



International School of Kenya

Empowering students to create solutions for tomorrow's challenges

High School Course Guide

2023-2024

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ISK's Mission, Vision & Educational Aims



MISSION ISK inspires and nurtures
passion, creativity &
ambition in pursuit of a better world.

VISION

EMPOWERING students
to create solutions for
tomorrow's challenges.

LEARNING at ISK

At ISK, learning is the construction of meaning. We construct meaning through inquiry-based experiences that transcend disciplines.

These active roles prepare all ISK learners to achieve our vision to empower students to create solutions to tomorrow's challenges.



Self-Manager

As a self-manager, I am responsible for my actions. I reflect on my learning and set goals to continue to grow. I take initiative and persevere to overcome challenges. I am aware of my needs and the needs of others.



Thinker

As a thinker, I identify problems and find creative solutions. I am curious and pose questions in ways that open up thinking and create new possibilities. I analyze and evaluate information to design and develop solutions and opportunities. I make claims and support them with evidence and reasoning. I deepen my understanding by considering different viewpoints.



Collaborator

As a collaborator, I actively listen to understand the ideas of others. I contribute by asking questions and building on the ideas of others. I ensure that all voices are heard and valued by encouraging others and sometimes compromising as we build on our strengths. I am respectful of others' opinions and form positive relationships as a community member in order to achieve a common goal.



Change-maker

As a change-maker, I use my skills and understandings to make a positive difference. I am interested in working on real-world problems and being helpful locally and globally. By being aware of my culture and other cultures, I better understand issues from many points of view. I try to make principled decisions in my everyday life and advocate for a just and equitable future.



Communicator

As a communicator, I express ideas and information clearly, confidently, and appropriately. I listen and show respect when others are speaking. I express my true self and understand that my words impact others. I support and provide space for those whose voices and identities may not be heard.

Note from the High School Principals

Welcome to the International School of Kenya (ISK) high school division. The *High School Course Guide 2023-24* is designed to help students and parents understand the school's overall academic program, offer guidance to families so that they can make well-informed decisions about individual courses of study, and provide all the essential information required for students to complete the 2023-24 *Course Selection sheet*. Here's a summary of major changes this year:

- Pathways projects in the areas of STEM and the Arts can now be selected for study at either the Honors or Regular (non-honors) level
- Global Online Academy is added to complement an existing online academy provide in order to best support student personalized and independent study options
- STEM Programming & Digital Electronics is a name change/refinement of an existing course
- Name changes for grade 9 and 10 / pre-IB DP Mathematics courses (e.g., Math 3 now Math 10)
- Two courses are no longer offered at ISK (iMe Living and Learning for Digital Natives and Education for Sustainable Development)

ISK values curricular diversity and student choice, offering a diverse selection of courses at varying levels with the intention of meeting the academic needs of each student. Students are encouraged to select courses that will provide a strong academic challenge and prepare them for future educational, career, and life priorities. Students are required to make alternative course selections because scheduling and course enrollment limitations may on occasion mean that all first choices are not available to the student.

The online *Course Selection Form* must be completed by all students who are enrolling in High School at ISK in the 2023-24 academic year. Many high school courses are only available if the student has taken and demonstrated success in the appropriate prerequisite course. The course selection process involves teachers recommending optimal placements for students. All ISK students must obtain teacher recommendations before submitting a course selection form.

Decisions regarding academic programs should be carefully considered; we have a team to help. ISK teachers, counselors, and coordinators are pleased to spend time with students and parents discussing academic goals, including how best to fulfill them. We are also eager to address questions and help ensure that individual students build suitably challenging, enriching and forward-thinking courses of study. Students who are planning to enroll in the full IB Diploma program must schedule an individual family meeting with the IB coordinator and/or high school counselor in order to discuss choices and ensure that IB students have a valid course of study - the student is expected to take a completed course selection worksheet to this meeting.

Students who have transferred to ISK from other schools should check with an ISK high school counselor to make sure that all previous school records are in order and that the records show that sufficient credits have been earned for the student to be on track to obtain an ISK diploma. When a student is transferring to ISK in the middle of the IB diploma two-year course of studies, the family must speak directly to the IB coordinator who will verify whether or not the IB program can be completed at ISK.

Please refer to the ISK *High School Handbook* for students and parents to find a full description of all academic requirements, rules, and guidelines. You can also view an [online version of the course guide here](#).

Further information about any ISK course can be obtained from the principal, counselor, curriculum coordinator, or the relevant department head, teacher, or coordinator.

Graduation Requirements

All students at ISK must enroll in a program leading to a U.S. High School diploma attainable by the age of 20 years. Students enrolling after grade 9 will be required to select courses appropriate for their grade and also to complete any other required courses not already taken. To qualify for an ISK diploma, seniors must meet the following graduation requirements between the 9th and 12th grades:

Subject	Required Credits	Recommended Credits
English	4	4
Social Sciences	3	4
Mathematics	3	4
Science	3	4
Modern Languages	2	3-4
Physical Education	1.5	1.5
Health	.5	.5
Creative Arts	1	2-3
Electives	6	4
Total	24	28

In addition, all students are required to:

1. *Demonstrate a minimum level of competency in a second language through one of the following means: a. earning two credits in the same language offered at ISK (French, Spanish, or Kiswahili in grades 9-12); or b. preparing for and completing an IB language exam in another 'external' language (not English, French, Spanish, or Kiswahili) outside of school - this preparation is monitored and verified by the IB coordinator (students qualifying under option B still need the requisite total credits to graduate).*
2. *Successfully complete an Intercultural Activity for each year in the ISK high school, normally involving attendance on a school-organized week-long intercultural trip and completion of a final reflection about the trip.*
3. *Successfully complete an acceptable Creativity, Action, and Service (and Leadership) program for each year in the ISK high school, as defined by the CAS guidelines for full IB diploma students or CASL booklet for all other high school students.*

Other Important Notes:

- *ISK awards academic credits towards graduation based upon the allocation of courses within designated subject areas/departments, however the school cannot guarantee that all universities around the world will recognize how ISK allocates credits or agree that their prerequisite requirements have been met by particular ISK courses. For example, while the IB Design Technology course can count as either a Science or Elective credit at ISK, some universities may not recognize this as an Experimental Science course. In some rare cases the IB may allow students to take one course to satisfy requirements in two subject areas, as is the case with Environmental Systems & Societies; however such a course could only count towards one subject area requirement for the ISK diploma. See your ISK counselor for guidance on this matter to help ensure that your course selections are in line with specific university system requirements.*
- *Details about the ISK Alternative Diploma and LCE (Life Centered Education) are available through the Head of Student Support Services or High School Principal*

2023-2024 High School Course Offerings Summary

All courses listed may not be offered this academic year; one-semester courses are denoted (s).

Humanities

ENGLISH

English 9
English 10
English 11/12
IB SL English A Lang & Lit 1
IB SL English A Lang & Li 2
IB HL English A Lang & Lit 1
IB HL English A Lang & Lit 2
IB SL English A Lit 1
IB SL English A Lit 2
IB HL English A Lit 1
IB HL English A Lit 2
Creative Writing (s)

MODERN LANGUAGES

French 1
French 2
IB French ab initio SL 1
IB French ab initio SL 2
French 3
French 4
IB French B SL 1
IB French B SL 2
IB French B HL 1
IB French B HL 2
IB French A Lang & Lit SL 1
IB French A Lang & Lit SL 2
IB French A Lang & Lit HL 1
IB French A Lang & Lit HL 2
Spanish 1
Spanish 2
IB Spanish ab initio SL 1
IB Spanish ab initio SL 2
Spanish 3
Spanish. 4
IB Spanish B SL 1
IB Spanish B SL 2
IB Spanish B HL 1
IB Spanish B HL 2
IB Spanish A Lang&Lit SL/HL 1
IB Spanish A Lang&Lit SL/HL 2
Kiswahili 1
Kiswahili 2
IB Kiswahili ab initio SL 1
IB Kiswahili ab initio SL 2

SOCIAL SCIENCES

Social Sciences 9
Social Sciences 10
Religious and Philosophical Questions (s)
Psychology (s)
International Relations (s)
A History of the World in 25 Questions (s)
Entrepreneurship & Business Studies (s)
Africa in the World System (s)
IB SL Psychology 1
IB SL Psychology 2
IB HL Psychology 1
IB HL Psychology 2
IB SL History 1
IB SL History 2

IB HL History 1
IB HL History 2
IB SL Economics 1
IB SL Economics 2
IB HL Economics 1
IB HL Economics 2
IB SL Geography 1
IB SL Geography 2
IB HL Geography 1
IB HL Geography 2
IB SL Global Politics 1
IB SL Global Politics 2
IB HL Global Politics 1
IB HL Global Politics 2
IB SL Business Management 1
IB SL Business Management 2
IB HL Business Management 1
IB HL Business Management 2

STEM

STEM & DESIGN

STEM Digital Design (s)
STEM Robotics (s)
STEM Game Design (s)
STEM Product Design (s)
STEM Programming & Digital Electronics (s)
IB SL Design Technology 1
IB HL Design Technology 1
IB SL Design Technology 2
IB HL Design Technology 2
STEM Pathways

MATHEMATICS

Mathematics 9 or 9 Core
Mathematics 10 or 10 Core
Mathematics 11 Core
Mathematics 12 Core
Statistics (s)
IB Mathematics Analysis HL 1
IB Mathematics Analysis SL 1
IB Mathematics Applications HL 1
IB Mathematics Applications SL 1
IB Mathematics Analysis HL 2
IB Mathematics Analysis SL 2
IB Mathematics Applications HL 2
IB Mathematics Applications SL 2
Mathematics Bridge 1 (s)
Mathematics Bridge 2 (s)

SCIENCE

Introductory Physics 9
Introductory Biochemistry 10
Environmental Science 1,2 (s)
Agricultural Science 1,2 (s)
STEM Engineering (s)
IB SL Biology 1
IB SL Biology 2
IB HL Biology 1
IB HL Biology 2
IB SL Physics 1
IB SL Physics 2
IB HL Physics 1
IB HL Physics 2
IB SL Chemistry 1

IB SL Chemistry 2
IB HL Chemistry 1
IB HL Chemistry 2
IB Env Systems & Societies SL 1
IB Env Systems & Societies SL 2

Arts

Creative Arts

Art 1 (s)
Art 2 (s)
Art 3-D Fabrication (s)
Ceramics Studio (s)
Textiles (s)
Motion Graphics (s)
IB SL Visual Arts 1
IB SL Visual Arts 2
IB HL Visual Arts 1
IB HL Visual Arts 2
Drama Theatre Performance (s)
Drama Playscripts & Directing (s)
Drama Technical Theatre (s)
IB SL Theatre Arts 1
IB SL Theatre Arts 2
IB HL Theatre Arts 1
IB HL Theatre Arts 2
Concert Band 1,2,3,4
Concert Choir 1,2,3,4
Music 1 (s)
Music 2 (s)
Music 3 (s)
IB SL Music 1
IB SL Music 2
IB HL Music 1
IB HL Music 2
Arts Pathways

Wellbeing

PHYSICAL & HEALTH EDUCATION (PHE)

Integrated PHE 9
Integrated PHE 10
Advanced Physical Education (s)

INTERDISCIPLINARY / GENERAL ELECTIVES

IB Theory of Knowledge 11
IB Theory of Knowledge 12 (s)
Yearbook
Topics in Cinema (s)
Sport Science - the basics (s)
Sport Injuries (s)
Personal Finance - You and Your Money
Leadership Seminar

INDEPENDENT STUDY and ONLINE ACADEMY

ENGLISH LANGUAGE LEARNERS (ELL) PROGRAM

STUDENT SUPPORT SERVICES

Learning Support
Study Skills

Creative Arts

General Information and Requirements

Visual and performing arts are disciplines with aesthetic, perceptual, creative, and intellectual dimensions. They foster students' abilities to create, experience, analyze, and reorganize, thereby encouraging intuitive and emotional responses. The arts are an important discipline in their own right and may enhance academic motivation and achievement. In addition, the arts can increase self-discipline, contribute to a positive self-image, provide an acceptable outlet for complex emotions, and help develop creative and intuitive thinking. Some creative arts courses may be taken more than once at a more advanced level for credit with the teacher's approval.

Art 1 Drawing & Graphic Design | Gr. 9-12 | 1 semester | .5 credit

The Art 1 course focuses on the exploration of a diverse variety of 2-D Visual Arts media & techniques, concurrently the introduction of diverse approaches to creative thinking skills. Students will engage in a series of practical tasks, exploring & utilizing the creative cycle. Respective units apply an inquiry based approach to thematic concepts and specific technical skills and are designed to provoke individual student's creative thinking skills. Throughout all units of work the Process Journal is an essential tool in this process, as students explore their personal inquiry.

Art 2 Multi-Dimensional Art & Conceptual Design | Gr. 9-12 | 1 semester | .5 credit

Art 2 has a prerequisite of Art 1. The Visual Arts 2 course focuses on an in-depth exploration of a diverse variety of 2-D Visual Arts media & techniques, concurrently the further extension and development of approaches to creative thinking skills. Students will engage in a series of practical tasks, exploring & utilizing the creative cycle. Respective units apply an inquiry based approach to thematic concepts and specific technical skills and are designed to challenge and extend individual student's creative thinking skills. Throughout all units of work the Process Journal is an essential tool in this creative process, as students explore their personal inquiry. The course can be a challenging alternative to IB or as preparation for IB Visual Arts.

Art 3-D Fabrication | Gr. 10-12 | 1 semester | .5 credit

Art 3-D Fabrication normally follows Art 2. This is a one-semester course designed for students to gain knowledge and practical experience with basic sculptural concepts and processes. Students will study and deal with form, space and structure. Students will be given a series of sculptural problems which explore various conceptual, contextual, and technical methods for building sculpture. This course will also explore construction techniques and conceptual potentials within a variety of sculptural materials (up to and including found objects, mixed media, perishable materials, craft materials, ordinary household materials, and traditional sculptural materials.) Students will keep a workbook for research, experimentation, and individual research. The workbook is 20% of the overall assessment. The course is designed as a challenging alternative to IB or as preparation for IB Visual Arts. Work is exhibited in an exhibition.

Ceramics Studio | Gr. 10-12 | 1 semester | .5 credit

The *Ceramics Studio* course normally follows Art 2. This course focuses on an in-depth exploration of the Art of Ceramics. Students will research both the science and the history of ceramics from different cultural perspectives. Students will engage in a series of practical tasks, exploring & applying diverse approaches to clay work, including handbuilding techniques, the clay wheel and 3-dimensional sculptural forms. Respective units apply an inquiry based approach to thematic concepts and specific technical skills and are designed to provoke individual student's creative thinking skills. Throughout all units of work the Process Journal is an essential tool in this process, as students explore their personal inquiry.

Textiles | Gr. 10-12 | 1 semester | .5 credit

The Textiles course is an inquiry based exploration of a diverse variety of textiles media, materials & techniques. Students will engage in a series of practical tasks, utilizing both the creative and design cycles, in their creative exploration of Textiles media and techniques. Students will concurrently research and explore different cultural heritage and artistic expressions related to textiles and the creative work of Textile artists and designers. Respective units apply an inquiry based approach to both technical skills and thematic concepts, and are designed to challenge and extend individual student's creative thinking skills. Throughout all units of work the Process Journal is an essential tool in this creative process, as individual students explore their personal inquiry. The course can be a challenging alternative to IB or as preparation for IB Visual Arts.

Motion Graphics | Gr. 10-12 | 1 semester | .5 credit

The Motion Graphics course is an inquiry based exploration of motion graphics, including a diverse variety of digital media, tools & software. Students will engage in a series of practical tasks, utilizing both the creative and design cycles, in their creative exploration of digital skills and techniques. Students will concurrently research and explore

the evolution and development of digital media and the creative work of digital artists and designers. Respective units apply an inquiry based approach to both technical skills and thematic concepts, and are designed to challenge and extend individual student's creative thinking skills. Throughout all units of work a Digital Process Journal is an essential tool in this creative process, as individual students explore their personal inquiry. The course can be a challenging alternative to IB or as preparation for IB Visual Arts.

IB Visual Arts HL/ SL | Gr. 11-12 | 2 years | 2 credits

Prerequisite: Two or three semesters of high school art courses are preferred.

The core syllabus will be composed of 3 parts: Visual Art in Context; Visual Arts Processes; Presenting Visual Arts. Visual Art in Context constitutes the cycle of inquiry, considering and comparing work from a variety of cultures, historical, social contexts. Visual Arts processes include experimenting with techniques, media, developing a body of resolved and unresolved work, self review and critique, and documentation in a visual arts journal. Presenting Visual Arts has to do with understanding curatorial processes, what makes an effective exhibition and selecting and presenting the students own work.

Drama: Theatre Performance | Gr. 9-12 | 1 semester | .5 credit

All drama electives offer an exploration of the world of theater from a practical point of view, preparing students for the IB Theatre Arts course. This drama course is for experienced or beginning actors, focusing on the student as performers as a means of exploring the nature of theater. Performance elements include face, body, voice, movement, and gesture. Students will explore theater conventions such as tableaux, mime, improvisation, and devised theater as preparation for the summative performed scene work.

Drama: Theatre Playscripts & Directing | Gr. 9-12 | 1 semester | .5 credit

Students will further their exposure and deepen their understanding of reading and presenting theater. Students will read a variety of playscripts from various styles of theater. Students will be exposed to different theater theorists that are linked to these styles. Students will envision and create scenes using rehearsal techniques appropriate and relevant to those theater styles. Students will demonstrate an understanding of conventions of theater styles through interpretation, direction, performance and reflection.

Drama: Technical Theatre | Gr. 9-12 | 1 semester | .5 credit

This course is an opportunity for students to be introduced to the production and technical aspects of theater. The backstage fundamentals of producing a play; design, stage management, lighting, sound, design, costuming, and make-up are introduced. The history of theater and its relevance and relationship to current social and political events are studied in order that the student may understand the place of drama in the world.

IB Theatre Arts SL | Gr. 11-12 | 2 years | 2 credits

The IB Diploma Program theater course is a multifaceted theater-making course of study. It gives students the opportunity to make theater as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students will experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theater course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theater—as participants and audience members—they gain a richer understanding of themselves, their community and the world. Through the study of theater, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theater practices, their processes and their modes of presentation. Students discover and engage different forms of theater across time, place and culture, promoting international-mindedness.

IB Theatre Arts HL | Gr. 11-12 | 2 years | 2 credits

The HL syllabus indicates a clear differential between SL and HL, allowing for greater breadth and depth in the teaching and learning at HL through an additional assessment task that requires HL students to engage with theater theorists and their theories. In the additional assessment for HL students (a solo piece), students research a theorist they have not previously studied, identify an aspect(s) of their theory, create and then present a solo piece of theater based on this aspect of theory.

Music 1 | Gr. 9-12 | 1 semester | .5 credits

Music 1 is a single semester elective open to all students. Students will choose a primary instrument with which they will study solo and ensemble performance. Students will gain basic vocal, piano, & guitar skills through music theory and ear training. Students will experiment with sound tech systems, basic composition and music history through performance. While this course is designed to prepare students for the IB Music program, it is a flexible course for aspiring musicians.

Music 2 | Gr. 9-12 | 1 semester | .5 credits

Music 2 is a semester-long elective designed to bridge the gap between the fundamentals of the Music 1 course and the rigorous curriculum of IB Music. Student musicians will extend their capacities in the areas of solo & ensemble performance, theory, and composition. This course supports students studying for certificates in ABRSM and LCM programs. This course is open to students who have completed Music 1, HS Concert Band, HS Concert Choir, ABRSM Level 3, or have received approval from the HS Music Director. While this course is designed to prepare students for the IB Music program, it is a flexible course for aspiring musicians.

Music 3 | Gr. 10-12 | 1 semester | .5 credits

Music 3 is a single semester elective. The goal of this course is to continue preparing students for the rigor of the IB Music program or for the development of personal musicianship goals. Students will continue the study of a primary instrument in addition to a secondary instrument, study musical structure in music theory, and compose pieces based on these structural forms. This course supports students studying for certificates in ABRSM and LCM programs. This course is open to students who have completed Music 2, ABRSM Level 3, or have received approval from the HS Music teacher.

Concert Band 1,2,3,4 | Gr. 9-12 | 1 year | 1 credit

High School Concert Band is designed to advance student technique on a concert band musical instrument in the areas of rhythm, tone production, musical style, note reading, sight reading and ensemble performance. It will also advance student learning in the areas of music theory and history. Repertoire will include a variety of genres and styles to increase student musical understanding and experience. The course is open to students who have at least one year of instruction on a woodwind, brass, percussion or orchestral string instrument. Course requirements include regular home practice and participation in all performances. Students in their second, third, or fourth year of Concert Band will fulfill additional musical expectations for solo and small ensemble coursework, concert planning, and/ or composition.

Concert Choir 1,2,3,4 | Gr. 9-12 | 1 year | 1 credit

High School Concert Choir is designed to promote musical excellence through performance in a singing ensemble. The students will learn, through applied practice and public performance, advanced vocal techniques. Music theory and history, solfege, sight singing, and performance practice will be covered. Repertoire will include a variety of genres and styles to increase student musical understanding and experience. Course requirements include regular home practice and participation in all performances. Students in their second, third, or fourth year of Concert Choir will fulfill additional musical expectations for solo and small ensemble coursework, concert planning, and/ or composition.

IB Music SL / HL | Gr. 11-12 | 2 years | 2 credits

IB Diploma Program Music is an opportunity for student musicians to engage in analysis of musical genres, individual performance, and composition. Student musicians must demonstrate intermediate performance capacity on a primary instrument/ voice and growth potential. All IB Music students are expected to practice independently, enroll in private lessons, and manage their rehearsal schedule with an accompanist. HL students receive coaching in writing original compositions. Course requirements of the two-year cohort include public performances, recordings of performances and original compositions, and collaboration with musicians or non-musicians.

Arts Pathways Gr. 9-12 | 1 Semester - 2 years | .5 credits - 2 credits

ISK's Arts Pathways course is an independent study aimed at self-motivated and creative thinking students, passionately interested in the Arts. Students have the opportunity to either work across combinations of the 3 disciplines, Music, Theatre & Visual Arts respectively, or to focus more specifically within one or two Arts subjects. The creative approach to multi-disciplinary, collaborative projects provide opportunities for deeper learning. Together with a mentor, students design an individual Creative Learning Plan outlining their artistic intentions and goals. The mentor's role is to guide the student through the process. This is a standards based course closely aligned and individually designed to the relevant Music, Theatre and/or Visual Arts standards. The course itself is intended to provide students with opportunities for experiential, personalized and integrated learning. For students intending to continue in further education in the Arts this a great opportunity to extend and deepen their application portfolio work. Throughout the course a Process Journal is an essential tool in an individual student's creative process (appropriate to the discipline a student is working in), as they explore their personal inquiry. A final presentation is also required, and assessed, as a culminating activity appropriately designed in accordance to an individual student's artistic intentions and portfolio. Students need to fill out the independent study form and get prior approval from the HS office. Ideally students would already have a project in mind and would have discussed it with one of the mentors before selecting the course. Pathways can be selected for study at either the Honors or Regular (non-honors) level - this choice should be made at the outset with the standards and scope of work reflective of the choice made.

English

General Information and Requirements

ISK teachers emphasize reading, writing, speaking, listening, viewing, and critical thinking in every course. High school students participate in an annual speech competition. Students follow MLA Style in their papers.

English 9 | Gr. 9 | 1 year | 1 credit

This one-year required course is open to all ninth graders as well as any student who requires an English credit and who has not previously taken this class. This course introduces students to high school writing expectations. Emphasis also is placed on presentation and communication skills, syntax and vocabulary, research, reading, and critical thinking. A unit on speechcraft is offered to prepare students for the high school speech competition. The course requires that students develop their understanding of literary genres, including poetry, the short story, the essay, the play, and the novel.

English 10 | Gr. 10 | 1 year | 1 credit

This one-year required course is open to all tenth graders as well as any student who requires an English credit and who has not previously taken this class. Students study literary techniques and genres, and write analytically, creatively and reflectively. They improve their oral talents through discussion, recitation, presentation, and debate. The course stresses writing skills. The course prepares students for a comfortable transition into IB English courses by developing key skills such as annotation, commentary writing, and comparative essay writing and examining a variety of text types. The primary texts normally include a Shakespeare text, a contemporary novel, selected short stories, poems and supplemental readings.

English 11/12: Literature & Composition | Gr. 11-12 | 1 year | 1 credit

This one or two year rolling course is designed to extend many of the skills introduced in English 10 through a wide range of activities. Students are required to reflect regularly on their progress, especially in relation to their writing, speaking, literary appreciation, and critical thinking skills. The course introduces students to a wide variety of literature and focuses particularly on investigation of the personal journey. Included readings are short stories, plays, poetry, novels, myths, and non-fiction.

IB English Language and Literature SL/HL 1 | Gr.11 | 1 year | 1 credit

This advanced course for juniors is designed to develop the necessary skills for successful completion of the two-year IB English Language and Literature course. It is a prerequisite for IB English Language and Literature SL and HL in Year 2. The emphasis is on the study of many text types, from Tweets to letters, blogs to journals, drama to novel. Students will write in a variety of different genres and for different purposes while also being challenged to think independently and to develop essay writing, commentary writing, and oral presentation skills. The aim of the course is to develop and understand the constructed nature of meanings generated by language and promote an appreciation of the role of language in the life of contemporary society.

IB English Literature SL/HL 1 | Gr. 11 | 1 year | 1 credit

This advanced course for juniors is designed to develop the necessary skills for successful completion of the two-year IB English Literature course. It is a prerequisite for the second year of this IB course. HL students read 6 works from the IB syllabus and SL students read 5 works, with one semester dedicated to the study of works in translation. At both levels, students are challenged to think independently and to develop essay writing, commentary writing, and oral presentation skills. IB assessments during the year include one Individual Oral Presentation and one formal Written Assignment. Texts are selected from a variety of genres including prose, prose non-fiction, poetry and drama.

IB English Language and Literature SL/HL 2 | Gr.12 | 1 year | 1 credit

This advanced course continues the study of the two-year IB syllabus begun in IB Language and Literature 1. Skills introduced in the first year will be further developed. Students will continue the study of various text types in preparation for the IB written exams at the end of the year. Emphasis is given on completing required oral activities and written tasks for submission toward the IB diploma.

IB English Literature SL/HL 2 | Gr. 12 | 1 year | 1 credit

Prerequisite: IB English Literature 1

This advanced course continues the study of the two-year IB syllabus begun in IB English Literature 1. Skills introduced in IB English Literature 1 will be further developed in this course. Students read classic and contemporary literature, closely studying a play, poetry, and a diverse range of novels, short stories and plays. As part of the overall course, students complete their Individual Oral Commentary and their two prescribed IB exams.

Creative Writing | Gr. 9-12 | 1 semester | .5 credit

This course is designed to develop students' appreciation for the processes and techniques involved in the production of creative writing. Students will have a chance to develop their own writing skills in both poetry and prose. Published works will be studied and discussed as models of technique and form. This class is writing intensive and will involve critical study and discussion of both published and student produced work. Students who choose to repeat the course will work with the instructor on more focused, extended projects developed from their work in the first Creative Writing course.

English Language Learners Program (ELL)

The ELL program is designed to help students in Grade 9 and 10 with limited English proficiency develop the language skills to enable them to participate successfully in content area classes. ELL support is provided through small pull-out classes that provide focused teaching to develop specific language skills according to the student's individual language and academic needs. The language-rich environment integrates vocabulary and language development through speaking and listening, as well as reading and writing skill development linked to topics and tasks being taught in the content classes.

The highest grade-level placement into ELL of a student new to ISK is grade 10. A program of study for a student may include 2 blocks of ELL classes, depending on the student's level of language proficiency. In special situations, grade 9 students may be allowed to take three ELL classes. Normally, ISK expects that a high school student will need no more than three continuous semesters of ELL instruction as preparation for full participation in the regular classroom program. Students are normally exited from ELL by the end of grade 10 and a maximum of two ELL credits may be counted towards the four English credits required for graduation. In special cases, a student in grade 11 may be assigned to one period of ELL support. ELL decisions are made on a case-by-case basis on the recommendation of the Student Support Services department and by approval of the principal.

As a complement to the ELL program, the school can also provide English Language Support (ELS) for any high school student when a need for this support is identified. ELS is designed to help students - particularly those in Grade 11 and/or 12 - further English proficiency development and enable them to participate successfully in all content area classes. ELS support is usually provided through a small class that provides focused teaching to develop specific language skills according to the student's individual language and academic needs. The language-rich environment integrates vocabulary and language development through speaking and listening, as well as reading and writing skill development linked to topics and tasks being taught in the content classes. This course will support students in writing essays and reading novels in English and can be taken in conjunction with IB courses.

Independent Study and Online Academy

General Requirements and Information

In order to meet the individual interests of students and promote personalized pathways for learning, ISK offers grade 11 and 12 students the opportunity to pursue independent study in courses not offered by the school. In some cases a counselor may recommend a grade 10 student. Independent study is suitable for the self-directed student who has demonstrated the ability to work independently with little supervision. The Independent Study is not intended to be used as a means of credit-recovery for graduation by students who have failed courses because of poor attendance, lack of achievement, discipline problems, etc.

Independent Study Guidelines:

- Normally for students in grade 11 or 12; in some cases a counselor may recommend a grade 10 student
- ISK will not accept any independent study courses that are similar to courses offered at ISK
- ISK allows a maximum of one Independent Study each semester
- Students must meet with their counselor to discuss independent study, including confirmation that the course is in line with long term plans and graduation requirements
- Offered on a semester-long basis, with successful completion of the course resulting in the earning of an elective credit worth .5 credit
- Offered only on a Credit/No Credit basis, with the final grade of “C” or “NC” appearing on the ISK report card and transcript, but not as part of the GPA calculation
- Students are required to research and understand the course syllabus and materials for the selected course - it is the student’s responsibility to keep current with all readings and assignments that are required for successful completion of the course
- No independent study can commence without the completion/submission of this form and the approval of the principal
- Any second semester Seniors must ensure they meet the requirements of the course by the last day of class for Seniors (and no later than May 1)

Independent Study Enrolment Process:

1. *Initiation of Request:* The student completes an Independent Study proposal form and forwards it to the high school office. The request must be submitted by the course sign-up deadline.
2. *Evaluation of Request:* The counselor and principal review the learning targets and standards.
3. *Approval of Request:* If approved, the counselor and principal sign the agreement - the counselor makes the Independent Study a part of the student’s schedule. If rejected, the student is informed and must select a regular ISK course instead.

Types of Independent Study

1. **Student-Devised Curriculum:** this is one main type of Independent Study available at ISK. This option is for the student who wishes to work in collaboration with an ISK teacher to design a unique course that does not already exist at ISK. Students may seek approval to undertake a research or performance project for academic credit on an "independent study" basis. All such projects are similar in that they cannot be completed by the student as part of an existing class but can be completed by the student working on an independent basis with guidance from a faculty supervisor. The student who wishes to undertake this option must develop a written proposal and prepare a proposal using the standard ISK Independent Study Form with the support of a supervising teacher for submission to the high school office for review. The supervising teacher is responsible for assessing the student's Independent Study work throughout the reporting period and awarding a final grade of Credit or No Credit. This grade will not be included in the student's GPA.
2. **Externally-Tutored IB Course:** this second type of Independent Study supports students who are completing an IB course not offered at ISK as part of their IB diploma. Credit for this type of independent study is awarded on a year-long (not semester) basis. The student must complete all components of the IB course for the year - in year two this includes sitting the final examination papers - in order to earn Credit for the course.
3. **Online Academy (including the Global Online Academy):** ISK offers a limited selection of accredited courses that students can pursue online as a third independent study option. Like other Independent Study courses, these are independent in nature. Students will be assigned a coordinator who facilitates technical and logistical issues of the course but will not be able to offer any academic support. In conjunction with the coordinator, students will be assigned a space and time to complete work for the chosen course. ISK will cover fees for the course, except for IB/AP courses and in cases when a student withdraws or does not meet the requirements to earn credit in which case the parent will be charged the course fee. These courses can count towards the ISK graduation requirement, and the student will receive "C" (Credit) on their ISK Report Card and Transcript if they successfully complete the course, as determined by the course provider (normally a grade of D- or above is required). However, this "C" will not be calculated as part of the student's GPA on their transcript. Students who do not meet the requirements of the course will receive "NC" (No Credit). Students who withdraw from the course prior to completion will receive a "W" (Withdrawn). To find out more information, [click here](#)

It is also possible for a student to pursue and propose an online course not available as part of the ISK online academy as an independent study, such as a course by an accredited college/university; however, the student's parents would be responsible for all fees in such a case.

Interdisciplinary/General Offerings

General Information and Requirements

Some of our courses cross subject areas and belong to no single department or discipline. These courses are treated as electives in the credit-award process. From year to year, these interdisciplinary courses may be taught by faculty members from various departments.

IB Theory of Knowledge | Gr. 11-12 | 1.5 year | 1.5 credits

This course requires the student to reflect upon his/her learning to date, reviewing bodies of knowledge and analyzing approaches to knowledge in the various disciplines of math, natural and human sciences, religious systems, the arts, history, ethics, and indigenous knowledge systems. The course emphasizes clarity of language, the distinction between objective and subjective ways of knowing, and the kinds of reasoning and proof required by various subject areas. In addition, this course seeks to enhance student research and investigation skills, providing a solid platform for the extended essay process and other serious scholarly research in the future. This three-semester course commences in the first semester of grade 11 and is completed in the first semester of grade 12. It is a requirement for all IB diploma candidates.

Yearbook | Gr. 9-12 | 1 year | 1 credit

Yearbook is a year-long course. Students will go through a written application process to verify background and interest in the subject. The yearbook staff is responsible for creating and producing the content of *Kumbuka*, ISK's yearbook. Staff members will learn basic journalism, digital photography, photo editing, and graphic design skills. They will also learn about the printing process and how a publication is produced start to finish. During the last quarter of the course, students will design the Sikia literary magazine and other creative design projects. One semester of the course may be applied as either elective or arts credit. Upon successful completion of the first year, the class may be taken for credit for a second year.

Topics in Cinema | Gr. 9-12 | 1 semester | .5 credit

This course is designed to advance student learning and communication in analysis, criticism, interpretation, and communication of and about film. Students will learn to recognize and analyze film techniques, and to critically think, interpret and communicate about the substance and meaning of film from the filmmaker's perspective. Various activities will help develop skills in the understanding of film production. Working collaboratively with others, students will create a short film to demonstrate their understanding of the artistic choices made in the writing, acting, and production process.

Sport Science - the basics | Gr. 9-10 (Gr 11/12 by application) | 1 semester | .5 credit

The course introduces a basic understanding of the traditional disciplines of anatomy and physiology, biomechanics, and skill acquisition which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. Students will conduct an independent inquiry in relation to the theme of this course and produce an end product to share their findings with their peers.

Sport Injuries | Gr. 9-12 | 1 semester | .5 credit

This course will allow the student to gain certification in First Aid and CPR and learn about sport injury prevention and recovery. Students will investigate how to optimize physiological and psychological performance in the context of sport, exercise and health. Students will conduct an independent inquiry in relation to the theme of this course and produce an end product to share their findings with their peers.

Personal Finance - You and Your Money | Gr. 9-12 | 1 semester | .5 credit

Few high school and college graduates are financially literate when they first enter the workforce. This course gives students an advantage in the real world by developing their financial literacy. Students will learn that high salaries don't guarantee future wealth unless earnings are properly managed. Students will learn to manage their money through responsible spending and investing habits. In this course students will track their own daily spending and explore the merits of careful consumption and effective investing through a series of project-based discoveries.

STEM Pathways | Gr. 9-12 | 1 semester-2 years | .5-2 credits

ISK's Pathways course is an independent study aimed at self-motivated students interested in the STEM subjects and who want to focus their time and energy to identify and engineer a solution to solve a real world problem of global significance. The multi-disciplinary, collaborative projects provide opportunities for deeper learning. Together with a mentor, students navigate the messiness of the creative process from inception to completion by prototyping and testing. The mentor's role is to guide the student through the process and link them up with experts in the

field. This is a standards based course with a focus on engineering design to integrate science, mathematics and technology. The course uses the Design Cycle and is designed to provide students with opportunities for experiential, personalized and integrated learning. Students need to fill out the independent study form and get prior approval from the HS office. Interested students should already have a project in mind and would have discussed it with one of the mentors before selecting the course. Pathways can be selected for study at either the Honors or Regular (non-honors) level - this choice should be made at the outset with the standards and scope of work reflective of the choice made.

Leadership Seminar | Gr. 9-12 | 1 semester | .5 credit

This course prepares students to act in a leadership role and explore career opportunities through a self-selected and pre-approved practicum. Students will develop skills in communication, interpersonal relations, teamwork, and conflict management. Students will examine group dynamics and learn the value of diversity within groups and communities. Students will design and implement a plan for contributing to their school and/or community. The design of the course consists of in-class modules that focus on leadership and self-exploration leading to a practicum placement where students apply these skills and reflect on actual leadership experience in the ISK community.

Library @ The Learning Commons

The Learning Commons is a purpose-built space for 21st century learning. The design of the Library is welcoming with dynamic and open spaces that promote active and engaged learning. The ISK MS/HS Library integrates flexible seating and classroom space, silent and group study spaces, outside seating, innovative display as well as the Rhodia Mann Museum of Samburu Culture. Housed under one roof in the heart of the school, the Library contains separate ES and MS/HS library spaces.

The ISK MS/HS Library features a robust print and electronic collection, including fiction and nonfiction materials. Arranged by genre, the fiction print collection is welcoming and easy for students to rediscover a favorite novel or discover something new to read for pleasure or for learning. The popular Visual Storytelling Collection features both fiction and nonfiction graphic novels, comics and manga. For those seeking to learn more about our host continent and nation, the Africa and Kenya Collections highlight literature, biographies, memoirs and nonfiction materials, including many that are out-of-print. E-books and audiobooks can be downloaded and read on the Sora by Overdrive reading app.

In addition to print and electronic collections, the ISK MS/HS Library subscribes to international and local magazines and newspapers, as well as to databases of full-text articles from journals, magazines and newspapers in support of scholarly research. Students and faculty are encouraged to use our subscription databases. Each collection supports and extends the ISK curriculum.

In support of the ISK curriculum and educational aims, the librarian is available to support student and faculty questions and informational source searches/evaluation. Among other things, the librarian also assists students in the IB DP who are writing an extended essay, particularly with research and formatting help. Reader's advisory is also offered for students seeking something new to read.

The library hours are posted on the ISK website. This site also has information about community access to and use of the Library resources.

Mathematics

General Information and Requirements

The goal of the high school mathematics department is to teach students to reason, communicate and apply mathematical concepts.

ISK Mathematics courses are built around an integrated and investigative program designed to use patterns, modeling, and authentic tasks to build student understanding and competency in mathematics. Students will work collaboratively on tasks to discover solutions that might be found by the use of multiple strategies, including the use of technology. They will be required to provide clear explanations of their solutions along with computational and symbolic accuracy. In choosing mathematics courses, students should take challenging courses that are likely to lead to optimal learning and success. A student new to ISK must take a mathematics placement test to determine the most appropriate initial course placement.

The two most likely course sequences for students at ISK are as follows:

	<i>Pathway 1</i>	<i>Pathway 2</i>
Grade 9	Mathematics 9	Mathematics 9 Core
Grade 10	Mathematics 10	Mathematics 10 Core
Grade 11	IB Analysis SL or HL / IB Applications SL or HL	IB Applications SL / Mathematics 11 Core
Grade 12	IB Analysis SL or HL / IB Applications SL or HL	IB Applications SL / Mathematics 12 Core

Graphing Calculator Requirements

All high school students are required to have a graphing calculator. A *Texas Instruments TI-84 Plus* graphing calculator is required. Students should obtain their calculator in North America, Europe or elsewhere prior to the first day of classes, as availability in Kenya is unreliable and costly. The school will usually place an order for a limited number of calculators and students may purchase them through the business office.

Mathematics 9 | Gr. 9 | 1 year | 1 credit

Mathematics 9 builds on topics taught in Middle School. Topics studied include: probability, similarity, circles, right triangle trigonometry and quadratic functions. Problem solving and real world applications are stressed throughout the course.

Mathematics 9 Core | Gr. 9 | 1 year | 1 credit

Mathematics 9 Core is designed for students who would like to strengthen their foundation in linear and exponential function covered in middle school. In addition to linear and exponential functions students will explore statistics and geometry. Problem solving and real world applications are stressed throughout the course.

Mathematics 10 | Gr. 10 | 1 year | 1 credit

Prerequisite: Mathematics 9

Mathematics 10 builds on topics learned in Mathematics 9. This course prepares students to take any of the 4 IB mathematical options offered in the IB DP program. Topics studied include polynomial, logarithmic, and inverse functions, circular trigonometry, vectors, and an introduction to calculus.

Mathematics 10 Core | Gr. 10 | 1 year | 1 credit

Prerequisite: Mathematics 9 Core

Mathematics 10 Core is a continuation of Mathematics 9 Core. This course builds the foundational skills and understandings required to take IB Mathematics SL Applications or the regular high school/non-IB Mathematics (Math 11) learning path. In this course, students will develop their understanding of Algebra, Geometry/Trigonometry, Statistics, and Probability. Technology will support the analysis of real-world applications.

Statistics | Gr. 10-12 | 1 semester | .5 credit

This one semester course is an elective designed to give students an overview of key statistical principles, drawing from a variety of subject areas. Students will consider examples of data that could be collected (experimentally

or from pre-existing data sets) from a range of subject areas, particularly in the Sciences and Social Sciences, and explore how to best analyze the data. Part of the exploration, analysis, and presentation will involve the use of a graphing calculator and spreadsheet applications. The skills and understandings developed in this course should prove very useful for students when tackling the IA tasks in their IB courses or Extended Essay, or indeed for future application at university or in the workplace.

Mathematics 11 Core | Gr. 11 | 1 year | 1 credit

Mathematics 11 is designed for those students who would like to explore topics in an accessible way, involving the application of skills without external assessment. Topics include: number theory, sequences and series, geometry, trigonometry, probability, statistics and calculus. Problem solving, use of technology and real world applications are stressed throughout the course. The course is project-based, applying that model of learning and assessment, and personalized to meet students' interests. Assessment tasks may also include presentations as well as written summatives.

Mathematics 12 Core | Gr. 12 | 1 year | 1 credit

Mathematics 12 is designed to further learning from the Mathematics 11 course (and may meet concurrently with Math 11), also exploring topics in an accessible way through the application of skills and understandings without external assessment. Topics include: Numbers and Algebra, Geometry/Trigonometry, Probability and Statistics. Problem solving, use of technology and real world applications are stressed throughout the course. The course is project-based, applying that model of learning and assessment, and personalized to meet students' interests. Assessment tasks may also include presentations as well as written summatives.

IB Mathematics Applications SL (Year 1) | Gr 11 | 1 year | 1 credit

The IB Mathematics Applications and Interpretation SL course is designed for students who will pursue a course at University that does not include a significant amount of mathematics. Topics include: Numbers and Algebra, Geometry/Trigonometry, Probability and Statistics and calculus. Statistics, problem solving, use of technology and real world applications are emphasized throughout the course.

IB Mathematics Applications HL (Year 1) | Gr. 11 | 1 year | 1 credit

The IB Mathematics Applications and Interpretation HL course is designed for the capable mathematics student and emphasizes technology and statistics. Topics include: Numbers and Algebra, Geometry/Trigonometry, Probability and Statistics and calculus. In addition to topics studied in IB Mathematics Applications SL, more advanced topics include inferential statistics and differential equations. Problem solving, use of technology and real world applications are stressed throughout the course.

IB Mathematics Analysis SL (Year 1) | Gr. 11 | 1 year | 1 credit

The IB Mathematics Analysis and Approaches SL course is specifically offered for mathematics students who will study majors in University with significant math content. The course emphasizes analytical methods and calculus. Topics include Numbers and Algebra, Geometry/Trigonometry, Probability and Statistics and calculus. Problem solving is stressed throughout the course.

IB Mathematics Analysis HL (Year 1) | Gr. 11 | 1 year | 1 credit

The IB Mathematics Analysis and Approaches HL course is specifically offered for strong mathematics students who will study math related majors in University. Topics include Numbers and Algebra, Geometry/Trigonometry, Probability and Statistics and Calculus. In addition to topics studied in IB Mathematics Analysis SL, more advanced topics include proof by induction, vector algebra, probability density functions, L'Hopital's Rule and the Maclaurin Series. Problem solving is stressed throughout the course.

IB Mathematics Applications SL (Year 2) | Gr. 12 | 1 year | 1 credit

This course is a continuation of IB Mathematics Applications SL Year 1. Topics include: Numbers and Algebra, Geometry/Trigonometry, Probability and Statistics and Calculus. Problem solving, use of technology and real world applications are stressed throughout the course. A substantial project of exploration and analysis is a requirement of the course.

IB Mathematics Applications HL (Year 2) | Gr. 12 | 1 year | 1 credit

This course is a continuation of IB Mathematics Applications HL Year 1. Topics include: Numbers and Algebra, Geometry/Trigonometry, Probability and Statistics and Calculus. In addition to topics studied in IB Mathematics Applications SL, more advanced topics include inferential statistics and differential equations. Problem solving, use of technology and real world applications are stressed throughout the course. A substantial project of exploration and analysis is a requirement of the course.

IB Mathematics Analysis SL (Year 2) | Gr. 12 | 1 year | 1 credit

This course is a continuation of IB Mathematics Analysis SL Year 1. The course emphasizes analytical methods and calculus. Topics include Numbers and Algebra, Geometry/Trigonometry, Probability and Statistics and Calculus. Problem solving is stressed throughout the course. A substantial project of exploration and analysis is a requirement of the course.

IB Mathematics Analysis HL (Year 2) | Gr. 12 | 1 year | 1 credit

This course is a continuation of IB Math Analysis HL Year 1. Topics include Numbers and Algebra, Geometry/Trigonometry, Probability and Statistics and Calculus. In addition to topics studied in IB Mathematics Analysis SL, more advanced topics include proof by induction, vector algebra, probability density functions, L'Hopital's Rule and the Maclaurin Series. Problem solving is stressed throughout the course. A substantial project of exploration and analysis is a requirement of the course.

Mathematics Bridge Courses

The Mathematics Bridge is designed to complement - not replace - the standard high school Mathematics course offerings and pathways; as such a Mathematics Bridge course is not meant to be taken on its own as part of, for example, a credit recovery process. Like other electives, bridge courses may not be offered each academic year. Any students considering a Bridge course at ISK should set up a meeting with their Mathematics teacher and counselor.

Mathematics Bridge 1 | Gr. 9 | 1 semester | .5 credit

This course is taken concurrently with Mathematics 9 Core (in semester one) and aims to build students' foundation in mathematics as part of the bridging process between Mathematics 8 and Mathematics 9. This highly differentiated course is for students who have demonstrated readiness to make the bridge from one pathway to another.

Mathematics Bridge 2 | Gr. 10 | 1 semester | .5 credit

This course is taken concurrently with Mathematics 10 Core (in semester two) and aims to build students' foundation in mathematics to successfully bridge between Mathematics 10 Core and IB Mathematics SL Analysis Year 1. This highly differentiated course is for students who have demonstrated readiness to make the bridge from one pathway to another.

Modern Languages

General Information:

1. ISK offers courses in three languages: Spanish, French, Kiswahili.
2. Students with limited or no previous experience in Spanish or French and Kiswahili enroll in Level one.
3. All Grade 8 students currently enrolled at ISK will be placed based on teachers' recommendations. Grade 8 and high school students from other schools will take a placement test.
4. Note that the IB ab initio course is a two-year program only open to students in grades eleven and twelve who have had little or no previous experience in that language.

Requirements:

1. Students can satisfy the graduation requirement for Modern Languages by enrolling in courses in French, Spanish, or Kiswahili, or by pursuing an approved learning program in another language outside of school. In order to graduate from ISK, students are required to study the same language for two consecutive years.
2. A student who wishes to take an outside language must obtain the approval of the counselor, IB coordinator and principal. Students planning to attend college or university are recommended to take at least three years of one modern language.

Recommendations:

1. We encourage students to commit to and develop proficiency in one language throughout their high school years.
2. Choose the pathway that best matches your linguistic abilities and potential, as well as the requirements of the higher education institutions you are targeting.
3. Grade 9 students are encouraged to pursue the language that they studied during their middle school years. Starting from Level 1 in Grade 9 will prevent you from meeting the requirement to enter an IB Language B course.
4. Grade 11 students who wish to take an outside language not offered by the school should have an initial discussion with the counselor to discuss options, graduation requirements, and university planning implications.

Pathways for Modern Languages:

The following is a list of most likely course sequences (Pathways) for learning Modern Languages at ISK. The pathways may not fit every student's needs, and therefore we expect students to develop a detailed Language plan for high school with their counselor.

Most Common French and Spanish Pathways

Gr.	Non IB Pathway	IB Pathway 1 (Not Kiswahili)	IB Pathway 2 (Not Kiswahili)	IB Pathway Ab Initio	IB Lang/Lit Pathway (Native Speakers of French and Spanish)
9	Level 1	Level 2	Level 3	No Language	
10	Level 2	Level 3	Level 4	No Language / Level 1	Level 4
11	Level 3	IB B SL/HL	IB B SL/HL	IB Ab Initio 1	IB A SL/HL
12	Level 4	IB B SL/HL	IB B SL/HL	IB Ab Initio 2	IB A SL/HL

Most Common Kiswahili Pathways

Gr.	Non IB Pathway Information	Non-IB Pathway course offerings	IB Pathway
9	<ul style="list-style-type: none"> ISK offers Level 1 and Level 2 in Kiswahili in HS as 1 year courses Students can choose to take level 1 in any Grade level Entry to level 2 would require completion of the level 1 course or an assessment by the Kiswahili teacher 	Level 1	No Language
10		Level 1 or 2	No Language / Level 1
11		Level 1 or 2	IB Ab Initio 1
12		Level 2	IB Ab Initio 2

French 1, Kiswahili 1, or Spanish 1 | 9-12 | 1 year | 1 credit

Level 1 Language courses are offered to students with little or no prior knowledge of the language. The main focus of the course is to acquire communication skills in the target language in simple and predictable contexts. Students will start learning the foundations of the language and will be able to use it in basic everyday life situations. In addition to language instruction, the course also includes activities and discussions that promote intercultural understanding.

French 2, Kiswahili 2, or Spanish 2 | 9-12 | 1 year | 1 credit

Prerequisite: Level 1 / placement test demonstrating equivalency

Level 2 Language courses equip the students with the tools to communicate simple ideas effectively. By the end of the course, students will be able to deal with everyday situations and express simple opinions on a range of real-life situations. They will extend their language acquisition skills through regular practice of productive and receptive skills. In addition to language instruction, the course also includes activities and discussions that promote intercultural understanding.

French 3 or Spanish 3 | 9-12 | 1 year | 1 credit

Prerequisite: Level 2 / placement test demonstrating equivalency

Level 3 Language courses are designed to build on the skills and knowledge acquired at Level 2. Students will use a more complex language in order to communicate ideas. By the end of the course, they will be able to express opinions with supporting evidence on a variety of contemporary topics. They will extend their language acquisition abilities through regular practice of productive and receptive skills. They will gain an appreciation of the target cultures through exposure to a broad range of authentic materials. Level 3 prepares the students for the IB Language B courses.

French 4 or Spanish 4 | 9-10 | 1 year | 1 credit

Prerequisite: Level 3 / placement test demonstrating equivalency

Level 4 Language courses serve as a year of intensive language study in preparation for the IB Language B (SL/HL) or A courses. It also allows Grade 9 students who are placed at level 3 for Spanish/French the chance to improve the mastery of the target language before joining the IB programme in grade 11. Students will be exposed to literary and non-literary texts and will be able to work using an advanced level of the language. They will gain an appreciation of the target cultures through exposure to a wide range of authentic materials.

IB French, Spanish, or Swahili ab initio Yr 1-2 | 11-12 | 2 years | 2 credits

The Language ab initio course is offered only at the standard level (SL) to students with little or no prior knowledge of the language. The main focus of the course is to acquire communication skills in the target language in familiar and unfamiliar contexts through the study of 5 core themes (Identities, Social Organization, Experiences, Sharing the Planet, and Human Ingenuity). Students will start learning the language from a basic level and aim to become independent users. Alongside the course work, they will develop a conceptual understanding of how language works. Students will also acquire skills and strategies to undertake the demands of the IB exams and coursework.

IB French or Spanish B SL Yr 1-2 | 10-12 | 2 years | 2 credits

Prerequisite: Level 3 / placement test

Students will consolidate their previous language learning and extend advanced language skills. The main focus of the course is to further their ability to communicate in the target language in familiar and unfamiliar contexts through the study of 5 core themes (Identities, Social Organization, Experiences, Sharing the Planet, and Human Ingenuity). In doing so, they will develop a conceptual understanding of how language works. Students will also acquire skills and strategies to undertake the demands of the IB exams and coursework.

IB French or Spanish B HL Yr 1-2 | 11-12 | 2 years | 2 credits

Prerequisite: Level 3-4 or Placement Test

Students will consolidate their previous language learning and extend sophisticated language skills. The main focus of the Language B HL course is to further students' ability to communicate in the target language in familiar and unfamiliar contexts through the study of 5 core themes (Identities, Social Organization, Experiences, Human Ingenuity, Sharing the Planet) at a higher level of language. They will develop a conceptual understanding of how language works within the necessary skills to support their understanding of literary works. Students will also acquire skills and strategies to undertake the demands of the IB exams and coursework.

IB French or Spanish A Language & Literature SL/HL Yr 1-2 | Gr 11-12 | 2 years | 2 credits

Prerequisite: Level 4 + Teacher's recommendation / Placement test

This is a Group 1 course as part of the IB DP program and is only suitable for students who have a proven record of schooling in Spanish or French, bilingual schooling or mother tongue courses. Taken in combination with English A, students following this pathway aim to obtain the IB bilingual diploma. The emphasis is on the study of literary and non-literary texts. Students will write in a variety of different genres and for different purposes while also being challenged to think independently and to develop essay writing, commentary writing, and oral presentation skills. The aim of the course is to develop and understand the constructed nature of meanings generated by language and promote an appreciation of the role of language in the life of contemporary society. Students will also acquire skills and strategies to undertake the demands of the IB exams and coursework.

Physical and Health Education

General Information and Requirements

The school's emphasis on educating the whole child includes supporting their physical health and promoting self-awareness of overall wellness through exposure to various health related topics affecting teens today. We aim to create life-long movers who take an interest in their own personal health and wellbeing.

Physical and Health Education 9 | Gr. 9 | 1 year | 1 credit

The first year Physical and Health Education course for high school students focuses on improving understanding personal fitness and wellbeing through participation in fitness activities, introduction to weight room procedures, as well as developing skills by taking part in a variety of team and individual sports. Students participate in fitness activities, focusing on the knowledge of self-evaluating and goal setting, being important components of the course. Activity units in the course include but are not limited to introduction to weight training and fitness room use, invasion games, net games, striking and fielding games, health and well-being. Health units integrated into the Physical Education program encourage physical health as well as Wellness, Substance use and abuse, Social Emotional and Mental Health.

Physical and Health Education 10 | Gr. 10 | 1 year | 1 credit

The second year Physical and Health Education program for high school students focuses on the importance of being involved in physical activity as a lifelong commitment and choice. Developing a personal fitness regimen is encouraged and strength-training activities are introduced and continue to be emphasized throughout the course. Activity units focus on a number of lifelong recreational activities looked at through the lens of invasion, net, target, striking and team games. Health topics of Mental Health, Social Emotional Health, use of substances and sexuality, will be integrated into the Physical Education program. Classes are designed to extend student awareness of themselves and others where they realize the importance of responsible decision-making both in and outside of the classroom.

Advanced PE / Personal Fitness | Gr. 11-12 | 1 semester | .5 credit

The advanced physical education elective course is designed to offer students the skills and information needed to develop and maintain a personal fitness regimen. Offering strength training principles, sport specific training, personal fitness training and aerobic fitness opportunities, this course will help keep the students active and working towards personal fitness goals and having the knowledge of fitness records and personal fitness evaluation.

Science

General Information and Requirements

ISK offers foundational survey courses for grade 9 and 10 students. Thereafter, students are encouraged to pursue courses of study that are of specific interest. It is strongly recommended that college-bound students successfully complete four years of study in science.

Introductory Physics | Gr. 9 | 2 semesters | 1 credit

Students in year 9 will continue to develop their understanding of the most fundamental concepts from physics: Forces, Energy, Particle Model of Matter, Electricity and Magnetism, Space Science. The course structure intends to leave room for expanded study in IB Physics. In the Introductory Physics course, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation.

Introductory Biochemistry | Gr. 10 | 2 semesters | 1 credit

Students will expand their understanding of connections between chemistry and the life sciences. They will develop the ability to make connections between important biological concepts such as cells, genetics, the organization of matter and energy as well as key chemistry concepts such as atoms and molecules, structure and properties of matter, thermodynamics, and chemical reactions. There will be a continued emphasis on exploration of application of key biological and chemical concepts with focus on scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation.

Environmental Science 1,2 | Gr. 9-12 | 1 semester | .5 credit

Environmental Science 1 is an elective course with an emphasis on taking personal and local action to address global environmental issues and the environmental threats to different ecosystems. Students will use a variety of scientific tools in the field and lab for measuring and monitoring terrestrial and aquatic ecosystems. The course uses an authentic, interdisciplinary approach to project-based learning and integrates STEM design thinking and curriculum-based service-learning. For students who complete the first semester of Environmental Science and wish to further develop their project-based learning skills and apply them to new environmental science projects, the class may be taken for credit again.

Agricultural Science | 1,2 | Gr. 9-12 | 1 semester | .5 credit

Agricultural Science is an elective course for students that want to learn about and work on developing and maintaining an organic farm at ISK. Students will apply STEM design thinking while engaging in hands-on project-based learning to develop and manage a farm while applying the principles of permaculture and agroecology. Design, construct and manage composting and vermicomposting systems as well as garden beds for a variety of vegetables, herbs and flowers for pollinators. Learn how to design, build and operate hydroponic systems, vertical gardens and living walls. Employ scientific research methods and technologies in monitoring the farm's operation and use this information in making decisions for the sustainable management of the farm. This course creates authentic opportunities for student innovation and to participate in curriculum-based service-learning. For students who complete the first semester of Agricultural Science and wish to further their understanding of organic farming and to apply their understanding of permaculture and agroecology in new ways, the class can be taken again for credit.

STEM Engineering | Gr. 9-12 | 1 semester | .5 credits

STEM Engineering is an introduction to the multiple disciplines of engineering. In the first part of the course students will complete a number of hands-on activities related to Environmental Engineering, Biomedical Engineering, Chemical Engineering, Electrical Engineering and Mechanical Engineering. This part of the course will provide a sound understanding of future careers related to engineering. The activities promote solving complex problems of social and global significance. In the second part of the course students will design a solution to a complex real world problem by breaking it down into manageable problems that can be solved through engineering. Application of the design cycle will result in the production of a final prototype. There will also be opportunities to bring ideas into reality using a 3d printer, laser cutter and CNC milling machine. Students are expected to use mathematics and/or computer simulations to test solutions under different conditions, prioritize criteria, consider trade-offs, and assess social and environmental impacts.

IB Biology SL | Gr. 11-12 | 2 years | 2 credits*Prerequisite: Introductory Physics and Introductory Biochemistry*

The IB Biology standard level course explores the relationship between structure and function, the inheritance and variation of traits, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems and natural selection and evolution. Moreover, students develop their investigative skills through the design, analysis and evaluation of scientific data. Finally, the nature of science is discussed throughout the course.

IB Physics SL | Gr. 11-12 | 2 years | 2 credits*Prerequisite: Introductory Physics, Introductory Biochemistry, and Math 3 or 3A*

Physics is the foundation of science. It seeks to explain the universe from the very smallest particles (quarks and leptons) to the vast distances between galaxies. IB Physics is a rigorous two-year course. Strong mathematical skills are required for the enjoyment of this class. A record of solid performance in algebra and trigonometry indicates a high probability of success. If you are still developing your math skills and willing to put in the time and effort, physics will be a struggle, but passing the course is possible. Core topics include measurement, mechanics, gravitation, thermal physics, waves, electricity, magnetism, quantum mechanics, and nuclear physics. Standard Level has less content and the pace is slower than High Level.

IB Chemistry SL | Gr. 11-12 | 2 years | 2 credits*Prerequisite: Introductory Physics and Introductory Biochemistry*

This course introduces students to the major topics in a university-level chemistry course. The IB syllabus includes the following topics: stoichiometric relationships, atomic structure, periodicity, chemical bonding, energetics, kinetics, equilibrium, acids and bases, redox processes, organic chemistry, measurement and data processing. Students will also study an extension topic out of 4 topics: Materials, Biochemistry, Energy, or Medicinal chemistry. The course requires a laboratory component of approximately 40 hours which develops a full complement of measurement and data processing techniques and also includes an independent investigation.

IB Physics HL | Gr. 11-12 | 2 years | 2 credits*Prerequisite: Introductory Physics, Introductory Biochemistry, and Math 3 or 3A, as well as currently enrolled in IB SL or HL Mathematics*

Physics is the foundation of science. It seeks to explain the universe from the very smallest particles (quarks and leptons) to the vast distances between galaxies. IB Physics is a rigorous two-year course. Strong mathematical skills are required for the enjoyment of this class. A record of solid performance in algebra and trigonometry indicates a high probability of success. High level physics has significantly more material, moves at a much quicker pace, and the additional material is more difficult and requires a high level of math competence. Core topics include measurement, mechanics, gravitation, thermal physics, waves, electricity, magnetism, quantum mechanics, and nuclear physics.

IB Chemistry HL | Gr. 11-12 | 2 years | 2 credits*Prerequisite: Introductory Physics and Introductory Biochemistry*

This course involves a more in-depth and quantitative treatment of material covered in IB standard level chemistry. The IB syllabus includes the following topics: atomic structure, stoichiometric relationships, periodicity and the periodic table, chemical bonding, energetics, kinetics, equilibrium, acids and bases, redox processes, organic chemistry, measurement, data processing and analysis. Students will also study an extension topic out of 4 topics: Materials, Biochemistry, Energy, or Medicinal chemistry. The course requires a laboratory component of approximately 60 hours which develops a full complement of measurement and data processing techniques and also includes an independent investigation.

IB Biology HL | Gr. 11-12 | 2 years | 2 credits*Prerequisite: Introductory Physics and Introductory Biochemistry*

The IB biology higher level course covers the relationship of structure and function at all levels of complexity. Students learn about cell biology, molecular biology, nucleic acids, genetics, ecology, evolution and biodiversity, cell metabolism, plant biology, and human physiology. Throughout this rigorous practical course there is heavy emphasis on student investigation and inquiry skills, research, analysis, and application. Students will develop a strong foundational understanding of the nature of science and describe how newly acquired knowledge leads to new and different questions. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

IB Environmental Systems & Societies SL | Gr. 11-12 | 2 years | 2 credits

Prerequisite: Introductory Physics and Introductory Biochemistry

Environmental Systems and Societies (ESS) is an interdisciplinary course offered only at the standard level (SL). This course can fulfill either the IB diploma requirement in the Experimental Sciences (Group 4) or the Individuals and Societies (Group 3) requirement or both. ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the ESS course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Students are encouraged to develop solutions at the personal, community and global levels.

Social Sciences

General Information and Requirements

ISK offers a survey course for all grade 9 students, and then again for all grade 10 students. Students can also choose from a particularly wide range of 'elective' courses available to them in the social studies department. At the grade 11 and 12 levels, students can choose from a variety of IB and non-IB courses.

Social Sciences 9 | Gr. 9 | 1 year | 1 credit

The course, designed for all students in grade 9, enables students to develop a global perspective from the study of major aspects of social sciences. Students are encouraged to develop sound research skills and use higher-order thinking skills to improve their understanding of different topics throughout history. Topics include identity, theories of civilization, migration, pluralism, and governmental systems. All of these topics are studied through the lens of different social sciences (i.e. economics, geography, global politics, psychology) and history. Equal emphasis is given to knowledge and skill development that promote academic success through high school and beyond.

Social Sciences 10 | Gr. 10 | 1 year | 1 credit

This course, designed for all students in grade 10, continues to emphasize knowledge and skill development through the thematic study of critical topics throughout history. Topics include causes and effects of inequality with a focus on economic systems; the origins of revolutions; the emergence of nationalism; and the causes and effects of conflict. All of these topics are studied through the lens of different social sciences (i.e. economics, geography, global politics, psychology) and history. Particular emphasis is given to the development of analytical skills and communication methodologies.

General Psychology | Gr. 9-12 | 1 semester | .5 credit

This one semester course focuses on four topics in psychology: the overview of this social science, the human experience, abnormal psychology and treatment, and social psychology. Students get a general sense of what psychology entails and through the analysis of real life and fictional situations are able to apply the concepts and theories. It is a project-based course allowing students to deepen their knowledge of psychology and the human experience as well as a key skill for any students: being able to address an audience.

International Relations | Gr. 9-12 | 1 semester | .5 credit

The aims of the International Relations (IR) course are for students to develop a foundational understanding of theories and concepts related to state and non-state interactions within the international community. Students will be introduced to the field of IR with special attention being paid to security issues as they pertain to the field of IR. This is an introductory course and the goal is to cover a wide variety of concepts at a foundational level rather than covering a few concepts in-depth. Seniors can apply to take this course as an online, Web-based independent study elective, with enrolment pending the approval of the instructor and principal.

Entrepreneurship and Business Studies | Gr. 9-12 | 1 semester | .5 credit

Entrepreneurship & Business Studies focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. All students benefit from developing an appreciation for and understanding of entrepreneurship in our economy: most of the jobs (both professional and technical) created in recent years have been in the small business sector. Entrepreneurial skills are necessary not only for students who will become entrepreneurs, but also for individuals working in the increasingly competitive corporate world. Entrepreneurship is a natural fit for business education because entrepreneurship integrates the functional areas of business - accounting, finance, marketing, and management - and the legal and economic environments in which any new venture operates. Today, entrepreneurial ventures are particularly impacted by the development of technology, the Internet, and the rise of e-commerce.

A History of the World in 25 Questions | Gr. 9-12 | 1 semester | .5 credit

This History course will give students an opportunity to study a wide variety of events, periods and places. Each class is designed to focus on the exploration of a different historical event, with an overall balance in time period and geographic origin. Approximately 25 questions will be explored in the course of the semester. Each exploration will be framed as a question and answered using a range of appropriate teaching strategies: research, lecture, reading, debate, reenactment, or a combination of these. No previous knowledge of the topics will be required. Independent/home work will be used to build a knowledge foundation, for example by reading text or watching video. All students are provided with the content needed to participate in the various activities.

Religious and Philosophical Questions | Gr. 9-12 | 1 semester | .5 credit

Religious and Philosophical Questions is a one semester course designed to introduce students to religious and philosophical questions, in depth, and with reference to relevant theoretical and abstract ideas. This course will allow students to explore some of life's most significant questions. It is designed to capture the imagination and introduce ISK students to philosophical arguments and approaches, making it a helpful precursor (or alternative) to the IBDP Theory of Knowledge course. Students will engage with two units. The first unit will explore traditional philosophical arguments and counter arguments for the existence of God. The second unit will examine the problem of suffering and evil. A range of religious and non-religious perspectives will be examined throughout this unit. This course will be designed to develop a range of cognitive skills. It will encourage active learning in the process of investigating religious and philosophical issues. Students here at ISK will learn to express viewpoints and have ample opportunity for personal reflection.

Africa in the World System | Gr. 9-12 | 1 semester | .5 credit

This course aims at introducing students to the dynamics of Africa's interactions with the rest of the world system. This will be done through examining Africa's past and contemporary history, as well as examining possible future consequences. The students will use comparative case studies to understand the opportunities and challenges that exist between different regions/countries in Africa in relation to the rest of the world system. This, in essence, will enable students to suggest and/or provide solutions to challenges facing the continent, while at the same time appreciating the rich diversity and opportunities that Africa has to offer the rest of the world. At the end of the course, students are expected to have a broad and detailed perspective of the continent and its place in the world system as opposed to the usual "single narrative" story that tends to be a portrayal of Africa - more so by the 'western' media outlets.

IB Economics SL/HL | Gr. 11-12 | 2 years | 2 credits

The aims of the IB economics program are to develop disciplined skills of economic reasoning, an understanding of how individuals and societies organize themselves in pursuit of economic objectives, an ability to evaluate economic theories, concepts, situations and data, and international perspectives which feature tolerance and understanding of the diversity of economic realities. The curriculum consists of four parts: Resource Allocation (microeconomics), National Income Analysis (macroeconomics), International Trade, and Economic Development.

IB Geography SL/HL | Gr. 11-12 | 2 years | 2 credits

IB Geography is a 2-year program of study aimed at enabling students to develop an understanding of the interrelationships between people, places, spaces and the environment. Relevant case studies are used to help students develop an understanding for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management. Students come to appreciate the relevance of geography in analyzing contemporary issues and challenges, and develop a global perspective of diversity and change. Initial studies focus on patterns and trends in population, disparities, the environment and resource management, followed by three optional extensions to be selected by the instructor. Finally, an in-depth examination of globalization is undertaken.

IB Global Politics SL/HL | Gr. 11-12 | 2 years | 2 credits

This IB course explores fundamental political concepts, such as power, equality, sustainability and peace, in a range of contexts and through a variety of approaches. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Course consists of the core (SL/HL): power, sovereignty and international relations, human rights, development, and peace and conflict. The Internal assessment for this course is an engagement activity on a political issue of personal interest, complemented with research. This activity combines an experiential component (with politics, NGOs, UN, embassies, etc.), with additional research and a written task. Higher level students also examine two contemporary global political challenges through self-selected case studies (choice between: environment, poverty, health, identity, borders, security). Students present these examinations in presentations, which are video-recorded.

IB History SL/HL | Gr. 11-12 | 2 years | 2 credits

In Grade 11, the IB History course focuses on the early 20th century through the rise and rule of selected authoritarian states, and rights and protests in the US and South Africa. The emphasis is on political history, augmented by social and economic aspects of the period. In Grade 12, the focus shifts a social and cultural analysis of the Middle Ages in Europe and the Islamic World. In addition, HL students will expand on these topics. The course stresses the acquisition of historical knowledge and understanding sufficient to serve as the basis for document interpretation, analysis of trends, and evaluation of historians' viewpoints. Students are expected to participate in independent research, seminar presentations and critiques. They will complete a major research project, analyze sources for values and limitations, and write critical essays on relevant topics in preparation for IB exams. HL and SL History are taught concurrently.

IB Psychology SL/HL | Gr. 11-12 | 2 years | 2 credits

The main aims of the IB Psychology course are to encourage the systematic and critical study of human experience and behavior and to develop an understanding of the biological, social and cultural influences on human behavior. Additional aims of the course are to interpret and/or conduct psychological research and to apply the resulting knowledge for the benefit of people, while ensuring that ethical practices and responsibilities are implemented in psychological inquiry. The curriculum is divided into four parts: the study of three approaches (biological, cognitive and social-cultural); research methodology; experimental study; and two optional areas of study (abnormal psychology, developmental psychology, health psychology and psychology of human relationships).

IB Business Management SL/HL | Gr. 11-12 | 2 years | 2 credits

The IB Business Management course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. HL and SL Business Management are taught concurrently.

STEM and Design

General Information and Requirements

ISK continues to refine STEM, Design, and ICT opportunities for students to understand the nature, effects and implications of designing and creating with computers, mobile, web-based, and other emergent technologies. STEM courses integrate principles and concepts of science, technology, engineering, and mathematics. Students use Open Source and industry-standard software, hardware and peripherals to complete collaborative and project-centered challenges similar to and in preparation for what they will find in a college or work environment.

STEM Digital Design | Gr. 9-12 | 1 semester | .5 credits

Students use the design cycle to solve challenges and to create products using multimedia, web-technology, and other design software and hardware. Topics will include identity design, data visualization, motion graphics and video production, as well as interactive design. Although the course is mainly practical in nature, students will also be engaged in the theoretical aspects of the discipline, studying the elements and principles of design and using them to examine class projects. Technology related environmental and societal issues and career opportunities are explored. No previous digital design experience is necessary, although many skills covered in other STEM courses will be built upon.

STEM Robotics | Gr. 9-12 | 1 semester | .5 credits

Students develop skills in creativity, perseverance and teamwork as they design, program, and test simple and more complex robots. Students work in teams to build and program robots to complete open-ended challenges. Students investigate how automation and robotics may solve problems today, and how to invent technologies for a better future. Documentation and presentation skills are stressed so that student thinking and process is clearly communicated. No previous computer programming or electronics experience is necessary.

STEM Game Design | Gr. 9-12 | 1 semester | .5 credits

This project-based course focuses on computer programming to build applications and games. Topics include researching games, obtaining client viewpoints, brainstorming solutions, rapid prototyping, testing, and iterative re-design. Students develop best practices for prototyping, examining user interfaces, play testing, game balancing, pacing and workflow. They document and communicate the design process using a design journal as well as develop completed products for specific clients. The programming skills covered will include the use of variables, arrays, functions and looping. Although this unit is practically orientated, students will cover some theoretical aspects of game design and how it is used in our society.

STEM Product Design | Gr. 9-12 | 1 semester | .5 credits

This course aims to provide an introduction to product design and development processes, covering aspects of research, concept/idea generation, concept development, and the final delivery of design outcomes. Using a human centred design approach students design and create products to solve real world challenges. Course work focuses on 3D CAD rendering techniques, manufacturing processes, and the construction of prototypes. Students will gain practical experience in a variety of manufacturing techniques including woodworking, metalworking, mold making, 3D printing and computer aided manufacturing.

STEM Programming & Digital Electronics | Gr. 9-12 | 1 semester | .5 credits

This course covers embedded systems, particularly the Arduino environment, for building and programming devices that can control the physical and digital worlds. Students will gain hands-on experience in computer programming and electronics by building systems that take sensor or motor inputs and then filter and evaluate the resulting data. Students will learn about hardware components and firmware algorithms needed to configure and run sensors and motors to create “smart” design solutions. In the final capstone project, students will apply the skills they learned by designing, building, and testing a microcontroller-based embedded system, producing a unique final project that automates an aspect of their life or the lives of people in the community.

IB Design Technology SL/HL | Gr. 11-12 | 2 years | 2 credits

IB Design Technology enables students to use design methodology to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. While designing may take various forms, a solution can be defined as a model, prototype, product or system that students have developed independently to solve a real world problem. Students develop practical skills in digital as well as product design tools. This course fulfills the IB diploma Group 4 course requirement and can count towards the ISK diploma as either an elective credit or a Science credit - consult your counselor about this matter of credits.

Student Support Services and Learning Support

The Study Skills/Learning Support program provides focused support and guidance across all subjects to students who require additional educational support. The aim of the program is to ensure students have the opportunity to perform to the best of their individual capacity in a way that allows them to navigate successfully through the demands of high school. The Study Skills/Learning support class focuses on identifying barriers to the student achieving academic success as well as their strengths, and developing a plan to support the student in a structured learning environment. Students receive support in the following areas: reading, writing, mathematics, communication, study skills and well-being. Support is also provided in class for as many students who receive study skills/learning support as possible through co-teaching, normally in the areas of Mathematics, English, Social Studies, and Science, and sometimes in Modern Languages. The Student Support Services department also oversees arrangements with exam boards for students' accommodations.

Study Skills | Gr. 9-10 | 1-2 year(s) | Up to 1 credit

Study Skills is a credit-bearing (assessed on a pass/fail basis - no numeric grade given) course taught by high school Learning Support teachers. The vertically aligned curriculum can be a semester or up to a four semester continuum, as recommended by the SSS department. It is structured to remediate academic skills, improve executive functioning and study habits, as well as assist students in meeting their Individualized Education Plan (IEP) goals. The course focuses on both concepts and processes so that students are reminded to integrate new understandings into consistent personal routines. Students benefit from pre-teaching and re-teaching of academic content that is designed to support their mainstream classes. Explicit skill building instructional strategies in the following areas are offered to maximize their academic success: Literacy skills (reading and writing); Math (problem solving and critical thinking); Communication (self advocacy and presentation skills); personal organization and time management; and well-being (including growth mindset and mindfulness). Assessments within the course are linked to key performance areas such as organization, time management and self-advocacy, as well as reading, writing and mathematical practices. The ultimate goal of the course is that the students independently transfer the strategies and skills learned in class to their other academic content areas. Additional social-emotional growth throughout the semester includes improved self-awareness as students are asked to reflect on their efforts, and ability to challenge themselves whenever possible.

Learning Support | Gr. 11-12 | 1-2 year(s) | Not credit bearing

Learning Support falls under the category of academic support. Students learn to set goals, choose and execute learning strategies, and monitor their learning process. The process is student-centered, with the onus mostly on students to be proactive and take initiatives, propose solutions to any challenges and follow them thoughtfully. The Learning Support teacher facilitates, enables and supports students to plan ahead to move forward in their learning journey to become self-managed, self-regulated and self-directed independent learners. The Learning Support teacher brings in perspectives that students may not be considering and possible consequences (critical thinking skills). Thus, the collaborative relationship between the student and Learning Support teacher is important in the transfer of learning strategies into their classes to complete subject assignments and do well on assessments. This "bridging" work is a vital aspect to the success of students in their subjects classes.

The International Baccalaureate Program at ISK

The IB Mission

The International Baccalaureate Organization (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners.

Some IB Facts

The IB Diploma Program is a demanding course of studies for 16-19 year olds. It grew out of a need for an acceptable curriculum for international schools that would meet the requirements of diverse national systems. Since its inception in 1968, the program has grown to include more than 3000 schools in more than 150 different countries worldwide. Every year, IB Diploma Program students gain acceptance to the world's most selective and prestigious universities and schools of higher education.

The Tradition of IB at ISK

ISK offered courses in the IB Diploma Program for the first time in August 1982 and presented its first IB Diploma Program candidates in 1984. Impressive and consistent examination results by ISK students testify to the school's high standards and expectations. ISK practices open enrollment for its IB Diploma Program. Students entering grade 11 may opt for the IB courses regardless of prior performance, though they will be encouraged to enroll in courses and levels where teachers think they have the best chances of enjoying success. At ISK, students in the IB Diploma Program can choose from a wide selection of IB courses. Since the IB Diploma Program stresses educating the whole student, all IB students at ISK must meet experiential learning requirements involving Creativity, Activity and Service (CAS).

An **IB Diploma** must include choices from the six main academic groups. Students complete six examination courses, three at higher level and three at standard level (all courses are a two year sequence). On occasion, an exceptional student may elect to take four courses at the higher level and two at the standard level. The examinations are given each May, with no more than two of the standard courses examined in the junior year and all the rest examined in the senior year. IB diploma students must also take a course called the Theory of Knowledge (a philosophy course integrating the fields of knowledge) and complete a substantial piece of independent scholarly research resulting in an Extended Essay of 4000 words.

The Learner Profile - the IB learner strives to be:

Inquirers	Open-minded
Knowledgeable	Caring
Thinkers	Risk-takers
Communicators	Balanced
Principled	Reflective

Planning for the IB

Since the IB courses and exams are academically demanding, planning for the IB (especially for the IB diploma) needs to be done early in one's high school career. All six IB subject areas require above average preparation, maturity, organization, and independence of study habits. Generally speaking, a student who has identified himself or herself as a potential IB student must plan early and be guided by faculty in course choices and academic expectations so that his or her chances of being successful are increased. Students may begin by consulting the course descriptions in this "Guide to High School Academic Programs" booklet. Students' perceptions of their strengths and interests play a major role in the course selection process. They should, however, also take into account their future study and career plans. Please note that certain selection omissions from the program may limit study choices in some university systems. Therefore, families should become familiar with the requirements and expectations of the particular universities in the country or countries to which they intend to apply. Families may also, of course, consult with the High School Counselors and the IB Coordinator.

Timeline

1. All 9th and 10th grade students and families who are interested in the IB Diploma Program, attend a general IB presentation evening in February to gather information, begin the academic planning and course selection process for IB, and indicate their desire to enroll for the IB diploma or IB courses.
2. 10th graders who remain interested in pursuing the IB diploma attend an individual follow-up meeting at which parents, the student, the IB Coordinator and/or counselor select optimal courses. Students bring a teacher-verified course selection form to this meeting to help ensure that student choices are aligned with teacher recommendations. The individual meeting with the IB Coordinator takes place by March of 10th grade. (Students who do not want to pursue the IB diploma can register for IB courses with the High School Counselor during the regular registration process.)
3. By the end of May of 10th grade, our aim is for rising diploma candidates to have an IB schedule in hand.

For Applicants to U.S. or Canadian Colleges/Universities

Since the IB diploma includes a heavy examination schedule and several extra requirements, the qualification is highly regarded by colleges and universities in North America for its rigor and breadth. Some applicants to U.S. or Canadian colleges and universities have found that the IB diploma is in fact a more demanding academic program than they require to gain acceptance into institutions of further study. For these students it may in some cases make most sense to pursue a selection of IB courses that do not constitute an IB diploma but that complement the student's talents, provide an academic challenge, and lead to an enhanced transcript which can boost chances for admission to a selective college. IB results, especially those obtained through higher-level courses, can be submitted to colleges and universities for possible advanced standing or first year course credit.

For Applicants to a University Outside North America

Because the American high school diploma offered by ISK is not necessarily accepted for university admission outside North America, the school recommends that students applying to these university systems should take the IB diploma. Most universities in the UK, Europe and elsewhere will consider, and may even prefer, applicants who have achieved the IB diploma. Worldwide acceptability is a key benefit to the IB diploma. However, each country's ministry of education has negotiated with the IB administration on their specifics of acceptability for this international diploma. Since no two countries are alike in this regard, the school's high school counselors should be consulted. The IB publishes information about university requirements for IB students at www.ibo.org

The ISK Academic Calendar

The school's academic calendar begins in August. The first official IB registration deadline is late September of the second year of study, allowing some time for students who have enrolled in IB courses to judge their progress and thus their suitability to continue in that class. All changes to IB diploma student schedules must be discussed with and have the approval of the IB Coordinator, in order to avoid any difficulties with completing diploma requirements. At the August IB workshop held for year one IB students and their parents, the IB Coordinator gives students a calendar of the year's due dates, which includes all work specifically required by the IBO for internal and external assessments. IB examinations are held in the first, second and third week of May.

IB Enrolment

Students requesting enrolment in an IB course must have met the necessary prerequisites and obtained the recommendation and approval of the current classroom teacher to be registered for that course. In some cases, a teacher may not recommend that a student pursue a particular IB course. Such cases will be dealt with on an individual basis. In some instances a student will be allowed to enroll in the course, but will do so on a probationary status. A student who does not meet the conditions of the probation will normally be withdrawn from the course. The cost of IB exams and related IB fees is the responsibility of the family.

Maintaining Enrolment

The school's guidelines for maintaining enrollment in the IB program are defined in the student handbook. Students who fail to meet the standards of IB courses and the basic conditions outlined in the school's enrolment policy will be removed from the relevant IB course. For IB diploma students this may mean that they can no longer be diploma candidates. In addition, any student who fails to hand in a major IB assessment task - as defined by the IB subject guide for that course - will automatically be removed from that course. Furthermore, students must demonstrate a commitment to academic integrity. Serious or repeated violations of academic integrity are likely to result in removal from the IB program and further disciplinary consequences.

IB Diploma Requirements

The maximum score possible for the diploma is 45 points, representing 7 on each of six required courses plus up to 3 additional points for work in the Theory of Knowledge and Extended Essay components. The minimum score required to earn an IB diploma is 24 points (with at least 12 points in the three HL courses and 9 points in

the three SL courses). Worldwide, the average diploma candidate earns a total of about 30 points. At ISK, the average is about 33 points. Some universities have a minimum point-total requirement; others accept a diploma regardless of the point-total achieved.

Assessment

Students at ISK taking IB courses receive regular feedback from teachers. The ISK transcript will record ongoing student performance over the two years of the program. The ISK diploma is separate from the IB diploma. The IBO provides its own diploma and certificate of results, which record specific student performances after the completion of the course and all examination components. Both ISK and IB grades are on a 1-7 scale where 1 is the lowest grade and 7 the highest grade.

IB courses at ISK are generally recognized as **Honors** courses. Therefore a designation of 'H' (for honors) will normally appear next to each IB course on the ISK transcript. However, students wishing to have the designation 'IB' accompanying the title of a course on their transcripts are expected to complete **all components** of that IB course, including the culminating external IB examination papers. Students who meet the requirements of the class but do not complete all components of the IB course (e.g., sitting the final IB exam papers) will have 'Honors' (instead of 'IB') recorded on their transcript for the title of that course. Given that there may be little difference in the academic rigor and assessment expectations of the IB and honors-only versions of a course, the honors option may not be a good fit for all students. Seniors who are new to ISK and the IB program in the Grade 12 year can, where appropriate, enroll in IB classes as honors courses, though they will not be able to meet the requirements to register for and sit the IB May exam. Students who take an IB course but do not complete all components of the IB course such as the exam papers are given an ISK exam/final assessment instead. Honors courses are normally only offered for SL courses. Honors-only students are expected to complete all IB assignments and IA's (in some cases, IA's can be adjusted in consultation with the teacher to meet the standard of an Honors-only as opposed to an IB examination course).

Results

IB results are issued via the IBO website in early July. PIN-access numbers are issued to individual students so that they can access their results. A free service is provided whereby results can also be sent directly to selected universities if the student completes the appropriate form prior to a deadline in May. The IB sends the final official diploma and printed course results to the school for forwarding to students in August.

Glossary of IB Terminology

Course Certificate: the recognition of successful completion of any IB course that does not count toward the IB diploma.

Diploma: this refers to the two-year cycle in the junior and senior years when a student is enrolled as an IB diploma candidate. The IB diploma student seeks to earn both an ISK High School diploma as well as an IB diploma.

Standard Level (SL): an IB course that is less intense than the higher level, allowing students to develop knowledge and skills in subjects they may not choose as a major in college, but which expose them to a broad-based curriculum.

Higher Level (HL): an IB course that offers in-depth, rigorous study and is completed over two years. Higher level courses can be used for advanced placement and credit at many U.S. and Canadian colleges and universities.

Internal Assessment (IA): the IBO requests that class teachers submit an assessment of the students' work in an IB course. In this way, the IBO has avoided the problem of placing total emphasis on one examination at the end of the course, recognizing the importance of ongoing work and assessments.

Subject groups: IB diploma candidates study in six subject areas called "groups." Group 1 is Studies in Language and Literature. Group 2 is Language Acquisition. Group 3 is Individuals and Societies. Group 4 is Sciences. Group 5 is Mathematics. Group 6 is the Arts.

Ab initio language: this is an IB language taught "from the beginning with limited or no experience in the language". At ISK this course is offered in Spanish, Kiswahili, and French. The *ab initio* language exam must be taken at the end of grade 12 as a standard level course after two years of study.

Language A: this is a first language course. For all students at ISK, this course is English. A student must be a fluent, sophisticated speaker, writer and reader to pass the examinations at either SL or HL.

Language B: a second language course designed for students who are learning a language that is not a mother tongue in school. Its aim is to develop listening, speaking, reading and writing skills. Most students at ISK take this category of exam in French or Spanish.

Bilingual Diploma: a student achieves a “Bilingual IB Diploma” by completing two languages from Group 1. At ISK, it is possible to take English A SL / HL and French A / Spanish A *Language & Literature* SL (enrolment permitting).

Outside languages: the IB recognizes that many students speak more than one language fluently, and that these languages may not be taught at the school. Arrangements can be made at ISK to have an IB examination in any of more than twenty languages. The student’s family must find a private tutor to teach these ‘outside’ language courses and meet the cost of these additional lessons. In these instances, the school passes responsibility for the delivery of the curriculum on to the family, as the school cannot ensure the quality of the instruction. The IB Coordinator will liaise with external language tutors, providing curriculum documents and assisting as far as possible.

Interdisciplinary Subject: An interdisciplinary SL subject meets the requirements of two subject groups through a single subject. The Environmental systems and societies SL course meets the IB diploma requirements of the individuals and societies (Group 3), and sciences subject groups (Group 4).

Extended Essay (EE): the extended essay is a substantial independent project and is a required project for the diploma candidates. The essay is about 4,000 words in length, and its topic is chosen from within one of the subject areas. A successful EE requires a combination of research skills and thoughtful analysis. The essay is planned with the IB subject teachers and IB coordinator early in the second semester of the junior year. Once a subject area is chosen and an IB teacher agrees to supervise the candidate, the students are expected to have a rough draft completed by the middle of May of their junior year. The completed, revised essay is due in October of the senior year.

Theory of Knowledge (TOK): an additional required course taken by all diploma candidates. The teacher interweaves all the IB subject areas so that the commonalities and differences in mankind’s various fields of knowledge are explored. This class does not have a formal IB examination, but the teacher does evaluate the diploma candidate’s performance for the IBO. There are two assessment tasks in the TOK course: an essay and an exhibition. A maximum of three points may be awarded for very good grades produced in both TOK and the extended essay components.

Current IB Course Offerings at ISK:

1. Studies in Language and Literature

English A *Literature* (HL/SL)
English A *Language & Literature* (HL/SL)
French A *Language & Literature* (HL/SL)
Spanish A *Language & Literature* (HL/SL)

2. Language Acquisition

French *ab initio* (SL)
French B (HL/SL)
Spanish *ab initio* (SL)
Spanish B (HL/ SL)
Kiswahili *ab initio* (SL)

*additional languages may be taken on a self-taught or tutored basis by arrangement with the IB Coordinator

3. Individuals and Societies

History (HL/ SL)
Economics (HL/ SL)
Psychology (HL/ SL)
Geography (HL/ SL)
Global Politics (HL/SL)
Business Management (HL/SL)

4. Sciences

Biology (HL/ SL)
 Chemistry (HL/ SL)
 Physics (HL/SL)
 Design Technology (HL/SL)
 Environmental Systems & Societies (SL) - can also count as a group 3 subject

5. Mathematics

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

6. The Arts

Visual Arts (HL/ SL)
 Theatre Arts (HL/ SL)
 Music (HL/SL)

Notes:

- On occasion the school may not be able to schedule students in their first-choice IB selections; in such cases students will be asked to choose an alternative IB course.

Pamoja (the IB online provider) provides additional IB course choices for students in exceptional situations <http://www.pamojaeducation.com/>

The General Regulations: Diploma Program document, published by the International Baccalaureate Organization, is available online at the following link:

[General regulations: Diploma Programme](#)

For further information about the IB at ISK, please contact the IB Coordinator Mrs Linda Henderson: ISK phone extension 502 or email at lhenderson@isk.ac.ke.

ISK inspires and nurtures
passion, creativity &
ambition in pursuit of a better world.

