SECONDARY SCHOOL COURSE OFFERINGS

2025-26

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IB CONTINUUM
CONTINUUM DE L'IB
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WE ARE AN ACCREDITED SCHOOL

International School
Bangkok

KIS

International School
Bangkok

WELCOME TO KIS

KIS International School was founded in 1998. KIS is an International Baccalaureate (IB) World School delivering four IB programs (PYP, MYP, CP, and DP). The growing school community comprises just under 850 students from 45 countries.

Our Vision: *inspiring individuals*

Our Mission:

To offer a challenging and dynamic international education that inspires and supports students in developing the knowledge, skills, and characteristics to take responsible action for the betterment of their local and global communities.

Our Core Values:

- Striving for understanding
- Nurturing passion in self and others
- Taking action ethically
- Creating a caring and inclusive community

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WELCOME TO SECONDARY SCHOOL

This Course Offerings booklet has been developed to assist you in planninga Secondary School program that meets your individual needs, interests, and goals for further education. It outlines the courses that the Secondary School may offer (depending on interest) in the 2025-2026 academic year.

You should take some time to study the course descriptions, graduation requirements, and related information contained in this manual. In order to select the appropriate courses, it may be necessary to consult with your parents, counselor, the International Baccalaureate (IB) Coordinator, the Careers-Related Programme (CP) Coordinator and the relevant teachers. It is very important that you make subject choices that are well-researched and that suit your future educational aspirations. The Secondary School program is rich and extensive. We highly recommend that you use this manual to select subjects that will give you a well-balanced yet challenging program.

Please note that the inclusion of a course description in this manual does not guarantee that the course will be offered or will necessarily fit into your schedule. The scheduling of a course is often dependent on a minimum number of students wishing to take it and the most effective utilization of teachers in particular subject areas and courses. In addition, the school reserves the right to cancel any course for administrative reasons.

KIS is proud to offer a wide range of IB courses that inspire students and nurture their passions. Balanced learning and real-world connections across subjects is at the core of the KIS and IB Mission Statements. Enjoy looking through the wide range of options on offer at KIS, and we look forward to supporting your learning, development, and passions.

Choosing and Academic Program

KIS International School offers a comprehensive program designed to prepare students for college and university admission. Students who successfully complete the requirements for graduation (in grades 9-12) earn the KIS Diploma.

KIS offers the International Baccalaureate (IB) Diploma Program (DP), an academically rigorous and challenging program that is recognized in most countries of the world as a university entrance qualification, as well as the IB Career-Related Program (CP), which is also recognized as a university entrance qualification alongside the KIS Diploma in many countries of the world. Students in Grades 11 and 12 may choose to work toward the IB Diploma, CP Certificate with selected IB courses, or they may take selected IB courses for their KIS Diploma. Students who take the same IB course in G11 and G12 are required to take the external examinations at the end of G12. Participation in each of these programs demands hard work, a mature attitude, and self-discipline as each pathway can be an excellent, well-rounded preparation for university-level work.

With so many options available, it is recommended that students begin Grade 9 with a four-year academic program in mind. Careful consideration of the courses offered and advance planning will ensure the best program of study to help KIS students reach their academic goals.

Graduation Requirements

Number of Courses Required Each School Year
Students in Grades 9 and 10 are required to enroll in seven academic classes per year. Students in Grades 11 and 12 are required to enroll in six classes per year if enrolled in the IB Diploma Programme or a minimum of five classes if enrolled in IB courses. For information about the number of classes if enrolled in the CP Programme, please contact the CP Coordinator.

Minimum Credits Required for Graduation
Credits are computed in terms of hours. One credit represents at least 120 hours (two semesters) of work in one subject over the course of the school year. Students must accumulate a minimum of 23 course credits in order to graduate from KIS. Of those 23 credits, 19 are to be acquired in specific academic subjects. The four remaining credits may be earned in electives. In some cases, the year in which the credit is to be acquired may also be specified.

Graduation Requirements by Subject Area
The minimum and recommended credit requirements for graduation are shown in the following chart.

Subjects	Minimum Credits Needed	Recommended Credits
English	4	4
Math	3	3-4
Sciences	3	3-4
Individual & Societies	2	3-4
Language Acquisition**	2	3-4
Physical & Health Education*	2	2
The Arts/Design*	2	2-4
Electives	5	4-5
TOTAL:	**23**	**24-26**

Note: Credit is awarded each semester with a minimum score of an IB "3" (as awarded by KIS) or as a result of students earning an equivalent grade from another institution.

* To be completed prior to Grade 11
** Thai passport holders are required by the Thai Ministry of Education to be enrolled in a Thai language course for each year of attendance.
*** IB Careers Programme: Completion of the IBCP satisfies requirements

for electives and up to four (4) credits of Sciences, Individuals and Societies, English or Mathematics.

Additional Requirement
Students are required to engage in service experiences in each academic year. IBDP students and students taking IB courses will need to meetadditional Creativity, Activity, Service (CAS) requirements and IBCP students will also have a Community Engagement component.

Planning for College and University Admission

In planning your four-year 9-12 program, try to take advantage of a wide range of learning opportunities. Your 9-12 academic program should provide you with specific skills and knowledge and present you with a broad perspective of the world and its possibilities.

The curriculum at KIS offers courses with these two goals in mind. In order to accomplish these goals, you may choose to challenge yourself and go beyond the minimum credit requirements for graduation. Many colleges and universities prefer students who study at least three years in each of the course subject areas, especially in the field they intend to pursue at the post-secondary level. Some majors/faculties, such as engineering and medicine, require four years of study in some subject areas. Be sure to check college and university websites for their specific requirements. Here are some suggestions for selecting subjects in each department:

English: You are required to earn **four (4) credits of English.** In your English courses, you will be taught two important skills: how to read critically and how to write analytically and persuasively. It is important for you to read closely and extensively from world literature and mass media with a view to understanding cultural and contextual perceptions that shape the narrative of any given text. With practice, you will learn to identify the main features of texts and ideas. It is our hope that you will develop a lifelong appreciation for reading and both the oral and written expression of ideas.

Mathematics: While **three (3) credits** of Mathematics are required for graduation, it is recommended that you study math every year in 9-12 since it is essential for your higher education. New discoveries in science, economic prediction, and models of change are all expressed through this language. Through math, you should learn to question, so that you will increase your understanding and develop a willingness to wrestle with difficult, new problems. Your success in courses in the natural and social sciences will depend on your proficiency in algebra, functions, and graphing.

Science: While **three (3) credits** of Science are required for graduation, it is recommended that you study science every year in 9-12 since it is essential for your higher education. The natural sciences explain, predict, and sometimes control the processes responsible for phenomena that we observe. Much of what we know today originated in questions posed by scientists. Those questions have also led to technological advances in all fields, and these are occurring at a rate almost beyond belief. A strong foundation in science is a critical pillar in an individual's education.

Individual & Societies: While **two (2) credits** of Individual & Societies are needed to graduate, it is recommended that you study these courses every year in 9-12 since it is essential for your higher education. Individual & Societies courses develop a student's capacity to identify, analyze, critique, and evaluate theories, concepts, and arguments about the nature and activities of the individual and society. In addition, these subjects provide a sound preparation for college work by enabling you to develop needed skills in collecting, describing, and analyzing data, in addition to writing essays with thesis statements supported by strong arguments.

Language Acquisition: KIS requires **two (2) credits** of the same additional language and challenges you to leave Secondary School with the ability to easily read and acceptably pronounce vocabulary in this language. Three or four years of language study for an additional language course is much more impressive than taking several languages. When you know another language well, you can enter a different culture more seamlessly and better understand its ideas and values. In order to take a Language B for IB you should ideally have three years of experience in the language.

Physical and Health Education (PHE): You must obtain at **least two (2) credits** in Physical and Health Education. In PHE, you will engage in a variety of physical activities that promote fitness, health, and wellness. This course helps you understand the importance of maintaining a healthy lifestyle through regular exercise, proper nutrition, and positive mental health practices. You will develop skills in teamwork, leadership, and self-discipline while participating in individual and group activities. Additionally, PHE provides knowledge about body systems, the benefits of physical activity, and strategies to incorporate fitness into your daily.

The Arts and Design: You must obtain at **least two (2) credits** in The Arts and Design. The Arts and Design enable you to explore the world through art, drama, and design. You will be exposed to the thoughts, ideas, feelings, and emotions expressed in the artists' interpretations of the times in which they have lived and the events they have experienced. Design is required to facilitate the work you will be expected to do within the classroom.

Creating Your KIS Class Schedule

What courses do I take in Grade 9?
In Grade 9, you will take the following required courses to fulfill graduation requirements, and they are prerequisites for courses in Grades 10 through 12:

MYP Language Literature or English as an Additional Language
- MYP Language Acquisition (appropriate level)
- MYP Integrated Humanities
- MYP Math (appropriate level)
- MYP Integrated Sciences
- MYP Physical and Health Education
- MYP Visual Arts/MYP Drama/MYP Design/MYP Music

What courses do I take in Grade 10?
- MYP Language Literature
- MYP Language Acquisition (appropriate level)
- MYP Integrated Humanities
- MYP Math (appropriate level)
- MYP Integrated Sciences
- MYP Physical and Health Education
- MYP Visual Arts/MYP Drama/MYP Design/MYP Music (two out of the four options)

What courses do I take in Grades 11 and 12?
The KIS curriculum aims to provide students with a well-rounded education that combines both breadth and depth in their coursework.

All students who satisfy the KIS graduation requirements will receive the KIS Diploma. In order to maximize academic potential, it is recommended that Grade 11 and 12 students take courses beyond minimum graduation requirements that are academically challenging, cover a broad range of subjects and meet the admissions requirements of the universities in the country where they intend to study.

Changing Your Course Selection

Determining which courses will be of optimum value is one of a student's most important responsibilities. This task requires that you consider both your short-term and long-term educational goals. Seek advice from parents, counselors, teachers, IB coordinators and be sure to consider college and university entrance requirements.

Registration for classes is an annual responsibility that commits you to a schedule of classes for an entire school year. It is sometimes possible to make adjustments to your schedule during the first two weeks of the school year. It is sometimes possible to make adjustments to your schedule during the first two weeks of the school year. Grade 11 students can make changes to their courseload until the end of September. After that, a schedule change should be made only in the following circumstances:

- The change is necessary to meet graduation requirements.
- A prerequisite for the course in question is missing.
- Teacher recommendation.
- Credit has already been granted for the course in question.
- A medical reason for a class change presents itself.
- An error occurred in course placement or course registration.

Note: You are expected to remain in yearlong courses.

Course changes are considered the exception rather than the rule; therefore, please plan your courses carefully.

Remember that your choices will impact the building of the master schedule. Changes from your initial selections may not be possible.

Grade 11 and 12 options

Recognizing the diverse needs of students for college and university preparation, the Secondary School offers its Grade 11 and 12 students the opportunity to complete the following options:
- The International Baccalaureate Diploma Program (IBDP), which will give the successful student an IB Diploma, as well as the KIS Diploma.
- The International Baccalaureate Career-Related Program (IBCP), which will give the successful student an IB CP Certificate and the KIS Diploma.
- A selection of individual IB courses, which will give the successful student IB Certification, as well as the KIS Diploma.

International Baccalaureate Diploma

What is the International Baccalaureate Diploma?
The International Baccalaureate Organization's Diploma Program is a rigorous, demanding pre-university curriculum that is designed for highly motivated secondary school students aged 16 to 19. The IB Diploma Program has earned a global reputation for rigorous assessment, thus giving IB Diploma holders access to the world's leading universities. IB students develop research and critical thinking skills that provide outstandingpreparation for university and lifelong learning.

The IB Diploma: Content, Structure and Requirements

The IB Diploma is a two-year program taught in Grades 11 and 12. It provides a rigorous educational experience across six academic subjects, allowing for focus and depth to occur in the Higher Level subjects and breadth to occur in the Standard Level subjects.

Course Structure

- Six academic subjects studied over two years, one to be selected from each of Groups 1 to 5, with the sixth subject from any Group including The Arts. Three of these subjects must be studied at Higher Level (HL) and three at Standard Level (SL).
- Theory of Knowledge (TOK)
- Extended Essay (EE)
- Creativity, Activity and Service (CAS)
- Note: It is possible to take two languages from Group 1 (and none from Group 2) leading to a Bilingual IB Diploma.
- The Transdisciplinary subject (Environmental Systems and Societies) can be taken as a Group 3 or a Group 4 subject, or it can be taken as both a Group 3 and Group 4 subject. These exceptions are further explained later.

Methods of Assessment

- Students will receive school grades (1 to 7) throughout the two years.
- A range of internally and externally assessed components across all academic subjects.
- Internal Assessments (IAs) include language orals, Mathematical Investigations or portfolios, Economics commentaries, Science lab reports, etc. These wide-ranging internal assessments are marked internally by KIS teachers and samples are then externally moderated by IB examiners.
- External Assessments (EAs) include all IB exams, Theory of Knowledge (TOK) Essay, Extended Essay (EE), etc. These external assessments are graded by IB examiners.
- At the end of the two years, the IB will award and send your final grades. The six academic subjects are graded on a scale from 1 (minimum) to 7 (maximum). The EE and TOK are graded on a scale from A (Excellent) to E (Unsatisfactory) and contribute between 0 and 3 additional points.
- The maximum IB Diploma score is 45 points. (6 x 7) + 3 = 45 points
- The Diploma is awarded for a minimum of 24 points including a minimum of 12 points at Higher Level and 9 points at Standard Level, passing TOK, EE, and CAS, no subject scores below a 2, and only one subject score is allowed to be a 2.

The Core Requirements of the IB Diploma

The Extended Essay

The Extended Essay (EE) offers students the opportunity to investigate a topic of special interest and acquaints them with the independent research and writing skills expected at the university level. Every IB Diploma candidate must submit an Extended Essay in order to obtain the Diploma. The essay is expected to take approximately 40 hours of work and will be 4,000 words in length. Every student is assigned a supervisor whom they will meet with on a number of occasions throughout the essay-writing process.

Theory of Knowledge

The Theory of Knowledge (TOK) course is central to the educational philosophy of the IB Diploma. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge while encouraging students to become aware of themselves as thinkers. Teachers engage students in a critical examination of knowledge and encourage them to gain and apply their own knowledge with greater awareness and responsibility.

Creativity, Activity and Service

Participation in CAS (Creativity, Activity and Service) is a requirement of the IB Diploma. The students themselves decide on their own CAS program through the activities they create and in which they become involved. CAS activities need to be done throughout the two-year period and sustained activities are actively encouraged.

CAS aims to develop students who are:

- Reflective thinkers
- Willing to accept new challenges and new roles
- Aware of themselves as members of communities with responsibilities towards each other and the environment
- Active participants in sustained, collaborative projects
- Balanced—they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have met the following learning outcomes:

- Increased their awareness of their own strengths and areas for growth
- Undertaken new challenges
- Planned and initiated activities
- Worked collaboratively with others
- Shown perseverance and commitment in their activities
- Engaged with issues of global importance
- Considered the ethical implications of their actions
- Developed new skills

All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome (further details about aims and learning outcomes may be found in the student handbook).

The IB Career Related Program: Content, Structure and Requirements

The IB Career-Related Program is a two-year program taught in Grades 11 and 12. The CP is a framework of international education that incorporates the values of the IB into a unique program addressing the needs of students engaged in career-related education. The program leads to further/higher education, or employment.

Course Structure

- Students complete at least two IBDP courses in grade 11 in any of that program's subject groups. IBDP courses provide and enhance the theoretical underpinnings and academic rigor of the CP.
- The CP core components give context to the DP courses and the career-related study, drawing all aspects of the framework together. Through the CP core, students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning.
- Career-Related Studies through one of our CP partnerships:
  - Savannah College of Art and Design (SCAD) in the USA
  - Sustainability Management School (SUMAS) in Switzerland
  - King Mongkut's University of Technology (KMUTT) with the School of Architecture and Design in Thailand
  - Les Roches Hospitality School in Switzerland
  - Arizona State University in the USA
  - Embry-Riddle University in the USA and Singapore,
  - World Academy of Sport
  - The career-related studies are designed to prepare students for higher education education and their future career.

Methods of Assessment

- Students will receive school grades (1 to 7) throughout the two years in their IB DP subjects.
- A range of internally and externally assessed components across all academic subjects.
- Internal Assessments (IAs) include language orals, Math portfolios, Economics commentaries, Science lab reports, etc. These wide ranging internal assessments are marked internally by KIS teachers and samples are then externally moderated by IB examiners.
- External Assessments (EAs) include all IB exams and are graded by IB examiners.
- The Career-Related Studies is assessed solely by the course provider.
- The reflective project is assessed by the school and moderated and graded by the IB. They are graded from A to E, with A being the highest.
- The school is responsible for confirming with the IB that students have completed the requirements for Community Engagement, Personal and Professional Skills and Language and Cultural Studies.
- At the end of the two years, the IB will award and send your final grades for the courses you have taken. DP subjects are graded on a scale from 1 (minimum) to 7 (maximum).

The Core Requirements of the IBCP Certificate

The CP core bridges the IB academic courses and the career-related study and provides students with a combination of academic and practical skills.

Four interrelated components form the core:

- Personal and professional skills - designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course, the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.
- Community Engagement - the development and application of knowledge and skills towards meeting an identified and authentic community need. In this research-based approach, students often undertake service initiatives related to topics studied previously in their academic disciplines, utilizing skills, understandings and values developed in these studies.
- Reflective Project - an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. Through a reflective project, students identify, analyze, critically discuss and evaluate an ethical issue arising from their career-related studies. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity.
- Language and Cultural Studies - ensures that all students have access to a language program that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language.

The Career-Related Studies

The Savannah College of Art and Design (SCAD) provides a learning pathway for students to begin their journey toward an art and design career by completing university-level courses at SCAD before beginning full-time studies. The SCAD IBCP Pathway is an excellent and customizable platform that allows qualified high school students to begin their journey toward an art and design career — and a rewarding creative career — by completing university-level courses at SCAD before beginning full-time studies. Via specialized course tracks, IBCP students earn up to 25 college credit hours.

CP students will take one of the eleven tracks offered by SCAD as the Career-Related Study (CRS):

- Track 1A: General/Foundations – STEM eligible
- Track 1B: General/Foundations – Digital Media Majors – STEM eligible
- Track 2A: General/Foundations and Liberal Arts – STEM eligible
- Track 2B: General/Foundations and Liberal Arts (No DRAW 100 Required)
- Track 3: Advertising and Branding – STEM program
- Track 4: Graphic Design – STEM program
- Track 5: Interactive Design and Game Development – STEM program
- Track 6: Photography
- Track 7: Sequential Art
- Track 8: Business of Beauty and Fragrance
- Track 9: Fashion Marketing and Management
- Track 10: Social Strategy and Management – STEM program
- Track 11: Custom Tracks: Students can customize classes based on their needs and interests

Sustainability Management School (SUMAS) offers an innovative learning program for students ready to make an impact on their education. SUMAS promotes the practice of sustainability in all areas of business management to provide students with the knowledge and experience to build business as it should be. SUMAS Career-related Studies Business & Sustainability equip students with the fundamentals of sustainability and leadership, combining these with practical experience with international organizations and companies to bring complex business challenges to ambitious students. Via specialized course tracks, IBCP students earn up to 12 college credit hours as well as consideration for the SUMAS Academic Merit Scholarship; a 30% credit towards the fees of a SUMAS Bachelor of Business Administration (BBA) in one of our five bachelor majors.

CP students will take one of the three tracks offered by SUMAS as the Career-Related Study (CRS):

- Track 1: Sustainable Fashion
- Track 2: Natural Conservation
- Track 3: Sustainable Tourism
- Track 4: Sustainable Hospitality
- Track 5: Sustainable Culinary Arts

- Track 6: Sustainable Finance and Digitalization

School of Architecture and Design, KMUTT
- Track 1: Architecture
- Track 2: Interior Architecture
- Track 3: Communication Design
- Track 4: Landscape Architecture
- Track 5: Design Innovation
- Track 6: Multiple Intelligences for Design Innovation (MIDI)

Embry-Riddle Aeronautical University, ERA
- Aeronautical Sciences
- Aviation Maintenance
- Computer Engineering
- Engineering
- Unmanned System
- Cybersecurity
- Maths
- Physical Sciences
- Meteorology

Arizona State University (ASU) offers Career-aligned Degree Stackable Certificates to help learners explore interests and launch their own path-ways to degrees and careers. The courses align with degree programs at ASU to meet prerequisite and general education requirements and to provide a broad introduction to the field of study.
- Health Education
- General Business
- STEM Foundation
- Engineering
- Behavioral Sciences
- Sustainability
- Education
- Computer Sciences

IB Subjects

Whether students are taking the IBDP, IBCP, or specific IB courses in G11 and G12, they are obliged to take the final examination. Students receive an official IB Certificate for each IB course they successfully complete. IB Certificates, especially those at the Higher Level, may be used to gain advanced standing or credit in many colleges and universities.

What IB subjects does KIS offer?
You may use the table below to help with course selection for the IB Subjects. Please refer to the subsequent course selection guidelines to assist in decisions over appropriate levels (Higher or Standard) based on your Grade 9 and 10 courses. It is always recommended that you discuss any decisions with your teachers for guidance as well.

For those planning to study outside the United States, successful completion of the IB Diploma may be desirable. Students who complete the IB Diploma and wish to pursue higher education in the United States may be granted advanced standing in US colleges and universities; in a number of colleges and universities, "sophomore" standing may be obtained. It is worth noting that nearly 75% of students worldwide who obtain an IB Diploma study at universities in the US. However, please note that it is the college or university, not the IB, that grants advanced placement.

Group	Subjects and Levels Offered
Group 1 Studies in Language & Literature	English A Language & Literature SL/HL Thai A Language & Literature SL/HL Chinese A Language and Literature SL/HL School-supported Self-Taught Literature SL
Group 2 Language Acquisition	Mandarin B SL/HL Spanish B SL/HL Mandarin Ab initio SL Spanish Ab initio SL
Group 3 Individuals and Societies	Business Management SL/HL Economics SL/HL Psychology SL/HL History SL/HL
Group 3 & 4 Transdisciplinary Subject	Environmental Systems & Societies SL/HL
Group 4 Sciences	Biology SL/HL Chemistry SL/HL Physics SL/HL Design Technology SL/HL Computer Science SL/HL
Group 5 Mathematics	Mathematics Analysis SL/HL Mathematics Applications SL/HL
Group 6 The Arts	Visual Arts SL/HL

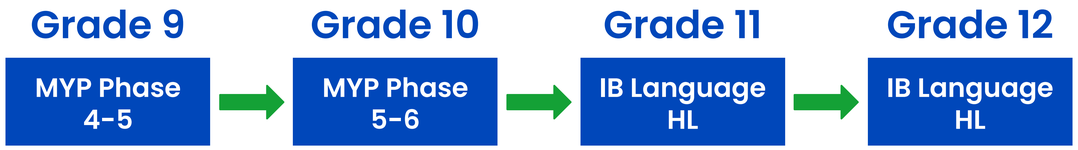
NOTE: For additional IB courses delivered online through an IB approved course provided called Pamoja, please refer to the section below called Pamoja Online Courses Options on page 40.

Selecting your Language Acquisition Course
- If you are bilingual and passionately interested in Literature, you may consider doing two Language A courses e.g. English A-Language & Literature + Thai A-Language & Literature.
- If you are learning a second language and in MYP Phase 3-5, it is likely that you will do one A Language + one B Language.

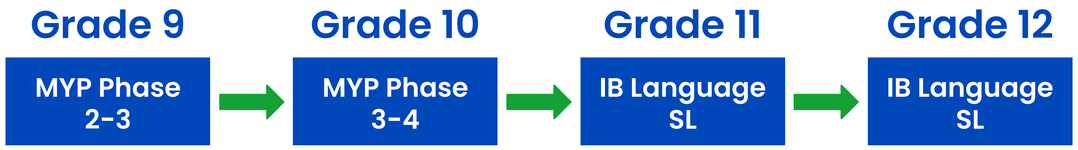
- If you have no previous experience or have limited experience in Mandarin or Spanish you can take one A Language + Mandarin or Spanish abinitio.

The flowcharts below outline the optimal paths for studying an IB Language B.

- Students planning to study their chosen second language (IB Language B) at the Higher Level should be doing well at MYP Phase 5 (or higher) in Grade 10.



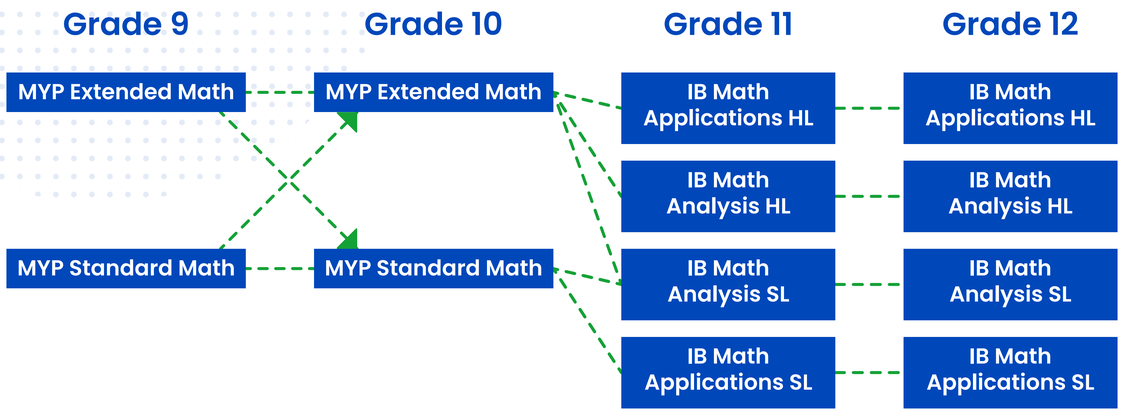
- Students planning to study their chosen second language (IB Language B) at the Standard Level should be doing well at Phase 3 (or higher) in Grade 10.



- Students beginning their second language in Grade 9 will find it challenging to enter an IB Language B course. They will need a teacher recommendation and may need to commit to extra work over the summer before Grade 11.
- Students wishing to take an Ab-initio language in Grade 11-12 must have very limited prior exposure to the language.

Selecting Your Math Course

IB Math selection is determined by your level, performance and the departmental recommendation. The departmental recommendation uses five measures: G10 math grade from Semester 1, G10 math exam from Semester 2, score on placement test, the recommendation from the current math teacher and MAP score. These recommendations are given to Grade 10 students in January or early February.



Selecting Your Science Course

Students need to be careful when selecting which science course to study and pay close attention to university course specific requirements. Remember that Group 4 Experimental Sciences also includes Environmental Systems and Societies and Design Technology.

The Environmental Systems and Societies course can be chosen to fulfill the requirements as a Group 3 course or a Group 4 course, or if necessary, it can fulfill both Groups 3 and 4 in one. This would allow a student, for example, to fit an extra subject into their schedule.

Support Programs

English Language Acquisition Program

KIS International School provides an English Kanguage Acquisition program for Grades 6-9 students who need specialized support with their English language acquisition.

English Immersion

Research has shown that language learning is greatly enhanced by meaningful use in authentic learning environments. At KIS, our immersion program ensures that students have access to the mainstream curriculum and meaningful daily interactions with their English-speaking peers. In this inclusive model of teaching and learning, language specialists and content teachers collaborate to ensure that the curriculum is accessible to all language learners.

Some of the benefits of this model include:

- Exposure to a wide range of language models from peer groups
- Experience with a range of text types and genres
- Integrates language and content instruction
- Focus on academic language required to meet curriculum standards
- Promotes high levels of achievement
- Specialized support aligned with individual language and academic learning needs

Learning Support (LS)

The purpose of the Learning Support Program at KIS International School is to promote an inclusive educational program in which students with learning needs are fully participating members of a community of learners. All students at KIS International School are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their educational programs. As IB learners KIS International School's students strive to be inquiring, knowledgeable, and caring young people who are working to create a better and more peaceful world through intercultural understanding and respect. They are active, compassionate, and lifelong learners who understand that other people are different and that everyone is valued despite their learning concerns. They are becoming principled communicators who approach a problem with an open-minded, caring approach and make a decision after reflective thought

Course Offered in the Secondary School by Department

Language & Literature
MYP English Lang & Lit
MYP Thai Lang & Lit
IB English A Lang & Lit SL/HL
IB Chinese A Lang & Lit SL/HL
IB School Supported Self-Taught Literature SL

Language Acquisition
MYP Chinese (Mandarin) Phases 1-6
MYP Spanish Phases 1-6
IB Chinese B (Mandarin B) SL/HL
IB Chinese (Mandarin) Ab Initio SL
IB Spanish B SL/HL
IB Spanish Ab Initio SL
English Language Acquisition (Grade 6-10)

Individual & Societies
MYP Integrated Humanities
IB Business & Management SL/HL
IB Economics SL/HL
IB Environmental Systems & Societies HL/SL*
IB History SL/HL
IB Psychology SL/HL

Sciences
MYP Integrated Sciences
IB Biology SL/HL
IB Chemistry SL/HL
IB Computer Science SL/HL
IB Design Technology SL/HL**
IB Environmental Systems & Societies HL/SL*
IB Physics SL/HL

Mathematics
MYP Standard Math
MYP Extended Math
IB Math Analysis & Approaches SL/HL
IB Math Applications & Interpretations SL/HL

Design and Technology
MYP Design
IB Design Technology SL/HL**

The Arts
MYP Music
MYP Theater
MYP Visual Arts
IB Visual Arts SL/HL

Physical Education
MYP Physical & Health Education

IB Core
Creativity, Action & Service (CAS)
Extended Essay (EE)
Theory of Knowledge (TOK)
Personal & Professional Skills Courses (PPS)
Community Engagement (CE)
Reflective Project (RP)
Language and Cultural Studies (LCS)

* Transdisciplinary Subject – can be taken as either a Group 3 or Group 4 IB subject (or both)
**IB Group 4 subjects

Note: Courses will only be offered if sufficient enrollment numbers make them viable.

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Course Descriptions

Language & Literature

Graduation Requirement:
At least four (4) credits

MYP English **Grade 9, 10**
Prerequisite: None
2 years, 1 credit per year

MYP English prepares students to enter IB English Language & Literature. The aim of MYP English is to provide students with a solid foundation in literary appreciation and analysis. Literature is the means through which we explore the diversity of human creative thought and it is studied via fiction, poetry, drama and film. The language skills of reading, writing, speaking, viewing and analyzing are developed through a variety of activities. Students respond to their reading through a range of written tasks and oral interpretation assignments, as well as routinely engage in creative exercises that encourage them to use their imaginations and find their voices.

The aim is to build on the reading comprehension, writing, speaking and viewing skills and provide opportunities for students to engage with central concepts. This subject promotes a multicultural view of literature via fiction, non-fiction, drama, poetry and media. Students hone their writing skills through a variety of modes: expository and persuasive writing, literary analysis and creative writing. The thematic threads for this course include the exploration of personal transformation, conflict and coming of age.

IB English/Thai/Chinese A Language and Literature SL **Grade 11, 12**
Prerequisite: None
2 years, 1 credit per year

This is a two-year course for students interested in understanding the constructed nature of meanings generated by the English/Thai/Chinese language and the web of relationships languages share with the social world, focusing on developing students' linguistic skills in three areas, their receptive skills, productive skills and interactive skills. While four literary texts are used as a basis for assessments, discourse and written work, half the course is structured around a range of non-literary texts making this course more suitable for students less interested in literary study and more interested in the study of language as we encounter it in day-to-day living. The three areas of exploration for this course are: Readers, Writers and Texts, Time and Space, and Intertextuality.

IB English/Thai/Chinese A Language and Literature HL Grade 11, 12
Prerequisite: None
2 years, 1 credit per year

This is a two-year course for students interested in understanding the constructed nature of meanings generated by language and the web of relationships the language shares with the social world, focusing on developing students' linguistic skills in three areas, their receptive skills, productive skills and interactive skills. While six literary texts are used as a basis for assessments, discourse and written work, half the course is structured around a range of non-literary texts making this course more suitable for students less interested in literary study and more interested in the study of language as we encounter it in day-to-day living. The three areas of exploration for this course are: Readers, Writers and Texts, Time and Space and Intertextuality.

IB School Supported Self-Taught Literature SL Grade 11, 12
Prerequisite:
2 years, 1 credit per year

The language A: literature course introduces students to the analysis of literary texts. It is the course through which the IB's policy of mother -tongue entitlement is delivered. The course is automatically available in 55 languages and available by special request and may be studied in any language with a sufficiently developed written literature.

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works, such as plays, poems,and novels. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

As this course does not have a KIS teacher to guide students, those who wish to take this course at KIS must agree to take on the following responsibilities:

- Secure a tutor with appropriate credentials or use the school-approved provider MIH Unlimited
- Meet at the agreed time with their tutor
- Submit all homework and assignments on time. If there is any delay or if the student fails to meet any deadline set by the IB or by KIS, then the student bears all responsibility.

Language Acquisition

Graduation Requirement:
At least two (2) credits of the same language

MYP Chinese (Mandarin) or Spanish - Phase 1 - Phase 6 Grades 9, 10
Prerequisite: MYP Phase 1 and teacher recommendation
1 year, 1 credit

MYP Language Acquisition believes the ability to communicate in a variety of modes in more than one language is essential to promote multilingualism and intercultural understanding. It provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture and is equally designed to equip the student with a skills base to facilitate further language learning. The learning of Language Acquisition in MYP is structured in 6 phases so the complexity and range of language profiles students bring to their MYP classroom are acknowledged and fostered. Students beginning their studies may have exited from any of the five phases or may have no prior knowledge or experience of the language studied. Students will be placed according to their level.

The aim of teaching and learning in Language Acquisition is to enable the student to become a critical and competent communicator. This course encourages students to gain competence in an additional language with the long-term goal of becoming multilingual and multicultural. It also enables students to develop lifelong learning skills and encourages students to develop an awareness and understanding of the diverse perspectives of people from other cultures.

IB Chinese (Mandarin) B or Spanish B SL Grade 11, 12
Prerequisite: None
2 years, 1 credit per year

This course focuses on the study of a wide range of written and oral texts related to prescribed Language B program topic areas: Identities, Experiences, Human Ingenuity, How We Share the Planet and Social Organization. The Standard Level Language program aims to train students to communicate comfortably and effectively in the language both orally and in written form. At the end of two years, the students will be assessed on their ability to handle and process information, write their own texts, understand and respond to oral and written communication and enter into an intelligent discussion of a wide range of topics. Students will also develop an awareness and appreciation of people of different cultures.

Where students' levels of proficiency allow and when class enrollment is low, there is a possibility that students could be grouped in one class for the IB Language B program. All students are expected to take the external examination.

IB Chinese (Mandarin) B or Spanish B SL/HL **Grade 11, 12**
Prerequisite: MYP Phase 5 or 6 with teacher recommendation
2 years, 1 credit per year

This course has the same features as the IB Standard Level except that the texts related to the major topics are studied more thoroughly. Students are encouraged to produce well-structured written and spoken interactions in a number of registers and styles.

In addition to this, students will study two original works of literature in the target language, which will be used as source material for their final oral exam in the second semester of their second year of study. Students are expected to offer a detailed personal response to an extract from one of the two works studied, demonstrating their ability to develop their personal ideas and feelings around the extract and express them with fluidity and clarity. They are not expected to offer the same level of literary analysis as required of IB Language A students.

At the end of the second year of this course, students will be assessed on their ability to handle and process written information, write their own texts, understand and respond to oral and written communication and enter into an intelligent discussion of a wide range of topics. They will also demonstrate an awareness and appreciation of the different perspectives of people of other cultures.

Where students' levels of proficiency allow and when class enrollment is low, there is a possibility that students could be grouped in one class for the IB Language B program. All students are expected to take the external examination.

IB Chinese (Mandarin) and Spanish B ab intio SL **Grade 11, 12**
Prerequisite: Has no previous experience of the language
2 years, 1 credit per year

Ab Initio Mandarin and Ab Initio Spanish are courses designed specifically for students with no previous instruction in Mandarin or Spanish. The KIS Language in Acquisition Department believes students should always continue in their chosen target language, aiming at the highest possible proficiency. Grade 11 students who seek to complete the IB Diploma and have no or extremely limited exposure to a foreign language studied at KIS will be able to choose one of these courses.

Individuals and Societies

Graduation Requirement:
At least three (3) credits of Individual & Societies

MYP Integrated Humanities **Grades 9, 10**
Prerequisite: None
2 years, 1 credit per year

Students collect, describe and analyze data used in studies of societies, test hypotheses and learn how to interpret complex information, including original source material.

This focus on real-world examples, research and analysis is an essential aspect of the subject group. The subject encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.

IB Business Management SL/ HL **Grades 11, 12**
Prerequisite for HI: Teacher recommendation
2 years, 1 credit per year

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world. The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision making. Future employees, business leaders, entrepreneurs, or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management.

The curriculum model for Business Management is a core curriculum for HL and SL consisting of five obligatory units with common content and

learning outcomes. In addition to the core, HL students are expected to complete extension areas of study in all five units, adding depth and breadth to the course. The external assessment for HL students consists of an additional paper based on a social enterprise, and for both SL and HL, there are two papers.

IB Economics SL/ HL **Grades 11, 12**
Prerequisite for H1: Teacher recommendation
2 years, 1 credit per year

Economics is an exciting, dynamic subject that allows students to developan understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both Standard Level (SL) and Higher Level (HL), uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behavior and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

The curriculum model for Economics is a core curriculum for HL and SL consisting of four mandatory units with common content and learning outcomes. In addition to the core, HL students are expected to complete extension areas of study in three of the four units, adding depth and breadth to the course.

The external assessment in Economics consists of two examination papers at SL and three examination papers at HL that are externally set and externally moderated. The external components contribute 70% to the final assessment at SL, and 80% to the final assessment at HL. Internal assessment is an integral part of the Economics course, contributing 30% to the final assessment in the SL course and 20% to the final assessment in the HL course.

IB Environmental Systems and Societies SL/HL **Grades 11, 12**
Prerequisite: None
2 years, 1 credit per year

This course provides students with an understanding of the inter-relationships between people and their environment. Environmental issues such as climate change, ecosystem degradation, water pollution, food production, population change and conservation are studied. Case studies of environmental problems and solutions are taken from Thailand and the rest of the world.

Students carry out an individual investigation into an environmental issue of their choice. There are several field trips that take place in Grades 11 and 12.

IB History SL/HL **Grades 11, 12**
Prerequisite for H1: Teacher recommendation
2 years, 1 credit per year

DP History is an ambitious two-year course that offers students an opportunity to develop a deep understanding of the complexity of the historical events, ideas, and developments that have shaped our world. The course is international in outlook, covering the political, economic, social and cultural histories of various peoples, places and eras. Through the examination of key concepts such as continuity, change, causation, consequence, significance and perspectives, students will learn to think historically and to develop historical research skills.

Topics will include the move to global war during the 19th and 20th centuries; the rise of authoritarian states in the 20th century; the causes and effects of 20th-century wars; and an in-depth study of the history of Europe (HL only).

This course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. It has significant reading and writing components.

IB Psychology SL/HL **Grades 11, 12**
Prerequisite for H1: Teacher recommendation
2 years, 1 credit per year

Psychology is a two-year course that examines human behavior and mental processing in a scientific way. It aims to understand why humans think, feel and act the way they do. The core of the curriculum focuses on the interaction of biological, cognitive-behavioral and sociocultural systems in the determination of human behavior. The topics we focus on are: memory, intergroup conflict, love and mental health. Throughout the course, we also closely examine methodological and ethical considerations relevant to psychological theories and critique the relevance, applicability and credibility of influential theories in Psychology.

There is an internal assessment/guided coursework component that is completed in Grade 11.

Higher Level candidates will complete similar units to those undertaken at Standard Level but will need to illustrate a more detailed understanding of the topics covered in this advanced course. There are also higher expectations in terms of understanding how researchers investigate human behavior, as well as extension topics such as studying globalization and understanding how technology is affecting how to think and interact.

Sciences

Graduation Requirement:
At least three (3) credits of Sciences

MYP Integrated Sciences — **Grade 9, 10**
Prerequisite: None
2 years, 1 credit per year

MYP Integrated Sciences is a course that focuses on developing the skills required to become a successful scientist. Students will engage in practical work where they make predictions, gather evidence, analyze data, produce conclusions and evaluate the validity of experiments. Through practical hands-on experiences and other classroom activities, science specific knowledge is gained which will prepare students for the academic rigors of IBDP courses.

IB Biology SL — **Grade 11, 12**
Prerequisite: None
2 years, 1 credit per year

This two-year course follows the approach and syllabus relevant to IB Standard Level Biology. In the first year, the majority of the topics in the IB core syllabus will be covered. These include cell and molecular biology, genetics, ecology, evolution and human physiology. It is expected that all students progress to the second year, in which the remaining core topics and options are taught.

IB Biology HL — **Grade 11, 12**
Prerequisite: Teacher Recommendation
2 years, 1 credit per year

This is an intensive two-year course preparing students for the IB Higher Level Biology examination at the end of Grade 12. The course is designed for students with a particular interest in and aptitude for Biology. The content includes the same topics as for the Standard Level course, plus additional material on metabolism, plant science, and extensions of the core, thus the pace is quite fast. The students will be required to participate in department organized field trips, which may include overnight stays. Mathematical skills commensurate with simple geometry and statistics are required.

IB Chemistry SL — **Grades 11, 12**
Prerequisite: None
2 years, 1 credit per year

This two-year course follows the approach and syllabus relevant to IB Standard Level Chemistry. In the first year, the majority of the topics in the IB core syllabus will be covered, which includes stoichiometry, atomic structure, Periodic Table, bonding, energetics, kinetics & organic chemistry. It is expected that all students progress to the second year, where the remaining core topics are taught (equilibrium, acids & bases, oxidation & reduction). The second year contains review segments in preparation for the external examination, which all students are expected to take.

IB Chemistry HL — **Grades 11, 12**
Prerequisites: Teacher recommendation
2 years, 1 credit per year

This is an intensive two-year course preparing students for the IB Higher Level Chemistry examination at the end of Grade 12. The course is designed for students with a particular interest in and aptitude for Chemistry. Students who are planning to major in Chemistry or a related field at the university level, such as medicine or biochemical sciences, are strongly recommended to take this course. The content includes the same topics as for the Standard Level course, plus additional material, thus the pace is quite fast.

IB Computer Science SL/HL — **Grades 11, 12**
Prerequisites: Teacher recommendation
2 years, 1 credit per year

This is an intensive two-year course preparing students for the IB Computer Science examination at the end of Grade 12. The DP computer science course requires an understanding of the fundamental concepts of computing systems and the ability to apply the computational thinking process to solve problems in the real world. The course also requires students to develop skills in algorithmic thinking and computer programming. IB Computer Science is engaging, accessible, inspiring and rigorous. It draws on a wide spectrum of knowledge of computer systems and develops skills in algorithmic thinking and computer programming. It is underpinned by the computational thinking process and enables and empowers innovation, exploration and the acquisition of further knowledge, including the study of machine learning. It also explores ethical issues. Students taking this course will need computational thinking which involves the ability to: specify problems in terms of their computational context and determine success criteria, decompose complex real-world problems into more manageable problems, abstract problems and generalize them to enable algorithmic thinking

and to develop solutions, and test and evaluate solutions for improvements.

IB Physics SL **Grades 11, 12**
Prerequisite: None
2 years, 1 credit per year

Physics is an experimental science that combines a rigorous academic approach with the development of practical and investigational skills. Over this two-year course, students will study a wide variety of topics ranging from quantum mechanics, to electricity, and to astrophysics while developing their problem-solving and analytical thinking skills. Students will become familiar with the conceptual understanding and practical applications of the major laws of physics including motion, gravitation, conservation of mass, energy, charge and momentum. The course will well prepare students who wish to enter university to study in the sciences. Students will engage in practical work where they make predictions, gather evidence, analyze data, produce conclusions, and evaluate the validity of experiments. This practical work culminates with a self-designed and conducted investigation which will be formally written and submitted to the IB. There is a significant mathematical component to this course which some students may find challenging.

IB Physics HL **Grades 11, 12**
Prerequisite: Teacher Recommendation
2 years, 1 credit per year

This higher level physics course builds upon the topics covered in the standard level course, delving deeper into the mathematical and conceptual understandings of the universe. The course is designed for students with a particular interest in and aptitude for physics. The pace of the higher level course is quite fast and requires a high level of organization and motivation. Students who are planning to study physics and/or engineering during tertiary education are strongly recommended to take this course. Strong mathematical skills are important for success in this course.

IB Environmental Systems and Societies HL/SL **Grades 11, 12**
This course is only offered by the IB at Standard Level. It can be counted as a Group 3 and/or, a Group 4 subject or both.
Prerequisite: None
2 years, 1 credit per year

This course provides students with an understanding of the interrelationships between people and their environment. Environmental issues such as climate change, ecosystem degradation, water pollution, food production, population change and conservation are studied. Case studies of environmental problems and solutions are taken from and the rest of the world.

Students carry out an individual investigation into an environmental issue of their choice. There is a residential field trip that takes place in Grade 11.

IB Design Technology SL/HL **Grades 11, 12**
Prerequisite: Two semesters of MYP Design (6 or 7 grade recommended for HL) 2 years, 1 credit per year

In SL and HL Design Technology, students are required be imaginative and creative, while also having a substantial knowledge base of important factors that either aid or constrain the design process. SL Design includes the study of human factors and ergonomics, sustainable production, modelling, materials and production processes, innovation and design, and classic design. HL Design builds on student's SL knowledge and expands into the realm of commercial production with the study of user-centred design, sustainability, innovation and markets, and commercial production.

Inquiry and problem solving are at the heart of this subject. Students learn how to use the design cycle as a tool to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. They learn to think "out of the box" to develop innovative solutions, while thinking "in the box" to conform to requirements set by clients or research.

At a tertiary level, this course can help prepare students for professions in all Design-related fields including, Industrial Design, Product Design, Graphic Design, Architecture and Engineering.

Design and Technology

Graduation Requirement:
At least two (2) credits in a combination of Design/Art courses
Note: IB Design & Technology counts as a Science course, not a Design/Art course

MYP Design **Grades 9, 10**
Prerequisite: None
0.5 year, 0.5 credit

This is an introductory course in the subject of Design Technology. It is a popular "hands-on" subject where students learn all about Design by using a wide variety of practical technologies in the process of realizing their individually designed projects. It is a subject that involves both applied arts and applied science, combining artistic ability with technological know-how to understand and create innovative products.

Students are initially engaged in designing simple projects with a strong emphasis on skill development. They are then introduced to the Design Cycle and all the contemporary tools and equipment of a Product Design

Studio. The Design Cycle is a process where every student understands why we design and how to go about conceiving a project. It begins with analyzing an opportunity or problem involved, Designing and drawing their solutions, Planning how to go about creating it, actual Construction of the project and then the Evaluation of its success and potential marketability.

IB Design Technology SL/HL **Grades 11, 12**
Prerequisite: Two semesters of MYP Design (6 or 7 grade recommended for HL) 2 years, 1 credit per year

In SL and HL Design Technology, students are required be imaginative and creative, while also having a substantial knowledge base of important factors that either aid or constrain the design process. SL Design includes the study of human factors and ergonomics, sustainable production, modelling, materials and production processes, innovation and design, and classic design. HL Design builds on student's SL knowledge and expands into the realm of commercial production with the study of user-centred design, sustainability, innovation and markets, and commercial production.

Inquiry and problem solving are at the heart of this subject. Students learn how to use the design cycle as a tool to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. They learn to think "out of the box" to develop innovative solutions, while thinking "in the box" to conform to requirements set by clients or research.

At a tertiary level, this course can help prepare students for professions in all Design-related fields including, Industrial Design, Product Design, Graphic Design, Architecture and Engineering.

Mathematics

Graduation Requirement:
At least three (3) credits

MYP Standard Math 9 **Grades 9**
Prerequisite: None
1 year, 1 credit

This course is intended for students who have had some previous study of basic algebra and who are interested in pursuing IB Diploma in Grade 11. It is the completion of a first-year algebra course and an introduction to geometry. The following topics are included in MYP Standard Math 9: Solving and graphing linear equations; systems of linear equations and inequalities; basic arithmetic operations on polynomials; factoring and solving basic quadratic equations; the Pythagorean Theorem; distance and midpoint formula; perimeter; area; surface area and volume; angles of parallel lines and transversals; quadrilaterals; triangle congruence and similarity; exponents and triangle trigonometry. Students will complete performance tasks that will allow them to explore mathematical topics through the use of technology, in order to prepare them for their future IB Internal Assessment.

MYP Extended Math 9 **Grades 9**
Prerequisite: Departmental recommendation and/or approval
1 year, 1 credit

This course is intended for students with very strong abilities in mathematics, who have a thorough background in algebra and are interested in taking IB Mathematics Higher Level (Applications or Analysis) in Grades 11 and 12. It is designed to develop analytical thinking and deductive reasoning among students so that they can solve more challenging problems. Students will complete a variety of performance tasks that will allow them to explore mathematical topics through the use of technology, in order to prepare them for their future IB Internal Assessment.

Topics covered in this course include the following: solving and graphing linear equations and inequalities in one and two dimensions; solving systems of equations and inequalities; quadratics, exponents and operations with polynomials; factoring; simplifying radical expressions; functions and transformations; proofs of triangle congruence and similarity; solving triangles using 2D and 3D trigonometry; and descriptive statistics.

MYP Standard Math 10 **Grades 10**
Prerequisite: None
1 year, 1 credit

MYP Standard Math 10 is intended for students who have satisfactorily completed MYP Standard Math 9. This course integrates advanced algebra and geometry and prepares students for both the IB Mathematics SL Applications and Analysis courses. The following topics are covered in MYP Standard Math 10: systems of linear equations and inequalities; statistics and frequency distributions including normal distributions; exponential functions and an introduction to logarithms; quadratic equations and functions, transformations of graphs and modeling real life situations; and finally extending the study of right-triangle trigonometry to the unit circle and graphs of trigonometric functions. Students will complete performance tasks that will allow them to explore mathematical topics through the use of technology, in order to prepare them for their future IB Internal and External Assessments.

MYP Extended Math 10 **Grades 10**
Prerequisite: Departmental recommendation and/or approval
1 year, 1 credit

MYP Extended Math 10 is intended for highly motivated students with very strong abilities and a thorough background in mathematics. The aim of this course is to prepare the students for IB Mathematics HL Applications or Analysis courses. Emphasis is given to an in-depth understanding of concepts, together with meaningful acquisition and refinement of advanced algebra and pre-calculus skills.

Topics include: equations and inequalities involving absolute values; relations and functions; linear, quadratic, polynomial, radical, rational exponential, logarithmic, trigonometric and inverse trigonometric functions, probability, and complex numbers. Students will complete a variety of performance tasks that will allow them to explore mathematical topics through the use of technology, in order to prepare them for their future IB Internal Assessment.

IB Math Applications & Interpretation SL **Grades 11, 12**
Prerequisite: MYP Extended or Standard Math 10 with departmental recommendation and/or approval

2 years, 1 credit per year

The IB Math Applications & Interpretation SL course is designed for students who have satisfactorily completed MYP Standard Math 10. Students successfully completing Grade 11 in IB Math Applications transition into Grade 12 IB Math Applications to complete the course. The two-year program provides a sound mathematical basis for students in a variety of university courses, especially those related to the social sciences. Emphasis is given to the applications of mathematics in real-life situations using team and individual investigations, projects and technology where mathematical techniques are used to define and solve problems.

Topics include: the use of the graphics display calculator; number theory and algebra; financial mathematics; functions; statistics; further statistics; geometry and trigonometry; sets; probability and introductory differential calculus. All students are required to complete an internal assessment piece of work. This is a project, which requires students to research and investigate an area of math that excites and interests the student. The level of math involved has to be commensurate with the course. This project will be completed during IBS2. Students are expected to take the external IB examination.

IB Math Applications & Interpretation HL **Grades 11, 12**
Prerequisite: MYP Extended Math 10 with departmental recommendation and/or approval

2 years, 1 credit per year

The IB Math Applications & Interpretation HL course is designed for students with an honors background in mathematics. It is essential that students entering IBH Math have satisfactorily completed the second semester of MYP Extended Math 10. Students in this course must be driven to succeed in mathematics, have a genuine interest in mathematics and enjoy meeting its challenges and problems. The course is aimed at students who will need a rigorous grounding in mathematics for their later studies in a social sciences related field; for example: Business Studies, Psychology, Geology or Biology.

Topics include: functions and relations; algebraic and transcendental functions; differential and integral calculus; matrices; sequences and series; binomial expansion; complex numbers and vector geometry. There is a heavy focus on statistics and probability in this course.

All students are required to complete an internal assessment piece of work. This is a project, which requires students to research and investigate an area of math that excites and interests the student. The level of math involved has to be commensurate with the course. This project will be completed during IBH2. All students are expected to take the external IB examination.

IB Math Analysis & Approaches SL **Grades 11, 12**
Prerequisite: MYP Extended Math 10 with departmental recommendation and/or approval

2 years, 1 credit per year

The IB Math Analysis & Approaches SL course is designed for students who have successfully completed MYP Standard Math 10. It may also be appropriate for MYP Extended Math 10 students who do not wish to take an HL math course. Students successfully completing Grade 11 in IB Math Analysis transition into Grade 12 IB Math Analysis to complete the course. The two-year program provides a sound mathematical basis for students in a variety of university courses. It approaches the subject from an integrated viewpoint aimed at showing the student the interconnecting patterns between various concepts. Topics include: advanced algebra; functions and equations; circular functions and trigonometry; statistics; probability and calculus.

All students are required to complete an internal assessment piece of work. This is a project, which requires students to research and investigate an area of math that excites and interests the student. The level of math involved has to be commensurate with the course. This

project will be completed during IBS2. All students are expected to take the external IB examination.

IB Math Analysis & Approaches HL **Grades 11, 12**
Prerequisite: MYP Extended Math 10 with departmental recommendation and/or approval

2 years, 1 credit per year

The IB Math Analysis & Approaches HL course is designed for students with an honors background in mathematics. It is essential that students entering IBHL Math have satisfactorily completed MYP Extended Math 10 with at least a grade of 5 overall and 6 in Criterion A: Knowing and Understanding. Students in this course must be driven to succeed in mathematics, have a genuine interest in mathematics and enjoy meeting its challenges and problems. The course is aimed at students who will need a rigorous grounding in mathematics for their later studies in a math or science related field; for example: mathematics, physics, engineering, or technology. Topics include: functions and relations; algebraic and transcendental functions; sequences and series; binomial expansion; proof by mathematical induction; complex numbers; vector geometry; counting principles; statistics and probability. There is a heavy focus on differential and integral calculus in this course.

All students are required to complete an internal assessment piece of work. This is a project, which requires students to research and investigate an area of math that excites and interests the student. The level of math involved has to be commensurate with the course. This project will be completed during IBH2. All students are expected to take the external IB examination.

All High School math courses require a Texas Instruments (TI) graphing calculator. New students to KIS are highly recommended to buy the TI-84 PLUS or the TI-84 Silver edition or the TI-84 PLUS CE. An important consideration is cost. As a reminder, please note that graphing calculators are **required** for the first day of class.

The following courses are offered with the usual grade level listed. Exceptions may occur and placement is then made in consultation with the Program Leader and Secondary School Counselor.

The Arts

Graduation Requirement:
At least two (2) credits in a combination of Design/Art courses

MYP Theatre **Grades 9, 10**
Prerequisite: None
0.5 year, 0.5 credit

MYP Theater offers experienced and non-experienced drama students the opportunity to explore and create theater while developing self-confidence and communication skills. The course emphasizes both ensemble and individual development through the study of improvisation, voice, movement, characterization, scene writing, scripted performance, and interpretation. Basic production skills in directing, lighting, costume, and sound design are also introduced. Students start with a focus on improvisation techniques and then apply these to the performance of both published and devised work. In Grade 9 this course can be taken as a semester-long subject. In Grade 10 students can take this course as a semester long subject or a full year. All major units, which contain elements of research, collaborative devising, self/peer assessment, and reflection, culminate in a performance. The course, through the subject of theater, develops the student as a whole.

MYP Visual Arts **Grades 9, 10**
Prerequisite: None
0.5 year, 0.5 credit

MYP Visual Arts encourages students to think differently! This course provides an introduction to visual arts, focusing on technical skills and concept development. The emphasis is on building confidence as you discover your own artistic voice. Students will explore a wide range of 2D, 3D, and digital media.

MYP Music **Grades 9, 10**
Prerequisite: None
0.5 year, 0.5 credit

MYP Music encourages students to consider their own personal musical journeys, whether as creators, performers, listeners, or all three. Students explore the conventions and context of Western music from the 1600s to the present day, as well as exploring world music from different eras and cultures, and the people who created it. Students also try their hand at recreating some of these conventions and using them as a template to create their own compositions both in traditional notation and in more modern media using music technology. An important part of the course is the performing aspect, where students are encouraged to perform their own or other people's songs either individually or in small groups, thereby developing confidence and communication skills as well as finding new ways to express themselves

and making personal connections to the music they study.

IB Visual Arts SL **Grades 11, 12**
Prerequisite: None, although previous art experience in any media or course would be an advantage.

2 years, 1 credit per year

The Standard Level IB Visual Arts is nearly identical to the Higher Level course in content (please see description below). The primary difference with Standard Level is the number of exhibition artworks required, which is reduced. (4-7 artworks are required for SL.)

IB Visual Arts HL **Grades 11, 12**
Prerequisite: Two semesters of MYP Visual Arts
2 years, 1 credit per year

Are you considering one of the many areas of Visual Arts at university? Do you find yourself making art in your spare time? This two-year course will lead to a final exhibition of 8-11 selected artworks. In addition to the exhibition, students will also submit a Comparative Study that incorporates their knowledge of Art history and analysis, as well as a Process Portfolio, which documents their experiments, idea development, and self-reflection along the way. The final IB assessment is based on these three components which are uploaded electronically and assessed/ moderated by an external examiner.

Physical & Health Education

Graduation Requirement:
At least two (2) credits of Physical & Health Education

MYP Physical & Health Education **Grades 9, 10**
Prerequisite: None
2 years, 1 credit per year

Physical & Health Education is a required yearlong course. Physical & Health Education enables students to learn how to maintain, promote, and control their physical and mental well-being. The Physical & Health Education course is made up of different concepts throughout the year. Students will participate in a variety of different sports throughout the units.

It is hoped that this course will promote a positive outlook towards sports, exercise and physical activity through involvement in enjoyable activities that encourage lifelong participation.

Additional Courses

Theory of Knowledge (TOK) **Grades 11, 12**
Prerequisite: None
1 credit, Pass/Fail

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. In TOK, students reflect on the knowledge, beliefs, and opinions they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking as well as empowering for students. In Grade 11 and 12, students will explore the following units; Knowledge and the Knower, Knowledge and Technology, Knowledge and Language, Mathematics, The Natural Sciences, The Human Sciences, The Arts, and History. An exhibition is required for internal assessment, and this will be completed in Grade 11. Students are externally assessed by the IB on an essay that is completed in Grade 12. Candidates for the IB Diploma are required to take this course, and candidates who have selected IB Courses may take TOK as an elective in Grade 11 and Grade 12.

Pamoja Online Courses Options

A student enrolled in a Pamoja course makes a two-year commitment to an online program. There are narrow windows to dropping a Pamoja subject, and any subject changes may jeopardize continuing in the IB Diploma Program. Pamoja's policies are independent of KIS, so any decision by Pamoja to discontinue working with a student is beyond our control. Should someone be expelled from a Pamoja course, they canno t continue in the IB Diploma Program and will become an IB Course candidate. Official results from the IB do not indicate whether an IB course was studied online. Any Diploma candidates interested in a Pamoja course must inform their counselor and go through a screening process led by the IB DP Coordinator to determine the appropriateness of that course of study and KIS may limit the number of students who can enroll through Pamoja. An ideal Pamoja candidate has a strong academic record and exhibits consistent areas of strength in all KIS Learning Habits. **Parents will be required to pay any course fees with online options.**

IB French ab initio SL - Pamoja **Grades 11, 12**
Prerequisite: Has no previous experience of the language
2 years, 1 credit per year

Ab Initio French are courses designed specifically for students with no previous instruction in French. The KIS Language in Acquisition Department believes students should always continue in their chosen target language, aiming at the highest possible proficiency. Grade 11 students who seek to complete the IB Diploma and have no or extremely limited exposure to a foreign language studied at KIS can choose this course.

IB Digital Society SL/HL - Pamoja **Grades 11, 12**
Prerequisite: Approval of IB Coordinator
2 years, 1 credit per year

Digital society is an interdisciplinary course within the individuals and societies subject group. The course is designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. Digital society is intended to appeal to a broad range of teachers in social studies, media, humanities, IT and related subject areas.

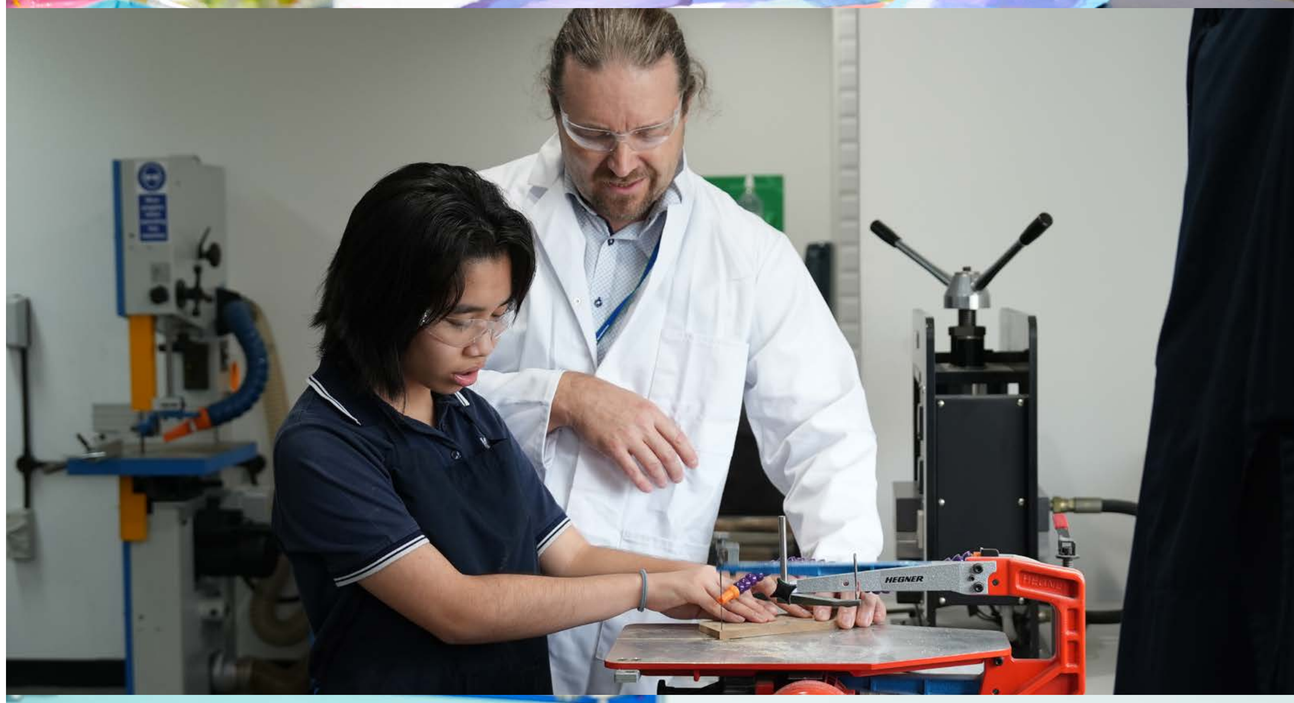
IB Philosophy SL - Pamoja **Grades 11, 12**
Prerequisite: Approval of IB Coordinator
2 years, 1 credit per year

The emphasis of the philosophy course is on "doing philosophy", that is, on actively engaging students in philosophical activity. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers, in addition to engaging with some of the world's most interesting and influential thinkers. The course also develops highly transferable skills such as the ability to formulate arguments clearly, make reasoned judgments and evaluate highly complex and multifaceted issues.

IB Film SL - Pamoja **Grades 11, 12**
Prerequisite: Approval of IB Coordinator
2 years, 1 credit per year

The film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis through practical engagement in the art, craft and study of film.

Students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. The course emphasizes the importance of working collaboratively, international and intercultural dynamics, and an appreciation of the development of film across time and culture.



inspiring individuals