



# High School Program of Studies

2024 - 2025



**SSiS**  
SAIGON SOUTH  
INTERNATIONAL SCHOOL

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# Principal's Message

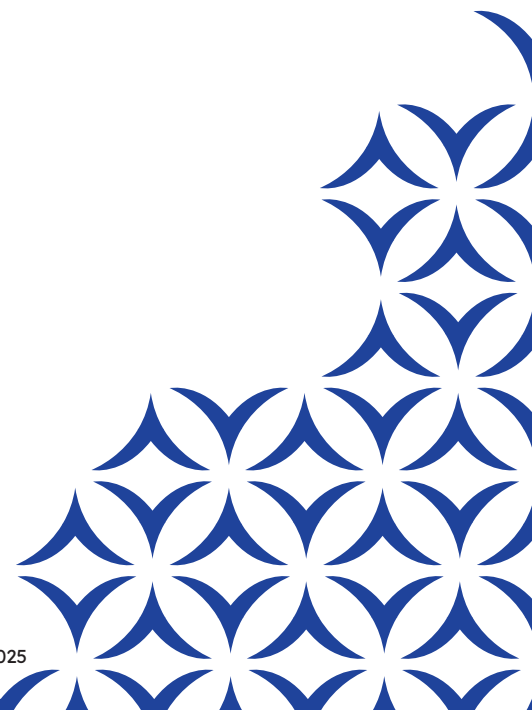
Dear High School Students and Parents,

It is a tremendous pleasure to serve as the High School Principal at Saigon South International School. I am personally inspired by our school's mission to prepare students both intellectually and personally so that they may lead purposeful lives as global citizens. Our well-articulated academic program offers students extensive opportunities to explore different academic areas and discover and grow their unique personal interests. As they move through the high school program, they are granted increasing opportunities to personalize their learning program and select from a range of courses meeting requirements of the International Baccalaureate Diploma Program, the Advanced Placement, and the Saigon South International School Diploma. Each of our high school students meets with a high degree of personal success and achievement. Our students' success is a direct result of their enthusiasm and energy for learning, coupled with both our excellent academic program and the care and support they receive from our remarkable teachers. Our students' success is our success. I am pleased to be a part of each of our students' learning journeys.

Sincerely,



**Ms. Jennifer Mendes**  
High School Principal



# SSIS High School Program Foundations

## MISSION STATEMENT

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Saigon South International School (SSIS) is a college preparatory school committed to the intellectual and personal development of each student in preparation for a purposeful life as a global citizen.

## CORE VALUES

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### SSIS Believes In and Promotes...

	<p><b>Academic Excellence</b></p> <p>A challenging academic program, based on American standards, that teaches the student how to think, to learn, to problem solve, and to work individually and in teams while acquiring a foundational knowledge base of the world.</p>
	<p><b>Sense of Self</b></p> <p>A community atmosphere in which each student can gain a sense of who they are in the world; to develop self-confidence, strong character, convictions, leadership abilities, grace, courage, the desire to be a life-long learner, and the commitment to achieve excellence in all they do.</p>
	<p><b>Balance in Life</b></p> <p>An academic program that promotes an appreciation for all of life and seeks to balance the sciences with the humanities; academics with the arts; mental wholeness with physical, social, and spiritual wholeness; and future career with family relationships.</p>
	<p><b>Dedicated Service</b></p> <p>A view that looks beyond oneself to the assets and needs of the surrounding community and the world and finds fulfillment in unlocking potential in the service of mankind. The model SSIS graduate will demonstrate a caring attitude, be environmentally aware, and persevere for the good of the community.</p>
	<p><b>Respect for All</b></p> <p>A perspective that each individual is a person of worth.</p>

## PROFILE OF A LEARNER

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### As a community of learners, we are:

- Collaborative:** We include others, work purposefully and respectfully to achieve a shared goal and recognize everyone's contributions.
- Creative:** We wonder; we seek and generate original ideas and outcomes.
- Critical Thinkers:** We ask questions and inquire of self and others; we evaluate, analyze, and synthesize information from multiple perspectives to make meaning before taking action.
- Communicators:** We listen actively; we express ideas with clarity and respect.
- Adaptive:** We respond to change with an open mind in order to learn and grow physically, mentally, socially and emotionally.
- Courageous:** We take action in challenging situations; we persevere when it is right to do so and recognize when it is right to change.
- Reflective:** We pause and evaluate our thinking, actions, and impact.
- Ethical:** We act with integrity; we respect the rights of all individuals and meet our responsibilities to the greater community.
- Knowledgeable:** We develop and use conceptual understandings, exploring knowledge across a wide range of disciplines. We engage with issues and ideas that have local and global significance. (IB)

## SSIS HIGH SCHOOL CURRICULUM PHILOSOPHY

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The SSIS curriculum is founded upon the Mission of the school while incorporating our Core Values and cultivating the dispositions put forth in our Profile of a Learner. The curriculum provides opportunities for each individual to meet their needs while exploring how they may go forth and lead purposeful lives as a global citizen.

In the high school, North American standards, Advanced Placement offerings, and the International Baccalaureate Programme provide the basis for our extensive range of course offerings. Students benefit from our approach to learning in that learning goals are explicit and clear, and there are multiple opportunities to explore topics and develop one's proficiency. Our students are further supported in their academic pursuits by receiving regular and specific feedback from their teachers which helps them to continuously improve.

Our holistic approach to education empowers each SSIS student to become a confident, compassionate, and globally minded individual, prepared to make a positive impact on the world.

## GRADUATION REQUIREMENTS

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Academic Discipline	Required Credits
English	4 (core English classes*, one credit taken each year)
Mathematics	3
Science	3
Social Studies	3
Modern World Languages	2 (two sequential years of the same language)
Physical Education/Health	2 (core PE classes**)
Fine and Performing Arts	1
Electives	6+
Minimum Graduation Credits	24

\* Core English classes are English 9, English 10, any AP or IB English course, Intro to Creative Writing and Genre Study, or World Literature

\*\* Core Physical Education/Health classes are PE/Health 9 and PE/Health 10

## CREDITS (CARNEGIE UNITS)

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One credit is earned for the successful completion of a one-year course that meets for an average of 210 minutes per week. Students are expected to remain in year-long courses for both semesters. One-half credit is earned for the successful completion of a semester course. Credit will be awarded for courses taken while students are enrolled in grades 9 - 12.

## REPEATING A GRADE OR COURSE

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Students in grades 9 - 12 who fail a required course may repeat that course. Their grade placement, however, will be determined by the total number of credits they have earned. In certain circumstances a student may be allowed to repeat a course for a better grade and a better understanding of the content material. This can be done only with the approval of the Principal and only after a student and his or her parents have first consulted with their school counselor.

## SSIS HIGH SCHOOL DIPLOMA

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Upon completing their high school education at SSIS, all graduates receive an accredited high school diploma that can be used as a formal leaving qualification when applying to universities throughout the world. Because SSIS is an accredited member of the Western Association of Schools and Colleges (WASC), one of six regional accrediting bodies in the United States, graduates of SSIS receive a high school diploma from a globally recognized international school.

SSIS is proud to offer an academic pathway to students that prepares them for a variety of university, college, and preparatory programs around the world. The high school diploma awarded by SSIS provides students with a stand-alone leaving qualification that equips them well for whatever future they plan to pursue.

## ADVANCED PLACEMENT (AP) COURSES AND EXAMS

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### [\*Advanced Placement at SSIS Brochure\*](#)

Through college-level AP courses, students have the opportunity to earn credit or advanced standing at many colleges and universities in the United States. Outside the U.S., universities in more than 55 countries recognize AP Exam scores in the admission process and/or for credit and advanced placement. Individual colleges and universities, not the College Board or the AP Program, set admission and AP recognition criteria for their respective programs. AP Exam performance is typically considered within the student's complete application. Students opting for AP courses are required to take the exam for that course in May at the expense of the student.

Advanced Placement courses are challenging; therefore, SSIS has in place of we have established the following maximum AP course load by grade level. If a student wishes to take more than the maximum allowed AP courses, they must seek the approval of their HS counselor and the HS Principal.

- Grade 9 - Up to 1 AP Course (AP Computer Science Principles is the only option)
- Grade 10 - Up to 1 AP Course
- Grade 11 - Up to 3 AP Courses
- Grade 12 - Up to 4 AP Courses

The Advanced Placement exams are scored on a scale of 1 (low) to 5 (high). Many U.S. colleges grant credit and/or advanced placement, meaning they may let a student skip the equivalent course at their university. The decision to grant credit or allow for advanced placement tends to be for scores of 3 and above. Students enrolled in AP courses receive SSIS grades for these classes (A, B, C, D, or F).

## INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

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### [\*International Baccalaureate Diploma Programme at SSIS Brochure\*](#)

International Baccalaureate (IB) is a non-profit educational foundation created in 1968 and is based in Geneva, Switzerland. The IB Diploma Programme (IBDP) is currently offered in 5,400+ schools around the world. IB schools include public, private, and international schools that have met certain requirements. The IBDP is a rigorous pre-university course, designed for motivated students who plan to attend university.

IB Diploma Program (DP) candidates are required to select one subject from each of six subject groups along with three core components. Subject groups include Studies in Language and Literature, Language Acquisition, Individuals and Society, Experimental Sciences, Mathematics, and the Arts. The core is composed of the Theory of Knowledge course, a Creativity, Activity, and Service component, and the Extended Essay.

Exams are in May of the second year of the program. Three subjects are taken at Higher Level (HL) and three others at Standard Level (SL). Higher Level courses cover 240 teaching hours and Standard Level courses cover 150 teaching hours. DP courses at SSIS are two-year courses and students are obliged to commit to both years. Each year, SSIS will add or delete courses and offer some courses at HL or SL according to student demand and staff availability.

The IB Diploma is recognized around the world and is a highly regarded pre-university entrance qualification. There are opportunities for students to gain a bilingual diploma, based on a student's strengths in linguistic ability and level of fluency. A bilingual diploma can be obtained through completion of two courses from language and literature with the award of a grade 3 or higher in both or completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language. In order to qualify, the candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

The IBDP grading scale ranges from 1 (low) to 7 (high) for those who are enrolled in the diploma program (or taking IBDP courses for certificates.) Students in these IBDP courses also receive SSIS grades for these classes (A, B, C, D, or F). Many universities around the world give credit for IBDP courses.

# Admission to the High School

## ADMISSIONS CRITERIA

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Saigon South International School is a pre-school through twelfth-grade, not for profit, co-educational day school, which provides quality education based upon an American curriculum. English is the language of instruction. SSIS accepts students who can be successful in the regular high school program. Admissions decisions are based on previous academic record and placement examinations.

SSIS is proud to consider applicants from a variety of linguistic and cultural backgrounds. All students entering SSIS from grades 9-12 will demonstrate a working academic level of English that will allow them to meet the demands of the high school curriculum.

Admissions decisions for prospective students take into account students' English language proficiency level, the availability in appropriate English as an Additional Language (EAL) class, review of transcripts, confidential teacher references and academic screening or placement tests.

## GRADE LEVEL AND CLASS PLACEMENT

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Class placement is based upon current grade level, previous courses taken, classroom performance and credits earned.

Important Considerations:

- Grade placement and graduation are totally dependent upon the accumulated credits earned during high school ([see Graduation Requirements above](#)).
- Students who transfer to SSIS from schools using examination systems, such as the “O” Level, GCSE, IGCSE or other comparable program, are granted credit and placement based upon their coursework equivalency to a similar program of study at SSIS. The awarding of credits and placement will be the responsibility of the High School Principal in consultation with the high school academic leadership team.
- Before a student is “officially” accepted for enrollment, all high school records, or middle school records for grade 9 applicants, must be submitted to the Admissions Office and reviewed by the Director of Admissions.
- A credit is given for the successful completion of a course that meets 2-3 times per week (120-160 hours). Prior to course selection, students should find out as much as they can about individual courses, requirements, prerequisites and credit value.



# Course Selection: Process, Timeline, and Policies

## COURSE SELECTION PROCESS AND TIMELINE

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Early in Semester 2, students will begin the process for course selection in preparation for the upcoming school year.

Prior to the course selection period, students will learn about the process and more information about the courses from their teachers. SSIS high school Teachers, Counselors, and Administrators assist in the sharing of information and helping to set students up for future success by supporting them through the process of course selection.

As students contemplate the different course offerings available to them and in the development of their high school career, they will use the [Four Year Plan Worksheet](#) to help guide them. This worksheet in combination with the Program of Studies, offers great guidance and support to students as they work through the course selection process.

- Promotion to the AP (Advanced Placement) or IB Diploma Programme courses in the high school division is supported by our annual course selection process. Placement into the AP or IB requires that students meet the prerequisites for each of their courses of interest, along with teacher recommendations depending on the subject.
  - Through the course selection process, students arrange meetings with their counselors in order to receive guidance on their selections.
  - Any student desiring entry into the IB Diploma Programme must meet with the IB Coordinator to discuss each of their subject requests.

## “ACCESS VS. SUCCESS” POLICY

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SSIS counsel and strongly encourage families to select an academic program that is guided by a “Best Fit” philosophy. While courses of the IBDP and AP form the framework for the high school curriculum in grades 11 and 12, SSIS believes that students should be given access to a wide range of courses within parameters of prerequisite skills.

These prerequisite skills are clearly stated in the description for each course and are used as baseline standard to ensure that motivation and aptitude in the subject are considered during the selection process.

For AP and IBDP Higher Level courses, prerequisites are required to appropriately match student experience and aptitude to the rigor of those courses. Any exception to stated prerequisites must have the approval of the High School Principal.

Students are encouraged to take a program of study that:

- Develops their strengths, interests, aptitude, and passions
- Matches their learning strategies
- Challenges them to grow and develop into vibrant members of our school community
- Matches the requirements of their chosen university or country (within the limits/capacity of SSIS to do so from year-to-year.)

## **COURSE PREREQUISITE OVERRIDE APPLICATION**

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On rare occasions, an academically qualified student may be permitted to take a course for which they have not yet met the prerequisites. By completing the Course Adjustment Request Form, it may be determined that a student is capable of succeeding in a course for which they have not yet met the prerequisites. To begin this process, the student will first speak with their counselor, who will determine whether the student's request meets the criteria to complete a Course Adjustment Request Form. Upon completion and submission of the form, a committee of teachers, counselors and administrators will review the request and arrive at a decision. The student's counselor will inform the student and their family of the decision.

## **HOMEWORK**

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Each course description has a statement for the average number of hours of homework a student can expect per week. This will help student manage their time and make wise choices in course requests.

The following is a guide to the homework descriptions:

- LIGHT = 0 - 1.5 hours/week
- MODERATE = 1.5 - 3 hours/week
- HEAVY = 3 or more hours/week

Remember, these guidelines are estimates based on an average student. These estimates will vary depending on a student's English language ability, learning strategies, work habits, time management skills or aptitude in the subject area. Be realistic, consider your strengths and weaknesses, and keep in mind a balanced lifestyle.

## **UNIVERSITY ENTRANCE REQUIREMENTS**

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Students should begin their college/university planning early in their high school careers. Since each college or university establishes its own particular requirements, it is important that students follow the suggestions given in the individual and group university meetings and presentations led by the High School Counselors.

Strongly Recommended college/university entrance requirements include:

- English: 4 credits (required)
- Mathematics: 3-4 credits
- Science: 3-4 credits
- Social Studies: 3-4 credits
- Modern World Languages: 2-4 credits of the same language
- Fine and Performing Arts: 1 credit

## **INDEPENDENT STUDY POLICY**

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The requirements for independent study or correspondence courses are:

- No course will be accepted for credit that is already offered by SSIS
- No credit will be accepted from a non-accredited school
- A proposal must be made which includes time requirements, curriculum outline, supervisor, and testing format of the course in question.

Final approval (and/or exceptions to this policy) will be made by the Principal upon recommendation of the student's counselor. All fees associated with independent study or correspondence courses, including all examination fees and testing, are the sole responsibility of the student who enrolls in the course.

## STUDY HALL WAIVER REQUEST

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Under special circumstances, an academically qualified student may be permitted to waive their Study Hall class in order to pursue an additional elective course. A student who believes they are academically prepared to waive their Study Hall will first speak with their counselor, who will determine whether the student's request meets the criteria to complete a Course Adjustment Request Form. If it is deemed to meet the criteria, the counselor will provide the student with the Course Adjustment Request Form. Upon receipt of the form, a committee of teachers, counselors and administrators will review the request and arrive at a decision. The student's counselor will inform the student and their family of the decision.

## Frequently Asked Questions (FAQs)

### **Will I get all the courses I request?**

We strive to get all of our students into the courses they need and want for meeting their goals successfully both at SSIS and beyond. In order to achieve this, we have developed a system in which students submit their requests for courses in the beginning of semester II. Once we have all of their requests, we begin building a schedule with enough spaces to accommodate our students. The importance of having accurate data early on in our building process is paramount to the successful build of a master schedule. We provide extensive advising of our students so that they make decisions regarding future courses of study with confidence.

### **Is SSIS an AP school or an IB school?**

SSIS is a US standards-based school that offers SSIS-created courses, Advanced Placement courses, and the International Baccalaureate courses and full Diploma Programme.

### **Does SSIS offer courses other than AP or IB courses?**

Yes, there are school-based courses in all grade levels that students can take to receive credits towards graduation.

### **What are the placement procedures for AP and IB courses?**

Stated prerequisites and teacher recommendations guide student enrollment into AP or IBDP HL courses that specify these entrance criteria.

### **Is there a limit to the number of IB higher level or AP classes students are allowed to take?**

Advanced Placement and IB Higher Level courses are challenging, so we recommend the following course load by each grade level. If students would like to petition to take more than the recommended load it needs to be approved by both their HS counselor and the HS Principal.

Grade 9. Up to 1 AP Course (AP Computer Science Principles is the only option)

Grade 10. Up to 1 AP Course

Grade 11. Up to 3 AP Courses or 3 HL Courses

Grade 12. Up to 4 AP Courses or 3 HL Courses

Students and parents should seek faculty and counselor advice if they have further questions. In addition, students may consult with the admissions department of the prospective universities and colleges to which they may be applying.

### **Who does a student approach if they have interest in pursuing the IB diploma?**

Students currently in grade 10 and would like to pursue the full IB diploma program at SSIS will need to arrange to meet with the HS Learning Program Coordinator prior to signing up for courses in PowerSchool.

### **Are students who are enrolled in AP or IBDP courses required to sit the exams for those courses?**

Yes.

**Can a student sit the AP exam for an IB class of the same subject that they are taking?**

No, students may only sit the exams for the classes in which they are enrolled.

**Are students who are enrolled in IBDP courses (diploma or certificate) required to take both years of the course?**

Yes.

**If a student is currently in an IBDP course, is he or she allowed to disenroll in order to take a year-long course?**

No, this is not permitted.

**If a student who sits for an AP exam is not enrolled in an AP course, will the AP course title appear on that student's transcript?**

No. Students wishing to sit for an AP exam without taking the course must request permission to do so from the AP Coordinator and HS Principal.

**Are 9th and 10th graders permitted to take IBDP or AP courses or to sit IBDP or AP exams?**

IBDP courses are limited to grade 11 and 12 students.

AP courses are open to students of all grade levels but limits apply by grade level.

**Are students responsible for the cost of the exam fees for AP exams and for IB exams (given at the end of the 2nd year of each IB course)?**

Yes, students are responsible for the fees related to the exams for the IBDP or AP courses they choose.

**Are all of the courses offered in this Program of Studies guaranteed to be run?**

No, there are no guarantees that courses described in this booklet will run even though they are offered during course selection. Low request numbers, resource limitations, or staffing changes may result in a decision to discontinue a course for the upcoming school year. If this decision is necessary, students will be notified by their counselor to consider alternative choices sometime in April or May.

**What SSIS grades are used for prerequisites?**

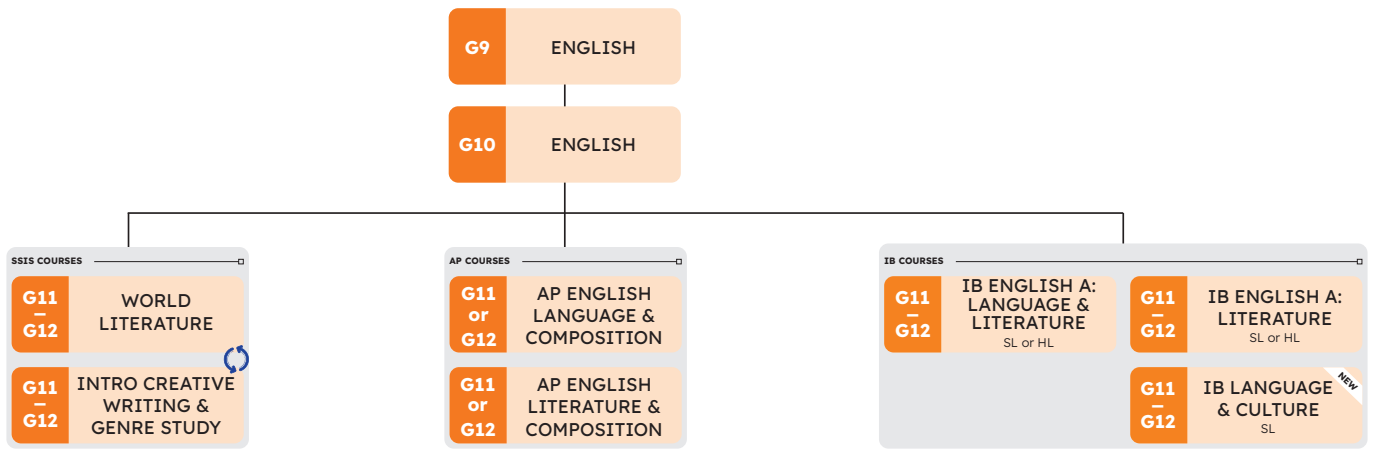
Because the course selection process is in February, a student's first semester grade of the current year in a prerequisite course determines his or her eligibility for advanced courses the following year. Should a student perform significantly better in a prerequisite subject for semester 2 of the previous school year, they will be able to ask for consideration by the administration based on space availability, teacher recommendation, and administrator approval.

**Are there classes at SSIS that can be taken more than once in a student's high school career?**

In general, classes at SSIS can be taken for credit only once.

**Are students permitted to take more than one study block period per semester?**

No. All students will be required to take seven courses each semester.



# English

High School English at SSIS is a college preparatory program which includes language and literature study, vocabulary development, speaking, reading and research skills, and developmental writing instruction. Students read some of the world’s greatest literature, learn language analysis, and sharpen their critical thinking skills, while engaging in a study of genres across various literary periods. Students learn to develop their own voice as writers, improve their command of grammatical and stylistic conventions and develop their oral presentation, viewing and listening skills. To graduate, each student must complete at least four core course credits in English, one in each year of study in the high school.

## ENGLISH 9

**Grade: 9**

**Length: 1 year**

**Credit: 1.0 ENGLISH**

**Prerequisite: None**

**Homework: MODERATE**

English 9 introduces effective reading and writing strategies to freshmen in a literature-based context, with some attention given to research, nonfiction, and debate. Through reading short stories, poems, a novel and a play, students explore the ideas and techniques of a wide variety of writers while examining different literary forms. Students learn how to present their own ideas in both written and verbal contexts, undertaking a wide variety of assignments designed to develop both their creative and analytical abilities. Emphasis is placed on ideas as well as structure, literary techniques, and grammatical accuracy, in order to assist students in expressing themselves in clear and engaging ways. Participation in class discussions, group work and independent study are all integral components of this course. Throughout the course of the year, students are also expected to read literary works of their own choosing, alongside those which are assigned in class.

## ENGLISH 10

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**Grade: 10**

**Length: 1 year**

**Credit: 1.0 ENGLISH**

**Prerequisite: English 9**

**Homework: MODERATE**

This course is designed to help students become more effective thinkers, readers, writers and speakers who work to understand themselves and the world through the texts they study. Students will read a variety of literary and non-literary texts, such as novels, short stories, non-fiction pieces, drama and poetry. They will focus on elements of language and style and make use of what they learn in close reading, textual analysis and in their own writing. They will improve their writing skills by producing a variety of text types such as short responses, literary analysis essays, and creative pieces. By responding to their own writing and the writing of others, they will learn to recognize quality writing. They will begin to use the writing process more independently and will reflect frequently on their own work. They will also listen to and assess others' viewpoints and contribute appropriately to discussions and seminars.

## INTRODUCTION TO CREATIVE WRITING AND GENRE STUDY

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*Offered in Years: 25/26, 27/28, 29/30*

**Grade: 11, 12**

**Length: 1 year**

**Credit 1.0 ENGLISH**

**Prerequisite: English 10**

**Homework: MODERATE**

Over the course of the year, students will explore both creative writing and genre studies. In one semester, Creative Writing will be the primary focus and students will engage in the practice of writing fiction, poetry, essays, speeches, and other varied forms of literary and persuasive texts. Students will develop techniques through their writing practice that reveal awareness of their world and environments, as well as relevant issues that require thoughtful perspective and argumentation. The teacher will assign writing exercises or prompts, and students will learn to workshop each other's pieces as they explore form and technique. Narrative, verse, and persuasive readings will be assigned that examine each work from the perspective of a writer, all focusing on the craft of literature.

During the second half of the course, students will explore drama as a literary medium. Drama combines the literary arts of storytelling and poetry with live performances. The course will focus on the development of this literary medium over various eras, its purpose of uniting and entertaining communities as well as its ability to provoke thought and reflection amongst audience members. We will study and discuss a sampling of plays from early Greek tragedies to modern-day comedies and dramas, and consider each genre's varied conventions. Students will demonstrate their learning in a variety of methods, from writing literary analysis to the production of their own short scenes, to reviews and analysis of particular filmed staged productions.

## WORLD LITERATURE

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*Offered in Years: 24/25, 26/27, 28/29*

**Grade: 11, 12**

**Length: 1 year**

**Credit 1.0 ENGLISH**

**Prerequisite: English 10**

**Homework: MODERATE**

This course is designed to expose students to a range of literary texts and genres from around the globe. Students will develop the skills of critical thinking, analysis and evaluation and an appreciation of wonderful pieces of world literature. They will focus on elements of language and structure and acknowledge both the literal and larger implications of the texts. Students will connect the experiences, cultures and global contexts of the literature and be able to communicate their understandings and interpretations in a range of modes, including multimedia, Socratic seminars, creative pieces, essays and commentaries. Writers including Amy Tam, Khaled Hosseini, Shaun Tan, Gabriel Marquez, Tim Winton, Maya Angelou, Seamus Heaney and others may be included in the study. Works in translation will form part of the collection.

## AP ENGLISH LANGUAGE AND COMPOSITION

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**Grade: 11, 12**

**Length: 1 year**

**Credit: 1.0 ENGLISH**

**Prerequisites: Teacher Recommendation**

**Homework: HEAVY**

**Please see the AP Course link for further information: [AP English Language and Composition](#)**

The Advanced Placement English Language and Composition course engages students in becoming skilled readers of nonfiction prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading will make students more aware of the interactions among a writer's purpose, audience expectations, and subjects, as well as the way genre conventions and language contribute to effectiveness in writing. The focus of this course is on analyzing and crafting arguments that utilize evidence and commentary in support of lines of reasoning. The AP English Language and Composition Course culminates in an externally moderated exam sat by students in May. The expectation is that this course leads to the AP English Literature and Composition course that will be taken in the senior year.

## AP ENGLISH LITERATURE AND COMPOSITION

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**Grade: 11, 12**

**Length: 1 year**

**Credit: 1.0 ENGLISH**

**Prerequisites: Teacher Recommendation**

**Homework: HEAVY**

**Please see the AP Course link for further information: [AP English Literature and Composition](#)**

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

## IB ENGLISH A: LITERATURE SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 ENGLISH**

**Prerequisites: Teacher Recommendation**

**Homework: HEAVY**

**For IB English A: Literature SL specifics, please see the IB-published [DP Subject Brief](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

The course aims to promote an appreciation of the subtleties of literary expression, develop an understanding of the techniques involved in literary criticism and lead to an appreciation of literary forms. In addition, it seeks to facilitate the clear expression of ideas, to aid clear presentation of argument, and to assist in the appreciation of both oral and written discourse. The course includes a range of written and oral assignments, work graded within the school and work that will be assessed externally by IB examiners.

## IB ENGLISH A: LITERATURE HL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 ENGLISH**

**Prerequisites: Teacher Recommendation**

**Homework: HEAVY**

**For IB English A: Literature HL specifics, please see the IB-published [DP Subject Brief](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

The course aims to promote an appreciation of the subtleties of literary expression, develop an understanding of the techniques involved in literary criticism and lead to an appreciation of literary forms. In addition, it seeks to facilitate the clear expression of ideas, to aid clear presentation of argument, and to assist in the appreciation of both oral and written discourse. The course includes a range of written and oral assignments, work graded within the school and work that will be assessed externally by IB examiners.





## IB ENGLISH A: LANGUAGE AND LITERATURE SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 ENGLISH**

**Prerequisites: Teacher Recommendation**

**Homework: HEAVY**

**For IB Language & Literature SL specifics, please see the IB-published [DP Subject Brief](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This course aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and non-literary texts. Study will focus on the formal elements of texts, as well as the different contexts that shape a text's meaning. Students will work on their written and oral expression and assessment is based around these communication skills. In Year 1, students will complete their Individual Oral, based on a Body of Work, a literary text and common global issue. Students will support their skills development in an on-going Learner Portfolio. They will also prepare for Paper 1 by exposure to a wide range of non-literary text types, including opinion pieces, editorial columns, op-eds, speeches, blogs and advertising campaigns. Students will be expected to read a total of four literary works from a range of eras, writers and genre types. Paper 2 focuses on comparative analysis of the literature studied.

## IB ENGLISH A: LANGUAGE AND LITERATURE HL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 ENGLISH**

**Prerequisites: Teacher Recommendation**

**Homework: HEAVY**

**For IB Language & Literature HL specifics, please see the IB-published [DP Subject Brief](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This course aims to promote an appreciation of the ways that meaning is constructed through the use of language in both literary and non-literary texts. Study will focus on the formal elements of texts, as well as the different contexts that shape a text's meaning. Students will work on their written and oral expression and assessment is based around these communication skills. In Year 1, students will complete their Individual Oral, based on a Body of Work, a literary text and common global issue. Students will support their skills development in an on-going Learner Portfolio. They will also prepare for Paper 1 by exposure to a wide range of non-literary text types, including opinion pieces, editorial columns, op-eds, speeches, blogs and advertising campaigns. Students will be expected to read a total of six literary works from a range of eras, writers and genre types. Paper 2 focuses on comparative analysis of the literature studied. In addition, HL students are expected to produce a 1200 word HL Essay based on one of the literary texts studied.

## IB LANGUAGE AND CULTURE SL

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*New School Year 24/25*

**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 ENGLISH & GROUP 1 OR SOCIAL STUDIES & GROUP 3**

**Prerequisites: Teacher Recommendation**

**Homework: HEAVY**

**For IB Language & Culture SL specifics, please see the IB-published [DP Subject Brief](#) or our SSIS video briefs: [IB Language and Culture SL](#)**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a cross-disciplinary course which draws from linguistics and social and cultural anthropology. Through the study of ethnographies as well as a range of literary and non-literary texts, students will engage with questions like: how do the linguistic and cultural practices we engage in help shape our identities? Study focuses on the interactions between individuals, societies, languages and cultures and asks students to study language, not as a neutral medium for communication, but rather as a set of socially embedded practices. Students will prepare for Paper 1 through the study of a wide range of cultural and linguistic ethnographies; Paper 2 focuses on comparative analysis of two texts studied in class. Students will also be expected to complete an autoethnography based on an inquiry question of their choice.

## Language A Options

Language A courses are designed to maintain and develop students' academic skill in their mother tongue. These courses focus on reading and the analysis of literature and are designed for native or near-native speakers of the language. Language A courses in grade 10 prepare a student for further study of the language as a Group 1 subject (studies in language and literature) within the IBDP (either as full diploma, bilingual candidates or course candidates).

## IB SCHOOL-SUPPORTED SELF-TAUGHT LANGUAGE SL

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*This course is only available to students who are pursuing the full IB Diploma Programme.*

**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 GROUP 1**

**Prerequisite: Consultation with IB coordinator and possible placement test**

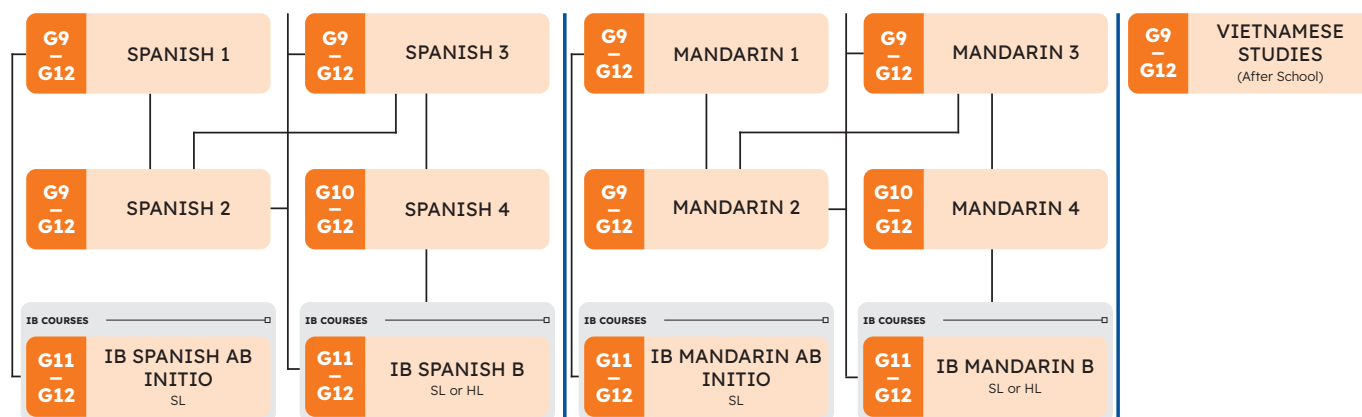
**Grade: Pass/Fail**

**Homework: MODERATE to HEAVY**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

The IB School-Supported Self-Taught Language (SSST) course is designed for IB full diploma students whose strongest language (mother tongue) is not offered as an IB subject at SSIS (e.g. Indonesian, Russian, Malaysian, Vietnamese, Korean, etc.). Students will be required to find a private tutor who will teach them in their mother tongue privately, outside of normal classes, and work with them for the IB exams. The curriculum for this course is the same as that of the Language A: Literature SL course, with the exception that the works of literature chosen are different. Study will focus on the analysis and appreciation of literary expression in novels, poems, drama and nonfiction. Over the 2 year course, students will read and analyze 9 literary works in the language of study. Students following the Self-Taught language course will be scheduled for a block in which they can study the course with the support of the SSST Supervisor who ensures they are on schedule and supports the production of IB assessments in collaboration with the tutor. All ongoing instruction and assessment are provided by the tutor until official IB assessments. Students enrolled in IB Self-Taught Language will earn a pass/fail grade for credit. This grade in IB Self-Taught Language will not impact a student's overall GPA.

**Please note:** *The cost for tutoring is at the student's expense.*



# Modern World Languages

The goal of the Modern World Languages Department is to increase student proficiency levels in languages and their cultures. We want to enable students to interact in a multicultural context, to foster a lifelong appreciation of internationalism and critical thinking, and to strengthen students’ professional opportunities. We recognize that SSIS students come from a variety of cultural and linguistic backgrounds and that each student has different learning strategies and needs. Our objective is for students to become critical thinkers and independent learners, providing them with the linguistic skills needed for effective communication.

## GENERAL INFORMATION & REQUIREMENTS

Students must complete two years of study in the same Modern World Language in order to graduate from SSIS. SSIS offers programs in Mandarin and Spanish, two of the most widely-spoken languages in the world.

Students with no previous experience in Mandarin or Spanish, or who have completed only one year of study in these languages in middle school, enroll in level 1 in high school. Students, who have completed two or three years of Mandarin or Spanish in Middle School, enroll in Level 2 in high school. High school students transferring from other schools enroll in an appropriate level determined by a reading and listening placement test.

## SPANISH 1

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

**Length: 1 year**

**Credit: 1.0 MODERN WORLD LANGUAGE**

**Prerequisite: None**

**Homework: MODERATE**

Spanish 1 introduces students to the Spanish language and helps them develop a basic proficiency in listening, speaking, reading, and writing. It also prepares them for further study of the language. It emphasizes personal and social communication using common vocabulary and basic grammatical structures. The course offers a framework for proficiency in the language and an appreciation of the cultures of the countries in which Spanish is spoken, so cultural information, including Spanish-speaking lands and peoples, is interwoven into this course. Texts, supplementary readings, audio/ video materials, and online sources are used to provide a rich and complete learning experience.

## SPANISH 2

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

**Length: 1 year**

**Credit: 1.0 MODERN WORLD LANGUAGE**

**Prerequisite: Spanish 1 or Middle School Spanish B or Middle School Spanish C (Based upon proficiency level)**

**Homework: MODERATE**

Spanish 2 focuses on building oral and written proficiency on daily topics with student-centered activities. Students continue to develop their skills in Spanish, mastering new vocabulary, learning more complex grammatical constructions and developing their listening and reading competencies. Increased use of authentic materials is employed for authentic communication as more sophisticated aspects of language and culture are explored, to help students understand the structure and syntax of the language as well as the culture of Spanish-speaking communities. Texts, supplementary readings, audio/ video materials, and online sources are used to provide a rich and complete learning experience.

## SPANISH 3

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

**Length: 1 year**

**Credit: 1.0 MODERN WORLD LANGUAGE**

**Prerequisite: Spanish 2 or Middle School Spanish C (Based upon proficiency level)**

**Homework: MODERATE**

Students in Spanish 3 continue the study of Spanish, allowing them to use the language at the intermediate high level of proficiency. There are four areas of focus in the course: Person-to-Person Communication emphasizes the communication skills necessary to exchange information in Spanish with another person. Students will demonstrate their ability to initiate, sustain, and close a conversation or an interaction in written communication. Listening and reading for understanding consists of the communication skills needed to comprehend written and spoken Spanish. This area differs from the person-to-person strand in that these skills involve understanding one-way communication with no opportunity for clarification through interaction. Oral and Written Presentation centers around the skills needed to present information in Spanish either orally or in writing. These skills involve both spontaneous and prepared presentations. The fourth area of learning Spanish consists of understanding the links between language and culture. Students will develop an appreciation of the perspectives, practices, behaviors, and products of Spanish-speaking cultures such as art, architecture, and music.

## SPANISH 4

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**Grade: 10, 11, 12**

**Length: 1 year**

**Credit: 1.0 MODERN WORLD LANGUAGE**

**Prerequisite: Spanish 3**

**Homework: MODERATE to HEAVY**

This is a language-learning course designed for students with sufficient previous learning of Spanish. The main focus is on language acquisition and development of language skills. Students will reach a high degree of competence in the language, learn how to communicate effectively in a number of situations and within the cultures where the language is spoken. By working with a wide range of authentic written and spoken texts and materials, students will develop and expand the four language skills: listening, reading, speaking and writing, as well as their critical thinking skills. They will use the language daily to communicate clearly and effectively in diverse contexts for various purposes, using the appropriate register. They will use higher level thinking skills to respond appropriately to both oral and written language.

## IB SPANISH AB INITIO SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 MODERN WORLD LANGUAGE**

**Prerequisite: A student cannot take an IB DP ab initio course if the student has studied the language for more than one year or is a native speaker of the language.**

**Homework: MODERATE to HEAVY**

**For more IB Language ab Initio specifics, please see the IB-published [DP subject briefs](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a language acquisition course for students with no prior experience of Spanish, or for those students with very limited previous exposure. Students will be introduced to the conceptual understandings that underlie language acquisition and begin to develop receptive, productive and interactive skills. Students in Spanish Ab Initio Will achieve communicative competence in a variety of everyday situations and will develop the ability to communicate about themselves and their immediate environment using basic vocabulary and sentence structures. The IB Spanish Ab Initio program focuses on a dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness. The course provides students a foundation to demonstrate their ability to: (1) communicate basic information and ideas clearly and effectively in a limited range of situations; (2) understand and use accurately the essential spoken and written forms of the language in a limited range of situations; (3) understand and use a limited range of vocabulary in common usage; (4) use a register that is generally appropriate to the situation; and (5) show an awareness of some elements of the culture. Students express themselves about a variety of familiar topics, and deepen their understanding of Spanish-speaking communities by exploring stories, articles, poems, films, and other texts. All students who complete this course are expected to sit the IB Spanish ab initio exam at the end of the two year program of study.

## IB SPANISH B SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 MODERN WORLD LANGUAGE**

**Prerequisite: Spanish 2 with a B- or above and Teacher Recommendation; Students cannot be a native speaker of the language**

**Homework: MODERATE TO HEAVY**

**For more IB Language B SL specifics, please see the IB-published [DP subject briefs](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a language acquisition course designed for students with some previous experience of Spanish who already have the ability to communicate in Spanish in familiar contexts. While in the course, they will further develop this ability. Students will explore the conceptual understandings that underlie language acquisition and begin to use higher-level thinking in the development of receptive, productive and the interactive skills. Students will reach a high degree of competence in the language, learn how to communicate effectively in a number of situations and within the cultures where the language is spoken. By working with a wide range of authentic written and spoken texts and materials, students will further develop and expand the four language skills: listening, reading, speaking and writing, as well as their critical thinking skills. Students will use the language daily to communicate clearly and effectively in diverse contexts for various purposes, using the appropriate register. Students will use higher level thinking skills to respond appropriately to both oral and written language. All students who complete this course are expected to sit the IB Spanish B SL exam at the end of the two year program of study.

## IB SPANISH B HL

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**Grade: 11 and 12 Length: 2 years**

**Credit: 2.0 MODERN WORLD LANGUAGE**

**Prerequisite: Spanish 3 with a B+ or above and Teacher Recommendation; Students cannot be a native speaker of the language**

**Homework: MODERATE TO HEAVY**

**For more IB Language B HL specifics, please see the IB-published [DP subject briefs](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a language acquisition course for students with previous experience in Spanish who have the ability to communicate in Spanish in a variety of contexts and for a variety of purposes. There is a common syllabus at SL and HL (with literature as an additional component of the HL course). As the study of two literary works originally written in Spanish is compulsory in Language B HL, entering the course with these communication skills would allow the student to begin the study of works of literature originally written in Spanish. During the course, students are expected to use higher-order thinking skills in the development of their receptive, productive, and interactive skills. The differences between SL and HL are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, literature coverage and suggested teaching hours. Students with a high degree of competence in the language will explore in depth different aspects of the language and literature. All the language skills are studied through a range of texts and materials that enable an awareness of Spanish and Latin culture. Thoughtful discussion, written compositions and oral presentations will be fundamental components of this class. All students who complete this course are expected to sit the IB Spanish B HL exam at the end of the two year program of study.

## MANDARIN 1

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

**Length: 1 year**

**Credit: 1.0 MODERN WORLD LANGUAGE**

**Prerequisite: None**

**Homework: MODERATE**

Mandarin 1 introduces students to the Mandarin language and helps them develop a basic proficiency in listening, speaking, reading, and writing; it also prepares them for further study of the language. It emphasizes personal and social communication using common vocabulary, basic grammatical structures and with the introduction of Chinese characters. The course offers a framework for proficiency in the language and an appreciation of the cultures of the countries in which Mandarin is spoken, so cultural information, including Mandarin-speaking lands and peoples, is interwoven into this course. Texts, supplementary readings, audio/ video materials, and online sources are used to provide a rich and complete learning experience.

## MANDARIN 2

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

**Length: 1 year**

**Credit: 1.0 MODERN WORLD LANGUAGE**

**Prerequisite: Mandarin 1 or Middle School Mandarin B or Middle School Mandarin C (Based upon proficiency level)**

**Homework: MODERATE**

Mandarin 2 focuses on building oral and written proficiency on daily topics with student-centered activities. Students continue to develop their skills in Mandarin, mastering new vocabulary, learning more complex grammatical constructions and developing their listening and reading competencies. Increased use of authentic materials is employed for authentic communication as more sophisticated aspects of language and culture are explored, to help students understand the structure and syntax of the language as well as the culture of Mandarin-speaking communities. Texts, supplementary readings, audio/ video materials, and online sources are used to provide a rich and complete learning experience.

## MANDARIN 3

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

**Length: 1 year**

**Credit: 1.0 MODERN WORLD LANGUAGE**

**Prerequisite: Mandarin 2 or Middle School Mandarin C (Based upon proficiency level)**

**Homework: MODERATE**

Students in Mandarin 3 continue the study of Mandarin, allowing them to use the language with an intermediate high level of proficiency. There are four areas of focus in the course: Person-to-Person Communication emphasizes the communication skills necessary to exchange information in Mandarin with another person. Students will demonstrate their ability to initiate, sustain, and close a conversation or an interaction in written communication. Listening and Reading for Understanding consists of the communication skills needed to comprehend written and spoken language. This area differs from the person-to-person strand in that these skills involve understanding one-way communication with no opportunity for clarification through interaction. Oral and Written Presentation centers around the skills needed to present information in Mandarin either orally or in writing. These skills involve both spontaneous and prepared presentations. The fourth area of learning Mandarin consists of understanding the links between language and culture. Students will develop an appreciation of the perspectives, practices, behaviors, and products of Mandarin-speaking communities such as art, architecture, and music.

## MANDARIN 4

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**Grade: 10, 11, 12**

**Length: 1 year**

**Credit: 1.0 MODERN WORLD LANGUAGE**

**Prerequisite: Mandarin 3**

**Homework: MODERATE to HEAVY**

This is a language-learning course designed for students with sufficient previous learning of Mandarin. The main focus is on language acquisition and development of language skills. Students will reach a high degree of competence in the language, learn how to communicate effectively in a number of situations and within the culture where the language is spoken. By working with a wide range of authentic written and spoken texts and materials, students will develop and expand the four language skills: listening, reading, speaking and writing, as well as their critical thinking skills. They will use the language daily to communicate clearly and effectively in diverse contexts for various purposes, using the appropriate register. They will use higher level thinking skills to respond appropriately to both oral and written language.

## IB MANDARIN AB INITIO SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 MODERN WORLD LANGUAGE**

**Prerequisite: A student cannot take an IB DP ab initio course if the student has studied the language for more than one year or is a native speaker of the language.**

**Homework: MODERATE to HEAVY**

**For more IB Language ab Initio specifics, please see the IB-published [DP subject briefs](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a language acquisition course for students with no prior experience of Mandarin, or for those students with very limited previous exposure. Students will be introduced to the conceptual understandings that underlie language acquisition and begin to develop receptive, productive and interactive skills. Students in Mandarin Ab Initio will achieve communicative competence in a variety of everyday situations and will develop the ability to communicate about themselves and their immediate environment using basic vocabulary and sentence structures. The IB Mandarin Ab Initio program focuses on a dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness. The course provides students a foundation to demonstrate their ability to: (1) communicate basic information and ideas clearly and effectively in a limited range of situations; (2) understand and use accurately the essential spoken and written forms of the language in a limited range of situations; (3) understand and use a limited range of vocabulary in common usage; (4) use a register that is generally appropriate to the situation; and (5) show an awareness of some elements of the culture. Students express themselves about a variety of familiar topics, and deepen their understanding of Mandarin-speaking communities by exploring stories, articles, poems, films, and other texts. All students who complete this course are expected to sit the IB Mandarin ab initio exam at the end of the two year program of study.

## IB CHINESE B SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 MODERN WORLD LANGUAGE**

**Prerequisite: Mandarin 2 with a B- or above and Teacher Recommendation; Students cannot be a native speaker of the language**

**Homework: MODERATE to HEAVY**

**For more IB Language B SL specifics, please see the IB-published [DP subject briefs](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a language acquisition course designed for students with some previous experience of Mandarin who already have the ability to communicate in Mandarin in familiar contexts. While in the course, they will further develop this ability. Students will explore the conceptual understandings that underlie language acquisition and begin to use higher-level thinking in the development of receptive, productive and the interactive skills. Students will reach a high degree of competence in the language, learn how to communicate effectively in a number of situations and within the cultures where the language is spoken. By working with a wide range of authentic written and spoken texts and materials, students will develop and expand the four language skills: listening, reading, speaking and writing, as well as their critical thinking skills. Students will use the language daily to communicate clearly and effectively in diverse contexts for various purposes, using the appropriate register. Students will use higher level thinking skills to respond appropriately to both oral and written language. All students who complete this course are expected to sit the IB Chinese B SL exam at the end of the two year program of study.



## IB CHINESE B HL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 MODERN WORLD LANGUAGES**

**Prerequisite: Mandarin 3 with a B+ or above and Teacher Recommendation; Students cannot be a native speaker of the language**

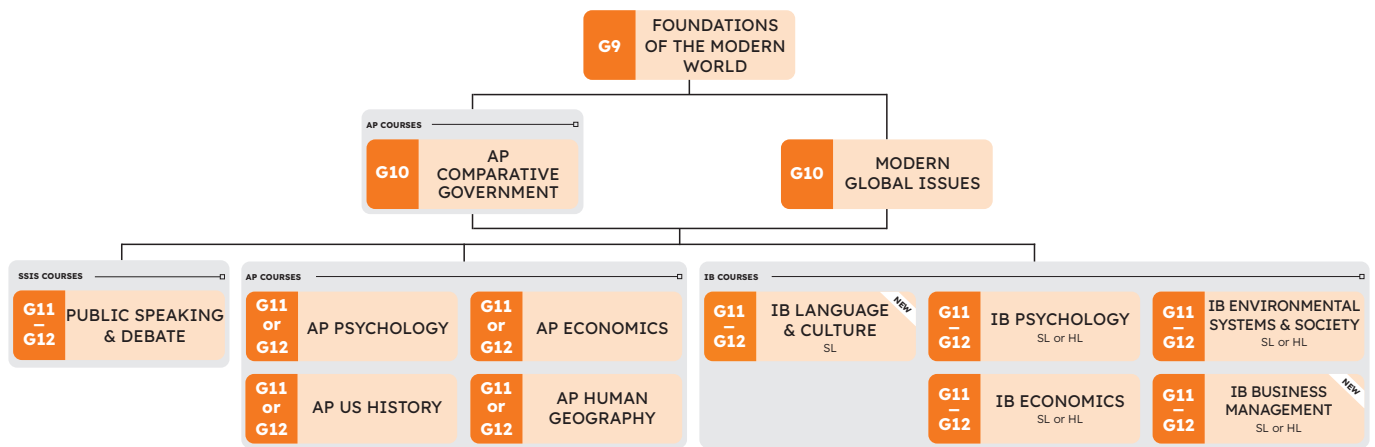
**Homework: MODERATE TO HEAVY**

**For more IB Language B HL specifics, please see the IB-published [DP subject briefs](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a language acquisition course for students with previous experience in Mandarin who have the ability to communicate in Mandarin in a variety of contexts and for a variety of purposes. There is a common syllabus at SL and HL (with literature as an additional component of the HL course). As the study of two literary works originally written in Mandarin is compulsory in Language B HL, entering the course with these communication skills would allow the student to begin the study of works of literature originally written in Mandarin. During the course, students are expected to use higher-order thinking skills in the development of their receptive, productive, and interactive skills. The differences between SL and HL are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, literature coverage and suggested teaching hours. Students with a high degree of competence in the language will explore in depth different aspects of the language and literature. All the language skills are studied through a range of texts and materials that enable an awareness of the culture of Mandarin-speaking communities. Thoughtful discussion, written compositions and oral presentations will be fundamental components of this class. All students who complete this course are expected to sit the IB Chinese B HL exam at the end of the two year program of study.





# Social Studies

The high school Social Studies program at SSIS fully embraces an ideal that provides a comprehensive rigorous education emphasizing analytical thinking, reading, and writing skills with an international perspective. The program starting in 9th grade leads to an advanced level college and university preparatory program for students in grades 10, 11, and 12. The Social Studies program offers IB courses at the standard and higher level in Business, Economics, and Psychology. Students also have the option of taking AP Economics, AP Human Geography, AP Psychology and AP US History. The philosophy of the Social Studies department mirrors our SSIS Mission, Core Values and Profile of a Learner. This philosophy encourages students to develop a set of ideals that can inspire a sense of wonder and “international-mindedness” that translates into a set of learned values and knowledge for the 21st century.

## FOUNDATIONS OF THE MODERN WORLD

**Grade: 9**

**Length: 1 year**

**Credit: 1.0 SOCIAL STUDIES**

**Prerequisite: None**

**Homework: HEAVY**

Foundations of the Modern World 9 is a course that explores the origins, developments, and consequences of the major global historical events of the last two and a half centuries. Following a chronological framework, these historical occurrences are examined through a wide variety of primary and secondary sources (including text, film, recorded sound, and artistic materials), using the tools of geography, economics, and psychology. This use of all the major Social Science disciplines trains students to view the past through lenses that will help them better understand the world of today. A culminating major project during the second half of the spring semester is a feature of the course that helps draw together the knowledge and skills developed throughout the course in a comprehensive way.

## MODERN GLOBAL ISSUES

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**Grade: 10**

**Length: 1 year**

**Credit: 1.0 SOCIAL STUDIES**

**Prerequisite: Foundations of the Modern World**

**Homework: MODERATE**

Modern Global Issues will examine contemporary topics spanning from the Cold War to the present. Students will use a variety of lenses including civics, history, politics, economics, psychology, and geography to examine relevant global challenges and explore solutions through collaborative learning exercises. Students will evaluate and analyze a variety of topics with emphasis on skill development, taking appropriate action, and understanding their role as responsible global citizens. After building an understanding through research, students will apply critical thinking, analysis, and reasoning to explore possible solutions to local, regional, and global issues.

## AP COMPARATIVE GOVERNMENT AND POLITICS

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**Grade: 10**

**Length: 1 year**

**Credit: 1.0 SOCIAL STUDIES**

**Prerequisite: Foundations of the Modern World**

**Homework: HEAVY**

**AP Course Specific Link Below**

[\*AP Comparative Government and Politics\*](#)

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

## PUBLIC SPEAKING: CURRENT ISSUES AND DEBATES

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**Grade: 11, 12**

**Length: 1 year**

**Credit: 1.0 SOCIAL STUDIES**

**Prerequisite: Modern Global Issues or AP Comparative Government**

**Homework: LIGHT**

Public Speaking: Current Issues and Debates will use current events and contemporary issues to focus on public speaking, debate, research, and writing skills. Students will be asked to present a number of different types of speeches including informative, persuasive and impromptu speeches. Additionally, students will practice a number of different debate styles including policy debate, Oxford debate, and public forum. Students in this class should be prepared to conduct research and write speeches as homework.

## AP ECONOMICS

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**Grade: 11, 12**

**Length: 1 year**

**Credit: 1.0 SOCIAL STUDIES**

**Prerequisite: Must have completed Algebra I with a grade of C or above AND Modern Global Issues or AP Comparative Government**

**Homework: HEAVY**

**AP Course Specific Links Below**

[AP Microeconomics](#)

[AP Macroeconomics](#)

The AP course in microeconomics is designed to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, consumers, producers, and the role of government, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

The AP course in macroeconomics is designed to give students an introduction to content which focuses on the principles that apply to an economic system as a whole. The course centers on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

## AP HUMAN GEOGRAPHY

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**Grade: 11, 12**

**Length: 1 year**

**Credit: 1.0 SOCIAL STUDIES**

**Prerequisite: Modern Global Issues or AP Comparative Government**

**Homework: MODERATE**

**AP Course Specific Link Below**

[AP Human Geography](#)

The AP Human Geography course is equivalent to an introductory college or university level course in human geography. Human Geography can be defined simply as the study of human activities on the Earth's Surface, where they are and why they are there. These include understanding the concepts through the lenses of race, ethnicity, cities, governments, and regions. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students are required to take the AP examination upon completion of this course.

## AP PSYCHOLOGY

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**Grade: 11, 12**

**Length: 1 year**

**Credit: 1.0 SOCIAL STUDIES**

**Prerequisite: Modern Global Issues or AP Comparative Government**

**Homework: HEAVY**

**AP Course Specific Link Below**

[\*AP Psychology\*](#)

This university-level course in Psychology will introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. The content areas covered include the history of psychology, research methods, biological bases of behavior, sensations and perception, states of consciousness, learning, cognition, motivation and emotions, developmental psychology, personality, testing, abnormal psychology, treatments of disorders, and social psychology. This is a content-heavy, rigorous and fast-paced course that requires substantial reading, writing, and discussion at a high analytical level. Students are expected to utilize a wide variety of resources to understand course content and discover current research with a high degree of independence. Students are required to take the AP examination upon completion of this course.

## AP US HISTORY

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**Grade: 11, 12**

**Length: 1 year**

**Credit: 1.0 SOCIAL STUDIES**

**Prerequisite: Modern Global Issues or AP Comparative Government**

**Homework: HEAVY**

**AP Course Specific Link Below**

[\*AP US History\*](#)

Advanced Placement United States History is a chronological and thematic survey course in United States history covering the time period from pre-Columbian America to contemporary America. The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

## IB BUSINESS MANAGEMENT SL

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*New School Year 24/25*

**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 SOCIAL STUDIES**

**Prerequisite: Modern Global Issues or AP Comparative Government**

**Homework: HEAVY**

**For more IB Economics SL specifics, please see the IB-published [DP subject brief](#) or our SSIS video briefs [IB Business Management](#)**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. The 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.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

## IB BUSINESS MANAGEMENT HL

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*New School Year 24/25*

**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 SOCIAL STUDIES**

**Prerequisite: Modern Global Issues or AP Comparative Government**

**Homework: HEAVY**

**For more IB Economics SL specifics, please see the IB-published [DP subject brief](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

The 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. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

## IB ECONOMICS SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 SOCIAL STUDIES**

**Prerequisite: Modern Global Issues or AP Comparative Government**

**Homework: MODERATE**

**For more IB Economics SL specifics, please see the IB-published [DP subject brief](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Economics SL is a two-year course that broadly covers four main economic topics of study: (1) Introduction to Economic Theory and Practice, (2) Microeconomics, (3) Macroeconomics, and (4) The Global Economy. Students will work with quantitative and qualitative data to demonstrate a deeper understanding of real-world issues, using the theories, models, ideas, and tools of economics. In May of their senior year, SL students will write two externally moderated papers; and extended response paper as well as a data response paper. The internal assessment for the course consists of a portfolio of three 650-750 word written commentaries based on published extracts from the news media.

## IB ECONOMICS HL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 SOCIAL STUDIES**

**Prerequisite: Modern Global Issues or AP Comparative Government**

**Homework: MODERATE**

**For more IB Economics HL specifics, please see the IB-published [DP subject brief](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Economics HL is a two-year course that broadly covers four main economic topics of study: (1) Introduction to Economic Theory and Practice, (2) Microeconomics, (3) Macroeconomics, and (4) The Global Economy. Students will work with quantitative and qualitative data to demonstrate a deeper understanding of real-world issues, using the theories, models, ideas, and tools of economics. For higher-level students, the general aims and objectives of the course are similar to those of standard-level students, but at times they will go into greater detail on certain subjects, and in some cases, explore topics not covered by their SL classmates (e.g. “Economics of the Environment” or “Market Failure”). In May of their senior year, in addition to the two papers mentioned above, HL students will also write a third paper policy paper covering exclusively HL-level topics. The internal assessment for the HL-level students also consists of a portfolio of three 650-750 word commentaries based on published extracts from the news media.

## IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 SCIENCE OR SOCIAL STUDIES**

**Prerequisite: Life Science with a C- or above; AND Physical Science with a C- or above**

**Homework: MODERATE**

**For more IB ESS SL specifics, please see the IB-published [DP subject brief](#). or our SSIS video briefs:**

[IB Environmental Systems and Societies](#)

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Environmental Systems and Societies SL is a two-year university preparatory course that provides students with a coherent perspective on the environment. The emphasis is on 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. Field work and class lab time provides hands-on experiences. Owing to the interdisciplinary nature of the course, students will have the opportunity to draw on concepts from the natural sciences and apply this scientific understanding to political and social issues, and create TOK and CAS links. A range of topics is covered throughout year one including: foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, water and aquatic food production systems and societies. Students will critically examine and develop their own environmental value systems (EVS) and become acquainted with the diverse range of EVSs of people from different cultures and backgrounds. Topics covered in the second year of the program include: soil and atmospheric systems, climate change and energy production, human systems and resource use. Following successful completion of the 2 year program, students will have developed a holistic understanding and appreciation for the complex interrelationships that exist between environmental systems and societies, and the vulnerability inherent within these relationships. This class fulfills requirements for Group 4 or Group 3 or both. A collaborative sciences project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal.

## IB ENVIRONMENTAL SYSTEMS AND SOCIETIES HL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 SCIENCE OR SOCIAL STUDIES**

**Prerequisite: Physical Science with a B- or above; AND Life Science with a B- or above; AND teacher recommendation**

**Homework: MODERATE**

**For more IB ESS HL specifics, please see the IB-published [DP subject brief](#). or our SSIS video briefs:**

[IB Environmental Systems and Societies](#)

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Environmental Systems and Societies HL is a two-year university preparatory course that provides students with a coherent perspective on the environment with additional HL content including topics around law, economics and ethics as they relate to environmental issues. The emphasis is on scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, legal, political, and social interactions of societies with the environment. Field work and class lab time provides hands-on experiences. Owing to the interdisciplinary nature of the course, students will have the opportunity to draw on concepts from the natural sciences and apply this scientific understanding to political and social issues, and create TOK and CAS links. A range of topics is covered throughout year one including: foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, water and aquatic food production systems and societies. Students will critically examine and develop their own environmental value systems (EVS) and become acquainted with the diverse range of EVSs of people from different cultures and backgrounds. Higher Level topics include environmental law, ethics, and ecological economics. Following successful completion of the 2 year program, students will have developed a holistic understanding and appreciation for the complex interrelationships that exist between environmental systems and societies, and the vulnerability inherent within these relationships. This class fulfills requirements for Group 4 or Group 3 or both. A collaborative sciences project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal.



## IB LANGUAGE AND CULTURE SL

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*New School Year 24/25*

**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 ENGLISH & GROUP 1 OR SOCIAL STUDIES & GROUP 3**

**Prerequisites: Teacher Recommendation**

**Homework: HEAVY**

**For IB Language & Culture SL specifics, please see the IB-published [DP Subject Brief](#) or our SSIS video briefs [IB Language and Culture SL](#)**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This is a cross-disciplinary course which draws from linguistics and social and cultural anthropology. Through the study of ethnographies as well as a range of literary and non-literary texts, students will engage with questions like: how do the linguistic and cultural practices we engage in help shape our identities? The course focuses on the interactions between individuals, societies, languages and cultures and asks students to study language, not as a neutral medium for communication, but rather as a set of socially embedded practices. Students will prepare for Paper 1 through the study of a wide range of cultural and linguistic ethnographies; Paper 2 focuses on comparative analysis of two texts studied in class. Students will also be expected to complete an autoethnography based on an inquiry question of their choice. This class fulfils requirements for Group 1, Group 3 or both.

## IB PSYCHOLOGY SL

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**Grade: 11 and 12**

**Length: 2 Years**

**Credit: 2.0 SOCIAL STUDIES**

**Prerequisite: Modern Global Issues or AP Comparative Government**

**Homework: HEAVY**

**For more IB Psychology SL specifics, please see the IB-published [DP subject brief](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Psychology is a two year course which includes the following aims: First, students are expected to develop an understanding of the biological, cognitive and sociocultural influences on human behaviors. Students are also to develop an understanding of the diverse methods of psychological inquiry and ensure that ethical practices are upheld in psychological inquiry. Further, students are expected to develop an appreciation of alternative explanations of human behavior and an awareness of how psychological research can be applied for the benefit of human beings. Year one covers the Core, consisting of the biological, cognitive, and sociocultural approaches to understanding behavior. The year will end with students conducting their IA which involves the replication of a simple experiment. In addition to the Core, Psychology SL includes one option of further study.

## IB PSYCHOLOGY HL

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**Grade: 11 and 12**

**Length: 2 Years**

**Credit: 2.0 SOCIAL STUDIES**

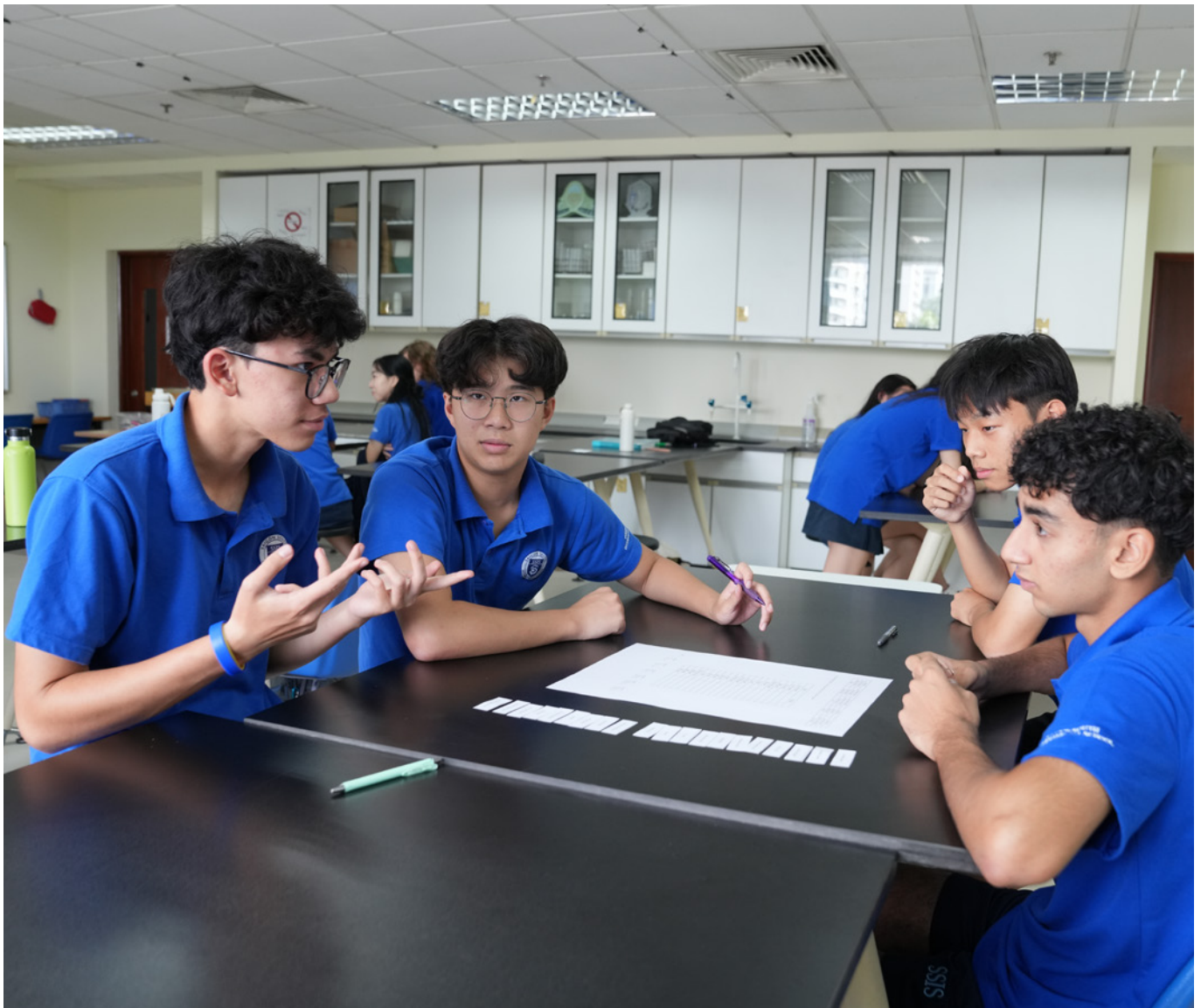
**Prerequisite: Modern Global Issues or AP Comparative Government**

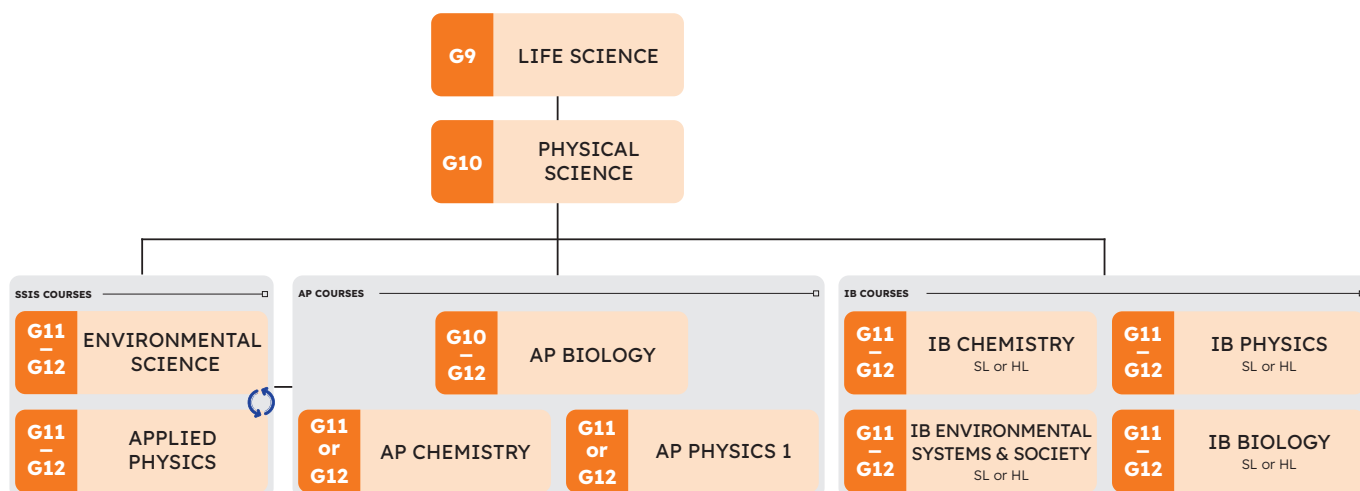
**Homework: HEAVY**

**For more IB Psychology HL specifics, please see the IB-published [DP subject brief](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Psychology is a two year course which includes the following aims: First, students are expected to develop an understanding of the biological, cognitive and sociocultural influences on human behaviors. Students are also to develop an understanding of the diverse methods of psychological inquiry and ensure that ethical practices are upheld in psychological inquiry. Further, students are expected to develop an appreciation of alternative explanations of human behavior and an awareness of how psychological research can be applied for the benefit of human beings. Year one covers the Core, consisting of the biological, cognitive, and sociocultural approaches to understanding behavior. The year will end with students conducting their IA which involves the replication of a simple experiment. In addition to the Core, Psychology HL includes a qualitative research methodology component and two options for further study.





# Science

The science curriculum is designed to expose students to the major scientific disciplines through a wide range of courses and topics. The major goal is to help students understand and adapt to a world that is changing, or still being discovered, and to understand that critical review of the data related to these changes is a necessary part of science. We believe that the application and acquisition of knowledge through laboratory or field experiences is the basic activity of science. Therefore, students will continuously be challenged to explore scientific ideas and utilize skills through a well-designed series of investigative activities in each course. Students will be expected to participate in the inquiry process, record and process both quantitative and qualitative data, draw conclusions, make inferences, communicate their experimental findings and reflect on their experiences. Through lectures, activities, discussions and labs our students will be challenged to develop individual thinking and the ability to discern the difference between good and bad science.

## LIFE SCIENCE

**Grade: 9**

**Length: 1 year**

**Credit 1.0 SCIENCE**

**Prerequisite: None**

**Homework: LIGHT**

The SSIS Life Science course is a one year course based on the Next Generation Science Standards (NGSS) with units structured around phenomena in the natural world related to homeostasis, energy and matter in life, ecosystems, inheritance, and evolutionary change. In this course, students will use investigating, sense-making, and critiquing practices in order to figure out the answers to real-world questions. Emphasis is placed on uncovering disciplinary core ideas by developing student's scientific skills and ways of thinking. Disciplinary core ideas that will be explored include how systems of specialized cells within an organism help perform essential functions of life, how growth and division of cells in organisms occurs by mitosis and differentiation, how photosynthesis and cellular respiration recombine elements to form different products and transfer energy, how a complex set of interactions within ecosystems maintains stability but can be challenged by disturbances, how variation and distribution of traits in a population depend on genetic (DNA) and environmental factors, and how traits that affect survival of an organism can become more common in a population through the process of natural selection and result in evolution.

## PHYSICAL SCIENCE

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**Grade: 10**

**Length: 1 year**

**Credit 1.0 SCIENCE**

**Prerequisite: Life Science**

**Homework: MODERATE**

The SSIS Physical Science course is a one year course based on the Next Generation Science Standards (NGSS) with units structured around phenomena in the natural world related to patterns in the periodic table, bonding, chemical reactions & conservation of matter, energy and its conservation, dynamics, and collisions. In this course, students will use investigating, sense-making, and critiquing practices in order to figure out the answers to real-world questions. Emphasis is placed on uncovering disciplinary core ideas by developing student's scientific skills and ways of thinking. Disciplinary core ideas that will be explored include how particles combine to form matter, how substances combine or change to make new substances, what is meant by the conservation of energy and how energy can be transferred between objects or systems, how one can predict an object's continued motion, changes in motion, or stability, and what underlying forces explain the variety of interactions one observes.

## APPLIED PHYSICS

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*Offered in Years: 25/26, 27/28, 29/30*

**Grade: 11, 12**

**Length: 1 year**

**Credit 1.0 SCIENCE**

**Prerequisite: Physical Science**

**Homework: MODERATE**

The SSIS Experimental Science course is a one year course based on the Next Generation Science Standards (NGSS) with units structured around phenomena in the natural world related to momentum, electromagnetism, optics, astrophysics, and nuclear physics. In this course, students will use investigating, sense-making, and critiquing practices in order to figure out the answers to real-world questions. Emphasis is placed on uncovering disciplinary core ideas by developing student's scientific skills and ways of thinking. Disciplinary core ideas that will be explored include the impact of collisions on objects, the relationship between electrical circuits and the application of magnetism, optical devices, nuclear and particle physics, and how all of these topics are utilized by astrophysicists.

## ENVIRONMENTAL SCIENCE

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*Offered in Years: 24/25, 26/27, 28/29*

**Grade: 11, 12**

**Length: 1 year**

**Credit 1.0 SCIENCE**

**Prerequisite: Life Science**

**Homework: LIGHT**

The SSIS Environmental Science course is a one year course based on the Next Generation Science Standards (NGSS) with units that explore the interrelationships of the natural world. Units include ecosystems and biodiversity conservation, weather and climate, earth's systems, and human sustainability. Emphasis is placed on uncovering disciplinary core ideas by developing student's scientific skills and ways of thinking. The course will allow students to investigate and propose solutions to urgent environmental problems and current events facing society today. Disciplinary core ideas that will be explored include what happens to ecosystems when the environment changes, the importance of biodiversity, how humans depend on Earth's resources and their impact on the planet, and how global climate models can be used to predict future climate changes. Students will take part in laboratory investigations and project-based learning.

## AP BIOLOGY

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**Grade: 10, 11, 12**

**Length: 1 year**

**Credit: 1.0 SCIENCE**

**Prerequisite:** • For students going into G11-12: Life Science with an A- ; Physical Science with an A-  
• For students going into G10: Life Science with a A- or above and Teacher Recommendation

**Homework: HEAVY**

**AP Course Specific Link Below**

[\*AP Biology\*](#)

AP Biology is a university level biology course that provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The course framework in AP Biology includes two components: science practices and course content. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry and laboratory techniques; recognition of unifying themes that integrate the major topics of biology and application of biological knowledge and critical thinking to environmental and social concerns. The eight general areas covered include: Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology. Students are required to take the AP Biology Examination upon completion of this course.

## AP CHEMISTRY

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**Grade: 11, 12**

**Length: 1 year**

**Credit: 1.0 SCIENCE**

**Prerequisite: Physical Science with an A- or above; AND Algebra 2 with a B- or above**

**Homework: HEAVY**

**AP Course Specific Link Below**

[\*AP Chemistry\*](#)

AP Chemistry is designed to meet the needs of students who wish to take a challenging course modeled after a typical first year college or university chemistry course. Its general purpose is to assist students in developing an understanding of the major themes and concepts that permeate the fascinating field of chemistry. Furthermore, it allows students to take the AP Chemistry exam for purposes of satisfying the general chemistry requirement of many college and university first-year chemistry programs. AP Chemistry covers a wide range of topics including: modern atomic theory, bonding, quantitative chemistry, thermodynamics, acids and bases, electro chemistry, and more. Students are required to take the AP Chemistry examination upon completion of this course.

## AP PHYSICS 1

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**Grade: 11, 12 Length: 1 year**

**Credit: 1.0 SCIENCE**

**Prerequisite: Physical Science with a B- or above AND Algebra 1 with a B- or above**

**Homework: HEAVY**

**AP Course Specific Link Below**

[\*AP Physics I\*](#)

AP Physics 1 a year long course that is equivalent to the first semester of college or university introductory level physics class. The mathematics of the course is focused on algebra and basic trigonometry. Students will investigate the topics presented through a variety of means including simulations and modeling, skills-based tasks, conceptual comprehension and analysis, and derivations and mathematical computation .Topics include kinematics, dynamics, circular motion and gravitation, energy, momentum, rotational dynamics, and fluid dynamics. Students are required to take the AP Physics 1 examination upon completion of this course.

## IB BIOLOGY SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 SCIENCE**

**Prerequisite: Life Science with a C- or above; AND Physical Science with a C- or above**

**Homework: MODERATE**

**For more IB Biology SL specifics, please see the IB-published [DP IB Biology \(subject brief\)](#)**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Biology is a two-year university preparatory course that focuses on studying biology content, covering topics that range from cell and molecular biology to ecology and evolution. The course requires memorization of a significant number of understandings, applications, and skills. To be successful in this course, students will need to develop effective study strategies that allow them to recall specific details of this information on written assessments. The breadth and depth of content is less for the SL course compared to the HL course. In addition to factual content, students will practice laboratory techniques, which focus on experimental design, data analysis and interpretation and evaluation of conclusions. A minimum of forty hours of laboratory work is performed over the two year course, and a 10 hour independent investigation into a biological topic of each student's choosing, to be completed in the second year. A collaborative sciences project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal.

## IB BIOLOGY HL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 SCIENCE**

**Prerequisite: Physical Science with a B- or above; Life Science with a B- or above; AND teacher recommendation**

**Homework: HEAVY**

**For more IB Biology HL specifics, please see the IB-published [IB Biology \(subject brief\)](#)**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Biology is a two-year university preparatory course that focuses on studying biology content in depth, covering topics that range from cell and molecular biology to ecology and evolution. The course requires memorization of a significant number of understandings, applications, and skills. To be successful in this course, students will need to develop effective study strategies that allow them to recall specific details of this information on written assessments. In addition to factual content, students will develop practical and analytical skills. These include critical thinking, data analysis, laboratory techniques, making predictions, drawing valid conclusions from scientific evidence, and evaluating hypotheses and theories. A minimum of sixty hours of laboratory work is performed over the two year course, and a 10 hour independent investigation into a biological topic of each student's choosing, to be completed in the second year. A collaborative sciences project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal.

## IB CHEMISTRY SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 SCIENCE**

**Prerequisite: Physical Science with a C- or above; AND Algebra 1 with a C- or above**

**Homework: MODERATE to HEAVY**

**For more IB Chemistry SL specifics, please see the IB-published [IB Chemistry \(subject brief\)](#)**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Chemistry SL is a university preparatory course taught over two years. The course serves to prepare students for further study of pure and applied sciences in higher education. The course will help students develop the ability to analyze scientific literature and develop manipulative and experimental skills necessary to perform university level scientific investigations. The experimental nature of chemistry is emphasized in practical work. Topics to be discussed include: the foundations of chemistry, quantitative chemistry focusing on the mole concept, solution chemistry, gasses, thermochemistry, atomic theory, and chemical bonding. In Year 2 discussion of more advanced chemistry topics will be undertaken, including solids and liquids, chemical kinetics, chemical equilibrium, acids and bases, thermodynamics, and electrochemistry. In the second year students will be expected to design their own experiments to test and evaluate the fundamental chemistry topics discussed in the program. A greater emphasis will be placed on independent practical work. A collaborative sciences project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal.

## IB CHEMISTRY HL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 SCIENCE**

**Prerequisite: Physical Science with a B- or above; Algebra 1 with a B- or above; AND teacher recommendation**

**Homework: HEAVY**

**For more IB Chemistry HL specifics, please see the IB-published [IB Chemistry \(subject brief\)](#)**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Chemistry HL is a college or university preparatory course taught over two years. The course serves to prepare students for further study of pure and applied sciences in higher education. The course will help the student to develop the ability to analyze scientific literature and develop manipulative and experimental skills necessary to perform college or university level scientific investigations. Topics to be discussed include: the foundations of chemistry, quantitative chemistry focusing on the mole concept, solution chemistry, gasses, thermochemistry, atomic theory, and chemical bonding. Each of these topics will be explored in more detail and require a stronger quantitative analysis than is expected at the standard level. In year 2 further discussion of more advanced chemistry topics will be undertaken, including solids and liquids, chemical kinetics, chemical equilibrium, acids and bases, thermodynamics, and electrochemistry. In addition, students will be involved in more practical lab work. In the second year students will be expected to design their own experiments to test and evaluate the fundamental chemistry topics discussed in the program. A greater emphasis will be placed on independent practical work. A collaborative sciences project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal.

## IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 SCIENCE OR SOCIAL STUDIES**

**Prerequisite: Life Science with a C- or above; AND Physical Science with a C- or above**

**Homework: MODERATE**

**For more IB ESS SL specifics, please see the IB-published [DP subject brief](#) or our SSIS video briefs:**

[IB Environmental Systems and Societies](#)

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Environmental Systems and Societies SL is a two-year university preparatory course that provides students with a coherent perspective on the environment. The emphasis is on 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. Field work and class lab time provides hands-on experiences. Owing to the interdisciplinary nature of the course, students will have the opportunity to draw on concepts from the natural sciences and apply this scientific understanding to political and social issues, and create TOK and CAS links. A range of topics is covered throughout year one including: foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, water and aquatic food production systems and societies. Students will critically examine and develop their own environmental value systems (EVS) and become acquainted with the diverse range of EVSs of people from different cultures and backgrounds. Topics covered in the second year of the program include: soil and atmospheric systems, climate change and energy production, human systems and resource use. Following successful completion of the 2 year program, students will have developed a holistic understanding and appreciation for the complex interrelationships that exist between environmental systems and societies, and the vulnerability inherent within these relationships. This class fulfills requirements for Group 4 or Group 3 or both. A collaborative sciences project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal.

## IB ENVIRONMENTAL SYSTEMS AND SOCIETIES HL

---

**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 SCIENCE OR SOCIAL STUDIES**

**Prerequisite: Physical Science with a B- or above; AND Life Science with a B- or above; AND teacher recommendation**

**Homework: MODERATE**

**For more IB ESS HL specifics, please see the IB-published [DP subject brief](#) or our SSIS video briefs:**

[IB Environmental Systems and Societies](#)

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Environmental Systems and Societies HL is a two-year university preparatory course that provides students with a coherent perspective on the environment with additional HL content including topics around law, economics and ethics as they relate to environmental issues. The emphasis is on scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, legal, political, and social interactions of societies with the environment. Field work and class lab time provides hands-on experiences. Owing to the interdisciplinary nature of the course, students will have the opportunity to draw on concepts from the natural sciences and apply this scientific understanding to political and social issues, and create TOK and CAS links. A range of topics is covered throughout year one including: foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, water and aquatic food production systems and societies. Students will critically examine and develop their own environmental value systems (EVS) and become acquainted with the diverse range of EVSs of people from different cultures and backgrounds. Higher Level topics include environmental law, ethics, and ecological economics. Following successful completion of the 2 year program, students will have developed a holistic understanding and appreciation for the complex interrelationships that exist between environmental systems and societies, and the vulnerability inherent within these relationships. This class fulfills requirements for Group 4 or Group 3 or both. A collaborative sciences project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal.



## IB PHYSICS SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 SCIENCE**

**Prerequisite: Physical Science with a C- or above; AND Algebra 1 with a C- or above**

**Homework: MODERATE to HEAVY**

**For more IB Physics SL specifics, please see the IB-published [IB Physics \(subject brief\)](#)**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Physics is a two-year university preparatory course. This course provides an overview of the principles of Physics and the nature of the universe. Topics include: uncertainty and measurement, mechanics, waves, electricity, and magnetism. The aims of the course are to prepare students for university level science and life as scientifically knowledgeable citizens. The course emphasizes experimentation and problem solving skills in the classroom and in the laboratory. It is assumed that the student has a working knowledge of algebra and trigonometry. A total of twenty hours of practical laboratory work is performed over the two-year course. Students will be expected to design and carry out their own experiments to investigate physical relationships. Second year topics include: circular motion, gravitation, atomic physics, nuclear physics, and astrophysics. A collaborative sciences project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal.

## IB PHYSICS HL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 SCIENCE**

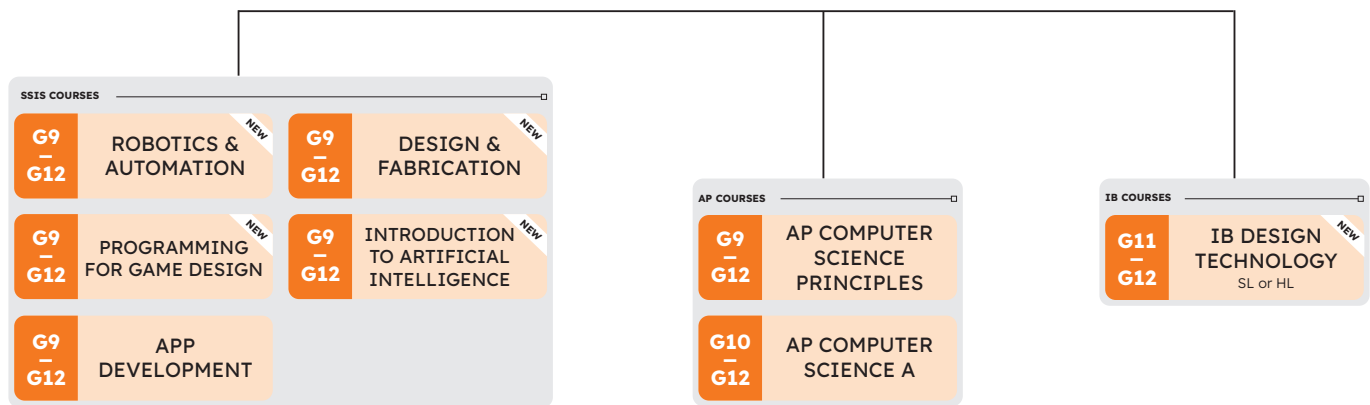
**Prerequisite: Physical Science with a B- or above; Algebra 1 with a B- or above; AND teacher recommendation**

**Homework: HEAVY**

**For more IB Physics HL specifics, please see the IB-published [IB Physics \(subject brief\)](#)**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

IB Physics HL is a two-year university level course. This course provides an in-depth study of the principles of Physics and the nature of the universe. Topics include: uncertainty and measurement, mechanics, waves, electricity, magnetism, thermodynamics, rotational motion, quantum physics, and relativity. The aims of the course are to prepare students for university level science and life as scientifically knowledgeable citizens. The course emphasizes experimentation and problem solving skills in the classroom and in the laboratory. A total of forty hours of practical laboratory work is performed over the two-year course. Students will be expected to design and carry out their own experiments to investigate physical relationships. A collaborative sciences project provides an opportunity for students to realize the connectedness between various fields of science and enables students from these disciplines to work together on problems to discover solutions to a common goal.



# Computer Science and Engineering

The computer science and engineering program department provides students opportunities and experiences to learn programming concepts and engineering design. Students do not need programming experience to take App Development, Robotics and Automation, Introduction to Artificial Intelligence, Programming for Game Design or AP Computer Science Principles. Design projects in these courses will help students grow their skills regardless of level or experience. All courses taught in this department are designated as elective credits.

## APP DEVELOPMENT

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

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Prerequisite: None**

**Homework: LIGHT TO MODERATE**

App Development students will learn to program applications using the Swift programming language. Students will complete a series of projects designed to develop a student's programming and project design skills. Students will develop an understanding of the app design and development process using macOS programming tools. Course topics include the design cycle, project documentation, and computer science concepts such as control structures, loops, and functions. Students will curate a portfolio of their work throughout the course.

**Note:** *Student laptops must be running the most recent version of macOS at the start of the academic year to run the required software for the course.*

## DESIGN AND FABRICATION

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*New School Year 24/25*

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

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Prerequisite: None**

**Homework: LIGHT**

Students in this intermediate level course will develop design and fabrication skills following a design cycle process. The focus will be on learning to use computer aided design (CAD) tools to digitally build and iterate their designs as well as using manual machines. Students will learn to operate and configure fabrication equipment such as 3D printers, laser cutters and CNC machines to manufacture their designs.

Students will also develop skills in team management, distribution of tasks on a timeline, and collaborating in the production of complex products in line with industry practice in engineering and manufacturing. In taking this course they will develop a critical awareness of human factors, ergonomics, material resources and sustainable production.

## INTRODUCTION TO ARTIFICIAL INTELLIGENCE

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*New School Year 24/25*

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

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Prerequisite: None**

**Homework: LIGHT**

The Introduction to Artificial Intelligence course introduces high school students to the fascinating world of artificial intelligence (AI) and machine learning. This introductory-level course is designed to foster critical thinking, problem-solving, and technical skills within the context of AI technologies.

Throughout the course, students will embark on a journey into the field of AI, gaining hands-on experience with foundational concepts and tools. They will explore topics such as machine learning algorithms, neural networks, natural language processing, and computer vision. These skills will empower them to understand and create AI-powered solutions. Moreover, students will delve into practical applications of AI, such as chatbots, image recognition, and recommendation systems. They will work on AI projects, allowing them to apply their knowledge to real-world challenges. In addition to mastering technical skills, students will collaborate on AI projects and engage in discussions about the ethical and societal implications of AI. This course will enhance their ability to work in teams, think critically about AI technologies, and communicate their ideas effectively.

## PROGRAMMING FOR GAME DESIGN

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*New School Year 24/25*

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

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Prerequisite: None**

**Homework: LIGHT**

Programming for Game Design is a course that offers students an immersive exploration of the dynamic world of game development. Skills such as creativity, critical thinking, teamwork, and problem-solving skills are essential for game design and will be further developed during the course.

Throughout the course, students will embark on a journey into the realm of game design and development. They will gain hands-on experience with fundamental concepts and tools, including programming languages, game engines, graphics, animation, sound design, and project management. These skills will enable them to craft engaging and interactive gaming experiences. Moreover, students will delve into the art of storytelling within games, understanding how narrative and game play mechanics combine to captivate players. They will learn to create compelling stories that draw players into unique and immersive worlds. In addition to mastering the technical aspects of game development, students will work collaboratively on team-based projects, mirroring industry practices. This real-world experience will enhance their ability to manage tasks, meet deadlines, and effectively communicate and collaborate with peers.

## ROBOTICS AND AUTOMATION

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*New School Year 24/25*

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

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Prerequisite: None**

**Homework: LIGHT TO MODERATE**

Students in this course will complete a series of design projects, each focused on a different aspect of robotics. Projects of this course will be developed using VEX EXP, V5 robotics kits and microcontrollers. Within these projects students will focus on developing engineering and programming skills. Students will work collaboratively to design, prototype test and document their designs.

## AP COMPUTER SCIENCE PRINCIPLES

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

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Prerequisite: Algebra I**

**Homework: MODERATE AP Course Specific Link Below**

[AP Computer Science Principles](#)

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory university computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will learn the fundamental concepts of programming including control and abstractions. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

## AP COMPUTER SCIENCE A

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**Grade:** 10, 11, 12

**Length:** 1 year

**Credit:** 1.0 ELECTIVE

**Prerequisite:** App Development or AP Computer Science Principles with a B- or above, and Geometry with a B- or above

**Homework:** MODERATE

**AP Course Specific Link Below**

[AP Computer Science A](#)

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

## IB DESIGN AND TECHNOLOGY SL

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*New School Year 24/25*

**Grade:** 11, 12

**Length:** 2 year

**Credit:** 1.0 SCIENCE OR GROUP 4

**Prerequisite:** Geometry, Statistics and Probability with a B- or above

**Homework:** MODERATE

**For more IB Design and Technology SL specifics, please see the IB-published [Design Technology Subject Brief](#)**

**This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.**

Students in IB Design Technology will develop critical-thinking and design skills, which they will apply in a practical context. Inquiry and problem-solving are at the heart of the subject. Students will become aware of how designers work and communicate with each other to achieve a common goal. They will learn facts, concepts and principles required to appreciate the impact of design and technology has on society and apply these in the creation of designs that are responsible to the community and the environment. IB Design Technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, prototype, product or system that students have developed independently.

## IB DESIGN AND TECHNOLOGY HL

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*New School Year 24/25*

**Grade: 11, 12**

**Length: 2 year**

**Credit: 1.0 SCIENCE OR GROUP 4**

**Prerequisite: Geometry, Statistics and Probability with a B- or above**

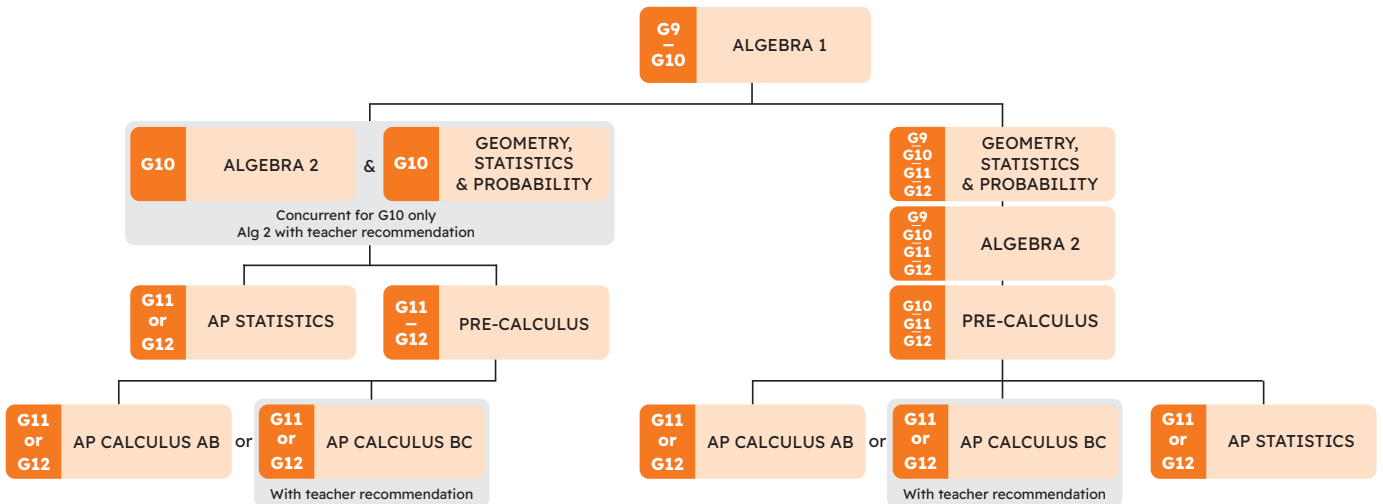
**Homework: MODERATE**

**For more IB Design and Technology HL specifics, please see the IB-published [Design Technology Subject Brief](#). This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.**

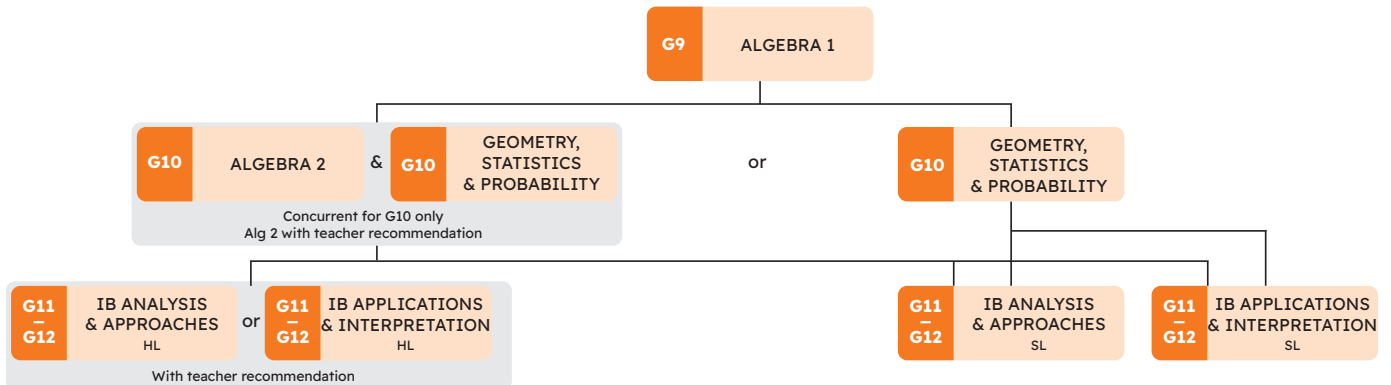
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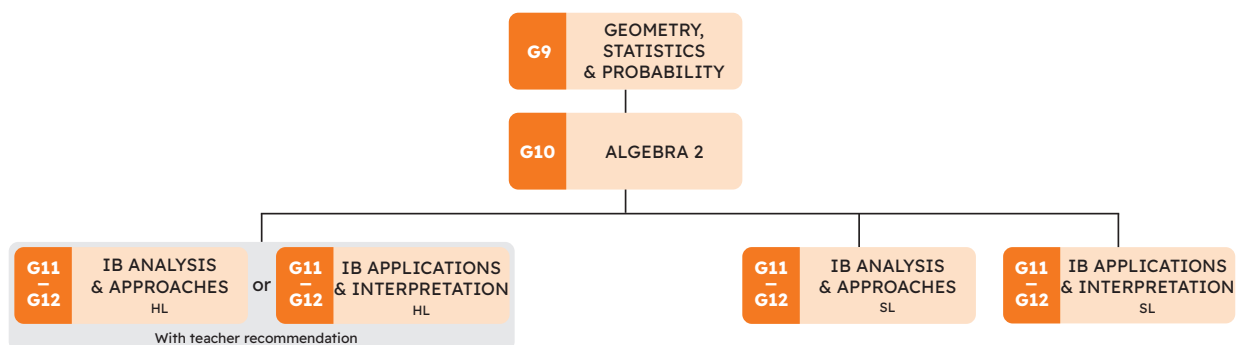
## SSIS and AP Pathways



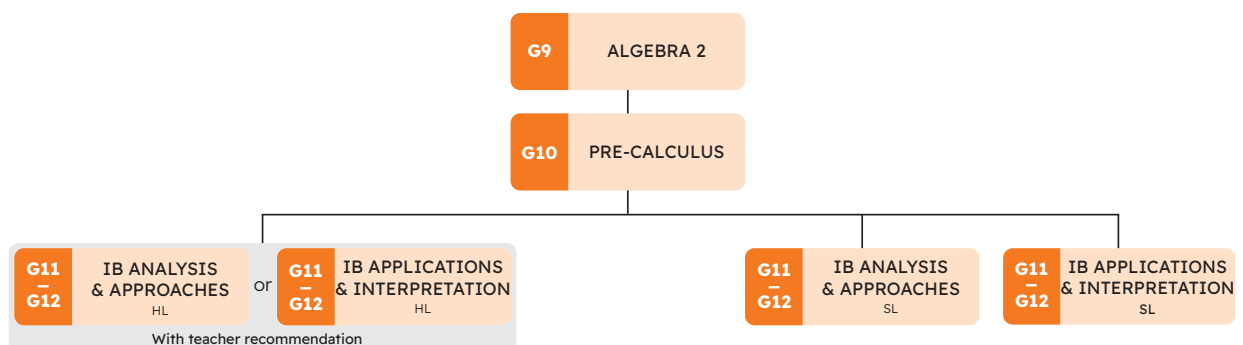
## SSIS and IB Pathways Taking Algebra 1 in Grade 9



## Taking Geometry, Statistics and Probability in Grade 9



## Taking Algebra 2 in Grade 9



# Mathematics

Our comprehensive high school mathematics program provides students with the fundamental mathematical skills required for success in university and beyond in the 21st century. Our curriculum consists of a range of SSIS courses, including Algebra I, Geometry, Statistics and Probability, Algebra II, Explorations in Data Science, and Precalculus. These courses lay the groundwork for students to access and find success in the Advanced Placement (AP) and International Baccalaureate Diploma Programme (IB DP) courses in grades 11 and 12.

It is essential that all math students have a TI-Nspire calculator as it is an integral tool in our math courses. These calculators enable students to visualize graphs, manipulate data, create dynamic models, test hypotheses, and explore multiple representations of mathematical ideas. Therefore, we require all math students to have access to a TI-Nspire calculator to ensure their success in the SSIS High School Courses.

## ALGEBRA 1

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**Grade: 9, 10**

**Length: 1 year**

**Credit: 1.0 MATH**

**Prerequisite: None**

**Homework: MODERATE**

**Special Requirement: TI-Nspire CXII Graphing Calculator**

Algebra I incorporates a problem-based curriculum including all standard topics of first-year algebra. Topics include sequences; linear and quadratic equations and inequalities; systems of equations and inequalities; and linear, exponential, quadratic, absolute value, and piecewise functions.

## GEOMETRY, STATISTICS AND PROBABILITY

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**Grade: 9, 10, 11**

**Length: 1 year**

**Credit: 1.0 MATH**

**Prerequisite: Algebra 1**

**Homework: MODERATE**

**Special Requirement: TI-Nspire CXII Graphing Calculator**

This course covers a selection of topics from the fields of geometry and statistics including probability. Angle properties, area, volume, coordinate geometry, and trigonometry are key elements of the geometry learning. Conditional probabilities, independent events, analysis and interpretation of one-variable data are key elements of the statistics and probability learning.



## ALGEBRA 2

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

**Length: 1 year**

**Credit: 1.0 MATH**

**Prerequisite: Geometry, Statistics, and Probability (G10 students may take Algebra II concurrently with Geometry, Statistics and Probability with teacher recommendation)**

**Homework: MODERATE**

**Special Requirement: TI-Nspire CXII Graphing Calculator**

This course covers all standard topics of advanced algebra. Concepts from Algebra 1 are expanded and quadratic equations lead to the complex number field. Functions and graphs are used throughout. Polynomial, rational, radical, exponential, and logarithmic functions are studied. Further topics include polynomial inequalities, systems of linear equations and inequalities, as well as two units on trigonometry in semester 2. Extensive use is made of TI-Nspire graphing calculators.

## PRECALCULUS

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**Grade: 10, 11, 12**

**Length: 1 year**

**Credit: 1.0 MATH**

**Prerequisite: Algebra II with a C or above**

**Homework: MODERATE**

**Special Requirement: TI-Nspire CXII Graphing Calculator**

This course is designed for students with a solid grasp of mathematical concepts and proficiency in applying mathematical techniques. It serves as preparation for students intending to tackle AP Calculus and IB math courses or for those who have a passion for mathematics and seek a more challenging academic experience. Throughout the course, students will enhance their critical thinking skills while mastering mathematical notations. The curriculum integrates college algebra with advanced trigonometry, covering topics such as proofs, functions, polynomial equations, the binomial theorem, sequences & series, polar coordinates, trigonometric functions, and complex numbers. A significant emphasis is placed on a graphical approach, both with and without the use of technology.



## AP STATISTICS

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**Grades: 11, 12**

**Length: 1 year**

**Credit: 1.0 MATH**

**Prerequisite: Algebra II and a firm understanding of academic writing**

**Homework: HEAVY**

**Special Requirement: TI-Nspire CXII Graphing Calculator**

**AP Course Specific Link Below**

[AP Statistics](#)

The AP Statistics course is crafted to provide students with experience in comprehending and applying contemporary statistical concepts. This involves delving into the tools utilized for data collection, analysis, and the derivation of suitable conclusions. The four key themes covered in the AP Statistics course include the exploration of data, sampling and experimentation, prediction of patterns, and statistical inference. Students will employ technology, engage in investigations, solve problems, and utilize writing skills to cultivate a conceptual understanding of the course material. Completion of the AP Statistics exam at the conclusion of the academic year is an expected requirement.

## AP CALCULUS AB

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**Grades: 11, 12**

**Length: 1 year**

**Credit: 1.0 MATH**

**Prerequisite: Precalculus**

**Homework: HEAVY**

**Special Requirement: TI-Nspire CXII Graphing Calculator**

**AP Course Specific Link Below**

[AP Calculus AB](#)

This is an introduction to differential and integral Calculus of functions of one real variable. Students will investigate the concept of a limit and its applications to numerical, algebraic, and graphical functions. The limit concept will serve as the basis for differential calculus and the development of rules for differentiation. Students will apply differentiation concepts to related rates problems, kinematics of particles, the mean value theorem and its applications, curve sketching, and linear approximation. Integral calculus topics include Riemann sums and the Fundamental Theorem of Calculus. These concepts will be used to find areas, volumes and surface area of solids of revolution, among other applications to multiple representations of functions. Students will also investigate first order ordinary differential equations and various methods of solving them analytically, graphically, and numerically. Students are expected to take the AP Calculus AB exam at the end of the year.

**Calculator Use:** The use of a graphing calculator is an integral part of this course and is a powerful tool for exploration. However, students are expected to derive analytical solutions without a calculator.

## AP CALCULUS BC

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**Grades: 11, 12**

**Length: 1 year**

**Credit: 1.0 MATH**

**Prerequisite: Precalculus and Teacher Recommendation**

**Homework: HEAVY**

**Special Requirement: TI-Nspire CXII Graphing Calculator**

**AP Course Specific Link Below**

[AP Calculus BC](#)

The Calculus BC course is roughly equivalent to the content of two semesters of college or university Calculus. The curriculum for this course includes all of the Calculus AB curriculum, but adds the calculus of Polar and Vector valued functions, more advanced integration methods, and a full unit on infinite series. As a result, this course runs at a faster pace than Calculus AB. Students will develop understanding of the concepts of differential and integral calculus in the context of numerical, algebraic, and graphical functions. Technology will be used to enhance student understanding and to help in solving problems in appropriate contexts. Students are expected to take the AP Calculus BC exam at the end of the year.

Calculator Use: The use of a graphing calculator is an integral part of this course and is a powerful tool for exploration. However, students are expected to derive analytical solutions without a calculator.

## IB MATHEMATICS: APPLICATIONS AND INTERPRETATION SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 MATH**

**Prerequisite: Geometry, Statistics, and Probability.**

**Homework: HEAVY**

**Special Requirement: TI-Nspire CXII Graphing Calculator**

**For more IB Mathematics: Applications and Interpretation specifics, please see the IB-published**

[DP subject brief.](#)

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

## IB MATHEMATICS: APPLICATIONS AND INTERPRETATION HL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 MATH**

**Prerequisite: Precalculus or Algebra II and teacher recommendation**

**Homework: HEAVY**

**Special Requirement: TI-Nspire CXII Graphing Calculator**

**For more IB Mathematics: Applications and Interpretations specifics, please see the IB-published [DP subject brief](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This course is for students who are interested in developing their mathematics for describing our world, modeling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. This means that the content is approached from a contextual setting, with the focus being on how mathematics works in the world around us. When taken at the HL, this course contains all of the content from the SL course, with additional depth in statistics, matrices, graph theory, and applied calculus.

## IB MATHEMATICS: ANALYSIS AND APPROACHES SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 MATH**

**Prerequisite: Geometry, Statistics, and Probability**

**Homework: MODERATE to HEAVY**

**Special Requirement: TI-Nspire CXII Graphing Calculator**

**For more IB Mathematics: Analysis and Approaches specifics, please see the IB-published [DP subject brief](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

This course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization. This course focuses on analytical or “pure” mathematics, mostly for mathematics sake. It is highly algebra intensive. The IBO suggests that Mathematics: Analysis and Approaches is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content.

## IB MATHEMATICS: ANALYSIS AND APPROACHES HL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 MATH**

**Prerequisite: Precalculus or Algebra II and Teacher Recommendation**

**Homework: HEAVY**

**Special Requirement: TI-Nspire CXII Graphing Calculator**

**For more IB Mathematics: Analysis and Approaches specifics, please see the IB-published [DP subject brief](#).**

This is a two-year course; students are expected to complete both years of the course and sit the external examinations in May of the second year.

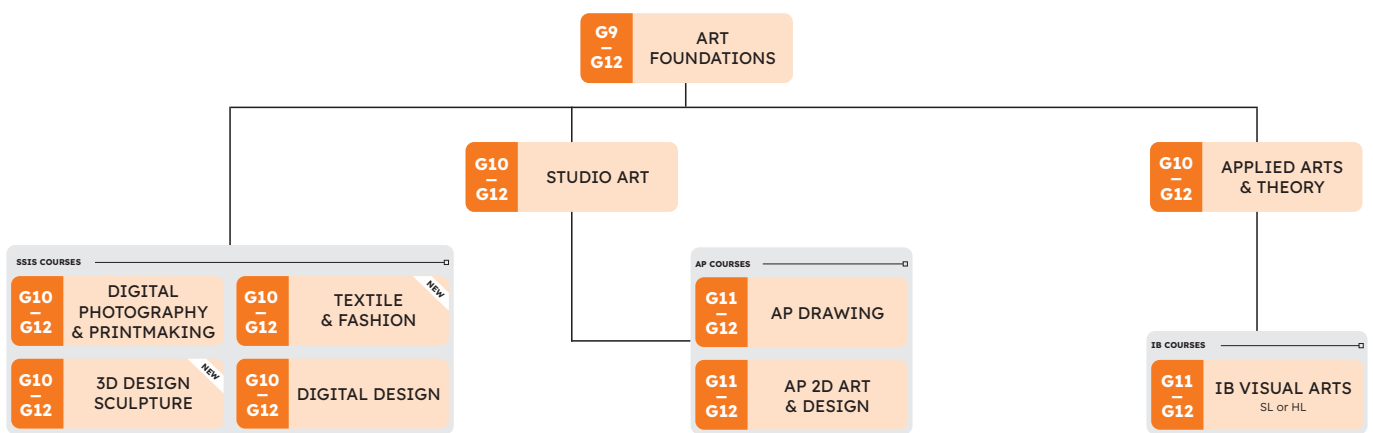
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# Fine and Performing Arts

The Fine Arts and Performing Arts represent human expression and creativity over centuries of change. Fine and Performing Arts courses at SSIS focus on developing skills and knowledge through a practical, inquiry-based experience of Music, Theater and Visual Arts.

Our Fine and Performing Arts program aims to be exciting and stimulating while encouraging students to be active learners. A range of diverse, authentic activities provides opportunities for discovering talents and developing transferable life skills regardless of experience, social status or cultural background. At SSIS, Fine and Performing Arts students learn to interpret and derive meaning from works of drama, music and visual art through hearing, reading, viewing, creating, exploring, sharing, presenting, performing and experiencing as members of an audience.



## Fine Arts

### ART FOUNDATIONS

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

**Length: 1 year FINE & PERFORMING ART**

**Credit: 1.0 Prerequisite: None**

**Homework: LIGHT**

In Art Foundations, students are introduced to various concepts, methods and media, with a focus on two-dimensional (2D) media. The course stresses disciplined draftsmanship and craftsmanship while analyzing forms, structures and context. The course will include an in-depth study of the elements and principles of design, major art movements, and an introduction to design strategies. In the first semester, students will do mostly observational, gesture, shading and contour drawing and mark-making. Eventually they will create imaginative drawings using symbolism and perspective. Students will become proficient in perceiving values and tones, lights and shadows, colors, perspectives, negative spaces, textures and patterns. In the second semester, students will focus on painting, 3D forms and related media while studying different design strategies and art movements. They produce works individually and collaboratively while at the same time investigating and documenting the art processes. The completion of an art journal or investigation workbook is an integral part of the course. Students learn how to speak and write about art and complete a self-reflection as part of formal assessment. Students participate in the large-scale art show at the end of the year and are required to perform a task that helps with the organization of the show.

## APPLIED ARTS AND THEORY

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**Grade: 10, 11, 12**

**Length: 1 year**

**Credit: 1.0 FINE & PERFORMING ART**

**Prerequisite: Art Foundations**

**Homework: LIGHT to MODERATE**

This course is a preparatory course for IB Visual Arts. Emphasis is placed on making connections between art and other disciplines, and at the same time integrating art-making with the investigation and theory. Units of study focus on challenging each student to explore various themes, prompts, and design questions. Students investigate art with its function, role in history, design, socio-cultural and political aspects as well as how it relates to current trends, issues, and technology. The students will have the opportunity to visit museums and galleries, in order to analyze artworks and artifacts. The completion of a process portfolio is an integral part of the course. Students will document their art-making process including investigating the work of selected artists; experimenting and manipulating techniques, media and processes; presenting evidence of how ideas are formed and developed; communicating the process of reviewing, refining, and reflecting, and connecting art investigation with the art-making process (theory and practice). Students will participate in the large-scale art show at the end of the year and are required to perform a task that helps with the organization of the show.

## DIGITAL DESIGN

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**Grade: 10, 11, 12**

**Length: 1 year**

**Credit: 1.0 FINE & PERFORMING ART**

**Prerequisite: Art Foundations**

**Homework: LIGHT to MODERATE**

In this course, students will explore visual art through the use of digital tools and techniques for digital output. Students will build on their knowledge of design and apply that knowledge to new methods and emerging media. In the first semester, students will build 2D and 3D digital design skills by creating appropriate material through photography, vector and raster digital sketching and designing, 3D modeling and AI apps. In the second semester, students will use the material created and learn to use and manipulate the digital images and create various digital products. Students will also use different ways of presenting their products using emerging technologies such as VR, AR, and XR. Students will be required to have a strong foundation in design and a working knowledge of coding would be an advantage. Students will also be required to document and notate the processes used for future reference and also provide evidence of their growth and development. After taking this course, students will be eligible to take AP 2D design and continue their exploration of emerging media and digital design.

## DIGITAL PHOTOGRAPHY AND PRINTMAKING

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**Grade: 10, 11, 12**

**Length: 1 year**

**Credit: 1.0 FINE & PERFORMING ART**

**Prerequisite: Art Foundations**

**Homework: LIGHT to MODERATE**

This course is an introduction to the use of photography in digital printing output and manual printmaking. Students will re-visit the elements and principles of design, art movements and design strategies using various print techniques as the main media. Students will be required to have a camera, either DSLR, Phone or Ipad and will learn how to adjust photographs digitally for printing. Students investigate different design concepts and document and investigate the processes relevant to their work. At the end of the semester, students participate in an art show. Field trips to art museums, local galleries, and relevant places of interest will also be arranged.

## TEXTILES AND FASHION

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*New School Year 24/25*

**Grade: 10, 11, 12**

**Length: 1 year**

**Credit: 1.0 FINE & PERFORMING ART**

**Prerequisite: Art Foundations**

**Homework: LIGHT to MODERATE**

Textiles and Fashion is an elective course designed as an introduction to fashion design, consumer awareness, garment construction, technology, and careers. This class will focus on design and construction foundations as students examine the world around them through their application of life skills. As the year progresses students will learn a variety of skills and techniques that accumulate over the course of our units. Beginning with an introduction to necessary design tools like hand and machine sewing, students will learn how to use the equipment necessary to bring their visions to life. Throughout the course, we will cover units such as (but are not limited to) fashion illustration, embroidery, hand and machine sewing, pattern making, upcycling, tailoring and traditional fabric dying. This course includes an in-depth study of design strategies while understanding the relationships of these practices with the common core standards; connecting, responding, creating and presenting. This hands-on approach can prepare students for many future careers and life experiences.

## 3D DESIGN AND SCULPTURE

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*New School Year 24/25*

**Grade: 10, 11, 12**

**Length: 1 year**

**Credit: 1.0 FINE & PERFORMING ART**

**Prerequisite: Art Foundations**

**Homework: LIGHT to MODERATE**

3D Studio is an exciting and engaging elective that introduces students to the world of three-dimensional art. Students will participate in hands-on learning experiences, group discussions, and lectures, to explore various sculpture concepts and techniques. As the course progresses we will dive into a variety of materials and techniques through the elements and principles of design to aid in the development of each student's voice. They will engage in group critiques, art history research and writing assignments, designed to encourage critical thinking and deeper understandings of each art form. By the end of the course, students will have gained a strong foundation in sculptural art and produced a portfolio of work that reflects their personal interests and creative development.

## STUDIO ART

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**Grade: 10, 11, 12**

**Length: 1 year**

**Credit: 1.0 FINE & PERFORMING ART**

**Prerequisite: Art Foundations**

**Homework: LIGHT to MODERATE**

Studio Art is a Pre-AP course. In the first semester, students focus on the acquisition of skills, techniques, and processes in drawing and mark making. At the same time, they also explore, learn, manipulate and apply the different principles of design together with various image development strategies on different elements. In the second semester, students will craft their inquiry question which will guide their investigation through practice, experimentation, revision, and skillful synthesis of materials processes. Studio art students can opt to continue this question if they want to take AP Art and Design.



## AP 2-D ART AND DESIGN

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**Grade: 11, 12**

**Length: 1 year**

**Credit: 1.0 FINE & PERFORMING ART**

**Prerequisite: Studio Art or Digital Photography & Printmaking**

**Homework: HEAVY**

**AP Course Specific Link Below**

[\*AP 2-D Art and Design\*](#)

AP 2-D Art and Design is a college and university foundation course. The emphasis is on principles of design and creative manipulation of these elements. The completion of original projects, craftsmanship, and the creative process are essential. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas during the entire year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit 2 portfolios; sustained investigation- 60% based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by the students' inquiry questions; and selected works 40% which are actual student works submitted to the College Board. Because of the number of pieces required, each student needs to commit ample time each week outside of class. The AP College Board recommends a ratio of 1:1; for every hour of class work, a student should plan on spending an hour on artwork outside of class.

## AP DRAWING

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**Grade: 11, 12**

**Length: 1 year**

**Credit: 1.0 FINE & PERFORMING ART**

**Prerequisite: Studio Art or Digital Photography & Printmaking**

**Homework: HEAVY**

**AP Course Specific Link Below**

[\*AP Drawing\*](#)

AP Drawing is a college and university foundation course. The emphasis is on drawing, sketching and mark-making using two dimensional media. The completion of original projects, craftsmanship, and the creative process are essential. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas during the entire year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit 2 portfolios; sustained investigation- 60% based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by the students' inquiry questions; and selected works 40% which are actual student works submitted to the College Board. Because of the number of pieces required, each student needs to commit ample time each week outside of class. The AP College Board recommends a ratio of 1:1; for every hour of class work, a student should plan on spending an hour on artwork outside of class.

## IB VISUAL ARTS SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 FINE & PERFORMING ART**

**Prerequisite: None**

**Homework: MODERATE to HEAVY**

**For IB Visual Arts SL course specifics, please review the IB-published [DP subject brief](#).**

This is a two-year course; students are expected to complete both years of the course and submit all required assessment components.

IB Visual Arts SL is a two year course addressing three equal interrelated areas: visual arts in context, communicating visual arts and visual arts methods. The course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Evaluation is based on three components: comparative studies, process portfolio, and exhibition portfolio. In year 1, students will explore art-making in at least two art-making forms and submit at least 18 digital screens of the art-making process. The comparative study will commence in the second semester of year 1, comparing artworks from contrasting cultures. SL students will submit at least 15 screens. During the course, students are expected to complete 6-7 resolved artworks for exhibition together with curatorial rationale and exhibition texts.

## IB VISUAL ARTS HL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 FINE & PERFORMING ART**

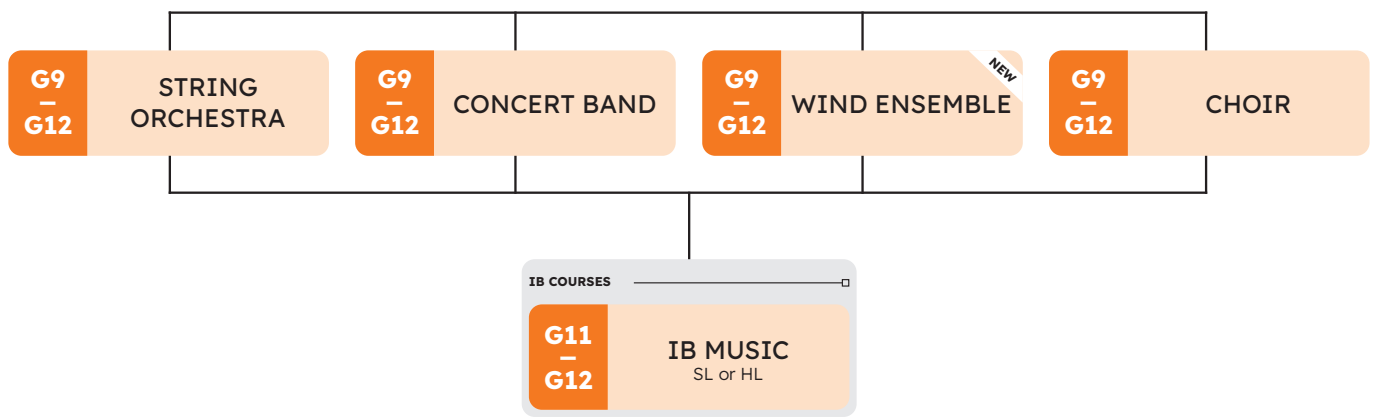
**Prerequisite: Applied Arts & Theory**

**Homework: HEAVY**

**For IB Visual Arts SL course specifics, please review the IB-published [DP subject brief](#).**

This is a two-year course; students are expected to complete both years of the course and submit all required assessment components.

IB Visual Arts HL is a two year course addressing three equal interrelated areas: visual arts in context, communicating visual arts and visual arts methods. The course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Evaluation is based on three components: comparative studies, process portfolio, and exhibition portfolio. In year 1, students will explore art-making in at least three art-making forms and submit at least 25 digital screens of the art-making process. The comparative study will commence in the second semester of year 1 and will continue in Y2. HL students will compare artworks from contrasting cultures and will submit at least 20 screens of which 3-5 screens demonstrate how the artwork impacted students' art-making. During the both years, HL students are expected to complete 10-11 resolved artworks for exhibition together with curatorial rationale and exhibition texts.



# Performing Arts

## CONCERT BAND

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

**Length: 1 year**

**Credit: 1.0 FINE & PERFORMING ARTS**

**Prerequisite: Minimum of 2 years of experience and can perform the Intermediate Series of Developmental Levels Exercises with appropriate technique.**

**Homework: LIGHT or MODERATE**

This ensemble based class is for students who play Woodwind, Brass, or Percussion Instruments (piano is not an offered instrument in Concert Band). Students will develop their technique on their primary instruments in large and small ensemble settings as well as preparing fun and engaging music for upcoming public concerts. Students will also study basic music theory, music history, composition and write program notes through composition based projects. This ensemble can be concurrently enrolled with IB Music (SL & HL).

## WIND ENSEMBLE

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

**Length: 1 year**

**Credit: 1.0 FINE & PERFORMING ARTS**

**Prerequisite: 3 or more years of experience playing on their instrument, and can perform the Proficient Series of Developmental Levels Exercises with appropriate technique.**

**Homework: LIGHT or MODERATE**

The Wind Ensemble at SSIS is the school's top performing instrumental ensemble. Consisting of Winds and Percussion instruments, enrolled students will have strong command of their musicality and instrument specific technique. This course is appropriate for students who have 3 or more years of experience playing on their instrument and are interested in continuing to further their musical development. Through this performance based ensemble course, students will be exposed to and perform high quality music literature that represents a variety of genres and cultures.

## STRING ORCHESTRA

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

**Length: 1 year**

**Credit: 1.0 FINE & PERFORMING ARTS**

**Prerequisite: Minimum 2 years of musical experience on their instrument or interview with teacher**

**Homework: LIGHT to MODERATE**

Orchestra is an opportunity to study advanced large and small group ensemble music, as well as orchestral literature on string instruments such as the violin, viola, cello and double bass. This course offers students great variety and challenge in musical performance. Students will continue the advanced development of their instrumental technique, music reading and comprehension skills, independent musicianship, style, critical thinking skills, a deeper understanding of small group ensemble music, and orchestral literature. Literature will contain both Classical and Popular music. Students will perform both in small group ensemble projects and as a large group. This ensemble can also be concurrently enrolled with IB Music (SL & HL).

## CHOIR

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

**Length: 1 year**

**Credit: 1.0 FINE & PERFORMING ARTS**

**Prerequisite: None**

**Homework: LIGHT to MODERATE**

Members of the choir will sing and study diverse, high quality music literature from a global perspective and in a variety of styles. While learning rehearsal and performance techniques, students will explore elements of music in cultural and historical contexts. Fundamental tone production, music literacy and theory, sight reading, and ensemble skill development are major areas of focus for this course, which is open to all students (no prior experience necessary).

Students enrolled in this course will participate in at least two required school performances per school year. This ensemble can also be concurrently enrolled with IB Music (SL & HL).

## IB MUSIC SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 FINE & PERFORMING ARTS**

**Prerequisite: Teacher Recommendation**

**Homework: MODERATE to HEAVY**

**For IB Music SL course specifics, please review the IB-published [DP subject brief](#).**

This is a two-year course; students are expected to complete both years of the course and submit all required assessment components

IB Music will immerse students in the in-depth study of the musical links between cultures to train students to think about music within a global context. The curriculum will cover topics in Western and non-Western music such as theory, aural skills, performance, composition and music technology. Students will benefit from various approaches to instruction including, but not limited to, listening, reading, harmonic analysis, composition, portfolio and performance projects. Students will choose to focus on one of these study areas: music creation, solo performance, or group performance (e.g. Concert Band or Orchestra). Textbooks: *The Enjoyment of Music*: Forney, Dell’antonio, Machlis; *World Music: A Global Journey*, 4th Edition; Various Online and Hard-Copy Materials  
Software: Musition; Smartmusic.

## IB MUSIC HL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 FINE & PERFORMING ARTS**

**Prerequisite: Teacher Recommendation**

**Homework: MODERATE to HEAVY**

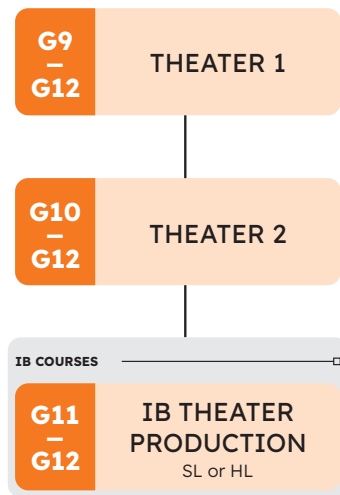
**For IB Music SL course specifics, please review the IB-published [DP subject brief](#).**

This is a two-year course; students are expected to complete both years of the course and submit all required assessment components.

IB Music will immerse students in the in-depth study of the musical links between cultures to train students to think about music within a global context. The curriculum will cover topics in Western and non-Western music such as theory, aural skills, performance, composition and music technology. Students will benefit from various approaches to instruction including, but not limited to, listening, reading, harmonic analysis, composition, portfolio and performance projects. Students will choose to focus on one of these study areas: music creation or solo performance. Students will be expected to demonstrate their understanding of music by performing solo, and by using appropriate musical language to analyze musical works from varied cultures and periods. The IB Music course (HL) is designed to allow students to choose the focus for their studies e.g. rock, pop or classical.

However, it requires that students have a strong music reading and understanding background. It is important to note that both solo performance and composition (creating original music) are mandatory. Textbooks: *The Enjoyment of Music*: Forney, Dell’antonio, Machlis; *World Music: A Global Journey*, 4th Edition; Various Online and Hard-Copy Materials Software: Musition; Smartmusic.





## THEATER 1

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

**Length: 1 year**

**Credit: 1.0 FINE & PERFORMING ARTS**

**Prerequisite: None**

**Homework: LIGHT**

This introductory course emphasizes performance. Students will learn how to interpret pre-existing scripts, devise their own dramas and stage their own ideas both creatively and effectively. Students will learn how to perform on stage as well as develop technical skills such as stage lighting, sound, costume and makeup, prop and set design. Students will be given opportunities to focus on either design or performance skills during the year but must be prepared to try everything. This course aims to give students a solid foundation in theater.

## THEATER 2

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**Grade: 10, 11, 12**

**Length: 1 year**

**Credit: 1.0 FINE & PERFORMING ARTS**

**Prerequisite: Theater 1**

**Homework: LIGHT**

Designed for second year students who have already completed one full year in Theater 1 at SSIS. The course will be largely practical with an equal emphasis on both performance and theater design. These will include theater design, acting, and directing. The course will also include more academic studies of texts, practitioners and methodologies from a theater director's perspective in preparation for the IB Diploma Theater Arts course.

Students will be expected to work together as a professional theater company and to take responsibility for each aspect of work related to their performances. Students will need to commit to some extracurricular time and be prepared to work as a part of a team.

## IB THEATER SL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 FINE & PERFORMING ARTS**

**Homework: MODERATE to HEAVY Prerequisite: None**

**For IB theater SL course specifics, please review the IB-published [IB Theater Subject Brief](#)**

This is a two-year course; students are expected to complete both years of the course and submit all required assessment components.

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. Through research and practical exploration, students will explore play texts and theatrical traditions from around the world. The students will be working both individually and collaboratively to create a devised piece of theater. Students will explore play texts and complete a director's notebook. Lastly, through research and practical exploration students will complete a research presentation. This course emphasizes both creativity and the expression of ideas in both written and oral context. The viewing of live theater is an integral part of the course and over the course of the year there will be multiple opportunities to see live theater in the community.

## IB THEATER HL

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 FINE & PERFORMING ARTS**

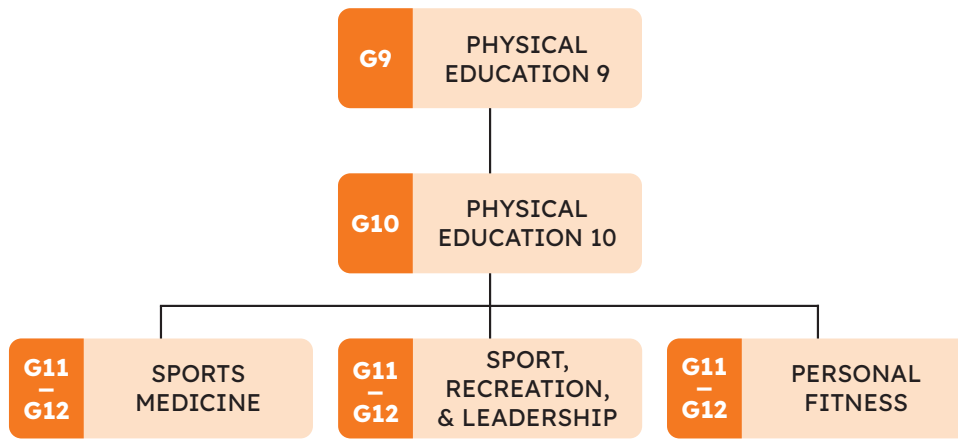
**Homework: MODERATE to HEAVY**

**Prerequisite: Teacher Recommendation**

**For IB theater HL course specifics, please review the IB-published [DP subject brief](#).**

This is a two-year course; students are expected to complete both years of the course and submit all required assessment components.

The IB Diploma Program Theater course is a multifaceted theater-making course of study. Students will have the opportunity to demonstrate their skills in theater as a creator, designer, director, and performer through the 4 assessment tasks administered over the course of the year. The students will be working both individually and collaboratively to create a devised piece of theater. Students will explore play texts and complete a director's notebook. Through research and practical exploration students will explore theatrical traditions from around the world and complete a research presentation. Lastly, students will choose a theorist and create a solo theater performance using the theorist as inspiration. This course emphasizes both creativity and the expression of ideas in both written and oral context. The viewing of live theater is an integral part of the course and over the course of the year there will be multiple opportunities to see live theater in the community. The difference between the SL and HL course is that HL students are expected to research, apply and present scenes using the ideas of a chosen theatrical theorist. During HL hours, students will study various theorists allowing them to explore and identify potential theorist to use in their assessment task.



# Physical Education and Health

The high school Physical Education program offers students the opportunity to develop their motivation, confidence, physical competence, and knowledge. Students will learn the value of physical activity, and develop their understanding of the importance of being physically active for life.

## PHYSICAL EDUCATION/HEALTH 9

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**Grade: 9**

**Length: 1 year**

**Credit: 1.0 PE & HEALTH**

**Prerequisite: Physical Education/Health 8**

**Homework: LIGHT**

Physical Education/Health 9 provides students with an opportunity to experience a variety of team sports, individual sports, and fitness activities. This course focuses on students participating in an active learning environment. Skill development using progressive drills, teamwork, strategies and basic game rules will be included. Sports may include badminton, pickleball, spikeball, invasion games, floor hockey, soccer, flag football, dance, and touch rugby. Skills for fitness activities including cardiovascular endurance, muscular strength, muscular endurance, agility, and flexibility are all aspects of this program. Health topics including the 5 Components of Fitness, how to maintain a healthy lifestyle, the benefits of being active for life and nutrition will be incorporated into a variety of units throughout the year.

## PHYSICAL EDUCATION/HEALTH 10

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**Grade: 10**

**Length: 1 year**

**Credit: 1.0 PE & HEALTH**

**Prerequisite: Physical Education/Health 9**

**Homework: LIGHT**

Physical Education/Health 10 students will build and expand on the skills learned during the Grade 9 curriculum and will continue to develop an understanding of physical literacy, healthy active living, teamwork and game play strategies. Activities may include muscle fitness, rugby, golf, soccer, dance, healthy heart cardio, badminton and softball. Health topics include fitness program planning, wellness, stress management, and nutrition.



## SPORT, RECREATION AND LEADERSHIP

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**Grade: 11, 12**

**Length: 1 year**

**Credit: 1.0 PE & HEALTH**

**Prerequisite: Physical Education/Health 10**

**Homework: LIGHT**

Sport, Recreation, and Leadership provides students with an opportunity to experience a variety of team, individual, and recreational activities. Skill development, progressive drills using individual skills, teamwork, offensive and defensive strategies, and basic game rules will be included. There will be an emphasis on recreational activities with the aim of promoting the value of living an active and healthy lifestyle. Content may include dance, martial arts, tennis, golf, rock climbing, bowling, non-traditional games, net games, muscle fitness, water sports, and first aid. Students will be involved in creating, organizing, leading, and volunteering at community events. Students may have the opportunity to share their experiences with their peers on the Dragon Voice podcast. Classroom topics of mentorship, leadership, goal setting, motivation, and public speaking will be addressed.

## PERSONAL FITNESS

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**Grade: 11, 12**

**Length: 1 year**

**Credit: 1.0 PE & HEALTH**

**Prerequisite: Physical Education/Health 10**

**Homework: LIGHT**

Personal Fitness is designed to enhance students' understanding of the benefits of remaining fit and healthy, and equip them with the knowledge and skills to build personalized training programs for their current and future use. Students will learn fundamental anatomical terminology as the foundation to being able to understand how their body works, and how they can work out in different ways to improve the performance of their muscular and cardiorespiratory systems. Students design and carry out a training program for an endurance event, and create tailored personal training programs for their own personal fitness goals. By planning and implementing a personal fitness program, students will have the opportunity to improve their own current fitness, set goals, use self-management skills, and learn about healthy lifestyle choices for their futures.

## SPORTS MEDICINE

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**Grade: 11, 12**

**Length: 1 year**

**Credit: 1.0 PE & HEALTH**

**Prerequisite: Physical Education/Health 10**

**Homework: LIGHT**

Sports Medicine is designed to introduce students to the various facets of health and wellness, anatomy and physiology, first aid care and athletic training techniques that relate to sports medicine and the field of health care. Students will learn prevention, assessment, and management techniques related to injuries that may occur during recreation and sporting events and activities. Students will explain basic taping and wrapping fundamentals, explore the role of the athletic therapist, identify first-aid supplies, describe common injuries, and apply basic taping and wrapping techniques to various body regions. Students will study and demonstrate first-aid skills and procedures, including cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), for dealing with emergency situations.

# IB Diploma Programme Core

## IB CORE COURSE - THEORY OF KNOWLEDGE, EXTENDED ESSAY, AND CREATIVITY, ACTIVITY, AND SERVICE

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**Grade: 11 and 12**

**Length: 2 years**

**Credit: 2.0 (Required for Full IB Diploma Programme candidate students)**

**Grade: Pass/Fail**

**Homework: Light to Moderate**

**Core requirement for all IB Diploma students**

The IB Core course is designed to support IB Diploma students with the completion of the three core requirements. The Theory of Knowledge (TOK) portion is taught and assessed based on IB criteria over 100 hours. Creativity, Activity, and Service (CAS) support will take the form of introductory and check-in sessions, time to organize and reflect on activities, and completion of required CAS interviews. The Extended Essay (EE) support will take the form of introductory sessions, research, writing and other relevant skills lessons, and structured time for independent researching, organizing, and writing of the EE.

**Theory of Knowledge:** TOK is focused on critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and to explore knowledge questions. For more details on Theory of Knowledge, please review the IB-published [TOK Subject Brief](#)

**Creativity, Activity and Service:** CAS is at the very heart of the IB Diploma. It aims to complement the academic demands of the course and allows each individual to improve as a complete and well-rounded human being. CAS allows students to focus on specific skills that they want to enhance and reflect on their experiences. CAS activities should continue on a regular basis for as long as possible throughout the program, and certainly for at least 18 months. For more details on CAS, please review the IB-published [subject brief](#).

**Extended Essay:** The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity, while engaging students in personal research. For more details on the extended essay, please review the IB-published [subject brief](#).



# Electives

## EXPLORATIONS IN DATA SCIENCE

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*New School Year 24/25*

**Grade: 10, 11, 12**

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Prerequisite: Algebra II (Students may take Algebra II concurrently with Explorations in Data Science)**

**Homework: MODERATE**

**Special Requirement: TI-Nspire CXII Graphing Calculator**

This course will introduce students to the main ideas in data science through tools and technology. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, and the power of data in society.

## INDEPENDENT SCIENTIFIC RESEARCH

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*New School Year 24/25*

**Grade: 10, 11, 12**

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Prerequisite: Teacher Recommendation**

**Homework: MODERATE**

Immerse yourself in the intricate realm of scientific exploration with the Independent Science Research course. Tailored for students passionate about genuine scientific investigation, this course draws its foundation from SSIS's core values and blends the rigorous frameworks of the IB Sciences and NGSS standards. As participants delve into research, they're nurtured to harness critical thinking, teamwork, and the spirit of inquiry. This journey, set within our supportive community, not only kindles individual scientific pursuits but also emphasizes leadership, respect, and ethical considerations. Recognizing the interconnectedness of disciplines, students are encouraged to explore science's crossroads with humanities and arts. Beyond the academic, the course channels student endeavors to address community or global challenges, underscoring the significance of science in dedicated service. Through the course's progression, students receive continuous guidance and feedback, culminating in comprehensive final assessments, including a research paper and an oral presentation. Engaging in this course promises both an academic challenge and a journey of personal and ethical growth.

## SENIOR DIRECTED PROJECT

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**Grade: 12**

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Grade: Pass/Fail**

**Prerequisite: Completion of the SDP Application and approval by the High School Principal**

*[“Senior Directed Project: Three Students Charting Their Own Course”](#) SSIS Website*

The Senior Directed Project (SDP), taken only in Grade 12, will culminate in a final product best suited to the course of study. Students will use this as a medium through which they can demonstrate their research and learning on a chosen topic. Students are assessed on their ability to design, plan, and manage their project which must include the use of outside or online classes in their chosen field and networking with a professional. Additionally, they will be evaluated on their ability to analyze information, evaluate sources and use them effectively to support their work. Lastly students will be assessed on their ability to communicate their learning in both written format by means of 2000 word reflection on the entire process especially focusing on the SSIS Profile of a Learner and an exhibition. The work done by the student will be supported and eventually evaluated by their SDP teacher supervisor. While the student will work with a supervising teacher, they will not meet during every class period in which the student has SDP. Hence, students who wish to take the SDP need to be self-motivated, driven, and goal-oriented.

## YEARBOOK

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

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Prerequisite: None**

**Homework: MODERATE**

Yearbook is a yearlong project based course where students gain an authentic learning experience modeled after a working newspaper or magazine publication. Students enrolled in the Yearbook course form a photojournalism staff whose mission is to produce the very best book that they can for their main audience: the high school students who attend SSIS; their secondary audience: the school staff and other employees; and their tertiary audience: the greater school community and posterity. A yearbook fulfills six roles identified by the Columbia Scholastic Press Association: 1) an educational book which provides the staff an opportunity to develop skills in writing, design, photography, technology, and teamwork, 2) a picture book, 3) a history book that documents the school year, 4) a reference book, 5) a public relations book, and 6) a fun book. Only one of these purposes focuses on the students in the course; the others are essentially service goals.

The yearbook staff then primarily serves the school and its traditions while adhering to the highest standards of the journalistic endeavor.

# Student Development

Saigon South International School promotes a multi-tiered system of support to create a more equitable learning experience for all. Students who need to improve their working academic English language, enhance their executive functioning and metacognitive skills are recommended for the following courses.

## ACADEMIC LANGUAGE AND COMPOSITION 9 (ALC)

**Grade: 9**

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Grade: Pass/Fail**

**Prerequisite: Placement**

**Homework: LIGHT**

This course provides students with strategies and opportunities to strengthen their English literacy skills. Students will improve their writing and reading through extended practice. A primary focus of literacy development is achieving greater sentence fluency, accurate grammar and mechanics, and more precise and varied word choice. Students practice these skills as they engage in focused readings, refine their writing for other classes and reflect on their personal growth. The goal is for them to develop independence in proofreading and refining their academic communication. This is a Pass/Fail class.

This is a required course for students identified by teacher recommendations or at the time of admission. Students in ALC take this course in lieu of a Study Hall, Modern World Languages or Fine Arts course. The counselors will work with students placed in ALC to find the best scheduling options for each particular student. All students in this course must also take a core English course. ALC is not for students who are simultaneously taking English as an Additional Language, Learning Strategies or Study Skills.

## ACADEMIC LANGUAGE AND COMPOSITION 10 (ALC)

**Grade: 10**

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Grade: Pass/Fail**

**Prerequisite: Placement**

**Homework: LIGHT**

This course provides students with strategies and opportunities to strengthen their English literacy skills. Students will improve their writing and reading through extended practice. A primary focus of literacy development is achieving greater sentence fluency, accurate grammar and mechanics, and more precise and varied word choice. Students practice these skills as they engage in focused readings, refine their writing for other classes and reflect on their personal growth. The goal is for them to develop independence in proofreading and refining their academic communication. This is a Pass/Fail class.

This is a required course for students identified by teacher recommendations or at the time of admission. Students in ALC take this course in lieu of a Study Hall, Modern World Languages or Fine Arts course. The counselors will work with students placed in ALC to find the best scheduling options for each particular student. All students in this course must also take a core English course. ALC is not for students who are simultaneously taking English as an Additional Language, Learning Strategies or Study Skills.

## ACADEMIC LANGUAGE AND COMPOSITION 11/12 (ALC)

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**Grade: 11, 12**

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Grade: Pass/Fail**

**Prerequisite: Placement**

**Homework: LIGHT**

This course provides students with strategies and opportunities to strengthen their English literacy skills. Students will improve their writing and reading through extended practice. A primary focus of literacy development is achieving greater sentence fluency, accurate grammar and mechanics, and more precise and varied word choice. Students practice these skills as they engage in focused readings, refine their writing for other classes and reflect on their personal growth. The goal is for them to develop independence in proofreading and refining their academic communication. This is a Pass/Fail class.

This is a required course for students identified by teacher recommendations or at the time of admission. Students in ALC take this course in lieu of a Study Hall, Modern World Languages or Fine Arts course. The counselors will work with students placed in ALC to find the best scheduling options for each particular student. All students in this course must also take a core English course. ALC is not for students who are simultaneously taking English as an Additional Language, Learning Strategies or Study Skills.

## ENGLISH AS AN ADDITIONAL LANGUAGE 9 (EAL)

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**Grade: 9**

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Grade: Pass/Fail**

**Prerequisite: Placement**

**Homework: LIGHT to MODERATE**

English as an Additional Language uses the content of core classes, as well as activities tailored to each student's areas of need, to help multilingual learners practice and develop the English language skills necessary for success in high school. EAL supports the linguistic challenges of subjects like English, Social Studies, and Science. Students who take this class will learn to write and speak with more clarity and complexity, as well as read and listen with increased comprehension. They will build their academic vocabulary and improve their grammar and mechanics. EAL is graded on a Pass/Fail basis

## ENGLISH AS AN ADDITIONAL LANGUAGE 10 (EAL)

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**Grade: 10**

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Grade: Pass/Fail**

**Prerequisite: Placement**

**Homework: LIGHT to MODERATE**

English as an Additional Language uses the content of core classes, as well as activities tailored to each student's areas of need, to help multilingual learners practice and develop the English language skills necessary for success in high school. EAL supports the linguistic complexities of subjects like English, Social Studies, and Science. Students who take this class learn to write and speak with more clarity and complexity, as well as read and listen with increased comprehension. They expand their academic vocabulary and improve their grammar and mechanics. EAL is graded on a Pass/Fail basis.

## STUDY SKILLS (SS)

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

**Length: 1 year**

**Credit: 1.0 ELECTIVE**

**Grade: Pass/Fail**

**Prerequisite: Placement**

**Homework: LIGHT**

Study Skills (SS) allows students to receive small group guidance to improve their study skills, organization, and time management. This class enables students to progress toward independence and self-regulation to help them navigate the complexities of SSIS' rigorous learning environment and establish the foundations necessary to support lifelong learning.

Core features of this course include regular conferences with the students to monitor their progress in core classes. SS is an elective credit that is graded on a Pass/Fail basis and will take the place of Study Hall. Students may exit the course based on academic achievement and recommendations by teachers.

## LEARNING STRATEGIES (LS)

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

**Length: 1.0**

**Credit: 1.0 ELECTIVE**

**Grade: Pass/Fail**

**Prerequisite: Placement**

**Homework: LIGHT**

This is an individualized course designed to support students per their Individual Learning Plans (ILP). This ILP is reviewed yearly with parents and students to keep the information current and relevant. Students work on individual goals, refine work and study habits, improve interpersonal skills, and adopt practices that expand learning dispositions. Self-regulation, independence, and collaboration help students navigate the complexities of SSIS' rigorous learning environment and establish the foundations necessary to support lifelong learning.

Core features of this course include regular conferences with the students to monitor their progress in core classes and ILP goals. LS does not replace Study Hall, as this gives students additional time to complete work. LS is an elective credit that is graded on a Pass/Fail basis.

# Study Hall

## STUDY HALL

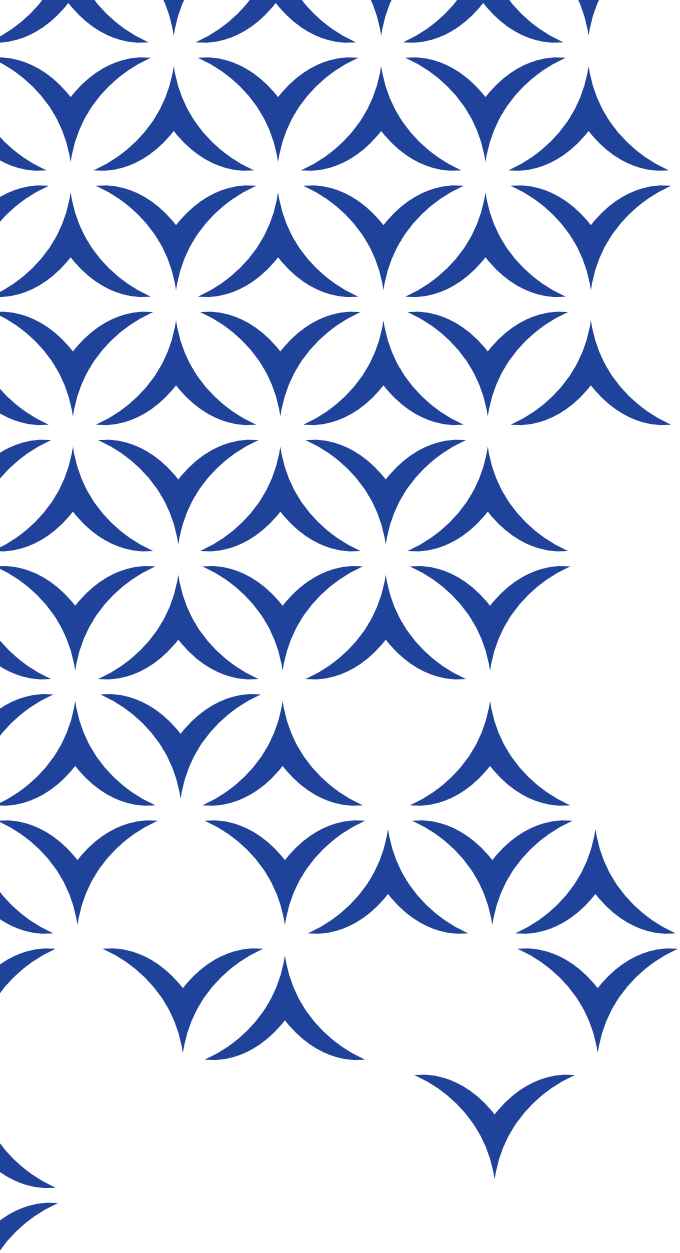
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**Grade: 9, 10, 11, 12**

**Length: 1 Year**

**Credit: 0.0**

Each high school student is required to take a full year of study hall each year, unless otherwise enrolled in an alternative support course recommended or required by SSIS. In addition to quiet study time, study hall serves to allow students time to meet with the counselor, teachers, and administrators throughout the year. Students are not permitted to take more than one Study Hall without the approval of the High School Principal.



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