will be evaluated on their ability to analyze information, evaluate sources and use them effectively to support their work. Lastly students will be assessed on their ability to communicate their learning in both written and spoken formats. The work done by the student will be supported and eventually evaluated by their SDP teacher overseer. While the student will work with this teacher, they will not meet during every class period in which the student has SDP. Hence, students who wish to take the SDP will need to be self-motivated, driven, and goal-oriented.

YEARBOOK

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0 (Elective credit)

Prerequisite: None

Homework: MODERATE

Yearbook is a yearlong project based course where students gain an authentic learning experience modeled after a working newspaper or magazine publication. Students enrolled in the Yearbook course form a photojournalism staff whose mission is to produce the very best book that they can for their main audience: the high school students who attend SSIS; their secondary audience: the school staff and other employees; and their tertiary audience: the greater school community and posterity. A yearbook fulfills six roles identified by the Columbia Scholastic Press Association: 1) an educational book which provides the staff an opportunity to develop skills in writing, design, photography, technology, and teamwork, 2) a picture book, 3) a history book that documents the school year, 4) a reference book, 5) a public relations book, and 6) a fun book. Only one of these purposes focuses on the students in the course; the others are essentially service goals.

The yearbook staff then primarily serves the school and its traditions while adhering to the highest standards of the journalistic endeavor.

Student Support

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

ACADEMIC LANGUAGE AND COMPOSITION 9

Grade: 9

Length: 1 year

Credit: 1.0 (elective)

Prerequisite: Placement

Homework: LIGHT

This course provides students with strategies and opportunities to strengthen their English literacy skills. Students will improve their writing and reading through extended practice. A primary focus of literacy development is achieving greater sentence fluency, accurate grammar and mechanics, and more precise and varied word choice. Students practice these skills as they engage in focused readings, refine their writing for other classes and reflect on their personal growth. The goal is for them to develop independence in proofreading and refining their academic communication. This is a pass/fail class.

This is a required course for students identified by teacher recommendations or at the time of admission. Students in ALC take this course in lieu of a Study Hall, Modern World Languages or Fine Arts course. The counselors will work with students placed in ALC to find the best scheduling options for each particular student. All students in this course must also take a core English course. ALC is not for students who are simultaneously taking English as an Additional Language, Learning Strategies or Study Skills.

ACADEMIC LANGUAGE AND COMPOSITION 10

Grade: 10

Length: 1 year

Credit: 1.0 (elective)

Prerequisite: Placement

Homework: LIGHT

This course provides students with strategies and opportunities to strengthen their English literacy skills. Students will improve their writing and reading through extended practice. A primary focus of literacy development is achieving greater sentence fluency, accurate grammar and mechanics, and more precise and varied word choice. Students practice these skills as they engage in focused readings, refine their writing for other classes and reflect on their personal growth. The goal is for them to develop independence in proofreading and refining their academic communication. This is a pass/fail class.

This is a required course for students identified by teacher recommendations or at the time of admission. Students in ALC take this course in lieu of a Study Hall, Modern World Languages or Fine Arts course. The counselors will work with students placed in ALC to find the best scheduling options for each particular student. All students in this course must also take a core English course. ALC is not for students who are simultaneously taking English as an Additional Language, Learning Strategies or Study Skills.

ACADEMIC LANGUAGE AND COMPOSITION 11/12

Grade: 11, 12

Length: 1 year

Credit: 1.0 (elective)

Prerequisite: Placement

Homework: LIGHT

This course provides students with strategies and opportunities to strengthen their English literacy skills. Students will improve their writing and reading through extended practice. A primary focus of literacy development is achieving greater sentence fluency, accurate grammar and mechanics, and more precise and varied word choice. Students practice these skills as they engage in focused readings, refine their writing for other classes and reflect on their personal growth. The goal is for them to develop independence in proofreading and refining their academic communication. This is a pass/fail class.

This is a required course for students identified by teacher recommendations or at the time of admission. Students in ALC take this course in lieu of a Study Hall, Modern World Languages or Fine Arts course. The counselors will work with students placed in ALC to find the best scheduling options for each particular student. All students in this course must also take a core English course. ALC is not for students who are simultaneously taking English as an Additional Language, Learning Strategies or Study Skills.

STUDY SKILLS

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Placement Homework: LIGHT

Study Skills (SS) allows students to receive small group guidance to improve their study skills, organization, and time management. This class will enable students to progress toward independence and self-regulation to help them navigate the complexities of SSIS' rigorous learning environment and establish the foundations necessary to support lifelong learning. These key concepts support various attributes from the SSIS Profile of the Learner.

Core features of this course include regular conferences with the students to monitor their progress in core classes. SS is an elective credit that is graded on a Pass/Fail basis and will take the place of Study Hall. Students may exit the course based on academic achievement and recommendations by teachers

EAL 9 (ENGLISH AS AN ADDITIONAL LANGUAGE)

Grade: 9

Length: 1 year

Credit: 1.0

Prerequisite: Placement

Homework: LIGHT to MODERATE

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

EAL 10 (ENGLISH AS AN ADDITIONAL LANGUAGE)

Grade: 10

Length: 1 year

Credit: 1.0

Prerequisite: Placement

Homework: LIGHT to MODERATE

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

LEARNING STRATEGIES

Grade: 9, 10, 11, 12

Length: 1 year

Credit: 1.0

Prerequisite: Placement

Homework: LIGHT

This is an individualized course designed to support students per their Individual Learning Plans (ILP). This ILP will be reviewed yearly with parents and students to keep the information current and relevant. Students will work on individual goals, refine work and study habits, improve interpersonal skills, and adopt practices that expand learning dispositions. Self-regulation, independence, and collaboration will help students navigate the complexities of SSIS' rigorous learning environment and establish the foundations necessary to support lifelong learning. These key concepts support various attributes from the SSIS Profile of the Learner.

Core features of this course include regular conferences with the students to monitor their progress in core classes and ILP goals. LS does not replace Study Hall, as this gives students additional time to complete work. LS is an elective credit that is graded on a Pass/Fail basis.

Study Hall

STUDY HALL

Grade: 9, 10, 11, 12

Length: 1 Year

Credit: 0.0

Each high school student is required to take a full year of study hall each year, unless otherwise enrolled in an alternative support course recommended or required by SSIS. In addition to quiet study time, study hall serves to allow students time to meet with the counselor, teachers, and administrators throughout the year. Students are not permitted to take more than one Study Hall without the approval of the High School Principal.



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