



**ASM** | AMERICAN  
SCHOOL  
OF MILAN

## IB Diploma Program 2022-2023



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## International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

Source: IBO home page ([www.ibo.org](http://www.ibo.org))



## Diploma Program Introduction

The International Baccalaureate Diploma Program (IB DP) is a pre-university course of studies, leading to examinations, designed for secondary school students between the ages of 16 and 19 years. The Program, which started in 1968, is currently taught in 3.020 schools around the world, in 146 countries in 4 different geographical areas: Africa, Europe and Middle East, Asia Pacific, Latin America, North America and the Caribbean

Designed as a comprehensive two-year curriculum, it allows its graduates to fulfill requirements of various national education systems.

Students learn more than a collection of facts. The Diploma Program prepares students for university and encourages them to:

- ask challenging questions;

- learn how to learn;
  - develop a strong sense of their own identity and culture;
  - develop the ability to communicate with and understand people from other countries and cultures.
- Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.

Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level and the remaining three subjects are studied at standard level. Diploma students are required to select one subject from each of the six subject groups. At least three and not more than four are taken at Higher Level (HL), the others at Standard Level (SL).

By organizing the subjects in this way, students are able to explore them in depth over the two-year period.

Distribution requirements ensure that the science-oriented student is challenged to learn a foreign language and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing Higher Levels allows the student to pursue areas of personal interest and to meet special requirements for university entrance.



### The IB Learner Profile

The aim of all IB Programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a more peaceful world.

#### As IB learners we strive to be:

- **Inquirers**  
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable**  
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Thinkers**  
We exercise critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators**  
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled**  
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Open-minded**  
We critically appreciate our own culture and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Caring**  
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

- **Risk-takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

- **Balanced**

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and the world in which we live.

- **Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses, in order to support our learning and personal development.

## What is a Full IB Candidate?

A student who wishes to register for the full IB Diploma needs to satisfy the conditions as set by the IB Organization, which includes External Examinations and Internal Assessment.

To be awarded the full IB Diploma, a student needs to satisfy the following conditions:

- Register for one subject from each of the six available groups.
- Three subjects need to be at the Higher Level and three subjects at the Standard Level.
- Other diploma requirements: Theory of Knowledge, Extended Essay, CAS Activities (Creativity, Activity and Service).

There are a few exceptions:

- A candidate may be allowed to register for 4 subjects at the HL, subject to teacher recommendation.
- A candidate may be allowed to take two languages from group 1 rather than a language from group 1 and a language from group 2.
- Before admission into the DP Program, each student's high school record, GPA, and high school program will be reviewed by the DP Coordinator and by the Principal.

## The Six Subjects Groups at ASM

### Group 1: Studies in Language and Literature (Language A)

First language, including the study of a selection of world literature  
English A1 Language and Literature HL/SL  
Italian A1 Language and Literature HL/SL

### Group 2: Language Acquisition (Language B, AB Initio)

Italian B SL/HL/Ab Initio  
French B SL/HL/ Ab Initio  
Spanish B SL/HL/ Ab Initio

### Group 3: Individual and Societies

History SL/ HL  
Psychology SL/HL  
Economics SL/HL  
Environmental Systems and Societies SL  
Global Politics SL/HL

### Group 4: Sciences

Biology HL/ SL  
Chemistry HL/ SL  
Computer Science SL/HL  
Environmental Systems and Societies SL  
Physics HL/ SL

**Group 5: Mathematics**

Mathematics: Analysis and Approaches SL/ HL  
Mathematics: Applications and Interpretation SL/HL

**Group 6: The Arts**

IB Visual Art  
IB Film  
or  
A second subject from group 1-4

**The Three Core Requirements**

All three parts of the core requirements— **Extended Essay, Theory of Knowledge and Creativity, Action and Service (CAS)**—are compulsory and are central to the philosophy of the Diploma Program.

**Extended Essay**

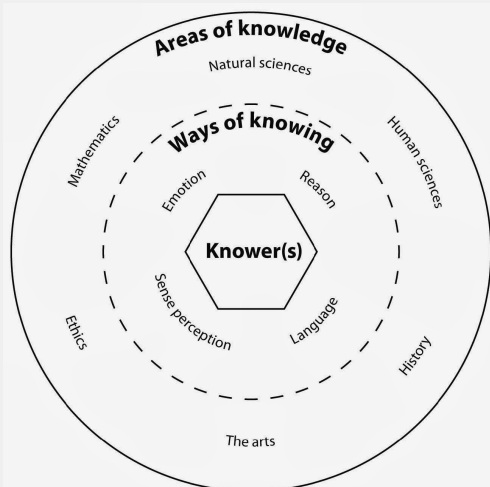
Is an independent, self-directed piece of research, culminating in a 4000-word essay, and is compulsory for full Diploma Candidates. Emphasis is placed on the research process, on personal engagement in the exploration of the topic and on communication of ideas and development of argument.

The Extended Essay provides students with the opportunity to engage in personal research in a topic of their own choice. It requires approximately 40 hours of work by the student. It is externally assessed by IB examiners and, in combination with the grade for Theory of Knowledge, contributes up to 3 points to the total score for the Diploma.

**[Extended Essay Process and Deadlines](#)**



## Theory of Knowledge (TOK)



The TOK course is taught two periods a week, during the second semester of junior year, and the first semester of senior year.

The course encourages students to:

- reflect on their experience as learners in everyday life and in the Diploma Program;
- make connections between academic disciplines and thoughts, feelings and action;
- share ideas with others, and learn from what others think;
- develop a fascination with the richness of knowledge as a human endeavor.

## Extended Essay and TOK Matrix

The **Extended Essay** in combination with the grade for **Theory of Knowledge**, contributes up to 3 points to the total score for the Diploma according to the matrix below.

		Theory of knowledge					
		Excellent <b>A</b>	Good <b>B</b>	Satisfactory <b>C</b>	Mediocre <b>D</b>	Elementary <b>E</b>	Not submitted
Extended essay	Excellent <b>A</b>	3	3	2	2	1 + Failing condition*	N
	Good <b>B</b>	3	2	1	1	Failing condition*	N
	Satisfactory <b>C</b>	2	1	1	0	Failing condition*	N
	Mediocre <b>D</b>	2	1	0	0	Failing condition*	N
	Elementary <b>E</b>	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

## **Creativity, Action and Service (CAS)**

Creativity, activity, service is at the heart of the Diploma Program. It is one of the three essential elements in every student's Diploma Program experience, along with Theory of Knowledge and the Extended Essay. It involves students in a range of activities alongside their academic studies throughout the Diploma Program.

- Creativity: exploring and extending ideas leading to an original product or performance
- Activity: physical exertion contributing to a healthy lifestyle
- Service: collaborative and reciprocal engagement with the community in response to an authentic need

The CAS programme formally begins at the start of the Diploma programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity and service

## **The CAS Project**

The CAS project is a self-initiated project that all IB students will complete during their 11th grade year. The project's objective is to challenge students to show initiative, demonstrate perseverance, and develop skills such as planning, preparation, collaboration, problem-solving, and decision making. The CAS project must be at least one month in duration and can address any single strand of CAS, or combine two or all three strands. Here are some examples

- Creating and publishing a blog or website collaboratively
- Collaborative internships or volunteer work in the local community
- Designing and building sets for the musicals
- Creating lessons and teaching English to English Language Learner students
- Teaching elementary schools students lessons
- Executing various fundraising events for charities

## **CAS Experiences**

Along with the CAS project, IB students will be participating in on-going weekly CAS experiences for 18 months beginning in the Fall of their 11th grade year. These experiences must be completed in addition to, and separately from, their IB class assignments. Each experience will include a reflection to reveal personal growth and mastery of the seven learning outcomes.

Some experiences include:

- Participating in a sport or musical
- Learning a new skill (guitar, horseback riding)
- Tutoring or mentoring
- Volunteering at a local charity for an event
- Participating in community service

## **The CAS Portfolio**

All IB students will create and maintain a CAS portfolio, as evidence of their engagement with CAS and mastery of the seven learning outcomes. The CAS portfolio is a compilation of their CAS experiences and reflections, as well as their CAS project. All CAS materials will be uploaded and managed through an IB approved computer software called Managebac.

## **CAS Learning Outcomes**

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Completion of CAS is based on student achievement of the seven CAS learning outcomes:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

Through their CAS portfolio, students provide evidence demonstrating achievement of each learning outcome.

Although there are no points awarded for CAS, it is a core requirement that **must** be fulfilled to earn the Diploma.

## CAS Handbook

### IB Scoring

IB subjects are graded on a 1- 7 scale with 7 being the highest score. To qualify for the award of the IB Diploma a student must receive a combined score of 24 points across 6 subjects with at least 12 points from higher level subjects and a minimum of 9 points from standard level subjects.

In addition to the 6 subjects, IB Diploma students are required to complete three Core elements – Theory of Knowledge, the Extended Essay, and CAS (Creativity, Activity, Service).

The maximum points that can be awarded to an IB Diploma student is the full score of **45** with **42** points generated across the 6 subjects and **3 bonus points** derived from Theory of Knowledge and the Extended Essay.

### Article 13: Award of the IB Diploma (General Regulations: Diploma Program February 2014)

### Course Selection

Proper course selection from the start is essential to success in the IBDP. Students must consider prior course work and preparation, personal interests, abilities and university aspirations when making course selections. Our IB coordinator and University counselors meet with each student, along with their parents, to guide them through the selection of courses that match their demonstrated abilities with their hopes and dreams for the future. Our personnel are highly trained and experienced in this process. Families who wish to deviate from ASM's course selection advice will be required to [sign a waiver](#) stating that they understand the implications, and take full responsibility.

### Course Selection Timeline

- **February to mid-April (10th Grade)** - Students and parents meet with the IBDP Coordinator and University Counselor to discuss their course selections.
- **April 30th (10th Grade)** - Deadline to submit course requests in PowerSchool.

- The schedule is built in May based on student requests. Once the schedule is built, it can not be changed. Students may request changes to their course selection up until September 1st; however, it may not be possible in the schedule. In such cases, students will need to follow their original selection.
- **September 15th (11th Grade) - No IB subject changes will be permitted after this date.**
  - Changes within subject level (SL to HL or visa versa) may not be made after the end of the first semester in the 11th grade.

## University Requirements & Predicted Grades

University requirements vary greatly throughout the world. Below is an outline of the general requirements for the most popular destinations.

### University Requirements

Universities in the UK/EU	Universities in the US
<ul style="list-style-type: none"> <li>● Full IB Diploma required for most courses</li> <li>● Minimum 3 IB Certificates likely requested for foundation year courses.</li> </ul>	<ul style="list-style-type: none"> <li>● American High School Diploma required</li> <li>● Full IB Diploma/IB Certificate accepted and highly regarded</li> </ul>
<ul style="list-style-type: none"> <li>● Predicted IB exam scores are used to determine university acceptances and offers. The predicted scores are calculated based predominantly on 11th grade IB coursework and performance. Actual scores on the IB exams are used to confirm/deny university acceptance (IB results are issued on July 6th of the senior year).</li> </ul>	<ul style="list-style-type: none"> <li>● Admission process includes a holistic approach. IB exam results may be considered in the admission decision. Universities may offer college credits based on IB exam results.</li> </ul>
<ul style="list-style-type: none"> <li>● Additional admission requirements include a letter of reference, personal statement, application, additional testing as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Additional admission requirements may include, SAT/ACT scores, letters of recommendation, personal essay, application, supplemental essays and additional testing, as necessary.</li> </ul>
<ul style="list-style-type: none"> <li>● The student usually applies to a specific course of study and program (i.e. Bachelor of Science in Biotechnology). Some liberal arts style programs do exist but are limited.</li> </ul>	<ul style="list-style-type: none"> <li>● The student can apply to a major of study or they can apply as undecided. Students have two years to declare a major area of study.</li> </ul>
<ul style="list-style-type: none"> <li>● IB courses must align with specific requirements of the intended course of study (i.e. Engineering: HL Math, HL Chemistry, HL Physics)</li> </ul>	<ul style="list-style-type: none"> <li>● Specific preparatory courses are required for only certain intended majors of study (i.e. pre-medicine: biology, chemistry, engineering). Some HL IB scores may earn college credits or advanced standing.</li> </ul>

### Italian University Requirements

To attend the Italian university students MUST obtain the full IB Diploma. In addition the Italian Ministry of Education requires a full IB candidate to follow one of the following tracks:

Linguistic Track	Scientific Track	Social Science Track
First Language	First Language	First Language
Second Language	Second Language	Second Language
History Economics Psychology	History Economics Psychology	History Psychology
Chemistry Physics Biology	Chemistry Physics Biology	Chemistry Physics Biology
Mathematics	Mathematics	Mathematics
Third Language	Chemistry Biology Visual Art	History Economics Visual Art

Each track will require the study of the following subjects at HL only:

**Linguistic Track:** First Language

**Scientific Track:** Mathematics

**Social Science Track:** History or Psychology

### Understanding Predicted Grades at ASM

ASM juniors and seniors encounter three types of predicted grades while immersed in the IB program at ASM. These are, provisional university predicted grades, university predicted grades and IB predicted grades. Each predicted grade assessment is delivered at different moments during the course of the two-year program. Therefore, each predicted grade assessment has a very specific purpose for our students.

#### Provisional University Predicted Grades

Provisional university predicted grades are requested from teachers at the end of junior year. These provide IB students with a realistic benchmark for researching appropriate universities and application planning. Furthermore, these grades help students set their academic agendas for the



summer in preparation for the 12th grade as well as to help them set their target goals for academic achievement. Provisional university predicted grades are based upon the student's coursework, assessments and final exams. These grades are not a simple average of a student's class grades.

### **University Predicted Grades**

University predicted grades are issued by teachers in the fall of senior year and are used for university applications. Any change in a predicted grade from those issued at the end of junior year, would be based on work completed over the summer and academic achievements made by the student during the first two months of senior year. Please note that predicted grades can also be lowered if students do not meet the course expectations.

ONLY those students who plan to apply to Oxford, Cambridge, UK medical or veterinary schools or Early Action/Decision in the USA will receive this second set of predicted grades on October 10th.

All university predicted grades, (with the exception of those noted above) will be finalized for university applications by mid-November each year.

### **IB Predicted Grades**

Official IB predicted grades are confidential and are sent directly to the IBO Assessment Center. These must be submitted by the school in April of a student's senior year. Due to IBO regulation, they are not released to students. The IB predicted grades are based on student work to date, midterm mock exams and other evidence of prior achievement over the course of the two-year program. These grades will be on the final IB grade reports that are issued to students in July when IB scores are released.

### **Significant Information on Predicted Grades:**

- We are very proud of our teachers' strong record of accurately predicted grades.
- ASM teachers put time, care and thought into predicting grades. Teacher accuracy in predicting grades is an important aspect of an IB teachers' reputation as well as the reputation of ASM among universities.
- If a student does not agree with his provisional university predicted grades, it is appropriate and necessary to schedule a conversation with the teacher to discuss what will be required by the student to improve the grade. This should be done the summer before senior year.
- It is NOT acceptable or respectful behavior for students or parents to debate or try to negotiate a change in a predicted grade.
- Parents and students must understand and recognize that universities may refuse enrollment to students if they do not meet their university predicted grades. Conditional acceptances are specific for many universities. Therefore, even a one-point difference can result in a declined conditional acceptance.

## **The Alternative to the IB Diploma**

Grade 11 students can choose not to pursue the full IBDP for various reasons. For example, the IBDP is not a good academic fit or it may not be required for the students' university applications. In this case, students will be enrolled in 5 IB subjects, (as opposed to the 6 subjects required for the full IB Diploma.) and will not be required to write an Extended Essay, take the TOK course nor complete the CAS program requirements. In 12th grade, students who are not pursuing the full IB Diploma may, if they desire, sit for one or more IB exams obtaining the IB Diploma course certificates. Universities in the US may offer college credits or advanced standing based on IB exam results.

## Academic Honesty and Integrity

ASM places great value on personal integrity and academic honesty. The administration, faculty, and staff strongly believe that integrity must be a significant component in the academic success of our students; therefore, we promote academic honesty throughout their scholastic years at ASM by fostering the traits outlined in the IB Learner Profile and in particular the following:

### Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Academic Honesty is in line with the [ASM Core Values](#), the [ASM Student Success Indicators](#) and [IBO Approaches to Learning](#).

By being: **Self-Managers, Collaborators, Communicators, Thinkers, Researchers and Self-Knowers**, students develop skills that will allow them to learn and be responsible for their learning.

## Understanding and Promoting Academic Honesty and Integrity at ASM

Academic honesty and integrity are the foundation of any educational institution.

Promoting Academic Honesty is essential because lack of academic integrity undermines the philosophy of any educational programme. Students engaging in academic misconduct miss the “**learning opportunity**”. Moreover, those who breach the regulations of academic work will find it easy to contravene the conventions in other fields.

Academic integrity “should be part of an “ethical culture” of any educational institution, be that primary school or a university. It is an obligation which must be embraced and fostered by the entire school community”<sup>1</sup>

<sup>1</sup> Academic Integrity. p. 2 IBO, October 2019

### What is Academic Integrity?

“Academic Integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision making and behavior in the production of legitimate, authentic and honest scholarly work.” <sup>2</sup>

## Student Academic Misconduct

“The IB defines student academic misconduct as **deliberate** or **inadvertent** behavior that has the potential to result in the student, or anyone else, gaining an **unfair advantage** in one or more components of assessment.

Behavior that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination.” **3**

## Examples of academic misconduct include:

**Plagiarism:** Plagiarism: this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment

**Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another

**Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements

**Paraphrasing:** this is defined as the restatement of someone’s work in another form. In order for it to be allowed, the source needs to be acknowledged

**Falsification of data:** this is defined as manufacturing data for an experiment and for mathematical exploration/project

**Disregarding** the IB DP Examination Code of Conduct: this is defined as an infraction or disregard of guidelines as established by the IBO with respect to examination conduct

**2 Academic Integrity, p. 3 IBO October 2019**

**3 Academic Integrity, p 3. IBO October 2019**

Some examples:

- Possessing unauthorized material in the examination room
- Exhibit misconduct and disruptive behavior during an examination
- Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time—or attempting to
- Impersonating an IB candidate—both impersonator and person allowing impersonation
- Remove of secure materials such as examination papers, questions and answer booklets, from the examination room
- Sharing of IB examination paper content before or during the examination’s scheduled time, or within 24 hours after the examination

For more detailed information, please refer to:

- [ASM Academic Honesty Policy](#)
- [IBO Academic Integrity Policy](#) ( **Appendix 2** )

## Consequences of Malpractice

At ASM any instance of academic dishonesty is to result in:

### First Offense

- An automatic zero for the work in the case of a first offense. No opportunity is to be given to make up the zero grade. The document is to be collected by the teachers and filed with the Principal. Parents are to be notified;

### Second Offense

- An automatic zero for the work with the same above specified notifications and qualifications for a second offense. Additionally, a two-day out of school suspension is to be assigned and a meeting of the Parents, student, teacher and Guidance Counselor called by the Principal. All work undertaken during the out of school suspension shall be given a grade of zero;

### Third Offense

- Indefinite suspension pending a recommendation for expulsion for a third offense with a grade zero being assigned to all work.

In case of malpractice in work for an external diploma or certificate (such as the Diploma and IB Courses, PSAT, SAT), the school shall notify the external organization in addition to the above. Given the potential of discrediting ASM under such circumstances, the student may also face expulsion.

## How to avoid Malpractice

### ***The role of students***

Students must take responsibility for their learning. They are expected to do their own work and to demonstrate honestly what they have learned.

Student's responsibilities include:

- have a full understanding of their school's and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products, making proper use of a citation style. At ASM we have adopted the **Chicago citation style** (or APA for Psychology)
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms.
- When required by teachers and/ or by the DP Coordinator, students must submit their work to Turnitin
- Respect internal deadlines

- When submitting his/her work to IB examiners, the candidate is ultimately **responsible** for ensuring that all work submitted for assessment is **authentic**, with the work or ideas of others fully and correctly acknowledged.
- Before submitting their work to IBO, students must sign a [declaration of authenticity form](#).

### ***The role of the DP Coordinator***

The DP programme coordinator is responsible for maintaining an overall supervision of all activities related to the teaching and learning process at the school ensuring that all school and IB policies are applied fairly and consistently.

The Diploma Coordinator must:

- Ensure that students understand clearly IBO expectations regarding academic honesty
- Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- Ensure that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations
- Agree with IB teachers on an internal calendar of all due dates for the receipt/submission of candidates' assessment material
- Ensure candidates and invigilators are provided with relevant information about examination regulations.
- Plan regular meetings with faculty members to verify that all parties have a clear understanding of IB expectations.
- Ensure that policies and procedures are easily available to all interested parties (teachers, students and their legal guardians)
- Organize regular briefings with student's legal guardians
- Ensure compliance with secure storage of confidential IB material policy and the conduct of IB examination
- Report suspected instances of student academic misconduct and school maladministration to the school administration and/or the IBO
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.
- Supervise all activities related to the investigation of students academic misconduct

### ***The role of the leadership team***

The school's leadership team must:

- ensure that all teachers have the same level of understanding of academic integrity as a first step to ensuring their engagement and commitment
- establish an academic honesty policy.



- create an administrative team which is responsible for supporting teachers in the reporting and investigation of student academic misconduct or maladministration cases whose main tasks will be to provide advice specific to the nature of the incident and the subject affected, and recommend the appropriate penalty in line with internal school policy. They should also support the administrative process and maintain any files and documents associated with each case for future reference and precedents.
- provide teachers with effective training opportunities.
- ensure teachers and students adhere to the school's academic honesty policy.
- share with legal guardians the aim of the academic honesty policy.
- ensure everybody understands academic honesty and consequences for IB students if they engage in academic misconduct.

### ***The role of teachers***

At ASM teachers are expected to:

- ensure that students have a full understanding of the expectations and guidelines of all subjects ensuring that students understand what constitutes academic misconduct and its possible consequences
- Set clear expectations for assignments and provide guidance to candidates how to properly conduct a research paper or prepare an oral presentation, and how to correctly cite sources properly
- plan a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- give feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensure that all student work is appropriately labeled and saved to avoid any error when submitting assessment to the IB
- develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- respond to student academic misconduct supporting the school's and IB's investigations
- respond to school maladministration and support the school's and IB's investigations.
- be vigilant for changes in writing style, and in noticing that the student's work is too complex and academic and goes beyond the student's ability
- read the final version and check for authenticity of any work submitted to IBO. (EE, TOK papers, [Internal Assessment](#), Coursework)
- teachers must make use of Turnitin when checking on major IB assignments
- although the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged, it is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate.
- Be role models of academic honesty and integrity

### ***The role of Parents and legal guardians***

At ASM we strongly believe in the open communication between teachers, school administration and parents. Parents can play a very important role in supporting and helping their children achieve their full potential and acting with honesty.

Focusing on processes for managing academic integrity incidents, parents and legal guardians of IB students are expected to:

- read and become familiar with ASM and IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children and understand what constitutes student academic misconduct and its consequences
- support their children's understanding of ASM and IB policies, procedures and subject guidelines, supporting teachers and administrations in talking to their children about the importance of academic integrity
- understand school internal policies and procedures that safeguard the authenticity of their children's work
- support their children in planning a manageable workload so they can allocate time effectively
- report any potential cases of student misconduct or school maladministration to the school's administrators
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstain from giving or obtaining assistance in the completion of work to their children, write, oral and/or artistic production
- abstain from hiring tutors to write the work for the student or to edit the work of the student
- abstain from making use of web based services (essays mills, ghost writers)
- cooperate with the school in case their child is found to be guilty of malpractice - either intentionally, or by inappropriate documentation of sources.

### **ASM's Assessment Philosophy**

Assessment is the act of analyzing student learning, evaluating achievement and providing timely feedback as it pertains to desired learning outcomes. It should foster a culture of reflection, scholarship, integrity and resilience.

Assessment at ASM is central in both guiding students and the school while they strive for excellence together. Wherever possible, assessments should enable students to transfer knowledge, skills and concepts independently into new, authentic contexts according to previously stated criteria. ASM recognizes that assessment is most powerful when students are active agents in the process.

At ASM, teachers assess formatively and summatively. These are terms that our upper school students and families hear often.

#### **Formative Assessment**

Formative assessment refers to a wide range of methods used by teachers to determine student comprehension, learning needs, and academic progress during a lesson or unit. Teachers ensure

that feedback is given to students to help them make progress toward the learning objectives. Formative assessment is essential in helping students develop knowledge and skills that will be assessed at the end of a learning unit. Formative assessments are not counted in the final grade.

Formative assessment provides:

- timely verbal or written feedback to students as they learn;
- recommendations on how students can improve.

### **Summative Assessment**

Summative assessments are used to evaluate student understanding at the end of each learning unit. Students in grade 11 and in the first semester of grade 12 will take two formal internal exams a year: one in January and one in June. The results of these exams will contribute to 20% of the semester grade.

Summative assessment:

- evaluates students' independent understanding;
- requires students to apply their learning in a new context.

### **Expectations for Assessment**

Teachers are expected to:

- use an IBDP mark scheme or rubric, or a modified version of one, which shows the student what constitutes successful work;
- return work in a timely fashion with constructive feedback and publish grades;
- collaborate with colleagues to ensure that a balance of assessment tasks is given to students;
- post deadlines for assignments on PowerSchool, for example, summative assessments are posted one week in advance of the due date;
- communicate with parents regularly and immediately in case of concern.

Students are expected to:

- record all homework assignments;
- use the mark schemes or rubrics provided by teachers to achieve their best work;
- submit work on time;
- reflect on feedback and correct mistakes when work is returned to them;
- honor academic integrity and understand the consequences if they do not.

Parents are expected to:

- support student adherence to deadlines;
- help motivate their child;
- help create a study environment that is to the benefit of their child;
- follow the child's progress on PowerSchool and contact the teacher with any concerns when necessary.

All the above expectations exist to ensure that all students reach their full potential in IBDP examinations.

### Late and Missing Work

Should a student miss a deadline, or be absent from school with or without parental justification, we expect the student to make up the work in a timely manner.

### For Excused Absences

Students who have an excused absence must complete late work in proportion to the number of days they miss. Therefore, if a student is absent for one day, s/he must make up the assignment in one day, or at teacher discretion. One week is the maximum time for an assignment to be submitted to a teacher after returning from an extended excused absence.

### For Unexcused Absences and Missing Work

Students who do not meet deadlines for summative assessments must attend extratime@lunch in order to complete the assignment and receive credit.

### Procedure for ExtraTime@Lunch

If a summative assignment is not submitted on time:

Students will be held accountable by:	Teacher will hold students accountable by:
<ul style="list-style-type: none"> <li>Students report to the Extra Time room from 12:30-1:00, and will continue to report there until the work is completed up to one week after the due date.</li> <li>Attending ExtraTime@Lunch on the day the assignment is due for a class held in the morning. Or, attending Extra Time@Lunch the day after for a class held in the afternoon.</li> <li>Submitting work to the subject teacher.</li> <li>Being punctual for and working silently during ExtraTime sessions</li> </ul>	<ul style="list-style-type: none"> <li>Immediately reporting assignment in PowerSchool (PS) with a temporary zero, "0" and an "M" for missing. In a PS comment on the assignment, briefly describe it so parents are fully informed</li> <li>Updating form with date when work is completed.</li> <li>When completed, mark assignment as "L," Late, and student receives full credit in PS</li> </ul>

- Students who do not attend ExtraTime@Lunch will receive a zero for the assignment.
- Students have a one week limit to complete the missing work.
- Students who attend ExtraTime@Lunch three times or more will be referred to the administration for consideration of schedule modifications and possibly additional consequences. When possible, students will be placed in a study hall to allow more time to focus on assignment completion and academic success.

### Reporting to Parents

All teachers at ASM use PowerSchool to report grades, attendance, homework assignments, and teacher comments. Through ASM's password protected PowerSchool parent portal, parents can access this real-time feedback at any time. Parents are encouraged to review the progress of their child once a week and to get in touch with the teacher directly should any questions come up. Teachers also use Google Classroom as another means of posting assignments, rubrics, and classroom expectations.

## Report Cards

Report cards serve as a means of communication between the teacher and family. They are sent home twice a year at the end of each semester. Report cards show the student's current academic achievement and attitudes to learning, in the form of student success indicators, for each class. Each parent is urged to ask questions and/or make comments about these reports and discuss them with the teacher.

### How is a student's semester grade calculated?



## Academic Grade Boundaries

IB Scale/ Letter Grade*	Percent Range	GPA	Descriptor
7A+	98-100	4.3	Outstanding work, in which you apply relevant skills, knowledge and concepts almost faultlessly, with sophistication. Your work shows exceptional understanding, maturity, insight and analysis; it also shows originality.
6A	92-97	4.0	
6A-	90-91	3.7	
5B+	88-89	3.3	A thorough application of relevant skills, knowledge and concepts. Your work, on the whole, shows understanding, insight and analysis with some independence and originality
5B	82-87	3.0	
4B-	80-81	2.7	
4C+	78-79	2.3	A satisfactory application of the main relevant skills, knowledge and concepts. Your work shows some evidence of reasonable understanding, insight and analysis.
3C	72-77	2.0	
3C-	70-71	1.7	



2D+	68-69	1.3	There has been little evidence of understanding, insight or analysis. Your work may show clear difficulties in some areas and you may need extra support.
2D	62-67	1.0	
1F	0-61	0	A very limited application of the main relevant skills, knowledge and concepts. Your work has not shown evidence of understanding, insight or analysis. Your work shows marked difficulties in several areas, even with extra support.

\* Only the letter grade is presented for MS classes, while both the letter and IB equivalent number are presented in the HS.

\*\* GPA is used for internal purposes only. It is not displayed to students, parents or shared with external entities.

### [\*\*ALink to ASM's Upper School Assessment Policy\*\*](#)

## **ASM Learning Support**

Students who are identified as having learning needs through educational assessment have full access to all school programs and are integrated into all aspects of the school so that they may reach their full potential. ASM believes in inclusive education where all students receive meaningful and equitable access to the curriculum.

All students in grades 11-12 who are diagnosed with learning needs will receive accommodations that are developed from their testing and with the student study team in order to maximize their strengths and allow them to access the full curriculum, as well as to receive accommodations for the IB, SAT and/or ACT exams.

## **Requirements to Remain an IB Candidate at ASM**

### **Grade Requirement**

To remain in the IBDP program, students are required to maintain passing grades in their classes.

At the end of the first semester of the 11th grade year, students who have two Ds or one F in IB classes will be placed on academic probation. Academic probation is a signal to the student, the family, and the teachers that there is a serious academic concern in terms of pursuing the IB diploma, promotion to the next grade level, earning credits and/or remaining enrolled at ASM. A meeting will be scheduled with the IBDP coordinator, counselor, and/or principal to discuss strategies for the student to improve during the second semester. At the end of the first semester of the 11th grade year, students who have three Ds or two Fs in IB classes will be required to leave the IB Diploma Program at this point.

At the end of the 11th grade year, students who fail one class for the year will be required to study throughout the summer. Before the start of the next school year, the student must come to school and sit for an exam. If the student passes the exam, they may stay within the IB Diploma Program. If they fail the exam, the student will be required to leave the IB Diploma Program. The student can continue to pursue the ASM diploma. If a student fails two or more classes at the end of the 11th grade year, they will be required to leave the IB Diploma Program at this point.

### **Deadline Requirement**

Students are required to meet internal deadlines for the Internal Assessments, Extended Essay and TOK exhibition. When students miss a deadline, the student and the parents will be contacted. The student will be required to work during the school day with the IBDP coordinator until the deadline is met. If this becomes a frequent occurrence, a meeting will be held to discuss the suitability of the student for the IB program. It is possible that at this time, the school will recommend leaving the program and focus instead on the ASM diploma.

## **Subject Area Curriculum**

### **Group 1: Language A1 Studies in Language and Literature**

#### **English A1/ Italian A1 Language and Literature SL/HL**

Language A: language and literature comprises two parts—one relates to the study of language and one to the study of literature. The study of texts produced in the focus language of the course is central to an active engagement with language and culture and, by extension, to how we see and understand the world and global issues. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The language A: language and literature course aims to develop in students the skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices.

Part of the course is dedicated to the study of different media languages and non-literary texts in order for the students to “develop an understanding of how language, culture and context determine the ways in which meaning is constructed in texts.”

#### Objectives:

- introduce students to a range of texts from different periods, styles and genres;
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections to global issues;
- develop the student's powers of expression, both in oral and written communication;
- encourage students to recognize the importance of the contexts in which texts are written and received;
- encourage, through the study of intertextuality, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning;
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature;
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts;
- encourage students to think critically about the different interactions between text, audience and purpose.

## Group 2: Language B - Language Acquisition

### Italian/French/Spanish Language B SL/HL

The Language B program prepares students to respond to the complex demands of day-to-day communication, to demonstrate accuracy in their use of spoken and written language, to take part in discussions to express their opinions, and learn about the culture of the target language. Students will be engaged in class discussion on current events; will read articles from newspapers and magazines; will read short stories and or short novels and will be exposed to cinema. Great emphasis is placed on the writing of different types of texts, listening and oral activities , reading and comprehension exercises in preparation for the IB written exam.

#### Core Topics

- Communication and Media
- Global Issues
- Social Relationships

#### Options (selection of two)

- Cultural Diversity
- Customs and Traditions
- Health
- Leisure
- Science and Technology

#### In addition for HL

- Two literary works

#### Objectives:

- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes;
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of different perspectives of people from other cultures;
- Develop students' awareness of the role of language in relation to other areas of knowledge;
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language;
- Develop students' awareness of the relationship between the languages and cultures with which they are familiar.

#### Italian/French/Spanish Language AB Initio (B1 and B2 courses)

Students who start the study of a new foreign language in their first year of the IB (junior year), may choose to take the Ab Initio exam. In this case they will be attending year B1 and B2 of the language chosen.

The language Ab Initio course is organized into three themes.

- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of

receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Language Ab Initio is available at SL only.

### Objectives:

The main focus of the courses is the acquisition of language required for purposes and situations in everyday social interaction, and a basic awareness of the culture of the language studied.

### Enrollment in a World Language Course (French/Italian/Spanish) at ASM - important information

The conditions and requirements for the placement of students in a world language course at ASM are based on the directions given by the International Baccalaureate Organization and clearly stated in the following excerpts from the IB Language B Subject Guide, 2019:

### Language B courses:

- Add to the international dimension of the diploma program.
- Promote intercultural understanding and greater respect for other people
- Should provide an appropriate academic challenge for the student

Therefore, coordinators, in conjunction with teachers, are responsible for the placement of students. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgment to guide them. Based on the IBO requirements, any student who falls into any of the following categories will not be allowed to enroll in French, Italian or Spanish as foreign language courses:

1. Target Language is the candidate's usual language of communication at home and/or the student is proficient in listening and/or reading and/or writing the language.
2. The candidate has studied all or a substantial part of his/her primary and/or secondary education in the Target Language.

Students will be assessed on their language competence by means of a language test. The final decision regarding the placement of the student in the appropriate language course will be taken by the World Languages Committee and the Diploma Coordinator.

If a student is not eligible to take a World language course, he/she may choose to do the following:

Study the language as native speakers (Language A)

OR

Choose one of the other World languages (Language B) offered at ASM

## **Group 3: Individuals and Society**

### **History SL/HL**

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources and perspectives. History is a discipline that seeks to give students an understanding of themselves and others in relation to the past and present.

In order to understand the past, students will engage with it both through eyewitness sources and through the work of historians. Historical study involves the selection and interpretation of data and a

critical evaluation of it. The statement that “History is philosophy teaching by example,” illustrates the primary goal of the subject, to better enable personal reflection and understanding of people and societies. The IB History class at ASM is a select course of study focused on events, particularly the crises of the 20th Century. Topics of study are roughly chronological, and include WWI, the rise of single party states in the interwar years, WWII, and the establishment of a bipolar world in the Cold War era. IB gives great flexibility to its instructors to implement a program of study from a wide range of topics, with the expectation that each school will tailor a program to the needs and interests of its school and region. It is not expected that each school will cover all of the suggested topics, but that each will teach a few events or eras in great detail, employing multiple sources as well as historiography.

Thus, IB history provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to develop skills of identification, classification, analysis and critical judgment.

### **Objectives:**

#### **Knowledge and understanding**

- Recall and select relevant historical knowledge.
- Demonstrate an understanding of historical context.
- Demonstrate an understanding of historical processes: cause and effect; continuity and change.
- Understand historical sources.
- Deploy detailed, in-depth knowledge.
- Demonstrate knowledge and understanding of a specific historical topic.

#### **Application and interpretation**

- Apply historical knowledge as evidence.
- Show awareness of different approaches to, and interpretations of, historical issues and events.
- Compare and contrast historical sources as evidence.
- Present a summary of evidence.
- Evaluate different approaches to, and interpretations of, historical issues and events.
- Evaluate historical sources as evidence.
- Evaluate and synthesize evidence from both historical sources and background knowledge.
- Develop critical commentary using the evidence base.
- Synthesize by integrating evidence and critical commentary.
- Present an analysis of a summary of evidence.

#### **Use of historical skills**

- Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments.
- Demonstrate evidence of research skills, organization and referencing.

### **Psychology SL/HL**

Psychology IB develops an appreciation of Psychology both as an academic discipline and a body of knowledge which is relevant to the student’s own life. The various methods of psychological inquiry are introduced with particular emphasis upon empirical Psychology.



At the core of the DP psychology course is an introduction to three different approaches to understanding behavior, common to both Higher Level and Standard Level:

- biological approach to understanding behavior
- cognitive approach to understanding behavior
- sociocultural approach to understanding behavior.

The knowledge, concepts, theories and research that have developed the understanding in these fields will be studied and critically evaluated. In addition, the interaction of these approaches to studying psychology provides the basis of a holistic and integrated approach to understanding mental processes and behavior as a complex, dynamic phenomenon.

The contribution and the interaction of the three approaches can be best understood through the options. There are four options in the course that focus on areas of applied psychology:

- abnormal psychology
- developmental psychology
- health psychology
- psychology of human relationships.

Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is fundamental to the nature of the subject.

A range of research methods, both qualitative and quantitative, are used by psychologists to test their observations and hypotheses. The DP psychology course promotes an understanding of the various approaches to research and how they have been used in order to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations, as part of their internal assessment.

#### Objectives:

- Develop an awareness of how psychological research can be applied for the benefit of human beings to address real-world problems and promote positive change
- Ensure that ethical practices are upheld in psychological inquiry
- Develop an understanding of the biological, cognitive and sociocultural influences on human behavior.
- Apply an understanding of the biological, cognitive and sociocultural factors affecting human behavior to at least one applied area of study
- Develop an understanding of alternative explanations of behavior.
- Understand diverse methods of psychological inquiry.

### **Economics SL/HL**

Economics IB is a dynamic social science, which is essentially about the concept of scarcity and the problem of resource allocation. Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. It incorporates elements of history, geography, psychology, political studies and many other related fields of study. The scientific approach characterizes the standard methodology of economics, a progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion. Alongside with the empirical observation of positive economics, students are asked to formulate

normative questions. Encouraging students to explore such questions forms the central focus of the economics course.

### Objectives:

Through the course, students will:

- gain a core knowledge of economics;
- be encouraged to think critically about economic concepts;
- apply economic theory to real world examples;
- learn to recognize their own tendencies for bias.

## **Environmental Systems and Societies SL**

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between humans and their world; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention will be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. As well, students develop their sound understanding by delving into and evaluating the scientific, ethical and socio-political aspects of a variety of local and global environmental issues. Sustainability will be taught as a core principle.

Attempts to achieve sustainability will be analyzed from the individual (for example, attitude towards recycling) to the global community (reducing dependence on nonrenewable resources). Internationally, the roles of both governmental and non-governmental organizations are considered in the course from the United Nations, the World Wide Fund for Nature (WWF), etc.

Environmental scientists work internationally at all levels. In this course, students may share data collected with those in other IB Diploma Program schools on other continents just as professional scientists pool their data. Students taking this course should thus become more aware of the diversity of cultural perspectives on the environment and appreciate that environmental issues may be controversial as they cross geographical and cultural boundaries.

### Objectives:

- Demonstrate an understanding of information, terminology, concepts, methodologies and skills with regard to environmental issues.
- Apply and use information, terminology, concepts, methodologies and skills with regard to environmental issues.
- Synthesize, analyze and evaluate research questions, hypotheses, methods and scientific explanations with regard to environmental issues.
- Using a holistic approach, make reasoned and balanced judgments using appropriate economic, historical, cultural, socio-political and scientific sources.
- Articulate and justify a personal viewpoint on environmental issues with reasoned argument while appreciating alternative viewpoints, including the perceptions of different cultures.
- Demonstrate the personal skills of cooperation and responsibility appropriate for effective investigation and problem solving.
- Select and demonstrate the appropriate practical and research skills necessary to carry out investigations with due regard to precision.

PLEASE NOTE: Environmental Systems and Societies is an INTERDISCIPLINARY subject. As an interdisciplinary subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies).

By choosing to study an interdisciplinary course such as this as part of their Diploma, students are able to satisfy the requirements for both groups 3 or 4, thus allowing them to choose another subject from any group (including another group 3 or 4 subject).

### **Global Politics SL/HL**

The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

The Diploma Programme global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

The core units of the course together make up a central unifying theme of “people, power and politics”. The emphasis on “people” reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of “power” is also emphasised as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: “politics” provide a uniquely rich context in which to explore the relationship between people and power.

#### Objectives:

Assessment objective 1: Knowledge and understanding

- Demonstrate knowledge and understanding of key political concepts and contemporary issues in global politics
- Demonstrate understanding of relevant source material
- Demonstrate understanding of a political issue in a particular experiential situation (engagement activity)
- At HL only, demonstrate in-depth knowledge and understanding of political issues in two detailed case studies

Assessment objective 2: Application and analysis

- Apply knowledge of key political concepts to analyze contemporary political issues in a variety of contexts
- Identify and analyze relevant material and supporting examples

- Use political concepts and examples to formulate, present and sustain an argument
- Apply knowledge of global politics to inform and analyze experiential learning about a political issue (engagement activity)
- At HL only, apply knowledge of global politics to analyze political issues in two case studies

Assessment objective 3: Synthesis and evaluation

- Compare, contrast, synthesize and evaluate evidence from sources and background knowledge
- Compare, contrast, synthesize and evaluate a variety of perspectives and approaches to global politics, and evaluate political beliefs, biases and prejudices, and their origin
- Synthesize and evaluate results of experiential learning and more theoretical perspectives on a political issue (engagement activity)
- At HL only, demonstrate synthesis and evaluation of different approaches to and interpretations of political issues in two case studies

Assessment objective 4: Use and application of appropriate skills

- Produce well-structured written material that uses appropriate terminology
- Organize material into a clear, logical, coherent and relevant response
- Demonstrate evidence of research skills, organization and referencing (engagement activity and HL extension in particular)
- At HL only, present ideas orally with clarity

## Group 4: Sciences

### Biology SL/HL

Biology is the study of life. Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Through studying biology, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects.

Both levels of this course will examine core topics including: cell biology, molecular biology, genetics, ecology, evolution, and human physiology. In addition to this, HL students will go in more depth while also studying plant biology, bioinformatics and animal physiology. All students will apply practical methods to formal concepts, examining famous biological experiments before developing individual investigations. This program is designed to meet the needs of students who wish to enter higher education in medicine or the sciences, while also providing an overall survey for students who will then end their formal study of science.

#### Objectives:

1. Demonstrate understanding of and the ability to apply:
  - a. biology facts, concepts and terminology
  - b. biology methodologies and techniques
  - c. methods of communicating scientific information.
2. Formulate, analyze and evaluate:
  - a. hypotheses, research questions and predictions
  - b. methodologies and techniques
  - c. primary and secondary data

- d. scientific explanations.
3. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.
4. Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities.

### **Chemistry SL/HL**

Chemistry is the central science. Chemical principles underpin the physical environment in which we live and all biological systems. As such, the subject of chemistry has two main roles in the curriculum. It is a subject worthy of study in its own right as a preparation for employment or further study. Chemistry is also a prerequisite for many other courses in higher education, such as medicine, and biological and environmental sciences.

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigative skills. The chemistry program aims to balance the needs of an examination syllabus on one hand with the freedom of teachers to devise courses which meet the needs of their students on the other. The program reflects, through the variety of options available, the need to ensure that the qualification will meet the needs of students who wish to enter higher education in the sciences and those for whom this will be their final formal study of science.

#### Objectives:

Students will demonstrate an understanding of, apply, and use:

- chemical facts and concepts
- chemistry methods and techniques
- chemical terminology
- methods of presenting scientific information
- data to construct, analyze and evaluate
- hypotheses, research questions and predictions
- chemistry methods and techniques
- scientific explanations

Students will demonstrate:

- the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving;
- the manipulative skills necessary to carry out scientific investigations with precision and safety.

### **Computer Science SL/HL**

Diploma Programme computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach. It is in this context that the Diploma Programme computer science course should aim to:

- 
- provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
  - provide a body of knowledge, methods and techniques that characterize computer science
  - enable students to apply and use a body of knowledge, methods and techniques that characterize computer science
  - demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
  - engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
  - develop logical and critical thinking as well as experimental, investigative and problem-solving skills
  - develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
  - raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
  - develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
  - encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

#### Objectives:

Know and understand:

- relevant facts and concepts
- appropriate methods and techniques
- computer science terminology
- methods of presenting information.

Apply and use:

- relevant facts and concepts
- relevant design methods and techniques
- terminology to communicate effectively
- appropriate communication methods to present information.

Construct, analyze, evaluate and formulate:

- success criteria, solution specifications including task outlines, designs and test plans
- appropriate techniques within a specified solution.

### **Physics SL/HL**

Originating in philosophy, Physics is often regarded as the most fundamental among the experimental sciences. Its deepest goal is explaining the Universe itself and how it works. Physicists try to do so by building theories based on mathematics and by testing them through a careful and unbiased application of the experimental method.

The SL and HL courses start off with Newtonian classical mechanics, proceed to thermal physics, electromagnetic phenomena and culminate with the study of the microscopic structure of matter,



atomic/nuclear physics and quantum mechanics (HL only). The Optional material covered during the senior year extends the learning to include subjects like thermodynamics, astrophysics or Einstein's theory of relativity. The HL course differs significantly from the SL course both in terms of depth (more details are studied) and breath (more topics are studied).

IB Physics is an exciting and rigorous course which will prepare the students who intend to pursue applied or science oriented university careers. It is not calculus based but still requires a high degree of fluency in mathematics. Experiments and technology play an important role and both are particularly relevant for the internally assessed component of the course. Problem solving is an essential skill, assessed in the written IB exam at the end of senior year.

#### Objectives:

Through the course, students will:

- develop a greater appreciation and understanding of the workings of the world around them;
- develop the ability to think critically, analyze and solve complex and open ended problems; develop the ability to apply mathematics to real world problems;
- appreciate the importance of some of "Life's Big Questions" and develop some of the required knowledge to address some of them properly.

### **Environmental Systems and Societies SL**

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between humans and their world; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention will be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. As well, students develop their sound understanding by delving into and evaluating the scientific, ethical and socio-political aspects of a variety of local and global environmental issues. Sustainability will be taught as a core principle.

Attempts to achieve sustainability will be analyzed from the individual (for example, attitude towards recycling) to the global community (reducing dependence on nonrenewable resources). Internationally, the roles of both governmental and non-governmental organizations are considered in the course from the United Nations, the World Wide Fund for Nature (WWF), etc.

Environmental scientists work internationally at all levels. In this course, students may share data collected with those in other IB Diploma Program schools on other continents just as professional scientists pool their data. Students taking this course should thus become more aware of the diversity of cultural perspectives on the environment and appreciate that environmental issues may be controversial as they cross geographical and cultural boundaries.

#### Objectives:

- Demonstrate an understanding of information, terminology, concepts, methodologies and skills with regard to environmental issues.
- Apply and use information, terminology, concepts, methodologies and skills with regard to environmental issues.

- Synthesize, analyze and evaluate research questions, hypotheses, methods and scientific explanations with regard to environmental issues.
- Using a holistic approach, make reasoned and balanced judgments using appropriate economic, historical, cultural, socio-political and scientific sources.
- Articulate and justify a personal viewpoint on environmental issues with reasoned argument while appreciating alternative viewpoints, including the perceptions of different cultures.
- Demonstrate the personal skills of cooperation and responsibility appropriate for effective investigation and problem solving.
- Select and demonstrate the appropriate practical and research skills necessary to carry out investigations with due regard to precision.

PLEASE NOTE: Environmental Systems and Societies is an INTERDISCIPLINARY subject. As an interdisciplinary subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies).

By choosing to study an interdisciplinary course such as this as part of their Diploma, students are able to satisfy the requirements for both groups 3 or 4, thus allowing them to choose another subject from any group (including another group 3 or 4 subject).

## **Group 5 - Mathematics**

### **Analysis and Approaches SL/HL**

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of the choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

### **Distinction between SL and HL**

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand mathematical generalization of these patterns. Students who wish to take the course at a higher level will have strong algebraic skills and the ability to understand simple proofs. They will be students who enjoy spending time with problems.

Objectives:

The aims of all DP mathematics courses are to enable students to:

- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- Develop an understanding of the concepts, principles and nature of mathematics
- Communicate mathematics clearly, concisely and confidently in a variety of contexts

- Develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics
- Employ and refine their powers of abstraction and generalization
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge
- Appreciate how developments in technology and mathematics influence each other
- Appreciate the universality of mathematics and its multicultural, international and historical perspective

### **Applications and Interpretation SL/HL**

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used in application or mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: application and interpretation will develop mathematical thinking often in the context of a practical problem and using technology to justify conjectures.

### **Distinction between SL and HL**

Students who chose Mathematics: applications and interpretation at SL or HL should enjoy using mathematics used in a real- world context and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have algebraic skills and experience on solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable when they undertake this exploration using technology.

#### **Objectives:**

The aims of all DP mathematics courses are to enable students to:

- Develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- Develop an understanding of the concepts, principles and nature of mathematics
- Communicate mathematics clearly, concisely and confidently in a variety of contexts
- Develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics
- Employ and refine their powers of abstraction and generalization
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge
- Appreciate how developments in technology and mathematics influence each other
- Appreciate the universality of mathematics and its multicultural, international and historical perspective

### **IB Higher Level Math Placement**

Our aim is to ensure that students are placed correctly from the beginning of their involvement in the IB Diploma Programme. When students are correctly placed in IB Math courses, their chances of performing successfully in the IB Diploma are higher and, at the same time, we avoid situations of unnecessary stress that can be detrimental to their well-being.

- We highly recommend that students take Accelerated Math courses if planning to enroll in IB Higher Level Math.
- It is recommended that students possess at least a B average in G10 Accelerated Math.

- In the spring, all Grade 10 ASM students will take an IB Placement test. Scores on this test will be used to determine which course students will be able to take. **Students who do not make the minimum score to enter the HL courses will not be permitted to take those courses.** The test will be administered one time only. (Placement based on this exam is supported by years of data and records of student success.)

### **Accelerated Math Placement for Transfer Students**

- For initial placement, MAP scores and previous math courses along with teacher recommendations will be considered.
- Interested students will take a grade-level placement exam to determine their placement in either the Standard or Accelerated Math course.

## **Group 6 - The Arts**

### **Visual Arts IB SL/HL**

IB art provides students the opportunity to build on technical skills learned in previous art courses, while exploring the autonomy of self-directed and teacher guided projects with experimentation of new mediums. IB art is divided into Higher Level and Standard Level options. In Higher Level art, students create 8-11 studio projects where at the standard level students create 4-7 projects. Studio works can include painting, sculpture, printmaking, installations and photography. At the end of the two year course, students curate and exhibit their studio work. The exhibition is worth 40% and is graded internally. Students plan for their studio projects and experiment in their research workbooks and create digital process screens, which reflect the process that they go through. The process portfolio is worth 40% of the overall grade and is externally assessed. The IB art coursework encourages cultural awareness and cross cultural approaches to their own work and that of others. It helps students to discriminate and discuss works of art, while learning the skills needed to improve and reflect on their own work. IB art maintains a high level of expectation, both in theoretical explorations and application. It encourages independent thinking, imagination and problem solving.

Students complete a Comparison Study which is externally assessed worth 20% of the overall mark-this independent critical and contextual investigation explores artworks. The purpose of IB art is to develop deeper thinking about art through research, experimentation and technical applications. It stimulates the individual potential of each student and encourages them to explore themselves and the world around them.

### Objectives:

- Guide students in the development of personal, socio-cultural and aesthetic expression in a meaningful way.
- Encourage an inquiry-based approach on the meaning of art, the historical context of art and the integration of art in various subject areas.
- Explore traditional and contemporary forms of art through various medium experimentations.
- Promote the visual and cultural context of art and the personal connections that influence works.
- Encourage the pursuit of quality through experimentation and purposeful creative work in various expressive ways.
- Foster an environment of self-exploration, growth and self-reflection through the timeline of the student's works.

## IB Film SL/HL

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others. The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture.

For their assessment, students at SL and HL complete a comparative study of different films, a detailed textual analysis of a provided film and a production portfolio demonstrating acquired skills and techniques in 3 different production roles. At HL students also work collaboratively as a core production team in order to produce an original short film.

### Objectives

- To appreciate and understand film as a complex art form;
- To develop visual literacy, understanding of film language and the ability to formulate stories in film terms
- To develop skills in research, planning and project management
- To learn the practical and technical skills of production;
- To reflect upon and evaluate film production processes and film texts
- To learn about cinema and film-making traditions in various parts of the world

## Theory of Knowledge (TOK)

The Theory of Knowledge (TOK) course is central to the educational philosophy of the International Baccalaureate. The course seeks to guide students through a careful reflection into the "Ways" (or processes through which) they have arrived at their understandings of truth and by which they have derived meaning from each of their courses: to what extent those claims of truth are founded in evidence and or assumption, and what exactly are the roles of emotion, language development and other factors in the understandings arrived at. The ultimate aim of the course is to challenge students to consider their perspectives, identify connections in their thinking across the curriculum, and enable them to find greater meaning in their lives.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, the TOK program is composed almost entirely of posing and discussing questions, or "Knowledge Issues." The most central of these questions is, "How does one know a given assertion is true, or well grounded?" Assertions or judgments are considered "knowledge claims", and are broken into and examined part by part. The program seeks to apply this process to each subject area the student studies.

Upon completion of the course it is expected that students will:

- Demonstrate an understanding of the strengths and limitations of various Ways of Knowing, and of the methods of investigation used in the different Areas of Knowledge;
- Have an increased capacity to reason critically;
- Make connections between and across Ways of Knowing and Areas of Knowledge;

- Make connections between personal experience and different Ways of Knowing and Areas of Knowledge;
- Demonstrate an understanding of the implications of assumptions of truth and the effects of “knowledge at work” in the world;
- Readily identify the values and assumptions underlying perspectives, judgments and knowledge claims relative to personal, local and global issues;
- Be better equipped to use oral and written language to formulate and communicate ideas clearly.

## High School Electives

The elective program offerings for grades 9 and 10 are based upon student interest, schedule adaptation and teacher availability and expertise. These semester courses are designed to develop student skills and interests in the arts, physical education and technology. Students will be encouraged to critically reflect on their own artistic, physical and technological development and progress at different stages of their work; to demonstrate curiosity, self-motivation and initiative; and to show knowledge and understanding of the topic in relation to societal, cultural, historical and personal contexts.

### Academic Electives

#### **A Time Traveler's Guide to Literature (semester, grades 9-12)**

This semester-long course examines a range of literature, alongside learning about the historical events that serve as these works' respective wellsprings. This class will give students a better understanding of important historical events, as well as how those events continue to reverberate in art and culture. Students preparing for (or currently taking) IB Language & Literature can think of this class as helping them prepare for “Literature: Texts and Contexts.” Our class work will be based primarily in discussions of the works examined; students will write one formal essay, and take a midterm/final exam. Prerequisite: Must love reading!

#### **Anatomy & Physiology 1 (semester, grades 9-11)**

Anatomy and Physiology is the study of the structure and function of the human body. Students will explore the inner workings of the human body, focus on anatomical and medical terminology, and develop an understanding of the relationships between the structures and functions of the human body. This course is the perfect foundation for students wanting to expand their vocabulary and learn about the body and its levels of organization, as well as the cooperation required between those levels. Students will focus on an introduction to all systems, histology (tissues), skeletal system, integumentary system (skin), and reproductive system. This course will involve laboratory activities, projects, dissections, and hands-on experiences.

#### **Anatomy & Physiology 2 (semester, grades 9-11)**

This is a continuation of Anatomy & Physiology I that promotes students to explore the human body. Emphasis put on medical terminology and discovering relationships between the structures and functions. Students will focus on the digestive system, muscular system, blood, cardiovascular system, and respiratory system. This course will involve laboratory activities, projects, dissections, and hands-on experiences. Prerequisite for the course: Anatomy & Physiology I.



**Contemporary World Issues (semester, grades 9-12)**

This course is designed to examine current events, ideas and opinions that are apart of the general public's discourse, such as migration, terrorism, causes of poverty, child labor and abuse, racism, gender equality, global warming, food and agriculture, international conflicts, health and ethical issues. Students will also have the possibility to propose topics to be researched, discussed, debated or presented as a case study. This course will develop students' understanding of the society in which they live, enable them to make informed judgments and prepare them for their role in society. Contemporary issues also provide an excellent basis for further study in IB classes such as Theory of Knowledge, History, Global Politics, Economics and Psychology.

**Creative Writing (semester, grades 9-12)**

This multi-genre introduction to the craft of creative writing will explore the basic elements of fiction writing including narrative perspective, scene, character and dialogue. It will also include the basic elements of poetry and lyric writing such as imagery, rhyming structures, meter and metaphor. Students will read a variety of models as inspiration and then practice through writing exercises designed to help each student find his/her unique voice and direction through language.

**Epidemiology (semester, grades 10-12)**

Epidemiology explores the history and patterns of past epidemics, how they are studied and managed, and how they can be managed in the future. We will focus on a variety of epidemics and pandemics, examining patterns of transmission, statistics, ethics, and outcomes. Students will complete group activities, discussions, projects, and debates. For students who are interested in both science and humanities, this course provides a crossover between the two.

**Introduction to Neuroscience (semester, grades 9-11)**

Introduction to the mammalian nervous system with an emphasis on how cognitive processes can be explained by the structure and functional organization of the human brain. Units are designed to investigate and expand upon case studies. Lessons will cover regions of the brain, anatomical terminology, neuroimaging, the function of nerve cells, the senses, optical illusions, attention, memory, learning, brain development, sleep, effects of drugs on the brain, chemical pathways underlying addiction, mental disorders, and strategies for mental wellness.

**Introduction to World Mythology (semester, grades 9-12)**

"You know Hercules and Medusa? OK, but do you know...Gilgamesh? Utnapishtim? Humbaba the Terrible?!?" This semester-long course examines a variety of cultural mythologies. Students will get a sense of how mythological traditions (particularly in Eurasia) have developed over time, from the earliest human records through modern times. Students will also study how these traditions continue to influence one another, as well as current world events and even our own individual behavior.

**Independent Study (semester, grades 9-12)**

This is a scheduled time for students to work independently on a topic of their choice. The expectation is that the time will be used wisely for academic purposes. A teacher will be present to check-in with students to help them stay on task.

**TED Ed Public Speaking (semester, grades 9-12)**

This course aims to guide students through the development of an idea; from its conception to a final presentation, in front of an audience, in the shape of a TED Talk. The course is divided into explorations where members will be able to understand how to properly shape an idea while developing research, creative and critical thinking skills. Also, students will explore the elements of a presentation by developing public and oral speaking skills. The final goal of the TED-Ed Club is to give students a platform to share their ideas to their school and the world. For these reasons, TED-Ed Club presentations will be uploaded to a public YouTube Channel allowing students to have an opportunity to possibly present in a larger national or international TED stage.

**Yearbook (full year, grades 9-12)**

Yearbook is a digital publication course, and aims to prepare students in the planning, design and publication of the ASM Yearbook. Hence, the course will follow a series of self-guided tutorial lessons on page design, layout and construction of various aspects of the making of the book. Prerequisites to enrollment include: 1) competency in the use of Photoshop software, 2) ownership of an up-to-date laptop compatible with the ASM server platform, 3) commitment to the timely completion of assignments, self-discipline and PRE-approval by the Yearbook teacher. Class size will be limited to 8-10 students from grades 9-12.

**Computers, Technology & Film****3D Design and Animation (semester, grades 9-12)**

Students on this course will explore the possibilities of 3D design and animation using the program, Autodesk Maya. Students will create 3D objects and characters, animate with keyframes, learn modeling, shading, texturing, and lighting techniques and create short 3D scenes. This is an excellent opportunity for those eager to develop skills in film and media production, game, product, graphic, and architectural design. Familiarity with editing or computer-based design programs would be an advantage.

**Film 1 (semester, grades 9-12)**

Film 1 is a single semester course for students interested in learning about film production from script to screen. Students on this course will write, shoot, and edit their own short films using HD/SLR video cameras and industry-standard editing software, as well as learning aspects of film history, analysis and genre studies. There are no prerequisites for this course although it is helpful if you have taken Digital Photography or Movie Making in the past. By the end of the course, students will produce a variety of films including short fiction, montage, and trailers.

**Film 2 (semester, grades 9-12, prerequisite Film 1)**

Film 2 is a single semester course designed to prepare students for the IB Film course and/or for students who have already completed Film 1 and wish to further their understanding of visual storytelling with more advanced workshops in scriptwriting, cinematography, sound design and editing effects. Students will produce challenging, sophisticated, and professional-looking film projects using the skills they have acquired. Film 2 will develop technical and conceptual understanding of areas such as lighting, camera lenses, sound recording, narrative, character, and editing (including advanced techniques in Premiere and After Effects). Students are expected to work

independently and must be highly organized, creative, and responsible in using the filmmaking equipment. Prerequisite: Introduction to Film 1.

### **How Things Work 1 - Engineering Design (semester, grades 9-12)**

This is a problem-solving 'maker' course giving students the freedom to find creative ways to design, experiment, build, and invent. You will study and apply some of the practical principles of physics, mathematics and programming as you construct cool gizmos that can accomplish tasks. This is a place where exciting new technologies combine with traditional hands-on methods of construction. You will learn how to use tools and machines culminating in a 'design and make' activity that will support understanding of concepts in relation to prototyping, electronics and mechanical systems. Projects will be assigned to both individuals and collaborative groups. (Max of 12 students)

### **How Things Work 2 - Engineering Design 2 (semester, grades 10-12 prerequisite How things Work )**

The advanced 'maker' course will focus on application of knowledge and skills acquired in the first course. It will involve a closer study of the mathematics of mechanical systems. Cams and followers, gears and pulleys are used to create specific movements. Elements of mathematics and science are covered in an accessible and logical way allowing calculations and performance of systems to be predicted. The advanced course will also see students more fully engaged in the safe and precise use of power tools. Further, the course will make considerable use of physical computing tools such as Micro Bit and Arduino as well as CAD skills to fabricate 3D components using different machines. Projects for the course will be both individual and group work. These projects will be a mixture of student designs which address problems proposed by the teacher, and projects which explore individual student curiosity. (Max of 12 students)

## **Music**

### **Band Advanced (full year, grades 9-12, grades 6-8 by teacher recommendation only)**

This elective is open to any student who plays a woodwind, brass or percussion instrument at an intermediate to advanced level. This is an ideal course for students who have already taken band class in the past and wish to challenge themselves by playing more advanced repertoire. Pieces from many musical styles will be explored and the band will have the opportunity to perform at concerts throughout the year.

### **Choir Advanced (full year, grades 9-12)**

Intermediate to advanced singers are welcome to join this fun and energetic course which explores singing in a large ensemble. Music from a variety of styles will be sung. Throughout the course, students can expect to learn how to read music independently as well as explore a large variety of genres from Italian chant to today's hits! Students will be able to share their talent and showcase their singing in the ASM music concerts.

### **Guitar 1 (semester, grades 6-12)**

This course is open to any student who would like to play guitar with or without previous experience. This class focuses on development of playing chords, reading standard notation and performance on guitar. Students will have the time in class to work and practice individually, as well as, in a group setting. This class has no public performance.

**Piano (semester, grades 9-12)**

Have you ever wanted to learn how to play the piano? This course is for you! Keyboard skills will take a practical look on learning how to play the piano. Students will learn the fundamentals of music theory as well as basic playing techniques. We will work on a variety of repertoires but will focus on music that you want to learn.

**Rock Band (Semester, grades 9-12, by teacher recommendation only)**

This exciting course is designed for students interested in developing their musicianship and stage confidence through performance in a contemporary music ensemble, also known as “rock band.” Students with prior experience performing solo vocals, guitar, bass, piano, and drum set will learn to play arrangements of Pop, Rock, R&B, Country e.t.c from the early 1950’s to today. Emphasis will be placed on individual preparation, group collaboration, stagecraft, small group leadership skills, and performances for the school community. Enrollment in the class is limited and interested students will need to audition. Students who register for the course will be contacted by Mr. White with a deadline to submit a video audition. All guitar, bass, and drummers will be expected to have an instrument at home that they can use to practice.

**String Orchestra (full year, grades 9-12)**

The String Orchestra is a wonderful opportunity to play music from a classical context moving to different kinds of music (pop, folk, rock, contemporary). Violins, violas, cellos and double bass, are the core of the ensemble. In addition, other instruments will be offered such as piano, electric guitar, bass and drums in order to create a broader music repertoire. History of music and theory of music will be learned by playing and analyzing the music pieces.

**Physical Education****Group Fitness (semester, grades 9-12)**

Group Fitness is an upbeat course for students interested in developing their individual fitness, health, and well-being while exploring a variety of activities in a positive group setting. Group Fitness encompasses any and all forms of workouts done in a group setting and led by a group instructor. Examples include: cycling, yoga, interval training, pilates, circuit training, Zumba, boxing, step aerobics, and more! These activities are designed to instill life-long fitness practices. No prior experience necessary.

**Lifelong Fitness (semester, grades 10-12, prerequisite PE 1 or equivalent)**

This course will provide students with the skills and understanding of basic fitness principles based in an exercise center. It will be an opportunity for students of all fitness levels to gain a foundation of skills and knowledge-base that will promote a future life of healthy and functional fitness habits. The students will analyze fitness needs and create an appropriate fitness plan to focus on Muscular Strength or Muscular Endurance and follow the results. Additional emphasis will be on Agility, Flexibility, and Body Composition analysis.

**Physical Education 1 (semester, grades 9-11)**

Physical Education contributes to a student’s physical, intellectual, emotional and social development. Students will be engaged in units of instruction and activities that address motor skill development. Team sports, individual sports and cooperative activities will be the core units of

instruction. Competition is minimized in this environment, promoting an atmosphere of mutual respect for all participants.

### **Physical Education 2 (semester, grades 9-12, prerequisite PE 1 or equivalent)**

Physical Education contributes to a student's physical, intellectual, emotional and social development. Students will be engaged in units of instruction and activities that address motor skill development. Team sports and individual sports will be the core units of instruction, with an emphasis on leadership roles and peer coaching.

## **Visual & Theatrical Arts**

### **Art Foundations and Drawing (semester, grades 9-12)**

Drawing is foundational to all visual art forms, and will be the primary focus of this course. A variety of drawing media will be used, including graphite pencils, markers, charcoal, and pen and ink. Students will also be introduced to color theory and 2D design, and be introduced to some basic painting techniques. All units are designed to incorporate brief studies in art history and aesthetics.

### **Mixed Media Art (semester, grades 9-12)**

This elective will focus on using a variety of mixed media/materials to create Artworks. This may include drawing, printmaking, and painting materials as well as collage and textiles while exploring both traditional and modern techniques. Students are encouraged to develop individual responses and solutions to the concepts presented in class. Mixed Media is both an academic and practical program. Research involving art movements and artists are integrated with art production.

### **Painting and Drawing (semester, grades 9-12)**

A variety of drawing and painting materials are presented in this course to students interested in exploring both traditional and contemporary techniques. The course integrates research as part of studio practice leading to a resolved Artwork. Students are given the skills and building blocks necessary to develop a final Artwork, with a focus on portraiture. The work is encouraged to develop individual responses and solutions to the concepts presented in class. Emphasis is on skill building, independent judgment and the use of narratives. Skills will be developed in materials such as Acrylics, Watercolor, Pencil, Ink and Pastels. Painting and Drawing is both an academic and practical art program. Research exploring art history cultural and societal connections are integrated with art production.

### **Sculpture (semester, grades 9-12)**

This elective gives students practical experience in a variety of sculptural media, including paper mache, ceramics and plaster. Traditional carving and sculpting techniques are explored with the chosen media, including hand building and experimental practices. This course is an introduction to methods and strategies for using ceramics as well as other materials as a sculptural medium. The course initiates the students to the process, vocabulary and techniques involved in all the steps of making from conception through to finishing. The class also approaches the history and contemporary practice of sculpture through Artist research and exploration.

### **Theater 1 (semester, grades 9-12)**

The theater elective course engages students in an active relationship with the fundamental concepts of drama and encourages learning through discovery and exploration. Through practical work,

students will develop creative, reflective and communication skills. Emphasis is placed on the artistic process as an essential component of artistic development through continuous self-discovery and awareness, investigation, improvisation, research, rehearsing, performing, reflection and evaluation. Be ready to get physical (come to class in comfortable and loose clothing), collaborate with others and test your limits.

### **Theater 2 (semester, grades 9-12, prerequisite Theater 1)**

This course builds on the communication and group-work skills that were developed in Theater 1. Students will develop the confidence to explore, to experiment and to work individually and collaboratively on innovative projects based on a given theatrical tradition (Commedia dell'arte, Medieval mystery plays, Victorian melodrama or Theater of the Absurd) or a chosen theater practitioner (Brecht, Boal and Lecoq to name a few). The course opens the door to understanding the dynamic, holistic and evolving nature of theater and will instill discipline and encourage creativity. From the outset of the course, students will keep a theater journal in order to record personal growth.

### **References and Resource**

Academic Honesty, IBO, 2009

Academic Integrity, IBO, 2019

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