



**International
School of Panama**

HIGH SCHOOL COURSE CATALOG

AND PLANNING GUIDE

2021-2022 SCHOOL YEAR

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ISP MISSION:

We will educate and inspire our students to reach their full potential and contribute to the world by providing an exemplary English language education enriched by our multicultural community.

INTRODUCTION

This High School Course Catalog and Planning Guide is designed to assist our students and parents in choosing the high school program and courses that match the student's interests, abilities, needs, and educational goals. Full course descriptions are provided for all courses to be offered in the 2021 – 2022 school year. Students should consider a variety of factors in choosing a program and courses. These include:

- Will they pursue the MEDUCA Diploma, and/or the International Baccalaureate (IB) Diploma or Innovation and Entrepreneurship Certificate, along with the ISP Diploma and/or MEDUCA Diploma?
- What will they study at university?
- In what country are they likely to attend university?

Because of the complexities of these decisions, students and parents are encouraged to consult with key faculty, including counselors, the IB Coordinator, staff overseeing the MEDUCA program, etc.

ISP DIPLOMA AND GRADUATION REQUIREMENTS

All students at ISP follow the ISP Diploma track and follow the graduation requirements listed below. The following are the minimum credits required in each subject area. It is expected that most students will exceed the requirements in some or all of these areas. One-half credit is awarded for each semester provided the student earns a final grade of 60 percent or above.

Subject Area Credits Required

- English 4
- Spanish 4
- Mathematics 3 (4 recommended)
- Science 3 (4 recommended)
- Social Science 3 (4 recommended)
- Early Panamanian History 0.5
- Modern Panamanian History 0.5
- Panamanian Civics 0.5
- Panamanian Geography 0.5
- Visual And Performing Arts (VAPA) 1
- Physical Education 1.5
- Electives 4.5

Total 24

THE MEDUCA DIPLOMA (FORMERLY PANAMANIAN DIPLOMA)

Students are strongly encouraged to pursue the MEDUCA Diploma (along with the ISP Diploma) as this nationally recognized diploma is often required for admission to colleges and universities. The following requirements must be met in order to earn the MEDUCA Diploma, which are nearly the same as the requirements for the ISP Diploma.

Course requirements for the MEDUCA Diploma include the following:

- Early Panamanian History
- Modern Panamanian History
- Panamanian Civics
- Panamanian Geography
- Chemistry
- Physics
- Biology
- 4 years of mathematics
- Spanish for every year the student is at ISP
- Philosophy or TOK

Other requirements:

- Participation in the November 3rd march: In 9th grade, students participate in the Fiestas Patrias march. For this protocol, there are two practices on the week prior to November 3rd. Students who can't attend the march during their required year, due to unforeseen circumstances, will have to march the following year. Students who enter ISP after 9th grade will have to march during the year that they enter ISP.
- Must do convalidation of documents (coordinate this with the Admissions Department)
- Service hours: Students must complete 80 direct service hours.

Any questions regarding the MEDUCA Diploma should be addressed to: Alida Garcia de Paredes
agdp@isp.edu.pa

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME

Beginning in grade 11, students have the option of pursuing the International Baccalaureate (IB) Diploma. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is not based on the curriculum of any individual country but incorporates the best elements of many. Students may register for individual IB courses or for the full IB Diploma. Any questions regarding the IB Programme should be addressed to the IB Coordinator: Andrew Lin alin@isp.edu.pa

IB Core Requirements

Theory of Knowledge (ToK)

Students must complete an interdisciplinary course called Theory of Knowledge (ToK). This course is designed to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. The key element in the IBO's educational philosophy, TOK seeks to develop a coherent approach to learning, which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives while keeping the individual learner at its center.

Extended Essay (EE)

Students must undertake original research and write an extended essay of no more than 4,000 words. This offers the opportunity to investigate a topic of special interest from within one of the student's six examination subjects. It also acquaints students with the kind of independent research and writing skills expected at university.

Creativity, Activity, and Service (CAS)

Participation in the Creativity, Activity, and Service (CAS) is intended to develop a student's creative, artistic and physical well-being. Through participation in CAS activities, students are encouraged to develop, explore, and share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. Involvement in CAS must span a minimum of 18 months of the IB Diploma Programme. Any questions regarding CAS should be addressed to the IB Coordinator

IB Diploma Subject Requirements

Diploma candidates are generally required to select one subject from each of the six subject groups. Three subjects are taken at Higher Level (HL) and three at Standard Level (SL). Hence, over a two-year period. The six groups are listed below:

- Group 1 - Studies in Language and Literature
- Group 2 - Language Acquisition
- Group 3 - Individuals and Societies
- Group 4 - Sciences
- Group 5 - Mathematics
- Group 6 - The Arts

Options:

Students can take one additional Group 3 or 4 subject instead of a Group 6

Students can take two Group 1 subjects instead of one Group 1 and one Group 2

Students can take the interdisciplinary course ESS, which counts as **both** Group 3 and Group 4, which means they can take another additional subject instead of their Group 3 or Group 4 requirements.

If students take Spanish A, they will be eligible for a **Bilingual IB Diploma**, as long they score a **3 or higher in Spanish A and a 3 or higher in at least one of their Group 3 or Group 4 subjects**. A Bilingual IB Diploma demonstrates competency in at least 2 languages.

INNOVATION AND ENTREPRENEURSHIP CERTIFICATE (IEC)

Program Outline: The Innovation and Entrepreneurship Course is open to all students who have a passion for technology, design and entrepreneurship. It is a two-year pathway that engages students in unique, personalized learning experiences. Students will understand how to gather and analyze data, refine research and reasoning skills, create innovative and creative solutions, communicate clearly, address complex and authentic problems, plan and track projects.

The core of the pathway is four semesters of Innovation and Entrepreneurship. Each half credit, semester long course is based on design thinking and project based learning. In 11th grade, the Innovation and Entrepreneurship course is centered upon case studies and short-term personal and group projects connected to real-world problems, and an entrepreneurship project. In 12th grade, students identify a specific problem to solve or a system to improve and create a year-long project, culminating in a presentation to the faculty and broader community.

Throughout both years of the program emphasis is placed on authentic experiences including internships, service

learning, entrepreneurship and community engagement. In addition to the credit awarded for the Innovation and Entrepreneurship course, students can apply for 0.5 credits per semester for engaging in extracurricular engagements detailed below.

To receive the certificate, students must meet the following requirements in addition to four semesters of Innovation and Entrepreneurship:

- 1 semester of Technology for Innovation - taken either before 11th grade or during the first semester of junior year (Note: Students beginning the IEC program in 2020-2021 can use any introductory technology course previously offered at ISP to meet this pre/co-requisite).
- 1 additional semester of technology or arts-technology over the program's course. Qualifying courses are:
 - Computer Studies 2 (Physical Computing) (Tech)
 - Robotics 2 (Tech)
 - Advanced Topics in Technology (Tech)
 - Graphic Design 1 or 2 (VAPA)
 - Digital Photography 1 or 2 (VAPA)

HIGH SCHOOL COUNSELING

The high school counseling department serves all students in a comprehensive program that addresses social / emotional, academic, and career/college planning within a global perspective. Counselors are available to students, families and staff as a resource. Information is also shared through the Advisory Program, Parent Coffee meetings, formal presentations, and the Dolphin Dispatch. Three counselors serve all students, staff and families, however students are assigned to a specific counselor for individualized attention. Assignment is according to the grade and first initial of the student's last name. Students will receive their counselor assignment in the spring of each school year.

Jeff Mostade – jmostade@isp.edu.pa (Grade 9-10)

Jennifer Tassell - jtassell@isp.edu.pa (Grade 11-12 last names A-K)

Dave Lalonde – dlalonde@isp.edu.pa (Grade 11-12 last names L-Z)

HIGH SCHOOL ADVISORY PROGRAM

All students and teachers participate in Advisory. These small groups are grade-level specific and meet weekly. The students and teacher come to know each other well, providing support for all students as they work their way through their high school career at ISP. In addition to building a strong student-advisor relationship, programming in Advisory will address the developmental needs of a college bound student population.

Course Selections All students must take a full load of classes each semester including one or more classes in each of the core academic areas: English, Spanish, Mathematics, Science, and Social Science -- plus other required or elective courses. Students should consult with their counselor, teachers, parents, and the IB coordinator in order to choose the most appropriate courses.

“BEST FIT” PHILOSOPHY STATEMENT

At the International School of Panama we counsel and strongly encourage families to select an academic program that is guided by the “Best Fit” philosophy. It is not expected, nor recommended, that all 11th and 12th grade students pursue the IB Diploma. Student should choose the program of study that emphasizes the following:

- Develops the student’s strengths, interests, and passions
- Matches the student's learning style
- Challenges the student to grow and develop into a vibrant member of our learning community
- Prepares the student to pursue their preferred course of study in the country of their choosing

Learning what you like and what you’re good at will better prepare you for college than agonizing over what will “look good” to admission officers. — Cornell University

We expect that you have taken a rigorous curriculum and chosen from among the most demanding courses available to you. It isn’t necessary to have loaded your schedule with every advanced course offered at your school. But if such courses are available to you, we expect that you have taken advantage of many of them. — Stanford University

INTERNATIONAL BACCALAUREATE COURSES

Theory of Knowledge (ToK) – 2250 (Y1), 2251 (Y2)

Grade Level: 11 and 12

Prerequisite: None

Three semester course, 1.5 credits

Required for all IB Diploma candidates and recommended for all ISP high school students. TOK is taken for a total of three semesters. The Theory of Knowledge course aims to develop students’ critical thinking abilities. The course asks students to examine the nature of knowledge itself, including how it is constructed, shared and evaluated through the framework of: scope, perspective, methods and tools, and ethics. Students are encouraged to critically evaluate themselves as knowers. TOK explores the areas of knowledge of: mathematics, the natural and human sciences, the arts and history. All students are required to write a formal TOK essay and complete an internally assessed exhibition. For IB Diploma and Certificate candidates, the essay (maximum 1600 words) will be externally assessed. There is no IB examination for TOK. This course also is the vehicle for CAS, and the TOK teacher will be the student’s CAS Advisor for their CAS Program. Students will learn about CAS and have regular check-ins regarding CAS throughout the full 2 years, even after the TOK course officially ends after the 3rd semester.

TECHNOLOGY AND INNOVATION/ENTREPRENEURSHIP COURSES (IEC)

Innovation Certificate - Year 1 (Design Thinking) - 2680

Grade Level: 11

Prerequisites: Technology for Innovation, and 1 additional Technology or Tech-arts course

Year-long course, 1 credit

The Innovation Entrepreneurship Certificate (IEC) core course engages students in personalized learning experiences that result in the solution to a real- world problem or the improvement of an actual system. The Design Thinking process will be used to come up with solutions to these problems.

Innovation Certificate - Year 2 (Project) - 2681

Grade: 12

Prerequisites: Innovation Certificate - Year 1 (Design Thinking)

Year-long course, 1 credit

The IEC year 2 course is a continuation of the year 1 course which focuses on a larger personal project. It combines four semester long courses with real world experiences, Hackathon competitions, field studies and apprenticeships as well as the additional course requirements detailed above. Students will collaborate with peers, ISP faculty, and community-based mentors in their field of interest. A final presentation before a review panel is required.

Technology for Innovation - 2605

Grade Level: 9-12

Prerequisite: None

Semester-long course, 0.5 credits

Technology for Innovation is an overview of computers and computer science focused on problem-solving skills and computational practices for all students, regardless of background. The course provides an intro to computer studies, computer science, and interaction design. In this one semester course students will complete projects using basic coding, basic software design, website or phone app design, and robotics. The course utilizes ISTE standards and is a pre/co-requisite for participation in the IEC program.

Computer Studies 2 (Physical Computing) - 2602

Grade Level: 9-12

Prerequisite: Technology for Innovation

Semester-long course, 0.5 credits

Physical computing is defined as "building interactive physical systems by the use of software and hardware that can sense and respond to the analog world." Students will learn the basics of physical computing using Arduino and C++ programming. This course is geared towards those who are interested in pursuing the field of Computer Science, Engineering, or Math.

Robotics 2 - 2616

Grade Level: 9-12

Prerequisite: Technology for Innovation

Semester-long course, 0.5 credits

This course provides an overview of robot mechanisms, dynamics, and intelligent controls. Students will design and fabricate working robotic systems in group-based projects. Vex or other robotic system challenges will be explored that satisfy competition requirements.

Advanced Topics in Technology - 2606

Grade Level: 9-12

Prerequisite: Technology for Innovation

Semester-long course, 0.5 credits

This course is for students who have already completed Technology for Innovation and are interested in pursuing further independent projects in any of these areas. Students need instructor approval for this course. Students and instructors will work together to design and assess successful completion of projects.

ENGLISH COURSES

English 9 - 2000

Grade Level: 9

Prerequisite: None

Year-long course, 1 credit

Throughout the English 9 course students will develop the four aspects of language (Reading, Writing, Speaking and Listening) as they interpret and respond to a variety of texts and genres. Students will study themes, character motivations, narrative voices, and conflicts. Students will learn to effectively organize ideas and write using evidence from the text according to audience and purpose. Students will work to recognize, appreciate and interpret the effect of an author's techniques on the reading experience and make critical and relevant connections between human experience and literature.

English 10 - 2001

Grade Level: 10

Prerequisite: None

Year-long course, 1 credit

English 10 offers a multi-genre literature study accompanied with writing instruction in preparation for both IB courses in the junior and senior year. In line with IB Literature, students study and write literary criticism related to poetry, drama and fiction texts; however, they also study a variety of rhetorical strategies in preparation for IB Language and Literature. Nonfiction texts are also a feature of English 10, enhancing and informing language study in each unit. The course is designed to create critical readers, writers and thinkers in alignment with the curriculum as a whole with an emphasis on real-world application and citizenship. A year-long capstone inquiry research project underlines all of the practices in English 10 and provides opportunities for students to learn about research citation and documentation in line with their own interests.

English 10: Advanced Literature and Writing - 2009

Grade Level: 10

Prerequisite: Recommendation from English 9 teacher is suggested

Year-long course, 1 credit

This course is designed to provide strong readers and writers with an opportunity to polish their skills in literary analysis, academic and creative writing, and public speaking. The course prepares students to enter either IB Language and Literature SL or IB Literature HL and is structured to prepare students to take the course at a higher level. Students will have the opportunity to:

- Develop their writing beyond a "formula" in order to develop an individual style and make the best choices for a specific objective
- Develop presentational skills for an array of situations, including student-led discussions
- Study texts from a variety of genres, time periods, and authors and begin to apply different schools of literary criticism
- Use annotation to perform a close reading of texts and evaluation of author's choices
- Deepen their understanding of texts through both informal discussion and Socratic Seminars, independent reading, and Literature Circles

This class is designed for students who have successfully acquired basic reading and writing skills in earlier grades and are ready for a challenge. This class will work at a quicker pace and students will give students an opportunity to work more independently. All English 10 students will participate in a Capstone Project in which they will individually select a topic of their choice. Throughout this project, they will conduct research, write a research paper, and complete one of the three projects: teaching a lesson, taking an action on a global issue, or creating art or science.

English 11 & English 12 - 2006 (Gr11), 2007 (Gr12)

Grade Level: 11 and 12

Prerequisite: None

Two-year course, 2 credits

English 11 & 12 is a non-IB course that provides authentic reading, writing, and speaking experiences delivered using modules focusing on improving skills in WRITING including analysing literature, business writing, research and presentation; SPEAKING including public speaking and verbal communications ; LISTENING including interpersonal communications and interviewing skills and READING including reading and analyzing at least two novels. The overall goal of this course is to increase students' ability to be a better communicator.

IB English B: Higher Level – 2036 (Y1), 2038 (Y2)

Grade Level: 11 and 12

Prerequisite: Successful completion of English 10 and recommendation from EAL support teacher or Grade 10 English teacher.

Two-year course, 2 credits

Students taking English B must take Spanish A: Language and Literature.

IB English Language B is designed as an alternative to IB Language & Literature or IB Literature courses. This course is designed for students with intermediate to advanced English skills who would benefit from continued attention to grammar and authentic writing styles. In this course, all students participate in interactive and individual oral presentations and write blogs, brochures, letters, speeches, journal entries and other forms of writing as well as written responses to global topics. HL includes the reading of two literary works and writing in response to literature. IB English Language B students also have the option of selecting IB English Language B as their Extended Essay subject area.

IB English A: Literature Higher Level - 2031 (Y1), 2033 (Y2)

Grade Level: 11 and 12

Prerequisite: Recommendation from English 10 teacher is suggested

Two-year course, 2 credits

The IB Diploma Program Language A (English): Literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. The course is organized around three interwoven aspects: Reader, Writer & Text, Time & Space and Intertextuality. In "Reader, Writer, & Text," the formal analysis of texts is combined with a study of the way literary conventions shape the reader's response to the text. In "Time & Space," students completing this course will have a thorough knowledge of a range of literary genres – including poetry, novel, creative non-fiction, short story and drama – and an understanding of their historical and cultural backgrounds. The course addresses intertextuality as students compare and contrast various features of the texts with each other in relationship to global issues. By the end of the course, they will have developed skills of analysis and the ability to support an argument in clearly expressed writing and in oral commentary. Students will also have developed a reflective learning portfolio that supports their reflective process throughout the course. This course will enable them to succeed in a wide range of university courses, particularly in courses requiring close textual analysis such as law, philosophy, language and liberal arts.

IB English A: Language and Literature Standard Level - 2020 (Y1), 2022 (Y2)

Grade Level: 11 and 12

Prerequisite: Recommendation from English 10 teacher is suggested

Two-year course, 2 credits

Language and Literature seeks to expose students to a wide variety of texts, which span a variety of genres, times, places, and cultures. Literary study includes novels, poetry, social commentary, journalism, and much, much more. The course not only examines how cultures have shaped language but also how language shapes culture. This will aid students in better understanding ourselves and the cultures in which they live. Students will respond to texts in a variety of ways, such as through oral commentary, class discussion, research, debate, literary analysis, and creative response. Students are expected to assess the texts using thoughtful, critical, and personal responses that provide insightful understanding

MODERN LANGUAGE COURSES

Spanish 9 – 2110

Grade Level: 9

Prerequisite: Language skills necessary for oral expression, reading, writing, and reading comprehension.

Year-long course, 1 credit

The course Regular Spanish is a theoretical and practical course. It involves instruction of Spanish language covering the areas of oral expression and communication, reading comprehension, language structure, writing and literature in order to achieve the correct and effective use of Spanish language in contexts of everyday use. Ninth-grade Regular Spanish class develops through individual and group workshops, discussion in class, reading circles for literary analysis and comments, group dynamics, presentations, investigations, drama, literary texts creations, projects and other activities.

Spanish 10 – 2111

Grade Level: 10

Prerequisite: Successful completion of Spanish 9 or equivalent

Year-long course, 1 credit

A course in Spanish language and literature that aims to develop students' skills (listening, speaking and writing, etc.), knowledge and use of the Spanish language in its grammatical and communication aspects, and focused in the interest of literature, from a cultural perspective, through historical and practical components, with emphasis on literary analysis, as required for IB courses.

Spanish 9 Paced - 2114

Grade Level: 9

Prerequisite: Recommendation by teacher

Year-long course, 1 credit

Teachers should recommend students for this course who are fluent or near-fluent in Spanish but have limited background in or demonstrated abilities with the academic application of Spanish. Highly advanced students coming from language acquisition courses can also enroll in this class upon recommendation by their teacher. Spanish 9 Paced follows the curriculum of language A Spanish 9, but with scaffolding for students who may have gaps in writing and reading skills. Students will advance to Spanish 10 Support or language A Spanish 10 after completing this course depending on teacher recommendation.

Spanish 10 Paced - 2115

Grade Level: 10

Prerequisite: Spanish 9 Paced or recommendation by teacher

Year-long course, 1 credit

Students can advance to Spanish 10 Paced after completing Spanish 9 Paced. This course is designed for students who are fluent or near-fluent in Spanish but have some gaps in their academic language abilities. Highly advanced students coming from language acquisition courses can also enroll in this class upon recommendation by their teacher. Spanish Paced 10 follows the curriculum of language A Spanish 9, but with scaffolding for students who may have gaps in writing and reading skills. Students will advance to either IB Spanish A Language and Literature or IB Spanish B Higher Level.

IB Spanish A: Language and Literature Standard Level – 2140 (Y1), 2142 (Y2)

IB Spanish A: Language and Literature Higher Level – 2141 (Y1), 2143 (Y2)

Grade Level: 11 and 12

Prerequisite: None

Two-year course, 2 credits

This course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and nonliterary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the Spanish language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. *Please note that Extra Instructional Time (EIT) is required for HL students.*

Spanish SAL A - 2105

Grade level: 9-10

Prerequisite: None

1-year long course, 1 credit

This course is designed to provide students with the necessary skills to communicate successfully in an environment where the language studied is spoken. SAL A course develops students' linguistic abilities through the development of receptive, productive, and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language SAL A is a Spanish language acquisition course for students with no prior experience of the target language, or for those students with very limited knowledge of the language. SAL A and IB Spanish ab Initio Year 1 are equivalent to one another; because of this, students in these groups may be taught together or separately, depending on enrollment

Spanish SAL B - 2106

Grade level: 9-10

Prerequisite: SAL A or 1 - year novice level Spanish skills

1-year long course, 1 credit

This course is designed to provide students with the necessary skills to communicate successfully in an environment where the language studied is spoken. SAL B course develops students' linguistic abilities through the development of receptive, productive, and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language SAL B is a Spanish language acquisition course for students with some prior experience and knowledge or for those students with at least 1 year of formal exposure to the target language. SAL B and IB Spanish ab Initio Year 2 are equivalent to one another; because of this, students in these groups may be taught together or separately, depending on enrollment.

Spanish SAL C - 2107

Grade level: 9-10

Prerequisite: SAL B or two years of formal Spanish exposure

1-year long course, 1 credit

This course is designed for students who have completed SAL B or who have approximately two years of Spanish experience reaching a low intermediate level. At this level, students understand phrases, most common vocabulary on topics of personal interest, can understand the main idea of short messages and announcements, can read very short and simple texts, and can write notes, messages, and personal letters.

Advanced Themes in Spanish Acquisition 1 - 2112

Grade level: 9-10

Prerequisite: SAL C, three years of formal Spanish exposure, or recommendation from teacher

1-year long course, 1 credit

The course is designed for all students who have reached a high intermediate Spanish level. At this level students understand the main ideas of a standard conversation, understand texts and descriptions related to everyday life, can link simple sentences and give reasons and explanations, can participate spontaneously in a conversation that deals with everyday topics, and can write simple and well-linked texts and write personal letters describing experiences. Students in advance theme 1 are candidates to be enrolled in IB Language B as juniors. The main focus of Advanced Themes is improving linguistic competence through diverse contexts. Students in Advanced Themes 1 and 2 may be taught together or separately, depending on enrollment.

Advanced Themes in Spanish Acquisition 2 - 2113

Grade level: 9-10

Prerequisite: Advanced themes 1, four years of formal Spanish exposure, or recommendation from teacher

1-year long course, 1 credit

The course is designed for all students who have reached a high proficiency Spanish level. At this level, students understands extensive reading and conversation and most movies and TV news, can read articles, reports, and also understands contemporary literary prose, can interact fluently and spontaneously and take an active part in discussions, and can write clear and detailed texts, essays or reports transmitting information or giving reasons for or against. Students in advance theme 2 are candidates to be enrolled in IB Language B as juniors. The focus of Advanced Themes is improving linguistic competence through diverse contexts. Students in Advanced Themes 1 and 2 may be taught together or separately, depending on enrollment.

IB Spanish Ab Initio Standard Level - 2120 (Y1), - 2121 (Y2)

Grade level: 11 and 12

Prerequisite: None

2-year long course, 2 credit

The IB Spanish Ab initio is a 2 years course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive, and interactive skills by providing opportunities to respond and interact appropriately in a defined range of everyday situations. Language Ab initio is a language acquisition course for students with no prior experience or very limited previous exposure to the Spanish language. It should be noted that language ab initio is offered at SL only.

IB Spanish B Standard Level - 2130 (Y1), 2132 (Y2)

IB Spanish B Higher Level - 2131 (Y1), 2133 (Y2)

Grade Level: 11 and 12

Prerequisite: SAL C or Advanced Themes in Spanish Acquisition 1 or 2 . 10th Graders who complete SAL B can be placed in IB Spanish Ab Initio or IB Spanish B depending on teacher recommendation.

Two-year course, 2 credits

IB Spanish B is designed for students who have a background in Spanish language acquisition equivalent to the prerequisites listed above. It is not intended to meet the needs of students who previously enrolled in a language A Spanish course. The objectives of IB Spanish B are to improve linguistic competence and promote understanding of the language in diverse and mainly expository contexts.

SPANISH SUPPORT TAUGHT BY REGULAR TEACHER

Level after completing this course, depending on teacher recommendation.

PROGRESSION:

	FIRST YEAR 9th grade options	SECOND YEAR 10th grade options	THIRD YEAR 11th grade options	FOURTH YEAR 12th grade options
IB Lang B Pathway	SAL A SAL B SAL C “Advanced themes”	SAL B SAL C “Advanced themes”	IB Span ab initio SL IB Span B SL	IB Span ab initio SL IB Span B SL
“PACED” Pathway (A or B)	Span 9 Paced	Span 10 Paced	IB Span B HL IB Span A Lang Lit	IB Span B HL IB Span B Lang Lit
Mother Tongue Pathway (A)	Span 9	Span 10	IB Span A Lang Lit	IB Span A Lang Lit

Students can move “up and down” as well as “across”.

NOMENCLATURE: “A” will be used to indicate “mother tongue” Spanish classes. “B” will be used to indicate Spanish acquisition classes. (Applies to IB and non-IB classes).

IB School-Supported Self-Taught Language A: Literature SL- 2805

Grade Level: 11-12

Prerequisite: Native fluency in language to be studied

Two-year course, 2 credits.

Recommendation: Students choosing a Self-Taught Language should be enrolled in either English or Spanish Literature. The Self Taught Language option is offered in the event that the student's target language is not offered at school and where no teacher of the language is available. (In addition to English and Spanish as required for an ISP diploma.) The self-taught course offers students the opportunity to read and to analyze literature critically in different genres from various cultures and periods in *the target language*. As the course is independent, candidates must have both critical thinking skills and a diligent work ethic. Students who take this course must be ready to deal with challenging works of literature that they must interpret critically. In addition, students will develop their formal writing and speaking skills.

French Beginner – 2714

Grade Level: 9-12

Prerequisite: None

Year-long course, 1 credit

This course is aimed at providing the learner with linguistic resources for speaking, reading, listening and writing in French language at a basic level. The learners will deal with real tasks to promote their competence in the use of the language. The content of this program is in line with the CEFR (Common European Frame of Reference for Languages). This course also introduces the fundamental elements of the French language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French as well as demonstrate cultural awareness. This course include Language Lab held on a weekly basis.

French Intermediate – 2715

Grade Level: 9-12

Prerequisite: French Beginner or placement test

Year-long course, 1 credit

This course, a continuation of Basic French, and it focuses on the fundamental elements of the French language within a cultural context. Emphasis is on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness. The learners will take an exit interview at the conclusion of this course.

French Advanced – 2716

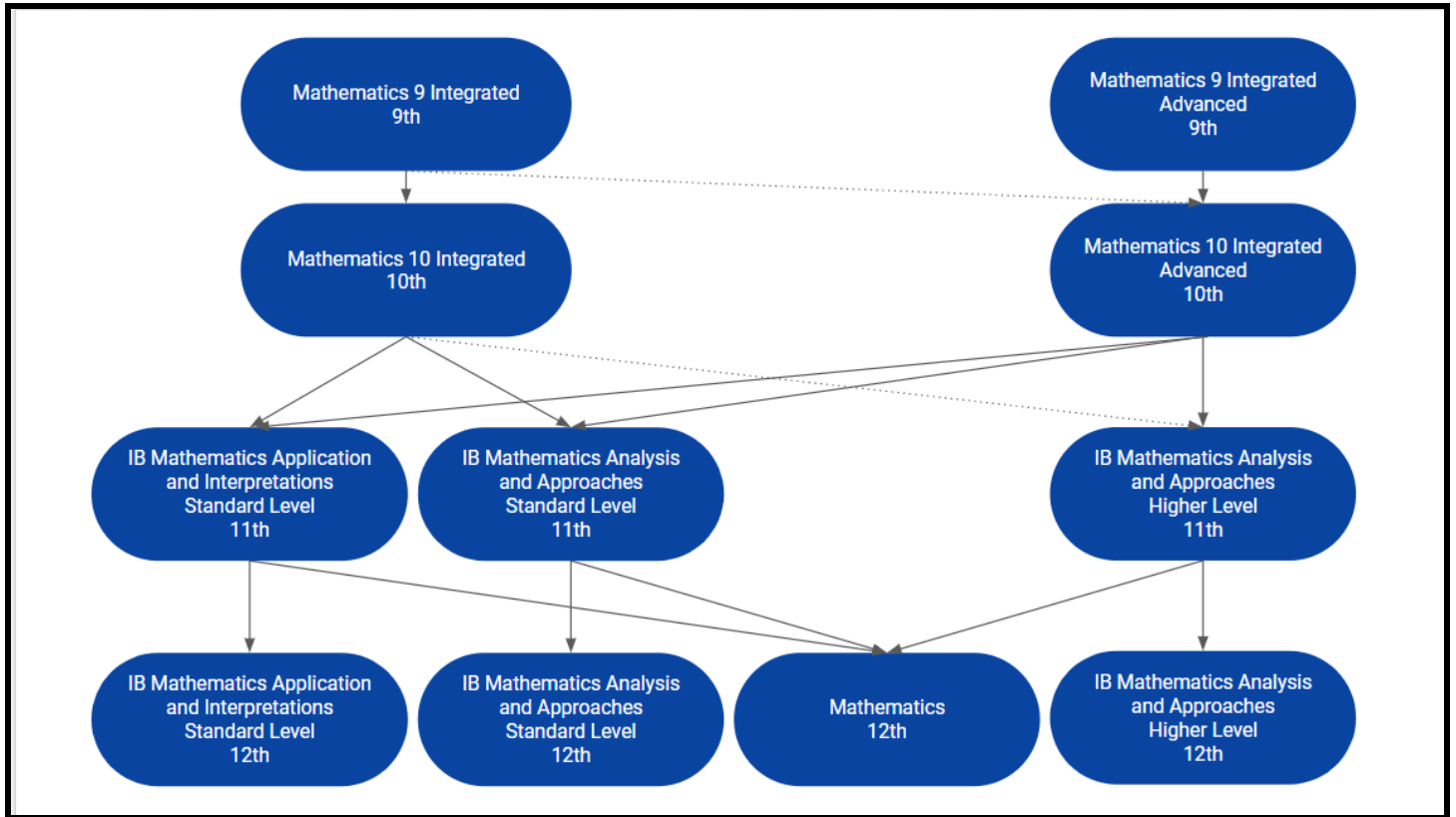
Grade Level: 9-12

Prerequisite: French Intermediate or placement test

Year-long course, 1 credit

This course provides a review and expansion of the essential skills of the French language. Emphasis is on the study of authentic and representative in context conversational situations. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course is also tailored to provide the learners with engaging dialogues as a starting point to help them increase fluency.

MATHEMATICS COURSES



The bold lines show the most recommended pathways, whereas the dotted lines show alternative ways. If students opt for a more advanced course than the one recommended in the pathway, they should be aware that some independent study could be required to fulfill the course expectations.

Mathematics 9 Integrated - 2316

Grade Level: 9

Prerequisites: None

Students will be placed in a level appropriate for their background in mathematics. ISP determines the most appropriate level for each student using a combination of MAP scores, teacher recommendations, and in-class performance.

Year-long course, 1 credit

Mathematics 9 Integrated is a pre-IB course in which students will develop, solidify, and practice **algebraic** and **geometric** concepts. The topics include functions emphasizing the exploration of quadratics, proving geometric concepts involving triangles, parallel lines, parallelograms, similarity, and congruence, right triangle trigonometry, and an introduction to probability. These topics are explored using an inquiry-based curriculum. Students are encouraged to discover relationships and patterns and effectively communicate their justifications. The students would flourish in an environment that would foster a deeper connection with mathematical relationships.

Mathematics 9 Integrated Advanced - 2317

Grade Level: 9

Prerequisites: None

Students will be placed in a level appropriate for their background in mathematics. ISP determines the most appropriate level for each student using a combination of MAP scores, teacher recommendations, and in-class performance.

Year-long course, 1 credit

Mathematics 9 Integrated Advanced is a pre-IB course in which students will develop, solidify, and practice **algebraic** and **geometric concepts**. They will also dive deeper into the regular curriculum material and cover additional components embedded where they fit with the content. The topics include the study of functions emphasizing quadratics, geometric proofs involving triangles, parallel lines, parallelograms, similarity, congruence, right triangle trigonometry, and an introduction to probability. The students will explore these topics using an inquiry-based curriculum and will be encouraged to discover relationships and patterns and effectively communicate their justifications. Often exhibit fluency in skills execution as well as a deep conceptual understanding. They typically have a love for mathematics that propels them to investigate mathematical ideas beyond what is required in the classroom.

Mathematics 10 Integrated - 2318

Grade Level: 10

Prerequisites: Recommended Mathematics 9 Integrated

Students will be placed at a level appropriate for their mathematics background. ISP determines the most appropriate level for each student using a combination of MAP scores, teacher recommendations, and in-class performance.

Year-long course, 1 credit

Mathematics 10 Integrated is a pre-IB course in which students will develop, solidify, and practice concepts and skills related to algebra, geometry and trigonometry, statistics, and probabilities. The algebra topics include the study of functions and their inverse, focusing on logarithmic, polynomial, rational, and trigonometric functions; modeling with both functions and geometry, and statistics and probabilities with a focus on the normal distribution. These topics are explored using an inquiry-based curriculum. Students are encouraged to discover relationships and communicate their justifications effectively.

Students enrolled in this course have a solid foundation in mathematics. They would flourish in an environment that would foster a deeper connection with mathematical relationships.

Mathematics 10 Integrated Advanced - 2319

Grade Level: 10

Prerequisites: Recommended Mathematics 9 Integrated Advanced

Students will be placed at a level appropriate for their mathematics background. ISP determines the most appropriate level for each student using a combination of MAP scores, teacher recommendations, and in-class performance.

Year-long course, 1 credit

Mathematics 10 Integrated Advanced is a pre-IB course in which students will develop, solidify, and practice concepts and skills related to algebra, geometry and trigonometry, statistics, and probabilities. They will also dive deeper into the regular curriculum material and cover additional components embedded where they fit with the content. The algebra topics include the study of functions and their inverse, focusing on logarithmic, polynomial, rational, and trigonometric functions; modeling with both functions and geometry, and statistics and probabilities with a focus on the normal distribution. The students will explore these topics using an inquiry-based curriculum and will be encouraged to discover relationships and communicate their justification effectively. The students enrolled in this course should exhibit fluency in skills execution and a deep conceptual understanding. They typically have a love for mathematics that propels them to investigate mathematical ideas beyond the course requirements.

Mathematics 12 - 2312

Grade Level: 12

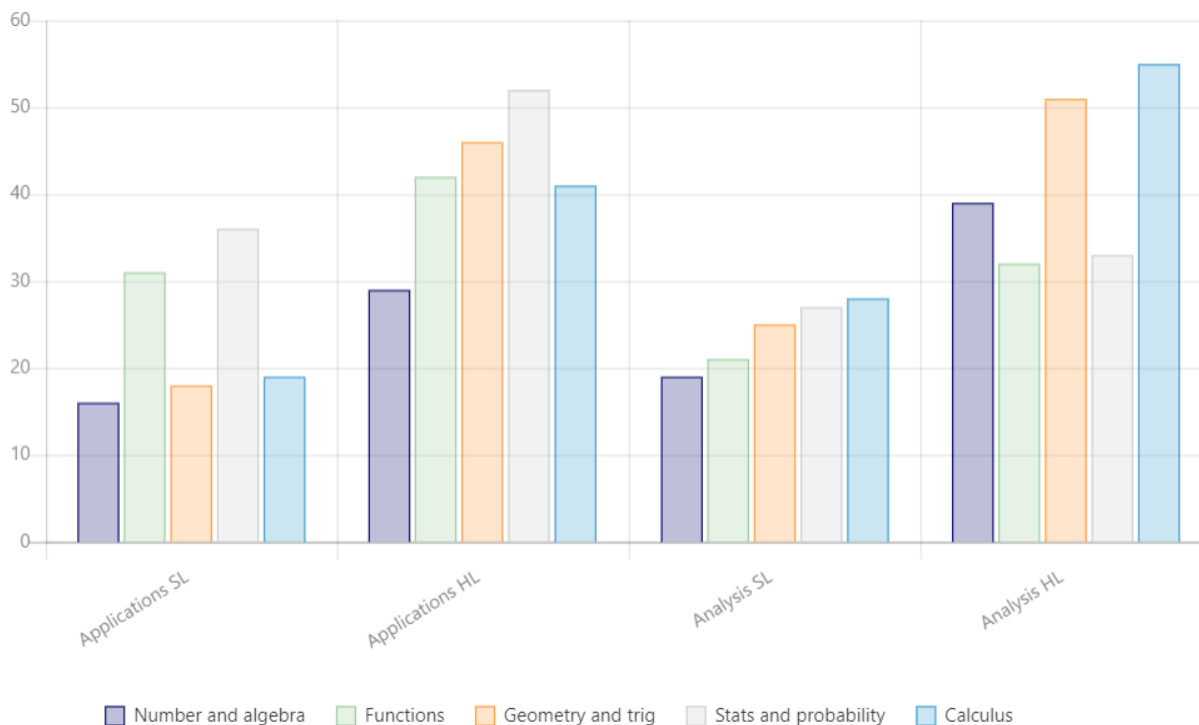
Prerequisites: any IB Mathematics course (Y1)

Year-long course, 1 credit

This non-IB examination course emphasizes applications of mathematics, with a significant focus on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities who will not be taking an IB mathematics examination. It offers students opportunities to learn useful concepts and techniques and understand various mathematical topics that they may use in other IB courses or different contexts. The course includes number and algebra topics, statistical applications, probability, geometry and trigonometry, and an introduction to differential calculus. The students would have the opportunity to develop an individual project based on personal research involving collecting, analyzing, and evaluating data. Students taking this course are well prepared for a career or study in **social sciences, humanities, languages, or art.**

IB Mathematics Courses

At ISP, we offer three IB mathematics courses to meet all our students' diverse needs, interests, and motivations. These courses cover the same five topics: **number and algebra, functions, geometry and trigonometry, statics and probability, and calculus**. The main difference consists of the amount of time dedicated to a given topic and a varying emphasis on each one, as shown in the following diagram.



Therefore, great care should be taken to select the most appropriate course for an individual student. When making this selection, the students should be advised to consider the following factors:

- Their interest in mathematics and on particular topics of the curriculum
- Their abilities in mathematics and the type of mathematical approach they can be successful
- Their other choices of subjects within the framework of the Diploma Programme
- Their future academic plans, career aspirations, and the university or college of their interest; it is strongly advised to check the university requirements.

Teachers are expected to assist with the selection process and to offer advice to students.

Mathematics Applications and Interpretations Standard Level - 2332 (Y1), 2336 (Y2)

Grades: 11 and 12

Prerequisites: Mathematics 10 Integrated (or Advanced)

Two-year course, 2 credits

This course recognizes the increasing role of mathematics and technology in a diverse range of fields in a data-rich world. It emphasizes mathematics's meaning in context by focusing on topics often used as applications or mathematical modeling. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop vital technology skills; all external assessments involve the use of technology. This course will prepare the students to solve problems in various settings, develop more sophisticated mathematical reasoning, and enhance their critical thinking.

Hence, it has been designed for students who:

- enjoy applying mathematics to the real-world using technology
- enjoy the more experimental side of mathematics
- will be more likely to pursue a career in **social or political sciences, natural sciences, medicine, statistics, business, economics, psychology, etc.**

Mathematics Analysis and Approaches Standard Level - 2329 (Y1), 2334 (Y2)

Grades: 11 and 12

Prerequisites: Mathematics 10 Integrated (or Advanced)

Two-year course, 2 credits

This course is designed for students who like exploring real and abstract applications, sometimes with technology, and enjoy the thrill of mathematical problem solving and generalization. It focuses on developing mathematical concepts emphasizing calculus and trigonometry. Students should expect to develop insight into mathematical form and structure and provide justification and proof of results. Hence this course should be suitable for students who:

- enjoy constructing arguments through mathematical thinking
- enjoy the thrill of problem solving and generalization
- enjoy exploring real and abstract applications, with and without technology
- will be more likely to pursue a career in **engineering, physical sciences, architecture, or economics.**

Mathematics Analysis and Approaches Higher Level - 2333 (Y1), 2335 (Y2)

Grades: 11 and 12

Prerequisites: Mathematics 10 Integrated Advanced

Students who previously have taken Mathematics 10 Integrated and show interest to study this course should present evidence of fluency in skills execution and a deep conceptual understanding of this course's prerequisite. They should also be aware that some independent study might be required to fulfill these expectations.

Two-year course, 2 credits

This course is intended to meet students' needs with a strong mathematical background and analytical and technical skills. It focuses on developing critical mathematical concepts emphasizing calculus and trigonometry. Students should be intellectually equipped to appreciate the links between concepts in different topic areas such as numbers and algebra, functions and equations, trigonometry and geometry, vectors, statistics and probabilities, calculus, and further calculus (convergence of infinite series, differential equations, and power series). Hence this course is suitable for students who:

- enjoy the construction of mathematical arguments
- enjoy the thrill of rigorous mathematical problem solving, generalization, and proofs
- enjoy exploring real and abstract applications, with and without technology
- wish to pursue university studies in mathematics or subjects with a sizable mathematical content such as **mathematics itself, engineering, physical sciences, or economics.**

SCIENCES COURSES

General Biology – 2400

Grade Level: 9-12

Prerequisite: None

Year-long course, 1 credit

An entry level course designed to provide students with a sound basic knowledge of biology whether or not they go on to study biology beyond this level. The intent is to help students develop positive attitudes and adequate investigative and experimental skills that are not only relevant to the study of biology, but that will also be useful in life beyond the classroom. The course promotes biology topics and their relevance to our daily lives. The Biology course is a helpful tool to get students interested in the subject and prepared for the requirements of an advanced biology class. This course is an important preparation course for students planning to take IB Biology and /or IB Environmental Systems. The curriculum of the Biology course includes the following topics as separate units: Energy & Matter in Organisms and Ecosystems, Structure and Function, Inheritance and Variation of Traits, and Natural Selection and Evolution.

IB Biology Standard Level – 2410 (Y1), 2412 (Y2)

IB Biology Higher Level – 2411 (Y1), 2413 (Y2)

Grade Level: 11 and 12

Prerequisite: None (General Biology Strongly Recommended)

Two-year course, 2 credits

The IB Biology is a pre-university two year course designed to provide students the opportunity to develop skills and knowledge in the field of biology as defined by the IB Organization. The approach to the teaching of the IB Biology course is experimental and this will be reflected throughout the course by means of a large number of laboratory and field investigations that students will perform throughout the two years. The course prepares students who are planning to continue in the field of biological science at the university level, and those students taking the IB Diploma or certificates. The program includes four central themes:

The first component will allow students to learn the importance of the relationship between structure and function in the understanding of living organisms. They will explore how living things function at various levels of complexity, from simple to complex multicellular organisms.

The second component of the course will allow students to understand the nature of chemical elements as components of organic molecules and cells. This will be done by having students experiment in the laboratory and by using computer generated molecular models. The variety and complexity of organic molecules will also be examined.

The third component helps students understand the mechanisms used to maintain equilibrium within systems. They will understand that checks and balances exist both within living organisms and ecosystems. Students will understand that a state of dynamic equilibrium is essential for life.

The last component, evolution, is a unifying theme. It is intended to help students analyze how changes in the genetic information contained within organisms lead to adaptations of structure and function which can guarantee survival and the continuity of life. Both Higher Level and Standard Level students study one option. This includes: Neurobiology and Behavior, Biotechnology and Bioinformatics, Ecology and Conservation, and Human Physiology. Additionally, Higher Level students will have the opportunity to extend their knowledge in the fields of nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, and animal physiology.

General Chemistry - 2401**Grade Level: 10-12****Prerequisite: Successful completion of grade 9 Math****Year-long course, 1 credit.**

Students explore the fundamental principles of Chemistry which characterize the properties of matter and how it reacts. Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. The course starts by defining Chemistry and discussing the steps of a scientific investigation. Then a review of the mathematical operations necessary to work problems and experimental data in chemistry will follow. Next, the students will learn the properties of matter at the macro and microscopic levels, discussing the atom and periodicity. The second part of the course will start by a review of specific properties of the elements by group. Then, with the study of bonding, the students will be able to predict some properties of matter and to practice the language of chemistry (naming compounds, writing formulas, completing and balancing equations). To finish the course, the Avogadro's number and mole concepts will be discussed, to solve problems dealing with amount of matter, empirical and molecular formulas, concentration, Stoichiometry, limiting reactants, and percent yield. Required Skills: Students should be able to manipulate formulas algebraically, use scientific notation, produce and interpret graphs manually and using Microsoft Excel, access scholarly research using databases, and express scientific concepts clearly in written form.

Forensic Science - 2403**Grade Level: 11-12****Prerequisite: None (General Biology and Chemistry strongly recommended)****Year-long course, 1 credit**

Framed through a case-study and hands-on approach, the course aims to introduce students to the scientific research and limitations of forensic science tools. Students will explore the scope and application of scientific principles and techniques behind the work of forensic scientists around the world. Students enrolled in ISP Forensic Science will be expected to actively and respectfully engage in all online and on-site lectures, discussions, experimental work and exploration of theoretical concepts and case studies. In a more modern context, however, forensic applies to courts or the judicial system. Combine that with science, and forensic science means applying techniques such as the scientific method and processes to solve crimes. The field of forensic science draws from a number of scientific branches, including physics, chemistry, biology and biotechnology with its focus being on the recognition, identification, and evaluation of physical evidence. It has become an essential part of the judicial system, as it utilizes a broad spectrum of sciences to achieve information relevant to criminal and legal evidence. Students learn to develop an appreciation of both the scientific and social environment of the criminal justice system. The curriculum of the Forensic Science course includes the following topics: Observation skills, Evidence Collection, Hair and Fiber Analysis, Fingerprints, DNA Profiling, Blood Spatter, Toxicology, Criminal Behavior, Firearms and Ballistics, among others.

IB Chemistry Standard Level – 2420 (Y1), 2422 (Y2)**IB Chemistry Higher Level – 2421 (Y1), 2423 (Y2)****Grade Level: 11 and 12****Prerequisite: None (General Chemistry Strongly Recommended)****Two-year course, 2 credits**

IB Chemistry will give students a broad and comprehensive experience in the experimental subject of Chemistry, a science based on the use of the scientific method to answer questions about the composition, structure and properties of all the things around them. Students will be required to explain chemical phenomena using precise language as well as quantitative descriptions. The course will also foster communication and cooperation amongst students in their scientific quests to better prepare them to be the future members of the greater international scientific community. Key Topics include Quantitative Chemistry, Atomic Structure, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, Organic Chemistry, and Spectroscopy. Required skills include basic algebraic manipulations, scientific notation, database research, generation and manipulation of graphs, independent planning and organization, and laboratory safety skills.

General Physics – 2402**Grade Level: 10 - 12****Prerequisite: Successful completion of grade 9 Math****Year-long course, 1 credit.**

The purpose of this course is to offer the student a broad range of Physics topics where the learner can engage in physical phenomena through a hands on approach. Topics covered include Mechanics, Thermodynamics, Electricity and Magnetism among others but these are grouped together to allow students to address big questions such as How do we power the world? By working with the scientific method, this course becomes an important preparation course for the IB Physics course offered in the 11th / 12th Grades and introduces students to fundamental concepts and critical reasoning skills essential for success in IB Physics.

IB Physics Standard Level – 2430 (Y1), 2432 (Y2)**IB Physics Higher Level – 2431 (Y1), 2433 (Y2)****Grade Level: 11 and 12****Prerequisite: None (General Physics Strongly Recommended)****Two-year course, 2 credits**

An internationally recognized, highly rigorous two year pre-university course which allows students to experience physics at a depth equivalent to an undergraduate level course. Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies, incorporating topics such as Mechanics, Waves, Electricity and Magnetism along the way. Students are introduced to the laws of physics along with scientific methods and techniques which are needed for physics investigations. Student assessment is conducted both externally through written examination and internally by means of several required, as well as one self-designed, practical investigations. Such an investigation entails researching a scientific problem, writing an appropriate research question, collecting, processing and evaluating data both qualitatively and quantitatively, and drawing conclusions.

IB Environmental Systems and Societies Standard Level – 2440 (Y1), 2442 (Y2)

Grade Level: 11 and 12

Prerequisites: None (General Biology and Chemistry Strongly Recommended)

Two-year course, 2 credits

This is a trans-disciplinary course that bridges the experimental sciences and individuals and societies, and as such can be treated as both a Group 3 and a Group 4 course. The course studies environmental systems and societies at a range of scales from local to global, the teaching of the course is firmly grounded in the local environment. The expectation of this course is to give students the tools to realize the strong connections between environmental systems and the societies that live in those systems. The course requires a systems approach to environmental understanding and problem solving. Students in ESS will be expected to participate in lectures, laboratory work, discussions, and case studies, as well as to spend the time outside of class that is necessary to absorb and understand the varied material.

SOCIAL SCIENCES COURSES

World History – 2200

Grade Level: 9

Prerequisite: None

Semester-long course, 0.5 credits

Humans have the ability to think and act. This semester course will explore three foundational questions: Where do our human rights come from?; Why do countries unite?; Why is sustainable global development important? Students will learn foundational knowledge and skills that will prepare them for all IB Group 3 courses. They will hone their skills not only in reading primary sources, assessing bias and perspective, and research skills, but they will also be challenged to think critically about the world in which they live in. Topics in this course will include the Enlightenment, the founding of the UN in the context of WWII and the Sustainable Development Goals. Students will learn basic videography skills as this course will culminate in student-made documentaries. Students should be inspired to move from understanding to action while understanding that action does not need to be something newly created but more about something they are an active part of.

Modern and Contemporary History – 2201

Grade Level: 10

Prerequisite: None

Year-long course, 1 credit

Grade 10 World History is a thematic based course that will look at a variety of historical themes, focused on 19th and 20th century topics. These include Colonialism, Social Movements, Independence Movements, Imperialism, and Globalization. At the heart of this course, students will practice important historical analytical skills using six key historical concepts. Change, continuity, consequence, significance, causation, and perspectives. Students will have the opportunities to compare, contrast, analyze, and evaluate across different settings. They will also be analyzing contemporary news briefs from all over the world, connecting them to MC History central themes. This dynamic class will challenge students to think critically and apply their knowledge while developing research, writing, and presentation skills. This course should be an excellent preparation course for IB Group 3 courses.

IB History Standard Level (Y1 and Y2)** - 2214

Grade Level: 11

Prerequisites: None

Year-long course, 1 credit

**This course will be done as an IB Anticipated course, which means the students will finish all learning and IB assessments and official IB Exams at the end of Year 1. This is a pilot program beginning in the school year 2021-2022. IB History Standard Level is an investigation-based course encouraging students to interpret historical events in order to deepen their understanding of their own lived experiences as well as historical and contemporary events. Students develop writing and research skills to prepare them for the social sciences at a university level. Standard Level content focuses on 20th century topics that focus on the concepts of Authoritarian rule, Rights and Protest, the Cold War and other socio-political topics.

IB History Higher Level – 2211 (Y1), 2213 (Y2)**Grade Level: 11 and 12****Prerequisites: None****Two-year course, 2 credits**

IB History Higher Level is an investigation-based course encouraging students to interpret historical events in order to deepen their understanding of their own lived experiences as well as historical and contemporary events. Students develop writing and research skills to prepare them for the social sciences at a university level. Standard Level content focuses on 20th century topics that focus on the concepts of Authoritarian rule, Rights and Protest, the Cold War and other socio-political topics. Higher Level students supplement this study with extended instructional time devoted to the History of the Americas from the late 19th through the 20th century.

IB Psychology Standard Level – 2240 (Y1), 2242 (Y2)**IB Psychology Higher Level – 2241 (Y1), 2243 (Y2)****Grade Level: 11 and 12****Prerequisite: None****Two-year course, 2 credits**

The most salient goal of this course is to foster knowledge and awareness of, and respect for, the psychological diversity of human beings with reference to biological, cognitive and socio-cultural influences on behavior. They will also be able to explain how children and adults change over time using a wide range of theoretical areas (developmental psychology), such as biological, social, and cognitive processes. Students will evaluate and critique psychological research. They will learn research design, research methods, major psychological approaches, and explore ethical issues related to psychological research and application. Students will undertake one major research project at the end of their 2nd year. Students enrolling at the Higher Level will additionally learn abnormal psychology. Abnormal psychology focuses on the study of unusual patterns of behavior, emotion and thought, which may or may not be understood as precipitating a mental disorder.

IB Global Politics Standard Level – 2220 (Y1), 2222 (Y2)**IB Global Politics Higher Level – 2221 (Y1), 2223 (Y2)****Grade Level: 11 and 12****Prerequisite: None****Two-year course, 2 credits**

The goal of Global Politics is to provide students with a framework for understanding the perspectives, behavior, and decision-making processes of state governments, international organizations, national and sub-national groups. There are 4 main units: Foundational Unit, Human Rights, Development, and Peace & Conflict. Throughout the course, students will examine both the ideological and philosophical underpinnings of modern political science and also conduct case studies on the important political, economic, environmental and humanitarian issues confronting the global community in the early 21st century. Requirements for the course will include an internal assessment portfolio based on a UN Day activity or service project, and a cumulative IB exam. Through debate, online discussions, written assessment, projects, and current events, students will gain an understanding of the major issues facing the world today. Higher Level students have the additional requirement of producing 2 oral presentations on a current issue.

IB Economics Standard Level – 2230 (Y1), 2232 (Y2)**IB Economics Higher Level – 2231 (Y1), 2233 (Y2)**

Grade Level: 11 and 12

Prerequisite: None

Two-year course, 2 credits

The aim of this course is to introduce students to the main ideas and topics within Economics. The basic economic problem of scarcity and resource allocation within society shall be explored throughout the course. The course will be broken down into four main topics: microeconomics (economic variables affecting individuals, firms, and markets), macroeconomics (economic variables affecting countries, governments, and societies), international economics and development economics. Students will combine theory, quantitative and qualitative information to apply, analyse and evaluate current real-world economic issues. Finally students will also learn how the 9 concepts of wellbeing, interdependence, scarcity, efficiency, choice, intervention, change, equity and sustainability are connected to various economic theories.

IB Environmental Systems and Societies SL – 2440 (Y1), 2442 (Y2)

Grade Level: 11 and 12

Prerequisites: None (General Biology and Chemistry Strongly Recommended)

Two-year course, 2 credits

This is a trans-disciplinary course that bridges the experimental sciences and individuals and societies, and as such can be treated as both a Group 3 and a Group 4 course. The course studies environmental systems and societies at a range of scales from local to global, the teaching of the course is firmly grounded in the local environment. The expectation of this course is to give students the tools to realize the strong connections between environmental systems and the societies that live in those systems. The course requires a systems approach to environmental understanding and problem solving. Students in ESS will be expected to participate in lectures, laboratory work, discussions, and case studies, as well as to spend the time outside of class that is necessary to absorb and understand the varied material.

IB Business and Management Standard Level – 2252 (Y1), 2254 (Y2)

IB Business and Management Higher Level - 2253 (Y1), 2255 (Y2)

Grade Level: 11 and 12

Prerequisite: None

Two-year course, 2 credits

The Business and Management course develops students' understanding of business management theories, as well as their ability to apply a range of tools and techniques across the key business functions of human resource management, finance, and accounts, marketing and operations management. Students learn to analyze, discuss, and evaluate business activities at local, national, and international levels, across a variety of sectors, as well as multiple socio-cultural and economic contexts in which those organizations operate. Through the exploration of six underpinning concepts of change, culture, ethics, globalization, innovation, and strategy, students develop a holistic understanding of today's complex and dynamic business environment through real world examples and case studies. The course addresses ethical concerns at both a local and global level, and develops the ability to think critically, make ethical, sound and well-informed decisions, appreciate the pace, nature and significance of change, think strategically and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis, business plan design, effective use of document, slide, and spreadsheet software, and verbal presentations. The Standard Level course covers 25 sub-units, and the Higher Level course covers an additional 12 sub-units.

Psychology of Human Relationships – 2245

Grade Level: 10 - 12

Prerequisite: None

Semester-long course, 0.5 credits

Human beings are fundamentally social creatures who depend on one another for their survival and well-being, both physical and psychological. Everyone is born with powerful needs for love, friendship and belonging; similarly, we fear and avoid rejection, loneliness and the disapproval of others. This elective focuses on human relationships (romantic, friendship, familial, or antagonistic). It examines a variety of relationship topics from a social psychological perspective including attraction, love- and mate selection; kinship, friendship and enemyship; jealousy, betrayal and forgiveness; communication, conflict and aggression, and the processes involved in relationship breakdown and repair.

Abnormal Psychology - 2273

Grade Level: 10-12

Prerequisite: None

Semester-long course, 0.5 credits

This is an introduction to the field of abnormal psychology. We will examine methods of defining psychological normality and abnormality. Students will learn how mental disorders are classified. They will explore different mental disorders (schizophrenia, personality disorders, anxiety disorders, factitious disorders, etc.). We will see the possible causes and possible treatments.

Philosophy - 2274

Grade Level: 10-12

Prerequisite: None

Semester-long course, 0.5 credits

This course is designed to meet the MEDUCA requirement of one semester of Philosophy. It is a study of world philosophical trends including doctrines of theory of knowledge, politics for philosophers, the theory of being, and social utopias. Students are encouraged to explore new ways of knowledge and thinking. There will be an external component which will occur outside of normal class hours as part of the course requirement for MEDUCA.

Panamanian Studies - 2268

Grade Level: 9

Prerequisite: None

Year-long course, 1 credit

This year-long course covers key topics in Panamanian Modern History, Panamanian Geography and Panamanian Civics and satisfies the MEDUCA requirements of these 3 courses. Students will gain a deeper understanding of key aspects of their home/host country, as well as the ability to compare/contrast Panama with other nations of interest. This is accomplished through critical engagement in debates, dynamic cultural activities, and research investigations among other tasks. In addition, the course allows students to make connections with their local environment through field trips and visits from local leaders. Through all of this, the course's aim is for students to deepen their values as well as to build empathy and compassion for their local surroundings.

All ISP students take Early Panamanian History in Grade 8. Students who do not take the Early Panamanian History course in Grade 8 must take the online Canvas course.

All ISP students take Panamanian Studies in Grade 9. Students who do not take the Panamanian Studies course in Grade 9 must take Panamanian Studies in Grade 10. Students who still don't have Panamanian Studies after Grade 10 will take online Canvas courses in these 3 areas of the program - Modern History, Panamanian Geography, and Panamanian Civics.

These online courses are described here:

Early Panamanian History Online (Historia de Panamá - año 5000 a.c. a 1903 d.c.) – 2264

Grade Level: 9-12

Prerequisite: None

Semester-long course, 0.5 credits

Early History of Panama covers Panamanian History from the prehispanic period until the departmental period. This online course is divided into units that include: the first populations of Panama, explorations, conquest and colonization of Panama, and the economic legacy of colonialism and independence.

Modern Panamanian History (XX to XXI century) – 2265

Grade Level: 10-12

Prerequisite: None (Early Panamanian History recommended)

Semester-long course, 0.5 credits

The theme of the course focuses on the history and most relevant historical events starting with the Independence of Panama from Spain up to the present, emphasizing the generational struggle for total sovereignty through the different decades. It is designed to let students know about the trajectory of the Panamanian people in the struggle for the achievement of full national sovereignty; let them understand the relationship between Panama and the United States of America since the beginning of the Republican era; know and analyze national political events; recognize that the geographic position of the isthmus, has been an important factor of influence on the historical evolution of Panama.

Geography of Panama (Geografía Política de Panamá) – 2266**Grade Level:10-12****Prerequisite: None****Semester-long course, 0.5 credits**

The content in this course includes initially understanding and familiarizing students with geography as a science and its application to the geographical knowledge of Panama and the importance of its geographic position for the country, the region, and the world. It includes determining the regional and global position of Panama and its importance; General aspects of the political & administrative organization of the Republic of Panama; the role of the Authority of the Panama Canal in the administration, operation, preservation and modernization of the Panama Canal; the different human groups that compose the Panamanian population and its contributions to society; the economic, social and cultural problems faced and Panama's position in globalization.

Panamanian Civics (Cívica) – 2267**Grade Level: 10-12****Prerequisite: None****Semester-long course, 0.5 credits**

This course emphasizes the cultural education of students, promotes the practice of civic and moral values, solidarity and harmonious coexistence in the family, the school and the community; the laws of human behavior that is laid down in the national Constitution; procedures for acquiring Panamanian nationality; the concept of Government and features of the Government of Panama.

VISUAL AND PERFORMING ARTS (VAPA) COURSES

VISUAL ARTS

2D Art 1 – 2543

Grade Level: 9-12

Prerequisite: None

Semester-long course, 0.5 credits

In this foundational course, students will review and develop an understanding of the basic pictorial concepts based on the elements and principles of design, and art historical references and contexts in society. Students will do basic research to create projects from direct observation as well as their imagination. Students will apply both dry and wet media techniques, as well as some exploration of computer drawing. Students will develop their critical thinking by addressing issues in today's society as well as collaborative projects.

2D Art 2 – 2544

Grade Level: 9-12

Prerequisite: 2D Media 1 or approved portfolio

Semester-long course, 0.5 credits

This advanced course allows students to explore and refine the concepts learned in 2D Media I. Emphasis will be on personal style and inventive vision, as well as making art historical references, and context in society. Students will continue to research and develop technical skills, including figure and abstract drawing and painting as well as digital media if desired. Students will further develop their critical thinking skills while creating artworks that address contemporary issues in today's society as well as collaborative projects.

3D Art 1 - 2535

Grade Level: 9-12

Prerequisite: None

Semester-long course, 0.5 credits

The 3D Art 1 Elective is a one-semester foundation course which allows exploration of the ideas, art historical references, context, aesthetics and practices behind work in three-dimensional media. Students will learn basic design theory, and how to safely practice a range of traditional and new media, including found objects, paper, wire, clay, and plaster. Students will create projects that connect to issues in our contemporary society, as well as collaborative projects.

3D Art 2 - 2536

Grade Level: 9-12

Prerequisite: None

Semester-long course, 0.5 credits

The 3D Art 2 Elective is a one-semester advanced course to continue to explore the ideas, art historical references, context, aesthetics and practices behind work in three-dimensional media. Students will be challenged to improve their level of work, while still practicing design theory, and safe practices. This will include found objects, wood, wire, clay and 3D printing. Students will create projects which connect to issues in our contemporary society as well as collaborative projects.

Graphic Design 1 – 2630

Grade Level: 9-12

Prerequisite: None

Semester-long course, 0.5 credits

This course is usually scheduled together with Graphic Design 2. It will allow students to cover the theory and

function of the major design software and basic digital design principles utilized in the visual arts. An introduction to elements of design, spatial relationships, typography and imagery as they apply to practical visual solutions for self-promotion, resumes, logo design, and sequential systems.

Graphic Design 2 – 2631

Grade Level: 9-12

Prerequisite: Graphic Design 1

Semester-long course, 0.5 credits

This course is usually scheduled together with Graphic Design 1. It will allow students to continue learning about the theory and function of the major design software and basic digital design principles utilized in the visual arts. An introduction to elements of design, spatial relationships, typography and imagery as they apply to practical visual solutions for self-promotion, resumes, logo design, and sequential systems.

Yearbook and Advanced Graphic Design – 2632

Grade Level: 10-12

Prerequisite: Graphic Design 1

Year-long course, 1 credit

Yearbook is an elective course that gives students marketable experience in print media publishing. In class, students compose, construct, and edit all elements of computerized text layout, graphic art, and digital photography. Students work on many clerical operations, make announcements and signs, and write descriptions of the school wide activities. Students are responsible for the proper care and handling of our digital cameras. This course also examines legal and ethical issues of media law and copyright.

Product Design - 2585

Grade Level: 9-12

Prerequisite: Graphic Design 1 or Tech for Innovation

Semester-long course, 0.5 credits

Students will apply an understanding of design concepts and creative problem solving skills to develop an environmentally-aware consumer product that improves lives through a blend of functionality, relevance and aesthetics. Both traditional and digital design tools and techniques will be integrated into the various stages leading to the development of a proto-type.

Digital Photography 1- 2640

Grade Level: 9-12

Prerequisite: None

Semester-long course, 0.5 credits

Students will acquire skills and knowledge in the use of DSLR cameras and smartphones in both automatic and manual settings. Students will learn the basics of composition and illumination as well as corrective and creative post-production techniques.

Digital Photography 2 - 2641

Grade Level: 9-12

Prerequisite: Digital Photography 1 or portfolio review

Semester-long course, 0.5 credits

Students will continue to develop their skills and knowledge in the use of DSLR cameras, including studio lighting, special effects and advanced composition techniques.

IB Visual Arts Standard Level – 2510 (Y1), 2512 (Y2)

IB Visual Arts Higher Level – 2511 (Y1), 2513 (Y2)

Grade Level: 11-12

Prerequisite: none, but prior art-making or design technology experience recommended

Two-year course, 2 credits

The IB Visual Arts course is a two year program of teacher guided independent study and artistic production. As part of the core syllabus students will be expected to understand visual arts in context, to explore a range of visual arts methods and to engage in curatorial practice. *Please note that Extra Instructional Time (EIT) is required for Higher Level students.*

THEATRE AND FILM

Stage Craft and Construction – 2565

Grade Level: 9-12

Prerequisite: None

Semester-long course, 0.5 credits.

This course is usually scheduled together with Advanced Stage Craft. This “shop” based class gives students the opportunity to safely work with power tools, wood, iron and welding to create sets and props for ISP theatre performances. Students will also learn basic set design.

Advanced Stage Craft – 2506

Grade Level: 9-12

Prerequisite: Stage Craft and Construction

Semester-long course, 0.5 credits.

This course is usually scheduled together with Stage Craft and Construction. This advanced “shop” based class gives students the opportunity to safely work with power tools, wood, iron and welding to create sets and props for ISP theatre performances. Students will also learn basic set design, and continue to develop their skills from Stage Craft and Construction.

IB Theatre Standard Level – 2514 (Y1), 2516 (Y2)

IB Theatre Higher Level – 2515 (Y1), 2517 (Y2)

Grade Level: 11-12

Prerequisite: None

Two-year course, 2 credits.

The IB Diploma theatre is a multifaceted two-year course that gives students the opportunity to make theatre as creators, designers, directors and performers. Through the processes of researching, creating, preparing, presenting and critically reflecting on theatre, students gain a richer understanding of themselves, their community and the world. *Please note that Extra Instructional Time (EIT) is required for Higher Level students.*

Film and Theatre 1 - 2577**Grade Level: 9-12****Prerequisite: None****Semester-long course, 0.5 credits**

This course is designed to build knowledge in the art of film and film performance. In the first part of the course, students are introduced to key aspects of the history of film and its relationship with theatre, learn how films are organised into genres that require different approaches to acting, and how films can be used – both artistically and as a way of communicating ideas and issues. In the second half of the course students apply what they have learned about production techniques to create their own short films.

Film and Theatre 2 - 2578**Grade Level: 9-12****Prerequisite: Film and Theatre 1****Semester-long course, 0.5 credits**

This advanced course is designed to build knowledge in the art of film and film performance, continuing on from Film and Theatre 1. In the first part of the course, students are introduced to key aspects of the history of film and its relationship with theatre, learn how films are organised into genres that require different approaches to acting, and how films can be used – both artistically and as a way of communicating ideas and issues. In the second half of the course students apply what they have learned about production techniques to create their own short films.

MUSIC**Music Industry - 2502****Grade Level: 9-12****Prerequisite: none; music experience is recommended.****Semester-long Course, 0.5 credits**

This music course is open to all students who are interested in hands-on and real world music learning opportunities. The class will focus on project-based learning assignments related to today's music industry. Some topics students will explore include; digital music creation, audio recording, music marketing, advertising, booking gigs, planning, creating and organizing events.

Symphonic Orchestra - 2586**Grade Level: 9-12****Prerequisite: None; music experience is recommended.****Year-Long course, 1 credit**

This ensemble course is open to all students wishing to further develop instrumental performance technique in the ensemble setting. Students will have the option to study one woodwind, brass, orchestral percussion, or orchestral string instrument while developing music literacy through formal and informal performance opportunities. A variety of traditional, contemporary, and world music will be studied for performance while students develop their understanding of music literacy, music history, and music theory.

HS Choir - 2504**Grade Level: 9-12****Prerequisite: None****Year-Long course, 1 credit**

Open to all high school students with experience in singing. In this year-long course, music studied and performed will be traditional, modern, and mixed choral music from around the world. Musical theory, history, and literacy will also be studied in depth.

HS Beginning Guitar 1 - 2555**Grade Level: 9-12****Prerequisite: None****Year-Long Course, 1 credit**

The beginner Guitar program is a year-long course where students will learn standard guitar technique for reading music and for developing performing skills. Performing opportunities will be provided to participate in solo and ensemble events. Instructional information will include proper posture, left and right hand technique, and basic music literacy.

HS (Advanced) Guitar 2 - 2503**Grade Level: 9-12****Prerequisite: HS Beginning Guitar 1****Year-Long Course, 1 credit**

The (Advanced) Guitar 2 course is a one-year course for those students who have completed the beginner guitar 1 course. The performing skills will be moved to a higher standard level that will include fingerpicking technique, arpeggios in various forms; solo, duet, trio and ensemble music; and more complex rhythm with music literacy. Performing opportunities will be provided.

IB Music Standard Level - 2553 (Y1), 2563 (Y2)**IB Music Higher Level - 2554 (Y1), 2549 (Y2)****Grade Level: 11 and 12****Prerequisite: none; prior music experience is recommended.****Two-Year Course, 2 credits**

The IB Music Course emphasizes inclusive and diverse opportunities to explore, experiment with, create, and perform music within 4 Areas of Inquiry including Music for Sociocultural and Political Expression, Music for Listening and Performance, Music for Dramatic Impact/Movement/Entertainment, and Music Technology in the Electronic and Digital Age. Through these four Areas of Inquiry, students take on the role of researcher, creator and performer.

PHYSICAL EDUCATION COURSES

Physical Education 9 - 2721

Grade Level: 9

Prerequisite: None

Year-long course, 1 credit.

This course provides ISP students with the opportunity to participate actively in a wide variety of physical activities that lead to the application of fundamental skills, strategies and sportsmanship. Physical Education students will be challenged to develop as independent learners through a variety of experiences, whilst continuing to develop his/her own individual identity.

Students will continue to develop and refine their movement skills as well as learn to apply tactics and strategies necessary to actively participate in more complex game situations. Students will also be challenged to undertake a variety of performance, officiating and leadership roles.

The course is designed to raise the awareness of what constitutes a healthy, active lifestyle. This will provide students with the necessary information to support them in their own fitness and training outside of the classroom as well as the ability to critically analyze their personal health choices.

Physical Education 10-12 - 2722

Grade Level: 10-12

Prerequisite: Physical Education 9 or equivalent

Semester-long course, 0.5 credits

Our key goal is to support the students to understand the relationship between physical activity and health. In addition, to the awareness and appreciation of a lifelong need to be active. Throughout the semester students will learn about the importance of physical fitness, their general well-being and its implications in modern societies. Students will use their knowledge acquired in previous years and refine it to be able create and follow individualized goals. Students will also challenge themselves to take responsibility for completing engaging assignments, working with different teams and assuming leadership roles.

The course is distributed in three weeks long units to develop specific indoor and outdoor activities. Outdoor activities include; orienteering, archery, swimming, soccer. Indoor activities include; handball, badminton and volleyball.

Girls Fitness - 2723

Grade Level: 10-12

Prerequisite: None

Semester-long course, 0.5 credits

Our goal during the semester is to further develop an understanding of the benefits of a healthy lifestyle, exploring fitness, nutrition, stress management strategies wellbeing, mindset and personal safety. The course will allow students to train specifically for sports and/or for those looking to improve their own personal fitness level and train to improve their individual fitness goals. Students will also investigate the components of a training session - warm up, workout and cool down. A wide variety of conditioning activities will be offered including: yoga, aerobics, resistance training, running, and HIIT. In opting for this elective, students need to be willing to experience a variety of physical activities and challenge themselves to work to improve their overall fitness level.

LEARNING SUPPORT COURSES

Study Skills – 2702

Grade Level: 9-12

Prerequisite: Preapproval & Documentation required | Teacher referral form | Student Services Team approval

Variable length course, 0.5 credits per semester

Study Skills is designed to support students in content areas outside of the regular classroom. Study Skills aids in the development of personal, fundamental, academic, and study habits. It aims to empower students through achievable short and long term goals to develop the necessary tools to become successful in both executive functioning and academics.

EAL English Support – 2701

Grade Level: 9-12

Prerequisite: WIDA Screener | Student Services Team approval | Teacher referral form

Variable length course: 0.5 credits per semester

The English Support course is designed for students who are non-native English speakers and require small group or individual instruction due to their English language proficiency level. The aim is for students to receive guided support in order to enhance proficiency in four language domains: Listening, Speaking, Writing and Reading. Class content covers a variety of exercises to foster the acquisition of the English Language. The support offered is to reinforce and provide additional instruction in English specifically for content areas. Enrolment is determined by the overall standard score from the English Language Proficiency Test-WIDA Model. Results from language assessments and teacher observations aid in developing individual student plans which include CAN DO descriptors, GO TO Strategies and accommodations.

INTERNSHIPS

Internships - various codes, see below

Grade Level: 11-12

Prerequisite: see below

Semester-long course, 0.5 credits

Internships are created for students who would like to earn some work experience instead of taking an academic course. Working with an ISP faculty member, students will learn practical and interpersonal skills in a real-world working environment. Students earn 0.5 credit and a grade of Pass/Fail upon successful completion of the semester-long internship experience. Internships are available in the following areas:

2910	Internship - Technology Prerequisite: Tech for Innovation
2911	Internship - Child Development
2912	Internship - Business Management
2916	Internship - Visual & Performing Arts
2917	Internship - Teaching Assistant

Interested students should consult his/her counselor to discuss their interests, goals, and desired internship experience. Also, prospective interns will also meet with the HS Assistant Principal and ISP's Internship Coordinator to complete additional steps needed to finalize the internship placement.