International School of Kenya

Empowering students to create solutions for tomorrow's challenges

High School Course Guide

2020-2021

Mission, Vision & Educational Aims

All decisions at ISK are guided by three foundation documents. Taken together, these documents define our purpose, the educational beliefs that drive learning, and the specific learning outcomes we are committed to developing in each student. Those three documents are the Mission, Vision, and Educational Aims.

Mission

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

Vision

Empowering students to create solutions for tomorrow's challenges.

Educational Aims

Note from the Principal

Welcome to the International School of Kenya (ISK) high school division. The *High School Course Guide 2020-21* is designed to help students and parents understand the school's overall academic program, offer guidance to families so that they can make well-informed decisions about individual courses of study, and provide all the essential information required for students to complete the 2020-21 *Course Selection Worksheet*. Here's what's new this year:

- *Mathematics 11/12*
- *IB Environmental Systems & Societies (SL only)*
- *Africa in the World System*
- *Personal Finance - You and Your Money*.

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

The *Course Selection Form* must be completed by all students who are enrolling in High School at ISK in the 2020-21 academic year. Many high school courses are only available if the student has taken and demonstrated success in the appropriate prerequisite course. The course selection process involves teachers recommending optimal placements for students. All ISK students must obtain teacher recommendations before submitting a course selection form.

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

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

Please refer to the ISK *High School Handbook* for students and parents to find a full description of all academic requirements, rules, and guidelines.

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

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Graduation Requirements

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

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

In addition, all students are required to:

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

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

2020-2021 High School Course Offerings Summary

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

Humanities

ENGLISH

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

MODERN LANGUAGES

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

SOCIAL SCIENCES

World Civilization 1
World Civilization 2
World Religions (s)
Psychology (s)
International Relations (s)
A History of the World in 25 Questions (s)
Entrepreneurship & Business Studies (s)
Africa in the World System (s)
IB SL Psychology 1
IB SL Psychology 2
IB HL Psychology 1
IB HL Psychology 2
IB SL History 1
IB SL History 2
IB HL History 1
IB HL History 2
IB SL Economics 1
IB SL Economics 2
IB HL Economics 1
IB HL Economics 2
IB SL Geography 1
IB SL Geography 2
IB HL Geography 1
IB HL Geography 2
IB SL Global Politics 1
IB SL Global Politics 2
IB HL Global Politics 1
IB HL Global Politics 2

STEM

STEM & DESIGN

STEM Digital Design (s)
STEM Robotics (s)
STEM Game Design (s)
STEM Industrial Design (s)
IB SL Design Technology 1
IB HL Design Technology 1
IB SL Design Technology 2
IB HL Design Technology 2
STEM Pathways

MATHEMATICS

Math 1
Math 2
Math 3
Math Applications 10
Math 11
Math 12
STEM Statistics
IB Math Analysis HL 1
IB Math Analysis SL 1
IB Math Applications HL 1
IB Math Applications SL 1
IB Math Analysis HL 2
IB Math Analysis SL 2
IB Math Applications HL 2
IB Math Applications SL 2
Math Bridge 1 (s)
Math Bridge 2 (s)

SCIENCE

Introductory Physics 9
Introductory Biochemistry 10
Environmental Science: Terrestrial Ecosystems (s)
Environmental Science: Aquatic Ecosystems (s)
STEM Engineering (s)
IB SL Biology 1
IB SL Biology 2
IB HL Biology 1
IB HL Biology 2
IB SL Physics 1
IB SL Physics 2
IB HL Physics 1
IB HL Physics 2
IB SL Chemistry 1
IB SL Chemistry 2
IB HL Chemistry 1
IB HL Chemistry 2
IB Environmental Systems & Societies SL 1

Arts

Creative Arts

Art 1 (s)
Art 2 (s)
Art 3-D Fabrication (s)
Ceramics Studio (s)
Emerging Media (s)
IB SL Visual Arts 1
IB SL Visual Arts 2
IB HL Visual Arts 1
IB HL Visual Arts 2
Drama Performance (s)
Drama Playscripts & Directing (s)
Drama Technical Theatre (s)
IB SL Theatre Arts 1
IB SL Theatre Arts 2
IB HL Theatre Arts 1
IB HL Theatre Arts 2
Concert Band
Concert Choir
Music 1 (s)
Music 2 (s)
IB SL Music 1
IB SL Music 2
IB HL Music 1
IB HL Music 2

Wellness

PHYSICAL EDUCATION (PE) & HEALTH

Integrated PE & Health 9
Integrated PE & Health 10
Advanced Physical Education (s)

INTERDISCIPLINARY / GENERAL ELECTIVES

iMe: Living and Learning for Digital Natives (s)
IB Theory of Knowledge 11
IB Theory of Knowledge 12 (s)
Education for Sustainable Development (s)
Yearbook
Topics in Cinema (s)
Health & Exercise Science 1 (s)
Health & Exercise Science 2 (s)
Personal Finance - You and Your Money

INDEPENDENT STUDY and ONLINE ACADEMY

ENGLISH LANGUAGE LEARNERS (ELL) PROGRAM

STUDENT SUPPORT SERVICES

Learning Support
Study Skills

Creative Arts

General Information and Requirements

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

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

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

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

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

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

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

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

The *Ceramics Studio* course normally follows Art 2. This course focuses on an in-depth exploration of the Art of Ceramics. Students will research both the science and the history of ceramics from different cultural perspectives. Students will engage in a series

of practical tasks, exploring & utilising diverse approaches to clay work, including handbuilding techniques, the clay wheel and 3-dimensional sculptural forms. Respective units utilise an inquiry based approach to thematic concepts and specific technical skills and are designed to provoke individual student's creative thinking skills. Throughout all units of work the Process Journal is an essential tool in this process, as students explore their personal inquiry.

Emerging Media Gr. 10-12 1 semester .5 credit
Emerging Media is designed to make students conversant with a variety of software so that they may explore and master picture making principles through technology. The course is one semester. Work is exhibited in a HS Art Exhibition. Students will create two animated movies one independent one collaborative and up to six "Screens" of digital images two of which must be collaborative. Twenty percent of the course will be maintaining up to 100 screens of research and development on Google sites. Of these screens movies and product screens, documentation of collaborations and processes of each creation, reflections on each piece and reference to technique, new skills, source material/inspiration and cultural significance and motivation. Each of the 8 pieces must be accompanied by an initial written proposal, including rational, resources and deadline. Each proposal will be the beginning of a new page within a Google site.

IB Visual Arts HL/ SL Gr. 11-12 2 years 2 credits
Prerequisite: Two or three semesters of high school art courses are preferred.
The core syllabus will be composed of 3 parts: Visual Art in Context; Visual Arts Processes; Presenting Visual Arts. Visual Art in Context constitutes the cycle of inquiry, considering and comparing work from a variety of cultures, historical, social contexts. Visual Arts Processes include experimenting with techniques, media, processes, developing a body of resolved and unresolved work, self review and critique, documentation in visual arts journal. Presenting Visual Arts has to do with understanding curatorial processes, what makes an effective exhibition and selecting and presenting the students own work.

Drama: Theatre Performance Gr. 9-12 1 semester .5 credit
All drama electives offer an exploration of the world of theatre from a practical point of view, preparing students for the IB Theatre Arts course. This drama course is for experienced or beginning actors, focusing on the student as performers as a means of exploring the nature of theatre. Performance elements include face, body, voice, movement, and gesture. Students will explore theatre conventions such as tableaux, mime, improvisation, and devised theatre as preparation for the summative performed scene work.

Drama: Theatre Playscripts & Directing Gr. 9-12 1 semester .5 credit
Students will further their exposure and deepen their understanding of reading and presenting theatre. Students will read a variety of playscripts from various styles of theatre. Students will be exposed to different theatre theorists that are linked to these styles. Students will envision and create scenes using rehearsal techniques appropriate and relevant to those theatre styles. Students will demonstrate an understanding of conventions of theatre styles through interpretation, direction, performance and reflection.

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

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

IB Theatre Arts SL Gr. 11-12 2 years 2 credits
The IB Diploma Program theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students will experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and audience members—they gain a richer understanding of themselves, their community and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. Students discover and engage different forms of theatre across time, place and culture, promoting international-mindedness.

IB Theatre Arts HL Gr. 11-12 2 years 2 credits
The HL syllabus indicates a clear differential between SL and HL, allowing for greater breadth and depth in the teaching and learning at HL through an additional assessment task that requires HL students to engage with theatre theorists and their theories. In the additional assessment for HL students (a solo piece), students research a theorist they have not previously studied, identify an aspect(s) of their theory, create and then present a solo piece of theatre based on this aspect of theory.

Music 1 Gr. 9-12 1 semester .5 credits
Music 1 is a single semester elective open to all students. Students will choose a primary instrument with which they will study solo and ensemble performance. Students will gain basic vocal, piano, & guitar skills through music theory and ear training. Students will experiment with sound tech systems, basic composition and music history through performance. While this course is designed to prepare students for the IB Music program, it is a flexible course for aspiring musicians.

Music 2 Gr. 9-12 1 semester .5 credits
Music 2 is a semester-long elective designed to bridge the gap between the fundamentals of the Music 1 course and the rigorous curriculum of IB Music. Student musicians will extend their capacities in the areas of solo & ensemble performance, theory, and composition. This course supports students studying for certificates in ABRSM and LCM programs. This course is open to students who have completed Music 1, HS Concert Band, HS Concert Choir, ABRSM Level 3, or have received approval from the HS Music Director. While this course is designed to prepare students for the IB Music program, it is a flexible course for aspiring musicians.

Concert Band **Gr. 9-12** **1 year** **1 credit**

High School Concert Band is designed to advance student technique on a concert band musical instrument in the areas of rhythm, tone production, musical style, note reading, sight reading and ensemble performance. It will also advance student learning in the areas of music theory and history. Repertoire will include a variety of genres and styles to increase student musical understanding and experience. The course is open to students who have at least one year of instruction on a woodwind, brass, percussion or orchestral string instrument. Course requirements include regular home practice and participation in all performances. This course may be taken more than once for credit given instructor approval.

Concert Choir **Gr. 9-12** **1 year** **1 credit**

High School Concert Choir is designed to promote musical excellence through performance in a singing ensemble. The students will learn, through applied practice and public performance, advanced vocal techniques. Music theory and history, solfege, sight singing, and performance practice will be covered. Repertoire will include a variety of genres and styles to increase student musical understanding and experience. Course requirements include regular home practice and participation in all performances. This course may be taken more than once for credit given instructor approval.

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

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

English

General Information and Requirements

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

English 9 Gr. 9 1 year 1 credit

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

English 10 Gr. 10 1 year 1 credit

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

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

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

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

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

IB English Literature SL/HL 1 Gr. 11 1 year 1 credit
This advanced course for juniors is designed to develop the necessary skills for successful completion of the two-year IB English Literature course. It is a prerequisite for the second year of this IB course. HL students read 6 works from the IB syllabus and SL students read 5 works, with one semester dedicated to the study of works in translation. At both levels, students are challenged to think independently and to develop essay writing, commentary writing, and oral presentation skills. IB assessments during the year include one Individual Oral Presentation and one formal Written Assignment. Texts are selected from a variety of genres including prose, prose non-fiction, poetry and drama.

IB English Language and Literature SL/HL 2 Gr.12 1 year 1 credit
This advanced course continues the study of the two-year IB syllabus begun in IB Language and Literature 1. Skills introduced in the first year will be further developed. Students will continue the study of various text types in preparation for the IB written exams at the end of the year. Emphasis is given on completing required oral activities and written tasks for submission toward the IB diploma.

IB English Literature SL/HL 2 Gr. 12 1 year 1 credit
Prerequisite: IB English Literature 1
This advanced course continues the study of the two-year IB syllabus begun in IB English Literature 1. Skills introduced in IB English Literature 1 will be further developed this course. Students read classic and contemporary literature, closely studying a play, poetry, and a diverse range of novels, short stories and plays. As part of the overall course, students complete their Individual Oral Commentary and their two prescribed IB exams.

Creative Writing Gr. 9-12 1 semester .5 credit
This course is designed to develop students' appreciation for the processes and techniques involved in the production of creative writing. Students will have a chance to develop their own writing skills in both poetry and prose. Published works will be studied and discussed as models of technique and form. This class is writing intensive and will involve critical study and discussion of both published and student produced work. Students who choose to repeat the course will work with the instructor on more focused, extended projects developed from their work in the first Creative Writing course.

English Language Learners Program (ELL)

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

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

Independent Study and Online Academy

General Requirements and Information

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

Independent Study Guidelines:

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

Independent Study Enrolment Process:

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

Types of Independent Study

1. **Student-Devised Curriculum**: this is one main type of Independent Study available at ISK. This option is for the student who wishes to work in collaboration with an ISK teacher to design a unique course that does not already exist at ISK. Students may seek approval to undertake a research or performance project for academic credit on an "independent study" basis. All such projects are similar in that they cannot be completed by the student as part of an existing class but can be completed by the student working on an independent basis with guidance from a faculty supervisor. The student who wishes to undertake this option must develop a written proposal and prepare a proposal using the standard ISK Independent Study Form with the support of a supervising teacher for submission to the high school office for review. The supervising teacher is responsible for assessing the student's Independent Study work throughout the reporting period and awarding a final grade of Credit or No Credit. This grade will not be included in the student's GPA.
2. **Externally-Tutored IB Course**: this second type of Independent Study supports students who are completing an IB course not offered at ISK as part of their IB diploma. Credit for this type of independent study is awarded on a year-long (not semester) basis. The student must complete all components of the IB course for the year - in year two this includes sitting the final examination papers - in order to earn Credit for the course.
3. **Online Academy**: ISK offers a limited selection of accredited courses that students can pursue online as a third independent study option. Like other Independent Study courses, these are independent in nature. Students will be assigned a coordinator who facilitates technical and logistical issues of the course but will not be able to offer any academic support. In conjunction with the coordinator, students will be assigned a space and time to complete work for the chosen course. ISK will cover fees for the course, except for IB/AP courses and in cases when a student withdraws or does not meet the requirements to earn credit in which case the parent will be charged the course fee. These courses can count towards the ISK graduation requirement, and the student will receive "C" (Credit) on their ISK Report Card and Transcript if they successfully complete the course, as determined by the course provider (normally a grade of D- or above is required). However, this "C" will not be calculated as part of the student's GPA on their transcript. Students who do not meet the requirements of the course will receive "NC" (No Credit). Students who withdraw from the course prior to completion will receive a "W" (Withdrawn). To find out more information, go to http://moodle.isk.ac.ke/course/view.php?id=592&section=0.

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

STEM and Design

General Information and Requirements

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

STEM Digital Design Gr. 9-12 1 semester .5 credits
Students use the design cycle to solve challenges and to create products using multimedia, web-technology, and other software and hardware. Topics may include motion graphics, digital models, animation, electronics, video production, and robotics. Students build small electronic circuits and write computer programs to control simple peripheral devices or robots. Technology related environmental and societal issues and career opportunities are explored.

STEM Robotics Gr. 9-12 1 semester .5 credits
Students develop skills in creativity and perseverance as they design, program, and test simple and more complex robots. They investigate how automation and robotics may solve problems today, and how to invent technologies for a better future. Documentation and presentation skills are stressed so that student thinking and process is clearly communicated. No previous computer programming or electronics experience is necessary.

STEM Game Design Gr. 9-12 1 semester .5 credits
Students develop a theoretical and conceptual understanding of the field of game design as they gain practical experience in creating games. Topics include researching games, obtaining client viewpoints, brainstorming solutions, rapid prototyping, testing, and iterative redesign. Students develop best practices for prototyping, examining user interfaces, play testing, game balancing, pacing, and workflow. They document and communicate the design process as well as develop deliverables for clients.

STEM Industrial Design Gr. 9-12 1 semester .5 credits
This course aims to provide an introduction to product design and development processes, covering aspects of research, concept/idea generation, concept development, and the final delivery of design outcomes. Course work focuses on 3D CAD rendering techniques (Architectural/Product), manufacturing processes, and the construction of prototypes, electronics & sensors, ergonomic design, and sustainable product design / recycled materials.

IB Design Technology SL/HL Gr. 11-12 2 years 2 credits
IB Design Technology enables students to use design methodology to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. While designing may take various forms, a solution can be defined as a model, prototype, product or system that students have developed

independently to solve a real world problem. Students develop practical skills in digital as well as product design tools. This course fulfills the IB diploma Group 4 course requirement and can count towards the ISK diploma as either an elective credit or a Science credit - consult your counselor about this matter of credits.

STEM Pathways Gr. 9-12 1 Semester - 2 years .5 credits - 2 credits
ISK's STEM Pathways course is an independent study aimed at self-motivated students interested in STEM subjects who want to focus their time and energy to identify and engineer a solution to solve a real world problem of global significance. The multi-disciplinary, collaborative projects provide opportunities for deeper learning. Together with a mentor, students navigate the messiness of the creative process from inception to completion by prototyping and testing. The mentor's role is to guide the student through the process and link them up with experts in the field. This is a standards based course with a focus on engineering design to integrate science, mathematics and technology. The course itself is designed to provide students with opportunities for experiential, personalized and integrated learning. Students use the Design Cycle as the framework for their process journal documentation which is also the major assessment component together with a final presentation at the end of the course. Students need to fill out the independent study form and get prior approval from the HS office. Ideally students would already have a project in mind and would have discussed it with one of the mentors before selecting the course.

Interdisciplinary/General Offerings

General Information and Requirements

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

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

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

Education for Sustainable Development Gr. 9-12 1 semester .5 credit

This one-semester course allows students to learn about and respond to global issues in our world today. Students are encouraged to think about the many issues we face as human beings: climate change; widespread poverty; the digital divide; biodiversity loss; and so much more. These are important issues that merit attention and study. In this course, students learn about the underlying factors that affect these issues, as well as equipping and inspiring students to act in response to what they learn. Indeed - this is an action course! This course is designed to help students figure out what global issues they are passionate about, and then design or plug into projects that can help perhaps solve them. The common thread running through the course is sustainable development. Students will learn what sustainable development and sustainable solutions looks like. Finally, students will be challenged to reflect on who they are in relation to world issues, and self-perceptions around the ability to act as an agent of change will evolve.

Yearbook Gr. 9-12 1 year 1 credit

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

Topics in Cinema Gr. 9-12 1 semester .5 credit
This course is designed to advance student learning and communication in analysis, criticism, interpretation, and communication of and about film. Students will learn to recognize and analyze film techniques, and to critically think, interpret and communicate about the substance and meaning of film from the filmmaker's perspective. Various activities will help develop skills in the understanding of film production. Working collaboratively with others, students will create a short film to demonstrate their understanding of the artistic choices made in the writing, acting, and production process.

iMe: Living and Learning for Digital Natives Gr. 9-12 1 semester .5 credit
As digital natives, if you are awake, chances are that you are either online or within easy access of an internet-connected device. Your actual and virtual selves may seem indistinguishable. Your online self, though, is more globally exposed and connected than your actual self. The identity you create online is also more permanent - the internet never forgets who you are and who you have presented yourself to be. The course will teach you how to harness the power of the internet to learn, communicate, collaborate and create using digital tools, and to establish the positive digital footprint that you will need in your virtual life. You will also develop policies and presentations to educate the ISK community about how to use these tools to problem-solve and take action in order to be aware, engaged digital citizens. *iMe* will teach you how to be your best online self; while the course is designed largely for students in grades 9 and 10 it is available to any interested high school student.

Health and Exercise Science 1 Gr. 9-12 1 semester .5 credit
The course incorporates the traditional disciplines of anatomy and physiology, biomechanics which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. Students will conduct an independent inquiry in relation to the theme of this course and produce an end product to share their findings with their peers.

Health and Exercise Science 2 Gr. 9-12 1 semester .5 credit
This course will allow the student to gain certification in First Aid and CPR and learn about sport injury prevention and recovery. Students will investigate how to optimize physiological and psychological performance in the context of sport, exercise and health. Students will conduct an independent inquiry in relation to the theme of this course and produce an end product to share their findings with their peers.

Personal Finance - You and Your Money Gr. 9-12 1 semester .5 credit
Few high school and college graduates are financially literate when they first enter the workforce. This course gives students an advantage in the real world by developing their financial literacy. Students will learn that high salaries don't guarantee future wealth unless earnings are properly managed. Students will learn to manage their money through responsible spending and investing habits. In this course students will track their own daily spending and explore the merits of careful consumption and effective investing through a series of project- based discoveries.

Library @ The Learning Commons

The Learning Commons is a purpose built space for 21st century learning. The design integrates accessible computers and flexible classroom space, group study rooms and quiet study areas, outside space and innovative display.

The librarians @ the Learning Commons support research and learning through teaching, encourage independent reading, and develop the collection to support and extend the ISK curriculum. 25,000 volumes are available for checkout with hundreds of new books and other materials ordered each year.

As well as subscribing to international and local magazines and newspapers, the school also subscribes to databases of full-text articles from journals, magazines, and newspapers. We encourage students and faculty to use our subscription databases such as *ProQuest*, *JSTOR*, and a wide range of subject specific reference databases. Students also have access to *NoodleTools*, a web-based citation tool, and *Britannica Online*.

All members of the ISK school community, students, parents, faculty and staff are welcome and encouraged to make use of the Library @ The Learning Commons.

The library is open from 7:30 am to 4:45 pm on school days, 8:30 am to 12:00 noon on Saturdays, and during most school holidays. Hours are posted on the ISK website.

Mathematics

General Information and Requirements

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

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

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

	Pathway 1	*Pathway 2*
Grade 9	Math 2	Math 1
Grade 10	Math 3	Math Applications 10
Grade 11	IB Analysis SL or HL/ IB Applications HL	IB Math Applications SL /Math Applications
Grade 12	IB Analysis SL or HL/ IB Applications HL	IB Math Applications SL /Math Applications

Graphing Calculator Requirements

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

Math 1 **Gr. 9** **1 year** **1 credit**

The Math 1 topics include: linear and exponential functions, transformations and congruence, right triangle geometry and introduction to descriptive statistics. Problem solving and real world applications are stressed throughout the course.

Math 2 **Gr. 9/10** **1 year** **1 credit**

Math 2 builds on topics taught in Math 1. Topics studied include: probability, similarity, circles, right triangle trigonometry and quadratic functions. Problem solving and real world applications are stressed throughout the course.

Math 3 Gr. 10-12 1 year 1 credit
Math 3 builds on topics taught in Math 2. Topics studied include: Polynomial, rational, logarithmic and inverse functions, circular trigonometry, and the normal distribution. Problem solving and real world applications are stressed throughout the course.

Math Applications 10 Gr. 10-12 1 year 1 credit
Prerequisite: Math 1
This course prepares students for IB Mathematics Applications SL. Students develop their understanding of Algebra, Geometry/Trigonometry and Statistics and Probability. Extensive use of technology supports the analysis of real world applications.

STEM Statistics Gr. 10-12 1 semester .5 credit
This one semester course is designed to give students an overview of key statistical principles, drawing from a variety of subject areas. Students will consider examples of data that could be collected (experimentally or from pre-existing data sets) from a range of subject areas, particularly in the Sciences and Social Sciences, and explore how to best analyze the data. Part of the exploration, analysis, and presentation will involve the use of a graphing calculator and spreadsheet applications. The skills and understandings developed in this course should prove very useful for students when tackling the IA tasks in their IB courses or Extended Essay, or indeed for future application at university or in the workplace.

IB Math Applications SL (Year 1) Gr 11 1 year 1 credit
The IB Mathematics Applications and Interpretation SL course is designed for those students who would like to explore topics in mathematics though they find the subject area challenging. Topics include: number theory, sequences and series, geometry, trigonometry, probability, statistics and calculus. Problem solving, use of technology and real world applications are stressed throughout the course.

IB Math Applications HL (Year 1) Gr. 11 1 year 1 credit
The IB Mathematics Applications and Interpretation HL course is designed for the capable mathematics student and emphasizes technology and statistics. Topics include: number theory, sequence and series, geometry, trigonometry, probability, statistics and calculus. In addition to topics studied in IB Math Applications SL, more advanced topics include inferential statistics and differential equations. Problem solving, use of technology and real world applications are stressed throughout the course.

IB Math Analysis SL (Year 1) Gr. 11 1 year 1 credit
The IB Mathematics Analysis and Approaches SL course is specifically offered for capable mathematics students who will study majors in University with significant math content. The course emphasises analytical methods and calculus. Topics include logarithms, exponents, the Binomial Theorem, sequences and series, trigonometry, functions including (quadratic, rational and polynomial), complex numbers and calculus. Problem solving is stressed throughout the course.

IB Math Analysis HL (Year 1) Gr. 11 1 year 1 credit
The IB Mathematics Analysis and Approaches HL course is specifically offered for strong mathematics students who will study math related majors in University. The course emphasises analytical methods and calculus. Topics include logarithms, exponents, the Binomial Theorem, sequences and series, trigonometry, functions including (quadratic,

rational and polynomial), complex numbers and calculus. In addition to topics studied in IB Math Analysis SL, more advanced topics include proof by induction, vector algebra, probability density functions, L'Hopital's Rule and the Maclaurin Series. Problem solving is stressed throughout the course.

IB Math Applications SL (Year 2) Gr 12 1 year 1 credit
This course is a continuation of IB Math Applications SL Year 1. Topics include: number theory, sequences and series, geometry, trigonometry, probability, statistics and calculus. Problem solving, use of technology and real world applications are stressed throughout the course. A substantial project of exploration and analysis is a requirement of the course.

IB Math Applications HL (Year 2) Gr. 12 1 year 1 credit
This course is a continuation of IB Math Applications HL Year 1. Topics include: number theory, sequence and series, geometry, trigonometry, probability, statistics and calculus. In addition to topics studied in IB Math Applications SL, more advanced topics include inferential statistics and differential equations. Problem solving, use of technology and real world applications are stressed throughout the course. A substantial project of exploration and analysis is a requirement of the course.

IB Math Analysis SL (Year 2) Gr. 12 1 year 1 credit
This course is a continuation of IB Math Analysis SL Year 1. The course emphasises analytical methods and calculus. Topics include logarithms, exponents, the Binomial Theorem, sequences and series, trigonometry, functions including (quadratic, rational and polynomial), complex numbers and calculus. Problem solving is stressed throughout the course. A substantial project of exploration and analysis is a requirement of the course.

IB Math Analysis HL (Year 2) Gr. 12 1 year 1 credit
This course is a continuation of IB Math Analysis HL Year 1. Topics include logarithms, exponents, the Binomial Theorem, sequences and series, trigonometry, functions including (quadratic, rational and polynomial), complex numbers and calculus. In addition to topics studied in IB Math Analysis SL, more advanced topics include proof by induction, vector algebra, probability density functions, L'Hopital's Rule and the Maclaurin Series. Problem solving is stressed throughout the course. A substantial project of exploration and analysis is a requirement of the course.

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

Math Bridge 1 Gr. 9 1 semester .5 credit
This course is taken concurrently with Math 2 (in semester one) and aims to build students' foundation in mathematics as part of the bridging process between Math 8 and Math 2. This highly differentiated course is for students who have demonstrated readiness to make the bridge from one pathway to another.

Math Bridge 2 Gr. 10 1 semester .5 credit

This course is taken concurrently with Math 2 (in semester two) and aims to build students' foundation in mathematics to successfully bridge between Math 2 and IB Math Analysis SL Year 1. This highly differentiated course is for students who have demonstrated readiness to make the bridge from one pathway to another.

Modern Languages

General Information:

1. ISK offers courses in three languages: Spanish, French, Swahili.
2. Students with limited or no previous experience in Spanish or French enroll in Level one in Grade 9.
3. All Grade 8 students currently enrolled at ISK as well as Grade 8 and high school students transferring from other schools will take a Placement Test in order to be placed in an appropriate level.
4. Note that the IB ab initio course is a two-year program only open to students in grades eleven and twelve who have had little or no previous experience in that language.

Requirements:

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

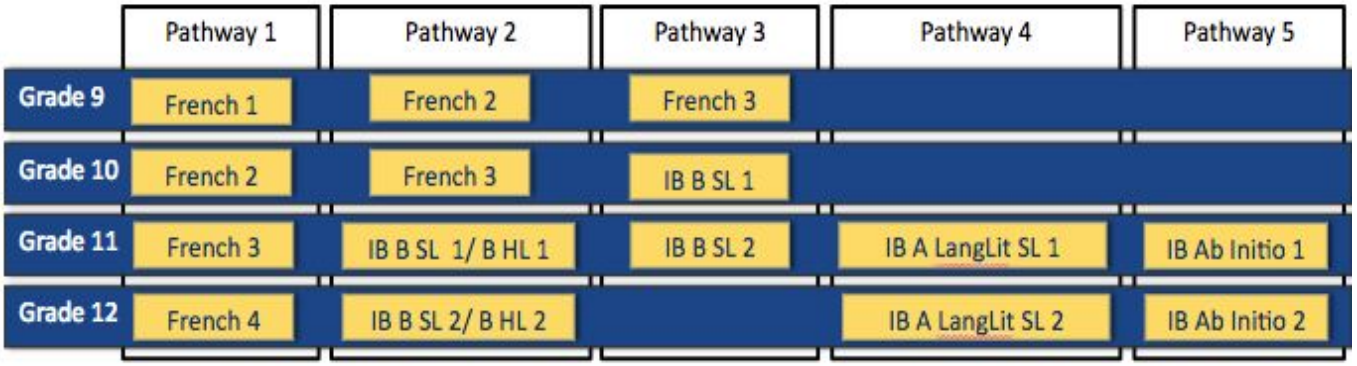
Recommendations:

1. Stick to one language throughout your high school career, as much as possible.
2. Choose the pathway that best matches your linguistic abilities and potential, as well as the requirements of the higher education institutions you are targeting.
3. (Gr 9) Avoid taking Level 1 of the language you want to study for the IB (starting at Level 1 will prevent you from meeting the requirement of having completed at least 3 years of the language prior to starting the IB course).
4. (Gr 11) A student who wishes to take an outside language not offered by the school should have an initial discussion with the counselor to discuss options, graduation requirements, and university planning implications.

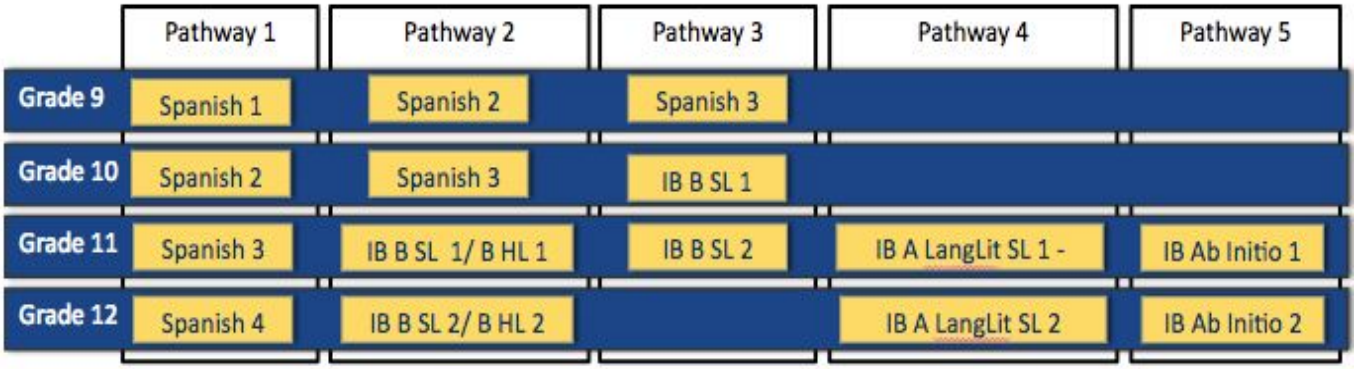
Pathways:

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

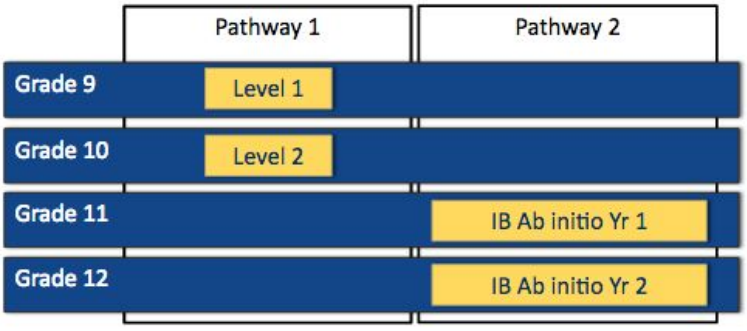
French Pathways



Spanish Pathways



Swahili Pathways



Course descriptions:

Swahili 1, Spanish 1, or French 1 9-12 1 year 1 credit
Language 1 courses aim at developing language acquisition; they are offered to students who may not have previous knowledge of the language and have an interest in enhancing their communication; their productive and receptive skills. The courses also aim to promote intercultural understanding and cultural diversity. The courses are divided into three themes: Individual and society, leisure and work, urban and rural environment.

Swahili 2, Spanish 2, or French 2 10-12 1 year 1 credit
Prerequisite: Swahili 1 / placement test demonstrating equivalency
Language 2 courses equip the students with the tools to use concrete language and to communicate simple ideas effectively. By the end of these courses students will be able to deal with everyday situations and express simple opinions on a range of real-life situations. They will practice both productive and receptive skills with an emphasis placed on language acquisition. The students will gain an appreciation of the target culture through exposure to a wide range of authentic materials.

IB French, Spanish, or Swahili ab initio 1 11-12 1 year 1 credit
Language ab initio 1 is an SL-only language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in simple and predictable situations. Language ab initio develops students' linguistic abilities through the development of receptive, productive and interactive skills. The language ab initio course is organized into three themes: Individual and society; Leisure and work; and Urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Assessments will be graded according to IB criteria.

IB French, Spanish, or Swahili ab initio 2 11-12 1 year 1 credit
Prerequisite: Swahili ab initio Yr 1 / Spanish Ab initio Yr 1
Language ab initio 2 begins with a review of prior knowledge acquired in the first year of the ab initio course. Reading and writing become a more integral part of instruction. Students continue to be exposed to higher levels of language through enrichment activities. By the end of the year, students will be able to understand texts with more complex grammar, and to speak and write utilizing appropriate grammar. Students will learn to make different kinds of oral presentations, to write short factual compositions, as well as posters, newspapers articles, postcards, letters, e-mails and diary entries. Additionally, cultural interactions are integrated throughout the curriculum. This course will accommodate candidates in the final year of a two-year IB SL ab initio course. Assessments will be graded according to IB criteria.

Spanish 3 / French 3 9-12 1 year 1 credit
Prerequisite: Level 2 / placement test demonstrating equivalency
Language 3 courses equip the students with the tools to use concrete language and to communicate ideas on both concrete and abstract ideas. By the end of the course they will be able to deal with everyday situations and express simple opinions on a range of topics. They will practice both productive and receptive skills with an emphasis placed on more complex language acquisition. The students will gain an appreciation of the target

culture through exposure to a wide range of authentic materials. This is a preparatory course for IB Language B courses.

IB French or Spanish B SL Yr 1/ French or Spanish 4 9-12 1 year 1 credit
Prerequisite: Spanish 3 / placement test
IB French or Spanish B SL Yr 1 / French or Spanish 4 /will review and consolidate the gains of French/Spanish 1, 2 and 3 as further preparation for advanced study. The main focus of the course is on language acquisition and development of language skills. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary and non-literary texts (diary, correspondence, blog, brochure), and is related to the culture(s) concerned. This year is the foundation year for IB B standard level. Four IB topics will be covered during this first year. French/Spanish 4 is the foundation for embarking on Higher Level courses. All assessments will be graded according to IB criteria.All assessments will be graded according to IB criteria.

IB French or Spanish B SL Yr 2 10-12 1 year 1 credit
Prerequisite: IB French or Spanish B SL Yr 1
This 2nd year of the language B SL acquisition course continues to approach the learning of language. By studying the content of the remaining two themes, students develop their language skills (receptive, productive and interactive skills) through the study and production of a range of written and spoken material. Students also develop the skills and strategies to undertake the demands of the IB exams and coursework and to pursue their studies of the language.

IB French or Spanish B HL Yr 1 10-12 1 year 1 credit
Prerequisite: Level 4 or SL Yr 1 / Placement Test
This 1st year of the language B HL acquisition course approaches the learning of language through meaning. By exploring four main themes and one or two literary works, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills. In some cases, the French/Spanish B HL year 1 course may be offered to French/Spanish native speakers in Grade 10 as a preparation for the French/Spanish A Language & Literature Course.

IB French or Spanish B HL Yr 2 10-12 1 year 1 credit
Prerequisite: IB French or Spanish B HL Yr 1
This 2nd year of the language B HL acquisition course continues to approach the learning of language through meaning. By studying the content of the remaining theme while reviewing first year content and literary works, students develop their language skills (receptive, productive, interactive and argumentative skills). Students also explore cultural values and beliefs through the study of literary and non-literary texts. while developing the skills and strategies to undertake the demands of the IB exams and coursework and to pursue further studies of the language. All assessments will be graded according to IB criteria.All assessments will be graded according to IB criteria.

IB French or Spanish A Language & Literature SL Yr 1 Gr 11-12 1 year 1 credit
Prerequisite: Near-native fluency in the language / placement test
This course is designed for native French or Spanish speaking students and /or students with near native fluency in both written and spoken French or Spanish and/or students

who have previously studied in French or Spanish. The course is a group 1 subject. Taken in combination with English A, it is a path for students to achieve a bilingual IB diploma. The course comprises the study of language (language in cultural context, language and mass communication) and the study of literature (texts and context, literary critical study) through three different areas of exploration and seven concepts. Students in SL will study four literary texts. Students will be assessed both in their oral and written work on the four following objectives: their knowledge and understanding of texts / topics, their application and analytical skills, their synthesis and evaluation skills, their selection and use of appropriate presentation and language skills. All assessments will be graded according to IB criteria.

IB French or Spanish A Language & Literature SL Yr 2 Gr 11-12 1 year 1 credit
Prerequisite: IB French or Spanish A language & Literature SL Yr1
The second year of the course continues to help the students develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception, including through the study of literature in translation. Students will be assessed both in their oral and written work on the four following objectives: their knowledge and understanding of texts / topics, their application and analytical skills, their synthesis and evaluation skills, their selection and use of appropriate presentation and language skills. All assessments will be graded according to IB criteria.

Physical Education and Health

General Information and Requirements

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

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

The first year Physical Education course for high school students focuses on improving personal fitness levels through participation in fitness activities and introduction to weight room procedures, as well as developing skills by taking part in a number of team and individual sports. Students participate in weekly fitness activities and semester fitness testing. Self-evaluation and goal setting are important components of the course. Activity units in the course include but are not limited to introduction to weight training and fitness room use, track and field, badminton, swimming and team sports such as basketball, soccer, hockey, volleyball and Ultimate Frisbee. Health units are integrated into the Physical Education program. These look at physical health in totality combining Fitness, Body Systems and Nutrition, promoting an awareness of responsible decision making through personal reflection.

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

The second year Physical Education program for high school students focuses on the importance of being involved in physical activity as a lifelong commitment and choice. Developing a personal fitness regimen is encouraged and strength-training activities are introduced and continue to be emphasized throughout the course. Activity units focus on a number of lifelong recreational activities including ultimate frisbee , golf, archery, tennis, badminton, introductory yoga, and opportunities for team sport participation. Health units will be integrated into the Physical Education program. These look at the importance of Mental/Emotional Health, the use of Substances, and Sexuality. Classes are designed to extend student awareness of themselves, the importance of responsible decision-making and lives beyond the classroom.

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

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

Science

General Information and Requirements

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

Introductory Physics Gr. 9 2 semesters 1 credit
Students in year 9 will continue to develop their understanding of the most fundamental concepts from physics: Energy, Electricity and Magnetism, Forces and Interactions, Space Science. The course structure intends to leave room for expanded study in IB Physics. In the Introductory Physics, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation.

Introductory Biochemistry Gr. 10 2 semesters 1 credit
Students will expand their understanding of connections between chemistry and the life sciences. They will develop the ability to make connections between important biological concepts such as cells, heredity, the organization of matter and energy as well as key chemistry concepts such as atoms and molecules, structure and properties of matter, thermodynamics, and chemical reactions. There will be a continued emphasis on exploration of application of key biological and chemical concepts with focus on scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation.

Environmental Science: Terrestrial Ecosystems Gr. 9-12 1 semester .5 credit
Environmental Science: Terrestrial Ecosystems is an elective course with an emphasis on understanding global threats to terrestrial ecosystems, with an emphasis on authentic interdisciplinary project-based learning, STEM integration, and curriculum-based service learning.

Environmental Science: Aquatic Ecosystems Gr. 9-12 1 semester .5 credit
Environmental Science: Aquatic Ecosystems is an elective course with an emphasis on understanding global threats to water and the conservation of aquatic ecosystems with an emphasis on authentic interdisciplinary project-based learning, STEM integration, and curriculum-based service learning.

STEM Engineering Gr. 9-12 1 semester .5 credits
STEM Engineering is an introduction to the multiple disciplines of engineering. In the first part of the course students will complete a number of hands-on activities related to Environmental Engineering, Biomedical Engineering, Chemical Engineering, Electrical Engineering and Mechanical Engineering. This part of the course will provide a sound understanding of future careers related to engineering. The activities promote solving

complex problems of social and global significance. In the second part of the course students will design a solution to a complex real world problem by breaking it down into manageable problems that can be solved through engineering. Application of the design cycle will result in the production of a final prototype. There will also be opportunities to bring ideas into reality using a 3d printer, laser cutter and CNC milling machine. Students are expected to use mathematics and/or computer simulations to test solutions under different conditions, prioritize criteria, consider trade-offs, and assess social and environmental impacts.

IB Biology SL Gr. 11-12 2 years 2 credits

Prerequisite: Introductory Physics and Introductory Biochemistry

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

IB Physics SL Gr. 11-12 2 years 2 credits

Prerequisite: Introductory Physics, Introductory Biochemistry, and Math 3 or 3A

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

IB Chemistry SL Gr. 11-12 2 years 2 credits

Prerequisite: Introductory Physics and Introductory Biochemistry

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

IB Physics HL Gr. 11-12 2 years 2 credits

Prerequisite: Introductory Physics, Introductory Biochemistry, and Math 3 or 3A, as well as currently enrolled in IB SL or HL Mathematics

Physics is the foundation of science. It seeks to explain the universe from the very smallest particles (quarks and leptons) to the vast distances between galaxies. IB Physics is a rigorous two-year course. Strong mathematical skills are required for the enjoyment of this class. A record of solid performance in algebra and trigonometry indicates a high probability of success. If your math skills are less that strong, physics will be a struggle, but passing the course is possible. Core topics include measurement,

mechanics, gravitation, thermal physics, waves, electricity, magnetism, quantum mechanics, and nuclear physics.

IB Chemistry HL Gr. 11-12 2 years 2 credits

Prerequisite: Introductory Physics and Introductory Biochemistry

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

IB Biology HL Gr. 11-12 2 years 2 credits

Prerequisite: Introductory Physics and Introductory Biochemistry

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

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

Prerequisite: Introductory Physics and Introductory Biochemistry

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

Social Sciences

General Information and Requirements

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

World Civilization 1 Gr. 9 1 year 1 credit

The course, designed for all freshmen, enables students to develop a global perspective from the study of major aspects of civilization. Students are encouraged to develop sound research skills and use higher-order thinking skills to improve their understanding of civilization throughout history. Topics include the rise of civilizations, the role of religion in history, and the variety and impacts of governmental systems. Equal emphasis is given to knowledge and skill development that promote academic success through high school and beyond.

World Civilization 2 Gr. 10 1 year 1 credit

This course, designed for all sophomores, continues a thematic study of critical topics throughout history: the origins of revolutions, comparative economic systems, the emergence of nationalism and the causes, effects of conflict. Particular emphasis is given to the development of analytical skills and communication methodologies.

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

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

International Relations Gr. 10-12 1 semester .5 credit

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

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

Entrepreneurship & Business Studies focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. All students benefit from developing an appreciation for and understanding of entrepreneurship in our economy: most of the jobs (both professional and technical) created in recent years have been in the small business sector. Entrepreneurial skills are

necessary not only for students who will become entrepreneurs, but also for individuals working in the increasingly competitive corporate world. Entrepreneurship is a natural fit for business education because entrepreneurship integrates the functional areas of business - accounting, finance, marketing, and management - and the legal and economic environments in which any new venture operates. Today, entrepreneurial ventures are particularly impacted by the development of technology, the Internet, and the rise of e-commerce.

A History of the World in 25 Questions Gr. 9-12 1 semester .5 credit
This History course will give students an opportunity to study a wide variety of events, periods and places. Each class is designed to focus on the exploration of a different historical event, with an overall balance in time period and geographic origin. Approximately 25 questions will be explored in the course of the semester. Each exploration will be framed as a question and answered using a range of appropriate teaching strategies: research, lecture, reading, debate, reenactment, or a combination of these. No previous knowledge of the topics will be required. Independent/home work will be used to build a knowledge foundation, for example by reading text or watching video. All students are provided with the content needed to participate in the various activities.

World Religions Gr. 9-12 1 semester .5 credit
World Religions is a one semester course designed to introduce students to one of humanity's most persistent questions: what compels us to seek the divine? By exploring both the historical context of how major world religions have emerged as well as examining key beliefs and perspectives of the world's faiths, students will gain an understanding and appreciation for the richness and diversity of the world's religious beliefs and practices. The course will examine similarities and differences among the various faith traditions as well as explore modern issues in religion today.

Africa in the World System Gr. 9-12 1 semester .5 credit
This course aims at introducing students to the issues, events and processes surrounding interaction between Africa and the rest of the world. This is based on the assumption that some students have prior knowledge of Africa's international relations, history or politics, while others might not. The course will give students a comprehensive overview of the processes and stages behind Africa's integration with the rest of the international system, with a particular focus on its past history, contemporary, and future consequences. In addition, the course will begin by asking students to think about the continent's position in the world system, focusing on what particular challenges that set Africa apart and what brings it together as part of the international system. Moving forward, students will be expected to examine a variety of social, political and economic issues affecting the continent today from various African and international perspectives, in order to create solutions to its current and future challenges.

IB Economics SL/HL Gr. 11-12 2 years 2 credits
The aims of the IB economics program are to develop disciplined skills of economic reasoning, an understanding of how individuals and societies organize themselves in pursuit of economic objectives, an ability to evaluate economic theories, concepts, situations and data, and international perspectives which feature tolerance and understanding of the diversity of economic realities. The curriculum consists of four parts: Resource Allocation (microeconomics), National Income Analysis (macroeconomics), International Trade, and Economic Development.

IB Geography SL/HL Gr. 11-12 2 years 2 credits
IB Geography is a 2-year program of study aimed at enabling students to develop an understanding of the interrelationships between people, places, spaces and the environment. Relevant case studies are used to help students develop an understanding for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management. Students come to appreciate the relevance of geography in analyzing contemporary issues and challenges, and develop a global perspective of diversity and change. Initial studies focus on patterns and trends in population, disparities, the environment and resource management, followed by three optional extensions to be selected by instructor. Finally, an in-depth examination of globalization is undertaken.

IB Global Politics SL/HL Gr. 11-12 2 years 2 credits
This IB course explores fundamental political concepts, such as power, equality, sustainability and peace, in a range of contexts and through a variety of approaches. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Course consists of the core (SL/HL): power, sovereignty and international relations, human rights, development, and peace and conflict. The Internal assessment for this course is an engagement activity on a political issue of personal interest, complemented with research. This activity combines an experiential component (with politics, NGOs, UN, embassies, etc.), with additional research and a written task. Higher level students also examine two contemporary global political challenges through self-selected case studies (choice between: environment, poverty, health, identity, borders, security). Students present these examinations in presentations, which are video-recorded.

IB History SL/HL Gr. 11-12 2 years 2 credits
In Grade 11, the IB History course focuses on the early 20th century through the rise and rule of selected authoritarian states, and rights and protests in the US and South Africa. The emphasis is on political history, augmented by social and economic aspects of the period. In Grade 12, the focus shifts a social and cultural analysis of the Middle Ages in Europe and the Islamic World. In addition, HL students will expand on these topics. The course stresses the acquisition of historical knowledge and understanding sufficient to serve as the basis for document interpretation, analysis of trends, and evaluation of historians' viewpoints. Students are expected to participate in independent research, seminar presentations and critiques. They will complete a major research project, analyze sources for values and limitations, and write critical essays on relevant topics in preparation for IB exams. HL and SL History are taught concurrently.

IB Psychology SL/HL Gr. 11-12 2 years 2 credits
The main aims of the Psychology course are to encourage the systematic and critical study of human experience and behavior and to develop an understanding of the biological, social and cultural influences on human behavior. Additional aims of the course are to interpret and/or conduct psychological research and to apply the resulting knowledge for the benefit of people, while ensuring that ethical practices and responsibilities are implemented in psychological inquiry. The curriculum is divided into four parts: the study of three approaches (biological, cognitive and social-cultural); research methodology; experimental study; and two optional areas of study (abnormal

psychology, developmental psychology, health psychology and psychology of human relationships).

Student Support Services and Learning Support

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

Learning Support falls under the category of academic support and is not a credit bearing course for each year in the program. Learning Support students can earn up to one high school credit for their work when they complete all the curricular requirements of the ISK Study Skills course.

Study Skills **Gr. 9-10** **1 year** **1 credit**

Study Skills is a credit-bearing (assessed on a pass/fail basis - no numeric grade given) course taught by high school Learning Support teachers. The vertically aligned curriculum can be a semester or up to a four semester continuum, as recommended by the Student Support Services department. It is structured to remediate academic skills, improve executive functioning and study habits, as well as assist students in meeting their Individualized Education Plan (IEP) goals.

The course focuses on both concepts and processes so that students are reminded to integrate new understandings into consistent personal routines. Students benefit from pre-teaching and re-teaching of academic content that is designed to support their mainstream classes. Explicit skill building instructional strategies in the following areas are offered to maximize their academic success: Literacy skills (reading and writing); Math (problem solving and critical thinking); Communication (self advocacy and presentation skills); personal organization and time management; and well-being (including growth mindset and mindfulness). Assessments within the course are linked to key Aims Performance Areas such as collaboration, engagement and personal responsibility. The ultimate goal of the course is that the students independently transfer the strategies and skills learned in class to their other academic content areas. Additional social-emotional growth throughout the semester includes improved self-awareness as students will be asked to reflect on their efforts, and ability to challenge themselves whenever possible.

The International Baccalaureate Program at ISK

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

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

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

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

The Learner Profile - the IB learner strives to be:

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

Planning for the IB

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

Timeline

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

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

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

For Applicants to a University Outside North America

Because the American high school diploma offered by ISK is not necessarily accepted for university admission outside North America, the school recommends that students applying to these university systems should take the IB diploma. Most universities in the UK, Europe and elsewhere will consider, and may even prefer, applicants who have

achieved the IB diploma. Worldwide acceptability is a key benefit to the IB diploma. However, each country's ministry of education has negotiated with the IB administration on their specifics of acceptability for this international diploma. Since no two countries are alike in this regard, the school's high school counselors should be consulted. The IB publishes information about university requirements for IB students at www.ibo.org

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

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

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

IB Diploma Requirements
The maximum score possible for the diploma is 45 points, representing 7 on each of six required courses plus up to 3 additional points for work in the Theory of Knowledge and Extended Essay components. The minimum score required to earn an IB diploma is 24 points (with at least 12 points in the three HL courses and 9 points in the three SL courses). Worldwide, the average diploma candidate earns a total of about 30 points. At ISK, the average is about 33 points. Some universities have a minimum point-total requirement; others accept a diploma regardless of the point-total achieved.

Assessment
Students at ISK taking IB courses receive regular feedback from teachers. The ISK transcript will record ongoing student performance over the two years of the program.

The ISK diploma is separate from the IB diploma. The IBO provides its own diploma and certificate of results, which record specific student performances after the completion of the course and all examination components. Both ISK and IB grades are on a 1-7 scale where 1 is the lowest grade and 7 the highest grade.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Theory of Knowledge (TOK): an additional required course taken by all diploma candidates. The teacher interweaves all the IB subject areas so that the commonalities and differences in mankind's various fields of knowledge are explored. This class does

not have a formal IB examination, but the teacher does evaluate the diploma candidate's performance for the IBO. There are two assessment tasks in the TOK course: an essay and a presentation. A maximum of three points may be awarded for very good grades produced in both TOK and the extended essay components.

Current IB Course Offerings at ISK:

1. Studies in Language and Literature
    English A *Literature* (HL/SL)
    English A *Language & Literature* (HL/SL)
    French A *Language & Literature* (SL)
    Spanish A *Language & Literature* (SL)

2. Language Acquisition
    French ab initio (SL)
    French B (HL/SL)
    Spanish *ab initio* (SL)
    Spanish B (HL/ SL)
    Swahili *ab initio* (SL)
    *additional languages may be taken on a self-taught or tutored basis by arrangement with the IB Coordinator

3. Individuals and Societies
    History (HL/ SL)
    Economics (HL/ SL)
    Psychology (HL/ SL)
    Geography (HL/ SL)
    Global Politics (HL/SL)

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

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

6. The Arts
    Visual Arts (HL/ SL)
    Theatre Arts (HL/ SL)
    Music (HL/SL)

Notes:

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

- Pamoja (the IB online provider) provides additional IB course choices for students in exceptional situations http://www.pamojaeducation.com/
- The General Regulations: Diploma Program document, published by the International Baccalaureate Organization, is available online at the following link: http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-en.pdf
- For further information about the IB at ISK, please contact the IB Coordinator Mrs Linda Henderson: ISK phone extension 502 or email at lhenderson@isk.ac.ke