

Upper School Program of Studies 2019/20



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ZIS Vision and Mission

Vision

Our vision is for all ZIS students to join and strengthen a global community of citizens, determined to make a difference to the organizations and communities in which they work and live. We're committed to ensuring our students develop the intellect, skills and character to become caring individuals and adaptable and independent thinkers.

Mission

We are a learning community of students, faculty, staff, and parents. At ZIS, educational excellence commits us to Learn, Care, Challenge, Lead.

Learn

- We learn by creating meaning, developing habits of mind, and acting on values.
- We teach to multiple learning styles.
- We learn to understand and to become imaginative thinkers.
- We believe that effective teaching leads to meaningful learning, and that effective teachers continue to be learners.

Care

- We provide a caring environment for the social, emotional, physical, and intellectual development of our students.
- We care for the world around us and our planet.
- We value diversity and plurality of voices.
- We are committed to the United Nations Declaration of Human Rights.

Challenge

- We challenge ourselves to be open to risk, change, and innovation.
- We challenge ourselves to ensure the success of each student.
- We challenge our students and teachers to share the responsibility for learning.
- We challenge our students to exceed their own academic expectations.

Lead

- We enable students, faculty, and staff to become confident and responsible leaders.
- We lead with a clear sense of direction and purpose.
- We lead through best practice and educational innovation.
- We aspire to lead by example.

ZIS Learning Principles

The ZIS community shares the following Learning Principles:

We have a shared understanding of learning.

All students can and do learn. Learning is a purposeful process of extending conceptual understanding, mastering competencies, and developing character traits.

Everyone can learn how to learn.

When students learn how to learn, they become confident and independent, able to own, and direct their learning. Lifelong learning is a valuable skill.

Authentic contexts make learning meaningful.

Learning is more meaningful, engaging and enduring when students inquire into real world issues, dilemmas, and perspectives.

The quality of learning is more important than the quantity of content.

Content coverage alone does not equal learning. Extension of conceptual understanding, mastery of competencies, and development of character traits requires selective use of illustrative content.

Learning is personal.

Individuals have different starting points, different interests, and will follow different learning pathways. We personalize learning by providing appropriate challenge, choice, constructive feedback, and opportunities to act on that feedback.

Learning is social.

We learn from one another in safe environments when we are connected through positive, caring relationships. Interaction and collaboration form an important part of learning.

Everyone learns.

Our principles of learning apply to all members of the ZIS community.

ZIS Character Standards

The following character standards describe the dispositions and values we strive to promote and nurture among our community of learners.

Character Standards

Character Learning is happening when students are:

- considering the potential impact of applying dispositions and values in specific authentic contexts
- acting as a result of these considerations
- reflecting on the effects of these actions

Dispositions

Learners are OPEN-MINDED

They:

- initially withhold judgement, recognizing how past experiences influence reactions
- are receptive to information and ideas which may challenge their beliefs
- identify and investigate alternative perspectives
- attempt new ways of doing things

Learners are RESILIENT

They:

- recognize and manage distractions
- identify and use strategies for overcoming obstacles to achieve goals
- persevere through difficulties when it is productive to do so
- learn from failure or mistakes by reflecting and altering strategies for success
- formulate goals and work to attain them over sustained periods

Learners are PLAYFUL

They:

- take risks when approaching new situations and learning experiences
- creatively engage with ideas and materials, experimenting with them in novel and possibly counter-intuitive ways
- avoid drawing conclusions too soon
- explore imaginative alternatives and possibilities by wondering 'what if?'

Learners are REFLECTIVE

They:

- think before acting, considering options for achieving a goal based on analysis of that goal
- monitor progress, make adjustments and adapt strategies appropriately whilst engaged in learning situations
- increase self-knowledge of strengths, weaknesses and areas for growth through considered reflection on particular strategies or actions used in learning situations

Values

Learners value INTEGRITY

They:

- identify and refine what they believe is right in light of our school's mission and values
- do what is right even when no-one is watching
- articulate how their beliefs influence their actions
- translate their beliefs into local and/or global actions
- recognize when their actions contradict their beliefs and reflect on why that discrepancy occurred

Learners value FAIRNESS

They:

- consider the impact of a decision or action on others
- recognize that fair does not always mean equal rather fairness depends on the circumstances and who is involved
- can make and justify a decision based on how fair it is for all concerned

Learners value COMPASSION

They:

- are able to sense other people's emotions and able to empathize
- actively attempt to understand why people hold certain perspectives, are in certain circumstances, and/or feel particular emotions
- feel motivated to relieve another person's suffering
- work to understand the needs of others in order to achieve desirable outcomes for all
- consider actions that will have a positive impact on others

School Calendar 2019/20

July/August (2019)

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January (2020)

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

March

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Comments

2019

July 30: New faculty report
 August 1: Swiss National Holiday
 August 5: ECC, LS, MS, US, HoD and T/L report
 August 6: ECC, LS, MS, US returning faculty report
 August 9: MS new student orientation
 August 12: ECC, LS, US new student orientation
 August 13: **First day of classes for ECC, LS, MS, US**

October 14–18: Fall break
 October 21–22: No school, Professional Development Days (1+2)

December 20: **Last day of classes**
 December 23–31: Winter break I

2020

January 1–10: Winter break I
 January 13: **2nd semester begins**

February 17–21: Winter break II
 February 24–25: No school, Professional Developments Days (3+4)

April 6–17: Spring break
 (April 12 Easter Sunday)

May 1: May Day, no school
 May 21 & 22: Ascension, no school

June 1: Pentecost (Whit Monday), no school

June 11: **Last day of classes**
 June 12: Faculty work day
 June 13: **US Graduation**

Color key:

- New and returning faculty report
- New student orientation
- Semester begins (first day of classes)
- Semester ends (last day of classes)
- No school
- Faculty work day
- US Graduation

Abbreviations:

ECC = Early Childhood Center
 LS = Lower School
 MS = Middle School
 US = Upper School

Directory

Position/Name	E-mail
Principal John Switzer	jswitzer@zis.ch
Assistant Principal (Grades 11 and 12) Jonathan Kirkwood	jkirkwood@zis.ch
Assistant Principal (Grades 9 and 10) Alison Callaghan	acallaghan@zis.ch
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AP Coordinator Jonathan Kirkwood	jkirkwood@zis.ch
IB Diploma Coordinator Joe Amato	jamato@zis.ch
.....	
Grade 9 Leader Claudia Glass	cglass@zis.ch
Grade 10 Leader Sean Maley	smaley@zis.ch
Grade 11 Leader Ann Fritzen	afritzen@zis.ch
Grade 12 Leader Martin Samuelsson	msamuelsson@zis.ch
.....	
School Counselors Leslie Peake Catherine Richardson	lpeake@zis.ch crichardson@zis.ch
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Position/Name	E-mail
Creative Arts Curriculum Area Leader Keri Jolley	kjolley@zis.ch
Educational Technology and VHS Coordinator Anka Vonic	avonic@zis.ch
English Curriculum Area Leader Robert Friesen	rfriesen@zis.ch
Learning Support Curriculum Area Leader Ainsley Taylor	ataylor@zis.ch
Mathematics Curriculum Area Leader Justin Chutkow	jchutkow@zis.ch
Physical Education Curriculum Area Leader Michael Johnston	mjohnston@zis.ch
Science Curriculum Area Leader Tony Flynn	aflynn@zis.ch
Social Studies Curriculum Area Leader Dan Bixon	dbixon@zis.ch
World Language Curriculum Area Leader Christine Jordan	cjordan@zis.ch

Graduation Requirements and Scheduling Information

Graduation Requirements

Graduation requirements are established and revised by the Upper School Administration in consultation with the faculty, and are subject to approval by the Board of Trustees. In order to qualify for the ZIS high school diploma a student must attend the Upper School for the full Grade 12 year or the full Grade 11 year and one semester of the Grade 12 year.

A student can earn a ZIS high school diploma based upon successful fulfillment of three requirements: Attendance, Course credit and Service Learning.

Attendance

Students must satisfactorily complete four years of school beyond Grade 8.

Course credits

Students must earn 23 credits to graduate. Each year-long course is worth one credit. Over four years, credits must be distributed as follows:

- 4 English
- 2 World Language (intermediate proficiency in at least one world language during Grades 9–12)
- 3 Social Studies
- 3 Mathematics
- 3 Science
- 2 Creative Arts
- 2 Physical Education
- 4 Electives (courses beyond required courses)

23 credits

These are minimum credit requirements for the ZIS high school diploma. Most students substantially exceed these requirements. Students enrolled in the IB Diploma Programme during Grades 11 and 12 must satisfy all requirements stipulated by the IB Organization in order to qualify for the IB Diploma.

Service Learning Requirements

Students are encouraged to care about each other and their environment. Service plays an important role in our students' learning experience. Therefore it is a part of the graduation requirements for students to participate in direct service within the school, the local community and abroad during Grades 9 and 10.

General Scheduling Information

Course Request Contracts

The course selection process begins in February and concludes in June. The Counselors, the Assistant Principals, and faculty members, assist students in the selection of appropriate academic courses. In conjunction with their parents, students enroll in classes by completing a Course Request Contract.

Course Request Contract Changes

Decisions regarding the courses offered and the number of sections of each course are based on the data collected through Course Request Contracts. Among other important decisions, courses chosen by students determine staffing and textbook purchases. As a result, it is difficult to make changes after the submission of Course Request Contracts and students are urged to exercise great care in making course requests.

Course Load

Regardless of the cumulative number of credits earned, Grade 9 and 10 students are required to enroll in eight courses, Grade 11 and 12 students are required to enroll in a minimum of six courses. Students are encouraged to select a program of study that meets their ability-level, piques their interest, fulfills diploma requirements, and furthers their college/university admission and/or career objectives.

Course Prerequisites

Some courses require that one or more specific courses be completed prior to enrollment. The first year of a cumulative subject, for example, is a prerequisite to the second year of the subject (e.g., French I is the prerequisite to French II). Prerequisites are indicated in course listings. For some courses, students need to attain a specific grade to enroll in those courses.

Course Placement

Students will be given recommendations for enrollment in all possible courses. If a student is not recommended for a course but wishes to enroll in the course, he/she should first talk to his/her current subject teacher and if necessary, appeal to the appropriate Curriculum Area Leader. Final decisions are made by the Principal, in conjunction with the family and the Curriculum Area Leader.

Course Add/Drop Process

Students may add/drop a course within the first three weeks of Semester I and the first week of Semester II without the course being recorded on their official transcript. All course changes require the approval of the University Counselor, parent signature and the signature of the teachers whose courses are affected. To initiate the process, students must obtain an Add/Drop form from their University Counselor.

Examples of Academic Programs

Students in Grades 9–12 must complete a rigorous and balanced program of studies in English, History, World Languages, Mathematics, Science, Creative Arts, and Physical Education/Health. In Grades 9 and 10, courses have been created by Upper School teachers to ensure that students are well prepared to enroll in the International Baccalaureate Program, Advanced Placement or ZIS general high school courses in Grades 11 and 12.

A typical course load for Grade 9 students includes:

- English*
- Mathematics
- Coordinated Science I
- History I
- Physical Education/Health
- German
- Elective 1*
- Elective 2

A typical course load for Grade 10 students includes:

- English*
- Mathematics
- Coordinated Science II
- History II
- Physical Education
- Elective 1*
- Elective 2
- Elective 3

*EAL students must take English as their Elective 1. When a student exits EAL they will be able to take another elective.

Due to our diverse and international composition, students in Grades 11 and 12 have three options for advanced coursework:

Option 1: General High School Courses

Emphasis is placed on courses created by ZIS teachers with the option of some AP or IB courses.

Option 2: Advanced Placement (AP) Courses

Emphasis is placed on AP courses; usually no more than three AP courses a year, ZIS courses and IB courses complete a student's schedule.

Option 3: The IB Diploma Programme

Students enroll in seven classes and work toward the IB Diploma.

We believe that these options allow our students to meet the requirements for diverse university programs and prepare them for success in post-secondary education.

General High School Courses

General high school courses have been created by ZIS teachers in all subject areas to enable students to complete a balanced university preparatory program. A schedule with a majority of general high school courses is a valid option for students seeking a high school diploma.

Advanced Placement (AP) Courses

The Advanced Placement Program (AP) enables willing and academically prepared students around the world to pursue university-level studies while still in high school, with the opportunity to earn credit (points toward an undergraduate degree) or advanced placement (the opportunity to skip an introductory level university course) in North American universities.

AP is recognized as a highly desirable academic credential around the globe: it is recognized in the admissions process by more than 4,000 universities worldwide, and outside the U.S., more than 600 universities in more than 65 countries recognize qualifying AP Exam scores. AP courses and exams measure students' mastery of university-level course content. The program allows students to develop a global perspective, as well as skills such as critical thinking and problem solving.

AP offers more than 30 courses across multiple subject areas. Each course is developed by a committee composed of higher education faculty and expert AP teachers who ensure that the course reflects college- and university-level expectations. These committees define the scope and goals of the AP course, articulating what students should know and be able to do upon completing it.

Who creates the AP Examinations, and how are the exams graded?

AP Examinations are created by a committee of experienced AP secondary school teachers and university professors specializing in each of the disciplines for which an examination is offered.

The multiple choice portion of AP Exams is scored by computer. The free-response sections of AP Exams are scored by AP teachers and university professors in a week-long June scoring session. Detailed scoring rubrics are established for each examination by Chief Faculty Consultants for each discipline, who oversee the scoring of the free-response questions. Great care is taken by the Chief Faculty Consultants to ensure accuracy and consistency in scoring to result in a fair assessment of student free-response performances.

Total composite scores for the combined multiple-choice and free-response portions of the exams are converted into AP grades of 1 (no recommendation) to 5 (extremely well qualified), which are released in mid-July to the students and the colleges and universities of their choice.

How do colleges and universities recognize AP courses?

Approximately 3,000 North American universities recognize AP courses and examinations. Students presenting qualifying grades on AP Exams may earn anywhere from 3 to 6 credits (for a single course) to one year of college credit, and on occasion, two years of credit, thereby earning second-year and sometimes third-year standing.

As universities in North America and abroad differ regarding the exact nature of their acceptance policies, AP students are advised to inquire directly to the universities concerning their respective policies for specific AP Examinations. AP courses and qualifying grades are also used as acceptance and admissions criteria by an increasing number of universities in identifying high performing and highly motivated students.

By taking AP courses, students demonstrate their mastery of a subject and their ability to work at the academic level required in higher education.

Advanced Placement (AP) Capstone Program

Zurich International School is one of more than 600 schools worldwide to implement AP Capstone™ — an innovative diploma program that allows students to develop the skills that matter most for their future college success: research, collaboration, and communication. The program includes a two-course sequence: AP® Seminar and AP Research. Developed in direct response to feedback from higher education faculty and college admission officers, AP Capstone complements the in-depth, subject-specific rigor of Advanced Placement® courses and exams.

Students who complete AP Seminar and AP Research with scores of 3 or higher, and receive scores of 3 or higher on four AP Exams in subjects of their choosing, will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher on the two AP Capstone exams but do not take or earn qualifying scores on four additional AP Exams will receive the AP Seminar and Research Certificate™.

The AP Seminar course, typically taken in Grade 10 or 11, will equip students with the power to explore academic and real-world issues from multiple perspectives. Through a variety of materials — from articles and research studies to foundational and philosophical texts — students will be challenged to explore complex questions; understand and evaluate opposing viewpoints; interpret and synthesize information; and develop, communicate, and defend evidence-based arguments. Teachers have the flexibility of choosing themes based on student interests, whether they are local, regional, national, or global in nature. Samples of themes that can be covered in the AP Seminar course include education, innovation, sustainability, and technology. By tapping into students' personal interests, AP Capstone gives a broader array of students an entry point into challenging course work. Students are assessed through both an individual project and a team project completed during the year and a year-end written exam.

The subsequent AP Research course will allow students to design, plan, and conduct a yearlong investigation on a topic of their choosing with support from experts at the university level or in the community. Students will build on the skills learned in the AP Seminar course by using research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information to present an argument. At the end of the course students have the confidence to present and orally defend their own scholarly academic research.

International Baccalaureate (IB) Diploma Programme

The International Baccalaureate Diploma Programme (IB) is a rigorous pre-university program leading to assessments in six subject areas.

Established in 1968, the IB offers a challenging curriculum noted for its depth and its international perspective. The two-year IB Diploma provides a coherent and demanding educational experience across the full curriculum. Beyond completing university-level courses and examinations, IB students are also required to engage in community service, individual research, and an inquiry into the nature of knowledge.

The IB Diploma is accepted as an admissions credential at universities in 102 countries. In addition, high scores on IB exams often entitle students to credit or placement at university. The IB Diploma Programme is offered at over 2,300 schools around the world.

What is the IB Diploma?

The International Baccalaureate Diploma, based upon practices from national systems of education around the world, was designed to provide students from all countries an education credential that could be understood by universities in any country.

IB assessment is varied, authentic, and takes place over the entire course of IB instruction. It culminates in a series of examinations, which are drawn from the following six subject groups:

- Group 1 First Language
- Group 2 Second Language
- Group 3 Individuals and Societies
- Group 4 Experimental Sciences
- Group 5 Mathematics and Computer Science
- Group 6 The Arts

Students must choose one course from each group, except Group 6, which is optional. Students may elect to take a second course from Groups 1–4 instead of an Arts course.

Of the six examinations, three must be taken at the higher level and the remaining at the standard level. Higher level examinations are more demanding academically and MUST be taken in the final year: Grade 12.

Students who are not full IB Diploma candidates may elect to take examinations in any subject and will receive a single-subject certificate.

Other Requirements for the IB Diploma

Full IB Diploma students must study one course from each of the first five groups, plus either an Arts course or an elective from Groups 1–4. In addition, all Diploma candidates must fulfill three central requirements:

- Theory of Knowledge, an externally assessed course that contrasts ways of knowing in all six subject areas;
- Extended Essay, an externally assessed, independent research project of 4,000 words in one of the six subject areas;
- Creativity, Activity, Service (CAS), weekly active involvement in artistic, physical and community service activities.

IB assessments are scored on a 1–7 scale, with up to three additional points available for exemplary work on Theory of Knowledge and the Extended Essay. To earn an IB Diploma, a student must achieve a minimum total score of 24 points without any failing conditions.

Generally speaking, the final IB grade of 1–7 consists of two major elements:

- Between 20 and 50 percent of the grade is based on internal assessment, classroom work done during the IB course and graded by IB teachers against specific published criteria.
- The remaining 50–80 percent of the grade is based on external assessment, which are developed by an international board of chief examiners, with input from IB teachers from around the world.

These criterion-based assessments are graded by an international body of trained IB examiners, consisting of university professors and master secondary school teachers. The work of the examiners is moderated by an examining board that is also responsible for ensuring that scoring is consistent across subjects and across the world.

IB Language Placement Policy Guidelines

According to the IB:

- Schools must develop a Language Policy consistent with IB expectations to place students who have complex language profiles, deciding which courses are best for their particular context according to available resources.
- The continuum of identified domains of language learning may be used to plan pathways for student language development (see page 51).
- The IB strongly recommends that, wherever possible, students should work towards developing their mother tongue(s).
- Language B is an additional language-learning [i.e. foreign language] course designed for students with some previous learning of that language.
- The most important consideration is that the language course should be a challenging educational experience for the student. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgment to guide them.
- Apart from the IB requirements, a school language policy is also derived from the school's language philosophy and is a statement of purpose that outlines goals for language teaching and learning.

Further explanation of the ZIS Language Policy can be found on page 51.

IB Language B Placement Policy at ZIS

Language B is appropriately designated for foreign language learners; the content and method of approach required for Language B is not suited to the unique abilities and needs of fluent speakers. Neither will it be sufficiently challenging to fully develop their potential. In many cases fluent speakers will have already met some of the intended outcomes for Language B or will easily meet these outcomes (please consult the table on page 13). While some schools do not have preparatory courses for fluent speakers, ZIS is fortunate to have the resources to be able to offer these courses to support the development of mother tongue, native speakers and fluent speakers of French, German and Spanish.

For these reasons, fluent speakers are not admitted to Language B. Students who are fluent speakers of French, German and Spanish should enroll in the Fluent Speaker courses in Grades 9 and 10. These classes are designed to utilize their unique abilities and meet their particular needs, and, in accordance with IB guidelines, support the development of mother tongue by preparing students to undertake the IB Language A in that language.

Exceptions

When a fluent speaker student joins ZIS in Grade 10 or 11 and has not had the benefit of any academic classes in the language, consideration may be given for admission to Language B at the Higher Level. Applicants should seek approval from the Principal. The application will be reviewed by the Principal, IB Coordinator and the Curriculum Area Leader (CAL) for the World Language Curriculum Area. The committee's decision is final.

ab initio Languages Placement

The language *ab initio* course is designed for students with little or no prior experience of the language they wish to study. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language *ab initio* course should be a challenging educational experience for the student.

How do colleges and universities recognize International Baccalaureate courses and the IB Diploma?

IB has largely succeeded in its goal to be a universally recognized admissions credential. Specific agreements are in place with ministries of education and universities in countries that recognize the IB Diploma as a valid means of earning entry to post-secondary study.

The IB Diploma is increasingly being viewed as a strong indicator of academic promise and achievement. IB students often have an advantage in the admissions process at selective universities. In addition, IB courses and exams are recognized for the purpose of advanced credit and/or placement at more than 1,000 North American colleges and universities. Many institutions now grant a full year of credit to students who have earned the IB Diploma.

Extended High School Opportunity

Grade 13

The Upper School offers a 13th or postgraduate year for students. A 13th year may be appropriate for the following reasons:

- It may be either the only way or the recommended route by which students can complete the requirements of the International Baccalaureate Diploma.
- Students may find that an extra year will allow them to take more advanced courses, including AP and IB, thereby preparing them more adequately for university.
- Students whose knowledge of the English language is weak may need an extra year to meet our graduation requirements in English or they may wish to strengthen their skills so that they are better prepared for English language universities.

Students who wish to be considered for a 13th year, must apply to the Upper School Principal.

IB Language Placement Guidelines

Course	Receptive skills	Productive skills	Interactive skills
Language B SL	Understand straightforward recorded or spoken information on the topics studied.	Communicated orally in order to explain a point of view on a designated topic.	Demonstrate interaction that usually flows coherently, but with occasional limitations.
	Understand authentic written texts related to the topics studied and that use mostly everyday language.	Describe with some detail and accuracy experiences, events and concepts.	Engage in conversations on the topics studied, as well as related topics.
		Produce texts where the use of register, style, rhetorical devices and structural elements are generally appropriate to the audience.	Demonstrate some intercultural engagement with the target language and culture(s).
Language B HL	Understand complex recorded or spoken information on the topics studied.	Communicated orally in order to explain in detail a point of view.	Demonstrate interaction that flows coherently with a degree of fluency and spontaneity.
	Appreciate literary works in the target language.	Describe in detail and accurately experiences and events, as well as abstract ideas and concepts.	Engage coherently in conversations in most situations.
	Understand complex authentic written texts related to the topics studied.	Produce clear texts where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose.	Demonstrate some intercultural engagement with the target language and culture(s).
		Produce clear and convincing arguments in support of a point of view.	

AP and IB Pathways at ZIS

Advanced Placement Program	Aspect	IB Diploma Programme
<p>The Advanced Placement Program is available to students in Grades 10, 11 and 12. The AP Program enables motivated students around the world to pursue university-level studies while still in high school, with the opportunity to earn credit or advanced placement in US universities.</p>	<p>Pathway Overview</p>	<p>The IB Diploma Programme is for students in Grades 11 and 12. It is designed for students who have an excellent breadth and depth of knowledge, study in two languages, and excel in traditional academic subjects. In addition to coursework, students must fulfill three additional “core” requirements.</p>
<p>The AP curriculum for each subject area is created for the College Board by a panel of experts and university-level educators in that subject area. For a high school course to have the AP designation, the course must be audited by the College Board to ensure that it satisfies the AP curriculum.</p>	<p>Syllabus</p>	<p>IB Diploma syllabi are developed by committees worldwide in order to ensure they meet equivalency standards with educational agencies and universities. Each course has work that must be covered as well as a selection of work from which instructors and students can choose.</p>
<p>AP students in Grades 11 or 12 at ZIS usually take two or three AP classes per year. A student's course selection is flexible and each student's schedule is created to ensure he/she meets the ZIS graduation requirements and university entrance requirements. The AP Program enables students to specialize in a subject area and take a number of courses in that area.</p>	<p>Required Classes</p>	<p>IB students must take three “higher level” (HL) courses and three “standard level” (SL) courses which include: two languages, math, science, social science, and an elective. Students must also fulfill three “core” requirements: Theory of Knowledge (TOK), Extended Essay, Creativity, Action, and Service (CAS).</p>
<p>Examinations are based upon coursework completed over one year. Exams take place in May and typically last two to three hours, depending upon the subject. The first part of the exam usually consists of multiple-choice questions. The second part of the exam consists of free response questions, such as essays, solutions to problems, or oral responses. Exams are scored by appointed university professors and experienced AP teachers.</p>	<p>Assessment Overview</p>	<p>Examinations are based upon coursework completed over two years, using internal and external assessors. The externally assessed examinations are given worldwide in May and November. Each exam usually consists of two or three papers. The scoring of all external assessments is done by independent examiners appointed by the IB. The nature of the internal assessment varies by subject. There may be oral presentations, practical work or written work. Internal assessment accounts for 20% to 50% of the score awarded for each subject and are scored by teachers in the school.</p>
<p>Students receive a score ranging from 1 to 5 with 5 being the highest. AP exam scores are a weighted combination of the scores earned on the multiple-choice section and the free-response section. Although universities are responsible for setting their own credit and placement policies, AP scores offer a recommendation on how qualified students are to receive college credit and placement.</p>	<p>Assessment Scoring</p>	<p>Students receive scores ranging from 1 to 7, with 7 being the highest. Students receive a score for each IB course attempted. A student's final Diploma score is made up of the combined scores for each subject. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance and including successful completion of TOK, the Extended Essay and CAS.</p>

Advanced Placement Program	Aspect	IB Diploma Programme
<p>20,000 schools worldwide offer the AP Program, more than 1,400 of those schools are outside the United States in 123 countries. In 2014, more than 120,000 AP exams were taken by more than 60,000 students outside the United States.</p>	<p>Participation</p>	<p>There are currently more than 2,500 authorized IB Diploma schools in 140 different countries. In 2014, over 70,000 students completed the full IB Diploma.</p>
<p>AP is recognized in the admissions process by more than 4,000 universities worldwide, and outside the US, more than 600 universities in more than 65 countries recognize qualifying AP exam scores for the admissions process.</p>	<p>University Recognition</p>	<p>Globally, the IB Diploma has earned broad recognition with educational authorities and universities and is often regarded as a substitute for national examinations or national qualifications.</p>
<p>Both the AP and IB are rigorous pathways devoted to educational excellence; each sets high performance standards for students and faculty. Both pathways attract motivated students who wish to excel academically and attend selective universities around the world.</p>		

Course Offerings 2018/19

It should be understood that the viability of courses will be dependent upon student interest, available staffing, and timetable limitations.

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AP Capstone Diploma™ Courses

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option.

AP Seminar

Grade: 10, 11 or 12

Subject Area / Course credit: Elective, 1 credit

Prerequisite: None

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP Research

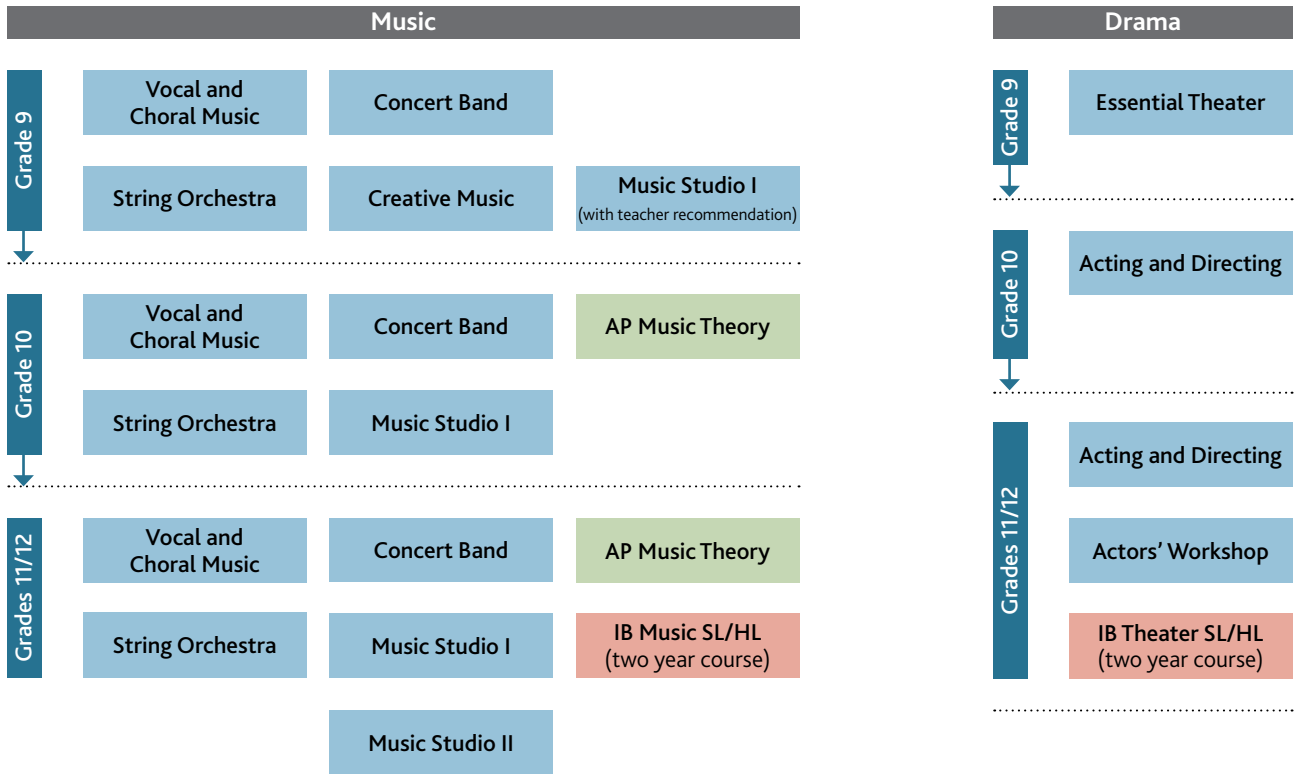
Grade: 11 or 12

Subject Area / Course credit: Elective, 1 credit

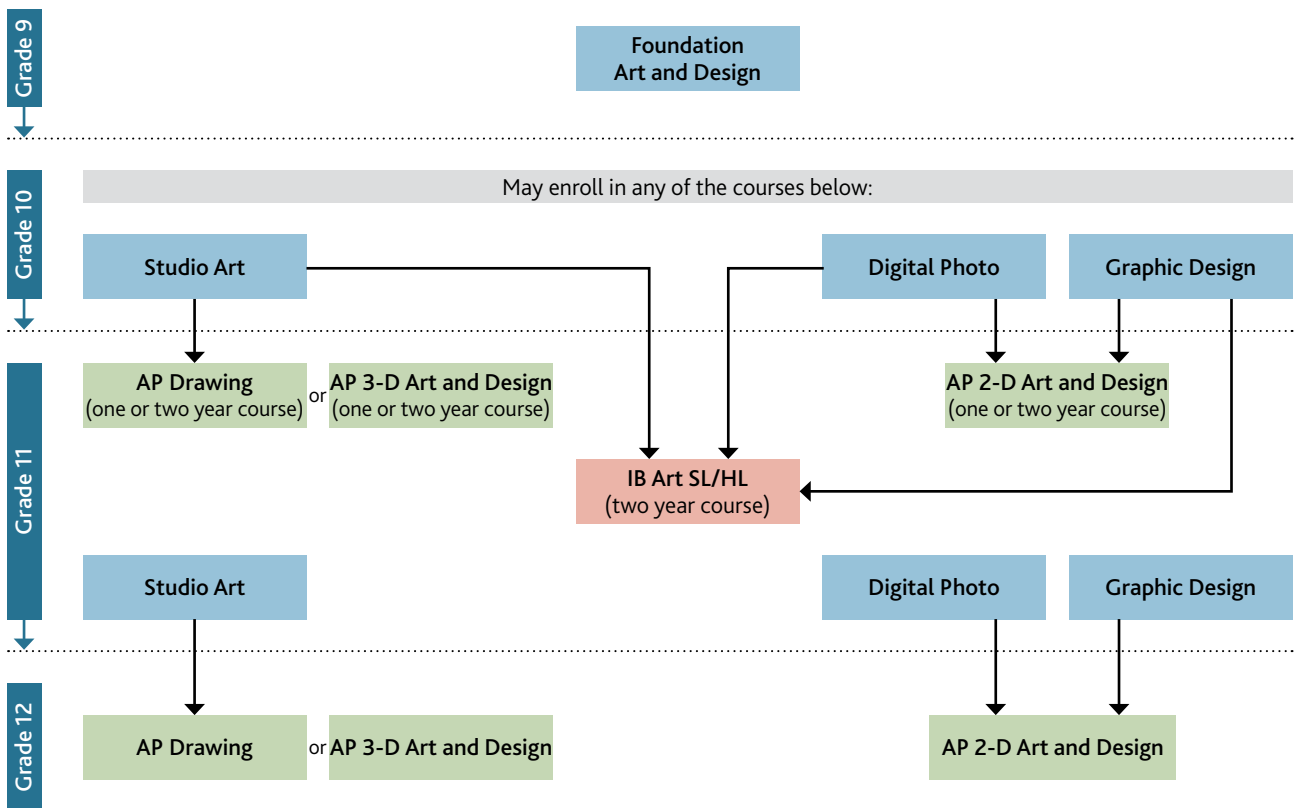
Prerequisite: AP Seminar

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Creative Arts Curriculum Area



Visual Arts



 ZIS Course
 AP Course
 IB Course

Creative Arts Curriculum Area

It should be understood that the viability of courses will be dependent upon student interest, available staffing, and timetable limitations.

Philosophy

The goal of the Creative Arts Curriculum Area is to involve students in the process of studying and producing Art, Music and Drama, to develop inquiring and knowledgeable young people able to locate their ideas within historical and cultural contexts. Theory and practice in the Arts are dynamic and constantly changing, challenging students to explore new possibilities for creative expression. Engagement in the Arts provides students with an opportunity to develop a critical and personal view of themselves in relation to the world.

Foundation Art and Design

Grade: 9

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: None

This course is specifically designed for Grade 9 students and aims to provide a firm foundation in the fundamentals of Art and Design. The curriculum provides a broad range of experiences utilizing the full range of media available in the Art department, including painting, drawing, graphic design, sculpture, digital software and photography. Students will acquire a wide range of two and three-dimensional skills, together with an understanding of the historical and cultural context relating to class themes. By the end of the course students will have discovered their strengths and interests, which will be helpful when they have to choose one of the more specialized Art classes in Grade 10 and beyond.

Studio Art

Grade: 10, 11 or 12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Foundation Art and Design or another comparable Art class

Studio Art aims to provide a solid platform from which to move onto the more advanced Art classes. Over the course of the year students will experience a variety of subjects and approaches to looking at art. Skills will be developed in a range of two and three-dimensional media, particularly drawing, painting and sculpture. Developing an understanding of the historical and cultural context relating to class themes will be an integral component of the curriculum. *Note: Students who successfully complete this course may be considered for IB Visual Arts or AP Drawing.*

Digital Graphic Design

Grade: 10, 11 or 12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: None

This course looks at graphic design in a broad context, including the history of the subject with a focus on typography, layout, and two and three-dimensional solutions. Students will use Adobe Photoshop, In-Design and Illustrator on Macintosh computers and Epson printers. There will be opportunities to incorporate drawing, photography and 3D applications. A variety of assignments will guide students through the design process, from generating ideas, working to a brief and refining/developing drafts into a finished project. Some projects include logos, magazine article/layouts, posters, infographics, and packaging, amongst others. *Note: Students who successfully complete this course may be considered for IB Visual Arts or AP Art 2-D Art and Design.*

Digital Photography

Grade: 10, 11 or 12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: None

Digital Photography provides a thorough introduction to photography in color and black and white. It begins with the basics and concludes with a deeper consideration of photography as a form of art, looking at the context and meaning of images. The curriculum explores digital editing/processing possibilities using Adobe Lightroom and Photoshop. The main goal of the course is to develop a creative portfolio of digital photographs comparable in quality to printing from film. *Note: Students who successfully complete this course may be considered for IB Visual Arts or AP Art 2-D Art and Design.*

Required Materials:

A digital SLR camera with a large storage card (at least 32 GB) must be available to start the school year. The camera must be capable of taking pictures with manual exposure in RAW and JPEG file formats. A good comparison website for prices in Switzerland is www.toppreise.ch. For a list of camera recommendations please contact Keri Jolley at kjolley@zis.ch.

AP Drawing

Grade: 11 and/or 12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Teacher recommendation based on a review of a portfolio from a previous Art class.

AP Drawing is a challenging course designed for students who have a serious interest in the subject. Works in any drawing/painting media are acceptable for this option, provided they conform to the specific requirements of the final portfolio regarding content and size. It is very difficult to take the exam in one year unless a candidate has already successfully completed a previous Art class and has a substantial collection of work. Many students choose to take the class over two years. At this level in order to be successful students must be prepared to develop an independent portfolio.

AP 2-D Art and Design

Grade: 11 and/or 12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Teacher recommendation based on a review of a portfolio from a previous class. To submit a photography portfolio it is essential that a student complete a Photography class or Digital Graphic Design prior to commencing (or possibly in conjunction with) this course.

AP 2-D Art and Design is a challenging course designed for students who have a serious interest in the subject. Photography and graphics are acceptable for this option, provided they conform to the specific requirements of the final portfolio regarding content and size. It is possible to take the exam in one year if a candidate has previously completed the photography or digital graphic design classes and has a strong collection of work. Alternatively, some students prefer to take the class over two years after completing the photography or digital graphic design course. At this level in order to be successful students must be prepared to develop an independent portfolio.

Required Materials:

Students taking the 2D syllabus and entering a photography portfolio will require a digital SLR camera with a large storage card (at least 32 GB). It must be capable of taking pictures with manual exposure in RAW and JPEG file formats.

AP 3-D Art and Design

Grade: 11 and/or 12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Teacher recommendation based on a review of a portfolio from a previous Art class.

AP 3-D Art and Design is a challenging course designed for students who have a serious interest in the subject. Works in any sculptural media are acceptable for this option, provided they conform to the specific requirements of the final portfolio. It is very difficult to take the examination in one year unless a candidate has already successfully completed a previous Art class and has a substantial collection of work. Many students choose to take the class over two years. At this level in order to be successful students must be prepared to develop an independent portfolio.

IB Visual Arts SL

Grade: 11–12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Teacher recommendation. Although it is preferable and advantageous to have successfully completed a previous Art class, it is not a requirement for SL. With strong motivation it may be possible to succeed with a limited background in the subject at this level.

IB Visual Arts SL is a two-year course designed for students who have a serious interest in the subject. Students are required to curate an exhibition of their own art at the end of the course, using any of the media available within the Art Curriculum Area, such as photography, sculpture, drawing and painting. They must also document the development of the portfolio in an Art Journal and complete a Comparative Study focusing on selected artworks by several different artists. In the second year emphasis is placed on independent research, as students explore their personal themes in greater depth.

IB Visual Arts HL

Grade: 11–12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Teacher Recommendation. Successful completion of a previous Art class is strongly advised to consider this course at HL.

IB Visual Arts HL is a two-year course designed for students who have a serious interest in the subject. Students are required to curate an exhibition of their own art at the end of the course, using any of the media available within the Art Curriculum Area, such as photography, sculpture, drawing and painting. They must also document the development of the portfolio in an Art Journal and complete a Comparative Study focusing on selected artworks by several different artists. In the second year emphasis is placed on independent research, as students explore their personal themes in greater depth.

Essential Theater

Grade: 9

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: None

Essential Theater is an introductory course designed to give students a sampling of what the theater has to offer. The course covers both work on stage and backstage. Students are exposed to acting and to the history of theater through scripted work and improvisation. Through readings, workshops and games students learn how theater has different styles and how these styles require different acting techniques. The course involves individual and group work. At the end of the course students perform for a live audience to apply the skills and techniques acquired during the year.

Acting and Directing

Grade: 10, 11 or 12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Essential Theater, another beginning acting course or permission from the Curriculum Area Leader

Acting and Directing is an advanced Theater Studies course allowing students to undertake individual and group presentations and workshops held in new styles of theater. Students undertake individual and group presentations and workshops are held in new styles of theater. The role of the designer in theater is examined and a project is chosen from set, costume, or lighting design. Additionally, increased emphasis is placed on direction. Students work on small to medium scale productions developing their skills and controls as the director of a show. At the end of the course students perform for a live audience to apply the skills and techniques acquired during the year.

The Actors' Workshop

Grade: 11 or 12

Subject Area / Course credit: Creative arts 1 credit

Prerequisite: Acting and Directing or other advanced theater courses or teacher recommendation.

This is a one year course that is designed to provide students with the opportunity to create original theater in a collaborative setting. Students develop personal and aesthetic theater skills and engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. The course emphasizes the importance of working both individually and collaboratively. This course also provides students with directing and research skills. *Note: This course will run concurrently with IB Theater Arts SL/HL.*

IB Theater Arts SL/HL

Grade: 11–12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Acting and Directing, other advanced theater course or teacher recommendation

IB Theater Arts SL and HL is a two-year course designed to prepare students to take the IB exam at the end of the second year. Students develop personal, academic, aesthetic and practical theater skills and learn to understand the holistic nature of theater. Year 1 focuses on the skills and experiences required for Year 2. In Year 2 students prepare projects for grading. The three main focus areas of study are Theater in Context, Theater Processes, and Presenting Theater. The students will engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. The course emphasizes the importance of working both individually and collaboratively as part of an ensemble. Students are asked to consider the cultural influences of theater, to go beyond the scripted page as an actor, director, or designer and experience theater as the audience. Students will take on the role of the Dramaturge and gain an understanding of the valuable role of research in the development of productions. There are three Projects in total for both SL and HL as part of the assessment for IB Theater. *Note: HL students must present a solo theater piece in this course, which will be their fourth project for assessment.*

Creative Music

Grade: 9

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: None, though previous music experience of any kind supports the curriculum.

Creative Music is an introductory level project-based course that enables students to create and explore music through a wide range of activities. Using current music technology such as Noteflight and GarageBand, students compose melodies, explore sound effects and film scoring, as well as the basics of mixing, production, and recording. Learning basic guitar skills during the course allows students to explore rock and pop melodies and harmonies, as well as performance and songwriting. Students will share work in class and learn to respond to the work of others. Students will engage in several independently-designed projects where they can delve into their personal musical interests. *Note: Students who successfully complete this course will be prepared for Music Studio and may be considered for IB Music or AP Music Theory.*

Music Studio I

Grade: 9, 10, 11, and 12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Enjoys creating, performing, making connections, producing, and responding to music. Previous musical experience is recommended.

Music Studio I is an intermediate level project-based course that enables students to create, perform, and respond to music in a variety of ways. Students can choose to work in groups or independently, to create, perform, and/or produce music of various styles. Students will deepen their knowledge and understanding of rhythm, meter, melody, harmony and form, while building these elements into both their performance and/or production projects. Students will share work in class, as well as respond to works and recordings made by professional composers and artists, and learn to give feedback based on their growing knowledge of musical elements. *Note: Students who successfully complete this course may be considered for IB Music or AP Music Theory.*

New! Music Studio II

Grade: 11 and 12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Music Studio 1 and teacher recommendation

Music Studio II builds on foundational concepts learned in Music Studio I, with a focus on producing a concept album for the year, while also beginning to investigate aspects of different World Music traditions. Students will continue to further their Music Theory knowledge, as well as explore more complex research methods through looking into composers and influential musicians of the past and present who have shaped Music as we know it today. Students may also choose to further their knowledge and practice on one or more instruments or Music Technology tools. They will share work in class, as well as provide feedback based on their musical knowledge. They will also learn about peer mentoring and teaching. Students who successfully complete this course may be considered for IB Music or AP Music Theory.

Concert Band

Grade: 9, 10, 11, and 12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Students in Concert Band usually have at least three years of experience on their instrument and have the ability to read music. The following instruments may participate in the Concert Band: Flute, Oboe, Clarinet, Bassoon, Saxophone, French Horn, Trumpet, Baritone, Euphonium, Trombone, Tuba, and Percussion. Students must rent or own their own instrument.

Concert Band is a performance-based course that concentrates on technical and expressive skills in an ensemble-focused setting. ZIS instrumental ensemble members create and experience music in a group, while developing understanding of their individual contributions. The Band performs a large repertoire of musical styles for varied audiences. Concert Band members also have the opportunity to mentor younger musicians at the Lower School. Advanced members of the group may prepare an audition for the AMIS International Honor Band Festival. *Note: Students who successfully participate in this course may be considered for IB Music or AP Music Theory.*

String Orchestra

Grade: 9, 10, 11, and 12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Students in String Orchestra usually have at least three years of experience on their instrument and have the ability to read music. The following instruments may participate in the String Orchestra: Violin, Viola, Cello, and Double Bass. Students must rent or own their own instrument.

String Orchestra is a performance-based course that concentrates on technical and expressive skills in an ensemble-focused setting. ZIS instrumental ensemble members create and experience music in a group, while developing understanding of their individual contributions. The Orchestra performs a large repertoire of musical styles for varied audiences. String Orchestra members also have the opportunity to mentor younger musicians at the Lower School. Advanced members of the group may prepare an audition for the AMIS International Honor Orchestra Festival. *Note: Students who successfully participate in this course may be considered for IB Music or AP Music Theory.*

Vocal and Choral Music

Grade: 9, 10, 11, and 12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Enjoy singing, group collaboration and want to improve!

Vocal and Choral Music is designed for the student who enjoys singing, or wants to challenge themselves to learn more about the singing voice and using their body as an instrument. It has a strong performance/presenting component, including both in-class and public performances. Students will work on healthy vocal technique, while being challenged to learn and perform a wide variety of vocal and choral music, from classical, to pop, jazz, traditional, and world music, in a variety of languages. Students will have the opportunity to exercise team-building skills as they work in both large and small ensembles, exploring both set compositions, as well as beginning to create vocal improvisations and harmonies. Students will work towards building their vocal and performance confidence. They will learn to respond and use their critical thinking skills through in-class sharing and feedback sessions. Students will look at singing features of their favourite artists, learning to identify components of those artists' singing techniques, and connect this to understanding how they produce their singing voices. Students may be eligible to audition for the International Honor Choir Festival. *Note: Students who successfully participate in this course may be considered for IB Music or AP Music Theory.*

AP Music Theory

Grade: 10, 11, and 12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Teacher recommendation. Previous music experience, whether in a school setting or through private studio instruction, is desirable. The College Board states that "the student's ability to read and write musical notation is fundamental to the course. It is also strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument."

AP Music Theory is comprised of the material usually found in a first-year university course in Music Theory and Musicianship. The ultimate goal of the course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. To achieve this, the course focuses on developing the student's aural, sight-singing, written, compositional, and analytical skills. Musicianship skills such as dictation, sight-singing and keyboard harmony are also important parts of the course.

IB Music SL/HL

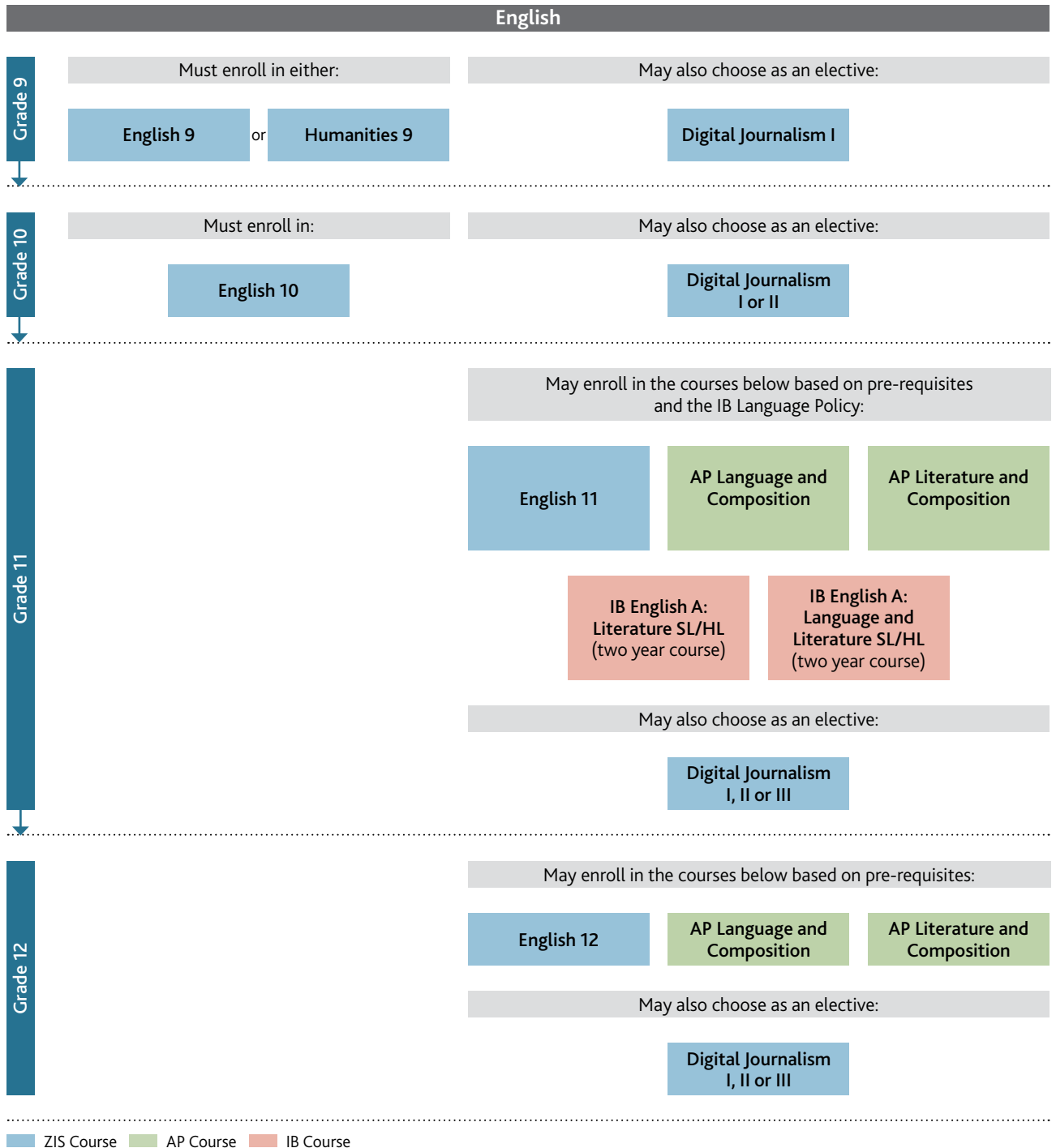
Grade: 11–12

Subject Area / Course credit: Creative Arts, 1 credit

Prerequisite: Teacher recommendation. The ability to read and write musical notation is recommended and the student should also have acquired at least basic performance skills in voice or on an instrument and/or have some experience with music composition.

IB Music SL/ HL is a two-year course designed to promote greater awareness and understanding of both the power and variety of musical experiences. This study of music is concerned with the elements of music, and the music of various cultures and eras. The course topics include a study of music in western society, international music, musical literacy, music theory, solo or group performance, and/or creation. Both worldwide and historical perspectives are required of students. *Note: HL students are required to prepare assessments in both Solo Performance and Creation. SL students may choose between Solo Performance, Group Performance, or Creation as their focus.*

English Curriculum Area



English Curriculum Area

It should be understood that the viability of courses will be dependent upon student interest, available staffing, and timetable limitations.

Philosophy

The goal of the English Curriculum Area is to create literate, inquisitive learners who can successfully negotiate an increasingly complex, information-rich world. Students will acquire and refine specific skills and strategies in reading, writing, speaking, listening, and viewing and will use these skills and strategies widely as tools for learning and creative response. Exploring a variety of texts and genres, students will understand and appreciate language, literature, and media as catalysts for deep reflection and inspiration.

English as an Additional Language

Grade: 9 and/or 10

Subject Area / Course credit: English, 1 credit

Prerequisite: English fluency tests

English as an Additional Language (EAL) is an intermediate language and literature course that strengthens listening, reading, speaking and writing skills in English. Support and strategies will be offered to allow the student to cope better in each of their core courses like social studies, science, and their English elective. Students will focus on academic writing skills, reading strategies, oral presentations, grammar structures, and the expansion of vocabulary. Some class time will also be devoted to help students approach certain assignments given in other courses.

English 9

Grade: 9

Subject Area / Course credit: English, 1 credit

Prerequisite: English 8

English 9 is organized around concepts that allow students to make connections between themselves, texts, and the world around them. This foundational course cultivates reading, writing, listening and speaking skills. Students will read a variety of literary genres in order to understand critical literary concepts for analysis and interpretation. Students also learn key steps in the research process, including evaluating sources for their credibility and synthesizing multiple sources.

Grade 9 Humanities (English)

Grade: 9

Subject Area / Course credit: English, 1 credit.

Prerequisite: None

This is an interdisciplinary course designed to involve students in an exploration of issues that challenge human societies and extend their understanding of the world around them in local and global contexts. Grade 9 Humanities blends together elements of subjects such as English, Geography, History, and World Religions into a coherent, integrated course. While this course has students exploring the humanities in English and History and replaces English 9 and History I on a Grade 9 student's schedule, students will be awarded one credit for each class. The course will be taught by two teachers who share valuable experience in teaching the humanities. *Note: this class replaces English 9 and History I on a Grade 9 student's schedule.*

English 10

Grade: 10

Subject Area / Course credit: English, 1 credit

Prerequisite: English 9

English 10 explores elements of language and its use through the study of literature, nonfiction, and media. Emphasis is placed upon close critical reading with attention to a range of literary and rhetorical devices. Students develop their process writing skills, from planning to revision, with increased emphasis on the academic style necessary for subsequent study. Furthermore, students also hone research skills in an extensive research project.

English 11

Grade: 11

Subject Area / Course credit: English, 1 credit

Prerequisite: English 10

English 11 is a ZIS high school diploma course which develops close reading and advanced writing skills required for entry into post-secondary education. Successful completion of English 11 leads to English 12, AP Language and Composition, or AP Literature and Composition courses in Grade 12. Modeled on elements of AP and IB courses, English 11 seeks to build skills in preparation for advanced English coursework in subsequent years, including university level reading and writing. English 11 and English 12 are taught concurrently in several sections to maximize student choice.

English 12

Grade: 12

Subject Area / Course credit: English, 1 credit

Prerequisite: English 11 or AP English

English 12 is a ZIS high school diploma course intended for students not enrolled in the IB Programme or AP English courses in Grade 12. Successful completion of English 12 supports post-secondary academic study. Modeled on elements of AP and IB courses, units include the study of three literary works and texts chosen from a variety of sources, genres and media. This course will further hone skills for close reading and advanced writing addressed in Grade 11. English 12 and English 11 are taught concurrently in several sections to maximize student choice.

AP English Language and Composition

Grade: 11 or 12

Subject Area / Course credit: English, 1 credit

Prerequisite: Successful completion of English 10 with B-average

AP English Language and Composition is designed to be the equivalent of the English Language / Rhetoric course usually taken during the first year of university in the United States and prepares students to take the AP exam in May. Through an emphasis on prose works, students become skilled readers of a wide variety of nonfiction texts. They also become adept at writing analytical and persuasive essays, including those that synthesize arguments from other sources. The goal of the course is to develop mature, discerning readers and writers with a strong awareness of how an author's rhetorical choices interact with purpose and audience. This course can be taken in Grade 11 or 12.

AP English Literature and Composition

Grade: 11 or 12

Subject Area / Course credit, English, 1 credit

Prerequisite: Successful completion of English 10 with B-average

AP English Literature and Composition is designed to be the equivalent of the general English Literature course usually taken during the first year of university in the United States and prepares students to take the AP exam in May. Students develop the vocabulary and writing skills needed to support critical arguments in oral and written responses to literature. Through the experience of reading, discussing and writing, students become more aware of the resources of language and of strategic stylistic choices. This course can be taken in Grade 11 or 12.

English Department IB Language Placement Policy

All students taking IB English courses at ZIS are enrolled in Language A. In accordance with IB guidelines for language placement:

Language A courses are intended for the following students:

- Mother tongue English speaker.
- Non mother tongue speakers who have reached near mother tongue ability.

IB English A: Literature SL

Grade: 11–12 (two year course)

Subject Area / Course credit: English, 1 credit per year

Prerequisite: English 10 and Teacher Recommendation

English A: Literature SL focuses exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. The syllabus is divided over two years into four compulsory parts that embraces prose, poetry and drama. In addition to two exam papers and one oral exam, students will engage in regular journal reflections and assessments to build skills mastery.

IB English A: Literature HL

Grade: 11–12

Subject Area / Course credit: English, 1 credit per year

Prerequisite: English 10 and teacher recommendation

English A: Literature HL focuses exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. The syllabus is divided over two years into four compulsory parts that embraces prose, poetry and drama. In addition to two exam papers, one oral exam and one revised essay, students will engage in regular journal reflections and assessments to build skills mastery.

IB English A: Language and Literature SL

Grade: 11–12

Subject Area / Course credit: English, 1 credit per year

Prerequisite: English 10 and teacher recommendation

English A: Language and Literature SL focuses on the relationship between texts, readers, and the world around them. As indicated by the two names of this course, students will develop analysis skills in fiction and nonfiction and communication skills in speech and writing. We will explore how writers and readers shape meaning, how texts evolve in time and place, and the relationship found between texts. The syllabus includes a range of texts to build critical awareness of style and form in both literary and non-literary texts. In addition to two exam papers and one oral exam, students will engage in regular journal reflections and assessments to build skills mastery.

IB English A: Language and Literature HL

Grade: 11–12

Subject Area / Course credit: English, 1 credit per year

Prerequisite: English 10 and teacher recommendation

English A: Language and Literature HL focuses on the relationship between texts, readers, and the world around them. As indicated by the two names of this course, students will develop analysis skills in fiction and nonfiction and communication skills in speech and writing. We will explore how writers and readers shape meaning, how texts evolve in time and place, and the relationship found between texts. The syllabus includes a range of texts to build critical awareness of style and form in both literary and non-literary texts. In addition to two exam papers, one oral exam, and one revised essay, students will engage in regular journal reflections and assessments to build skills mastery.

English Electives

Digital Journalism I

Grade: 9, 10, 11 or 12

Subject Area / Course credit: Elective, 1 credit

Prerequisite: None

Digital Journalism I is designed for students who wish to learn by practicing a wide range of journalistic skills. The course serves as an introduction to serious journalism, developing students' awareness of the conventions of writing and multimedia news, opinion, features, and investigative reports. Students will publish their own work on personal blogs as well as in the student newspaper, *The Lion's Journal*. Additionally, students hone personal communications skills through teamwork and cooperation on projects and shared publications.

Digital Journalism II

Grade: 10, 11 or 12

Subject Area / Course credit: Elective, 1 credit

Prerequisite: Digital Journalism or Newspaper Club participation

Digital Journalism II builds on foundational concepts learned in Introduction to Digital Journalism with a focus on the operation and management of the student newspaper, *The Lion's Journal*. Students in this class will work with members of the Newspaper Club in order to assign, manage, edit, and publish a variety of media content. Digital Journalism: Editing and Publishing provides an authentic learning experience through hands-on journalism and a real leadership opportunity.

Digital Journalism III

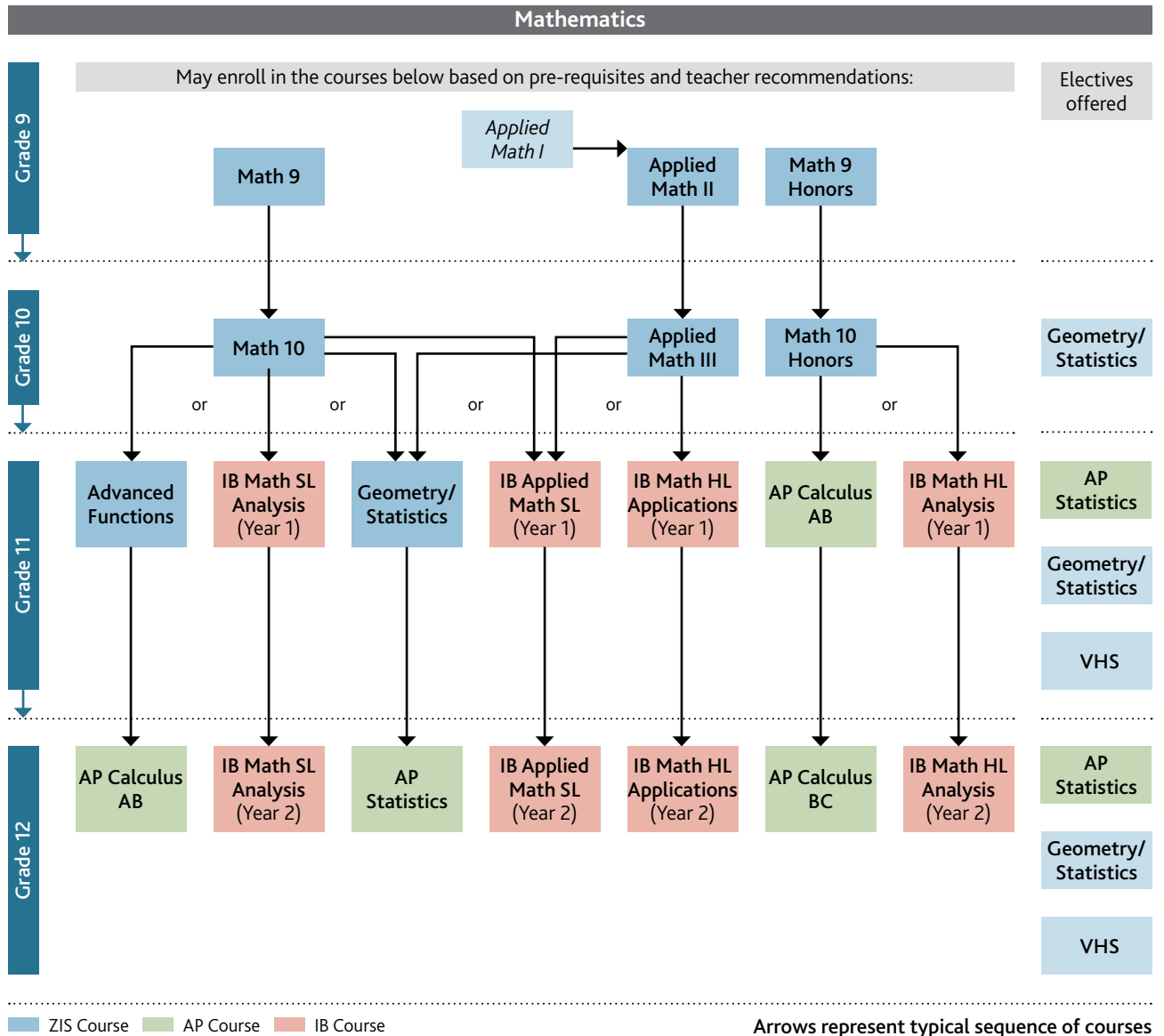
Grade: 11 or 12

Subject Area / Course credit: Elective, 1 credit

Prerequisite: Digital Journalism 2

Digital Journalism III offers a student-centered opportunity for students to delve deeply into areas of expertise and passion developed over previous coursework. Additionally, students in this course will lead production of the student newspaper, *The Lion's Journal*, and help students in the other digital journalism courses and the Newspaper Club improve their skills by editing and providing feedback. This course also seeks to channel student creativity into digital media production and publication.

Mathematics Curriculum Area



Mathematics Curriculum Area

It should be understood that the viability of courses will be dependent upon student interest, available staffing, and timetable limitations.

Philosophy

The mission of the Mathematics Curriculum Area is to implement a balanced and rigorous instructional program that provides ALL students with the opportunities, experiences and resources to be successful. The expectation is that ALL students will become proficient in basic computational and procedural skills, develop conceptual understanding, and become adept problem solvers. The goals of the Mathematics Curriculum Area are twofold:

- To implement a coherent, school wide content and standards driven mathematics program.
- To provide instructional and professional support to all teachers, so that ALL students will achieve proficiency and have the prerequisite skills for advanced mathematics courses.

These goals are supported strategically through four program components:

1. The development and use of grade specific instructional units.
2. The support of teachers with targeted professional development and a commitment to working with external consultants
3. The use and analysis of formative periodic assessments.
4. The use of assessment data to focus and implement immediate intervention where students most need help.

New! Applied Mathematics I

Grade: 9

Subject Area / Course Credit: Mathematics, 1 credit

Prerequisite: Upper School teacher referral

Applied Mathematics I is an integrated Math course in which topics like number sense, geometry, and statistics are explored with particular attention to interpretation of results and use of technology. Students will review necessary skills for this and future ZIS math courses. Students will study concepts like equivalence and patterns, and will be using graphing calculators and other technologies extensively. Students who achieve a B- or higher are anticipated to be well prepared for Applied Mathematics I and to fulfil ZIS graduation requirements through the Applied mathematics pathway.

Mathematics 9

Grade: 9

Subject Area / Course credit: Mathematics, 1 credit

Prerequisite: Mathematics 8 and/or teacher recommendation.

Mathematics 9 is an integrated Math course in which foundations of algebra are reviewed and extended and algebraic concepts progress from linear functions to quadratic functions and their applications. Principles of geometry are connected to similarity and right-triangle trigonometry and probability, statistics and sets are all introduced. Throughout these main topics, an emphasis is placed on communicating mathematics and understanding the mathematical concepts behind each new skill.

Applied Mathematics II

Grade: 9

Subject Area / Course Credit: Mathematics, 1 credit

Prerequisite: Mathematics 8 and/or other teacher recommendation

Applied Mathematics II is an integrated Math course in which geometry topics, number sense, and functions are explored with particular attention to interpretation of results and use of technology. Students will study concepts like proportionality and equivalence through probability, statistics, and geometry, and will explore functions with an emphasis on calculator use and the use of other available technologies. The Applied Mathematics stream prepares students for IB Mathematics HL or SL, Applications and Interpretations. Note: Students who achieve a B- or higher in this course are anticipated to be well prepared to enter Applied Mathematics III.

Mathematics 9 Honors

Grade: 9

Subject Area / Course credit: Mathematics, 1 credit

Prerequisite: Mathematics 8 and or teacher recommendation.

Mathematics 9 Honors is a rigorous mathematics course intended for students who have excelled in mathematics in the past and are highly motivated to take either of the IB HL Math courses or AP Calculus AB in their Grade 11 year. The foundations of Algebra, including linear and quadratic functions, are reviewed and extended and it is expected that students who enroll in this class have a solid Algebra background and are prepared to move quickly into abstract generalization and use sophisticated communication skills. Principles of geometry are connected to trigonometry (including non-right triangles) and probability, statistics, and sets and Finance are all introduced. *Note: Students who achieve a B- or higher in this course are typically more prepared to enter Mathematics 10 Honors.*

Mathematics 10

Grade: 10

Subject Area / Course credit: Mathematics, 1 credit

Prerequisite: Mathematics 9. Experience shows that students are most successful in this course if they earned at least a B- in their previous Math course

Mathematics 10 is an integrated course for Grade 10 students that assumes a solid base in algebra and knowledge of the basics of geometry. Linear and quadratic algebra is reviewed and expanded upon, and more sophisticated topics such as exponentials, inverses and logarithms are introduced. Principles of geometry are expanded upon and connected to Trigonometry on both right and non-right triangles. Other topics such as probability, statistics, and sets are introduced. *Note: Students who successfully complete this course are qualified to enter IB Math SL or Advanced Functions*

Applied Mathematics III

Grade: 10

Subject Area / Course Credit: Mathematics, 1 credit

Prerequisite: Applied Mathematics 9 and/or teacher recommendation

Applied Mathematics III is an integrated Math course that assumes a solid base in use of technology and interpretation of numerical results. Topics like functions, trigonometry, statistics, and probability are explored with particular attention to varying terminologies, interpretations, and use of varied technologies. Students will study concepts essential for IB Mathematics HL and SL Applications and Interpretations, and as such some attention will be given to test-taking strategies. *Note: Students who achieve a B+ or higher in this course are anticipated to be well prepared to enter IB Mathematics HL, Applications and Interpretations while successful completion of the course is expected for students entering IB Mathematics SL, Applications and Interpretations.*

Mathematics 10 Honors

Grade: 10

Subject Area / Course credit: Mathematics, 1 credit

Prerequisite: Mathematics 9 Honors. Experience shows that students are most successful in this course if they earned at least a B- in their previous Honors Math course and if they have teacher recommendation.

Mathematics 10 Honors is a rigorous mathematics course intended for students who have excelled in mathematics in the past and are highly motivated to take either of the IB Math HL courses or AP Calculus AB in their Grade 11 year. This course is intended to prepare students for either of the IB Math HL courses and AP Calculus AB. This course assumes a solid base in algebra and knowledge of the basics of geometry. Linear and quadratic algebra is reviewed and expanded upon, and more sophisticated topics such as exponentials, inverses and logarithms are introduced. Principles of geometry are expanded upon and connected to trigonometry on both right and non-right triangles. Other topics such as probability, statistics, and sets are introduced.

Advanced Functions

Grade: 10, 11 or 12

Subject Area / Course credit: Mathematics, 1 credit

Prerequisite: Mathematics 10 (B or Higher) or Algebra II/ Trigonometry, or Mathematics 10 Honors.

Advanced functions is a rigorous one year course intended as preparation for both the AP Calculus and the AP Statistics courses. The course may also serve as a final Mathematics course for Grade 12 students, allowing them to hone their skills before entering university. The course provides an in-depth analysis of functions, including polynomial, rational, exponential, logarithmic, and trigonometric. Emphasis is placed on developing critical thinking and problem solving skills. An introduction to calculus is covered through the lens of limits.

AP Calculus AB

Grade: 11 or 12

Subject Area / Course credit: Mathematics, 1 credit

Prerequisite: Advanced Functions. Experience shows that students are most successful in this course if they earned at least a B- in Advanced Functions.

AP Calculus AB is designed to be the equivalent of a Level I general Calculus course usually taken during the first year of university in the United States and prepares students to take the AP exam in May. The course presupposes a strong grounding in Algebra, Trigonometry and Functions. Differential and integral Calculus are approached analytically, geometrically, numerically and verbally. A range of methods and applications is studied. The specific topics of the course are detailed in the AP Calculus AB course description produced by the College Board.

AP Calculus BC

Grade: 11 or 12

Subject Area / Course credit: Mathematics, 1 credit

Prerequisite: Calculus AB. Experience shows that students are most successful in this course if they earned at least a C+ in AP Calculus AB.

AP Calculus BC is designed to be the equivalent of a Level II Calculus course taken at university in the United States and prepares students to take the AP exam in May. The course presupposes a passing grade in the AP Calculus AB course. Further study of differentiation and integration is approached analytically, geometrically, numerically and verbally. A more advanced range of applications and methods is studied. The specific topics of the course are detailed in the AP Calculus BC course outline, available on the College Board website.

New! IB Mathematics SL, Analysis and Approaches

Grade: 11–12

Subject Area / Course credit: Mathematics, 1 credit

Prerequisite: Mathematics 10 with a B or higher or Mathematics 10 Honors.

IB Mathematics SL is a two-year course designed to prepare students for the IB exam at the end of the second year. During the two years, students will cover a variety of topics including a review and extension of different functions and their graphs, exponents and logarithms, the binomial expansion, trigonometry, vectors, statistics and probability, and calculus. Students will also complete an independent exploration of their choosing using topics learned in the course.

New! IB Mathematics HL, Analysis and Approaches

Grade: 11–12

Subject Area / Course credit: Mathematics, 1 credit.

Prerequisite: B or higher in Mathematics 10 Honors.

IB Mathematics HL is a very rigorous two-year course designed to prepare students for the IB exam at the end of the second year. Topics include: algebra, complex numbers, functions and equations, circular functions and trigonometry, vectors, statistics, probability and calculus. Students must also study one of these four optional topics: statistics and probability; sets, relations and groups; series and differential equations; or discrete mathematics. Students are required to complete an Internal Assessment based on mathematical investigation or mathematical modeling.

New! IB Mathematics SL, Applications and Interpretations

Grade: 11-12

Subject Area / Course credit: Mathematics, 1 credit

Prerequisite: Applied Math 10 with a B or higher, or successful completion of either Math 10 or Math 10 Honors

IB Applications and Interpretations SL is a two-year course designed to prepare students for the IB exam at the end of the second year. During the two years, students will cover a variety of topics including the representation of numbers in a variety of ways, functions, geometry and trigonometry, statistics and probability, and calculus. This course focuses on using math to model situations and describe our world, and solving problems using the power of technology. Students will complete an independent exploration of their choosing using topics learned in the course.

New! IB Mathematics HL, Applications and Interpretations

Grade: 11-12

Subject Area / Course credit: Mathematics, 1 credit

Prerequisite: Math 10 Honors with a B or higher

IB Applications and Interpretations SL is a very rigorous two-year course designed to prepare students for the IB exam at the end of the second year. During the two years, students will cover a variety of topics including the representation of numbers in a variety of ways, functions, geometry and trigonometry, statistics and probability, and calculus. This course focuses on using math to model situations and describe our world, and solving problems using the power of technology. Students will complete an independent exploration of their choosing using topics learned in the course.

Additional Courses

Geometry

Grade: 10–12, Semester 1

Subject Area / Course credit: Mathematics, 0.5 elective credit for Grade 10 students; 0.5 math or elective credit for Grade 11 or 12 students

Prerequisite: None

Geometry concepts and logical reasoning are emphasized throughout, while measurement and applications are integrated to motivate students via real-world connections. As a result, the student should be able to communicate mathematically and make connections between geometry and other disciplines. Sample topics include parallel and perpendicular lines, the conditions for triangle congruency, right triangle relationships and trigonometry, quadrilaterals, similarity, mensuration, and transformations, and the circle theorems. Throughout each topic, emphasis is based on communication, reasoning, and proof.

Statistics

Grade: 10-12, Semester 2

Subject Area / Course credit: Mathematics, 0.5 elective credit for Grade 10 students; 0.5 math or elective credit for Grade 11 or 12 students

Prerequisite: None

Statistics concepts and reasoning are emphasized throughout. The course begins with an introduction to measures of central tendency and spread, and some essential ideas and notation of probability. Then the course further explores various probability distributions and their applications, and two-variable statistics with both discrete and continuous variables. This course is good preparation for AP Statistics.

AP Statistics

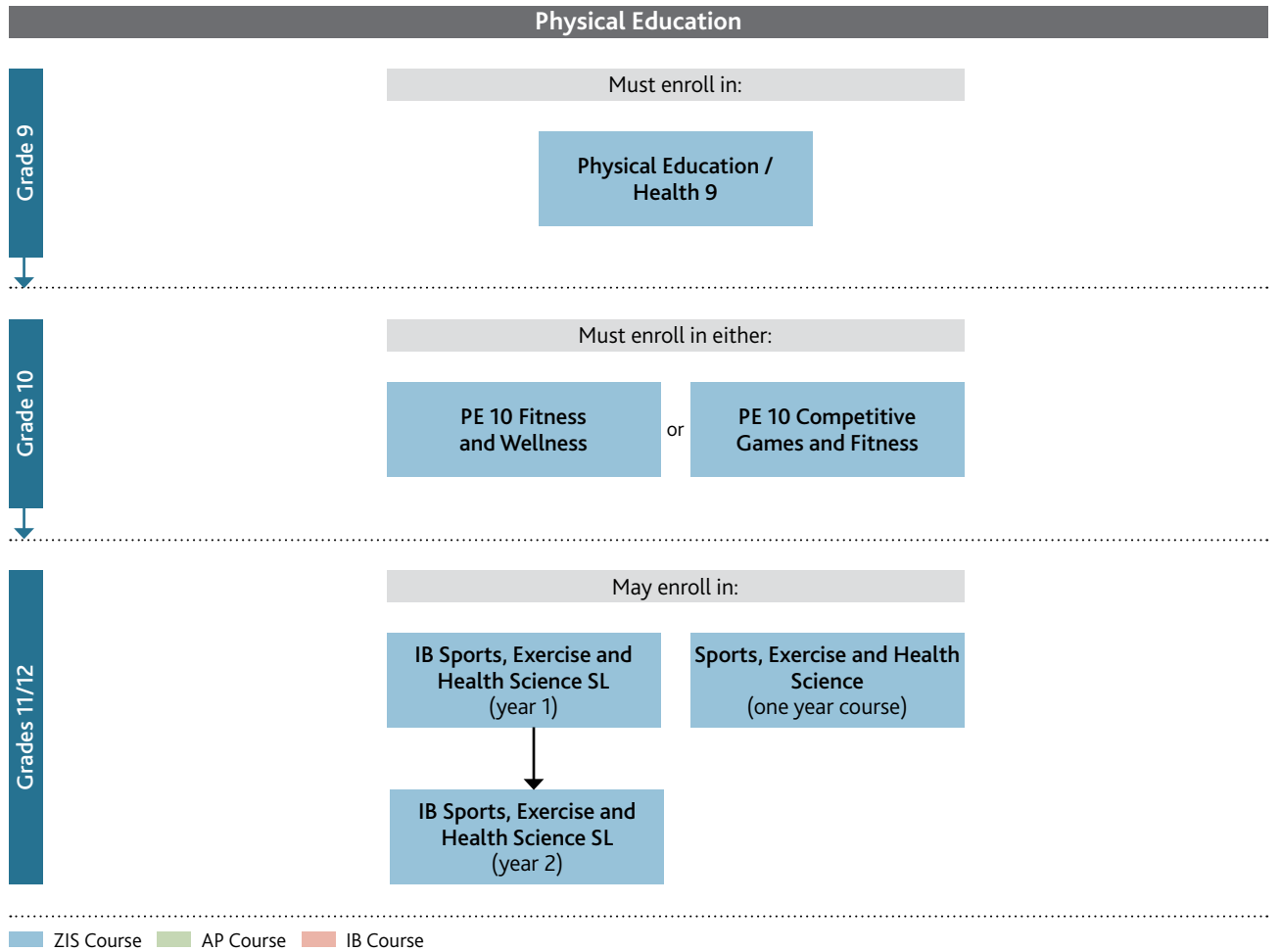
Grade: 11 or 12

Subject Area / Course credit: Elective, 1 credit

Prerequisite: Mathematics 10 Honors or Advanced Functions. Experience shows that students are most successful in this course if they earned at least a B– in their previous Math course.

AP Statistics is designed to be the equivalent of the general Statistics course usually taken during the first year of university in the United States and prepares students to take the AP exam in May. The goal of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns and Statistical Inference.

Physical Education Curriculum Area



Physical Education Curriculum Area

It should be understood that the viability of courses will be dependent upon student interest, available staffing, and timetable limitations.

Philosophy

The goal of the Physical Education Curriculum Area is to encourage all students to develop their own physical, intellectual, emotional, social maturity, and moral well-being through a broad and balanced activities program. Students will learn how to demonstrate basic physical skills and concepts, and then successfully apply them in more complex and realistic contexts. Each student will be given challenges in a variety of traditional and alternative activities, with experience to achieve success and reach their potential within a safe environment, where managed risk taking is encouraged. We encourage our students to care about their physical fitness and to develop an understanding and appreciation of the importance of an active, healthy, and safety conscious lifestyle. We engage our students to relate to others in a positive manner and experience opportunities to take on the responsibility of leadership roles, while performing as individuals, in groups and in teams.

Physical Education/Health 9

Grade: 9

Subject Area / Course credit: Physical Education, 1 credit

Prerequisite: None

Physical Education / Health 9 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: soccer, orienteering, basketball, dance, floorball, ice skating, volleyball, climbing, badminton, softball and ultimate frisbee. During these sport units, students will also work on their general physical preparedness and fitness through a variety of related activities. The Health component of this course emphasizes the critical thinking and decision-making skills necessary for healthy lifestyle, including investigating the consequences of their actions. Topics studied include nutrition, illegal drug use, alcohol abuse, tobacco and sexual relationships.

Grade 10 Students

All Grade 10 students are required to take one of the following courses: PE 10 with Fitness and Wellness or PE 10 with Competitive Games and Fitness.

Physical Education 10 - Fitness and Wellness

Grade: 10

Subject Area / Course credit: Physical Education, 1 credit

Prerequisite: None

Physical Education 10 - Fitness and Wellness offers students a wide range of physical activity and fitness experiences, that aim to enhance overall acquisition of skills, understanding of anatomy, mindfulness, nutrition and personal health. Students involved in this course will be expected to participate in sports unique to the Grade 10 curriculum; touch-rugby, lacrosse, floorball, ice skating, climbing, and tennis. A parallel focus will include muscle anatomy, general nutrition, and focused fitness training methods, ultimately working towards a personal fitness program. Another component to this course is the Sports Leader Award, an internally-monitored program which requires students to plan, lead and reflect on three separate teaching episodes. In addition, students must complete coursework about leading a fitness or activity lesson, fair play, refereeing, unit quizzes and nutrition projects. The goal of this program is to build a greater appreciation and motivation in one's own personal initiative in leading a healthy lifestyle.

Physical Education 10 - Competitive Games and Fitness

Grade: 10

Subject Area / Course credit: Physical Education, 1 credit

Prerequisite: None

Physical Education 10 - Competitive Games and Well-ness offers students a more competitive lens to their core Grade 10 Physical Education experience. Throughout the course students to focus on developing their games play in a variety of sporting contexts, where vital team skills are acquired through active participation in each sport. Students will experience the specific fitness levels necessary for each team game, providing students with a deeper understanding of each activity in order to enhance performance. Conditioned game environments will be used to develop their 'game sense' in a variety of contexts, gaining a greater tactical appreciation of such sports. Students will also have the opportunity to analyse their own performance, and develop a training plan that will be used to help expand their tactical understanding of their chosen team game. Students involved in this course will be expected to participate in the following sports: touch-rugby, lacrosse, floorball, ice skating, climbing, golf and tennis. A parallel focus will include muscle anatomy, general nutrition, and focused fitness training methods, ultimately working towards a personal fitness program. Another component to this course is the Sports Leader Award, an internally-monitored program which requires students to plan, lead and reflect on three separate teaching episodes.

IB Sports, Exercise and Health Science SL

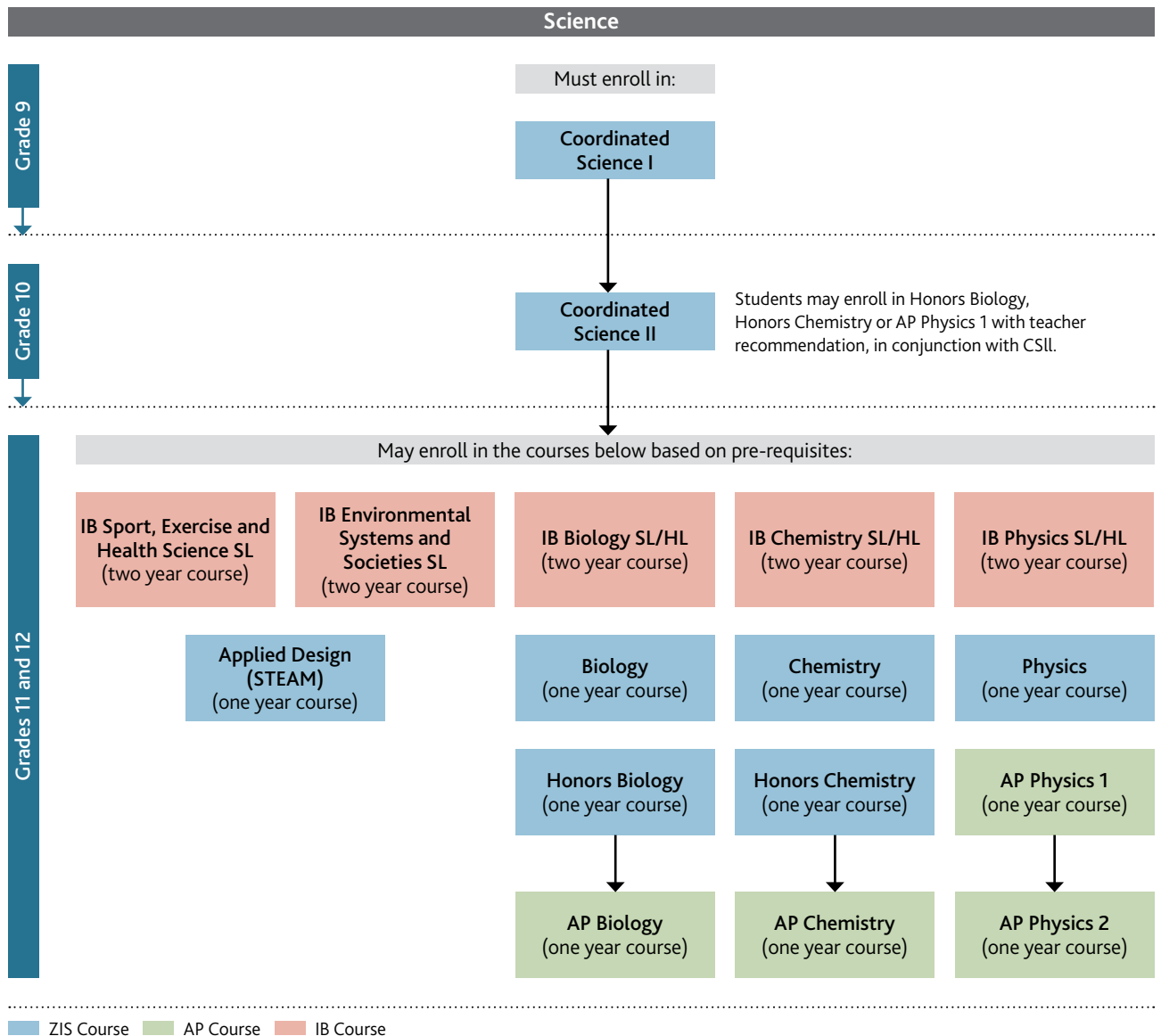
Grade: 11–12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II and teacher recommendation

IB Sports, Exercise and Health Science (SEHS) SL is a two-year Group 4 course (Science) designed to prepare students for the IB exam at the end of the second year. Core topics incorporate the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. As an experimental science the course combines academic study with the acquisition of practical and investigative skills studied in the specific context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings.

Science Curriculum Area



Science Curriculum Area

It should be understood that the viability of courses will be dependent upon student interest, available staffing, and timetable limitations.

Philosophy

The goal of the Science Curriculum Area is to provide stimulating instruction and quality resources that will guide our students towards becoming scientifically literate citizens. We believe that in order to function effectively in and contribute positively to society, young people need to have a strong basic knowledge of natural phenomena and the underlying scientific processes. Through our curriculum, our students will learn to use their knowledge to evaluate the quality of scientific information on the basis of its source and the methods used for its generation. Our selection of course offerings allows students to follow their own interests as they develop their skills in research, observation and experimentation. Our Science curriculum fosters inquiry into how science influences the world around us and promotes a view of science as a global pursuit.

Coordinated Science I

Grade: 9

Subject Area / Course credit: Science, 1 credit

Prerequisite: None

This year CSI will be adopting the Next Generation Science Standards (NGSS) Curriculum. Within the NGSS, there are three distinct and equally important dimensions to learning science. These dimensions are combined to form each standard—or performance expectation—and each dimension works with the other two to help students build a cohesive understanding of science over time. These dimensions are science and engineering practices, disciplinary core ideas and crosscutting concepts across the four domains of science, including Physical Science, Life Science, Earth Science, and Engineering Design.

Coordinated Science II

Grade: 10

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science I

From the academic year 2019/20 Coordinated Science II will adopt the Next Generation Science Standards (NGSS) Curriculum. Within the NGSS, there are three distinct and equally important dimensions to learning science. These dimensions are combined to form each standard—or performance expectation—and each dimension works with the other two to help students build a cohesive understanding of science over time. These dimensions are science and engineering practices, disciplinary core ideas and crosscutting concepts across the four domains of science, including Physical Science, Life Science, Earth Science, and Engineering Design. This will continue the approach adopted in Coordinated Science I.

Applied Design (STEAM)

Grade: 11 or 12

Subject Area / Course credit: Science, 1 credit

Prerequisite: None

Applied Design (STEAM) is a Project Based Learning (PBL) course where students will design, engineer and manufacture personal projects using a broad spectrum of materials and hands-on techniques utilizing the Makerspace. Throughout this course students will enrich their “Maker Mentality” - a do-it-yourself, process oriented ability to actively learn and problem solve. With this unique skill they will create a Technical/Investigation Notebook, in which they will brainstorm, sketch, research, plan, modify and solidify a personal idea/concept they are developing. Students will investigate and fabricate their ideas to fruition, with the inherent imperfections and failures encountered along this process welcomed and embraced as valuable learning tools. After studying and applying the basics of a variety of outputs/crafts - for example Woodworking, Electronics/ Programming, Sewing, Metalworking, Digital Manufacturing, CAD 3D Printing to name a few – the final project calls for the student to develop and exhibit a personal creation focusing on one of these outputs.

Biology

Grade: 11 or 12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II and teacher recommendation

This course follows the IB Biology SL syllabus for one year and is taught in the same class. This is a survey course aimed at students who are not likely to pursue further study in the Biological Sciences. The core topics include: cells, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. In addition to the core topics, teachers select one additional topic of study. All students must complete an independent practical investigation.

Chemistry

Grade: 11 or 12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II and teacher recommendation

This course follows the IB Chemistry SL syllabus for one year and is taught in the same class. This is a survey course aimed at students who are not likely to pursue further study in Chemistry. Core topics include: quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, measurement and data processing. One additional topic is chosen by teachers and students must complete an independent practical investigation.

Physics

Grade: 11 or 12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II, Math 10 and teacher recommendation

This course follows the IB Physics SL syllabus for one year and is taught in the same class. This is a survey course aimed at students who are not likely to pursue further study in Physics. Core topics include: physics and physical measurements, mechanics, thermal physics, oscillations and waves, and electric currents and magnetism. Students must complete an independent practical investigation.

Honors Biology

Grade: 10, 11 or 12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II and teacher recommendation

Honors Biology is a rigorous course designed for strong science students to provide them with a comprehensive understanding of the Biological Sciences and knowledge that can be applied to present day scenarios. This course serves as a prerequisite for students who plan to enroll in AP Biology the following year. Honors Biology uses laboratory experience and case studies to introduce and reinforce the classroom learning experiences. Topics of study include: molecules and cells, energetics, molecular and theoretical genetics, ecology and evolution.

Honors Chemistry

Grade: 10, 11 or 12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II and teacher recommendation

Honors Chemistry is a rigorous course designed for self-directed learners with a keen interest in molecular science. This course is designed to help students build a strong foundation of the concepts and processes of Chemistry through meaningful laboratory experiences and engagement with fundamental chemical concepts. Topics of study include; atomic structure, periodicity, stoichiometry, bonding, energetics, and kinetics. This course serves as a prerequisite for students entering AP Chemistry.

AP Biology

Grade: 11 or 12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Honors Biology or IB Year 1 HL Biology and teacher recommendation

AP Biology is designed to be the equivalent of a general Biology course taken during the first year of university in the United States and prepares students to take the AP exam in May. It aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of Biology. In this course, students will learn about the core scientific principles, theories and processes governing living organisms, biological systems and natural phenomena. Students will be asked to develop advanced reasoning and inquiry skills as they design experiments, collect and analyse data using mathematics and other methods, and interpret that data to draw conclusions.

AP Chemistry

Grade: 11 or 12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Honors Chemistry or IB Year HL Chemistry and teacher recommendation

AP Chemistry is designed to be the equivalent of a general Chemistry course taken during the first year of university in the United States and prepares students to take the AP exam in May. In this course, students build on the fundamentals of Chemistry learned in a first year course. Students entering AP should have a firm grasp of atomic structure, periodicity, stoichiometry, bonding, energetics, and kinetics. In this course, students will expand on this previous knowledge with meaningful laboratory investigations, presentation of findings, and the remainder of the AP Chemistry content. Further, they will develop their ability to think clearly and express ideas with clarity and logic, both orally and in writing.

AP Computer Science A

Grade: 11 or 12

Subject Area / Course credit: Elective, 1 credit

Prerequisite: Mathematics 10

In AP Computer Science A, students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. The course emphasizes problem solving and algorithm development, as well as the use of hands-on experiences and examples so that students can apply programming tools and solve complex problems.

AP Physics 1: Algebra-Based

Grade: 10, 11 or 12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II, Math 10 and teacher recommendation

AP Physics 1: Algebra-Based is the equivalent to a first-semester university course in algebra-based physics in the United States and prepares students to take the AP exam in May. AP Physics 1: Algebra-Based is designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs. The course covers Newtonian mechanics (including Rotational dynamics and Angular momentum); Kinematics (or equations of motion), Dynamics (or Newton's Laws), Circular motion, Linear Momentum and Impulse, Work, Energy, and Power; and Mechanical waves and sound. It will also introduce electric circuits (DC only), with switches, and introduce Kirchhoff's rules in analysing DC circuits with multiple loops.

AP Physics 2: Algebra-Based

Grade: 11 or 12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Successful completion of AP Physics 1; Algebra-Based and concurrent enrollment of Advanced Functions or an equivalent course

AP Physics 2: Algebra-Based is the equivalent to a second-semester university course in algebra-based physics in the United States and prepares students to take the AP exam in May. AP Physics 2: Algebra-Based is designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs. The course covers Fluid Statics and Fluid Dynamics; Thermodynamics (with kinetic theory); PV diagrams and probability; Electrostatics; Electric potential; DC Electrical circuits with Resistors and Capacitors; Magnetic fields; Electromagnetism; Physical and Geometric Optics; and Quantum, Atomic, and Nuclear physics.

IB Biology SL

Grade: 11–12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II and teacher recommendation

IB Biology SL is a two-year course designed to prepare students for the IB exam at the end of the second year. This is a survey course aimed at students who are not likely to pursue further study in the Biological Sciences. The core topics include: cells, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. In addition to the core topics, teachers select one additional topic of study. All students must complete an independent practical investigation.

IB Biology HL

Grade: 11–12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II and teacher recommendation

IB Biology HL is a two-year course designed to prepare students for the IB exam at the end of the second year. This is a rigorous course aimed at serious students who are interested in developing a more comprehensive understanding of the Biological Sciences. The core topics include: cells, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. In addition to the core topics, teachers select one additional topic of study. All students must complete an independent practical investigation of the topic of their choice. HL students must also study additional topics in: nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, and animal physiology.

IB Chemistry SL

Grade: 11–12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II and teacher recommendation

IB Chemistry SL is a two-year course designed to prepare students for the IB exam at the end of the second year. This is a survey course aimed at students who are not likely to pursue further study in Chemistry. Core topics include: quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, measurement and data processing. One additional topic is chosen by teachers and students must complete an independent practical investigation assessed using criteria set by the IB.

IB Chemistry HL

Grade: 11–12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II and teacher recommendation

IB Chemistry HL is a two-year course designed to prepare students for the IB exam at the end of the second year. Similar to the SL course, but studied in more depth are the core topics: quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, measurement and data processing. One additional topic is chosen by the teacher and students must complete an independent practical investigation assessed using criteria set by the IB.

IB Physics SL

Grade: 11–12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II, Math 10, and teacher recommendation.

IB Physics SL is a two-year course designed to prepare students for the IB SL Physics exam at the end of the second year. This is a survey course aimed at students who are not likely to pursue further study in Physics. Core topics include: physics and physical measurements, mechanics, thermal physics, oscillations and waves, electric currents, fields and forces, atomic and nuclear physics, energy, power and climate change. One additional topic is chosen by the teacher and students must complete an independent practical investigation assessed using criteria set by the IB.

IB Physics HL

Grade: 11–12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II, Math 10 or Math 10

Honors with a recommended final grade of B or higher.

Concurrent enrollment in IB HL or SL Mathematics or an equivalent course, is strongly recommended and a teacher recommendation.

IB Physics HL is a two-year course designed to prepare students for the IB exam at the end of the second year. Core topics include: physics and physical measurements, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, and energy production. In addition to the core topics, teachers select one additional topic and students must complete an independent practical investigation assessed using criteria from the IB. HL students must also study: fields, wave phenomena, electromagnetic induction, and quantum and nuclear physics.

IB Environmental Systems and Societies SL

Grade: 11–12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II and teacher recommendation

IB Environmental Systems and Societies (ESS) SL is a two-year interdisciplinary Group 3 (Individuals and Societies) and Group 4 course (Sciences). It is designed to prepare students for the IB exam at the end of the second year. Students will learn to articulate and justify a personal viewpoint on environmental issues with reasoned argument while appreciating alternative viewpoints, including the perceptions of different cultures. Core topics include: foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, water and aquatic food production systems and society, soil systems and terrestrial food production systems and society, atmospheric systems and society, climate change and energy production, human systems and resource use. *Note: There will be a required three day field trip during this course during which to develop practical ecological research techniques and complete an internal investigation.*

IB Sports, Exercise and Health Science SL

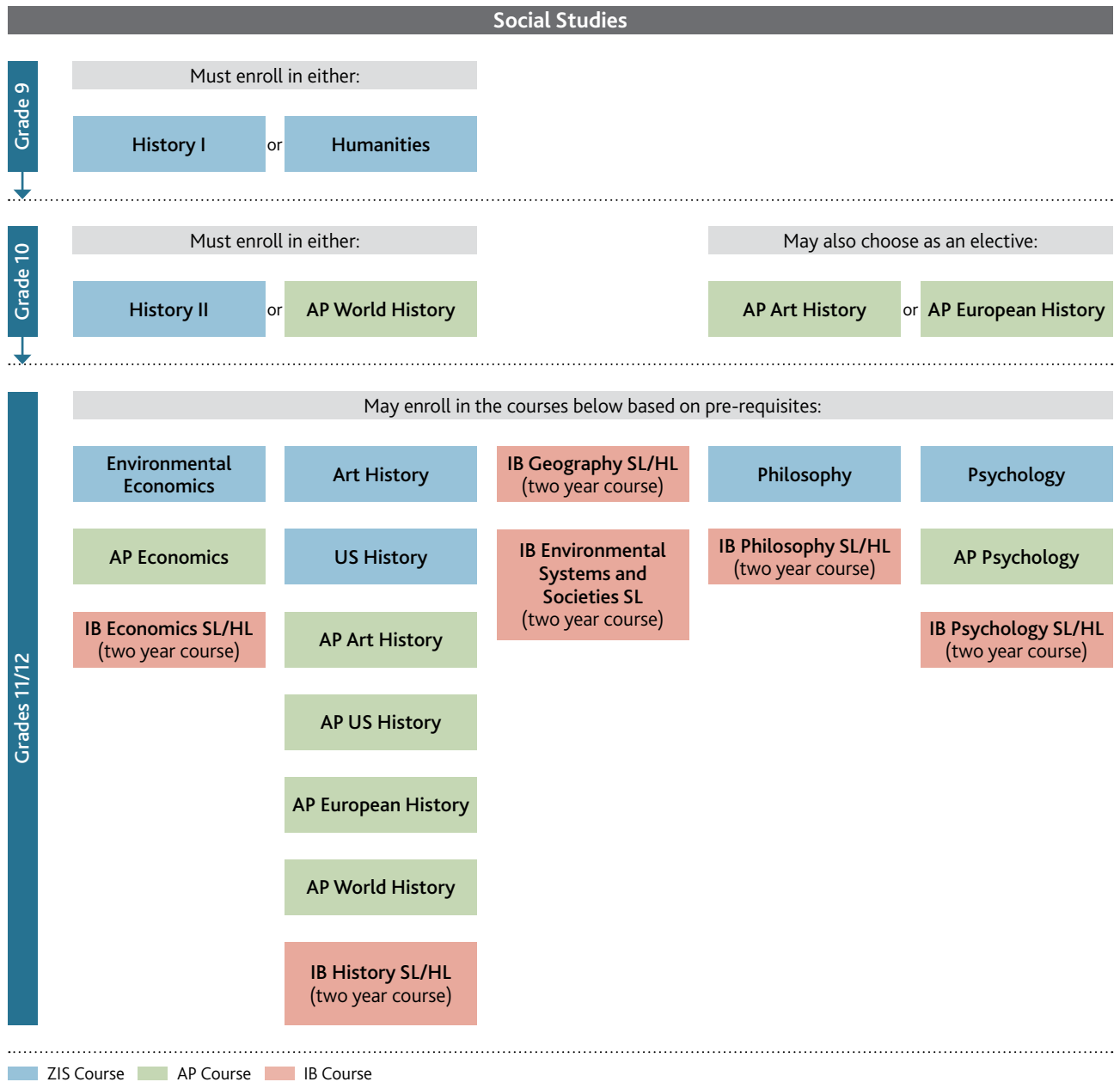
Grade: 11–12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II and teacher recommendation

IB Sports, Exercise and Health Science (SEHS) SL is a two-year Group 4 course (Science) designed to prepare students for the IB exam at the end of the second year. Core topics incorporate the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. As an experimental science the course combines academic study with the acquisition of practical and investigative skills studied in the specific context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings.

Social Studies Curriculum Area



Social Studies Curriculum Area

It should be understood that the viability of courses will be dependent upon student interest, available staffing, and timetable limitations

Philosophy

The Social Studies department will foster critical, caring, creative, and well-informed students who understand the past and how it shapes the present; how humans interact with the earth; how scarce resources are utilized; and how to appreciate wisdom. The Social Studies department thus offers a wide variety of Social Studies subjects that teach core competencies and concepts. These courses reflect the talents and passions of the current staff to ensure the highest quality of instruction and learning experience.

History I

Grade: 9

Subject Area/Course credit: Social Studies, 1 credit

Prerequisite: None

History I explores global patterns through 1800. Course unit organization is thematic with each unit emphasizing historical concepts such as causation, continuity and change, comparison, chronology, significance, and perspective. A variety of topics are examined, such as trade, empire building, belief systems, and conflict. Skill development includes research, essay writing, source analysis, presentations, discussion, and analytical thinking.

Grade 9 Humanities (History)

Grade: 9

Subject Area/Course credits: Social Studies 1 credit,

Prerequisite: None

This is an interdisciplinary course designed to involve students in an exploration of issues that challenge human societies and extends their understanding of the world around them in local and global contexts. It blends together elements of English, Geography, History, and World Religions into a coherent integrated course. This course has four units: Identity, Conflict and Cooperation, Leadership, and Global Connections. While this course has students exploring the humanities in English and History, they will be awarded 1 credit for each class. As well, the course will be taught by two teachers who share valuable experience in teaching the humanities. *Note: this class replaces English 9 and History I on a Grade 9 student's schedule.*

History II

Grade: 10

Subject Area/Course credit: Social Studies, 1 credit

Prerequisite: None

History II 1800-2000 follows the global impact of Western industrialization from 1800 through the twenty-first century. A perspective on non-Western development, as well as imperialism, during this period is provided by case studies in Asia, Latin America and Africa. Some of the major themes include: ideologies, modernism, gender, revolution and environmental issues. Human and physical geography are also used to bring other insights into the history of the times. Emphasis is placed on historiography, source analysis and essay writing.

Art History

Grade: 11 or 12

Subject Area / Course credit: Social Studies, 1 credit

Prerequisite: None

Art History follows the AP Art History syllabus and is taught in the same class; however, assessments are modified. Students study the development of human history by means of examining 250 objects, rather than written documents, from world history. Students learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. Museum visits are an integral part of the class and students are expected to participate. Students have the opportunity to join a three-day museum trip to Paris.

United States History

Grade: 11 or 12

Subject Area / Course credit: Social Studies, 1 credit

Prerequisite: None

United States History follows the AP United States History syllabus and is taught in the same class; however, assessments are modified. United States History is a survey course from the period of exploration and settlement through the George W. Bush presidency. Students develop the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history.

Philosophy

Grade: 11 or 12

Curriculum Area / Course credit: Social Studies, 1 credit

Prerequisite: None

The course is open to all Grade 11 and 12 students who are tempted to consider some of the big, or even trivial, questions in life, and who also desire to become familiar with the ideas and thoughts, which continue to shape our civilization. This course follows the IB Philosophy syllabus though assessments are modified. The emphasis is on “doing Philosophy” rather than memorizing names and ideas. The type of questions covered include, Do we have free will? How does technology shape who we are? Do we have a responsibility to help others? Students are expected to gain familiarity with the issues and problems in Philosophy, to think hard and genuinely, to develop the ability to express ideas cogently and clearly and, perhaps, to develop an open and informed attitude.

Psychology

Grade: 11 or 12

Subject Area / Course credit: Social Studies, 1 credit

Prerequisite: None

Psychology follows the AP Psychology syllabus and is taught in the same class; however, assessments are modified. The course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and non-human animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in conducting research.

AP Art History

Grade: 10, 11 or 12

Subject Area / Course credit: Social Studies, 1 credit

Prerequisite: None

AP Art History studies the development of human history by means of examining 250 objects, rather than written documents, from world history. By means of studying art within its historic and cultural contexts students will learn how cultures have responded to various experiences. Students will enter the global art world as active participants as they research, read and write about art, artists, art making and responses to art. Museum visits are an integral part of this course. Students have the opportunity to join a three-day museum trip to Paris.

AP United States History

Grade: 11 or 12

Subject Area / Course credit: Social Studies, 1 credit

Prerequisite: Teacher recommendation

AP United States History is designed to be the equivalent of a general American history course taken during the first year of university in the United States and prepares students to take the AP exam in May. This is a survey course from the pre-Columbian period to settlement to the present. This course is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. Students learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship.

AP European History

Grade: 10, 11 or 12

Subject Area / Course credit: Social Studies, 1 credit

Prerequisite: Teacher recommendation

AP European History is designed to be the equivalent of a general European History course taken during the first year of university in the United States and prepares students to take the AP exam in May. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which Europeans, and increasingly in more recent times the world, live. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop an understanding of some of the principal themes in modern European History, analyze historical evidence and historical interpretation, and express historical understanding in writing.

AP World History

Grade: 10, 11 or 12

Subject Area / Course credit: Social Studies, 1 credit

Prerequisite: Teacher recommendation

AP World History is designed to be the equivalent of a general World History course taken during the first year of university in the United States and prepares students to take the AP exam in May. This is a survey course from about 1200 C.E. The course specifically examines the global interactions between humans and their environment, the development of cultures, the building of states, the expansion of economic systems and the development of social structures. Students will learn chronological reasoning, placing events within historical contexts, crafting historical interpretations based on evidence and providing historical synthesis. *Note: The course is recommended as an alternative to the History II 1800-2000 course for Grade 10 students who wish to take an accelerated Social Studies course.*

AP Psychology

Grade: 11 or 12

Subject Area / Course credit: Social Studies, 1 credit

Prerequisite: None

AP Psychology is designed to be the equivalent of the general Psychology course taken during the first year of university in the United States and prepares students to take the AP exam in May. The course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other non-human animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in conducting research.

AP Economics

Grade: 11 or 12

Curriculum Area / Course credit: Social Studies, 1 credit

Prerequisite: Teacher recommendation

AP Economics is designed to be the equivalent of the general Macroeconomic and Microeconomic course usually taken during the first year of university in the United States and prepares students to take two AP exams in May. This course will combine both Advanced Placement Economic courses and as a result, students are expected to have strong study skills, be self-motivated and keep up with the pace of the class. In Microeconomics, students learn about how individual markets work, market failure, and different types of firms. In Macroeconomics, students learn about topics such as national economies and the interaction of inflation, unemployment, and economic growth.

IB History SL and HL

Grade: 11–12

Curriculum Area / Course credit: Social Studies, 1 credit

Prerequisite: Teacher recommendation

IB History is a two-year course designed to prepare students for the IB exam at the end of the second year. This course is devoted to the study of world history in the 20th century, with particular attention given to wars and one authoritarian states. HL: The HL course also includes a regional option in which Europe, with a focus on Germany and Russia during the twentieth century. A key skill component of the course is the critical analysis of documents and sources as well as the writing of a 2,200 word Historical Report. *Note: This course is also recommended as an elective for Grade 11 and 12 students who wish to continue their study of History or need to complete their Social Studies requirement.*

IB Philosophy SL and HL

Grade: 11–12

Curriculum Area / Course credit: Social Studies, 1 credit

Prerequisite: Teacher recommendation

IB Philosophy is a two-year course designed to prepare students for the IB exam at the end of the second year. The first part of the course is an examination and discussion of the core theme: “What is a Human Being?”. The type of questions covered include, Do we have free will? How does technology shape who we are? Do we have a responsibility to help others? Two optional themes are selected, Philosophy and contemporary society (multiculturalism, gender, human rights, media and technology) and Ethics (Biomedical ethics, morals and culture, the origins of moral values). In the third part of the course we critically read one key philosophical text.

IB Psychology SL and HL

Grade: 11–12

Subject Area / Course credit: Social Studies, 1 credit

Prerequisite: Teacher recommendation

IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior and culture. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology. Students are expected to gain mastery of the issues and problems in Psychology, to explore various interpretations, to carefully examine how knowledge in Psychology is generated and to be able to articulate their knowledge and critical thinking. The two optional themes are Abnormal Psychology and Human Relationships. HL students will study both options; SL students will choose one.

IB Economics SL and HL

Grade: 11–12

Subject Area / Course credit: Social Studies, 1 credit

Prerequisite: Teacher recommendation

IB Economics SL is a two-year course designed to prepare students for the IB exam at the end of the second year. Economics is a dynamic social science that addresses one of society’s most pressing problems: scarcity. The world’s resources are finite, but the wants and needs of mankind are seemingly infinite. Economics seeks to understand the function of markets, their successes and failures in the allocation of scarce resources across society, and the interaction of individuals, firms, and nations as they engage in voluntary exchange with one another in the economic sphere. HL: Includes an additional nine week unit on the theory of firm behavior, as well as an additional IB Exam Paper devoted to quantitative aspects of the course.

IB Geography SL and HL

Grade: 11–12

Subject Area / Course credit: Social Studies, 1 credit

Prerequisite: Teacher recommendation

IB Geography is a two-year course designed to prepare students for the IB exam at the end of the second year. The course focuses on the interactions between individuals, societies and the physical environment, both in time and in space. It investigates the ways that people adapt and respond to change and evaluates management strategies that are related to change. The course examines key global issues such as poverty, population, sustainability and global climate change, and seeks to identify and understand the processes that lie behind various global patterns and trends. HL includes additional units.

IB Environmental Systems and Societies SL

Grade: 11–12

Subject Area / Course credit: Science, 1 credit

Prerequisite: Coordinated Science II and teacher recommendation

IB Environmental Systems and Societies (ESS) SL is a two-year interdisciplinary Group 3 (Individuals and Societies) and Group 4 course (Sciences). It is designed to prepare students for the IB exam at the end of the second year. Students will learn to articulate and justify a personal viewpoint on environmental issues with reasoned argument while appreciating alternative viewpoints, including the perceptions of different cultures. Core topics include: foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, water and aquatic food production systems and society, soil systems and terrestrial food production systems and society, atmospheric systems and society, climate change and energy production, human systems and resource use. *Note: There will be a required three day field trip during this course during which to develop practical ecological research techniques and complete an internal investigation.*

Social Studies Electives

Environmental Economics

Grade: 10, 11 or 12

Curriculum Area/Course credit: Social Studies, 1 credit

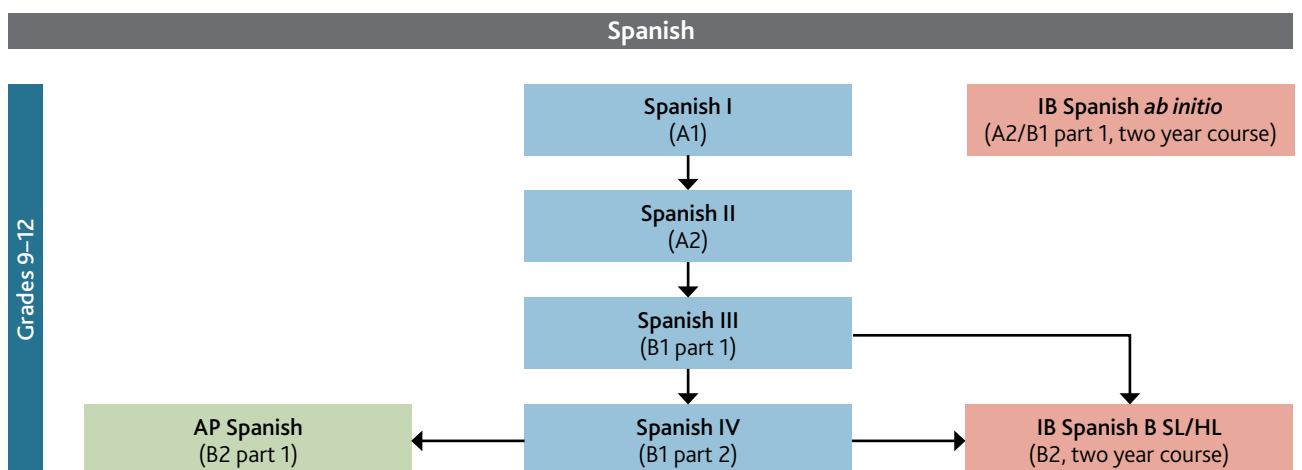
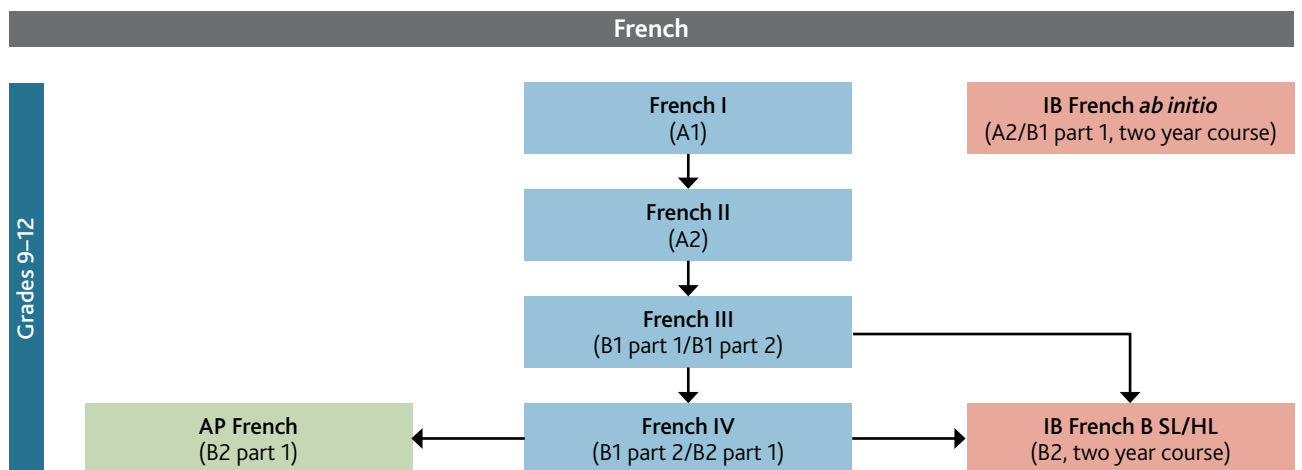
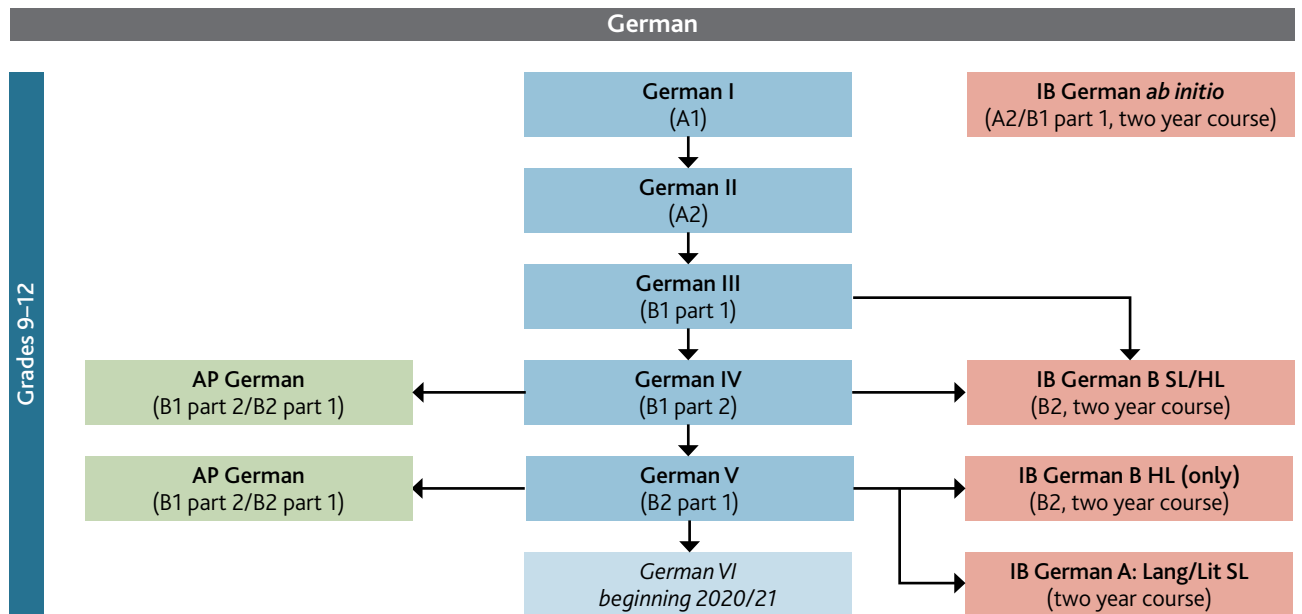
Prerequisite: None

Environmental Economics introduces students to economic theories relating to the allocation of the planet's scarce natural resources amongst the nearly unlimited wants and needs of mankind. The major units of study are:

- Scarcity, trade offs and opportunity costs in society's use of natural resources.
- Marginal benefits and marginal costs of resource use.
- Externalities arising from industrial production and consumption.
- The role of government in promoting environmental sustainability.
- Economic growth and globalization's effect on the environment.

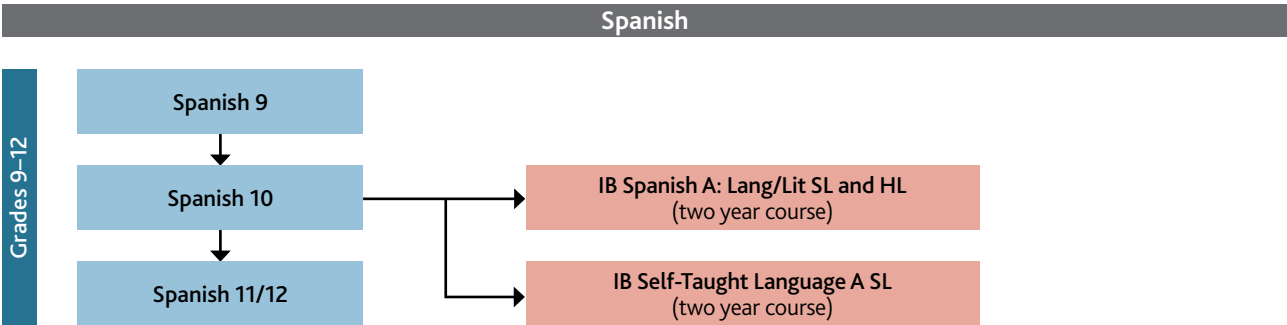
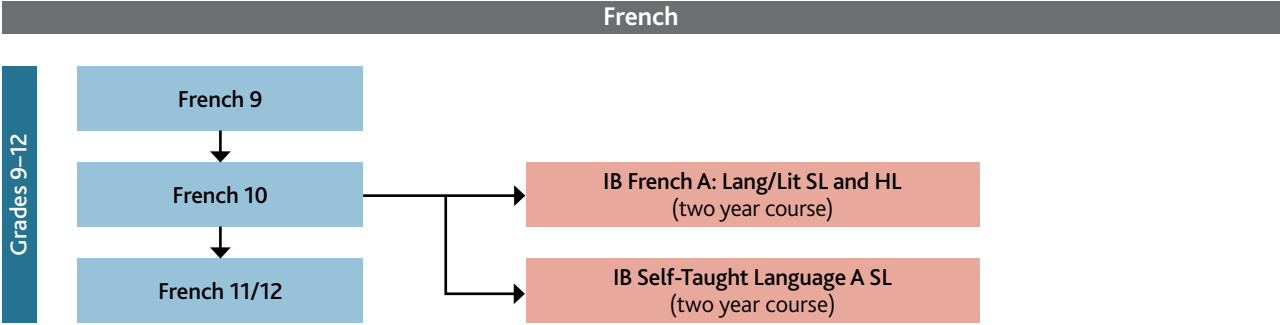
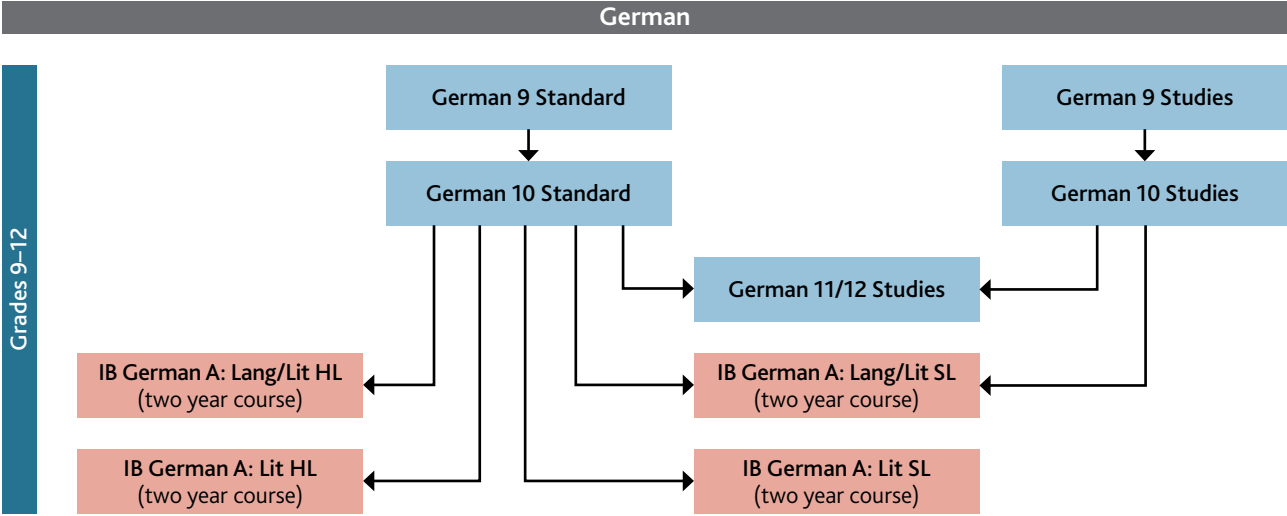
The course consists of six units of study of lasting approximately five weeks each: three "content" units, and three Project-Based Learning (PBL) units. Project-Based Learning empowers students to work in teams to design, plan, and undertake a project relating to the topics learned in the "content" sections of the course. These are not reports, essays, or research papers; they require teamwork, planning, action, results and reflection.

World Language Curriculum Area (Language Acquisition)



■ ZIS Course
 ■ AP Course
 ■ IB Course

World Language Curriculum Area (Fluent Speakers)



■ ZIS Course
 ■ AP Course
 ■ IB Course

World Language Curriculum Area

It should be understood that the viability of courses will be dependent upon student interest, available staffing, and timetable limitations.

Philosophy

The goal of the World Language Curriculum is to promote global citizenship. Since globalization, mobility and communication bring the world ever closer together, individuals who have language abilities can thereby provide their own nation or community with an insider's view into foreign cultures and give insights into other perspectives on international situations and current events. A person competent in other languages can bridge the gap between cultures, contribute to international diplomacy, promote national security and world peace, and successfully engage in international trade.

While ZIS encourages multilingualism, it is not a bilingual school, and the primary goal of our language courses is language acquisition. We do support and motivate students to develop language skills and conceptual understanding in their mother tongue. We also encourage every student to acquire an additional language.

ZIS organizes language learning under two different tracks: a fluent speaker track and a foreign language track.

ZIS Language Policy

Language learners have different abilities and needs depending on how a language is acquired. Students who acquire a language in early childhood and are capable of fluent, spontaneous communication have an intuitive knowledge of the language. These students variously designated as mother tongue, native speakers or fluent speakers have a unique language ability and also particular language learning needs. They may differ in their exposure to and ability in reading and writing; however, the intuitive knowledge of the language they possess transfers to the learning of these skills. They are capable of a prolific increase in the reading and writing of a wide range of texts for different purposes and audiences, accompanied by an enormous growth in the fluent use of vocabulary and stylistic devices. What they need to learn, what they are able to learn and how they learn is very different from a foreign language learner. The Fluent Speaker track at ZIS is designed to utilize these abilities to best meet the student's learning needs and potentials.

All Language Acquisition Courses that the World Languages Department offers are taught according to the European Framework of Languages. At the end of the language course of choice, students will have the opportunity to take an internationally recognized language

exam to show their level of language acquisition. This exam is optional and is at the expense of parents. However, ZIS facilitates and organizes the exams. If a student opts to take one of these exams, they are exempt from writing the ZIS final exam in that language.

ZIS Language Pathways and Placements According to the Language Skill Development Continuum

The language pathways, placement designations and progression of courses at ZIS Upper School are in accordance with current language learning theory and with the IB Language Acquisition Policy. A distinction is made, as above, between mother-tongue / native speaker / fluent speaker i.e. Fluent Speaker Track, and foreign language learners i.e. Language Acquisition Track.

Distinguishing characteristics of Language Acquisition and Fluent Speaker Tracks:

ZIS Language Acquisition Track

- No ability in the language outside of academic study

Courses are designed to align with the development of language skills along a continuum. Foreign language courses begin with the development of Discrete Skills and only in the upper levels begin to engage Cognitive Academic Language Proficiency (CALP) or Analytical and Critical skills at a beginning level. Fluent speakers are able to begin their studies focusing on CALP and on Analytical and Critical skills and are able to develop these to a much higher degree.

ZIS Fluent Speaker Track

- Acquired the language in early childhood (before approx. 11 years old)
- Has spoken fluency in the language
- May speak the language socially with friends or at home with parent(s) or sibling(s)
- May or may not have taken mother tongue classes in the language

The table on the following page aligns the courses offered at ZIS Upper School in the Language Acquisition Track and Fluent Speakers Track with the continuum of language skills development described in the IB Language Acquisition Policy.

Students who are fluent speakers of German, Spanish or French should enroll in the Fluent Speaker courses in Grades 9, 10, 11 and 12. These classes are designed to utilize their unique abilities and meet their particular needs, and, in accordance with IB guidelines, prepare students to undertake the IB Language A in that language. Fluent speakers who do not choose the IB Programme are encouraged to continue with fluent speakers classes in Grade 11 and 12.

Alignment of Language Acquisition Track and Fluent Speakers Track

Language Skill Continuum		Foreign Language Acquisition Track	Fluent Speaker Track
Discrete skills Communication, expression	Phase 1	Beginning Foreign Language Courses I, II IB <i>ab initio</i>	
	Phase 2	Developing Foreign Language Courses III Advanced Foreign Language Course IV AP German / French / Spanish IB Language B SL / HL	
Cognitive Academic Language Proficiency Knowledge building	Phase 3	Beginning AP German / French / Spanish IB Language B SL / HL	Beginning / Developing Fluent Speakers 9, 10
	Phase 4		Developing / Advanced Fluent Speakers 11, 12 IB Language A SL / HL
Analytical and critical ability Literary analysis and critical ability	Phase 5	Beginning AP German / French / Spanish IB Language B SL / HL	Beginning/ Developing Fluent Speakers 9, 10 IB Language A SL / HL
	Phase 6		Developing / Advanced Fluent Speakers 11, 12 IB Language A SL / HL

IB continuum pathway in *IB Language Acquisition Guide*, September 2014 and *Language and Learning in IB Programmes* page 21

All students in Grade 9 are required to study German in accordance with Swiss law. Furthermore, all students are required a language other than English for at least two years across Grades 9–12, reaching at least intermediate proficiency i.e. level II of foreign language acquisition.

The flow chart diagrams on pages 51 and 52 present the progression of courses for the Fluent Speaker and Language Acquisition Tracks.

Language Acquisition Courses

German I (European Framework Equivalent A1)

Grade: 9, 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: None

German I is designed for students with little to no knowledge of the German language. The course develops proficiency in the four basic skills of language: listening, speaking, reading and writing. The theme-based units cover such topics as introductions, school and family life, travel, shopping, hobbies, geography, culture and holidays. The grammar objectives include: the present tense, articles and pronouns in nominative, accusative and dative, imperative, and the present perfect. At the end of the course students will be given the opportunity to sit an external examination to receive the European Language certificate corresponding to their current level.

German II (European Framework Equivalent A2)

Grade: 9, 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German I. Experience shows that students are most successful in this course if they earned at least a C+ in their previous German course.

In German II students continue to develop proficiency in listening, speaking, reading and writing, but they are also introduced to more complex reading and grammar. Grammar points studied include: the past and future tenses, coordinating and subordinating conjunctions, the dative case, the difference between direct and indirect objects, and adjective endings. Students are expected to use German as the language of communication in the classroom and at the end of the course are expected to write and converse with some spontaneity. At the end of the course students will be given the opportunity to sit an external examination to receive the European Language certificate corresponding to their current level.

German III (European Framework Equivalent B1.1)

Grade: 9, 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German II. Experience shows that students are most successful in this course if they earned at least a C+ in their previous German course.

German III strives to bridge the gap between intermediate and advanced competence in German. This class is taught mostly in German and students are expected to use German as the language of communication in the classroom. Extensive time is dedicated to the study of advanced grammar (the passive voice, reflexive verbs, the genitive case, relative sentences, adjective endings, imperfect, and prepositional phrases) and emphasis is placed on the expansion and strengthening of students' reading, writing and speaking skills. At the end of the course, students will be given the opportunity to sit an external examination to receive the European language certificate corresponding to their current level.

German IV (European Framework Equivalent B1. 2)

Grade: 9, 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German III. Experience shows that students are most successful in this course if they earned at least C+ in their previous German course.

German IV is a theme-based course that is designed to build fluency and accuracy in both written and oral communication. Extensive practice in the organization and writing of a variety of text styles (compositions, essays, critiques, speeches, etc.) is emphasized. German IV grammar instruction builds on previously taught grammatical concepts, and covers topics such as the simple past, infinitive constructions, the subjunctive, the passive voice, subordinate clauses, adjective endings, idioms. At the end of the course students will be given the opportunity to sit an external examination to receive the European Language certificate corresponding to their current level.

German V (European Framework Equivalent B1+)

Grade: 9, 10, 11, 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German IV or completed B1 certificate.

Experience shows that students

are most successful in this course if they earned at least C+ in their previous German course.

From competence to excellence; German V is a theme-based course that is designed to go in depth in fluency and accuracy in both written and oral communication. Extensive practice in the organization and writing of a variety of text styles (compositions, essays, critiques, speeches, etc.) is emphasized. German V grammar instruction builds on reinforcing and consolidating previously taught grammatical concepts, and converse topics such as work/life balance, culture, art and literature, science and knowledge, expression and emotion in texts and future visions and perspectives. At the end of the course students will be able to express their views and opinions effectively in writing, and relate to those of others. They will also be able to read with a large degree of independence, adapting style and speed of reading to different texts and purposes for example, specialised texts, articles and reports or literary texts. In addition, they will use spoken language with a large degree of fluency, accuracy and effectiveness on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.

AP German Language and Culture (European Framework Equivalent B1.2/B2.1)

Grade: 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: Experience shows that students are most

successful in this course if they earned at least a

C+ in their previous German course.

AP German Language and Culture is designed to be the equivalent of a course taken during the first year of university in the United States and prepares students to take the AP exam in May. The course emphasizes the use of the language for active communication and strives to develop a strong command of vocabulary and structure; an understanding of spoken German in various conversational situations; the ability to read newspaper and magazine articles, contemporary fiction, and non-technical writings without the use of a dictionary; as well as fluency and accuracy in expressing ideas orally and in writing. Extensive practice in the organization and writing of compositions is also emphasized.

IB German ab initio SL (European Framework Equivalent A2/B1.1)

Grade: 11–12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: None

IB German *ab initio* SL is a two-year course designed for students who have no prior knowledge of the German language and plan to take the IB exam at the end of the second year. Using a communicative approach, students are introduced to the target language and its culture and learn to master a number of everyday situations in German. Reading, writing, speaking and listening will be equally stressed. The grammar taught in this course includes the present, the nominative, accusative and dative cases, the imperative, modal verbs and the present perfect.

IB German B SL (European Framework B2)

Grade: 11–12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German III. Experience shows that students

are most successful in this course if they earned at least a C+ in their previous German course.

IB German B SL is a two-year course designed to prepare students for the IB exam at the end of the second year. This course helps students develop their abilities in the four skill areas of listening, speaking, reading and writing in a wide variety of contexts. Emphasis is placed on the correct use of grammar and syntax in speaking and writing. Lessons center around cultural, social and political themes of German-speaking countries. Students study a variety of authentic publications such as newspaper articles, reports, official documents, documentaries and literary works. Students will also read a selection of literary texts.

IB German B HL (European Framework Equivalent B2)

Grade: 11–12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German III. Experience shows that students

are most successful in this course if they earned at least a C+ in their previous German course.

IB German B HL is a two-year course designed to prepare students for the IB exam at the end of the second year. This course helps students develop their abilities in the four skill areas of listening, speaking, reading and writing in a wide variety of contexts. Emphasis is placed on the correct use of grammar and syntax in speaking and writing. Lessons center around cultural, social and political themes of German-speaking countries. Students study a variety of authentic publications such as newspaper articles, reports, official documents, documentaries and literary works. Students will also read a selection of literary texts.

French I (European Framework Equivalent A1)

Grade: 9, 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: None

French I is designed for students with no knowledge of the French language. Students familiarize themselves with the basics of French grammar and spelling and acquire a vocabulary of roughly 700 words. Upon successful completion of this course, students will be able to confidently approach a number of everyday situations in French and write short, creative essays. The grammar taught in this course includes: pronouns, adjectives, the present tense, the imperative form, the near future and past tenses (recent past and perfect). At the end of the course students will be given the opportunity to sit an external examination to receive the European Language Certificate, the TELC (The European Language Certificates), corresponding to their current level.

French II (European Framework Equivalent A2)

Grade: 9, 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: French I or TELC A1 diploma. Experience shows that students are most successful in this course if they earned at least a C+ in their previous French course.

French II is a continuation of introductory French in which language skills are brought to a level enabling students to participate more fully in general conversation, to read more sophisticated passages, and to write with a firmer command of syntactic structures. Upon completion of this course, students will have expanded their vocabulary and be familiar with the following grammar principles: present tense, past tenses (imparfait and passé composé), imperative, future tense, reflexive verbs, pronouns (subject and object), prepositions and conjunctions. Students are expected to use French as the language of communication in the classroom. At the end of the course students will be given the opportunity to sit an external examination to receive the European Language certificate, the TELC (The European Language Certificates), corresponding to their current level.

French III (European Framework Equivalent B1.1/2)

Grade: 9, 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: French II or TELC A2 diploma. Experience shows that students are most successful in this course if they earned at least a C+ in their previous French course.

French III strives to bridge the gap between intermediate and advanced competence in French. This class is taught almost exclusively in French and students are expected to use French as the language of communication in the classroom. In this course, students engage in discussion topics that include abstract themes, review and expand their use of syntactic structures, read more sophisticated material, and view selected French films and documentary materials. Upon completion, students are expected to know most of the tenses and pronouns and be able to use a wide range of vocabulary and grammar structures in spoken and written form. At the end of the course students will be given the opportunity to sit an external examination to receive the European Language certificate, the TELC (The European Language Certificates), corresponding to their current level.

French IV (European Framework Equivalent B1.2/B2.1)

Grade: 9, 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: French III. Experience shows that students are most successful in this course if they earned at least a C+ in their previous French course.

French IV is a theme-based course that is designed to build fluency and accuracy in communication. It provides a continuation of grammar review at the advanced level, further development of oral expression through discussion and formal presentations, an introduction to the analysis of Francophone literature and film, and an overview of major events, including cultural developments affecting French thought. Students prepare written work in a workshop atmosphere in which rewriting and collaboration are encouraged in order to teach self-correction. At the end of the course students will be given the opportunity to sit an external examination to receive the European Language certificate, the TELC (The European Language Certificates), corresponding to their current level.

**AP French Language and Culture
(European Framework Equivalent B2.1)**

Grade: 9, 10, 11 or 12

*Subject Area / Course credit: World Language, 1 credit
Prerequisite: French IV. Experience shows that students are most successful in this course if they earned at least a C+ in their previous French course.*

AP French Language and Culture is designed to be the equivalent to a course taken during the first year of university in the United States and prepares students to take the AP exam in May. The course emphasizes the use of the language for active communication and strives to develop a strong command of vocabulary and structure; an understanding of spoken French in various conversational situations; the ability to read newspaper and magazine articles, contemporary fiction, and non-technical writings without the use of a dictionary as well as fluency and accuracy in expressing ideas orally and in writing. Extensive practice in the organization and writing of compositions is also emphasized.

IB French ab initio SL (European Framework Equivalent A2/B1.1)

Grade: 11–12

*Subject Area / Course credit: World Language, 1 credit
Prerequisite: None*

IB French ab initio SL is a two-year course designed for students who have no prior knowledge of the French language and plan to take the IB exam at the end of the second year. Using a communicative approach, students are introduced to the target language and its culture and learn to master a number of everyday situations in French. Reading, writing, speaking and listening are equally stressed. Upon completion of this course, student should be confident with the following grammar principles: present tense, past tenses, imperative, future tense, reflexive verbs, pronouns, prepositions and conjunctions. At the end of this course student will be given the opportunity to sit an external examination to receive the European Language certificate, the TELC (The European Language Certificates), corresponding to their current level.

**IB French B SL
(European Framework Equivalent B2.1)**

Grade: 11–12

*Subject Area / Course credit: World Language, 1 credit
Prerequisite: French III. Experience shows that students are most successful in this course if they earned at least a C+ in their previous French course.*

IB French B SL is a two-year course designed to prepare students to take the IB exam at the end of the second year. This course helps students develop their abilities in the four skill areas of listening, speaking, reading and writing in a wide variety of contexts. Emphasis is placed upon the correct use of grammar and syntax in speaking and writing French. Students are challenged to express their opinions through debates and discussions. Investigations are based on a variety of authentic publications such as newspaper articles, official documents and documentaries. Particular emphasis is placed on the development of oral skills.

**IB French B HL
(European Framework Equivalent B2)**

Grade: 11–12

*Subject Area / Course credit: World Language, 1 credit
Prerequisite: French III. Experience shows that students are most successful in this course if they earned at least a C+ in their previous French course.*

IB French B HL is a two-year course designed to prepare students to take the IB exam at the end of the second year. This course helps students develop their abilities in the four skill areas of listening, speaking, reading and writing in a wide variety of contexts. Emphasis is placed upon the correct use of grammar and syntax in speaking and writing French. Students are challenged to express their opinions through debates and discussions. Investigations are based on a variety of authentic publications such as newspaper articles, official documents and documentaries. Particular emphasis is placed on the development of oral skills. HL students are required to use more sophisticated language and read additional literary works.

Spanish I (European Framework Equivalent A1)

Grade: 9, 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: None

Spanish I is designed for students with no knowledge of the Spanish language. Students familiarize themselves with the basics of Spanish grammar and spelling and acquire a vocabulary of roughly 700 words. Upon successful completion of this course, students will be able to confidently approach a number of everyday situations in Spanish and write short, creative essays. The grammar taught in this course includes: pronouns, adjectives, the present, the imperative and past tenses (present perfect, simple past and indefinite past) of the most common verbs. At the end of the course students will be given the opportunity to sit an external examination to receive the European Language certificate, the DELE, corresponding to their current level.

Spanish II (European Framework Equivalent A2)

Grade: 9, 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: Spanish I. Experience shows that students are most successful in this course if they earned at least a C+ in their previous Spanish course.

Spanish II is conducted almost entirely in Spanish, building on acquired competence to progress beyond the beginning stages of language acquisition. Presentation of new language structures is followed by question and answer drills, conversations, written exercises, reading, and composition. Conversational skills are emphasized. Upon completion of this course students will have considerably expanded their vocabulary and be familiar with the following grammar principles: present tense, past tenses, the future tense, reflexive verbs, pronouns (subject and object), prepositions and conjunctions. At the end of the course students will be given the opportunity to sit an external examination to receive the European Language certificate, the DELE, corresponding to their current level.

Spanish III (European Framework Equivalent B1.1)

Grade: 9, 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: Spanish II. Experience shows that students are most successful in this course if they earned at least a C+ in their previous Spanish course.

Spanish III strives to bridge the gap between intermediate and advanced competence in Spanish. This class is taught almost exclusively in Spanish as the language of communication in the classroom. In this course, students engage in discussion topics that include a variety of themes, review and expand their use of syntactical structures, read more sophisticated material, and view selected Spanish films and documentary materials. Upon completion, students are expected to know most of the tenses and pronouns and be able to use a wide range of vocabulary and grammar structures in spoken and written form. At the end of the course students will be given the opportunity to sit an external examination to receive the European Language certificate, the DELE, corresponding to their current level.

Spanish IV (European Framework Equivalent B1.2)

Grade: 9, 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: Spanish III. Experience shows that students are most successful in this course if they earned at least a C+ in their previous Spanish course.

Spanish IV helps students develop their speaking and writing abilities in a wide variety of contexts. Emphasis is placed upon the correct use of grammar and syntax in speaking and writing Spanish. Students are challenged to express their opinions through debates and discussions. Investigations are based on a variety of authentic publications such as newspaper articles, official documents and documentaries. Particular emphasis is placed on the development of oral skills. At the end of the course students will be given the opportunity to sit an external examination to receive the European Language certificate, the DELE, corresponding to their current level.

***AP Spanish Language and Culture
(European Framework Equivalent B2.1)***

Grade: 10, 11, 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: Spanish IV

AP Spanish Language and Culture is designed as the equivalent of a first year university Spanish Language course in the United States and prepares high school students to take the AP exam at the end of the school year. The course emphasizes the use of the language in all kinds of communicative situations and helps students develop the ability to understand spoken and written Spanish in various contexts and to communicate with fluency in various situations. Students will have to increase their vocabulary in order to understand newspaper and magazine articles, literary texts, and other written works. Extensive training in the organization and writing of essays are also emphasized. The course includes as well, cultural topics of the various Spanish speaking countries.

***IB Spanish ab initio SL
(European Framework Equivalent A2/B1.1)***

Grade: 11–12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: None

IB Spanish ab initio SL is a two-year course designed for students who have no prior knowledge of the Spanish language and plan to take the IB exam at the end of the second year. Using a communicative approach, students are introduced to the target language and its culture and learn to master a number of everyday situations in Spanish. Reading, writing, speaking and listening are equally stressed. Upon completion of this course, student should be confident with the following grammar principles: present tense, past tenses, imperative, future tense, reflexive verbs, pronouns, verbal modes indicative and subjunctive, prepositions and conjunctions. At the end of this course student will be given the opportunity to sit an external examination to receive the European Language certificate, the DELE (Diploma of Spanish as a Foreign Language), corresponding to their current level.

***IB Spanish B SL
(European Framework Equivalent B2)***

Grade: 11–12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: Spanish III. Experience shows that students are most successful in this course if they earned at least a C+ in their previous Spanish course.

IB Spanish B SL is a two-year course designed to prepare students to take the IB Spanish B SL exam at the end of the second year. This course helps students develop their abilities in the four skill areas of listening, speaking, reading and writing in a wide variety of contexts. Emphasis is placed upon the correct use of grammar and syntax in speaking and writing Spanish. Students are challenged to express their opinions through debates and discussions. Investigations are based on a variety of authentic publications such as newspaper articles, official documents and documentaries. Particular emphasis is placed on the development of oral skills.

IB Spanish B HL (European Framework Equivalent B2)

Grade: 11–12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: Spanish III. Experience shows that students are most successful in this course if they earned at least a C+ in their previous Spanish course.

IB Spanish B HL is a two-year course designed to prepare students to take the IB Spanish B HL exam at the end of the second year. This course helps students develop their abilities in the four skill areas of listening, speaking, reading and writing in a wide variety of contexts. Emphasis is placed upon the correct use of grammar and syntax in speaking and writing Spanish. Students are challenged to express their opinions through debates and discussions. Investigations are based on a variety of authentic publications such as newspaper articles, official documents and documentaries. Particular emphasis is placed on the development of oral skills. HL students are required to use more sophisticated language and read additional literary works.

Fluent Speakers

German 9 Standard for Fluent Speakers

Grade: 9

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German 8 or teacher recommendation

This course is designed to instruct fluent speakers of German to prepare them for an IB German A course or the German 11/12 for Fluent Speakers course. Students become successful readers of both literary and non-literary texts, and develop their writing skills for a variety of purposes and audiences. Emphasis is placed on the development of textual analysis, essay writing, creative writing, presentations and discussions. They also learn about major rhetorical devices and their various functions.

German 9 Studies for Fluent Speakers

Grade: 9

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German 8 or teacher recommendation

This course is designed for students who speak German fluently, either because they have previously been instructed in a German for fluent speakers class, or because one or both parents are native German speakers. These students mainly need to improve their written skills to be able to choose the IB German A Language and Literature SL and IB German A Literature SL option, or the German 11/12 for Fluent Speakers course. Students become successful readers of both literary and non-literary texts, and develop their writing skills for a variety of purposes and audiences. Emphasis is placed on the development of textual analysis, essay writing, creative writing, presentations and discussions. They also learn about major rhetorical devices and their various functions. Additional support is given in improving vocabulary and grammar skills in order to develop the student's academic language.

German 10 Standard for Fluent Speakers

Grade: 10

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German 9 Standard or teacher recommendation

This course is designed to instruct fluent speakers of German to prepare them for an IB German A course or the German 11/12 for Fluent Speakers course. Students become successful readers of both literary and non-literary texts, and develop their writing skills for a variety of purposes and audiences. Emphasis is placed on the development of textual analysis, essay writing, creative writing, presentations and discussions. They also learn about major rhetorical devices and their various functions.

German 10 Studies for Fluent Speakers

Grade: 10

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German 9 Studies or teacher recommendation

This course is designed for students who speak German fluently, either because they have previously been instructed in a German for fluent speakers class, or because one or both parents are native German speakers. These students mainly need to improve their written skills to be able to choose the IB German A Language and Literature SL and IB German A Literature SL option, or the German 11/12 for Fluent Speakers course. Students become successful readers of both literary and non-literary texts, and develop their writing skills for a variety of purposes and audiences. Emphasis is placed on the development of textual analysis, essay writing, creative writing, presentations and discussions. They also learn about major rhetorical devices and their various functions. Additional support is given in improving vocabulary and grammar skills in order to develop the student's academic language.

German 11/12 for Fluent Speakers

Grade: 11, 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German 10 or teacher recommendation

German 11/12 is a high school diploma course fluent speakers of German which develops close reading and advanced writing skills required for entry in post-secondary education. Modeled on elements of the IB course, German 11/12 seeks to build skills in preparation for advanced German course work in subsequent years including university level reading and writing. German 11 and German 12 are taught concurrently.

IB German A: Language and Literature SL

Grade: 11–12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German 10 Studies Standard or teacher recommendation

IB German A: Language and Literature is a two-year literature and language based course for fluent speakers of German designed to prepare them to take the IB exam at the end of the second year. Students will be engaged in literature and different topics in linguistics like language in a cultural context and the use of language in the media. Students are encouraged to write accurately in a variety of styles and in different voices, matching style to content. SL students have less class time than HL students.

IB German A: Language and Literature HL

Grade: 11–12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German 10 Standard or teacher recommendation

IB German A: Language and Literature HL is a two-year literature and language based course for fluent speakers of German designed to prepare them to take the IB exam at the end of the second year. Students will be engaged in literature and different topics in linguistics like language in a cultural context and the use of language in the media. Students are encouraged to write accurately in a variety of styles and in different voices, matching style to content. HL students have more class time than SL students.

IB German A: Literature SL

Grade: 11–12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German 10 Studies or Standard or teacher recommendation

IB German A: Literature SL is a two-year literature-based course for fluent speakers of German designed to prepare them to take the IB exam at the end of the second year. The course concentrates on the examination of a variety of works from different periods, genres, styles, and contexts. Students study literature in a sensitive, yet critical manner, and become aware of the author's sense of purpose as well as the relationship between content and style. SL students have less class time than HL students.

IB German A: Literature HL

Grade: 11–12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: German 10 Standard or teacher recommendation

IB German A: Literature HL is a two-year literature-based course for fluent speakers of German designed to prepare them to take the IB exam at the end of the second year. Emphasis is placed on studying a variety of works from different periods, genres, styles, and contexts. Students study literature in a sensitive, yet critical manner, and become aware of the author's sense of purpose as well as the relationship between content and style. HL students have more class time and are supposed to incorporate greater literary analysis into their written work.

French for Fluent Speakers

Grade: 9, 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: Teacher recommendation

This course is for students who speak French fluently, either because they have lived in a French-speaking country for a number of years or because one or both parents are native French speakers. These students mainly need to improve their writing skills in order to have the possibility to choose the Language A option in the IB Programme. The focus of this course will be on language structure, grammar, spelling and vocabulary in order to enable students to write and communicate more effectively. Furthermore, they will practice reading comprehension, using both literary and nonfiction texts from authentic French sources. The class will be conducted exclusively in French and students will have the opportunity to further develop their oral language skills in a higher level environment.

IB French A: Language and Literature SL

Grade: 11–12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: French for Fluent Speakers 10 course or teacher recommendation

IB French A: Language and Literature is a two-year literature and language based course for mother tongue students designed to prepare them to take the IB exam at the end of the second year. Students will be engaged in literature and different topics in linguistics like language in a cultural context and the use of language in the media. Students are encouraged to write accurately in a variety of styles and in different voices, matching style to content. SL students have less class time than HL students.

IB French A: Language and Literature HL

Grade: 11–12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: French for Fluent Speakers 10 course or teacher recommendation

IB French A: Language and Literature HL is a two-year literature and language based course for mother tongue students designed to prepare them to take the IB exam at the end of the second year. Students will be engaged in literature and different topics in linguistics like language in a cultural context and the use of language in the media. Students are encouraged to write accurately in a variety of styles and in different voices, matching style to content. HL students have more class time than SL students.

Spanish for Fluent Speakers

Grade: 9, 10, 11 or 12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: Teacher recommendation

This course is for students who speak Spanish fluently, either because they have lived in a Spanish-speaking country for a number of years or because one or both parents are native Spanish speakers. These students mainly need to improve their writing skills in order to have the possibility to choose the Language A option in the IB Programme. The focus of this course will be on language structure, grammar, spelling and vocabulary in order to enable students to write and communicate more effectively. Furthermore, they will practice reading comprehension, using both literary and nonfiction texts from authentic Spanish sources. The class will be conducted exclusively in Spanish and students will have the opportunity to further develop their oral language skills in a higher level environment.

IB Spanish A: Language and Literature SL

Grade: 11–12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: Spanish for Fluent Speakers 10 course or teacher recommendation

IB Spanish A: Language and Literature is a two-year literature and language based course for mother tongue students designed to prepare them to take the IB exam at the end of the second year. Students will be engaged in literature and different topics in linguistics like language in a cultural context and the use of language in the media. Students are encouraged to write accurately in a variety of styles and in different voices, matching style to content. SL students have less class time than HL students.

IB Spanish A: Language and Literature HL

Grade: 11–12

Subject Area / Course credit: World Language, 1 credit

Prerequisite: Spanish for Fluent Speakers 10 course or teacher recommendation

IB Spanish A: Language and Literature HL is a two-year literature and language based course for mother tongue students designed to prepare them to take the IB exam at the end of the second year. Students will be engaged in literature and different topics in linguistics like language in a cultural context and the use of language in the media. Students are encouraged to write accurately in a variety of styles and in different voices, matching style to content. HL students have more class time than SL students.

Theory of Knowledge

IB Theory of Knowledge

Grade: 11–12

Subject Area/ Course credit: All, 0.5 credits per year

Prerequisite: Required for all IB Diploma students

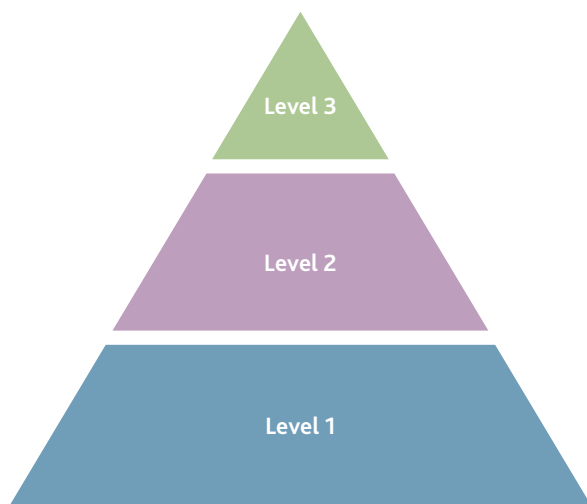
Theory of Knowledge is a compulsory two-semester course for all IB diploma students. The course examines critically the knowledge claims made in the various subject areas and analyzes the methods used to ascertain truth in the separate disciplines. The different ways of knowing are evaluated and compared and their roles in different areas of knowledge are assessed. The influences of culture, language and ethics in our ways of knowing are examined.

Learning Support

Inclusion

ZIS welcomes and celebrates diversity among our student population for the mutual benefit of all. We support an inclusive model of education that serves a managed number of students representing a full range of learning profiles including mild, moderate and intensive needs. The goal of our inclusive model is to provide high quality and challenging learning experiences purposefully meeting the needs of all learners. The whole community shares common rights and responsibilities, working collaboratively towards fulfilling the ZIS Mission, Learning Principles, and Character Standards.

ZIS Multi-Level Support Structure (MLSS)



Level 3

Students formally enrolled in support services, including learning and/or language/counseling support – total around 15% of school population

— Intensive: 1% / Moderate: 2–3% / Mild: 11–13%

Movement from Level 2 to Level 3 happens after full neuropsychological evaluation

Level 2

Short-term intervention e.g. counseling, literacy, maths, language

— Variety of service providers / Maximum 2 sets of 8 weeks typically

Level 1

Proactive for all students by design e.g. curricular, student life, learning principles, advisory, differentiated instruction

— Shared responsibility by all stakeholders

Learning Support

Grade: 9, 10, 11, 12

Subject Area / Course credit: Student Support, Course credit received, non-graded class

Prerequisite: Teacher recommendation

Learning Support aims to promote and provide academic support services to help students realize their educational goals. Support is provided so that students develop the following skills and competencies:

- Positive student habits (study strategies, time-management, goal-setting, reflection)
- Academic skills
- Self-awareness
- Self-advocacy
- Independence

Support is offered for students on a one-to-one basis or in small groups. Learning Support Teachers assist students in developing strategies to help them achieve success within their mainstream classes. Teachers work closely with the Counselor, Grade Level Leaders, the AP and IB Coordinators and the Assistant Principals ensuring that the needs of students are appropriately met. Learning Support Teachers also work closely with classroom teachers to facilitate differentiation, accommodations and modifications.

Students with diagnosed learning difficulties have an Individual Education Plan (IEP) so that all adults understand how best to accommodate for their different learning needs in the classroom. Learning Support is scheduled into the student's timetable and students may receive credit for participating in the course and demonstrating progress.

Online Learning/Independent Study

Pamoja Education

Pamoja Education is the only online course provider that has been licenced by IB to offer IB courses online. Pamoja online IB Diploma Program courses provide students with a global learning experience, preparing them for an internet enabled world. Over 450 schools around the world currently work with Pamoja in order to: provide additional course choices for students; build more flexibility into student timetables; provide students with a broader educational experience; and accommodate students who transfer from another school.

Virtual High School

Upper School students are able to take Virtual High School (VHS) courses as part of their academic program. Most VHS courses last one semester and are worth 0.5 credits each. The VHS Coordinator will provide an orientation into the VHS program and will monitor and support the students throughout their course of study. VHS students are expected to login into their course five times a week. For more information about VHS visit: <http://thevhscollaborative.org/>

Independent Study

Independent study credit may be earned by students in Grades 11 and 12 under the following conditions:

- a. The proposed study may not be substituted for an existing and/or required course, unless unavoidable scheduling conflicts arise;
- b. The proposed study may be completed by enrolling in a course or doing research at an institution other than ZIS;
- c. No more than one full credit of independent study may be counted towards credit requirements for graduation;
- d. Independent study proposals must be submitted in writing to the Assistant Principal and/or Principal. The proposal must be detailed, specific, and approved by the Assistant Principal and/or the Principal in order to be awarded credit.