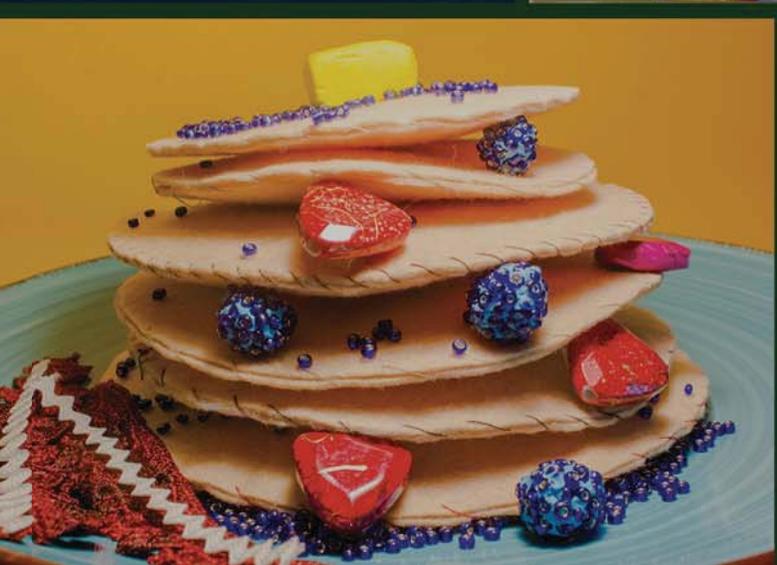


# HIGH SCHOOL COURSE OFFERINGS 2017-2018



# High School Course Offerings 2017 - 2018



**INTERNATIONAL SCHOOL MANILA**

Also available online at: [www.ismanila.org](http://www.ismanila.org)

# INTERNATIONAL SCHOOL MANILA

We are an independent, international school with a structure, style and traditions that emanate from the United States and with a curriculum and methodology that reflect the best in worldwide educational research and practice. Our school is diverse and dynamic, and our students have the highest aspirations for their education and future lives.

## CORE VALUES

Integrity, Service, Merit

## MISSION

To build a vibrant and enterprising learning community in which all strive to:

- Accentuate learning, growth, perseverance and self-awareness as life-long values.
- Nurture creativity and originality as precursors for critical and reflective thought and action.
- Succeed collectively as well as individually, achieving our personal best in all aspects of school life.
- Maintain a healthy balance in the time devoted to work, rest and recreation.
- Involve our community in sustaining and safeguarding our environment.
- Interact through honest, respectful and open communication.
- Acknowledge and celebrate our differences and encourage empathy, compassion, understanding and respect for human dignity.
- Live our lives positively, joyfully and ethically.

## ISM SCHOOL-WIDE GOALS:

In order to fulfill the school's mission and to provide a framework for the organization of our instructional program, we want all members of the school community to be:

- **Effective Communicators:** who can interact through a range of modes of communication and for a variety of purposes.
- **Knowledgeable and Skilled Learners:** who continually acquire useful knowledge and skills while developing understanding(s) across a broad and balanced range of contexts.
- **Self-directed and Balanced Individuals:** who strive to achieve their personal best and understand the importance of intellectual, physical and emotional balance.
- **Inquiring and Reflective Problem Solvers:** who can think critically and creatively to make informed decisions and then take appropriate action.
- **Responsible, Caring and Ethical Contributors:** who can empathize and be tolerant of differences and are committed to make a positive impact on their communities and environment.

# High School Course Offerings 2017 - 2018

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# **Introduction to Course Selection in High School**

## WELCOME TO HIGH SCHOOL

This Course Offerings booklet has been developed to assist you in planning a High School program that meets your individual needs, interests and goals for further education. It describes the courses that the High School may offer (depending on interest) in the **2017 - 2018** academic year.

Students should take some time to carefully study the course descriptions, graduation requirements and related information contained in this manual. In order to select the appropriate courses, it will also be necessary to consult with your parents, counselor, the International Baccalaureate (IB) Coordinator and the relevant teachers. It is very important students make subject choices that are well researched and that suit their future educational aspirations. The High School program is rich and extensive. We highly recommend that students use this manual and select subjects that will give them a well-balanced yet challenging program. It is vital that we get accurate data from our students to schedule appropriately.

The inclusion of a course description in this manual does **not** guarantee that the course will be offered or will necessarily fit into the student's schedule. The scheduling of a course is often dependent on a minimum number of students wishing to take it and the most effective utilization of teachers in particular subject areas and courses. In addition, the school reserves the right to cancel any course for administrative reasons.

For your convenience, course descriptions are also available on our guidance section of the website at: **[www.ismanila.org](http://www.ismanila.org)**

## CHOOSING AN ACADEMIC PROGRAM

The High School includes Grades 9, 10, 11 and 12. International School Manila (ISM) offers a comprehensive program designed to prepare students for college and university admission. Students who successfully complete the requirements for graduation earn the ISM High School Diploma.

ISM offers the prestigious International Baccalaureate (IB) Diploma, an academically rigorous and challenging program that is recognized in most countries of the world as a university entrance qualification. Students in Grades 11 and 12 may choose to work toward the full IB Diploma or they may take selected courses for IB Certificates. Students are required to take the external examinations at the end of each IB course. Participation in this program demands hard work, a mature attitude and self-discipline. Most ISM students are capable of successfully completing the IB Diploma. It is an excellent, well-rounded preparation for university-level work.

In addition to the IB courses, AP U.S. History and AP Human Geography classes are offered. Also, those students taking English Honors in Grade 10 will be well prepared to sit the AP English Literature and Composition exam if they so choose. Students following IB classes can also take some AP examinations with some additional outside school preparation. Students who successfully pass the AP examinations may be able to attain advanced college credit in many North American colleges and universities.

With so many options available, it is recommended for students to begin Grade 9 with a **four-year academic program** in mind. Careful consideration of the courses offered and advance planning will ensure the best program of study to help ISM students reach their academic goals.

# GRADUATION REQUIREMENTS

## Number of Courses Required Each School Year

Students in Grades 9 and 10 are required to enroll in eight academic classes per year. Students in Grades 11 and 12 are required to enroll in seven classes per year, six of which *must* be academic subjects. *Study Hall*, *Teaching Apprentice* and *Office Assistant* are not considered as academic courses. In extreme cases, students may apply to the High School Principal to have independent study courses count towards their minimum requirements.

## Minimum Credits Required For Graduation

Credits are computed in terms of hours. One credit represents at least 120 hours (two semesters) of work in one subject over the course of the school year. Students must accumulate a **minimum of 23 course credits** in order to graduate from ISM. Of those 23 credits, 17 are to be acquired in specific academic subjects. The six remaining credits may be earned in electives. In some cases, the year in which the credit is to be acquired may also be specified.

## Graduation Requirements by Subject Area

The basic curriculum and minimum credit requirements for graduation are shown in the following chart. We recommend that students complete their two-year requirements in Grades 9 and 10 so that they may have greater flexibility in course selection for Grades 11 and 12.

<u>Course</u>	<u>Minimum Credits</u>	<u>Recommended Credits</u>
English	4	4
Math	2	4
Science	2	3-4
Social Studies	2	3-4
Modern Languages	2	3-4
Physical Education	2	2
Wellness	½	½
Design & Technology	½	½
Fine & Performing Arts	2	2
Electives	6	3-5
Total	23	24-26

## Additional Requirements & Recommendations

1. It is recommended that all Filipino Citizens complete Philippine History and one credit in Filipino language for each year enrolled in the High School.
2. English-as-a-Second-Language (ESL) students must successfully complete two credits of non-ESL English. If they are enrolled in the ESL program in Grades 9 or 10, they do not have to meet the Modern Language requirement.
3. Swimming competency is required of all students.
4. Information Technology competency is required throughout your four years of High School.
5. At least 25 hours of Service Learning are required per academic year, through ICARE and/or through activity projects during the school year. Please note that IB Diploma students will need to complete additional Creativity, Action and Service (CAS) Activities.

## PLANNING FOR COLLEGE AND UNIVERSITY ADMISSION

In planning your four-year High School program of courses, try to take advantage of a wide range of learning opportunities. Your High School academic program should:

- provide you with specific skills and knowledge.
- present you with a broad perspective of the world and its possibilities.

The curriculum at ISM offers courses with these two goals in mind. In order to accomplish these goals, you may choose to challenge yourself and go beyond the minimum credit requirements for graduation. Many colleges and universities prefer students who study at least three years in each of the course subject areas, especially in the field he or she intends to pursue at the post-secondary level. Some majors/faculties, like engineering and medicine, require four full years of study in some subject areas. Check college/university websites for their specific requirements. Here are some suggestions for selecting subjects in each department:

**English:** You are required to earn **four (4) credits of English**. In your English courses, you will be taught two important skills: how to read critically and how to write analytically and persuasively. It is important for you to read closely and extensively from the classics of world literature. With practice, you will learn to identify the main features of texts and ideas. It is our hope that you will develop a lifelong appreciation for reading and both the oral and written expression of ideas.

**Modern Language:** ISM requires only **two (2) credits** of the same modern language but challenges you to leave High School with the ability to easily read and acceptably pronounce vocabulary in this second language. Three or four years of language study for one second language course is much more impressive than taking a smattering of several languages, e.g. French for a year, Spanish for a year and Mandarin for two years. When you know another language well, you can enter a different culture more seamlessly and better understand its ideas and values. In order to take a Language B for IB you should ideally have three years' experience in the language.

**Social Studies:** While only **two (2) credits** of Social Studies are needed to graduate, ISM recommends completing three to four credits in this area. Social Studies courses develop a student's capacity to identify, analyze, critique and evaluate theories, concepts and arguments about the nature and activities of the individual and society. In addition, these subjects provide a sound preparation for college work by enabling you to develop needed skills in collecting, describing and analyzing data in addition to writing essays with thesis statements supported by strong arguments.

**Mathematics:** While only **two (2) credits** of Mathematics are required for graduation, it is recommended that you study math *every* year in High School, since it is essential for your higher education. New discoveries in science, economic prediction and models of change are all expressed through this language. Through math, you should learn to question, so

that you will increase your understanding and develop a willingness to wrestle with difficult, new problems. Your success in courses in the natural and social sciences will depend on your proficiency in algebra, functions and graphing.

**Science:** The natural sciences explain, predict and sometimes control the processes responsible for phenomena that we observe. Much of what we know today originated in questions posed by scientists. Those questions have also led to technological advances in all fields and these are occurring at a rate almost beyond belief. A strong foundation in science is a critical pillar in an individual's education. While **two (2) credits** are required for graduation, it is recommended that most students consider taking three to four years of High School Science.

**Fine and Performing Arts:** The Fine and Performing Arts enable you to explore the world through art, music, dance, and drama. You will be exposed to the thoughts, ideas, feelings and emotions expressed in the artists' interpretations of the times in which they have lived and the events they have experienced. You must obtain at least **two (2) credits** in Fine and/or Performing Arts.

**Design & Technology:** Information Technology competency is required to facilitate the work you will be expected to do within the classroom. This includes the ability to use the computer for word processing, database design analysis and programming.

## CREATING YOUR ISM CLASS SCHEDULE

### What courses should I take in Grade 9?

In Grade 9, you will take the following required courses to fulfill graduation requirements, and they are pre-requisites for courses in Grades 10 through 12:

- English 1 or English 1 Honors
- Modern Language (appropriate level)
- Geography
- Math (appropriate level)
- Integrated Science 1
- Physical Education and Health
- Wellness (one semester) and a Technology Elective (one semester)
- Fine and Performing Arts option

### What courses should I take in Grade 10?

- English 2 or English 2 Honors
- Modern Language (appropriate level, continuing language from Grade 9)
- History
- Math (appropriate level)
- Integrated Science 2/Physics/Chemistry/Biology
- A Physical Education elective
- A Fine and Performing Arts elective
- Elective (another Science, Language, Fine Arts, Technology or Social Studies)

Careful planning is needed if you are interested in taking advanced science or language courses in Grades 11 and 12.

### What courses should I take in Grades 11 and 12?

ISM's High School curriculum aims to provide students with a well-rounded education that combines both breadth and depth in their coursework.

All students who satisfy ISM's graduation requirements will receive the ISM High School Diploma, but in order to maximize academic potential, it is recommended that Grade 11 and 12 students take courses beyond minimum graduation requirements that are academically challenging, cover a broad range of subjects and meet the admissions requirements of the universities in the country where they intend to study.

## CHANGING YOUR COURSE SELECTION

Determining which courses will be of optimum value is one of a student's most important responsibilities. This task requires that you consider both your short-term and long-range educational goals. Seek advice from parents, counselors, teachers, program leaders and be sure to consider college/university entrance requirements.

Registration for classes is an annual responsibility that commits you to a schedule of classes for an entire school year. It is sometimes possible to make adjustments to your schedule during the first two weeks of the school year. After that, a schedule change should be made only in the following circumstances:

- The change is necessary to meet graduation requirements.
- A pre-requisite for the course in question is missing.
- Teacher recommendation.
- Credit has already been granted for the course in question.
- A medical reason for a class change presents itself.
- An error occurred in course placement or course registration.

**Note:** You are expected to remain in yearlong courses for both semesters.

In general, course changes will be considered the exception rather than the rule. Therefore, please plan your courses carefully.

Remember that your choices will impact the building of the master schedule. Changes from your initial selections may not be possible.

## HIGHER ACADEMIC PROGRAMS IN THE HIGH SCHOOL



### INTERNATIONAL BACCALAUREATE

Recognizing the diverse needs of students for college and university preparation, the High School offers its Grade 11 and 12 students the opportunity to complete the following options:

- The full International Baccalaureate Diploma Program (IBDP), which will give the successful student an IB Diploma, as well as the ISM High School Diploma.
- A selection of individual IB Diploma subjects and/or an AP subject, which will give the successful student IB &/or AP Certification, as well as the ISM High School Diploma.
- A student may select only non-IB and non-AP subjects, which will give them the ISM High School Diploma.

Note: Any student (whether they are doing the full IB Diploma or Certificates) may elect to take some AP examinations at the completion of the corresponding IB subject.

### What is the International Baccalaureate Diploma?

The International Baccalaureate Organization's Diploma Program is a rigorous, demanding pre-university curriculum that is designed for highly motivated secondary school students aged 16 to 19. The IB Diploma Program has earned a global reputation for rigorous assessment, thus giving IB Diploma holders access to the world's leading universities. For 40 years, the International Baccalaureate Organization has shown that IB students are often better prepared for university work than their peers and are now widely accepted by universities worldwide.

#### The International Baccalaureate Organization (IBO) Mission Statement

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

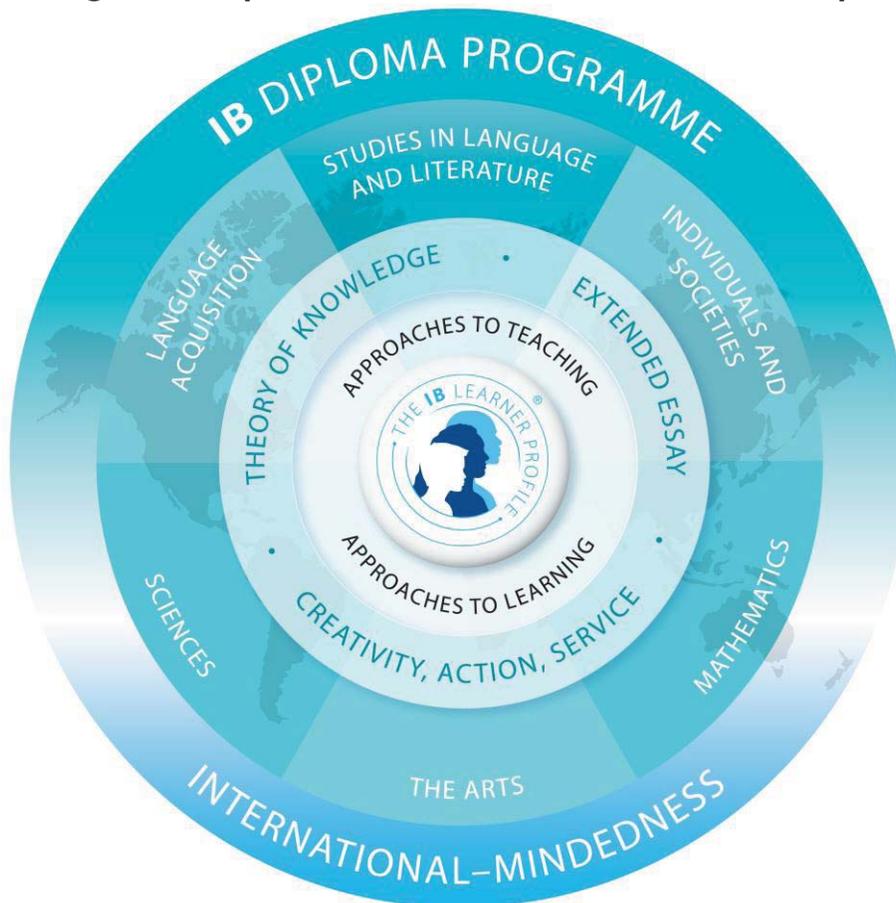
To this end the IBO works with schools, governments and international organizations to develop challenging Programs of international education and rigorous assessment.

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

## The IB Diploma: Content, Structure and Requirements

The IB Diploma is taught continuously over Grades 11 and 12. It provides a rigorous educational experience across six academic subjects allowing for focus and depth to occur in the Higher Level subjects and breadth to occur in the Standard Level subjects.

### The Diploma Program Graphic & the Framework of the IB Diploma



### Course Structure

- Six academic subjects studied over two years, one to be selected from each of Groups 1 to 5, with the sixth subject from any Group. Three of these subjects must be studied at the Higher Level (HL) and three at the Standard Level (SL).
- Theory of Knowledge (TOK)
- Extended Essay (EE)
- Creativity, Action and Service (CAS)
- Note: It is possible to take two languages from Group 1 (and none from Group 2) leading to a bilingual diploma.
- The Transdisciplinary subject (Environmental Systems and Societies) can be taken as a Group 3 or a Group 4 subject, or it can be taken as both Group 3 and Group 4. These exceptions are further explained later.

## Methods of Assessment

- Students will receive school grades (1 to 7) throughout the two years.
- A range of Internal and Externally assessed components across all academic subjects.
- Internal Assessments (IA's) include language orals, Math portfolios, Economics commentaries, Science labs, focused project based on fieldwork in Geography, etc. These wide ranging internal assessments are marked internally by ISM teachers and samples are then externally moderated by IB examiners.
- External Assessments (EA's) include all IB exams, the World Literature Essay(s), the Theory of Knowledge (TOK) Essay, Extended Essay (EE), etc. These external assessments are graded by IB examiners.
- At the end of the two years, the IB will award and send your final grades. The six academic subjects are graded on a scale from 1 (minimum) to 7 (maximum). The EE and TOK are graded on a scale from A (Excellent) to E (Unsatisfactory) and contribute between 0 and 3 additional points.
- The maximum IB Diploma score is 45 points.  $(6 \times 7) + 3 = 45$  points
- The Diploma is awarded for a minimum of 24 points.

## The Core Requirements of the IB Diploma

### The Extended Essay

The Extended Essay (EE) offers students the opportunity to investigate a topic of special interest and acquaints them with the independent research and writing skills expected at the university level. Every IB Diploma candidate must submit an Extended Essay in order to obtain the Diploma. The essay is expected to take approximately 40 hours of work and will be 4,000 words in length. Every student is assigned an advisor whom they will meet with on a number of occasions throughout the essay-writing process.

### Theory of Knowledge

The Theory of Knowledge (TOK) course is central to the educational philosophy of the IB Diploma. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge while encouraging students to become aware of themselves as thinkers. Teachers engage students in a critical examination of knowledge and encourage them to gain and apply their own knowledge with greater awareness and responsibility.

### Creativity, Action and Service

Participation in CAS (Creativity, Action and Service) is a requirement of the IB Diploma. The students themselves decide on their own CAS program by the activities they create and in which they become involved. CAS activities need to be done throughout the two-year period and sustained activities are actively encouraged.

CAS aims to develop students who are:

- reflective thinkers
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced—they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have met the following **learning outcomes**:

- increased their awareness of their own strengths and areas for growth
- undertaken new challenges
- planned and initiated activities
- worked collaboratively with others
- shown perseverance and commitment in their activities
- engaged with issues of global importance
- considered the ethical implications of their actions
- developed new skills

All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is **some** evidence for every outcome. (Further details about aims and learning outcomes can be found in the student planner.)

## **ESL Students and the IB Diploma**

All students have the opportunity to pursue the rigorous IB Diploma at ISM. Most ESL students will take English B as their Group 2 subject, which will count towards their ISM English graduation requirement. ISM students in this situation may also choose one of three options as their Group 1 selection: Korean A-Literature, Japanese A-Literature, or Language A-Literature (Self-Taught in their first language).

### **The IB Diploma Subjects**

Students who decide not to take the full IB Diploma may still take individual IB classes. Students who take an IB class are obliged to take the final examination unless they drop that class. Students receive an official IB Diploma Certificate for each IB subject they successfully complete. IB Diploma Certificates, especially those at the Higher Level, may be used to gain advanced standing or credit in many colleges and universities.

A student who wants to receive an award for more IB Diploma subjects does not have to adhere to the subject selection criteria essential when choosing courses for the full Diploma. There are no restrictions on the number of Higher and Standard Level subjects, nor which groups the subjects come from.

### **What IB subjects does ISM offer?**

We are fortunate at ISM to have the richest IB Diploma Program in the Philippines and one of the most comprehensive in Asia. There are few schools that can offer such a wide range of subjects in all of the six groups at both Higher and Standard Level. Such a wealth of choice allows students to select courses that meet their needs and interests, as well as maintaining breadth in their study. You may use the guide below to help with course selection for the IB Diploma Subjects.

You should refer to the subsequent course selection guidelines in order to assist in decisions over appropriate levels (Higher or Standard) based upon your Grade 9 and 10 courses. It is always recommended that you discuss any decisions with your teachers for guidance as well.

For those planning to study outside the United States, successful completion of the IB Diploma may well be a necessity. Students who complete the IB Diploma and wish to pursue higher education in the United States may be granted advanced standing in US colleges and universities; in a number of colleges and universities, “sophomore” standing may be obtained. It is worth noting that nearly 75% of students worldwide who obtain an IB Diploma study at universities in the US. However, please note that it is the college or university, not the IB that grants advanced placement.

## Course Selection for IB Diploma

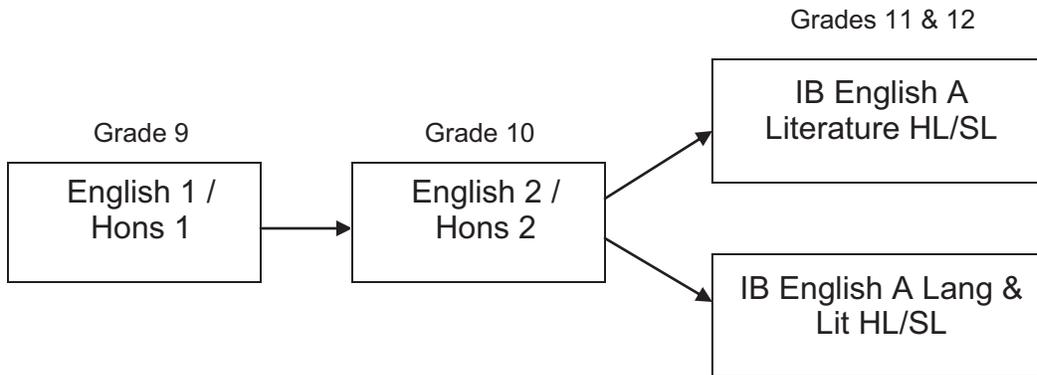
Students who decide to make the two-year commitment and pursue the full IB Diploma will select three Higher Level and three Standard Level subjects, one from each of Groups 1-5 with the 6<sup>th</sup> coming from any group. This should be done in consultation with the IB Coordinator, counselor and classroom teachers whenever possible. Only in very rare circumstances may a fourth Higher Level or AP combination be requested. This will require the approval of the IB/AP Coordinator, Guidance Counselor and the High School Principal.

Teachers will recommend students for subjects in which they believe they will be successful. Students must spend time researching the subjects that are new to them such as Economics, Business & Management, Psychology and Film before requesting them. Students also need to think realistically about their future plans and ambitions before choosing their courses, especially at Higher Level.

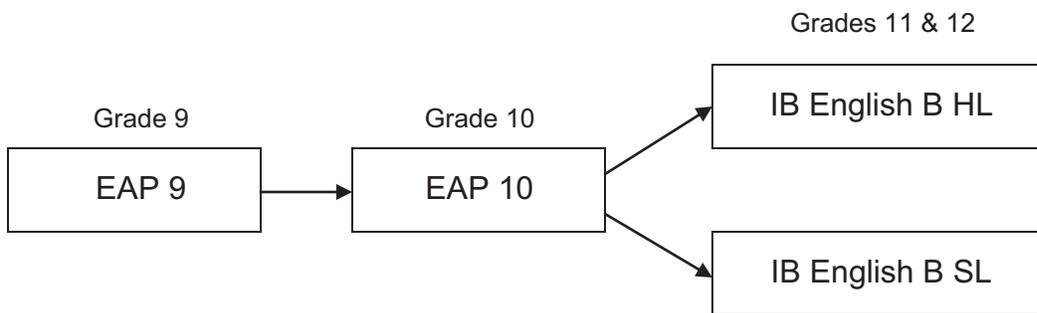
## IB SUBJECTS OFFERED FOR SY 2017 - 2018

Group	Subjects and Levels Offered	Selection	Higher Level or Standard level
Group 1 Language A	English A Literature HL/SL English A Language & Literature HL/SL Korean A Literature HL/SL Japanese A Literature HL Filipino A Literature HL/SL Self-Taught A Literature SL		
Group 2 Language B and <i>ab initio</i>	English B HL/SL French B HL/SL Mandarin B HL/SL Spanish B HL/SL French <i>Ab initio</i> SL Mandarin <i>Ab initio</i> SL Spanish <i>Ab initio</i> SL		
Group 3 Individuals and Society	Business & Management HL Economics HL/SL Geography HL/SL Global Politics HL/SL History - Europe HL History SL Psychology HL/SL		
Group 3 & 4 Transdisciplinary subject	Environmental Systems & Societies SL		
Group 4 Experimental Sciences	Biology HL/SL Chemistry HL/SL Physics HL/SL Computer Science HL/SL Sports, Exercise & Health Science HL/SL Design Technology HL/SL		
Group 5 Mathematics	Mathematics HL Mathematics SL Mathematical Studies SL		
Group 6 The Arts	Film HL/SL Theatre HL/SL Visual Arts HL/SL		
Core Components	Theory of Knowledge Extended Essay CAS (Creativity, Action, Service)		

## Selecting Your IB English Courses



- A student with a strong aptitude for English and a high level of interest will likely choose one of the English A subjects at the Higher level
- A student with either a strong aptitude for English or a high level of interest (but not both) will likely choose one of the English A subjects at the Standard level



- If a student is particularly strong in English for Academic Purposes (EAP), in grade 10, they may be recommended for English B HL. Otherwise they will be best placed within English B SL

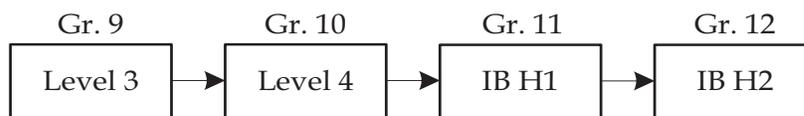
## Selecting your Second Language Course

After you have selected your Group 1 Language A course, there are various ways to deal with your second language.

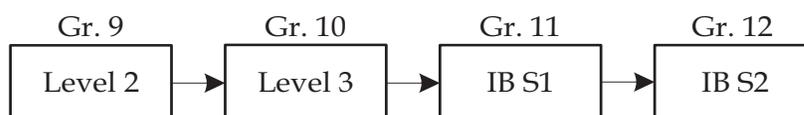
- If you are bilingual and passionately interested in Literature, you might consider doing two Language A-Literature courses.  
*eg. English A-Literature + Korean A-Literature.*
- If you are bilingual and interested in both Language and Literature, you could choose one Literature and one Language and Literature course OR two Language and Literature courses.  
*eg. English A-Lang & Lit + Filipino A-Lang & Lit (two Lang & Lit courses)  
OR Japanese A-Literature + English A-Lang & Lit (one Lit, one Lang & Lit course)*
- If you are learning a second language and in Level 3 or 4, it is likely that you will do one A + one B Language.
- If you have never done French or Spanish before, it is possible to do one A Language + French or Spanish *ab initio*.

The flowcharts below outline the optimal paths for studying an IB Language B.

- Students planning to study their chosen second language (IB Language B) at the Higher Level should be doing well at Level 4 in Grade 10.



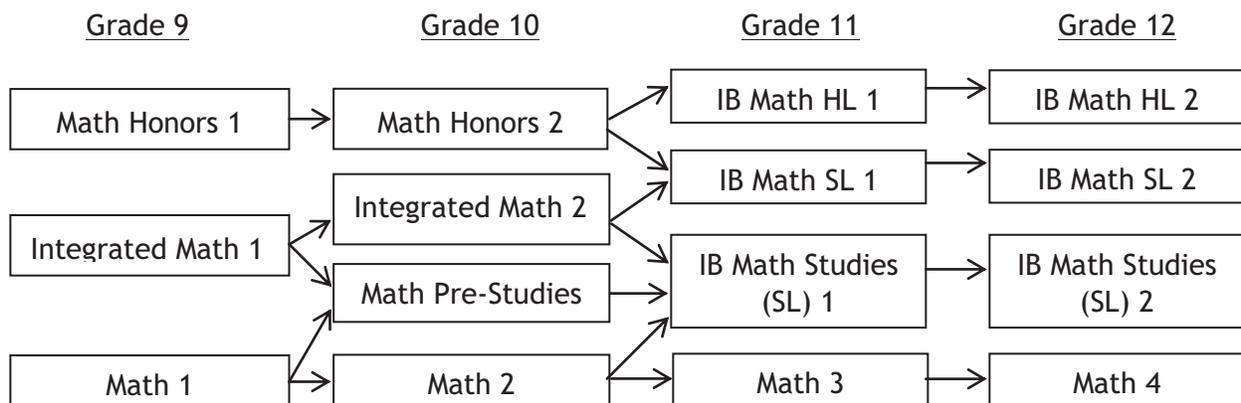
- Students planning to study their chosen second language (IB Language B) at the Standard Level should be doing well at Level 3 (or higher) in Grade 10.



- Students beginning their second language at Grade 9 will find it challenging to enter an IB Language B course. They will need a teacher recommendation and may need to commit to extra work over the summer before Grade 11.
- Students who have never formally studied French, Spanish or Chinese (Mandarin) before may take French, Spanish or Mandarin *ab Initio*.

## Selecting Your Math Course

IB Math selection is determined by your level and performance & the departmental recommendation. (The departmental recommendation uses five measures: math grade from Semester 1, math exam from Semester 1, score on placement test, the recommendation from current math teacher, and PSAT or MAP score. These recommendations are given to Grade 10 students in January or early February.)



## Selecting Your Science Course

Students need to be careful when selecting which science to study. Please refer to the flow diagram in the Science course section of the book for guidance. Remember that the Group 4 Experimental Sciences also includes Environmental Systems and Societies, Computer Science, and Sports, Exercise and Health Science.

The Environmental Systems and Societies course can be chosen to fulfill the requirements as a Group 3 course or a Group 4 course, or if necessary, it can fulfill both Group 3 and 4 in one. This would allow a student, for example, to fit an extra Arts subject into their schedule from Group 6. See below for some course selection examples:

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
<i>Example 1</i>	A English Language & Literature HL	Spanish <i>ab initio</i> SL	Economics HL	Biology SL	Math HL	Visual Arts SL
<i>Example 2</i>	A Korean HL	English B HL	Geography HL	Environmental Systems & Societies SL	Math SL	Sports, Exercise & Health Science SL
<i>Example 3</i>	A English Literature HL	A Language Norwegian Self-Taught SL	Environmental Systems & Societies SL	Computer Science HL	Math Studies SL	Visual Arts HL
<i>Example 4</i>	A Korean Literature HL	B English SL	Psychology HL	Physics HL	Math HL	Chemistry SL
<i>Example 5</i>	A English Literature & Literature HL	A Spanish Self-Taught SL	Environmental Systems & Societies SL	Theatre HL	Math Studies SL	Visual Arts HL



## What is Advanced Placement?

The Advanced Placement Program is a cooperative educational endeavor between high schools and colleges. Since its inception in 1955, the Program has provided high school students with the opportunity to take college-level courses in a high school setting. In many cases, students who participate in the Program earn college credit. The Advanced Placement Program is very well established in the US and widely accepted by US colleges and universities.

ISM students have taken the examinations listed below in recent years.

Academic Area	AP Examination Offered
Languages	English Literature and Composition *+ Spanish Language Chinese Language and Culture
Sciences	Biology + Chemistry + Physics B+ Physics C
Mathematics	Calculus AB + Calculus BC + Statistics
History & Social Sciences	US History * Human Geography * European History Macroeconomics + Microeconomics + Psychology
General	Computer Science A

\* Taught classes.

+ If a student takes the appropriate IB class, a significant amount of the AP course is covered; with some additional preparation the student may be ready to take the examination.

## The External Examination Requirement for IB and AP Courses

In order to validate and bring closure to an academic experience of this level, **all students enrolled in an IB or AP course are required to take the external exams.**

**Note:** There are fees associated with registering for IB and AP courses. Families will be invoiced separately for these expenses.

## **SUPPORT PROGRAMS**

### **ENGLISH-AS-A-SECOND-LANGUAGE (ESL) PROGRAM**

International School Manila provides an English-as-a-Second Language (ESL) program for Grade 9 and 10 students who need specialized support with their language acquisition. Our program provides inclusion support in the language-rich classes of English, Science, Geography and History as well as specialized language instruction in the English for Academic Purposes (EAP) classes.

#### **ESL Inclusion Support**

Research has shown that language learning is greatly enhanced by meaningful use in authentic learning environments. At ISM, our inclusive program ensures that ESL students have full access to the mainstream curriculum as well as meaningful daily interactions with their English-speaking peers. In this inclusive model of teaching and learning, language specialists and content specialists collaborate to ensure that the curriculum is accessible to all language learners.

Some of the benefits of this inclusive model include:

- Exposure to a wide range of language models from peer groups
- Experience with a range of text types and genres
- Integrates language and content instruction
- Focus on academic language required to meet curriculum standards
- Promotes high levels of achievement
- Specialized support aligned with individual language and academic learning needs

#### **Grade 9 & 10 English for Academic Purposes (EAP)**

This is an intensive course designed to provide students with the explicit instruction, academic language, and specialized support they need to be successful in their core classes. The focus on academic language enables students to develop the skills, strategies, and language they need to participate and function successfully in the mainstream classes. There is a focus on vocabulary enrichment, academic writing, textual analysis, research and problem-solving skills that support the concepts introduced in the core classes. The EAP class is compulsory for all ESL students and replaces the modern language option.

#### **Drop-In English Language Support Lab @2047**

The Drop-In English Support Lab @2047 is open during the school day and staffed by a team of language specialists who support students with their classwork, help them improve their English language skills, and encourage learner autonomy and independence. With explicit instruction and support based on the individual needs of each learner, the instructors guide students to improve their speaking, reading, writing, and listening skills in English.

## **LEARNING SUPPORT (LS)**

The Learning Support Department at International School Manila coordinates programs and services for students with learning support and enrichment needs. The model is based on the philosophy that students vary in their level of ability, achievement, motivation and interest and that individuals respond best to educational programs that provide appropriate challenges and meet their individual needs.

# **Courses Offered in the High School by Department**

# REGULAR HIGH SCHOOL COURSES OFFERED FOR SY 2017 - 2018

<u>Design and Technology</u>	<u>Fine &amp; Performing Arts</u>	<u>Modern Languages</u>	<u>Science</u>
<p>Software Development and Games Programming Computer Science IBS1, IBS2*** Computer Science IBH1, IBH2*** Robotics for Engineers Robotics for Makers Autonomous Robotics Intro Design Technology Advanced Design Technology Design Technology IBS1, IBS2*** Design Technology IBH1, IBH2***</p> <hr/> <p style="text-align: center;"><b><u>English</u></b></p> <p>English 1 English 1 Honors English 2 English 2 Honors† English 3 English 4 English A Literature IBS1, IBS2 English A Literature IBH1, IBH2 English A Lang &amp; Lit IBS1, IBS2 English A Lang &amp; Lit IBH1, IBH2 English B IBS1, IBS2 English B IBH1, IBH2 Creative Writing</p> <hr/> <p style="text-align: center;"><b><u>English as a Second Language</u></b></p> <p>English for Academic Purposes (EAP) - Grade 9 English for Academic Purposes (EAP) - Grade 10</p> <hr/> <p style="text-align: center;"><b><u>Learning Support</u></b></p> <p>Strategy Instruction - Levels 1, 2, 3 &amp; 4</p>	<p>Beginning Band Concert Band Jazz Band * Symphonic Band * Concert Choir Show Choir * Beginning Strings Concert Strings Orchestra * Dance Advanced Dance Dance Company * Ceramics and Sculpture Digital Photography and Imaging Digital Graphic Design and Animation Intro Art Explore Art Visual Arts IBS1, IBS2 Visual Arts IBH1, IBH2 Intro Film Explore Film Film IBS1, IBS2 Film IBH1, IBH2 Intro Theater Explore Theater Theatre IBS1, IBS2 Theatre IBH1, IBH2</p> <hr/> <p style="text-align: center;"><b><u>Mathematics</u></b></p> <p>Integrated Math 1 Integrated Math 2 Math 1 Math Honors 1 Math 2 Math Honors 2 Math 3 Math 4 Math IBS1, IBS2 Math IBH1, IBH2 Math Studies IBS1, IBS2 Math Pre-Studies</p>	<p>Chinese (Mandarin) 2, 3 &amp; 4 Chinese B (Mandarin B) IBS1, IBS2 Chinese B (Mandarin B) IBH1, IBH2 Chinese (Mandarin) <i>Ab Initio</i> IBS1, IBS2 Filipino - Intro to Literature 1, 2, 3, 4 (native speakers) Filipino A Literature IBS1, IBS2 (native speakers) Filipino A Literature IBH1, IBH2 (native speakers) French 2, 3 &amp; 4 French B IBS1, IBS2 French B IBH1, IBH2 French <i>Ab Initio</i> IBS1, IBS2 Japanese - Intro to Literature (native speakers) Japanese A Literature IBH1 (native speakers) Japanese A Literature IBH2 (native speakers) Korean - Intro to Literature (native speakers) Korean A Literature IBS1, IBS2 (native speakers) Korean A Literature IBH1, IBH2 (native speakers) Spanish 2, 3 &amp; 4 Spanish B IBS1, IBS2 Spanish B IBH1, IBH2 Spanish <i>Ab Initio</i> IBS1, IBS2</p> <hr/> <p style="text-align: center;"><b><u>Physical Education</u></b></p> <p>Physical Education &amp; Health Lifetime Activities Personal Training Team Sports Sports, Exercise and Health Science IBS1, IBS2*** Sports, Exercise and Health Science IBH1, IBH2***</p>	<p>Biology Biology IBS1, IBS2 Biology IBH1, IBH2 Chemistry Chemistry IBS1, IBS2 Chemistry IBH1, IBH2 Environmental Systems &amp; Societies IBS1, IBS2** Integrated Science 1 Integrated Science 2 Investigative Science 1 Investigative Science 2 Physics Physics IBS1, IBS2 Physics IBH1, IBH2</p> <hr/> <p style="text-align: center;"><b><u>Social Studies</u></b></p> <p>AP United States History AP Human Geography Business &amp; Management IBH1, IBH2 Business &amp; Management IBS1, IBS2 Economics IBS1, IBS2 Economics IBH1, IBH2 Environmental Systems &amp; Societies IBS1, IBS2** Geography Geography IBS1, IBS2 Geography IBH1, IBH2 Global Politics IBH1 Global Politics IBS1 History IBS1, IBS2 History - Europe IBH1, IBH2 Modern World History Philippine History Psychology IBS1, IBS2 Psychology IBH1, IBH2</p> <hr/> <p style="text-align: center;"><b><u>Wellness</u></b></p> <p>Wellness</p> <hr/> <p style="text-align: center;"><b><u>Other Courses</u></b></p> <p>Office Assistant Teaching Apprentice Theory of Knowledge 1 Theory of Knowledge 2</p>

Courses will only be offered if sufficient enrollment numbers make them viable

\* By Audition

\*\* Transdisciplinary Subject - can be taken as either a Group 3 or Group 4 IB subject

\*\*\* IB Group 4 subjects

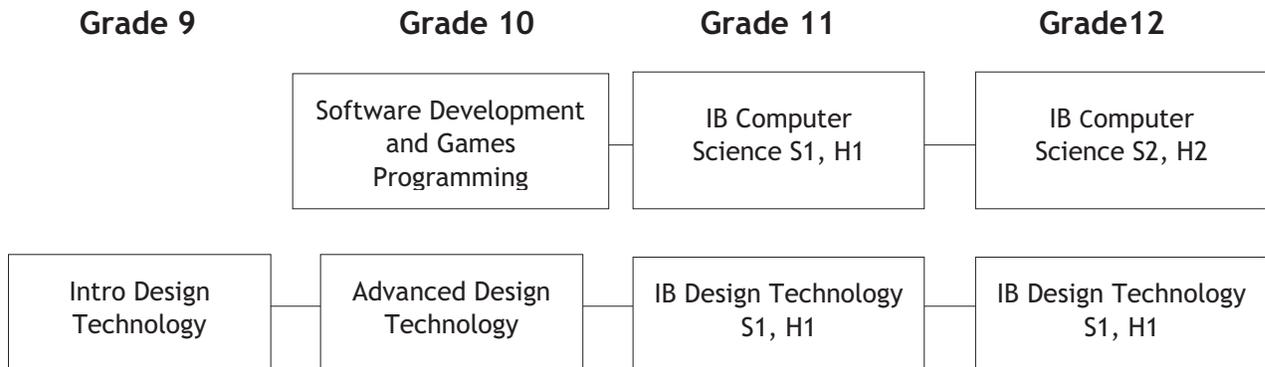
† Leading to AP English Literature with Composition 26

# Course Descriptions

# DESIGN AND TECHNOLOGY

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## Yearlong Courses



## Semester Courses

Any two of the following semester-long courses may be combined.

- Robotics for Engineers
- Robotics for Makers
- Autonomous Robotics

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## Graduation Requirement:

Students are expected to have competent ICT (Information and Communication Technology) skills prior to graduation. Enrollment in any of the computer courses offered can fulfill this requirement.

ICT Skills include:

- Basic computer concepts
- Common productivity tools (word processing, spreadsheets, presentation software)
- Working with image files
- Multimedia / web site creation
- Electronic and online information and communication tools
- Social, ethical and human issues

## Robotics Courses

### Autonomous Robotics

Grade 9, 10, 11, 12

Pre-requisite: None  
1 semester, 0.5 credit

This course allows the students to use pre-built robots to solve problems via coding and the clever deployment of sensors. Students will program multiple robots in the languages of C, ROBOTC and Linux. The hardware used will include Arduino, VEX and Raspberry Pi. For example, one unit will challenge the students to solve a large obstacle course with a mobile robot that must navigate on its own using sonar, bumper sensors and light sensors. If you want to learn as much about coding and hardware as possible in a short time, then this is the course for you. Autonomous Robotics relates well to any computer science courses that you may take at ISM.

### Robotics for Engineers

Grade 9, 10, 11, 12

Pre-requisite: None  
1 Semester, 0.5 credit

This is an extremely hands-on course in which students will design, build and program robots that are capable of moving and lifting. The main hardware for building will consist of VEX Robotics equipment, the same hardware used in our robotics club competitions. ROBOTC will be the software used for programming. Students will investigate properties of drive trains, gear ratios, and torque in order to create mobile and structurally sound robots. Basic sensors will be used to allow the robots to respond to their position and environment. If you want to learn how to build a big robot successfully, then this is the course for you. Structural Robotics relates well to much of the mechanics that one would study in a physics course.

### Robotics for Makers

Grade 9, 10, 11, 12

Pre-requisite: None  
1 Semester, 0.5 credit

The “maker movement” that is currently sweeping the world is based on robotic parts and hardware that is open source and affordable. Consequently, this robotics course will predominantly use Arduino microcontrollers and a wide variety of hardware such as LEDs (lights), electroluminescent wires, sonar, DC motors, and modular parts. Students will learn to melt solder to create their own circuits and install their own sensors to make creations do their bidding. Using the language of “C,” students will program their Arduino and its accessories in ways that will amaze friends and unleash the students’ inner mad-electrical-genius. Two of the projects have a great deal of artistic license and will be taken home (for keeps!) by the student. If you have always wanted to create art with electronics, or

wanted to better understand circuitry, then this is the course for you. Maker Robotics relates well to the electricity unit in physics and also to the design technology course.

## Computer Programming Courses

The Computer Studies programming curriculum is divided into three levels: Computer Programming, Computer Science 1 and Computer Science 2. Students who are interested in programming but do NOT wish to undertake the IB course of study should enroll in the yearlong Computer Programming Course. Students wishing to enter the Higher Level IB course must first complete Computer Programming in Grade 10 or demonstrate sufficient programming skills, before entering the IBH1 Computer Science course. In Grade 12, these students will then complete IBH2 Computer Science. Students who want to go on to take IB Computer Science HL must pass this course or be able to demonstrate programming proficiency at the end of Grade 10.

### Software Development and Games Programming (Pre-IB)

Grades 10, 11, 12

Pre-requisite: None

1 year, 1 credit

Whether you are a total beginner or an experienced coder, the Software Development and Games Programming course will give you the opportunity to develop your skills in the fast-paced world of computer programming. You will learn to code in a range of languages including Python and Java and of course Scratch, the outstanding games platform from MIT. More experienced programmers can try advanced options including the Greenfoot games development platform, the Pygame platform or Javascript and HTML5 for web-based HD games development. Are there other languages you would like to experiment with? As long as you are learning to program, you can take your projects in any direction you like!

### IB Computer Science S1, H1, S2 and H2 (Group 4)

Grades 11, 12

Pre-requisite for S1: None

2 years, 1 credit per year

**The US Bureau of Labor Statistics predicts that by 2020 there will be one million more jobs in computer science in the United States than there are computer science graduates to fill them. (Source: Wall Street Journal)**

The IB Computer Science course offers a rigorous introduction to all aspects of the subject. At both HL and SL about 50% of the course is based on developing programming skills in Java and the remaining 50% covers networking, operating systems, the structure and function of computer processor, along with a brief look at industry standard software development methodologies.

*"Kids are waking up," said Ed Lazowska, the Bill & Melinda Gates Chair in Computer Science & Engineering at the University of Washington. "Every field is becoming an*

*information field, and if you can program at a level beyond an intro course, it's of huge value to you."*

Most of the taught course is completed in the first year and the second year focuses on the Internal Assessment, which takes the form of a substantial software development project,

Towards the end of the course, Higher Level (HL) students are working on the "Case Study," an in-depth examination of a real-world issue in computer science (recent case studies have concerned online banking, hacking techniques and how to defend against them, and computer animation). At this time, Standard Level (SL) students will be afforded an extended revision period before the final exams.

## Design Technology Courses

### Intro Design Technology

Grade 9, 10, 11, 12

Pre-requisite: None  
1 year, 1 credit

This is an introductory course in the subject of Design Technology. It is a popular and “hands-on” subject where students learn all about product design by using a wide variety of practical technologies in the process of realizing their individually designed projects. It is a subject that involves both applied arts and applied science, combining artistic ability with technological know-how to create innovative products.

Students are engaged in designing simple projects with a strong emphasis on skill development. They are introduced to the **Design Cycle** and all the tools and equipment of a **Product Design Studio**. The Design Cycle is a process where every student understands why and how to go about designing a project. It begins with **Analyzing** the design opportunity or problem involved, **Designing** and drawing their unique solutions, **Planning** how to go about making it. The next stage is actually **Creating** the project and then finally **Evaluating** its success and potential marketability. **This course may be taken for either Design Technology or Fine Arts elective credit.**

### Advanced Design Technology

Grade 10, 11, 12

Pre-requisite: Intro Design Technology (preferable)  
1 year, 1 credit

In the second year of Design Technology, the subject continues the learning of the re-iterative process of design. Students use a wide variety of technologies and materials in the process of realizing their individual product designs. It is very much a project-based learning subject with the majority of time spent in the Design studio.

Students are engaged in designing projects with a strong emphasis on problem solving and design opportunity identification. They develop their knowledge of the **Design Cycle**, which allows every student to understand why and how to design projects. It begins with **Analyzing** the design problem or opportunity or problem involved, **Concept Designing** and drawing their unique solutions, **Design Development** and **Planning** how to make it. The next stage is actually **Creating** the project and then finally **Testing** and **Evaluating** its success and potential marketability. The underlying theory of the subject is a precursor to the Diploma Program Design Technology course and equips the student with foundational concepts of IBDP DT. Students will undertake at least 2 complete projects to maximize their understanding of product design. **This course may be taken for either Design Technology or Fine Arts elective credit.**

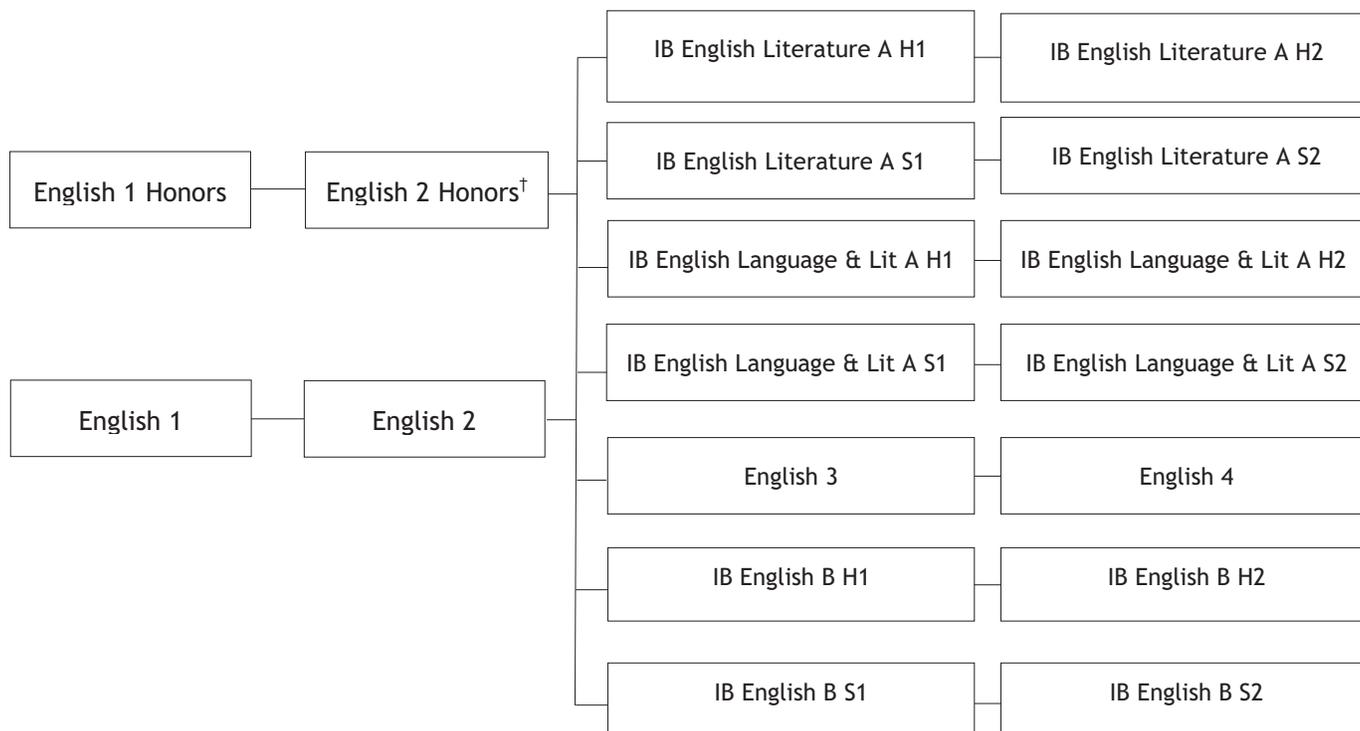
Design and the use of new technologies, has given rise to profound changes in our society. It transforms how we access and process information, how we adapt our environment, how we communicate and how we manipulate our world in which we work and live. Design also articulates the link between creativity and innovation. It enables a human centered approach to utilize our ability of creation to focus on the needs, wants, capabilities and limitations of ourselves, the end user of design.

Diploma Program Design Technology enables students to achieve a high level of design literacy through development of critical thinking and design skills and allows them to apply this in a practical and theoretical context.

Understanding of this design literacy is core in the task of the DT diploma Program course. Through the practice and application of well-established design principles and methodology, students can understand the nuances of competent design. These principles studied together make up what is known as the design cycle and it is from this base that most design practice originates. Each and every designer approaches design opportunity in a different way. The design cycle model is a fundamental aspect of the design process and is central to a student's understanding of all design. The design cycle is an incremental process that allows a designer to go from identifying design opportunities to design invention.

Design Technology is a course that equips students with definitive knowledge and understanding of the world around them. It is regarded as both an applied science and an applied arts course that offers an unprecedented opportunity to utilize technology and materials to redefine how they live and what world they live in tomorrow. In further study at a tertiary level it leads toward the study of all Design related fields including, Industrial Design, Product Design, Graphic Design, Architecture, Engineering.

# ENGLISH



† Leading to AP Literature and Composition

## Graduation Requirement:

At least four (4) credits of English

## Program Overview

All students in Grade 9 (apart from ESL students) are required to take either English 1 or English 1 Honors. After successful completion of English 1, Grade 10 students should take either English 2 or English 2 Honors.

Students in Grades 11 and 12 who have successfully completed 2 credits of English have many ways of fulfilling their graduation requirements in English.

1. They may enroll in IB English A Literature, during their 11<sup>th</sup> and 12<sup>th</sup> Grade.
2. They may enroll in IB English A Language and Literature during their 11<sup>th</sup> and 12<sup>th</sup> Grade.
3. They may enroll in IB English B during their 11<sup>th</sup> and 12<sup>th</sup> Grade: This course must be taken in conjunction with another IB Language A course to fulfill IB Diploma requirements. This course is for recently mainstreamed ESL students.
4. They may choose to enroll in English 3 and English 4 in Grades 11 and 12.

Students exiting the ESL program in either 9<sup>th</sup> grade or 10<sup>th</sup> grade are required to apply to the Program Leader of English if they wish to enroll in either IB English A courses.

## English Required Courses

### English 1

Grade 9

Pre-requisite: Grade 8 English equivalent  
1 year, 1 credit

English 1 is a year-long course, usually taken in grade 9. It is designed to be the first half of a two-year course sequence that prepares students to enter a wide array of English courses in the 11th and 12th grade years. The aim of English 1 is to provide students with a solid foundation in literary appreciation and analysis. Literature is the means through which we explore human-creative-thought, and it is studied via fiction, poetry, drama and film. The language skills of reading, writing, speaking, viewing and analyzing are developed through a variety of activities. Students respond to their reading through a range of written tasks and oral interpretation assignments, as well as routinely engage in creative exercises that encourage them to use their imaginations and find their voices. The thematic thread that runs throughout the English 1 course is that of journeys.

### English 2

Grade 10

Pre-requisite: English 1  
1 year, 1 credit

English 2 is a year-long course usually taken in grade 10. It is designed to be the second half of a two-year course sequence that prepares students to enter a wide array of English courses in the 11<sup>th</sup> and 12<sup>th</sup> grade years. The aim is to build on the reading comprehension, writing, speaking and viewing skills learned in English 1. This subject promotes a multicultural view of literature via fiction, non-fiction, drama, poetry and media. Students hone their writing skills through a variety of modes: expository and persuasive writing, literary analysis and creative writing. The thematic threads that permeate the course are the exploration of identity, conflict and coming of age.

### English 1 and 2 Honors

Grade 9, 10

Pre-requisite: Enrollment in this challenging program is based on a combination of teacher recommendation, the student's semester 1 English grade, and a commentary entrance exam for qualified applicants. Interested students should contact their classroom teacher.  
1 year, 1 credit

English 1 and 2 Honors are accelerated programs designed to allow students to explore and interact with a broad range of literary genres as preparation for students to sit the AP Literature and Composition exam at the end of the 10<sup>th</sup> grade (sitting the exam is optional). Literary selections focus on providing a foundation in some classic and some more contemporary texts to explore how various genres and stylistic techniques developed across a range of literary time periods and movements. Students will have the opportunity to view the world through different cultures and different perspectives and to recognize that literature is a reflection and record of the human experience expressive of some common links among humans regardless of distance, time or culture.

Students will develop a more sophisticated appreciation of the wealth of literary techniques, linguistic structures and subtleties authors use to communicate their purposes. The course of study facilitates the clear expression of ideas and concise presentation of arguments as part of understanding and producing both oral and written discourse. Students are expected to develop the skills of inquiry and research as they consider some of literature's most enduring questions: What are the defining qualities of a great work of literature? What does it mean, in literary terms, to claim an author is a great author? What relationships exist between how an author uses diction, tone, mood, imagery, structure and other literary devices, and how a reader makes meaning or appreciates the aesthetic value of a text? Students enrolled in these courses must fit the English Honors profile, which is defined by a love of reading, writing, a capacity for independent thought, and an intrinsic motivation to learn. While this course best prepares students for IB A Literature HL in grades 11 and 12, students are free to choose any of the IB A group course options.

### **How do students qualify for entrance to English 1 and 2 Honors?**

**If an ISM student in the 8<sup>th</sup> grade wants to enroll in 9<sup>th</sup> grade English 1 honors** the MS English department ranks its top 40 or 50 students for purposes of honors selection. HS English enrolls the top 36 of these students into the two sections of 9th grade HS English honors. For more information on the ranking process contact the MS English department.

**If a transfer student wants to enroll in 9<sup>th</sup> grade English 1 honors** they must qualify to sit an honors entrance exam by: a) scoring in the 99<sup>th</sup> percentile on the OPI exam, b) have an A average or equivalent from their previous English teacher, c) have comments from their previous English teacher that indicate they fit the ISM English honors profile. A successful candidate will write a commentary demonstrative of reading, writing, critical thinking and literary analysis skills as good or better than other members already placed in the English honors program.

**If an ISM student presently in 9<sup>th</sup> grade English 1 honors wants to remain in honors for 10<sup>th</sup> grade** they automatically qualify to do so if they have: a) a 6 or better in English at the end of semester 1 and b) their present teacher believes they still fit the profile for English honors at ISM.

**If an ISM student presently in 9<sup>th</sup> grade English 1 honors wants to remain in honors for English 2 and is earning a 5 or below at the end of the first semester of English 1** the student's performance will be reviewed to determine if they are eligible to defend their position in the honors program by sitting the honors entrance exam. Eligibility to sit the entrance exam depends on: a) their English teacher confirming they still fit the ISM honors profile, b) reflection on the student's performance on cornerstone assessments, and c) in some circumstances a student's MAP scores will be considered. If it is determined the student is eligible to sit the honors entrance exam the student will be invited to sit the exam along with all other candidates eligible for the exam. A successful candidate will be one of the top performers (if not the top performer) on the exam, qualifying the student to fill an available place in English 2 honors.

If an ISM student presently in 9<sup>th</sup> grade English 1 wants to be considered for English 2 honors the student must qualify to sit an honors entrance exam. To qualify for the exam the student: a) must have a 7 in their English class at the end of semester 1, b) their English teacher must believe they qualify for entry into the honors program based on the profile for ISM English honors, and c) in some circumstances a student's MAP scores will be considered. If it is determined the student is eligible to sit the honors entrance exam, the student will be invited to sit the exam along with all other candidates eligible for the exam. A successful candidate will be one of the top performers (if not the top performer) on the exam, qualifying the student to fill an available place in English honors. Students must maintain a **minimum grade of 6** for their first semester in English 1 Honors to gain automatic entrance to English 2 Honors. Those below a 6 after semester 1 but still recommended by their English teacher will be required to sit a commentary entrance exam to determine if they will continue in honors for English 2. As the honors program is designed for students seeking greater literary enrichment, it follows that most students in honors should enroll in IB A Literature when moving on to Grade 11.

### **Grade 11-12 Options International Baccalaureate / High School Diploma**

<b>IB English A Literature S1 and S2</b>	<b>Grade 11, 12</b>
Pre-requisite: Two full credits of English 1 and 2 or equivalent; teacher recommendation. 2 years, 1 credit per year	

This is a two-year course designed for students who desire further enrichment in the study of literature. The focus is towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments while also developing student understanding of literature as a record of the human experience. It deals with a comprehensive and close study of a select group of representative works examined in four major areas designated by the IB:

1. Works in translation - 2 works
2. Detailed Study - 2 works
3. Literary genres - 3 works
4. Options - 3 works

Requirements of the course include:

- Paper 1: unseen commentary writing
- Paper 2: compare and contrast essay writing based on two works from the same genre studied in part 3
- A written assignment on a work in translation
- An individual oral commentary based on a work from detailed study part 2

Students interested in sitting AP Language and Literature exams should consider taking this course as studying IB English A Literature enables students to complete the AP Language and Literature exam.

### **IB English A Literature H1 and H2**

**Grade 11, 12**

Pre-requisites for H1: Two full credits of English 1 and 2 or equivalent; teacher recommendation.  
2 years, 1 credit per year

This is a two-year course designed for students who desire further enrichment in the study of literature. The focus is towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments while also developing student understanding of literature as a record of the human experience. It deals with a comprehensive and close study of a select group of representative works examined in four major areas designated by the IB:

1. Works in translation - 3 works
2. Detailed Study - 3 works
3. Literary genres - 4 works
4. Options - 3 works

Requirements of the course are substantial, requiring at least three (3) more primary texts than SL and an expectation that secondary texts will also be read to augment understanding of primary texts. Minimum requirements for IB purposes require:

- Paper 1: unseen commentary writing
- Paper 2: a compare and contrast essay based on two works from the same genre studied in part 3
- A written assignment on a work in translation
- An individual oral commentary based on a work from detailed study part 2
- An interview on a second work from part 2

Students interested in sitting AP Language and Literature exams should consider taking this course as studying IB English A Literature enables students to complete the AP Language and Literature exam.

### **IB English A Language and Literature S1 and S2**

**Grade 11, 12**

Pre-requisite for S1: Two full credits of English 1 and 2 or equivalent  
High achieving students with an ESL background in Grade 9 and one full year of English 1 in Grade 10 and the strong support of teacher recommendation may apply to the Program Leader.  
2 years, 1 credit per year

This is a two-year course for students interested in understanding the constructed nature of meanings generated by the English language and the web of relationships English shares with the social world. While literary texts are used as a basis for assessments, discourse, and written work, half the course is structured around a range of non-literary texts making this course more suitable for students less interested in literary study and more interested in the study of language as we encounter it in day-to-day living. The topics of study for this course are:

1. Language in a cultural context - various non-literary topics
2. Language and mass communication - with a focus on advertising and news media
3. Texts and contexts - 2 texts
4. Literature - critical study - 2 texts

This course is considered equal in rigor with IB English A Literature S1 and S2 by the IB and is a valid option for those seeking a bilingual diploma or seeking to fulfill the Language A requirements needed for an IB Diploma. Minimum assessments for the course required by the IB include:

- Paper 1: an analysis of one of two previously unseen texts
- Paper 2: an essay response to one of six questions based on texts studied in part 3
- Three written tasks with one to be submitted to the IB
- Two oral activities (one based on part 1 of the course and one based on part 2)
- A recorded oral commentary on an extract from a literary text studied in part 4

### **IB English A Language and Literature H1 and H2**

**Grade 11, 12**

Pre-requisite for H1: Two full credits of English 1 and 2 or equivalent  
2 years, 1 credit per year.

This is a two-year course for students interested in understanding the constructed nature of meanings generated by the English language and the web of relationships English shares with the social world. While literary texts are used as a basis for assessments, discourse and written work, half the course is structured around a range of non-literary topics making this course more suitable for students less interested in literary study and more interested in the study of language as we encounter it in day-to-day living. The topics of study for this course are:

1. Language in a cultural context - various non-literary topics
2. Language and mass communication - with a focus on advertising and news media
3. Texts and contexts - 3 texts
4. Literature - critical study - 3 texts

This course is considered equal in rigor with IB English A Literature H1 and H2 by the IB and is a valid option for those seeking a bilingual diploma or seeking to fulfill the language A requirements needed for an IB Diploma. Minimum assessments for the course required by the IB are substantial and include:

- Paper 1: a comparative analysis of one pair of previously unseen non-literary texts
- Paper 2: an essay response to one of six questions based on texts studied in part 3
- Four written tasks with two to be submitted to the IB
- Two oral activities (one based on part 1 of the course and one based on part 2)
- A recorded oral commentary on an extract from a literary text studied in part 4

**IB English B S1 and S2 or H1 and H2****Grade 11, 12**

Pre-requisite for S1 and H1: Predominantly for recently mainstreamed ESL students who are IB Candidates with teacher recommendation  
2 years, 1 credit per year

The purposes of the Language B course are for language acquisition and intercultural awareness. The course focuses primarily on the interaction between speakers and writers of English. It prepares the learner to use the language appropriately in a range of situations and contexts and for a variety of purposes. At both the HL and SL levels students have the opportunity to reach a high degree of competence in English and explore culture(s) using English.

The skills of listening, speaking, reading and writing are taught and developed through a study of a range of oral and written texts of different styles and registers. Authentic materials are used and students are given maximum exposure to English. The teaching of appropriate grammatical structures is also integrated with the study of themes and texts as well as the acquisition of skills. The study of literary and other texts will play an important part in this process. At the HL level, though, students will be expected to analyze literature.

*The program meets the needs of IB students who have already studied two to four years of English immediately prior to beginning their IB course.*

**English 3 and 4****Grade 11, 12**

Pre-requisite: Two full credits of English 1 and 2 or equivalent; teacher recommendation  
2 years, 1 credit per year

This course is offered primarily to those students for whom English is a first language or who are effectively fluent in English but do not want to pursue IB English studies.

In the English 3 and 4 courses, students develop and refine their language skills across a range of literary texts and non-literary topics. To do this, they need to become familiar with a wide range of vocabulary and complex grammatical structures. At the end of the course, they are expected to understand and use English accurately. Language development and refinement includes the analysis and use of language appropriate in particular contexts. Texts used tend to be those they encounter in their everyday lives: short stories, speeches, cartoons, advertisements and news reports. They will learn how to compare and contrast how English is used in different texts and how language and style affect the presentation of theme and topic. Once they have become familiar with the style and language used in different types of texts, students are required to write tasks that relate to the course content in an appropriate register and style.

This course will be divided into a number of units of study, but simply, it is split into two major options:

1. Literary Options
2. Cultural Options

In the literary options, students consider how writers use language and style to present ideas, themes, feelings and attitudes.

Within the framework of the cultural options (language and culture, media and culture, future issues, global issues and social issues), students study particular topics such as bilingualism, advertisements and racism. The purpose of this study is to become more familiar with English and its associated culture(s). Different types of texts, both literary and non-literary, can be read as part of this study.

### Scheduled English Electives

<b>Creative Writing</b>	<b>Grade 11, 12</b>
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Pre-requisite: Two full credits of English  
1 year, 1 credit (elective)

Creative Writing is a yearlong course that presents writing as a process and focuses on the various stages of this process, from pre-writing to the final product. Opportunities are provided for students to rethink and revise their writing on their own or with the help of other writers. Students are encouraged to develop their own voice and be aware of how to improve their writing.

Creative Writing is also presented as discovery. Students write to express and define themselves, to explore their powers of expression and to experiment with language. Inventiveness, a sense of audience and fluency are developed through a wide variety of writing assignments that encourage writing in different genres and styles. Students in this course are required to maintain a writer's folder, submit regular assignments and complete a final portfolio of polished work.

Special attention will be given to exploring and developing personal narratives which may be especially useful for students who will be writing college essays. Students are permitted to take the course more than once as new writing will be generated each semester.

### Non-Scheduled English Electives

<b>Explorations in Creative Writing with Acclaimed Author Miguel Syjuco</b>	<b>Grade 9, 10</b>
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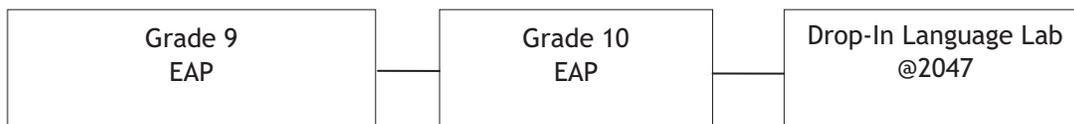
Pre-requisite: Teacher Recommendation  
1 year, 0.5 credit (elective)

This is a creative writing course for 10th graders (possibly some 9th graders) with flexible meeting times taking place outside the regularly scheduled classes between August and April each school year. Objectives of the course are for students to develop creative writing skills in characterization, character development, narrative construction, and to explore ways in which various text types might be used for narrative construction and poetic communication. The class is organized around 5-6 creative learning engagements

(like developing characters through social media or looking at the evolution of the manifesto as a text type before students write their own manifestos) as set by Mr. Syjuco. Students will be in electronic correspondence with Mr. Syjuco as he provides some feedback on their progress. Students will also get feedback from the on-site administrator of the course, calling meetings with the class and or individual students as needed. The on-site administrator will also assess the student work in conjunction with Mr. Syjuco. The course culminates in student production of 1500-3000 words that could be 5-6 independent narrative pieces, 1-3 short stories, a short collection of poems or some other creative writing endeavor that is either the immediate product of the 5-6 creative learning engagements or inspired by one or more of them. The portfolios need to be ready for final review, assessment and one on one conferencing with Mr. Syjuco when he visits ISM each April.

## ENGLISH-AS-A-SECOND-LANGUAGE (ESL)

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### Program Overview

Learning both content and language is a formidable challenge for all language learners. With specialized instruction in the English for Academic Purposes (EAP) class and support in some academic classes, the High School ESL program at ISM is designed to help Grade 9 and 10 language learners face this challenge and help them succeed.

**ESL English for Academic Purposes (EAP)**

1 year, 1 credit

**Grade 9, 10**

#### Grade 9 EAP

ESL students participate in the mainstream classes of English, Integrated Science and Geography with support from a team of language specialists. The Grade 9 EAP class is designed to provide English language learners with explicit language instruction to complement and support the academic classes at this level. The focus on academic language and a range of text types enables students to develop the skills, strategies and language they need to participate and function successfully in the academic context of Grade 9. This class is compulsory for all ESL students and replaces the modern language option.

#### Grade 10 EAP

ESL students participate in the mainstream classes of English, Science and History with support from a team of language specialists. The Grade 10 EAP class is designed to provide English language learners with explicit language instruction to complement and support the academic classes at this level. The focus on academic language and a range of text types enables students to develop the skills, strategies, and language they need to participate and function successfully in the academic context of Grade 10. This class is compulsory for all ESL students and replaces the modern language option.

#### Drop-In English Language Support Lab @2047

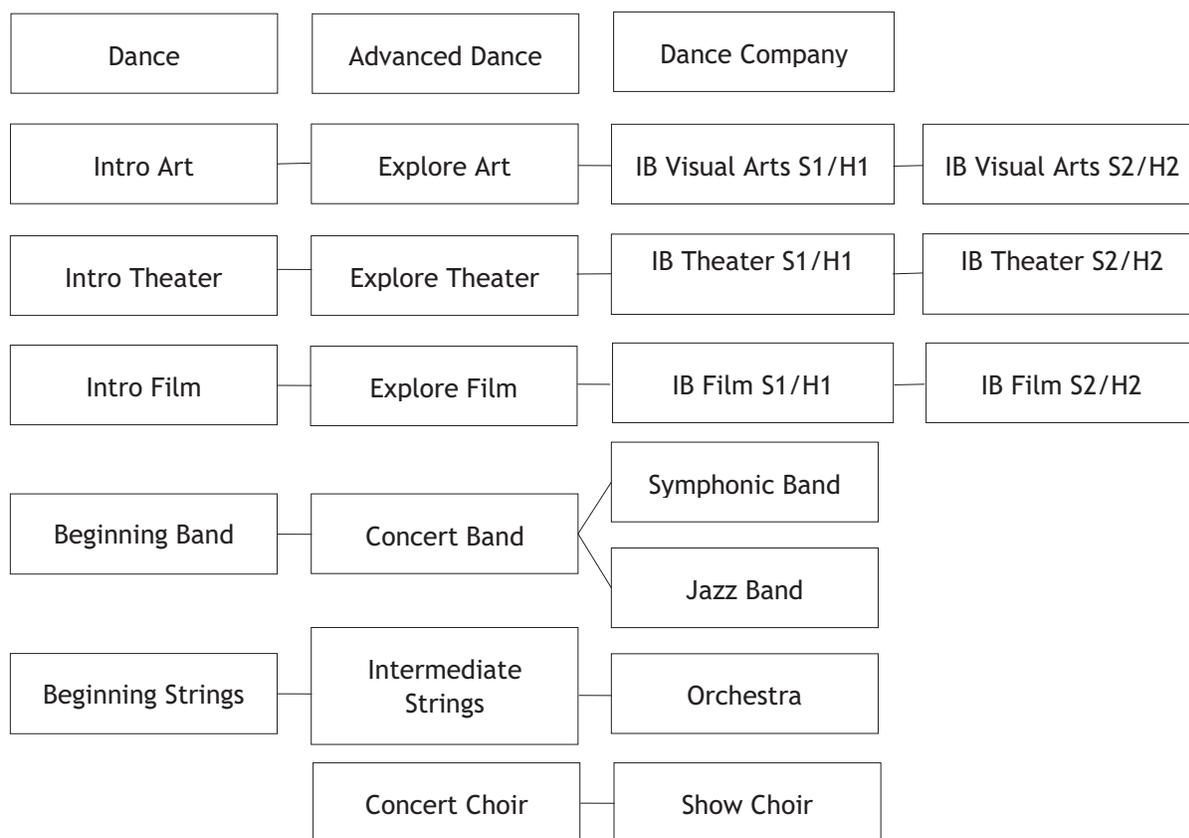
The Drop-In English Language Lab (@2047) is open to Grade 9-12 students and staffed by a team of ESL instructional assistants who provide students with individualized help to improve their reading, writing, listening and speaking skills.

Placement in the EAP class is based on the following:

- WIDA MODEL or W-APT Assessments
- Interview with the ESL Program Leader and/or EAP teacher
- Writing assessments
- Academic records
- Teacher recommendations
- Individual levels of readiness

## FINE AND PERFORMING ARTS

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### Semester Courses

Any two of the following semester-long courses may be combined.

- Digital Photography and Imaging
- Digital Graphic Design and Animation
- Ceramics and Sculpture

Semester-long courses may be repeated a second time (but not a third) and may be taken for either Design & Technology or Fine Arts elective credit.

### Graduation Requirement:

At least two (2) credits of Fine and Performing Arts

### Program Overview

Credit for the two-year graduation requirement in the Fine and Performing Arts may be earned from one or a combination of two disciplines. Membership in the music performance classes (Band, Strings and Choir) beyond the beginning level may be repeated for credit. To be a member of the Show Choir, Symphonic Band, Jazz Band or Orchestra, one must audition and be accepted before officially enrolling in the class. Please note that students who enroll in these courses must commit to participation in after-school performances.

## DANCE

### Dance

Grade 9, 10, 11, 12

Pre-requisite: None  
1 year, 1 credit

The dance program generates student interest and active involvement by offering a wide range of sequentially taught classes in Cultural Dance, Concert and Theatrical Dances (contemporary dance, modern jazz, tap dance, hip-hop and musical theatre), Social Dances (Zumba and Latin dances) and Improvisation and Choreography.

Indeed, the classes are designed to develop physical agility, coordination, grace, confidence, self-discipline and mental tenacity. Dancing helps the brain function better and can improve your athleticism.

As part of this program, the students are afforded an opportunity to share, celebrate and showcase their talents through interactive participation in related school activities and dance recital. This course can be credited for P.E. or Fine and Performing Arts.

**This course can be credited for P.E. or Fine and Performing Arts.**

### Advanced Dance (may be repeated)

Grade 9, 10, 11, 12

Pre-requisite: Teacher recommendation  
1 year, 1 credit

The Advanced Dance class provides training in different dance techniques such as modern ballet, jazz, hip hop and ballroom dance. A choreography unit allows the student to develop his/her own creative talents.

The course aims to develop the students' capability to execute complex routines and enhance their technique, skills and creativity. Each semester is highlighted by a dance recital, band concerts and a solo dance performance at the end of the year. This course can be credited for P.E. or Fine and Performing Arts.

Students need dance training, teacher recommendation or need to audition to be part of this course.

**This course can be credited for P.E. or Fine and Performing Arts.**

**Dance Company** (may be repeated)**Grade 9, 10, 11, 12**

Pre-requisite: Audition

1 year, 1 credit

As part of the Fine and Performing Arts curriculum, Dance Company is a course that fosters dynamism and hones the artistic creativity of dance students. It explores a variety of dance techniques and systematically teaches a range of dance genres.

Students enrolled in the ISM Dance Company are required to perform in school concerts, productions and other school activities such as the Battle of the Bearcats Opening Ceremony, Filipiniana Week, K-12 Dance Recitals and school assemblies.

One of Dance Company's highlight every year is there 100% Dance Company Showcase where they create, promote, perform and produce their own big show. By joining these performances, students gain genuine appreciation of the arts by becoming dynamic and thinking disciples of the art of dance.

Note: Membership for aspirants is determined by auditions held in March for old students and new students may audition at the beginning of the school year. Students should prepare a 2-minute dance choreography as part of the audition process.

**Note:** Membership for aspirants is determined by auditions held before the end of the current school year. New students may audition at the beginning of the school year.

**This course can be credited for P.E. or Fine and Performing Arts.**

## DRAMA

### **Intro Theater**

**Grade 9, 10, 11, 12**

Pre-requisite: None  
1 year, 1 credit

Intro Theatre offers experienced and non-experienced drama students the opportunity to explore and create theatre while developing self-confidence and communication skills. The course emphasizes both ensemble and individual development through the study of improvisation, voice, movement, characterization, scene writing, script analysis, and interpretation. Basic production skills in directing, lighting, costume, and sound design are also introduced.

Students start with a focus on improvisation techniques and then apply these to performance of both published and devised work. Much of the second semester is devoted to producing an original melodrama, which students have found particularly exciting.

All major units, which contain elements of research, collaborative devising, self/ peer assessment, and reflection, culminate in performance. The course, through the subject of theatre, develops the student as a whole.

### **Explore Theater**

**Grade 10, 11, 12**

Pre-requisite: Intro Theater or equivalent practical experience  
1 year, 1 credit

Explore Theatre reinforces and expands upon knowledge and skills studied in Intro Theatre (though the latter is not a prerequisite). Students not only gain experience as performers, writers, designers, researchers, and technicians; but are also exposed to a range of theatre genres, such as *Commedia Dell'arte* and realism, which deepen their understanding and appreciation of the connection between context and art.

Students will engage in ensemble games, acting exercises, devising, problem solving, reflective journal writing, research tasks, self/peer assessment, and formal play critiques. Ensemble and individual development will continue to be stressed as the students work towards creating, collaborating on, and refining performances for public viewing. This course, like Intro Theatre, develops the student on both academic and personal levels.

**IB Theater S1 and S2, or H1 and H2****Grade 11, 12**

Pre-requisite for S1 or H1: One of either Intro or Explore Theater or teacher recommendation  
2 years, 1 credit per year

HL and SL Theatre courses are composed of three core components: Theater in Context, Theatre Processes and Presenting Theatre. This structure encourages students to explore a variety of roles within the creative process (director, actor, designer, creator), thus developing a more holistic understanding of Theatre. Throughout the course, theater styles, forms and practices from around the world are explored through both scripted and devised work.

Both SL and HL students are assessed on their contribution to a collaborative devised performance, their exploration of a World Theatre practice (e.g. Kabuki from Japan) and creating a Director's vision for a play text. The HL course is differentiated from the SL course by the inclusion of a Solo Theatre project involving the creation of a performance inspired by ideas of a specific Theatre practitioner.

IB Theatre develops confidence, initiative, imagination, discipline, as well as an advanced social and cultural awareness applicable to a range of contexts. Therefore, the course is excellent preparation for any student wishing to pursue a future vocation that requires advanced interpersonal and management skills, whether this be in the areas of performing arts, business or elsewhere. The practical elements of the course provide authentic learning experiences, which many IB Theatre students have described as the most challenging yet rewarding moments of their diploma program.

## FILM

### **Intro Film**

**Grade 9, 10\*, 11\*, 12\***

Pre-requisite: None  
1 year, 1 credit

Film is a creative course that balances textual analysis with practical application of film language. There is a particular focus on organization, collaboration and creative intelligence including problem solving. Students are expected to work together in teams to create films from the idea stage through to the premier at the film festival.

The Introduction to Film course is aimed at the student who has had a limited exposure to the film production process. There is an emphasis on developing an understanding of the language of film and the practical application of this knowledge to projects. Evaluation of these projects is an integral part of the assessment process.

Students are required to provide 2 SD Memory Cards (8Gb, Class 10)

\*Depending on the number of Grade 9 students choosing the course, Grade 10, 11, or 12 students may be moved into the Explore Film course.

### **Explore Film**

**Grade 10, 11, 12**

Pre-requisite: Intro beneficial but not necessary\*  
1 year, 1 credit

Film is a creative course that balances textual analysis with practical application of film language. There is a particular focus on organization, collaboration and creative intelligence including problem solving. Students are expected to work together in teams to create films from the idea stage to the premier at the film festival.

Students are expected to produce more polished films and engage in more detailed analysis.

Students are required to provide 2 SD Memory Cards (8Gb, Class 10)

**IB Film S1 and S2, or H1 and H2****Grade 11, 12**

Pre-requisite for S1 or H1: Intro or Explore Film is beneficial, but no previous film experience necessary.

2 years, 1 credit per year

IB Film is a two-year course that critically analyzes how verbal, visual, and written language work together to communicate messages. The course covers history of film and follows with close studies or textual analysis of television and film. There is also a strong practical component with an emphasis on meticulous organization, close collaboration and creative intelligence including problem solving; students produce their own film(s).

Assessment is broken down into three areas:

**Part 1: Textual Analysis**

The detailed study of film sequences.

**Part 2: Film Theory and History**

The close analysis of films and filmmaking traditions from more than one country.

**Part 3: Creative Process—techniques and organization of production**

The development of creative, analytic and production skills through the filmmaking process.

The film course aims to develop in students the skills necessary to achieve creative and critical independence in their knowledge, experience and enjoyment of film.

Students are required to provide 2 SD Memory Cards (8Gb, Class 10)

## MUSIC

### Beginning Band

Pre-requisite: None  
1 year, 1 credit

Grade 9, 10, 11, 12

Beginning Band is a beginning instrumental course that teaches the fundamentals of playing band instruments such as woodwinds, brass and percussion. It focuses on the development of skills and techniques, including posture, tone, intonation, breathing, embouchure, fingering, rhythm, articulation and care of instruments. The course also seeks to develop an appreciation for instrumental music among students. The assignment of specific instruments will be based on the needs of the program and the availability of instruments. **Participation in concerts is a requirement of the course.**

### Concert Band (may be repeated)

Pre-requisite: One year of ensemble playing experience  
1 year, 1 credit per year

Grade 9, 10, 11, 12

The Concert Band is an ensemble for band students who have successfully completed a year of ensemble playing. This course focuses on further development of skills using band literature at the intermediate level. **Participation in concerts is a requirement of the course.**

A year of Concert Band experience provides the band student with the skills and techniques to be eligible to audition for the school's official performing groups, the Symphonic Band and the Jazz Band. If the student is not accepted in the advanced level, he/she may continue his/her instrumental training by re-enrolling in Concert Band.

### Jazz Band (may be repeated)

Pre-requisite: Audition  
1 year, 1 credit per year

Grade 9, 10, 11, 12

Jazz Band is an instrumental class of advanced players of saxophone, trumpet, trombone, electric bass, electric guitar, keyboards and percussion. The focus of this group is the study and performance of jazz band music and the development of improvisation skills. Musical styles include pop, blues, rock and swing. **Participation in concerts, both on and off campus, is required.** The Jazz Band, one of the four premier performing music groups that represent the school, also performs for special occasions throughout the year.  
**Note:** Membership, whether new or continuing, is determined by auditions.

**Symphonic Band** (may be repeated)**Grade 9, 10, 11, 12**Pre-requisite: Audition  
1 year, 1 credit per year

This premier performing group is composed of advanced players of band instruments. Its repertoire ranges from classical pieces to modern pop, marches and standard band music with a high level of difficulty. Selected members of the Symphonic Band also comprise the wind section of the Orchestra. **Participation in concerts, both on and off campus, is required.**

**Note:** Membership, whether new or continuing, is determined by auditions.

**Beginning Strings****Grade 9, 10, 11, 12**Pre-requisite: None  
1 year, 1 credit

Beginning Strings is a beginning instrumental course that teaches the fundamentals of playing string instruments such as violin, viola, violoncello and double bass. It focuses on the development of skills and techniques, including posture, fundamentals of playing string instruments, tone, bowing techniques, intonation, fingering, rhythm, articulation and care of instruments. The course also seeks to develop an appreciation for instrumental music. The assignment of specific instruments will be based on the needs of the program and the availability of instruments. **Participation in concerts is a requirement of the course.**

**Concert Strings** (may be repeated)**Grade 9, 10, 11, 12**Pre-requisite: One year of ensemble playing experience  
1 year, 1 credit per year

This class is open to all students who have successfully progressed beyond the requirements of Beginning Strings. Like Concert Band, this class is a venue for those who need to further develop their skills to the level of the advanced requirements of the Orchestra. **Participation in concerts is a requirement of the course.**

**Orchestra** (may be repeated)**Grade 9, 10, 11, 12**Pre-requisite: Audition  
1 year, 1 credit per year

The High School Orchestra, a premier performing group of the school, is composed of students who have advanced experience in the following string instruments: violin, viola, cello, string bass and piano. The course focuses on further development of bowing techniques, fingering and music reading skills. **Participation in concerts, both on and off campus, is required.**

**Note:** Membership, whether new or continuing, is determined by auditions.

**Concert Choir** (may be repeated)**Grade 9, 10, 11, 12**

Pre-requisite: None

1 year, 1 credit per year

Concert Choir provides an opportunity for students at all levels to build individual and ensemble vocal skills while developing their overall musicianship. Students enrolled in this course will explore and enjoy the choral ensemble environment through rehearsal and preparation of a wide range of traditional and contemporary repertoire. **Participation in concerts, both on and off campus, is required.**

**Show Choir** (may be repeated)**Grade 9, 10, 11, 12**

Pre-requisite: Audition

1 year, 1 credit per year

The Show Choir, one of the premier performing groups of the school, is a select vocal ensemble with a varied repertoire, ranging from pop, jazz and show tunes, to sacred and classical pieces. Many of the musical numbers are choreographed and staged. **Participation in concerts, both on and off campus, is required.**

**Note:** Membership, whether new or continuing, is determined by auditions.

## VISUAL ARTS

### **Intro Art**

**Grade 9, 10, 11, 12**

Pre-requisite: None

1 year, 1 credit

Think different! Be creative while learning new techniques and reviewing old ones. This course provides an introduction to HS visual arts, focusing on the development of practical art skills and development of ideas. The emphasis is on building individual confidence while, at the same time, using problem solving to encourage individuality as an artist. Students will explore a wide range of 2D and 3D media.

### **Explore Art**

**Grade 10, 11, 12**

Pre-requisite: None, although previous art experience in any media or course (Intro Art, Photography, Graphics or Ceramics/Sculpture) would be an advantage.

1 year, 1 credit

Freedom with responsibility! This course allows students to have more personal choice in the ways that they can express themselves while following the guidelines of the exciting assignments. Students will be able to further develop their skills and practice techniques while working with a range of 2D and 3D media. Students are encouraged to explore and research widely in order to develop their own ideas, visual perceptions and expressive capabilities.

### **IB Visual Arts S1 and S2**

**Grade 11, 12**

Pre-requisite: None, although previous art experience in any media or course (Intro Art, Photography, Graphics or Ceramics/Sculpture) would be an advantage.

2 years, 1 credit per year

Balance your schedule with this hands-on, exploratory and creative course. The Standard Level IB Visual Arts is similar to the Higher Level course in content (please see description below). However, the final expectations on the SL course are less rigorous and in the second year, expectations as to the quantity and quality of the works are different.

### **IB Visual Arts H1 and H2**

**Grade 11, 12**

Pre-requisite: None, although previous art experience in any media or course (Intro Art, Photography, Graphics or Ceramics/Sculpture) would be an advantage.

2 years, 1 credit per year

Do you want to study one of the many areas of Visual Arts at university or just enjoy exploring and producing artworks based on your own ideas? This two-year externally examined course will lead to a final exhibition of selected works. In addition to studio work, students will also submit a Comparative Study and Process Portfolio which includes media/composition tests, ideas development and self-evaluation. The final IB assessment is based on these three components which are uploaded electronically and assessed/moderated by an external Examiner.

## Semester-long Visual Arts Courses

### **Digital Photography and Imaging**

**Grade 9, 10, 11, 12**

(may be repeated a second time, but not a third)

Pre-requisite: None

1 semester, 0.5 credit. (2 semester maximum, 1.0 credit maximum)

Everyone can take photographs, but not many people understand photography. This course provides an introduction to Photography and Digital Imagery in which students will learn about processes, equipment and techniques to help them to take better pictures. The design process of analyzing, exploring and solving problems, which is common to all creative areas, will also be used to make their work more original and meaningful. Students who enroll in this course must bring their own digital camera to all of the lessons (must have manual shutter/aperture settings preferably a DSLR - buy the cheapest Canon or Nikon model if you don't have one already). This course may be taken for either Design & Technology or Fine Arts elective credit.

### **Digital Graphic Design and Animation**

**Grade 9, 10, 11, 12**

(may be repeated a second time, but not a third)

Pre-requisite: None

1 semester, 0.5 credit. (2 semester maximum, 1.0 credit maximum)

Imagine a world without any graphic design - no posters, logos, signs, packaging, window displays, books, websites, brochures, magazines, etc. This course provides an introduction to the principles of graphic design and teaches students how to effectively 'manage' visual information to produce striking artwork. The design process of analyzing, exploring and solving problems, which is common to all creative areas, will also be used to make the work more original and meaningful. This course may be taken for either Design & Technology or Fine Arts elective credit.

### **Ceramics and Sculpture**

**Grade 9, 10, 11, 12**

(may be repeated a second time, but not a third)

Pre-requisite: None

1 semester, 0.5 credit. (2 semester maximum, 1.0 credit maximum)

Do you think in three dimensions? Want to get your hands on materials to realize your ideas? This class is designed to introduce students to fundamental methods of working with card, wire, plaster, clay and a wide range of other sculpture materials. Students will gain experience in the making of functional as well as sculptural pieces, using a variety of techniques. Basic techniques and tools will be demonstrated for forming, constructing, assembling, carving and molding. Students will learn how to finish their pieces with various types of glazing and painting. This course may be taken for either Design & Technology or Fine Arts elective credit.

# LEARNING SUPPORT

## Program Overview

The Learning Support Department at International School Manila coordinates programs and services for students with learning needs. The model is based on the philosophy that students vary in their level of ability, achievement, motivation and interest and that individuals respond best to educational programs that provide appropriate challenges and meet their individual needs.

The Learning Support Program provides two levels of service. Levels of support are determined on an individual basis and according to each student's identified special educational need. Determination of level of support is made by the Learning Support Resource Team (LSRT) based upon information available to them. It is reviewed on a regular basis by the LSRT and may be changed. The level of support identified for a particular student reflects what ISM is currently able to provide; it is not a contractual obligation between the School and its teachers or the School and parents of students identified for support.

**Level 1 (LS1)** In Learning Support Level 1 the student is working on the same instructional objectives and the same curriculum content as his/her peers but requires adaptations to the way the material is presented and/or to the way in which they demonstrate what they have learned. The Learning Support Plan is developed and coordinated by the Learning Support Teacher and implemented in conjunction with the classroom teacher.

**Level 2 (LS2)** The student typically works in the regular classroom with his/her peers but may require accommodations and some modification to the content of the curriculum and/or instructional practices under the direction of a Learning Support Teacher. These are implemented through direct and indirect services in content classes and in Strategy Instruction. The Learning Support Plan is developed and coordinated by the Learning Support Teacher.

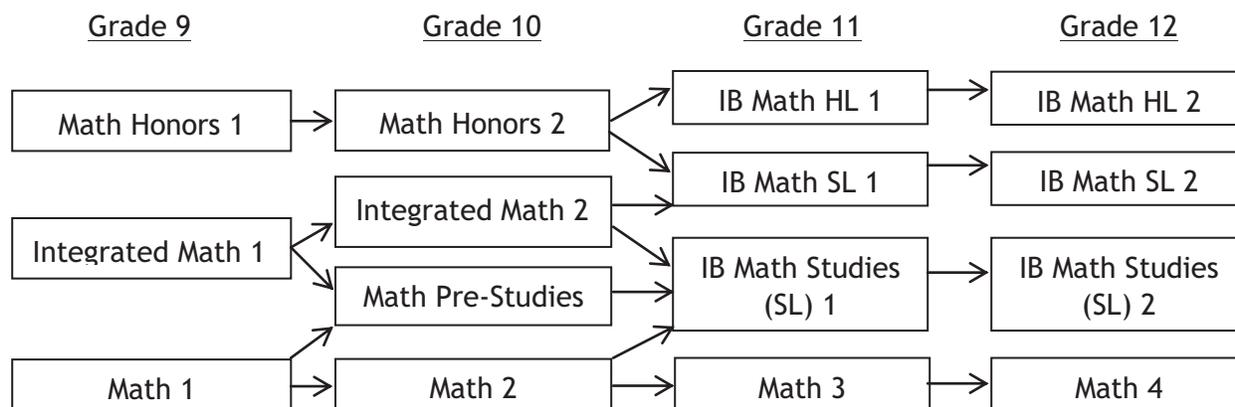
### **Strategy Instruction 1, 2, 3 and 4**

**Grade 9, 10, 11, 12**

Pre-requisite: Learning Support Resource Team (LSRT) recommendation  
1 year, 1 credit per year, Pass/Fail

This course is designed to provide students with strategies to improve their individual organizational, study and self-advocacy skills. Additionally, it provides students with a range of strategies to use across content areas to maximize success. This class is recommended for students requiring direct support in their regular academic program. This is a pass/fail class.

# MATHEMATICS



## Graduation Requirement:

At least two (2) credits of Mathematics

## Program Overview

Our program offers three levels of mathematics within the Grade 9: Honors, Integrated and Math 1 and then four levels within Grade 10: Honors, Integrated, Math Pre-Studies and Math 2. Within the Grade 11 and 12 years, we offer four levels of mathematics: the three IB levels and a supported non-IB course. These various streams are offered to achieve an optimal match between student learning and teaching pace, as well as to provide sufficient depth and breadth of content in preparation for a wide range of mathematics needed for future university work. The appropriate math class is determined for each student through the use of placement tests, previous mathematics records and grades, teacher recommendations, career goals and the insight and advice of Guidance Counselors.

An integrated approach to algebra, geometry, functions, probability, statistics and discrete math is used throughout our curriculum. To make mathematical content more meaningful to students, problem-solving applications connecting mathematics to the real world and other disciplines are integrated within each course.

To facilitate discovery and analysis, as well as to reinforce the understanding of abstract mathematical concepts, the use of technology (particularly graphing calculators and computer software on graphing, spreadsheets and geometric explorations) is integrated across the mathematics curriculum.

**All High School math courses require a Texas Instruments (TI) graphing calculator.** New students to ISM are highly recommended to buy the TI-84 PLUS or TI-84 PLUS Silver Edition. An important consideration is cost. The school no longer stocks TI-84 PLUS models for

students to purchase. As a reminder, please note that graphing calculators are **required** for the first day of class.

The following courses are offered with the usual grade level listed. Exceptions may occur and placement is then made in consultation with the Program Leader and Guidance Counselor.

**Math 1****Grade 9**

Pre-requisite: Grade 8 Math with departmental recommendation and/or approval  
1 year, 1 credit

Math 1 is a mathematics course for incoming freshmen whose interests and academic strengths lie in areas where no more than general mathematics is needed. The aims of the course are varied and instruction is differentiated to meet the needs of the population. We hope to prepare a good number of students for promotion into Math Pre-Studies in Grade 10, in preparation for IBSL Math Studies 1 in Grade 11. However, we are aware that others will move at a slower pace and will continue into Math 2 for Grade 10. In either case, an emphasis is given to developing flexible knowledge of concepts, with particular attention to solidifying an understanding of numbers and basic operations. Topics include: basic algebra and functions - variables; expressions; proportions; building relationships from number patterns and solving and modeling linear equations; and geometry essentials.

**Integrated Math 1****Grade 9**

Pre-requisite: Grade 8 Math with departmental recommendation and/or approval  
1 year, 1 credit

This course is intended for students who have had some previous study of basic algebra and who are interested in pursuing IB in Grade 11. It is the completion of a first-year algebra course and an introduction to geometry. The following topics are included in Integrated Math 1: solving and graphing linear equations; systems of linear equations and inequalities; basic arithmetic operations on polynomials; factoring and solving basic quadratic equations; the Pythagorean Theorem; distance and mid-point formulae; perimeter; area; surface area and volume; angles of parallel lines and transversals; quadrilaterals; triangle congruency and similarity; circle geometry; exponents and triangle trigonometry.

**Math Honors 1****Grade 9**

Pre-requisite: Placement Testing, Grade 8 Math, and departmental recommendation and approval  
1 year, 1 credit

This course is intended for students with very strong abilities in mathematics, who have a thorough background in basic algebra and are interested in taking IB Mathematics Higher Level in Grades 11 and 12. It is designed to develop analytical thinking and deductive reasoning among students so that they can solve more challenging problems. Topics covered in this course include the following: solving and graphing linear equations and

inequalities in one and two dimensions; solving systems of equations and inequalities; quadratics, exponents and operations with polynomials; factoring; simplifying radical expressions; functions and transformations; surface area and volume of polyhedra; proofs of triangle congruency and similarity; solving triangles using 2D and 3D trigonometry; and descriptive statistics.

**Math 2****Grade 10**

Pre-requisite: Math 1 or Integrated Math 1 with departmental recommendation and approval  
1 year, 1 credit

This course is intended for students whose interests and academic strengths lie in areas where no more than general mathematics is needed. One goal of this course is to provide students with reinforcement in basic algebra and geometry, while potentially preparing students for entry into IB Math Studies in Grade 11. Practical real-life situations are incorporated whenever possible to motivate lessons, thereby creating rich opportunities for visualization, exploration and the development of an intuitive understanding of algebra, functions and geometry. Topics include: variables and expressions; solving linear equations and proportions; area, perimeter and volume; similarity; statistics and probability.

**Math Pre-Studies****Grade 10**

Pre-requisite: Pre-requisite: Integrated Math 1 and/or departmental recommendation and approval  
1 year, 1 credit

Math Pre-Studies is intended for students who have succeeded in Math 1 or have completed Integrated 1 and wish to pursue Math Studies Standard Level at IB rather than Math Standard Level IB. This course integrates algebra, geometry and statistics and prepares students specifically for the IB Math Studies course. There is an emphasis on calculator work and topics include linear equations, graphing, trigonometry, statistics and probability.

**Integrated Math 2****Grade 10**

Pre-requisite: Integrated Math 1 and/or departmental recommendation and approval  
1 year, 1 credit

Integrated Math 2 is intended for students who have satisfactorily completed Integrated Math 1. This course integrates advanced algebra and geometry and prepares students for IB Mathematics SL and IB Mathematical Studies SL. Extensive investigations of linear, quadratic, exponential and trigonometric functions are covered. This will be done by both examining how transformations effect their algebraic and geometrical representations, and by identifying real world applications throughout. This course also covers exponents, non-right angled trigonometry, statistics and probability, number systems and sets, and regression.

**Math Honors 2****Grade 10**

Pre-requisite: Math Honors 1 with departmental recommendation and/or approval  
1 year, 1 credit

Math Honors 2 is intended for highly motivated students with very strong abilities and a thorough background in mathematics. The aim of this course is to prepare the students for IB Mathematics HL. Emphasis is given to an in-depth understanding of concepts, together with meaningful acquisition and refinement of advanced algebra and pre-calculus skills. Topics include: equations and inequalities involving absolute values; relations and functions; linear, quadratic, polynomial, radical, rational, exponential, logarithmic, trigonometric and inverse trigonometric functions, probability, matrices and complex numbers.

**Math 3****Grade 11**

Pre-requisite: Integrated Math 2 or Math 2  
1 year, 1 credit

Math 3 is a course intended for students who do not wish to take IB Mathematics and who do not foresee the need for mathematics in their later studies. The goals of Math 3 are to provide a solid grounding in algebra and geometry as well to develop students' problem solving skills, with particular focus on word problems, use of a graphing calculator and SAT preparation. A broad range of concepts are covered, such as algebra and geometry, and an introduction to statistics, probability, trigonometry, and financial math. Topics include: earning and spending; measurement; data in context; saving and borrowing; statistics; geometry and mensuration; networks and matrices; simulating random process; functions and graphs; models of growth.

**Math 4****Grade 12**

Pre-requisite: Math 3  
1 year, 1 credit

Math 4 is designed to give students access to and experience of a wide range of mathematical models and techniques used for solving problems in many contexts of human endeavor. These contexts range from enterprise and business to recreation, research and the needs of the individual or the community. The applications are diverse, studied in context and are supported by appropriate use of technology. Students will study applied geometry; share investments; mathematics and small business; matrices; investment and loans; statistics; probability and optimization. Students will work on developing proficiency with mathematical skills, strategies in problem solving and SAT preparation.

**IB Math Studies S1 and S2****Grades 11, 12**

Pre-requisite for S1: Integrated Math 2 or Math 2 with departmental recommendation and/or approval  
2 years, 1 credit per year

The IB Math Studies Standard Level course is designed for students who have satisfactorily completed Integrated Math 2. Emphasis is given to the applications of mathematics in real life situations using team and individual investigations, projects and technology where mathematical techniques are used to define and solve problems. Topics include: use of the graphics display calculator; number theory and algebra; financial mathematics; functions; statistics; further statistics; geometry and trigonometry; sets; logic; probability and introductory differential calculus. As a course requirement, students must submit a written project. All students are expected to take the external IB examination.

**IB Mathematics S1 and S2**

**Grades 11, 12**

Pre-requisite for S1: Integrated Math 2 or Honors Math 2 with departmental recommendation and/or approval  
2 years, 1 credit per year

IB Math Standard Level is designed for students who have completed Integrated Math 2. The two-year program provides a sound mathematical basis for students in a variety of university courses. It approaches the subject from an integrated viewpoint aimed at showing the student the interconnecting patterns between various concepts. Topics include: advanced algebra; functions and equations; circular functions and trigonometry; vectors; statistics; probability and calculus.

All students are required to complete an internal assessment piece of work. This is a math exploration which requires students to research and investigate an area of math that excites and interests the student. The level of math involved has to be commensurate with the course. This project will be completed during IBS1. All students are expected to take the external IB examination.

**IB Mathematics H1 and H2**

**Grades 11, 12**

Pre-requisites for H1: Math Honors 2 with departmental recommendation and/or approval  
2 years, 1 credit per year

IB Higher Level Math is designed for students with an honors background in mathematics. It is essential that students entering IBH Math have satisfactorily completed the second semester of Honors 2. Students in this course must be driven to succeed in mathematics, have a genuine interest in mathematics and enjoy meeting its challenges and problems. The course is aimed at students who will need a rigorous grounding in mathematics for their later studies in a math or science related field e.g. mathematics, physics, engineering or technology. Topics include: functions and relations; algebraic and transcendental functions; differential and integral calculus of one variable; sequences and series; binomial expansion; proof by mathematical induction; complex numbers, matrices; vector geometry; counting principles; statistics and probability. One of the following options will also be studied: sets, relations and groups; discrete mathematics; series and differential equations or further statistics and probability.

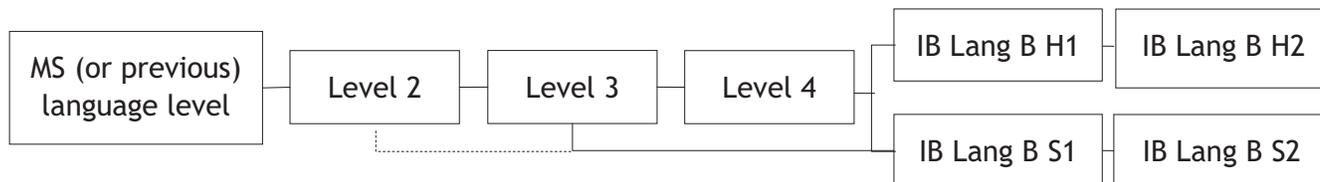
All students are required to complete an internal assessment piece of work. This is a math exploration which requires students to research and investigate an area of math that

excites and interests the student. The level of math involved has to be commensurate with the course. This project will be completed during IBH1. All students are expected to take the external IB examination.

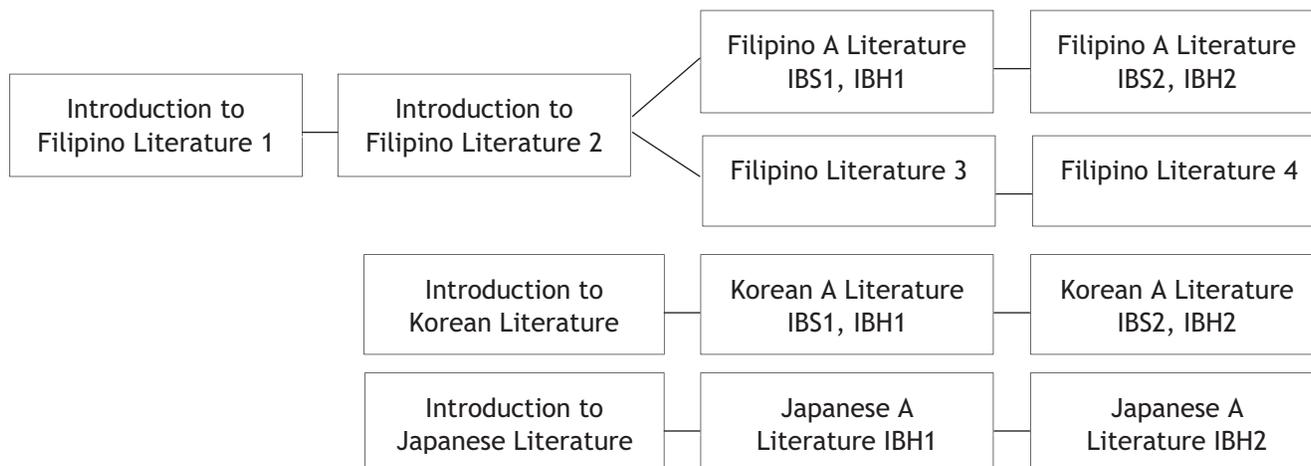
## MODERN LANGUAGES

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### Foreign Language Program in Chinese, French and Spanish



### IB Language A Literature Courses for Native Speakers of Filipino, Japanese and Korean




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#### Graduation Requirement:

At least two (2) credits of the same language

#### Program Overview

##### Foreign Language Program

Our Foreign Language program offers continuum development in the target languages to achieve proficiency in effective communication. In all courses a thematic and communicative approach is used. Students are expected to actively participate and communicate in the target language.

Students are placed in courses that meet their needs and offer them an academic challenge based on language skills assessments. If a student possesses a degree of fluency that is beyond the level offered in our language curriculum, ISM may not be able to provide a taught course in that language.

Students who enter High School as ESL students do *not* have to meet the Modern Language requirement. However, they are encouraged to take at least one credit of any language.

\*\*A student may study a second foreign language as an elective course with the Principal’s permission.

Filipino Program

Introduction to Filipino Literature 1 and 2 focuses on developing Filipino speakers’ language proficiency, particularly in written skills as preparation for IB Filipino Language A Literature. The students will gain experience handling both language and literature aspects of texts. This course is recommended for Grade 9 and Grade 10 Filipino speakers who are planning to study IB Filipino and stay in the Philippines for university.

Literature Program (Filipino, Japanese and Korean)

This course is recommended for first language speakers who are planning to undertake study in their home countries.

### IB Language B and Course Selection

The level of competence already achieved in a particular language is a key factor in the appropriate placement of a student in IB Language B courses. The International Baccalaureate Organization has specific guidelines for students selecting IB Language B courses. ISM is required to follow these guidelines. Below is a rubric published by IBO that will help students select an appropriate IB Language B.

<b>Ab Initio SL</b>	is for a language beginner who: <ul style="list-style-type: none"> <li>• has no previous experience of the language.</li> </ul>
<b>Language B SL</b>	is for a language learner who may not intend to continue the study of a language beyond the Diploma program, and who: <ul style="list-style-type: none"> <li>• has two to five years’ experience of the target language.</li> <li>• has passed Level 3 or beyond in that language.</li> <li>• the language is <b>not</b> a “mother tongue”.</li> </ul>
<b>Language B HL</b>	is for a language learner who intends to study the language at this level for a future career or to meet a Diploma requirement, and who: <ul style="list-style-type: none"> <li>• has four to five years’ experience of the target language.</li> <li>• has passed Level 4.</li> <li>• in cases where students have this language as a “mother tongue” but have had no formal education in the language. Placement of students in this category is at the discretion of the IB Coordinator with advice from the teacher specializing in that language.</li> </ul>

Level 4 classes are for Grade 10 students who have already completed a Level 3 course and usually are going to study the language at IB Higher Level.

Grade 11 students who need to complete the full IB Diploma, but have no prior exposure to a foreign language or who have studied a foreign language that is not taught at ISM will be able to study French *Ab Initio*, Mandarin *Ab Initio* or Spanish *Ab Initio*.

**Chinese, French, Spanish - Level 2****Grade 9, 10, 11, 12**Pre-requisite: High School Level 1 or Middle School Level A with teacher recommendation  
1 year, 1 credit

These Level 2 courses aim to further develop the four skills of the language: reading, listening, speaking and writing, focusing on basic linguistic items through the thematic and communicative approaches. Further topics on social themes are studied. They include: school and school life, life in the community, sports and hobbies, etc. Grammar and language are learned extensively in context through various types of texts, films, video clips, magazine and newspaper articles, short stories, poems and interviews. Students are expected to use the language orally and in written form with a reasonable amount of accuracy at all times in the classroom.

Assessment is carried out through a variety of tasks including homework, quizzes, writing exercises, long tests, oral presentations, interviews, role plays and semester examinations.

**For Chinese:** Upon completion of the course, students will be expected to write 250-300 characters and recognize 350-550 characters.

**Chinese, French, Spanish - Level 3****Grade 9, 10, 11, 12**Pre-requisite: Level 2 High School or Level C Middle School and teacher recommendation  
1 year, 1 credit

The Level 3 courses prepare students for the IB Language B courses and are generally organized around the three IB Core Topics; Communication and Media, Global Issues and Social Relationships. A variety of oral and written texts are used to enhance the development of the four skills of language, using beginning intermediate language items, through a thematic and communicative approach. Students will also become familiar with the important features of the target countries. Equal weight is given to written and oral skills.

Assessment is also carried out through a variety of tasks including homework, quizzes, essay writing, oral presentations, interviews and semester examinations.

**For Chinese:** Students are expected to use the language orally and by the end of the course will be expected to write 350-500 characters and recognize 350-600 characters.

**Chinese, French, Spanish - Level 4****Grade 10**Pre-requisite: Level 3  
1 year, 1 credit

These Level 4 courses are designed as a preparation for IB Higher Level language courses. They focus on a wide range of written and oral texts relating to the three IB Core Topics: Communication and Media, Global Issues and Social Relationships. The courses will provide

students with a variety of activities that will allow them to develop the four language skills enabling them to communicate with ease and efficiency in the language.

Assessment is carried out through a variety of tasks including homework, quizzes, essay writing, oral presentations, interviews, role plays and semester examinations.

**For Chinese:** Students are expected to master 500 characters.

**Introduction to Filipino Literature 1**

**Grade 9, 10, 11, 12**

Pre-requisite: Near native speaker  
1 year, 1 credit

This course prepares students for the IB Language A Literature course. A variety of oral and written texts are used to enhance the development of the four skills of language through a thematic approach. Students will also become familiar with the important features of the target country.

Assessment is also carried out through a variety of tasks including homework, quizzes, essay writing, oral presentations, interviews and semester examinations.

**Introduction to Filipino Literature 2**

**Grade 9, 10, 11, 12**

Pre-requisite: Introduction to Filipino Literature 1  
1 year, 1 credit

This course prepares students for the IB Language A Literature course. A variety of oral and written texts are used to enhance the development of the four skills of language through a thematic approach. Students will also become familiar with the important features of the target country.

Assessment is also carried out through a variety of tasks including homework, quizzes, essay writing, oral presentations, interviews and semester examinations.

**Filipino Literature 3**

**Grade 9, 10, 11, 12**

Pre-requisite: teacher recommendation (interested student should talk to the teacher first in order to discuss the appropriateness of this course to her/his Modern Language requirements.)  
1 year, 1 credit

This non-IB Filipino literature course is offered to Grade 11 students (lower grade levels may be permitted, depending on the recommendation of the teacher) who want to appreciate and have a deeper understanding of the classics of Philippine Literature, such as Dr. Jose Rizal's "Noli Me Tangere" and "El Filibusterismo," among others. It will enable students to engage in close, detailed, and critical examinations of texts, as well as encourage a comparative approach to literature and culture.

This course will be combined with students who are taking IB Filipino A: Literature, Standard and Higher Levels. Although combined, the main differences of the courses will

be on the number of works to be studied and the number of required assessments. All students are expected to take the IB Mock Examinations together with the IB class.

**Filipino Literature 4**

**Grade 9, 10, 11, 12**

Pre-requisite: teacher recommendation (interested student should talk to the teacher first in order to discuss the appropriateness of this course to her/his Modern Language requirements.)

1 year, 1 credit

This non-IB Filipino literature course is offered to Grade 12 students (lower grade levels may be permitted, depending on the recommendation of the teacher) who want to appreciate and have a deeper understanding of contemporary Philippine Literature, such as the works of Genoveva Edroza-Matute, “Mga Agos sa Disyerto” writers, among others. It will enable students to engage in close, detailed, and critical examinations of texts, as well as encourage a comparative approach to literature and culture.

This course will be combined with students who are taking IB Filipino A: Literature, Standard and Higher Levels. Although combined, the main differences of the courses will be on the number of works to be studied and the number of required assessments. However, all students are expected to take the IB Mock Examinations together with the IB class. All students are expected to take the IB Mock Examinations together with the IB class.

**Introduction to Korean, Japanese Literature**

**Grade 10**

Pre-requisite: native speaker

1 year, 1 credit

This course prepares students for the IB Language A Literature course. A variety of oral and written texts are used to enhance the development of the four skills of language through a thematic approach. Students will also become familiar with the important features of the target countries.

Assessment is also carried out through a variety of tasks including homework, quizzes, essay writing, oral presentations, interviews and semester examinations.

## International Baccalaureate

### IB Chinese B, French B, Spanish B S1 and S2

Grade 11, 12

Pre-requisites for S1: Level 3 or Level 2 with teacher recommendation

2 years, 1 credit per year

This course focuses on the study of a wide range of written and oral texts that are related to the Core Topics (Communication and Media, Global Issues, Social Relationships) and Optional Topics (Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology) in the Language B program. The Standard Level Language program aims to train students to communicate comfortably and effectively in the language both orally and in written form. At the end of two years, the students will be assessed on their ability to handle and process information, write their own texts, understand and respond to oral and written communication and enter into intelligent discussion of a wide range of topics. Students will also develop awareness and appreciation of people of different cultures.

Assessment is carried out through a variety of tasks including homework, quizzes, essay writing, oral presentations, interviews, role plays and examinations.

**Chinese B IBS:** Examination papers are produced in traditional and simplified characters. Students are required to master 500 characters for writing purposes.

Where students' levels of proficiency allow, and when class enrollment is low, there is a possibility that students could be grouped in one class for the IB Language B program. All students are expected to take the external examination.

### IB Chinese B, French B, Spanish B H1 and H2

Grade 11, 12

Pre-requisites for H1: Level 4 or level 3 with teacher recommendation

2 years, 1 credit per year

This course has the same features as the IB Standard Level except that the texts related to the major topics are studied more thoroughly. Students are encouraged to produce well-structured written and spoken interactions in a number of registers and styles.

At the end of the second year of this course, students will be assessed on their ability to handle and process written information, write their own texts, understand and respond to oral and written communication and enter into intelligent discussion of a wide range of topics. They will also demonstrate an awareness and appreciation of the different perspectives of people of other cultures.

Assessment is carried out through a variety of tasks including homework, quizzes, essay writing, oral presentations, interviews, role plays and examinations.

**For Chinese:** Examination papers are produced in traditional and simplified characters. Students are expected to use characters consistently.

Where students' levels of proficiency allow and when class enrollment is low, there is a possibility that students could be grouped in one class for the IB Language B program. All students are expected to take the external examination.

**IB Filipino and Korean A Literature S1, H1, S2 and H2**

**Grade 11, 12**

**IB Japanese A Literature H1 and H2**

Pre-requisite for H1/S1: Native speaker

2 years, 1 credit per year

This is a course based on literature dealing with a comprehensive and close study of a select group of representative works examined under four major areas: world literature, detailed study, groups of works and student's free choice. The main objective of the course is to relate literature from different cultures, periods and traditions. Another goal is to promote the close study and practice of writing clear, balanced and well-organized prose.

Assessment is carried out through a variety of tasks including homework, quizzes, essay writing, oral presentations, interviews and semester examinations. All students are expected to take the external examination.

Where students' levels of proficiency allow, and when class enrollment is low, there is a possibility that students could be grouped in one class for the IB Language B program.

**IB Ab Initio French, Chinese (Mandarin) and Spanish**

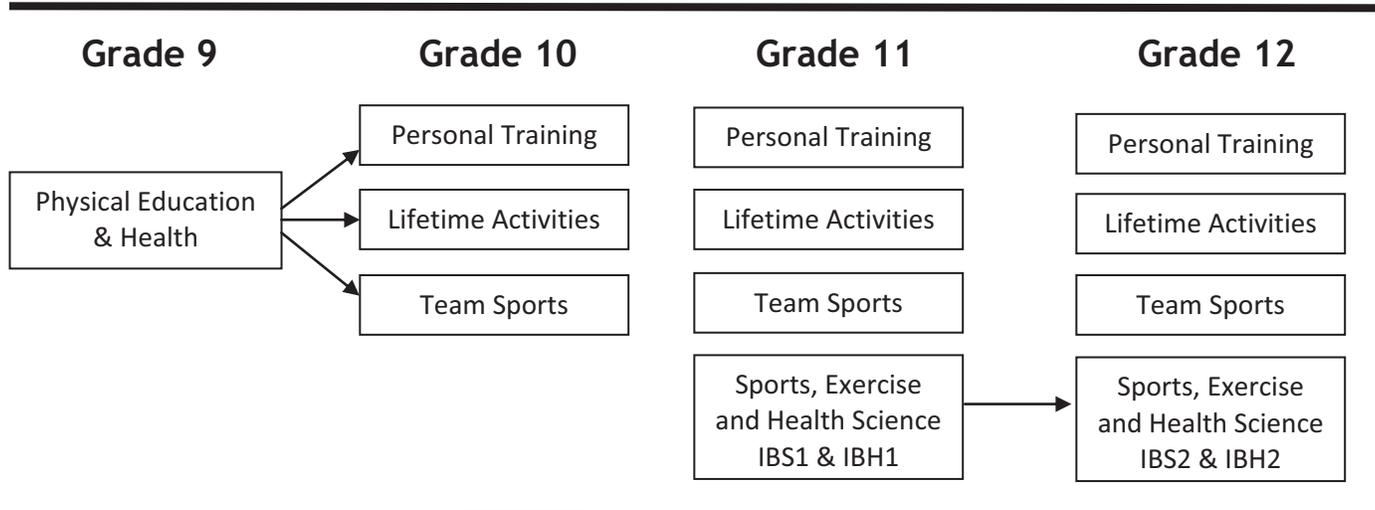
**Grade 11, 12**

Pre-requisite: None

2 years, 1 credit per year

Ab Initio French, Ab initio Mandarin and Ab Initio Spanish are courses designed specifically for students with *no* previous experience in either French, Mandarin or Spanish. The ISM Modern Language Department believes students should always continue in their chosen target language, aiming at the highest possible proficiency. Grade 11 students who need to complete the full IB Diploma, but have no or extremely limited exposure to a foreign language studied at ISM will be able to choose one of these courses.

## PHYSICAL EDUCATION



### Graduation Requirement:

At least two (2) credits of Physical Education

### Program Overview

The philosophy of the International School Manila Physical Education program is to give students the skill and confidence to pursue a lifetime commitment to fitness and enjoyment of a wide range of physical activities. ISM will use its Physical Education program to further develop and strengthen student's self-image, self-worth, and leadership capacity. The program will use a variety of activities from around the globe to ensure that all students have meaningful and fulfilling learning experiences in their PE classes, regardless of their physical ability, gender or nationality.

Courses will provide students with the opportunity to learn how to think in different ways to suit a wide variety of activities, as well as how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Students will discover abilities, preferences and life skills that will underpin lifelong physical activity and promote healthy living. IB Sports, Exercise and Health Science (at standard and higher level) will develop on theoretical components in physical education for those interested in a career in sport or exercise.

All yearlong courses are worth one credit. Grade 9 students must complete the Physical Education & Health course before they can select additional courses in subsequent years to meet graduation requirements.

## PE Required Course

<b>Physical Education &amp; Health</b>	<b>Grade 9</b>
Pre-requisite: None	
1 year, 1 credit	

The Physical Education & Health is a required yearlong course.

Physical Education & Health enables students to learn how to maintain, promote, and control their physical and mental well-being. The Physical Education component of this course expects students to develop the skills and knowledge needed to participate successfully in the following sports: football, touch rugby, badminton, aquatics, water safety, personal training, volleyball, basketball, softball, climbing and flag football. It is hoped that this course will promote a positive outlook towards sports, exercise and activity through involvement in enjoyable activities to encourage lifelong participation.

## PE Elective Courses

<b>Lifetime Activities</b> (may be repeated)	<b>Grade 10, 11, 12</b>
Pre-requisite: Physical Education & Health	
1 year, 1 credit	

This course has been designed for individuals who have an interest in sports as a recreational activity. A wide variety of activities are covered (where there is less emphasis on the result) with a focus on teamwork and cooperation. Students will be introduced to alternative activities including ultimate frisbee, badminton, climbing, aquatics, archery, personal training, birdieball (golf), geocaching and hockey. Students will also develop their knowledge, understanding and transfer of learning for health and fitness topics. The aim of this course is to promote an interest in physical activity and sports, which will lead students on a lifelong journey of the enjoyment of sport.

Students should develop the spirit of success both as individuals and as team players whilst applying the principles of fair play, honesty and responsibility. The course will focus on the importance of healthy living and the benefits of regular physical activity. Students will be provided with the background knowledge to develop their own fitness programs in order to live a healthy and balanced life.

**Team Sports (may be repeated)****Grade 10, 11, 12**Pre-requisite: Physical Education & Health  
1 year, 1 credit

This course is designed for those students who are competitive and thrive in a team sport environment. Students will be given the opportunity to participate in a variety of team sports including football, touch, volleyball, floor hockey, water sports and basketball. The goal of this course is to develop positive attitudes in competitive situations, improve leadership skills and create strategies for overcoming challenges and beating opponents. It is hope that Team Sports will not only help students attain a greater degree of physical fitness but also instill a lifelong interest in exercise through participation and competitive activity. Throughout the course, the spirit of success and healthy competition as team players and individuals will be fostered among students. The principles of teamwork, cooperation, fair play, honesty and responsibility will be encouraged. Students will also develop their knowledge, understanding and transfer of learning for health and fitness topics.

**Personal Training (may be repeated)****Grade 10,11, 12**Pre-requisite: Physical Education & Health  
1 year, 1 credit,

This year long course (for grade 10) is offered to students who are self-motivated and interested in exploring a wide variety of training activities. Students set their own fitness goals and create a personalized training program that is specific to their targeted components of fitness and preferred methods of training. This course will cater to varying degrees of personal fitness levels and lifestyle needs. It is hoped that students will develop a lifelong appreciation for exercise and health in a less competitive environment. Students will have the opportunity to use ISM's amazing fitness and training facilities.

This course also creates an opportunity for Grade 11 & 12 students (who might wish to follow a semester long course, through prior agreement with the Guidance Office and PE Office) to maintain a healthy balance between academic study, stress relief and athletic release. The semester program is an excellent option for those who have a full schedule yet wish to work out on a regular basis throughout the year on a 50% program; or for those who wish to work out for one semester with a full load - 100%.

## IB Courses

As with other IB science courses, Sports, Exercise & Health Science students must complete a minimum of 40 hours (standard level) or 60 hours (higher level) of practical activities. All students will be required to complete an internal assessment that is worth 20% of their final grade. All students will also participate in a collaborative project with students from other science disciplines.

The Diploma Program in Sports, Exercise and Health Science involves the study of the science that underpins physical performance and provides the opportunities to apply principles that relate to the human body. There are frequent opportunities to debate ethical issues relating to sports, ranging from the healthy eating choices of individuals to inclusive sport policies in elite competition.

### **IB Sport, Exercise and Health Science S1 and S2 (Group 4)**

**Grade 11, 12**

Pre-requisites: None

2 years, 1 credit per year

This is an innovative course which enables students to investigate success in sports from a scientific background. In keeping with the ethos of the IB, it allows investigation of moral, ethical, social, economic and environmental implications, providing opportunities for scientific study and creativity.

This two-year course follows the approach and syllabus relevant to IB Standard Level Sports, Exercise & Health Science. In the first year, the majority of the topics in the IB core syllabus will be covered. It is expected that all students progress to IBS2, where the remaining core topics and options are taught. IBS2 contains review segments in preparation for the external examination, which all students are required to take. Students will also complete a Group 4 project and one internal assessment.

#### Core topics;

- Human Anatomy
- Exercise Physiology
- Energy Systems
- Movement Analysis
- Skill in Sport
- Measurement & Evaluation of Human Performance

#### Optional topics;

- Optimizing Physiological Performance
- Sports Psychology
- Physical Activity & Health
- Nutrition for Sports, Exercise & Health

**IB Sports, Exercise and Health Science H1 and H2 (Group 4)****Grade 11, 12**

Pre-requisites: 2 Science credits and a science teacher recommendation.  
2 years, 1 credit per year

This is an intensive two-year course preparing students for the IB Higher Level Sports, Exercise & Health Science examination at the end of Grade 12. Students will study the same core topics as Standard Level plus additional topics that require a broader and deeper level of understanding of the physiological, biomechanical and psychological aspects on human performance;

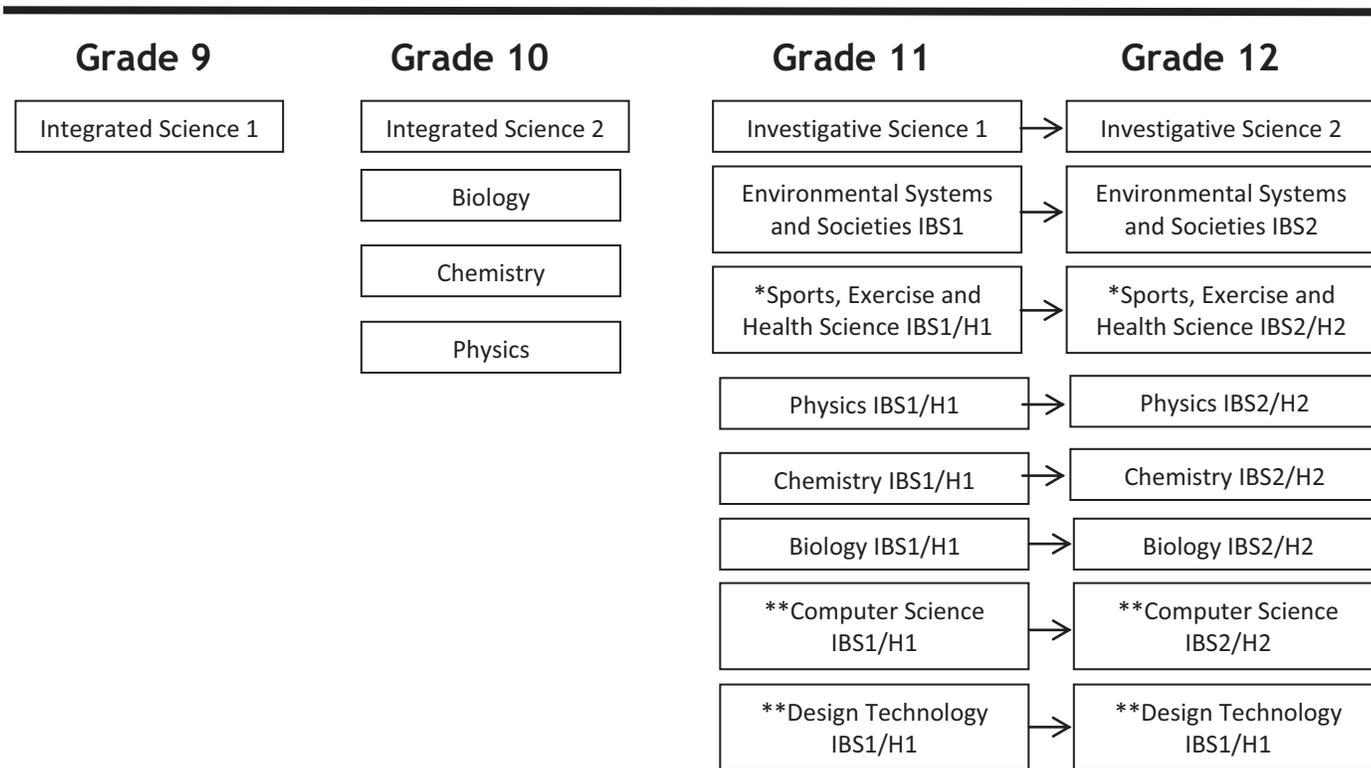
Additional Higher Level core topics;

- Further anatomy (including the brain and skin system)
- The Endocrine system
- Fatigue
- Friction and Drag
- Skill acquisition and analysis
- Genetics and athletic performance
- Exercise and immunity

An extension of optional topics;

- Optimizing Physiological Performance
- Sports Psychology
- Physical Activity & Health
- Nutrition for Sports, Exercise & Health

## SCIENCE



\* see the PE course offerings for a description of this course

\*\* see the Design & Technology offerings for a description of this course

### Graduation Requirement:

At least two (2) credits of Science

### Program Overview

The courses offered by the ISM High School Science department aim to provide all students with a good understanding of the three major science disciplines. They are also designed to allow access for all qualifying students to IB Sciences. The current graduation requirement is for students to earn a minimum of two science credits. Students considering pursuing the sciences beyond High School should take two science credits per year where possible.

In Grade 9 all students will be enrolled in the Integrated Science 1 Course. In Grade 10 students can, if they wish, continue to study Integrated Science following the Integrated Science 2 course. This course is designed to equip our students with all of the skills, knowledge and understanding necessary for success in the IB Standard Level Science courses in Grades 11 and 12. Students will sit the IB examinations at the end of Grade 12.

Alternatively, students can choose up to two individual science courses from Biology, Chemistry and Physics (one compulsory Science and one optional Science). These courses are very challenging, and are designed to equip the students with all of the skills,

knowledge and understanding necessary for success in IB Higher Level Science courses in Grades 11 and 12. Students will sit the IB examinations at the end of Grade 12.

In Grades 11 and 12 students may opt to take Investigative Science. This course is aimed at students who are not taking the IB Diploma and who have an interest in continuing their science study without the rigor of an external examination. Students may choose this course because they want an additional science credit on their transcripts or simply because they are passionate about science. The focus is on individual interest, and honing skills in experimentation, observation and research.

### **Integrated Science 1**

**Grade 9**

Pre-requisite: None  
1 year, 1 credit

This is a **required** course for Grade 9. In this course the students follow a truly integrated approach to scientific study, covering broad themes from a Biology, Chemistry and Physics perspective. Integrated Science 1 covers material needed as preparation for the courses offered in Grades 10, 11 and 12 and, more generally, aims to build an enjoyment and appreciation of science in the wider world together with a broad base of practical scientific skills. While this course does build upon the knowledge and skills the students bring from Middle School, no prior ISM experience is necessary.

### **Integrated Science 2**

**Grade 10**

Pre-requisite: Students must have completed the Integrated Science 1 course.  
1 year, 1 credit

This course, like Integrated Science 1, follows an integrated approach to scientific study covering broad themes from a Biology, Chemistry and Physics perspective. It builds upon the knowledge and laboratory skills from Grade 9 and covers material needed as preparation for the Standard Level IB Science Courses offered in Grades 11 and 12.

### **Biology**

**Grade 10, 11, 12**

Pre-requisite: Teacher recommendation  
1 year, 1 credit.

This course is intended for those students who have an established interest in Biology or for those who have particular career ambitions in mind. It covers material necessary to prepare for the IB Higher Level Biology course offered in Grade 11, and consequently is very challenging. This course builds upon the knowledge and skills covered in the Integrated Science 1 course.

### **Chemistry**

**Grade 10, 11, 12**

Pre-requisite: Teacher recommendation  
1 year, 1 credit

This course is intended for those students who have an established interest in Chemistry or for those who have particular career ambitions in mind. It covers material necessary to prepare for the IB Higher Level Chemistry course offered in Grade 11, and consequently is very challenging. This course builds upon the knowledge and skills covered in the Integrated Science 1 course.

**Physics****Grade 10, 11, 12**

Pre-requisite: Teacher recommendation  
1 year, 1 credit

This course is intended for those students who have an established interest in Physics or for those who have particular career ambitions in mind. It covers material necessary to prepare for the IB Higher Level Physics course offered in Grade 11, and consequently is very challenging. This course builds upon the knowledge and skills covered in the Integrated Science 1 course.

**Investigative Science 1 and 2****Grade 11, 12**

Pre-requisite: None  
1 year, 1 credit

This is a course designed for students with an interest in hands-on practical science and who wish to study a science that does not require the sitting of an external examination. The course will adopt a problem-solving approach to tackling scientific concepts with a focus on 21<sup>st</sup> Century issues and modern technologies. The emphasis is on skills rather than content, with the aim of making science relevant to the students and helping them understand and appreciate all aspects of the subject in the world around them, including what they may hear on the news or read about in the media.

## International Baccalaureate (IB) Sciences

All IB Science courses require students to undertake a significant amount of practical work in addition to learning content. For Standard Level, students must complete a minimum of 40 hours of practical activities, and Higher Level students must complete a minimum of 60 hours. The only exception to this is Environmental Systems and Societies, where students complete a minimum of 30 hours of practical work. It is a requirement for all IB Science courses, at both Standard and Higher Level, that students produce an individual investigation that counts for 20% of their final IB score. In addition, students will participate in a collaborative project with students from other science disciplines.

### **Biology IBS1 and IBS2**

**Grade 11, 12**

Pre-requisite: 2 Science credits  
2 years, 1 credit per year

This two-year course follows the approach and syllabus relevant to IB Standard Level Biology. In the first year, the majority of the topics in the IB core syllabus will be covered. These include cell and molecular biology, genetics, ecology, evolution and human physiology. It is expected that all students progress to IBS2, in which the remaining core topics and options are taught. IBS2 contains review segments in preparation for the external examination, which all students are required to take.

### **Biology: IBH1 and IBH2**

**Grade 11, 12**

Pre-requisites: 2 Science credits, one of which should be Grade 10 Biology, and a teacher recommendation. In addition, a passing grade in Integrated Math 2 or equivalent is required.  
2 years, 1 credit per year

This is an intensive two-year course preparing students for the IB Higher Level Biology examination at the end of Grade 12. The course is designed for students with a particular interest in and aptitude for Biology. The content includes the same topics as for the Standard Level course, plus additional material on metabolism, plant science, and extensions of the core, thus the pace is quite fast. The students will be required to participate in department organized field trips, which may include an overnight stay. Mathematical skills commensurate with simple geometry and statistics are required.

### **Chemistry IBS1 and IBS2**

**Grade 11, 12**

Pre-requisite: 2 Science credits  
2 years, 1 credit per year

This two-year course follows the approach and syllabus relevant to IB Standard Level Chemistry. In the first year, the majority of the topics in the IB core syllabus will be covered. It is expected that all students progress to IBS2, where the remaining core topics and options are taught. IBS2 contains review segments in preparation for the external examination, which all students are required to take.

**Chemistry IBH1 and IBH2****Grade 11, 12**

Pre-requisites: 2 Science credits, one of which should be Grade 10 Chemistry, and a teacher recommendation. In addition, a passing grade in Integrated Math 2 or equivalent is required.  
2 years, 1 credit per year

This is an intensive two-year course preparing students for the IB Higher Level Chemistry examination at the end of Grade 12. The course is designed for students with a particular interest in and aptitude for Chemistry. Students who are planning to major in Chemistry or a related field at the university level, such as medicine or biochemical sciences, are strongly recommended to take this course. The content includes the same topics as for the Standard Level course, plus additional material, thus the pace is quite fast. The students will be required to participate in department organized field trips. Mathematical skills commensurate with geometry, algebra and statistics are required.

**Physics IBS1 and IBS2****Grade 11, 12**

Pre-requisite: 2 Science credits. In addition, a passing grade in Integrated Math 2 or equivalent is required  
2 years, 1 credit per year

This course follows the approach and syllabus relevant to IB Standard Level Physics and is a two-year program. In the first year, the majority of the topics in the IB Core syllabus will be covered. It is expected that all students progress to IBS2, in which the remaining core topics and options are taught. IBS2 contains review segments in preparation for the external examination which all students are required to take.

**Physics IBH1 and IBH2****Grades 11, 12**

Pre-requisite: 2 Science credits, one of which should be Grade 10 Physics, together with a teacher recommendation. In addition, current enrollment in an advanced Math course (e.g., IB Math SL or IB Math HL) is also required.  
2 years, 1 credit per year

This is an intensive two-year course preparing students for the IB Higher Level Physics examination at the end of Grade 12. The course is designed for students with a particular interest in and aptitude for physics. The content includes the same topics as for the Standard Level course, plus additional material, thus the pace is quite fast. Students who are planning to major in physics during college are strongly recommended to take this course. Strong mathematical skills are important for success in this course.

**Environmental Systems and Societies IBS1 and IBS2****Grade 11, 12**

This course is only offered by the IB at Standard Level, though it can be counted as either a Group 3 subject, a Group 4 subject, or both a Group 3 and 4 subject simultaneously.  
Pre-requisite: None  
2 years, 1 credit per year

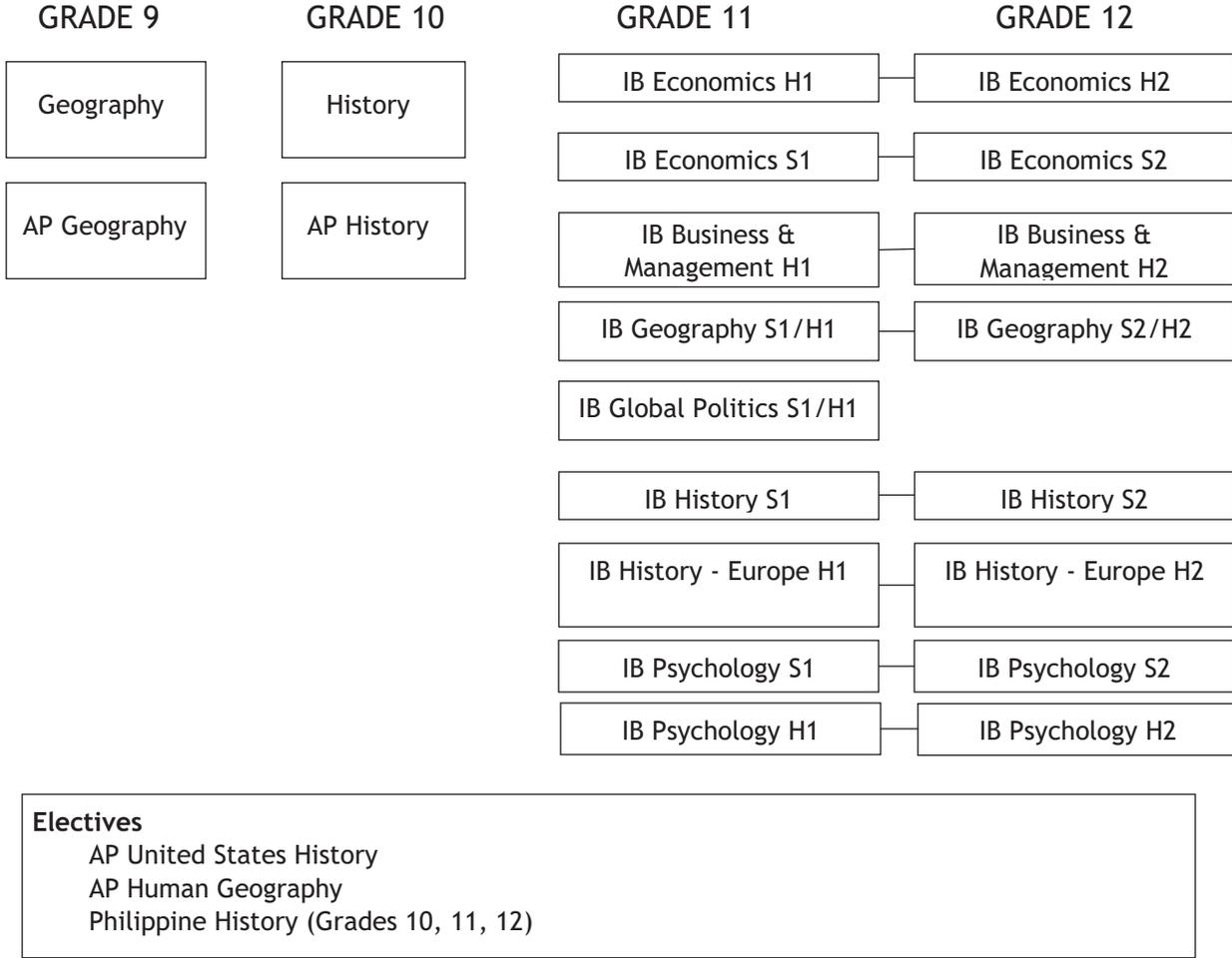
This Standard Level course provides students with an understanding of the inter-relationships between people and their environment. Environmental issues such as climate

change, ecosystem degradation, water pollution, food production, population change and conservation are studied. Case studies of environmental problems and solutions are taken from The Philippines and the rest of the world. There is good overlap between this course and IB Geography, Biology and Global Politics.

Students carry out an individual investigation which forms 25% of the course. The investigation may be based on one of the day long field trips that take place in Grade 11 and Grade 12.

# SOCIAL STUDIES

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**Graduation Requirement:**  
 At least two (2) credits of Social Studies

## Program Overview

The foundation of the High School Social Studies program is one year of Geography in Grade 9 followed by one year of History in Grade 10. Our very keen Social Scientists may back this up with a year-long course in AP History or AP Human Geography.

Our IB program in Grades 11 and 12 offers Business Management, Economics, Environmental Systems and Societies, Geography, Global Politics, History and Psychology.

## Grade 9

### **Geography**

**Grade 9**

Pre-requisite: None  
1 year course, 1 credit

This required course which runs throughout Grade 9 looks at contemporary issues in geography. The course covers the topics of resource use, development and sustainable development, population change and migration and the human response to hazards. The course includes a two-day residential trip in the Philippines where students gather primary data relating to a variety of the issues covered in the course and return to school to analyze the data and present it in the form of a report. The geographical themes covered in the course are major concerns of our time and the decisions our generation make will have consequences for future generations. By studying Manila, the Philippines and a selection of countries from the rest of the world we see how geography is not content merely to describe but also seeks to explain and offer solutions. In geography we will build on the skills acquired in the Middle School and broaden these to ensure a smooth transition into the IB Program while providing opportunities for students to become ethical contributors to the world.

### **AP Human Geography**

**Grade 9**

Pre-requisite: Teacher recommendation and entrance test  
1 year, 1 credit

AP Human Geography will introduce students to the systematic study of patterns and processes that have shaped human understanding of the use and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will analyze the interplay between geography and humanity while they investigate topics such as population growth and migration, cultural patterns and processes, political organization of space, agriculture, industrialization and economic development, cities and urban land use and the environmental impact of human actions. They will learn about the methods and tools geographers use in their science and practice which will help them understand the world in which they live.

## Grade 10

### **Modern World History**

**Grade 10**

Pre-requisite: None  
1 year course, 1 credit

This course is a survey of the major social, political and economic forces of the late 19<sup>th</sup> and 20<sup>th</sup> Century. Through themes and case studies, the people, events and ideas that have shaped the landscape of the past century and a half will be examined in order for students to understand continuity and change, cause and effect and similarity and difference. Students will see that the events of the past have shaped the contemporary world. The course covers the topics of Imperialism, World War One and its aftermath, World War Two, the Cold War and the world since the collapse of the USSR. The final topic will involve a country study of China through the twentieth century. Teaching and learning methods will include research tasks, discussions and debates, interpretation of historical documents and other media, written assignments in the form of expository essays.

### **AP United States History**

**Grade 10**

Pre-requisite: Teacher recommendation and entrance test  
1 year, 1 credit

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. History for significant events, individuals, developments and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

### **Philippine History**

**Grade 10**

Pre-requisite: None (recommended for Filipino Citizens)  
1 year, 1 credit

This course is recommended for Filipino citizens and for foreign students who have lived in the Philippines for several years. It provides Filipino students with the opportunity to discover their own family history and roots while learning about Philippine history in the process. The course is a comprehensive study of the political, economic and social developments in the Philippines from pre-colonial times to the present. Colonial experiences and their legacies, the rise of nationalism and issues relating to a developing nation will be emphasized. The main objective of this course is to give students a deeper

understanding of the present socio-economic and political problems of the country from a historical perspective.

For those who plan to study in the Philippines, this will be a good foundation for the Philippine History course that is compulsory in all local universities. Even if one studies abroad for university, this course will provide students with analytical skills needed to understand the historical context and political background of other countries. As for non-Filipino students, they will leave the Philippines with a greater knowledge and understanding of their host country and of themselves.

**AP Human Geography**

**Grade 10**

Pre-requisite: Teacher recommendation and entrance test  
1 year, 1 credit

AP Human Geography will introduce students to the systematic study of patterns and processes that have shaped human understanding of the use and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will analyze the interplay between geography and humanity while they investigate topics such as population growth and migration, cultural patterns and processes, political organization of space, agriculture, industrialization and economic development, cities and urban land use and the environmental impact of human actions. They will learn about the methods and tools geographers use in their science and practice which will help them understand the world in which they live.

## Grades 11 and 12 IB options

### **IB Business Management**

**Grade 11, 12**

Pre-requisite for H1: Teacher recommendation  
2 years, 1 credit per year

The Business Management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective on business and to promote their appreciation of cultural diversity in the business environment.

In Year 1, students will study a module entitled, “Business Organization and Environment,” which focuses on types of ownership, organizational objectives, business plans and globalization. Students will also study two other modules entitled, “Marketing and Accounts and Finance.” In Year 2, students study topics such as Human Resource Management and Operations Management. There is an internal assessment component that may be completed in either the first or second year of the course at the teacher’s prerogative.

Students who choose Business Management as their subject will strengthen their critical thinking, technical, analytical and decision-making skills. They will have a better understanding of the world around them, both locally and globally. Students will gain an international view on business and their diversity. Core principles and practices of business will be studied, with emphasis on the principles of ethics and social responsibility.

The internal assessment requirements at SL and at HL are different for the business management course. The SL internal assessment is a written commentary and the HL internal assessment is a research project. The curriculum model for Business management is a core curriculum for HL and SL consisting of five obligatory units with common content and learning outcomes. In addition to the core, HL students are expected to complete extension areas of study in all five units, adding depth and breadth to the course.

### **IB Economics**

**Grade 11, 12**

Pre-requisite for H1: Teacher recommendation  
2 years, 1 credit per year

The SL course is designed to introduce basic economic concepts and theories. Topics covered in year one include: choice under conditions of scarcity, resource allocation in a market economy, including supply and demand, and basic elasticity, market failures, national income analysis, unemployment and inflation, macro-economic policies. Topics covered in year two include: economic development, international trade, balance of payments, determination of exchange rates and international institutions.

The HL course has an additional section in the microeconomics module, theory of the firm, as well as a mathematical/quantitative component. Topics covered in year one include: choice under conditions of scarcity, resource allocation in a market economy, including supply and demand, and basic elasticity, market structures, market failures, national income analysis, unemployment, inflation and macro-economic policies. Topics covered include: economic development, international trade, balance of payments, determination of exchange rates and international institutions.

There is an internal assessment/guided coursework component for both courses.

**IB Environmental Systems and Societies (SL only)**

**Grade 11, 12**

2 years, 1 credit per year

This course provides students with an understanding of the inter-relationships between people and their environment. Environmental issues such as climate change, ecosystem degradation, water pollution, food production, population change and conservation are studied. Case studies of environmental problems and solutions are taken from The Philippines and the rest of the world.

Students carry out an individual investigation into an environmental issue of their choice. There are two day-long field trips that take place in Grade 11 and Grade 12.

ESS links well with Geography and Biology.

**IB Geography**

**Grade 11, 12**

Pre-requisite for H1: Teacher recommendation

2 years, 1 credit per year

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change.

The Geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level and an appreciation of their shared responsibility as citizens of an increasingly interconnected world.

In Year 1 of the course students will focus on the core of the curriculum that includes patterns and change in the environment, development, populations and in resource

consumption. In Year 2 students will complete optional units from a choice of Urban Environments, Freshwater Issues and Food and Health.

There is an internal assessment/guided coursework component based on a field trip that students must attend.

The HL course includes a Global interactions unit which explores the processes and outcomes of globalization.

This course links well with ESS and the HL course overlaps with Economics and Global politics.

### **IB Global Politics**

**Grade 11, 12**

Pre-requisite for H1: Teacher recommendation  
2 years, 1 credit per year

The 21st century is characterized by rapid change and increasing interconnectedness that impact individuals and societies in unprecedented ways, resulting in complex political issues. Global Politics is an exciting and dynamic subject that draws on a variety of disciplines in the social sciences and humanities, to explore these resulting issues.

The course focuses on events within the last fifteen to twenty years and uses case studies and real world examples to guide students towards gaining a deeper understanding of otherwise abstract political concepts. In doing so, the Global Politics course examines issues at the local, national, international and global dimensions of political activity, as well as allowing students the opportunity to explore political issues affecting their own lives. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

All Standard Level and Higher Level students complete a common core entitled "People, Power and Politics" that covers key concepts like human rights, development, conflict, sustainability and globalization. In addition to external exams, all students are required to fulfil Internal Assessment requirements. All Standard Level and Higher Level students will undertake an Engagement Activity through which they will study a political issue of interest in action. This experiential learning may be drawn from activities that they are already engaged with (such as MUN) or may be part of a completely new undertaking.

Students complement their experiential learning with theoretical perspectives from research and submit a written report summarising their investigation. The Engagement Activity may be undertaken in the first or second year of study at the teacher's discretion. In addition to this and as part of the internal assessment requirements, Higher Level students also examine two Contemporary Global Political Challenges, through a case studies approach presented as oral presentations.

There are overlaps with HL Geography.

**IB History****Grade 11, 12**

Pre-requisite for H1: Teacher recommendation  
2 years, 1 credit per year

IB History is a two-year course that explores the history of the 20th century. Topics investigated include the causes, practices and effects of war in Europe and Asia, authoritarian states in Europe and the Cold War. There is a focus on The Move to Global War 1931-41. For HL the domestic histories of various European countries will also be studied. For both HL and SL there is an internal assessment/guided coursework component that will be completed at the beginning of the second year of the course.

**IB Psychology****Grade 11, 12**

Pre-requisite for H1: Teacher recommendation  
2 years, 1 credit per year

This course examines human behavior and mental processing. In Year 1, the core of the curriculum is emphasized with focus on the interaction of biological, cognitive-behavioral and sociocultural systems in the determination of human behavior. Research methodology is also introduced. Probable topics for in-depth investigation include memory, the brain, culture and globalization, stereotypes, identity, and the effects of poverty.

In Year 2 of this course, further attention is given to research methodology and the use of statistics. Specialized, optional topics in psychology are investigated, one at Standard Level and two at Higher Level. The options are abnormal psychology, developmental psychology and human relationships. Furthermore, candidates closely examine methodological and ethical considerations relevant to psychological theories and critique the relevance, applicability and credibility of influential theories in Psychology. There is an internal assessment/guided coursework component.

Higher Level candidates will complete similar units to those undertaken at Standard Level, as well as a focus on qualitative research, and will need to illustrate a more detailed understanding of the topics covered in this advanced course.

## Grades 11 and 12 non-IB options

### **AP United States History**

**Grade 11,12**

Pre-requisite: Teacher recommendation and entrance test  
1 year, 1 credit

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

### **AP Human Geography**

**Grade 11, 12**

Pre-requisite: Teacher recommendation and entrance test  
1 year, 1 credit

AP Human Geography will introduce students to the systematic study of patterns and processes that have shaped human understanding of the use and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will analyze the interplay between geography and humanity while they investigate topics such as population growth and migration, cultural patterns and processes, political organization of space, agriculture, industrialization and economic development, cities and urban land use and the environmental impact of human actions. They will learn about the methods and tools geographers use in their science and practice which will help them understand the world in which they live.

### **Philippine History**

**Grade 11, 12**

Pre-requisite: None (recommended for Filipino Citizens)  
1 year, 1 credit

This course is recommended for Filipino citizens and for foreign students who have lived in the Philippines for several years. It provides Filipino students with the opportunity to discover their own family history and roots while learning about Philippine history in the process. The course is a comprehensive study of the political, economic and social developments in the Philippines from pre-colonial times to the present. Colonial experiences and their legacies, the rise of nationalism and issues relating to a developing

nation will be emphasized. The main objective of this course is to give students a deeper understanding of the present socio-economic and political problems of the country from a historical perspective.

For those who plan to study in the Philippines, this will be a good foundation for the Philippine History course that is compulsory in all local universities. Even if one studies abroad for university, this course will provide students with analytical skills needed to understand the historical context and political background of other countries. As for non-Filipino students, they will leave the Philippines with a greater knowledge and understanding of their host country and of themselves.

## WELLNESS

### Wellness

Grade 9

Pre-requisite: None  
1 semester, 0.5 credit

Wellness studies issues related to health and lifestyle focusing on six types of well-being: physical, emotional, mental, spiritual, environmental and social. The degree to which these interrelated aspects are nurtured directly influences our quality of life. This course investigates topics relevant to young adults who are entering High School. It seeks to provide information and experiences that will assist them in continuing their development into adulthood and to promote behaviors and attitudes that will help to make their life more satisfying and rewarding. This is a compulsory one semester course for all Grade 9 students.

## OTHER COURSES

### Office Assistant (may be repeated)

Grade 11, 12

Pre-requisite: None  
1 semester, Pass/Fail

Office Assistants are expected to report to their assigned office on time for each session and to complete tasks assigned by the administrators/counselors/secretaries. Such tasks may include filing, poster making, showing new students around, delivering messages and answering the phones. Passing the course is based on attendance, punctuality, efficiency, responsibility and attitude. The grade will show on report card and transcript but is not used in the computation of the student's G.P.A. No more than two students will be assigned to one office in a period.

### Teaching Apprenticeship (may be repeated)

Grade 11, 12

Pre-requisite: None  
1 semester, Pass/Fail

In order to take advantage of the expertise, talent and experience of our team of international teachers, a Teaching Apprenticeship program is available to Grade 11 and 12 students. A student may enroll as a Teaching Apprentice with a teacher in a particular division (Elementary, Middle, or sometimes, though rarely, High School) and/or subject area (e.g. Art, Physical Education, etc). Admission to the program will require an interview with the High School Assistant Principal. Due to the sensitive nature of students supervising other students, only qualified, responsible and well-intentioned applicants will be accepted in the program. A student portfolio, self-assessment and written input from the supervising teacher will determine the student's performance, which will not be counted in calculating the student's GPA. The High School Assistant Principal is the coordinator of this course.

### Theory of Knowledge (TOK)

Grade 11, 12

Pre-requisite: Enrollment in the IB Diploma program  
2 semesters, 1 credit - Pass/Fail

This course challenges students and their teachers to reflect critically on diverse ways of knowing while encouraging students to become aware of themselves as thinkers. In Grade 11, students begin their study of TOK by covering the Ways of Knowing; perception, language, reason, emotion and memory. They then move on to begin looking at Areas of Knowledge. In Grade 12, we continue to explore more Areas of Knowledge. These areas include natural sciences, human sciences, history, mathematics, the arts and ethics. An oral presentation is required for internal assessment and students are externally assessed by the IB on an essay. In the second quarter of semester 2 of Grade 12, students will use the TOK class as time to review for the final IB examinations. Candidates for the IB Diploma are **required** to take this course.