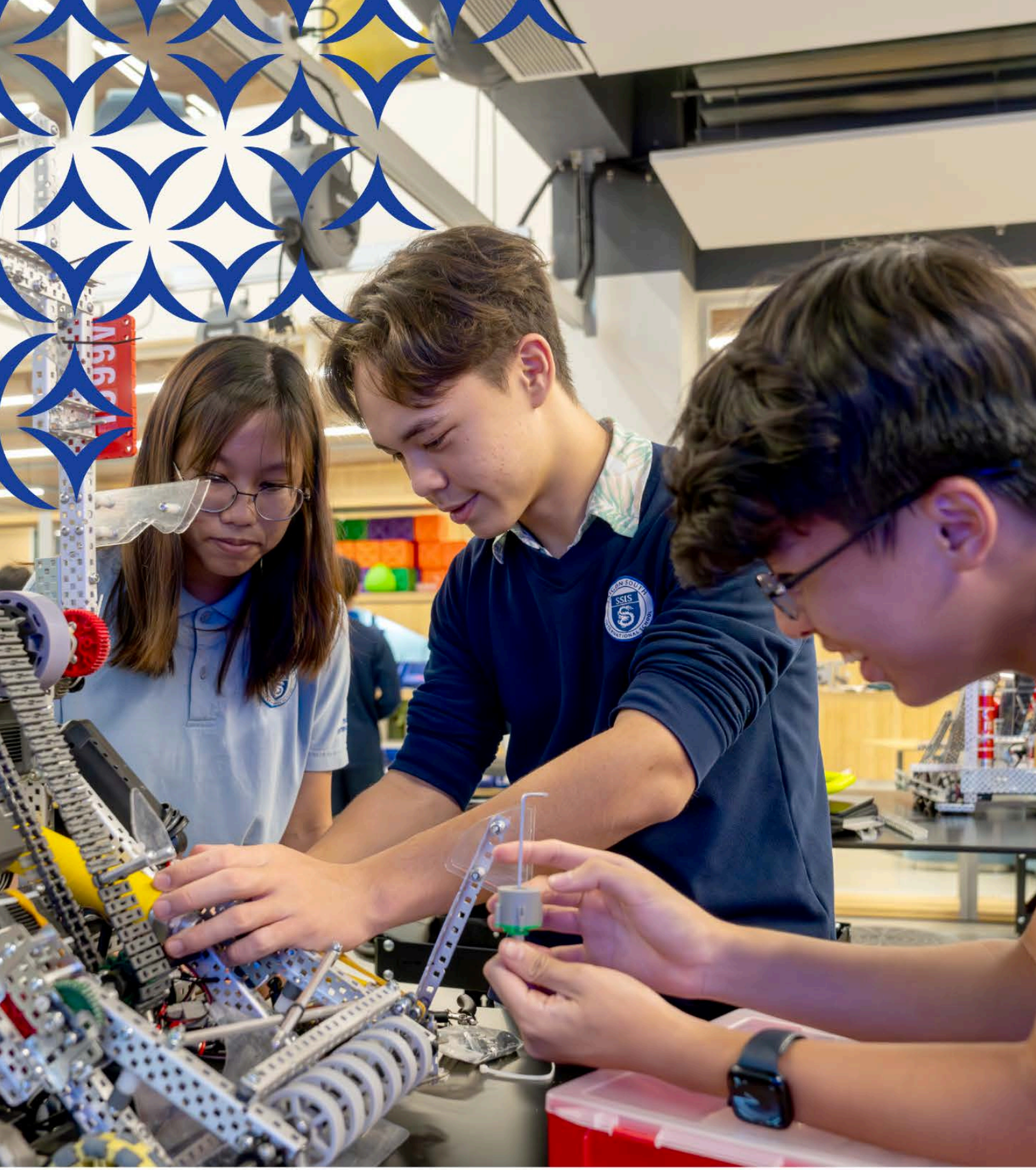

High School Program of Studies

2025 - 2026

SSIS
SAIGON SOUTH INTERNATIONAL SCHOOL

SAIGON SOUTH INTERNATIONAL SCHOOL

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Principal's Message

Dear SSIS 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, students are granted increasing opportunities to personalize their learning program and select from a range of courses meeting the requirements of the International Baccalaureate Diploma Programme, the Advanced Placement pathway, and/or 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, and I am pleased to be a part of each one of our students' learning journeys.

Ms. Jennifer Mendes
High School Principal

SSIS High School Program Foundations

SSIS MISSION

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.

SSIS CORE VALUES

SSIS Believes In and Promotes . . .

	**Academic Excellence** 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.
	**Sense of Self** 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 lifelong learner, and the commitment to achieve excellence in all they do.
	**Respect for All** A perspective that each individual is a person of worth.
	**Balance in Life** 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.
	**Dedicated Service** 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.

SSIS PROFILE OF A LEARNER

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

The SSIS curriculum is founded on the school's Mission while incorporating our Core Values and cultivating the dispositions in our Profile of a Learner. The curriculum provides opportunities for each individual to meet their needs while discovering how to lead purposeful lives as a global citizen.

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

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

"BEST FIT" PHILOSOPHY

At SSIS, we are committed to providing a personalized learning experience that meets the unique needs of each student. We believe that each student should have access to a wide range of courses while meeting the necessary prerequisites to succeed. By offering a variety of course options and flexible learning pathways, we empower students to:

- **Set ambitious goals:** We encourage students to appropriately challenge themselves and strive for excellence.
- **Take ownership of their learning:** We empower students to become independent learners who exercise agency.
- **Develop essential skills:** We focus on critical thinking, problem-solving, and creativity in all courses.
- **Build confidence and resilience:** We create a supportive learning environment where each student can thrive and succeed.

COURSE OFFERINGS

This program of studies represents the courses that may be offered in the coming school year. Whether a course will ultimately run or not is based on the number of student requests for the course.

COURSE RIGOR

SSIS has established a structure to support each student in achieving adequate academic rigor and challenge. Students who choose the AP and SSIS course pathway can take the following number of AP courses in each of the respective grade levels: grade 9 - 1 AP, grade 10 - 2 APs, grade 11 - 3 APs, grade 12 - 4 APs. For the IBDP pathway in grades 11 and 12, students take 3 HL courses and 3 SL courses.

GRADUATION REQUIREMENTS

The school's graduation requirements are designed to meet accreditation standards and entry requirements for a wide variety of colleges and universities. To be eligible for graduation from SSIS, a student must successfully:

- Earn a minimum of 24 credits
- Attend 8 semesters of high school in grades 9 to 12 *(therefore no student may graduate early)*

Required Credits in Specific Academic Areas	**Minimum Credits**	**Recommended for College**
English	**4**	**4**
Math	**3**	**4**
Science	**3**	**3-4**
Social Studies	**3**	**3-4**
Modern World Languages *(sequential study of the same language)*	**2**	**2-4**
Fine and Performing Arts	**1**	**1**
Physical Education & Health *(PE 9 and PE 10)*	**2**	
Electives *(any course taken beyond those needed to satisfy the requirements stated above)*	**6**	

CREDITS (CARNEGIE UNITS)

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.

SSIS HIGH SCHOOL DIPLOMA

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, SSIS graduates receive a high school diploma from a globally recognized international school.

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

ADVISORY

The SSIS Advisory Program fosters connection, advocacy, agency, and a nurturing environment where students can thrive. By providing dedicated time and space for personal and academic growth beyond specific content areas, advisors play a crucial role in guiding students toward a healthy, informed, and purposeful life. Through regular personal development lessons, group and individual check-ins, and engaging group activities, students develop essential life skills and effective communication.

From a personal and social development standpoint, the Advisory Program cultivates a strong sense of community and belonging. Through team-building exercises, social events, and bonding experiences, advisors encourage students to connect with their peers, build lasting friendships, and develop a sense of empathy and social responsibility. In addition, advisors support grade-level events and opportunities for student voice and leadership to help maintain a strong sense of community.

The SSIS Advisory Program, in addition to students' personal and social development, also contributes to their academic success. By providing a platform for students to discuss their academic challenges and seek support, advisors can help students stay on track, improve their study habits, and achieve their academic goals. Advisors can also collaborate with teachers to identify students who may need additional support and connect them with appropriate resources. Through this holistic approach to supporting students' academic, social, and emotional needs, the SSIS Advisory Program empowers students to reach their full potential.

Ultimately, the SSIS Advisory Program strives to equip students with the tools and knowledge they need to grow at each grade level and succeed academically, socially, and emotionally, thus preparing them to become well-rounded individuals who are ready to make a positive impact on the world.

WEEK WITHOUT WALLS

The Week Without Walls program is a cornerstone of experiential learning at SSIS, designed to cultivate a deeper connection between students, faculty, and their community. This programmatic experience begins in grade 5 and extends through students' high school experience. By immersing students in diverse environments, the program extends beyond traditional classroom settings, fostering a sense of responsibility, empathy, and active citizenship.

Key objectives include:

- **Community engagement and connection:** Students actively participate in local communities, engaging in service projects and cultural exchanges that promote cross-cultural understanding and respect for all.
- **Environmental awareness:** By exploring natural landscapes and interacting with local ecosystems, students develop a greater appreciation for the environment and its conservation.
- **Personal growth:** Through challenging outdoor activities and team-building exercises, students build resilience, problem-solving skills, and a strong sense of self.
- **Academic enrichment:** The program complements classroom learning by providing real-world context and opportunities for hands-on exploration.

By aligning with SSIS's core values, profile of a learner traits, and social-emotional curriculum, the Week Without Walls program ensures a holistic approach to student development and empowers students to become responsible global citizens, capable of making a positive impact on their communities and the world.

HEALTH SEMINAR

Health Seminar is a dedicated time for students to acquire the knowledge, skills, and attitudes essential for leading healthy lives—physically, emotionally, socially, and mentally. Through engaging lessons and activities, students will:

- **Develop a deeper understanding of health concepts:** Explore what people need to remain healthy and the challenges people face.
- **Reflect on their values:** Consider their personal beliefs and how they influence their choices.
- **Develop practical life skills:** Learn strategies for making informed decisions and managing stress.
- **Promote lifelong health literacy:** Gain tools to maintain well-being throughout their lives.

Unlike traditional classes, Health Seminars are intensive, one- to two-week programs conducted during Study Hall. Students receive ample advance notice to plan accordingly. **All high school students are required to attend and successfully complete the Health Seminar for their respective grade level.**

ADVANCED PLACEMENT (AP) COURSES AND EXAMS

Advanced Placement at SSIS Brochure

By taking college-level AP (Advanced Placement) courses, students have the opportunity to earn credit or advanced standing at many colleges and universities in the United States. Outside the US, universities in more than 55 countries recognize AP exam scores in their admissions process and/or offer credit and advanced placement. It should be noted that individual colleges and universities – not the College Board or the AP program – set admissions and AP recognition criteria for their respective programs. AP exam performance is typically considered as part of a student's application. Students who take AP courses are required to sit the exam for that course in May, at the expense of the student.

AP courses are challenging; therefore, SSIS has 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 approval from 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 2 AP courses
- Grade 11: Up to 3 AP courses
- Grade 12: Up to 4 AP courses

AP exams are scored on a scale of 1 (low) to 5 (high). Many US colleges grant credit and/or advanced placement, meaning they may let a student skip the equivalent level 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)

International Baccalaureate Diploma Programme at SSIS Brochure

The International Baccalaureate (IB) is a nonprofit educational foundation created in 1968, 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 meet certain requirements. The IBDP is a rigorous pre-university course, designed for motivated students who plan to attend university.

IB Diploma Programme (IBDP) 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 component comprises the Theory of Knowledge course, the Extended Essay, and a Creativity, Activity, and Service element.

Diploma Programme courses are two-year courses and SSIS students are obliged to commit to both years. IB exams take place in the second year of the program, typically in May. Three IB subjects are taken at the Higher Level (HL) and three others at the Standard Level (SL). Higher Level courses cover 240 teaching hours, and Standard Level courses cover 150 teaching hours. Each year, SSIS adds or deletes courses and offers some courses at HL or SL, according to student demand and staff availability.

The IB Diploma Programme is a globally recognized and highly regarded pre-university entrance qualification. The IB grading scale ranges from 1 (low) to 7 (high) for students enrolled in the

Diploma Programme or those taking IB courses for certificates. Students in these IB courses also receive SSIS grades for these classes (A, B, C, D, or F). Many universities around the world give credit for IB courses.

SSIS students can also opt for a bilingual IB Diploma, based on their strength in linguistic ability and level of fluency. A bilingual diploma can be obtained either by completing two courses from the Language and Literature group with a grade 3 or higher in both or by completing one of the subjects from group 3 or group 4 in a language other than the candidate's nominated group 1 language. To qualify, the student must attain a grade 3 or higher in both the group 1 language and the selected subject from group 3 or 4.

ONLINE COURSE STUDY

At times, students may need or want to study a course that we do not offer at SSIS. In those cases, students may take up to 2.0 total credits online through vetted and approved online platforms that are accredited by a reputable external agency. All of the approved platforms issue transcripts that our students then use as part of their university applications. The expense of pursuing such online courses is the students'/family's responsibility. In collaboration with their HS counselor, students wishing to pursue an online course study will submit their request to the high school principal.

Instances in which students may be approved to complete an online course are as follows:

Credit recovery: When a student fails a course that is a requirement for graduation from SSIS, they must repeat and successfully pass the course. Students will take the course through Brigham Young University Independent Study (BYU). Once the course has been completed and a transcript issued by BYU, SSIS will record the course as a transfer credit as a Pass or Fail. The original failing grade from the first attempt at taking the course will remain on the student's SSIS transcript and will still be calculated in their final Grade Point Average (GPA).

Accessing additional course opportunities: At times, students may require a course beyond those offered at SSIS. To extend the course offerings made available to students, we rely upon Pamoja for IB course offerings and Virtual High School for AP course offerings. Once a course is completed through either of these platforms, a transcript will be issued by that institution. SSIS then adds the credit and grade earned to the student's official transcript, using the course title as it appears in Pamoja or VHS. The grade earned in this instance is calculated in the SSIS Grade Point Average.

Admission to High School

ADMISSIONS CRITERIA

SSIS is an Early Childhood through 12th-grade, not-for-profit, co-educational day school that provides a high-quality education based on 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 records and placement exams.

SSIS is proud to consider applicants from a variety of linguistic and cultural backgrounds. All students entering SSIS in grades 9-12 must 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 a student's English language proficiency level, the availability of an appropriate English as an Additional Language (EAL) class, their transcript, confidential teacher references, and academic screening or placement tests.

GRADE LEVEL AND CLASS PLACEMENT

Class placement is based on the student's current grade level, previous courses taken, classroom performance, and credits earned.

Important Considerations:

- Grade placement and graduation fully depend on the student's 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 programs are granted credit and grade placement based on their coursework that is equivalent to a similar program of study at SSIS. Credits and grade placement are the responsibility of the High School Principal in consultation with the high school Academic Leadership Team.
- Before a student can be officially enrolled at SSIS, 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.
- Credit is given for the successful completion of a course that meets 2-3 times per week (120-160 hours per year). Before selecting a course, 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

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

Before the course selection period, students learn about the process and more details about course options from their teachers. SSIS high school teachers, counselors, and administrators share information and help set students up for future success by supporting them through the course selection process.

Students use the Four-Year Plan Worksheet to help guide them as they consider the different courses available to them as they develop their high school career. This worksheet, in combination with the Program of Studies, guides and supports students through the course selection process.

- Before selecting AP or IB courses, students must meet the course prerequisites, along with teacher recommendations, depending on the subject.
    - Through the course selection process, students need to arrange meetings with their counselors to receive guidance on their course selections.
    - Any student wanting to choose the IB Diploma Programme must meet with the HS Learning Program Coordinator to discuss each of their subject requests.

COURSE PREREQUISITE OVERRIDES

On rare occasions, an academically qualified student may be permitted to take a course for which they have not yet met the prerequisites. The student must complete the Course Adjustment Request Form (CARF) to determine if they are capable of succeeding in a course for which they have not yet met the prerequisites. First, the student is required to speak with their counselor, who will determine whether their request meets the criteria to complete a Course Adjustment Request Form. After the form has been completed and submitted, a committee of teachers, counselors, and administrators will work together to decide if the course is appropriate for the student. The student's counselor will inform the student and their family of the decision.

HOMEWORK

Each course description indicates the average number of hours of homework a student can expect per week. This helps students manage their time and choose their courses wisely.
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

These guidelines are only estimates and are based on an average student. Actual homework time will vary depending on a student's English language ability, learning strategies, work habits, time-management skills, and aptitude in the subject area. Students should be realistic, consider their strengths and weaknesses, and try to keep a balanced lifestyle.

STUDY HALL WAIVER REQUEST

Under special circumstances, an academically qualified student may be permitted to give up their Study Hall class to take an additional elective course. The student must first speak with their counselor, who will determine if they meet the criteria to complete a Course Adjustment Request Form. If the student meets the criteria, upon completion of 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 students get to take the courses they request?
SSIS strives to get all our students into the courses they need and want to meet their goals successfully, both at SSIS and beyond. To achieve this, we ask students to submit their course requests at the beginning of Semester 2. Then we can begin building a schedule to try to accommodate our students. To build a successful master schedule, we need to have accurate data early on. We support students with extensive advising from our counselors and teachers to help them make confident decisions regarding their future courses of study.

Is SSIS an AP school or an IB school?
SSIS offers students several pathways to success through AP courses, IB courses and/or the full IB Diploma Programme, and US standards-based SSIS-created courses.

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 toward graduation.

What are the placement procedures for AP and IB courses?
Entrance criteria for enrollment into AP or IB courses are based on course prerequisites and teacher recommendations.

Is there a limit to the number of IB Higher Level or AP classes students are allowed to take?
AP and IB Higher Level (HL) courses are challenging, which is why we recommend the following maximum course load per grade level. If a student would like to petition to take more than the recommended course load, they need approval from 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 2 AP courses
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 teacher and counselor advice if they have further questions. In addition, students may wish to consult with the admissions department of the prospective universities and colleges to which they may be applying.

Who does a student talk to if they are interested in pursuing the IB diploma? Students currently in grade 10 who would like to pursue the full IB Diploma Programme at SSIS need to arrange to meet with the HS Learning Program Coordinator before signing up for IB courses.

Are students who are enrolled in AP or IB courses required to sit the exams for those courses?
Yes.

Can a student sit the AP exam for an IB class for the same subject they are taking?
No, students may only sit the exams for the specific classes they are enrolled in.

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

If a student is currently enrolled in an IB course, are they allowed to disenroll in order to take a yearlong course?
No, this is not permitted.

If a student sits an AP exam but is not enrolled in that AP course, will the AP course appear on that student's transcript?
No. Students who wish to sit an AP exam without taking the course must ask permission to do so from the HS Learning Program Coordinator and the HS Principal.

Are 9th and 10th graders allowed to take IB or AP courses or to sit IB or AP exams?
IB courses are limited to grade 11 and 12 students. AP courses are open to high school students, but limits apply according to the grade level.

Are students responsible for the cost of the AP exam fees and/or IB exam fees? (For IB, this fee comes at the end of the second year of their IB courses.)
Yes, students are responsible for the exam fees for the AP and/or IB courses they choose.

Are all the courses in this Program of Studies guaranteed to run?
No, we cannot guarantee that every course described in this Program of Students will run even though the courses are offered during course selection. We would be unable to run a course for the upcoming school year for the following reasons: low course request numbers, resource limitations, or staffing changes. If it becomes apparent that we cannot run a course, students who selected that course will be notified by their counselor in April or May to discuss alternative course options.

What grades are used for prerequisites?
As the course selection process takes place in February, a student's eligibility for advanced courses for the next year is determined by their first-semester grade in the prerequisite course of the current year. However, if a student performs significantly better in semester 2 of a prerequisite course, they can ask for reconsideration by the administration. The student may be deemed eligible to take the course but it will ultimately depend on space availability, teacher recommendation, and administrator approval.

Are there classes that can be taken more than once in a student's high school career at SSIS?
In general, classes at SSIS can be taken for credit only once.

Can students take more than one study block period per semester?
No. All students are required to take seven courses each semester.

HS Master Course List

ENGLISH

Course Name	Course Codes	Credits	Grade
English 9	HEN000	1	9
English 10	HEN001	1	10
Introduction to Creative Writing and Genre Study	HEN033	1	11,12
World Literature	HEN002	1	11,12
AP English Language and Composition	HEN100	1	11,12
AP English Literature and Composition	HEN102	1	11,12
IB English A: Literature SL Y1-Y2	HEN206 HEN208	2	11,12
IB English A: Literature HL Y1-Y2	HEN20- HEN209	2	11,12
IB English A: Language and Literature SL Y1-Y2	HEN204 HEN210	2	11,12
IB English A: Language and Literature HL Y1-Y2	HEN205 HEN211	2	11,12
IB Language and Culture SL Y1-Y2	HEN214	2	11,12

MODERN WORLD LANGUAGES

Course Name	Course Codes	Credits	Grade
Spanish 1	HWL004	1	9,10,11,12
Spanish 2	HWL005	1	9,10,11,12
Spanish 3	HWL006	1	9,10,11,12
Spanish 4	HWL007	1	10,11,12
AP Spanish Language and Culture	HWL100	1	10,11,12
IB Spanish Ab Initio SL Y1-Y2	HWL200 HWL201	2	11,12
IB Spanish B SL Y1-Y2	HWL210 HWL210	2	11,12
IB Spanish B HL Y1-Y2	HWL212	2	11,12
Mandarin 1	HWL000	1	9,10,11,12
Mandarin 2	HWL001	1	9,10,11,12
Mandarin 3	HWL002	1	9,10,11,12
Mandarin 4	HWL003	1	10,11,12
AP Chinese Language and Culture	HWL101	1	10,11,12
IB Mandarin Ab Initio Y1-Y2	HWL200 HWL201	2	11,12
IB Chinese B SL Y1-Y2	HWL202 HWL203	2	11,12
IB Chinese B HL Y1-Y2	HWL205	2	11,12

SOCIAL STUDIES

Course Name	Course Codes	Credits	Grade
Foundations of the Modern World	HSS018	1	9
History Through Film	HSS020	1	11,12
Modern Global Issues	HSS019	1	10
Public Speaking: Current Issues and Debates	HSS218	1	11,12
AP Comparative Government and Politics	HSS100	1	10
AP Economics	HSS104	1	11,12
AP Human Geography	HSS105	1	11,12
AP Psychology	HSS103	1	11,12
AP US History	HSS016	1	11,12
IB Business Management SL Y1-Y2	HSS220	2	11,12
IB Business Management HL Y1-Y2	HSS222	2	11,12
IB Economics SL Y1-Y2	HSS200 HSS201	2	11,12
IB Economics HL Y1-Y2	HSS202 HSS203	2	11,12
IB Environmental Systems and Societies SL Y1-Y2	HS208 HS209	2	11,12
IB Environmental Systems and Societies HL Y1-Y2	HS223	2	11,12
IB Language and Culture SL Y1-Y2	HEN214	2	11,12
IB Psychology SL Y1-Y2	HSS214 HSS215	2	11,12
IB Psychology HL Y1-Y2	HSS216 HSS217	2	11,12

SCIENCE

Course Name	Course Codes	Credits	Grade
Life Science	HS009	1	9
Physical Science	HS011	1	10
Applied Physics	HS013	1	11,12
Environmental Science	HS012	1	11,12
AP Biology	HS101	1	10,11,12
AP Chemistry	HS100	1	11,12
AP Physics C: Mechanics	HS103	1	11,12
IB Biology SL Y1-Y2	HS200 HS201	2	11,12
IB Biology HL Y1-Y2	HS202 HS203	2	11,12
IB Chemistry SL Y1-Y2	HS204 HS205	2	11,12
IB Chemistry HL Y1-Y2	HS206 HS207	2	11,12
IB Environmental Systems and Societies SL Y1-Y2	HS208 HS209	2	11,12
IB Environmental Systems and Societies HL Y1-Y2	HS223	2	11,12
IB Physics SL Y1-Y2	HS210 HS211	2	11,12
IB Physics HL Y1-Y2	HS212 HS213	2	11,12

COMPUTER SCIENCE AND ENGINEERING

Course Name	Course Codes	Credits	Grade
App Development	HTE026	1	9,10,11,12
Design and Fabrication	HTE028	1	9,10,11,12
Introduction to Artificial Intelligence	HTE029	1	9,10,11,12
Programming for Game Design	HTE030	1	9,10,11,12
Robotics and Automation	HTE031	1	9,10,11,12
AP Computer Science Principles	HTE024	1	9,10,11,12
AP Computer Science A	HTE027	1	10,11,12
IB Design and Technology SL Y1-Y2	HTE032	2	11,12
IB Design and Technology HL Y1-Y2	HTE033	2	11,12

MATH

Course Name	Course Codes	Credits	Grade
Algebra 1	HMA000	1	9,10
Geometry Statistics and Probability	HMA002	1	9,10,11
Algebra 2	HMA005	1	9,10,11,12
PreCalculus	HMA004	1	10,11,12
AP PreCalculus	HMA103	1	9,10,11,12
AP Statistics	HMA101	1	11,12
AP Calculus AB	HMA100	1	11,12
AP Calculus BC	HMA102	1	11,12
IB Math: Application & Interpretation SL Y1-Y2	HMA208	2	11,12
IB Math: Application & Interpretation HL Y1-Y2	HMA209 HMA212	2	11,12
IB Math: Analysis & Approaches SL Y1-Y2	HMA206 HMA211	2	11,12
IB Math: Analysis & Approaches HL Y1-Y2	HMA207 HMA210	2	11,12

FINE ARTS

Course Name	Course Codes	Credits	Grade
Art Foundations	HFA001	1	9,10,11,12
Architecture and Interior Design	HFA050	1	10,11,12
Digital Photography and Printmaking	HFA010	1	10,11,12
Textiles and Fashion	HFA047	1	10,11,12
3D Design and Sculpture	HFA048	1	10,11,12
Studio Art	HFA003	1	10,11,12
AP Art and Design: Drawing	HFA052	1	11,12
AP Art and Design: 2-D	HFA025	1	11,12
AP Art and Design: 3-D	HFA051	1	11,12
IB Film SL Y1-Y2	HFA222 HFA223	2	11,12
IB Film HL Y1-Y2	HFA224 HFA225	2	11,12
IB Visual Arts SL Y1-Y2	HFA204 HFA205	2	11,12
IB Visual Arts HL Y1-Y2	HFA206 HFA207	2	11,12

PERFORMING ARTS

Course Name	Course Codes	Credits	Grade
Concert Band	HFA038	1	9,10,11,12
Wind Ensemble	HFA049	1	9,10,11,12
String Orchestra	HFA015	1	9,10,11,12
Choir	HFA016	1	9,10,11,12
IB Music SL Y1-Y2	HFA200	2	11,12
IB Music HL Y1-Y2	HFA202	2	11,12
Theater 1	HFA212	1	9,10,11,12
Theater 2	HFA213	1	10,11,12
IB Theatre SL Y1-Y2	HFA208 HFA209	2	11,12
IB Theatre HL Y1-Y2	HFA210 HFA211	2	11,12

PHYSICAL EDUCATION

Course Name	Course Codes	Credits	Grade
Physical Education/Health 9	HPE005	1	9
Physical Education/Health 10	HPE007	1	10
Sport, Recreation, and Leadership	HPE022	1	11,12
Personal Fitness	HPE025	1	11,12
Sports Medicine	HPE013	1	11,12

IB CORE

Course Name	Course Codes	Credits	Grade
IB Core Y1-Y2	HSS212 HSS213	2	11,12
IB School-Supported Self-Taught Language SL	HWL206 HWL207	2	11,12

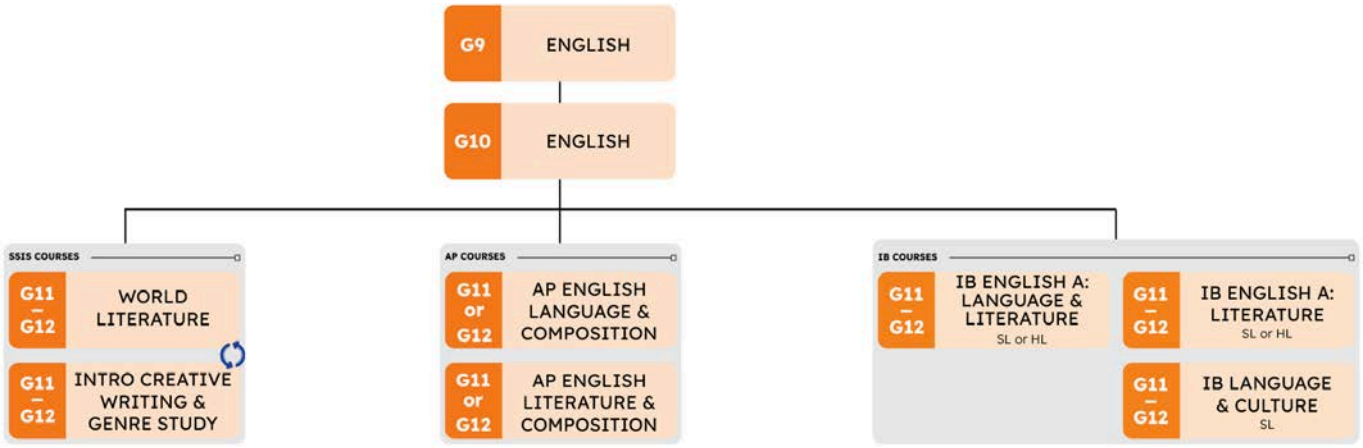
ELECTIVES

Course Name	Course Codes	Credits	Grade
Explorations in Data Science	HEL015	1	10,11,12
Independent Scientific Research	HEL016	1	10,11,12
Senior Directed Project	HEL014	1	12
Yearbook	HEL001	1	9,10,11,12

STUDENT DEVELOPMENT

Course Name	Course Codes	Credits	Grade
Academic Language and Composition 9	HEN027	1	9
Academic Language and Composition 10	HEN028	1	10
Academic Language and Composition 11/12	HEN022	1	11,12
English as an Additional Language 9 (EAL)	HOTH020	1	9
English as an Additional Language 10 (EAL)	HOTH021	1	10
Study Skills	HEN039	1	9,10,11,12
Learning Strategies	HEN040	1	9,10,11,12

English



At SSIS, high school English is a college preparatory program that 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 studying 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 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 in a literature-based context with some attention given to research, nonfiction, and debate. Through 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 range 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 to help students express themselves in clear, engaging ways. Participation in class discussions, group work, and independent study are all integral components of this course. Throughout the year, students are also expected to read literary works of their own choosing, alongside those assigned in class.

ENGLISH 10

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, nonfiction 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 reflect frequently on their own work. They will also listen to and assess others' viewpoints and contribute to discussions and seminars.

INTRODUCTION TO CREATIVE WRITING AND GENRE STUDY

Offered in School Years: 2025-2026, 2027-2028, 2029-2030

Grade: 11, 12
Length: 1 year
Credit 1.0 ENGLISH
Prerequisite: English 10
Homework: MODERATE

Students will explore both creative writing and genre studies. In one semester, the primary focus will be on Creative Writing and students will write fiction, poetry, and other various forms of literary texts. Students will explore form and technique and practice writing through prompts and exercises and will also workshop each other's pieces. They will examine narrative, verse, and memoir-based readings from the perspective of a writer, all focusing on the craft of literature.

During the second semester, students will explore drama as a literary medium, which 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 among audience members. Students will study and discuss a sampling of plays from early Greek tragedies to modern-day comedies and drama, and consider each genre's varied conventions. Students will demonstrate their learning in a variety of ways, from writing literary analysis to producing their own short scenes to reviews and analysis of filmed staged productions.

WORLD LITERATURE

Offered in School Years: 2026-2027, 2028-2029, 2030-2031

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 along with 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 communicate their understandings and interpretations in a range of modes, including multimedia, Socratic seminars, creative pieces, essays, and commentaries. The collection of works will include writers such as Amy Tam, Khaled Hosseini, Shaun Tan, Gabriel Marquez, Tim Winton, Maya Angelou, Seamus Heaney, and others, as well as works in translation.

AP ENGLISH LANGUAGE AND COMPOSITION

Grade: 11, 12
Length: 1 year
Credit: 1.0 ENGLISH
Prerequisite: Teacher recommendation
Homework: HEAVY
Please see the AP Course link for further information: *AP English Language and Composition*.

The AP 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 reading will make students more aware of the interactions among a writer's purpose, audience expectations, and subjects as well as how genre conventions and language contribute to effective writing. The focus of this course is on analyzing and crafting arguments that use evidence and commentary in support of reasoning. The course culminates in an externally moderated exam that students will take in May. The expectation is that this course will lead to the AP English Literature and Composition course in grade 12.

AP ENGLISH LITERATURE AND COMPOSITION

Grade: 11, 12
Length: 1 year
Credit: 1.0 ENGLISH
Prerequisite: 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 with introductory college-level literary analysis courses. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of how writers use language to provide both meaning and pleasure. As they read, students will consider a work's structure, style, and themes, as well as the 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

Grade: 11 and 12
Length: 2 years
Credit: 2.0 ENGLISH
Prerequisite: 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 exams in May of the second year.

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

IB ENGLISH A: LITERATURE HL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 ENGLISH
Prerequisite: 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 exams in May of the second year.

The course aims to promote an appreciation of the subtleties of literary expression. Students will develop an understanding of the techniques involved in literary criticism and an appreciation of literary forms. In addition, the course seeks to facilitate the clear expression of ideas, to help clear

presentation of argument, and to assist in the appreciation of both oral and written discourse. The students will produce a range of written and oral assignments, and their work will be graded within the school and also assessed externally by IB examiners.

IB ENGLISH A: LANGUAGE AND LITERATURE SL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 ENGLISH
Prerequisite: 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 exams 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. Students will focus on the formal elements of texts, as well as the different contexts that shape a text's meaning. They will work on their written and oral expression, and assessment is based on these communication skills. In Year 1, students will complete their individual oral, based on a body of work, a literary text, and a common global issue. Students will support their skills development in an ongoing Learner Portfolio. They will also prepare for Paper 1 through exposure to a wide range of non-literary texts, including opinion pieces, editorial columns, op-eds, speeches, blogs, and advertising campaigns while Paper 2 focuses on a comparative analysis of the literature studied. Students will be expected to read a total of four literary works from a range of eras, writers, and genre types.

IB ENGLISH A: LANGUAGE AND LITERATURE HL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 ENGLISH
Prerequisite: 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 exams 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. Students will focus on the formal elements of texts, as well as the different contexts that shape a text's meaning. They will work on their written and oral expression, and assessment is based on these communication skills. In Year 1, students will complete their individual oral, based on a body of work, a literary text, and a common global issue. Students will support their skills development in an ongoing Learner Portfolio. They will also prepare for Paper 1 through exposure to a wide range of non-literary texts, including opinion pieces, editorial columns, op-eds, speeches, blogs, and advertising campaigns while Paper 2 focuses on a comparative analysis of the literature studied. Students will be expected to read a total of six literary works from a range of eras, writers, and genre types. In addition, HL students are expected to produce a 1,200-word essay based on one of the literary texts studied.

IB LANGUAGE AND CULTURE SL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 ENGLISH & GROUP 1 or SOCIAL STUDIES & GROUP 3
Prerequisite: Teacher recommendation
Homework: HEAVY
For IB Language & Culture SL specifics, please see the IB-published *DP Subject Brief* or our SSIS video brief: *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 exams in May of the second year.

This is a cross-disciplinary course that draws from linguistics and social and cultural anthropology. Through the study of ethnographies and a range of literary and non-literary texts, students will engage with questions such as: 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, while 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 skills in their mother tongue. These courses focus on reading and analyzing literature and are designed for native or near-native speakers of the language. Language A courses in grade 10 prepare students for further study of the language as a Group 1 subject (studies in language and literature) within the IB (either as a full diploma, bilingual, or course candidate).

IB SCHOOL-SUPPORTED SELF-TAUGHT LITERATURE SL

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

Grade: 11 and 12
Length: 2 years
Credit: 2.0 GROUP 1
Prerequisites: Must be a full IBDP candidate, consultation with HS Learning Program Coordinator AND possible proficiency test.
Grade: Pass/Fail, a predicted grade is issued in Year 2 for university applications
Homework: MODERATE to HEAVY

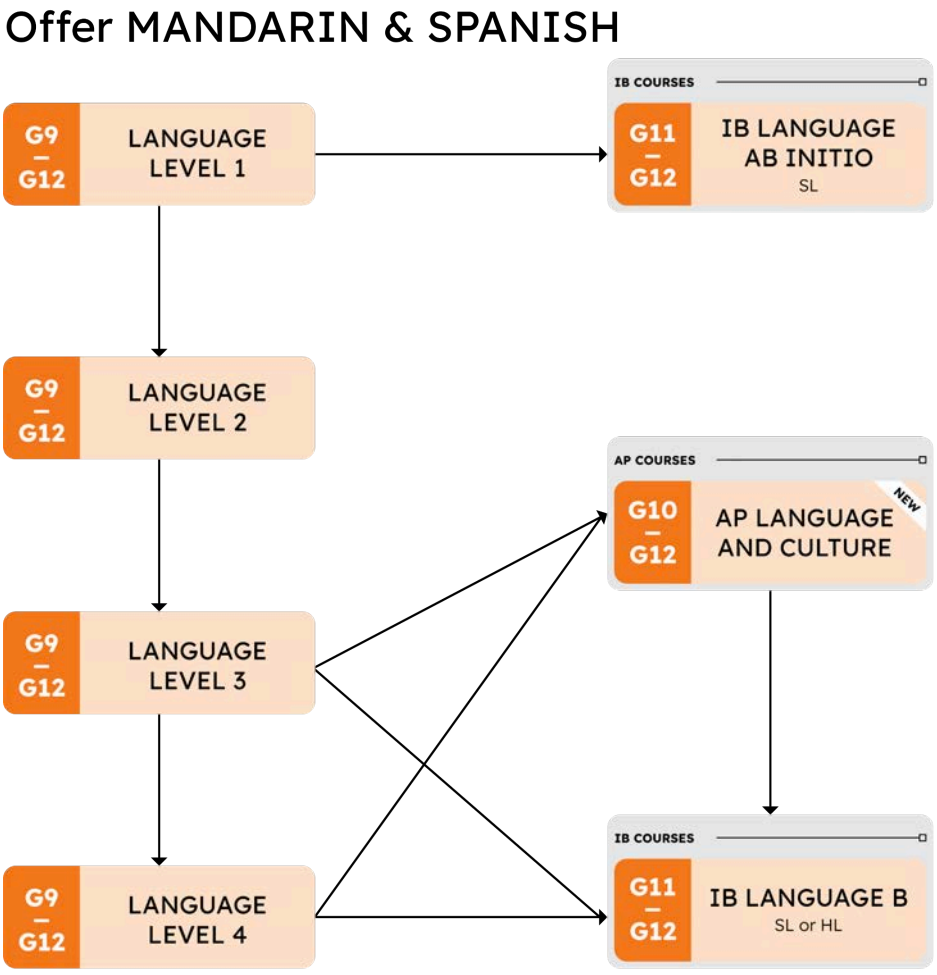
This is a two-year course; students are expected to complete both years of the course and sit the external exams in May of the second year.

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, Japanese, Vietnamese, Korean, etc.). Students will be required to find and pay a private tutor who will teach them this language's literature privately, outside of normal classes. The curriculum for this course is the same as that of the IB Language A: Literature SL course, with the exception that the chosen literature is different. The course focuses on the analysis and appreciation of literary expression in novels, poems, drama, and nonfiction. Over the two years, students will read and analyze at least seven literary works in the language of study. Students taking the SSST course will receive support from the SSST Supervisor. All instruction and assessments are provided by the tutor until the official IB assessments. Students enrolled in IB Self-Taught Language will earn a pass/fail grade, which will not impact a student's overall GPA.

Students who successfully complete two Language A subjects will earn a bilingual IB Diploma. This is an additional qualification.

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

Modern World Languages



The goal of Modern World Languages at SSIS is to increase student proficiency levels in languages and their cultures. We want to enable students to interact in a multicultural context, foster a lifelong appreciation of internationalism and critical thinking, and 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. The courses offered are proficiency-based.

GENERAL INFORMATION & REQUIREMENTS

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

Students with no previous experience in Mandarin or Spanish, or those who have completed only one year of study in these languages in middle school, will enroll in Level 1 in high school. Students who have completed two or three years of Mandarin or Spanish in middle school will enroll in Level 2 or 3 in high school. Students transferring from other schools will enroll in an appropriate level determined by a reading and listening placement test in which their proficiency level is determined.

LANGUAGE PROFICIENCY LEVEL

To assess language proficiency at SSIS, we follow the American Council on the Teaching of Foreign Languages (ACTFL) framework, which consists of five major levels:

- **Novice:** Limited language ability – recognizes familiar words and phrases
- **Intermediate:** Handles basic conversations and tasks – understands and produces simple sentences
- **Advanced:** Communicates fluently and accurately – understands complex ideas and expresses themselves clearly
- **Superior:** Near-native proficiency – understands and produces complex language with a high degree of accuracy and fluency
- **Distinguished:** Native or bilingual proficiency – uses language effortlessly and effectively in all contexts

Each of the first three levels (Novice, Intermediate, and Advanced) is further divided into three sublevels: Low, Mid, and High. These sublevels represent the progression within each major level.

We monitor our students' language development according to these ACTFL proficiency levels. Regular assessments and teacher observations help to track students' progress and ensure they are placed in courses that reflect their current abilities. This ensures that students receive appropriate instruction and challenges to maximize their language learning potential.

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 learning experience.

SPANISH 2

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 MODERN WORLD LANGUAGE
Prerequisites: ACTFL Novice High Level of Proficiency AND teacher recommendation
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 allows for more sophisticated aspects of language and culture to be explored and helps 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 learning experience.

SPANISH 3

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 MODERN WORLD LANGUAGE
Prerequisites: ACTFL Intermediate Low Level of Proficiency AND teacher recommendation
Homework: MODERATE

Students in Spanish 3 continue the study of Spanish, allowing them to use the language at the intermediate mid-level of proficiency. There are four areas of focus: 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 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

Grade: 10, 11, 12
Length: 1 year
Credit: 1.0 MODERN WORLD LANGUAGE
Prerequisites: ACTFL Intermediate Mid Level of Proficiency AND teacher recommendation
Homework: MODERATE to HEAVY

This language-learning course is designed for students with sufficient prior Spanish learning. The main focus is on language acquisition and the development of language skills. Students will reach a high degree of competence in Spanish and learn how to communicate effectively in several situations and within the cultures where Spanish is spoken. By working with a wide range of authentic written and spoken texts and materials, students will develop and expand on the four language skills: listening, reading, speaking, and writing, as well as developing their critical-thinking skills. They will use Spanish 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.

AP SPANISH LANGUAGE AND CULTURE

New for School Year 2025-2026

Grade: 10, 11, 12
Length: 1 year
Credit: 1.0 MODERN WORLD LANGUAGE
Prerequisites: ACTFL Intermediate Mid Level of Proficiency AND teacher recommendation
Homework: MODERATE to HEAVY
Please see the AP Course link for further information: *AP Spanish Language and Culture*.

This is a one-year course; students are expected to sit the external exam in May.

This rigorous course is designed to provide students with a comprehensive understanding of the Spanish language and culture. Students will develop advanced proficiency in reading, writing, speaking, and listening. The course emphasizes real-world communication and cultural awareness, enabling students to apply their language skills in authentic contexts.

By studying the Spanish language and culture, students will enhance their linguistic competence, cultivate cultural understanding, improve critical-thinking skills, and prepare for academic and professional success. The AP Spanish Language and Culture course is challenging yet rewarding. Students who successfully complete this course will be well-prepared to excel on the AP exam and to use Spanish confidently in their personal and professional lives.

IB SPANISH AB INITIO SL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 MODERN WORLD LANGUAGE
Prerequisites: Novice Spanish learner AND teacher recommendation
Homework: MODERATE to HEAVY
For more IB Language Ab Initio 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 exams in May of the second year.

This is a language acquisition course for students with no prior experience in Spanish or students with very limited previous exposure. Students will be introduced to the concept of 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 develop the ability to communicate about themselves and their immediate environment using basic vocabulary and sentence structures. IB Spanish Ab Initio focuses on a dynamic combination of knowledge, skills, independent critical and creative thought, and international-mindedness. The course provides a foundation for students to demonstrate their ability to: (1) communicate basic information and ideas clearly and effectively in a limited range of situations; (2) understand and accurately use 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.

IB SPANISH B SL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 MODERN WORLD LANGUAGE
Prerequisites: ACTFL Intermediate Mid Level of Proficiency AND teacher recommendation
Homework: MODERATE TO HEAVY
For more IB Language B 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 exams in May of the second year.

This language acquisition course is designed for students who can already communicate in Spanish in familiar contexts. During the course, students will explore the conceptual understandings that underlie language acquisition and begin to use higher-level thinking as they develop receptive, productive, and interactive skills. Students will reach a high degree of competence in Spanish and learn how to communicate effectively in several situations within cultures where Spanish 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 Spanish 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.

IB SPANISH B HL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 MODERN WORLD LANGUAGE
Prerequisites: ACTFL Intermediate High Level of Proficiency AND teacher recommendation
Homework: MODERATE TO HEAVY
For more IB Language B 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 exams in May of the second year.

This language acquisition course is for students who can communicate in Spanish in a variety of contexts and for a variety of purposes. There is a common syllabus between Standard Level and Higher Level, with literature being an additional component of the HL course. The study of two literary works written originally in Spanish is compulsory in Language B HL. During the course, students are expected to use higher-order thinking skills as they develop receptive, productive, and interactive skills. The differences between SL and HL are determined by the assessment objectives, depth and breadth of syllabus coverage, assessment details and criteria, literature coverage, and teaching hours. Students with a high degree of competence in Spanish will explore different aspects of the language and literature in depth. All the language skills are studied through a range of texts and materials that enable an awareness of Spanish culture. In-depth discussion, written compositions, and oral presentations will be fundamental components of this class.

MANDARIN 1

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. This course emphasizes personal and social communication using common vocabulary, basic grammatical structures, and the introduction of Chinese characters. It offers a framework for proficiency in Mandarin 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 learning experience.

MANDARIN 2

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 MODERN WORLD LANGUAGE
Prerequisites: ACTFL Novice High Level of Proficiency AND teacher recommendation
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 realistic 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 learning experience.

MANDARIN 3

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 MODERN WORLD LANGUAGE
Prerequisites: ACTFL Intermediate Low Level of Proficiency AND teacher recommendation
Homework: MODERATE

Students in Mandarin 3 continue the study of Mandarin, allowing them to use the language at the intermediate mid level of proficiency. There are four areas of focus: 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 Mandarin. 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 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

Grade: 10, 11, 12
Length: 1 year
Credit: 1.0 MODERN WORLD LANGUAGE
Prerequisites: ACTFL Intermediate Mid Level of Proficiency AND teacher recommendation
Homework: MODERATE to HEAVY

This language-learning course is designed for students with sufficient prior Mandarin learning. The main focus is on language acquisition and the development of language skills. Students will reach a high degree of competence in Mandarin and learn how to communicate effectively in several situations and within the cultures where Mandarin is spoken. By working with a wide range of authentic written and spoken texts and materials, students will develop and expand on the four language skills: listening, reading, speaking, and writing, as well as developing their critical-thinking skills. They will use Mandarin 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.

AP CHINESE LANGUAGE AND CULTURE

New for School Year 2025-2026

Grade: 10, 11, 12
Length: 1 year
Credit: 1.0 MODERN WORLD LANGUAGE
Prerequisites: ACTFL Intermediate Mid Level of Proficiency AND teacher recommendation
Homework: MODERATE to HEAVY
Please see the AP Course link for further information: *AP Chinese Language and Culture*.

This is a one-year course; students are expected to sit the external exam in May.

This rigorous course is designed to equip students with advanced Chinese-language skills and a deep understanding of Chinese culture. Students will develop proficiency in reading, writing, speaking, and listening. The course emphasizes real-world communication and cultural awareness, enabling students to apply their language skills in authentic contexts.

By studying Chinese language and culture, students will enhance their linguistic competence, cultivate cultural understanding, improve critical-thinking skills, and prepare for academic and professional success. The AP Chinese Language and Culture course prioritizes communication over strict grammatical accuracy. Students will be assessed on their ability to use the language effectively in real-life situations, such as conversations, presentations, and written assignments.

IB MANDARIN AB INITIO SL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 MODERN WORLD LANGUAGE
Prerequisites: Novice Chinese learner AND teacher recommendation
Homework: MODERATE to HEAVY
For more IB Language Ab Initio 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 exams in May of the second year.

This is a language acquisition course for students with no prior experience of Mandarin, or 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.

IB CHINESE B SL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 MODERN WORLD LANGUAGE
Prerequisites: ACTFL Intermediate Mid Level of Proficiency AND teacher recommendation
Homework: HEAVY
For more IB Language B SL specifics, please see the IB-published *DP Subject Brief*.

This language acquisition course is designed for students who can already communicate in Mandarin in familiar contexts. During the course, students will explore the conceptual understandings that underlie language acquisition and begin to use higher-level thinking as they develop receptive, productive, and interactive skills. Students will reach a high degree of competence in Mandarin and learn how to communicate effectively in several situations within cultures where Mandarin 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 Mandarin 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.

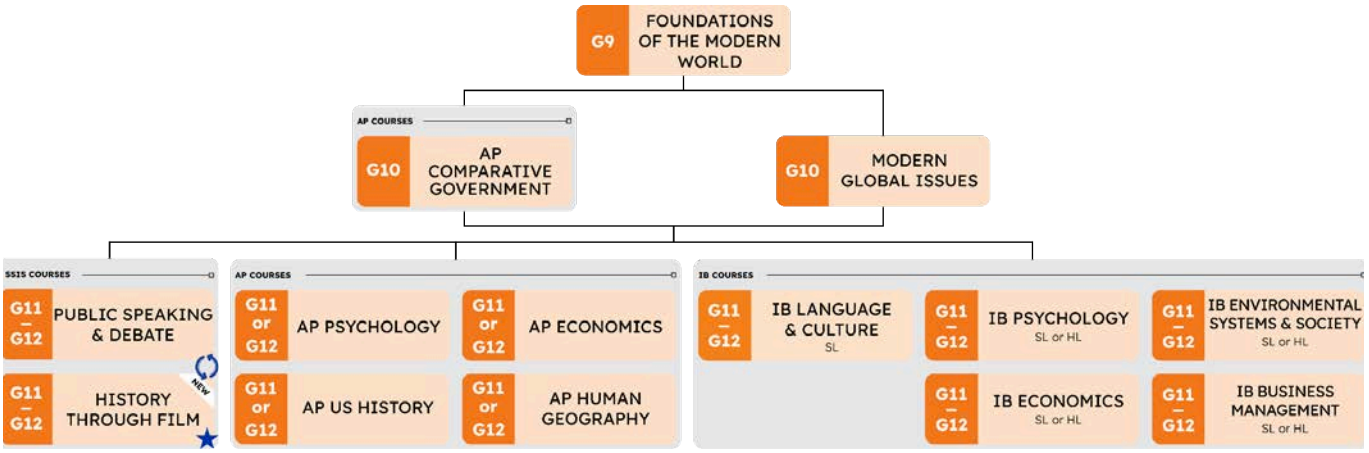
IB CHINESE B HL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 MODERN WORLD LANGUAGES
Prerequisites: ACTFL Intermediate High Level of Proficiency AND teacher recommendation
Homework: HEAVY
For more IB Language B 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 exams in May of the second year.

This language acquisition course is for students who can communicate in Mandarin in a variety of contexts and for a variety of purposes. There is a common syllabus between Standard Level and Higher Level, with literature being an additional component of the HL course. The study of two literary works written originally in Mandarin is compulsory in Language B HL. During the course, students are expected to use higher-order thinking skills as they develop receptive, productive, and interactive skills. The differences between SL and HL are determined by the assessment objectives, depth and breadth of syllabus coverage, assessment details and criteria, literature coverage, and teaching hours. Students with a high degree of competence in Mandarin will explore different aspects of the language and literature in depth. All the language skills are studied through a range of texts and materials that enable an awareness of Chinese culture. In-depth discussion, written compositions, and oral presentations will be fundamental components of this class.

Social Studies



The high school Social Studies program at SSIS emphasizes analytical thinking, reading, and writing skills with an international perspective. Starting in grade 9, the program 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 Level 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, which 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 explores the origins, developments, and consequences of major global historical events of the last two and a half centuries. These historical occurrences are examined chronologically 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 today's world. A culminating major project during the second half of the spring semester helps students draw together the knowledge and skills fully developed throughout the course.

MODERN GLOBAL ISSUES

Grade: 10
Length: 1 year
Credit: 1.0 SOCIAL STUDIES
Prerequisite: Foundations of the Modern World
Homework: MODERATE

Modern Global Issues examines 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 evaluate and analyze a variety of topics with an 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

Grade: 10
Length: 1 year
Credit: 1.0 SOCIAL STUDIES
Prerequisite: Foundations of the Modern World
Homework: HEAVY
Please see the AP Course link for further information: *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 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.

HISTORY THROUGH FILM

New for School Year 2025-2026

Offered in School Years: 2025-2026, 2027-2028, 2029-2030

Grade: 11, 12
Length: 1 year
Credit: 1.0 SOCIAL STUDIES
Prerequisite: Modern Global Issues OR AP Comparative Government
Homework: LIGHT

This class will look at historical themes through film and require students to think critically about entertainment consumption including perspectives, historicity, and artistic interpretation and expression. Students will study the time in which movies were made and the period portrayed in those movies. Topics may include genocide, war and diplomacy, resistance movements, and inspirational acts of humanity. Students will have some involvement in choosing syllabus topics and

films for the class. This course is intended to develop students' critical-thinking abilities through multiple strategies including discussions, debates, and writing. This course will require students to view and discuss events in history that can be difficult and uncomfortable including violent and emotionally distressing scenes, so students and families will need to sign a course permission form when registering for the class. This course is not a film creation course or a study of the history of movies.

PUBLIC SPEAKING: CURRENT ISSUES AND DEBATES

Offered in School Years: 2026-2027, 2028-2029, 2030-2031

Grade: 11, 12
Length: 1 year
Credit: 1.0 SOCIAL STUDIES
Prerequisite: Modern Global Issues OR AP Comparative Government
Homework: LIGHT

The Public Speaking: Current Issues and Debates course uses current events and contemporary issues to focus on public speaking, debate, research, and writing skills. Students will be asked to present different types of speeches including informative, persuasive, and impromptu speeches. Additionally, students will practice several 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

Grade: 11, 12
Length: 1 year
Credit: 1.0 SOCIAL STUDIES
Prerequisites: Algebra I with a C or above AND Modern Global Issues OR AP Comparative Government
Homework: HEAVY
Please see the AP Course links for further information: *AP Microeconomics* and *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 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 that focuses on the principles that apply to economic systems as a whole. The course centers on the study of national income and price-level determination as well as developing 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

Grade: 11, 12
Length: 1 year
Credit: 1.0 SOCIAL STUDIES
Prerequisite: Modern Global Issues OR AP Comparative Government
Homework: MODERATE
Please see the AP Course link for further information: *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. Students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the 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 exam upon completion of this course.

AP PSYCHOLOGY

Grade: 11, 12
Length: 1 year
Credit: 1.0 SOCIAL STUDIES
Prerequisite: Modern Global Issues OR AP Comparative Government
Homework: HEAVY
Please see the AP Course link for further information: *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. Students will consider 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 use 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 exam upon completion of this course.

AP US HISTORY

Grade: 11, 12
Length: 1 year
Credit: 1.0 SOCIAL STUDIES
Prerequisite: Modern Global Issues OR AP Comparative Government
Homework: HEAVY
Please see the AP Course link for further information: *AP US History*.

AP US History is a chronological and thematic survey course in United States history, covering the period from pre-Columbian America to contemporary America. The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US history. The course prepares students for intermediate and advanced college courses by making similar demands to those made by full-year introductory college courses. Students will 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. The AP US History course develops the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

IB BUSINESS MANAGEMENT SL

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 brief *IB Business Management*.

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

Students learn to analyze, discuss, and evaluate business activities at local, national, and international levels. Covering a range of organizations from all sectors, including their socio-cultural and economic contexts, students will learn the key characteristics of business organization and environment and the functions of human resource management, finance and accounts, marketing, and operations management. Links between topics are central to the course. By exploring six underpinning concepts (change, culture, ethics, globalization, innovation, and strategy), students will develop a holistic understanding of today's complex and dynamic business environment. The 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. Students will also develop subject-specific skills, such as financial analysis.

IB BUSINESS MANAGEMENT HL

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 brief *IB Business Management*.

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

Students learn to analyze, discuss, and evaluate business activities at local, national, and international levels. Covering a range of organizations from all sectors, including their socio-cultural and economic contexts, students will learn the key characteristics of business organization and environment and the functions of human resource management, finance and accounts, marketing, and operations management. Links between topics are central to the course. By exploring six underpinning concepts (change, culture, ethics, globalization, innovation, and strategy), students will develop a holistic understanding of today's complex and dynamic business environment. The learning is firmly anchored in business management theories, tools, and techniques and placed in the context of real-world examples and case studies.

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IB ECONOMICS SL

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 exams 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 – an extended response paper as well as a data response paper. The internal assessment for the course consists of a portfolio of three 650- to 750-word written commentaries based on published extracts from the news media.

IB ECONOMICS HL

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 exams 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. The general aims and objectives of the IB Economics HL course are similar to those of the SL course, but at times students 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 policy paper exclusively covering Higher Level topics. The internal assessment for the Higher Level students also consists of a portfolio of three 650- to 750-word commentaries based on published extracts from the news media.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 SCIENCE OR SOCIAL STUDIES
Prerequisites: 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 brief: *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 exams 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 the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. Fieldwork and class lab time provide hands-on experiences. Students will draw on concepts from the natural sciences and apply this scientific understanding to political and social issues, and create TOK and CAS links. Topics include foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, and water and aquatic food production systems and societies. Students will examine and develop their own environmental value systems (EVS) and become acquainted with the diverse range of EVSs from different cultures and backgrounds. In the second year, students learn about soil and atmospheric systems, climate change and energy production, human systems, and resource use. Students will ultimately develop a holistic understanding and appreciation for the complex relationships between environmental systems and societies, and their

inherent vulnerability. This class fulfills the requirements for Group 4, Group 3, or both. A collaborative sciences project highlights the connectedness between various fields of science and enables students 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
Prerequisites: 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 brief: *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 exams 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. The emphasis is on scientific exploration of environmental systems in their structure and function and the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. Fieldwork and class lab time provide hands-on experiences. Students will draw on concepts from the natural sciences and apply this scientific understanding to political and social issues, and create TOK and CAS links. Topics include foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, and water and aquatic food production systems and societies. Students will examine and develop their own environmental value systems (EVS) and become acquainted with the diverse range of EVSs from different cultures and backgrounds. Higher Level topics include environmental law, ethics, and ecological economics. Students will ultimately develop a holistic understanding and appreciation for the complex relationships between environmental systems and societies, and their inherent vulnerability. This class fulfills the requirements for Group 4, Group 3, or both. A collaborative sciences project highlights the connectedness between various fields of science and enables students to work together on problems to discover solutions to a common goal.

IB LANGUAGE AND CULTURE SL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 ENGLISH & GROUP 1 or SOCIAL STUDIES & GROUP 3
Prerequisite: Teacher recommendation
Homework: HEAVY
For IB Language & Culture SL specifics, please see the IB-published *DP Subject Brief* or our SSIS video brief *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 exams in May of the second year.

This is a cross-disciplinary course that draws from linguistics and social and cultural anthropology. Through the study of ethnographies and a range of literary and non-literary texts, students will

engage with questions such as: 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, while 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.

IB PSYCHOLOGY SL

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 exams in May of the second year.

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

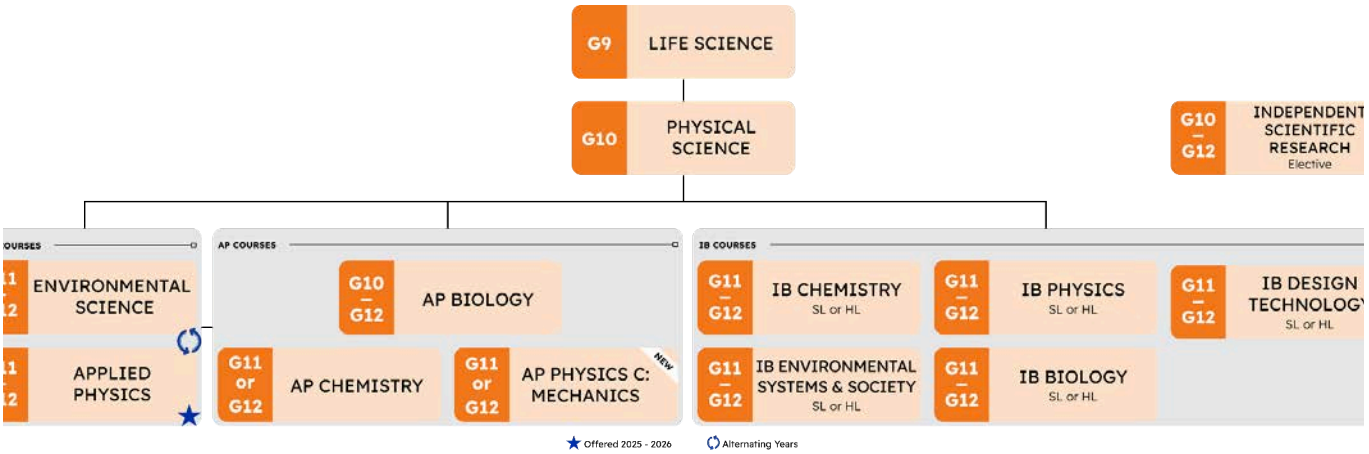
IB PSYCHOLOGY HL

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 exams in May of the second year.

IB Psychology is a two-year course in which students develop an understanding of the biological, cognitive, and sociocultural influences on human behaviors. Students also develop an understanding of the diverse methods of psychological inquiry and ensure that ethical practices are upheld in psychological inquiry. Students also gain an appreciation of alternative explanations of human behavior and an awareness of how psychological research can be applied for the benefit of human beings. In year one, the course focuses on the biological, cognitive, and sociocultural approaches to understanding behavior. The year ends with students conducting their IA, which involves replicating 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 at SSIS empowers students to explore and understand the interconnected disciplines of science through diverse courses and contemporary topics. Our primary goal is to develop scientifically literate citizens who can critically evaluate evidence, engage with scientific phenomena, and adapt to an ever-evolving world of scientific discovery. We emphasize hands-on learning through laboratory investigations, data analysis, and real-world applications, believing that authentic scientific experiences are fundamental to understanding science. Students actively participate in the scientific process by designing investigations, collecting and analyzing data, developing evidence-based explanations, and communicating their findings using a variety of digital and traditional tools. Through collaborative projects, inquiry-based activities, and technology-enhanced investigations, students develop critical-thinking skills and scientific practices essential for success in STEAM fields. Our science courses integrate current scientific developments, environmental sustainability, and connections to students' lives, challenging them to think independently while fostering scientific literacy and problem-solving skills for the 21st century.

LIFE SCIENCE

Grade: 9
Length: 1 year
Credit 1.0 SCIENCE
Prerequisite: None
Homework: LIGHT

Life Science is a year-long NGSS-aligned course that explores fundamental biological phenomena through the lens of real-world investigations. Students examine the intricate relationships between structure and function in living systems, from cellular processes to ecosystem dynamics. The course is organized around key phenomena such as homeostasis, energy flow in living systems, ecosystem interactions, inheritance patterns, and evolutionary processes. Through inquiry-based learning and data analysis, students develop essential scientific practices while exploring cellular organization, energy transformation, and ecosystem relationships. The curriculum emphasizes understanding how specialized cells coordinate to sustain life functions, how the mechanisms of energy capture and transfer in organisms, and the complex interactions that maintain ecosystem stability. Students investigate genetic and environmental factors within populations. Scientific modeling, experimental design, and evidence-based argumentation are integral practices used to deepen understanding of core biological concepts.

This hands-on course emphasizes the development of scientific thinking skills through active investigation, collaborative problem-solving, and real-world applications, preparing students for advanced study in the biological sciences.

PHYSICAL SCIENCE

Grade: 10
Length: 1 year
Credit 1.0 SCIENCE
Prerequisite: Life Science
Homework: MODERATE

Physical Science is a year-long NGSS-aligned course that integrates chemistry and physics concepts through the investigation of natural phenomena. The course explores the fundamental patterns and interactions that govern matter and energy, from atomic structure to forces and motion. Students develop a deep understanding of how materials interact, how energy transforms, and how objects move through space. The curriculum covers periodic patterns, chemical bonding, reaction dynamics, energy conservation, motion and forces, and particle interactions. Through laboratory investigations and real-world applications, students engage in scientific modeling and data analysis to understand phenomena such as the formation of compounds, energy transformations in systems, and the predictable patterns of motion. Students apply mathematical reasoning and scientific principles to analyze complex interactions, design solutions to problems, and develop evidence-based explanations for observed phenomena. This laboratory-based course emphasizes quantitative analysis, experimental design, and problem-solving skills while building connections between chemistry and physics concepts. Students develop practical laboratory techniques, data analysis skills, and scientific reasoning abilities essential for advanced study in the physical sciences.

APPLIED PHYSICS

Offered in School Years: 2025-2026, 2027-2028, 2029-2030

Grade: 11, 12
Length: 1 year
Credit 1.0 SCIENCE
Prerequisite: Physical Science
Homework: MODERATE

Applied Physics is a rigorous year-long course that connects fundamental physics principles to modern technological applications and scientific discoveries. This NGSS-aligned course explores advanced physics concepts through hands-on investigations, engineering challenges, and real-world problem-solving. The curriculum integrates theoretical concepts with practical applications across five major areas: momentum and collisions, electromagnetism, optical systems, astrophysics, and nuclear physics. Students develop a sophisticated understanding of physics principles while exploring their applications in modern technology, from smartphone sensors to space telescopes. Through laboratory investigations and engineering projects, students analyze complex systems, design and test solutions, and develop mathematical models to explain physical phenomena. This laboratory-intensive course emphasizes analytical thinking, computational modeling, and engineering design principles. Students engage in extended investigations, collect and analyze sophisticated data sets, and develop technical communication skills. The course provides excellent preparation for college-level physics and engineering programs while highlighting physics applications in modern technology and scientific research.

ENVIRONMENTAL SCIENCE

Offered in School Years: 2026-2027, 2028-2029, 2030-2031

Grade: 11, 12
Length: 1 year
Credit 1.0 SCIENCE
Prerequisite: Life Science
Homework: LIGHT

Environmental Science is a dynamic year-long course that examines the complex interactions between Earth's systems and human activities. This NGSS-aligned course empowers students to analyze current environmental challenges and develop evidence-based solutions for a sustainable future. The curriculum explores four interconnected themes: ecosystem dynamics and biodiversity, climate science, Earth's integrated systems, and sustainable development. Students investigate pressing environmental issues through data analysis, field studies, and systems thinking approaches. The course emphasizes the relationships between environmental stability and human well-being, examining both local and global environmental challenges. Through case studies and original research, students evaluate the impacts of human activities on natural systems and analyze strategies for environmental conservation and restoration. This research-oriented course combines laboratory investigations, fieldwork, and project-based learning to develop environmental literacy and scientific research skills. Students engage in collaborative projects with local environmental organizations, analyze real environmental data, and design sustainable solutions to community challenges. The course prepares students for environmental science programs at the college level while developing their capacity to be environmentally conscious citizens and decision-makers.

AP BIOLOGY

Grade: 10, 11, 12
Length: 1 year
Credit: 1.0 SCIENCE
Prerequisites: Life Science with an A- OR Physical Science with an A-; Students going into grade 10 also require teacher recommendation
Homework: HEAVY
Please see the AP Course link for further information: *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 a grasp of science as a process rather than as an accumulation of facts, personal experience in scientific inquiry and laboratory techniques, recognizing unifying themes that integrate the major topics of biology, and application of biological knowledge and critical thinking to environmental and social concerns. Eight general areas are covered: 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 exam upon completion of this course.

AP CHEMISTRY

Grade: 11, 12
Length: 1 year
Credit: 1.0 SCIENCE
Prerequisites: Physical Science with an A- AND Algebra 2 with a B-
Homework: HEAVY
Please see the AP Course link for further information: *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, electrochemistry, and more. Students are required to take the AP Chemistry exam upon completion of this course.

AP PHYSICS C: MECHANICS

New for School Year 2025-2026

Grade: 11, 12
Length: 1 year
Credit: 1.0 SCIENCE
Prerequisites: Physical Science with an A AND AP Calculus AB or BC with a B+. Students concurrently enrolled in AP Calculus also require teacher recommendation.
Homework: HEAVY

Please see the AP Course link for further information: *AP Physics C: Mechanics*. Also, click here to see the *AP Physics C: Mechanics Course Overview Video*.

This advanced, calculus-based physics course delves into the fundamental principles of mechanics, equipping students with a rigorous understanding of the physical world. By applying calculus to real-world scenarios, students will develop critical-thinking and problem-solving skills essential for success in engineering, physics, and other STEAM fields.

Through problem-solving and hands-on laboratory investigations, students will explore topics such as kinematics, Newton's laws, energy, momentum, rotational dynamics, and oscillations. The course culminates in preparation for the AP Physics C: Mechanics exam, providing a solid foundation for college-level physics and enhancing college admissions prospects.

IB BIOLOGY SL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 SCIENCE
Prerequisites: Life Science with a C- AND Physical Science with a C-
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 exams in May of the second year.

IB Biology is a two-year university-preparatory course that focuses on biology content covering topics ranging 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, students will need to develop effective study strategies that allow them to recall specific details of this information on written assessments. There is less breadth and depth of content for the SL course than for the HL course. Students will also practice laboratory techniques focusing on experimental design, data analysis, and interpretation and evaluation of conclusions. A minimum of 40 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 highlights the connectedness between various fields of science and enables students to work together on problems to discover solutions to a common goal.

IB BIOLOGY HL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 SCIENCE
Prerequisites: 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 exams in May of the second year.

IB Biology is a two-year university-preparatory course that focuses on biology content covering topics ranging 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, 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 60 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

Grade: 11 and 12
Length: 2 years
Credit: 2.0 SCIENCE
Prerequisites: 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 exams 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 highlights the connectedness between various fields of science and enables students to work together on problems to discover solutions to a common goal.

IB CHEMISTRY HL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 SCIENCE
Prerequisites: 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 exams in May of the second year.

IB Chemistry HL is taught over two years with the goal of preparing students for further study of pure and applied sciences in higher education. Students will develop the ability to analyze scientific literature and develop manipulative and experimental skills necessary to perform college or university-level scientific investigations. Topics include the foundations of chemistry, quantitative chemistry, solution chemistry, gasses, thermochemistry, atomic theory, and chemical bonding. Each topic will be explored in detail and require stronger quantitative analysis than is expected at the Standard Level. In year two, more advanced chemistry topics will be studied, including solids and liquids, chemical kinetics, chemical equilibrium, acids and bases, thermodynamics, and electrochemistry. Students will also be involved in more practical lab work and expected to design their own experiments to test and evaluate fundamental chemistry topics. 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

Grade: 11 and 12
Length: 2 years
Credit: 2.0 SCIENCE or SOCIAL STUDIES
Prerequisites: 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 exams 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 the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. Fieldwork and class lab time provide hands-on experiences. Students will draw on concepts from the natural sciences and apply this scientific understanding to political and social issues, and create TOK and CAS links. Topics include foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, and water and aquatic food production systems and societies. Students will examine and develop their own environmental value systems (EVS) and become acquainted with the diverse range of EVSs from different cultures and backgrounds. In the second year, students learn about soil and atmospheric systems, climate change and energy production, human systems, and resource use. Students will ultimately develop a holistic understanding and appreciation for the complex relationships between environmental systems and societies, and their inherent vulnerability. This class fulfills the requirements for Group 4, Group 3, or both. A collaborative sciences project highlights the connectedness between various fields of science and enables students 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
Prerequisites: Physical Science with a B- or above, 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 brief: *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 exams 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. The emphasis is on scientific exploration of environmental systems in their structure and function and the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. Fieldwork and class lab time provide hands-on experiences. Students will draw on concepts from the natural sciences and apply this scientific understanding to political and social issues, and create TOK and

CAS links. Topics include foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, and water and aquatic food production systems and societies. Students will examine and develop their own environmental value systems (EVS) and become acquainted with the diverse range of EVSs from different cultures and backgrounds. Higher Level topics include environmental law, ethics, and ecological economics. Students will ultimately develop a holistic understanding and appreciation for the complex relationships between environmental systems and societies, and their inherent vulnerability. This class fulfills the requirements for Group 4, Group 3, or both. A collaborative sciences project highlights the connectedness between various fields of science and enables students to work together on problems to discover solutions to a common goal.

IB PHYSICS SL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 SCIENCE
Prerequisites: 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 exams in May of the second year.

IB Physics is a two-year university preparatory course that 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 course aims to prepare students for university-level science and life as scientifically knowledgeable citizens, emphasizing experimentation and problem-solving skills in the classroom and the laboratory. It is assumed that the student has a working knowledge of algebra and trigonometry. A total of 20 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 highlights the connectedness between various fields of science and enables students to work together on problems to discover solutions to a common goal.

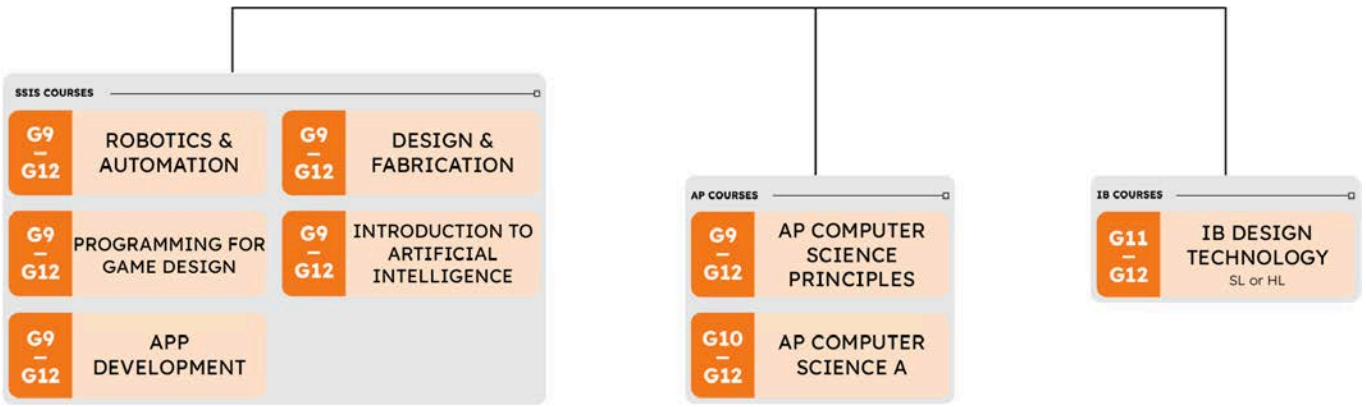
IB PHYSICS HL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 SCIENCE
Prerequisites: 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 exams in May of the second year.

IB Physics HL is a two-year university-level course providing 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 course aims to prepare students for university-level science and life as scientifically knowledgeable citizens, emphasizing experimentation and problem-solving skills in the classroom and the laboratory. A total of 40 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 at SSIS offers 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 in this department are elective credits.

APP DEVELOPMENT

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 ELECTIVE
Prerequisite: None
Homework: LIGHT TO MODERATE

In the App Development course, students will learn to program applications using the Swift programming language. Students will complete a series of projects designed to develop their programming and project design skills. They 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

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. They will learn how to use computer-aided design (CAD) tools and manual machines to digitally build and iterate their designs. 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 to produce complex products in line with engineering and manufacturing industry practice. This course will help students develop a critical awareness of human factors, ergonomics, material resources, and sustainable production.

INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 ELECTIVE
Prerequisite: None
Homework: LIGHT

The Introduction to Artificial Intelligence course introduces 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.

Students will journey into the field of AI, gaining hands-on experience with foundational concepts and tools, exploring 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. Students will also 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

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 ELECTIVE
Prerequisite: None
Homework: LIGHT

Programming for Game Design offers students an immersive exploration of the dynamic world of game design and 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.

Students 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. Students will also delve into the art of storytelling within games, understanding how narrative and gameplay mechanics combine to captivate players. They will learn to create compelling stories that draw players into unique and immersive worlds. As well as 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

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 ELECTIVE
Prerequisite: None
Homework: LIGHT TO MODERATE

Students taking Robotics and Automation will complete a series of design projects, each focused on a different aspect of robotics. Projects will be developed using VEX EXP, V5 robotics kits, and microcontrollers through which 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

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 ELECTIVE
Prerequisite: Algebra I
Homework: MODERATE
Please see the AP Course link for further information: *AP Computer Science Principles*.

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory university computing 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. Students will be engaged in the creative aspects of the field as they develop computational artifacts based on their interests. Students will learn the fundamental concepts of programming, including control and

abstractions. They 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

Grade: 10, 11, 12
Length: 1 year
Credit: 1.0 ELECTIVE
Prerequisites: App Development OR AP Computer Science Principles with a B- or above AND Geometry with a B- or above
Homework: MODERATE
Please see the AP Course link for further information: *AP Computer Science A*.

AP Computer Science A introduces students to computer science through programming. Fundamental topics include designing solutions to problems, using data structures to organize large sets of data, developing and implementing algorithms to process data and discover new information, analyzing 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

Grade: 11 and 12
Length: 2 years
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 exams 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 this course. 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 on society and apply these to create 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 inquiry and analysis of problems, developing feasible solutions, and testing and evaluating the solution. A solution can be defined as a model, prototype, product, or system that students have developed independently.

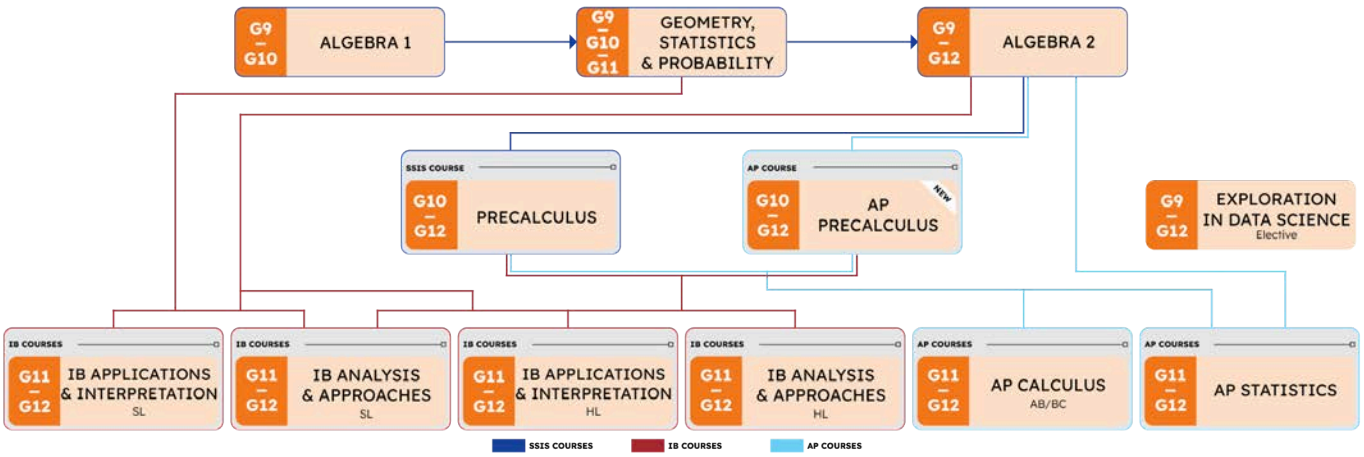
IB DESIGN AND TECHNOLOGY HL

Grade: 11 and 12
Length: 2 years
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 exams 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 this course. 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 on society and apply these to create 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 inquiry and analysis of problems, developing feasible solutions, and testing and evaluating the solution. A solution can be defined as a model, prototype, product, or system that students have developed independently. When taken at the Higher Level, students study four additional topics with related assessments. These topics emphasize user-centered design (UCD), sustainability, markets, innovation, and commercial production.

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 be successful in Advanced Placement (AP) and IB Diploma Programme (IBDP) courses in grades 11 and 12.

Note: All math students are required to have a TI-Nspire calculator as it is an integral tool in our math courses. This calculator enables students to visualize graphs, manipulate data, create dynamic models, test hypotheses, and explore multiple representations of mathematical ideas.

ALGEBRA 1

Grade: 9, 10
Length: 1 year
Credit: 1.0 MATH
Prerequisite: None
Homework: MODERATE
Special Requirement: TI-Nspire CXII Graphing Calculator

Algebra 1 incorporates a problem-based curriculum including all standard topics of first-year algebra, including 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

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. Key elements of geometry include angle properties, triangle congruence, area, volume, coordinate geometry, and trigonometry. Students will also learn conditional probabilities, independent events, analysis, and interpretation of one-variable data.

ALGEBRA 2

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 MATH
Prerequisite: Geometry, Statistics, and Probability (grade 10 students may take Algebra 2 concurrently with GSP with teacher recommendation and an A in grade 9 Algebra 1)
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

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 MATH
Prerequisite: Algebra 2 with a B- or above OR teacher recommendation
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 are passionate about mathematics and seeking a more challenging academic experience. Students will enhance their critical-thinking skills while mastering mathematical notations. The curriculum integrates college algebra with advanced trigonometry, covering topics such as polynomial functions, logarithms and exponents, sequences and series, trigonometric functions, and complex numbers. Significant emphasis is placed on a graphical approach, both with and without the use of technology.

AP STATISTICS

Grades: 11, 12
Length: 1 year
Credit: 1.0 MATH
Prerequisite: Algebra 2 with a B- or above OR teacher recommendation
Homework: HEAVY
Special Requirement: TI-Nspire CXII Graphing Calculator
Please see the AP Course link for further information: *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 used for data collection, analysis, and deriving suitable conclusions. The four key themes covered in the AP Statistics course include the exploration of data, sampling, and experimentation, prediction of patterns through probability, and statistical inference. Students will conduct investigations, solve problems, and use writing skills to cultivate a conceptual understanding of the course material. Completion of the AP Statistics exam at the end of the academic year is an expected requirement. The use of a graphing calculator is an integral part of this course and is a powerful tool for exploration. Calculators are allowed throughout the course, but all work must be backed up with written conclusions.

AP PRECALCULUS

New for School Year 2025-2026

Grades: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 MATH
Prerequisites: Algebra 2 with an A or above AND teacher recommendation
Homework: MODERATE to HEAVY
Special Requirement: TI-Nspire CXII Graphing Calculator
Please see the AP Course link for further information: *AP PreCalculus*.

AP Precalculus fosters the development of a deep conceptual understanding of functions. Students understand functions and their graphs as embodying dynamic covariation quantities, a key idea in preparing for calculus. Topics include polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters, vectors, and matrices. Students learn how to observe, explore, and build mathematical meaning from dynamic systems – an important practice for thriving in an ever-changing world. AP Precalculus better prepares students for AP Calculus and any IB math course. 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 AB

Grades: 11, 12
Length: 1 year
Credit: 1.0 MATH
Prerequisite: Precalculus
Homework: HEAVY
Special Requirement: TI-Nspire CXII Graphing Calculator
Please see the AP Course link for further information: *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. 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

Grades: 11, 12
Length: 1 year
Credit: 1.0 MATH
Prerequisites: Precalculus AND teacher recommendation
Homework: HEAVY
Special Requirement: TI-Nspire CXII Graphing Calculator
Please see the AP Course link for further information: *AP Calculus BC*.

The Calculus BC course is roughly equivalent to the content of two semesters of college or university calculus. This course includes all of the Calculus AB curriculum but adds 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 an 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. 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

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 exams in May of the second year.

The IB 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 modeling. 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 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

Grade: 11 and 12
Length: 2 years
Credit: 2.0 MATH
Prerequisite: Precalculus or Algebra 2 with a B- or above OR 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 exams 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 tend to enjoy mathematics best when seen in a practical context. This means that the content is approached from a contextual setting, with a focus on how mathematics works in the world around us. When taken at the Higher Level, this course contains all of the content from the Standard Level course, with additional depth in statistics, matrices, graph theory, and applied calculus.

IB MATHEMATICS: ANALYSIS AND APPROACHES SL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 MATH
Prerequisites: Algebra 2 OR Geometry, Statistics, and Probability AND teacher recommendation
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 exams 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 who wish to develop strong skills in algebraic 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 and is therefore more algebra-intensive. The IBO suggests that Mathematics: Analysis and Approaches is intended for students who wish to pursue studies in mathematics at university or other subjects that have any technical content.

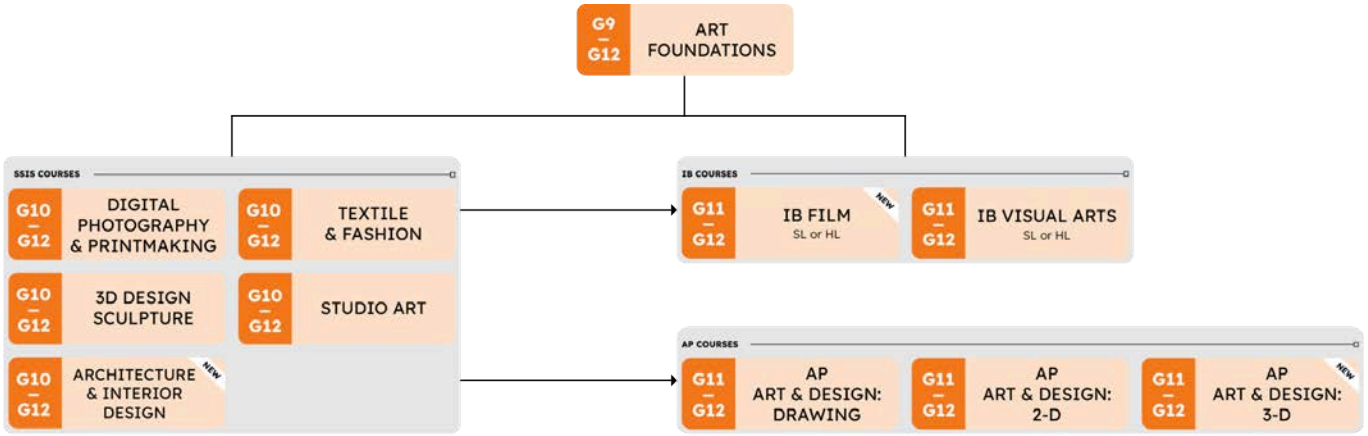
IB MATHEMATICS: ANALYSIS AND APPROACHES HL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 MATH
Prerequisites: Precalculus or Algebra 2 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 exams 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 algebraic 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 and therefore is highly algebra- and calculus-intensive. When taken at Higher Level, this course contains all of the content from the Standard Level course, with additional explorations into related content. 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 significant mathematical content.

Fine and Performing Arts



Fine 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 program aims to be exciting 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. Fine and Performing Arts students at SSIS 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
Credit: 1.0 FINE AND PERFORMING ARTS
Prerequisite: None
Homework: LIGHT

In Art Foundations, students are introduced to a variety of 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, including an in-depth study of the elements and principles of design, major art movements, and an introduction to design strategies. Students begin with mostly observational, gesture, shading and contour drawing, and mark-making. Eventually, creating 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. Students then focus on painting, 3D forms, and related media while studying different design strategies and art movements.

They produce works individually and collaboratively while investigating and documenting the art processes. Completing 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 a 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.

ARCHITECTURE AND INTERIOR DESIGN

New for School Year 2025-2026

Grade: 10, 11, 12
Length: 1 year
Credit: 1.0 FINE AND PERFORMING ARTS
Prerequisite: Art Foundations
Homework: LIGHT to MODERATE

This immersive course empowers students to hone their critical-thinking and problem-solving skills while exploring the exciting realm of architecture and interior design. Students will learn to analyze complex design problems, generate innovative solutions, master industry-standard CAD software and traditional design techniques, and present their ideas with clarity and confidence. Students will develop a solid foundation in architectural and interior design principles, making them well-prepared for advanced studies or a career in the field. This course also serves as an excellent foundation for AP Art and Design and IB Visual Arts.

DIGITAL PHOTOGRAPHY AND PRINTMAKING

Grade: 10, 11, 12
Length: 1 year
Credit: 1.0 FINE AND PERFORMING ARTS
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 revisit 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 course, students will participate in an art show. Field trips to art museums, local galleries, and relevant places of interest will also be arranged.

TEXTILES AND FASHION

Grade: 10, 11, 12
Length: 1 year
Credit: 1.0 FINE AND PERFORMING ARTS
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 course focuses on design and construction foundations as students examine the world around them through their application of life skills as they explore a variety of skills and techniques. Beginning with an introduction to necessary design tools like hand and machine sewing, students learn how to use the equipment necessary to bring their visions to life. 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 of connecting, responding, creating, and presenting. This hands-on approach can prepare students for many future careers and life experiences.

3D DESIGN AND SCULPTURE

Grade: 10, 11, 12
Length: 1 year
Credit: 1.0 FINE AND PERFORMING ARTS
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. Students will dive into a variety of materials and techniques through the elements and principles of design to help their unique voice. Students will engage in group critiques, art history research, and writing assignments designed to encourage critical thinking and a deeper understanding 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

Grade: 10, 11, 12
Length: 1 year
Credit: 1.0 FINE AND PERFORMING ARTS
Prerequisite: Art Foundations
Homework: LIGHT to MODERATE

Studio Art is a Pre-AP prerequisite. In the first semester, students focus on the acquisition of skills, techniques, and processes in drawing and mark-making. They also explore, learn, manipulate, and apply the different principles of design, together with various image development strategies on different elements. Students then craft an inquiry question, which guides their investigation through practice, experimentation, revision, and skillful synthesis of materials processes. Studio Art students can opt to continue this question if they wish to take AP Art and Design.

AP ART AND DESIGN: DRAWING

Grade: 11, 12
Length: 1 year
Credit: 1.0 FINE AND PERFORMING ARTS
Prerequisites: Art Foundations AND an additional SSIS Visual Arts Elective
Homework: HEAVY.
Please see the AP Course link for further information: *AP Drawing*.

AP Drawing is a college and university foundation course. Throughout the course, students develop an inquiry that guides their artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating drawing skills through painting, drawing, printmaking, illustration, and other media.

Students create portfolios that showcase their inquiry through art and design, focusing on drawing-related issues. In May, students submit two portfolios to the College Board: 1) Sustained Investigation (60%) and 2) Selected Works (40%).

Given the number of required pieces, each student must dedicate extensive time outside of class to the art making process. The College Board recommends a 1:1 ratio—for every hour of classwork, students should plan to spend an additional hour working on their artwork outside of class.

AP ART AND DESIGN: 2-D DESIGN

Grade: 11, 12
Length: 1 year
Credit: 1.0 FINE AND PERFORMING ARTS
Prerequisites: Art Foundations AND an additional SSIS Visual Arts Elective
Homework: HEAVY
Please see the AP Course link for further information: *AP 2-D Art and Design*.

AP 2-D Art and Design is a college and university foundation course. Throughout the course, students develop an inquiry that guides their artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 2-D design skills through painting, drawing, printmaking, illustration, and other media.

Students create portfolios that showcase their inquiry through art and design, focusing on elements, principles of design and image development strategies. In May, students submit two portfolios to the College Board: 1) Sustained Investigation (60%) and 2) Selected Works (40%).

Given the number of required pieces, each student must dedicate extensive time outside of class to the art making process. The College Board recommends a 1:1 ratio—for every hour of classwork, students should plan to spend an additional hour working on their artwork outside of class.

AP ART AND DESIGN: 3-D DESIGN

Grade: 11, 12
Length: 1 year
Credit: 1.0 FINE AND PERFORMING ARTS
Prerequisites: Art Foundations AND an additional SSIS Visual Arts Elective
Homework: HEAVY
Please see the AP Course link for further information: *AP 3-D Art and Design*.

AP 3-D Art and Design is a college and university foundation course. Throughout the course, students develop an inquiry that guides their artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating 3-D design skills through sculpture, ceramics, jewelry design, fashion design, and other 3-D media.

Students create portfolios that showcase their inquiry through art and design, focusing on elements, principles of design and image development strategies. In May, students submit two portfolios to the College Board: 1) Sustained Investigation (60%) and 2) Selected Works (40%).

Given the number of required pieces, each student must dedicate extensive time outside of class to the art making process. The College Board recommends a 1:1 ratio—for every hour of classwork, students should plan to spend an additional hour working on their artwork outside of class.

IB FILM SL/HL

New for School Year 2025-2026

Grade: 11 and 12
Length: 2 years
Credit: 2.0 FINE AND PERFORMING ARTS
Prerequisite: None
Homework: MODERATE to HEAVY
For IB Film 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 Film course is designed to engage students in a comprehensive exploration of film as both an art form and a means of communication. Students will analyze films from various genres and cultures while developing skills in critical thinking, creativity, and technical proficiency. The course places a strong emphasis on the creative process, allowing students to produce original films that reflect their understanding of narrative, cinematography, sound, and editing. Through practical assignments and theoretical study, students foster a deep appreciation for film and its impact on society. HL students also complete a collaborative film project and focus on filmmaking while working in a core production team to fulfill shared artistic intentions. Students who select IB Film at the Higher Level work in chosen film production roles and contribute to all phases of the filmmaking process to create original films.

IB VISUAL ARTS SL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 FINE AND PERFORMING ARTS
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 one, students will explore art-making in at least two art-making forms and submit at least 18 digital screens of the art-making process. In the comparative study, students compare artworks from contrasting cultures. Standard Level 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.

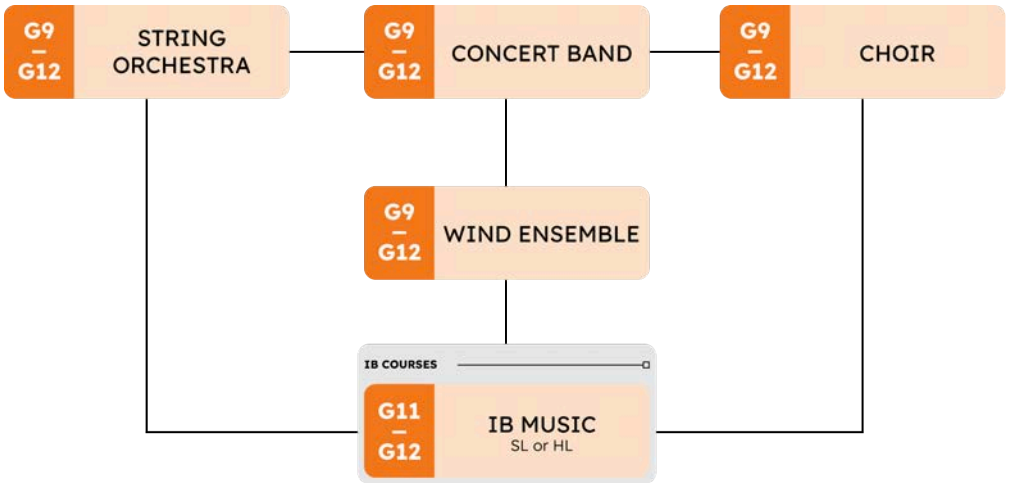
IB VISUAL ARTS HL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 FINE AND PERFORMING ARTS
Prerequisites: Art Foundations AND an additional SSIS Visual Arts Elective
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 one, 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 begins in year one. Higher Level students compare artworks from contrasting cultures and will submit at least 20 screens of which 3-5 will demonstrate how the artwork impacted the student's art-making. During both years, Higher Level 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 AND PERFORMING ARTS
Prerequisites: 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, and composition and write program notes through composition-based projects. This ensemble can be concurrently enrolled with IB Music (SL or HL).

WIND ENSEMBLE

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 FINE AND 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, students develop a strong command of their musicality and instrument-specific technique. This course is appropriate for students who have three or more years of experience playing their instrument and are interested in continuing to further their musical development. Through this performance-based ensemble course, students perform high-quality music literature that represents a variety of genres and cultures. This ensemble can be concurrently enrolled with IB Music (SL or HL).

STRING ORCHESTRA

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 FINE AND PERFORMING ARTS
Prerequisite: Minimum of 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 a great variety and challenges in musical performance. Students 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 or HL).

CHOIR

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 FINE AND 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 a variety of styles. While learning rehearsal and performance techniques, students 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 or HL).

IB MUSIC SL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 FINE AND 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 SL students engage in a collaborative journey of imagination and discovery. Students develop and affirm their unique musical identities while expanding and refining their musicianship.

Students are encouraged to explore music in varied and sometimes unfamiliar contexts. By experimenting with music, students gain hands-on experience while honing their musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose. As students develop as musicians, they are challenged to engage practically with music as researchers, performers, and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

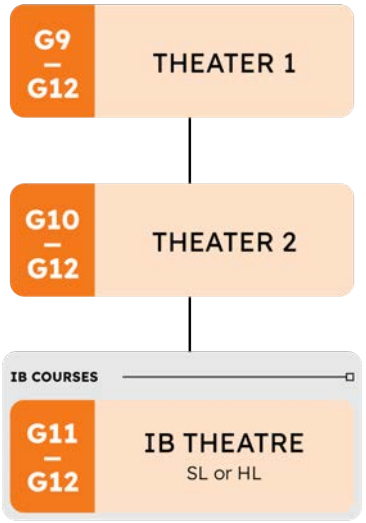
IB MUSIC HL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 FINE AND 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 HL students engage in a collaborative journey of imagination and discovery. Students develop and affirm their unique musical identities while expanding and refining their musicianship. Students are encouraged to explore music in varied and sometimes unfamiliar contexts. By experimenting with music, students gain hands-on experience while honing their musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose. As students develop as musicians, they are challenged to engage practically with music as researchers, performers, and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

In addition to completing the assessment components of IB Music Standard Level, students taking IB Music HL will complete an additional assessment component: the Contemporary Music Maker. In the Contemporary Music Maker (CMM) Assessment Component, students work collaboratively with peers to conceive, develop, and execute a plan that draws on the competencies, skills, and processes in all the musical roles of the course, inspired by real-life practices of music-making.



THEATER 1

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 FINE AND 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

Grade: 10, 11, 12
Length: 1 year
Credit: 1.0 FINE AND 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 Theatre 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 THEATRE SL

Grade: 11 and 12
Length: 2 years
Credit: 2.0 FINE AND PERFORMING ARTS
Prerequisite: None
Homework: MODERATE to HEAVY
For IB Theatre SL course specifics, please review the IB-published *IB Theatre 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 Programme Theatre course is a multifaceted theater-making course of study. It allows students 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 contexts. The viewing of live theater is an integral part of the course and over the year, there will be multiple opportunities to see live theater in the community.

IB THEATRE HL

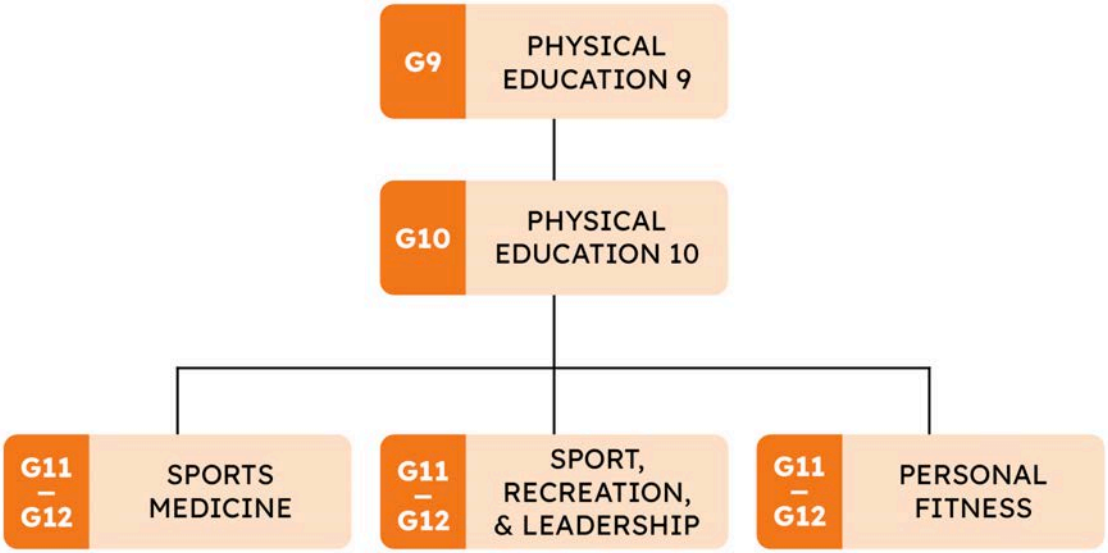
Grade: 11 and 12
Length: 2 years
Credit: 2.0 FINE AND PERFORMING ARTS
Prerequisite: Teacher recommendation
Homework: MODERATE to HEAVY
For IB Theatre HL course specifics, please review the IB-published *DP Subject Brief*.

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 Programme Theatre course is a multifaceted theater-making course. Students will have the opportunity to demonstrate their skills in theater as a creator, designer, director, and performer through the four assessment tasks administered over 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 contexts. The viewing of live theater is an integral part of the course and over the year, there will be multiple opportunities to see live theater in the community.

The difference between the SL and HL courses 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 theorists to use in their assessment task.

Physical Education and Health



The high school Physical Education program at SSIS develops students' motivation, confidence, physical competence, and knowledge. Students learn the value of physical activity and develop their understanding of the importance of being physically active for life.

PHYSICAL EDUCATION/HEALTH 9

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, spike ball, 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

Grade: 10
Length: 1 year
Credit: 1.0 PE & HEALTH
Prerequisite: Physical Education/Health 9
Homework: LIGHT

Physical Education/Health 10 students build and expand on the skills they learned during the grade 9 curriculum and continue to develop an understanding of physical literacy, healthy active living, teamwork, and gameplay 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

Grade: 11, 12
Length: 1 year
Credit: 1.0 PE & HEALTH
Prerequisite: Physical Education/Health 10
Homework: LIGHT

The Sport, Recreation, and Leadership course allows students 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 are included. There is an emphasis on recreational activities to promote 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 are addressed.

PERSONAL FITNESS

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 learn fundamental anatomical terminology as the foundation for understanding 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 event and create tailored personal training programs for their personal fitness goals. By planning and implementing a personal fitness program, students improve their own current fitness, set goals, use self-management skills, and learn about healthy lifestyle choices for their futures.

SPORTS MEDICINE

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 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 learn prevention, assessment, and management techniques related to injuries that may occur during recreation and sporting events and activities. Students learn how to 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 study and demonstrate first-aid skills and procedures, including cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) for dealing with emergencies.

IB Diploma Programme Core

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

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
This is a 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 over 100 hours and assessed based on IB criteria. Creativity, Activity, and Service (CAS) support takes 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 takes 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

Grade: 10, 11, 12
Length: 1 year
Credit: 1.0 ELECTIVE
Prerequisite: Algebra 2 (students may take Algebra 2 concurrently with Explorations in Data Science)
Homework: MODERATE
Special Requirement: TI-Nspire CXII Graphing Calculator

This course is not appropriate for those students who have already studied AP Statistics. 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

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 Scientific 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

Grade: 12
Length: 1 year
Credit: 1.0 ELECTIVE
Grade: Pass/Fail
Prerequisites: Completion of the SDP Application AND High School Principal approval
***"Senior Directed Projects: Three Students Charting Their Own Course"* on the 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 written format by means of a 4,000-word reflection on the entire process, specifically focusing on the SSIS Profile of a Learner and an exhibition. The student's work will be supported and eventually evaluated by their SDP teacher supervisor. While the student will work with a supervising teacher, they will not meet 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

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 that 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

SSIS 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 and/or enhance their executive functioning and metacognitive skills are recommended for the following courses.

ACADEMIC LANGUAGE AND COMPOSITION (ALC) 9

Grade: 9
Length: 1 year
Credit: 1.0 ELECTIVE
Prerequisite: Placement
Homework: LIGHT
Grade: Pass/Fail

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 instead of a Study Hall, Modern World Languages, or Fine Arts course. HS 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 (ALC) 10

Grade: 10
Length: 1 year
Credit: 1.0 ELECTIVE
Prerequisite: Placement
Homework: LIGHT
Grade: Pass/Fail

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 instead of a Study Hall, Modern World Language, 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 or 12 (ALC)

Grade: 11, 12
Length: 1 year
Credit: 1.0 ELECTIVE
Prerequisite: Placement
Homework: LIGHT
Grade: Pass/Fail

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 instead of a Study Hall, Modern World Language, 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)

Grade: 9
Length: 1 year
Credit: 1.0 ELECTIVE
Prerequisite: Placement
Homework: LIGHT to MODERATE
Grade: Pass/Fail

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 at SSIS. 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)

Grade: 10
Length: 1 year
Credit: 1.0 ELECTIVE
Prerequisite: Placement
Homework: LIGHT to MODERATE
Grade: Pass/Fail

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 at SSIS. 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)

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 ELECTIVE
Prerequisite: Placement
Homework: LIGHT
Grade: Pass/Fail

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 the rigorous learning environment at SSIS and establish the foundations necessary to support lifelong learning.

This course includes regular conferences with students to monitor their progress in their core classes. SS is an elective credit graded on a Pass/Fail basis that takes the place of Study Hall. Students may exit the course based on academic achievement and teacher recommendation.

LEARNING STRATEGIES (LS)

Grade: 9, 10, 11, 12
Length: 1 year
Credit: 1.0 ELECTIVE
Prerequisite: Placement
Homework: LIGHT
Grade: Pass/Fail

This is a personalized course designed to support students with their Individual Learning Plan (ILP). A student's ILP is reviewed each year 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 the rigorous learning environment at SSIS and establish the foundations necessary to support lifelong learning.

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

Study Hall

STUDY HALL

Grade: 9, 10, 11, 12
Length: 1 Year
Credit: 0.0

Every high school student is required to take a full year of Study Hall each year unless they are otherwise enrolled in an alternative support course recommended or required by SSIS. In addition to quiet study time, the Study Hall period provides space for additional support for students as they transition to high school and with their understanding of health and wellness. Study Hall also allows students time in their schedule to meet with counselors, teachers, and administrators throughout the year. Students are not permitted to take more than one Study Hall period without the approval of the High School Principal.

SSIS
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