Frankfurt International School

Course Guide

Grades 9–12

2019/2020

www.fis.edu
# FIS Course Guide

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Purpose of the Course Guide

One of the most important decisions students make is the selection of courses for their academic program. Students need to consider which courses will best meet their abilities, needs and future plans beyond high school. This booklet contains a wealth of information to support students in this process. Course descriptions are provided to familiarize students with the courses offered at FIS along with information to enable them to wisely plan an individualized program of study that incorporates specific requirements necessary for graduation.

Students should use this course guide to develop their academic plan before selecting a course. Try and find out as much information about it as possible about each course – its objectives, requirements, prerequisites and path for the progression. On the name of the course in the guide, ‘click on the name’ and it will take you to further information we keep in Atlas Rubicon. Students should consider the following questions when choosing their courses and academic track:

1. What courses are required per grade level and/or per academic program in Grades 11–12?

2. Are the courses I have chosen appropriate for my ability and interests?

3. Will the courses I have chosen meet the prerequisites for university admissions in a specific country?

4. Have I taken advantage of the breadth of course offerings to explore future career paths?

Credit Requirements for Graduation

A full-time course equals one “credit.” Students in Grades 9 and 10 enroll in eight credits each year. Students in Grades 11 and 12 must enroll in at least six credits each year.

All students who graduate from FIS will finish with the equivalent to an American High School Diploma.

Graduation requirements are as follows:

- English – 4 credits
- Mathematics – 3 credits
- Non-English Language – 2 credits
- Social Sciences – 3 credits
- Experimental Sciences – 3 credits
- Physical Education – 1 credit
- Academic elective courses – 8 credits

Minimum Total – 24 credits

Creativity Activity Service (CAS) is required in Grades 11 and 12.

College/University Entrance Requirements

Colleges and universities consider a number of factors during the admissions process. The most important factor considered is the choice of courses and academic performance within these courses. Although each university establishes its own entrance requirements, the recommended number of courses completed by graduation, within subject areas, are as follows:

- English: - 4 credits
- Social Studies: - 4 credits
- Science: - 4 credits
- Mathematics: - 4 credits
- Non-English Language: - 3 credits of the same language

Particularly for Grades 11–12, it is important that students and parents carefully review university entrance requirements prior to selecting their courses at FIS. The counselors will be able to assist you in getting current information about various national and university requirements, admissions procedures and other pertinent material to create a plan with appropriate subject options.
German Abitur Certification

Read the information carefully concerning the additional requirements for the German-approved IB Diploma Programme, and have your course selections approved by your counselor. Use the following information as your guide:

**Abitur Recognition requires the following conditions:**

- **Group 1 & 2 (Two Languages)**
  - Two A Languages OR one A Language and one B Language at High Level
  - No Ab Initio, or Language B SL

- **Group 3 (Individuals & Societies):** Business, Geography, Economics, History, Psychology, Global Politics

- **Group 4 (Science):** Biology, Chemistry or Physics

- **Group 5 (Math):** TBD by KMK in late March
  
  Either Math or Science has to be at HL (or both)

- **Course Choice 6:** Could be a course from Group 6, or another approved course from Group 1–4 including: Computer Science, Design Technology, Environmental Systems & Societies, Sports Exercise & Health Science

- All courses must be taken over two consecutive years and all exams taken in Grade 12.

- No online courses allowed.

Course Placement

Courses will be offered based on student interest and enrollment. If a course is cancelled due to low enrollment, students and parents will be notified and an alternate course may be chosen.

**Language**

Students will be placed in a language class based on past experience, placement testing and/or prerequisites taken at FIS. The language faculty will consult with individual students regarding their language placement and students will require teacher permission for all levels.

**Mathematics**

Students will be placed in a mathematics class based on teacher recommendation. All students should consult with their current mathematics teacher or take a placement exam to determine the most appropriate course to take.
Academic Pathways Offered at FIS

FIS High School Diploma
All Grade 9–12 students at FIS pursue a High School Diploma. Upon successful completion of all FIS graduation credit requirements, students will receive an FIS High School Diploma accredited by the United States’ New England Association of Schools & Colleges (NEASC).

In addition to the High School Diploma, in Grades 11 and 12, students may opt to pursue and, if successfully completed, earn the IB Diploma Programme or IB Career Programme certifications. Students who do not opt to undertake either IBDP or IBCP, are flexible to enroll in any combination of non-IB and IB courses, provided they meet the graduation requirements.

IB Coursework Candidates
Grade 11 and 12 students opting not to pursue the IBDP or IBCP are enrolled in six courses per year. A student can opt to enroll in six IB courses, a combination of IB and non-IB, or no IB courses. Students who elect to study individual IB subjects will gain recognition as an individual IB Coursework Candidate. Candidates are subject to both the full coursework and examinations in these subjects. IB Coursework scores may be used for university credit or advanced placement in many universities.

The IB Diploma Programme
In Grades 11 and 12, students may pursue the International Baccalaureate Diploma Programme (IBDP) - a rigorous two year program, that is required by most European universities for admission and highly regarded by universities worldwide. Students must take six courses within specific subject areas in addition to the Theory of Knowledge course (a part-time, philosophical class). In addition, students complete a 4000-word research essay in a topic of their choice.

Whether students ultimately achieve the IBDP is determined by exams taken in each of the six subjects at the end of Grade 12 in conjunction with relevant coursework completed throughout the two years. Each course is graded on a 1–7 scale (7 being the highest). A maximum of 45 points can be achieved and a minimum of 24 points are required to earn the IBDP.

How students perform in Grade 10 is a good indicator whether they are suited for the IBDP. A solid foundation in subjects and strong study skills are required to successfully pursue the IBDP in Grades 11 and 12.

For more information, please see full description on page 6 in this guide.

The IB Career-related Programme
For students interested in engaging in career-related learning, in Grades 11 and 12, they may elect to take the two year IB Career Programme (IBCP) that can lead to university matriculation or future employment. IBCP is a framework that incorporates the values of the IB into a unique programme, allowing students the flexibility to create their schedule. They must take a minimum of 2 and maximum of 4 IBDP courses in addition to a chosen career-related course and the Personal and Professional Skills course. In addition, students complete a language portfolio, service learning and a reflective project in a topic of their choice related to their career-related study.

By enrolling in the IBCP, students can choose to combine non-DP courses with their DP courses to build a schedule that reflects individual ability, interests and goals leading to both the FIS diploma and the IBCP. Through successful completion of the IBCP students will graduate with a qualification in the career-related study, IB certificates and the FIS diploma.

For more information, please see full description on page 7 in this guide.
FIS IB Diploma Programme (DP) Course Offerings in Grades 11/12

The IBDP curriculum consists of six subject groups. Every IB Diploma candidate must take one course from each of Groups 1–5 and a sixth course from either Group 6 or any other course from Groups 1–4. A seventh course is the Theory of Knowledge class for two years. The following FIS offerings can be used as a reference by potential IB Diploma Candidates. All students should consult teachers, heads of departments, the counselor and the IB Coordinator as they make final choices.

Course choices, and even decisions regarding the enrollment level of a course (Higher or Standard level), can determine where and what subject areas students will be able to pursue higher education.
FIS IB Career-related Programme (CP) Course Offerings in Grades 11/12

The IBCP curriculum consists of the career-related study, DP subjects from the six groups, and the Core. Every IBCP candidate must take a minimum of two and a maximum of four IBDP courses at SL or HL from the six groups. A required course is the Personal and Professional Skills class for two years. Students can also take non-IB courses to meet the requirements of the FIS High School Diploma. The following FIS offerings can be used as a reference by potential IBCP candidates. Students are encouraged to consult teachers, department heads, counselors and the IBCP Coordinator as they make final choices.
Required Courses (By Grade Level)

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
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<tr>
<td>German/ESL</td>
<td>German/ESL</td>
<td>5.0 Additional Courses (which meet graduation requirements)</td>
<td>5.0 Additional Courses (which meet graduation requirements)</td>
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<tr>
<td>Humanities</td>
<td>Humanities</td>
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<tr>
<td>Science</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
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</tr>
<tr>
<td>PE</td>
<td>PE/Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Electives</td>
<td>2.0 Electives</td>
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Sample Four Year Plan

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>IB English A HL yr 1</td>
<td>IB English A HL yr 2</td>
</tr>
<tr>
<td>Deutsch</td>
<td>Deutsch</td>
<td>IB German A SL yr 1</td>
<td>IB German A SL yr 2</td>
</tr>
<tr>
<td>Geography/History</td>
<td>World History</td>
<td>IB Economics HL yr 1</td>
<td>IB Economics HL yr 2</td>
</tr>
<tr>
<td>Physics</td>
<td>Pre-IB Biology</td>
<td>IB Biology SL yr 1</td>
<td>IB Biology SL yr 2</td>
</tr>
<tr>
<td>Math High</td>
<td>Math High</td>
<td>IB Math SL yr 1</td>
<td>IB Math SL yr 2</td>
</tr>
<tr>
<td>PE/Drama</td>
<td>PE/Health</td>
<td>IB Art HL yr 1</td>
<td>IB Art HL yr 2</td>
</tr>
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<td>Art/DT</td>
<td>Graphics Programming</td>
<td>TOK</td>
<td>TOK</td>
</tr>
<tr>
<td>French 3</td>
<td>Performance Theater</td>
<td></td>
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</tbody>
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Planning Page

The charts on the right are designed as a tool to aid you in developing your four year academic plan. Please reference the sample four year plan, the course descriptions and the grade level requirements to complete the chart. This chart will evolve as you progress through high school.

### Grade 9 and 10

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 9</th>
<th>Grade 10</th>
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<tbody>
<tr>
<td>English</td>
<td></td>
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<tr>
<td>German</td>
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<tr>
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<tr>
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<tr>
<td>PE + 0.5</td>
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<tr>
<td>Elective (1.0 credit)</td>
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<tr>
<td>Elective (1.0 credit)</td>
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### Grade 11 and 12

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<tr>
<th>Subject</th>
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<th>Grade 12</th>
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<tbody>
<tr>
<td>English (Group 1/2)</td>
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</tr>
<tr>
<td>Other Language (Group 1/2)</td>
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<tr>
<td>Humanities (Group 3)</td>
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<td>Science (Group 4)</td>
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<tr>
<td>Mathematics (Group 5)</td>
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<tr>
<td>Elective (Group 1– 6)</td>
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</table>
Arts

Dance 9 is a year long course which meets three times per eight-day cycle. This course is aimed to have students discover dance as a medium of expression and method of exploring ideas. Students will learn to compose solo and duo movement sequences, performance, ensemble dance, and demonstrate knowledge of a genre of dance. Students will learn about posture, alignment, choreography and perform for audiences both informally and formally.

Credits: 0.5 / year
Prerequisites: None
Grades: 9

Dance 10–12 is a one year elective course in which students discover dance as a medium of expression and method of exploring ideas. The class will study choreography in more detail, making their own solo and trio dances. Guest choreographers work with the group as they learn, rehearse and perform a variety of genres of dance from different cultures. Dancers continue to hone their basic dance techniques and alignment through regular warm-ups and technique classes. Students have many opportunities to perform for audiences both informally and formally.

Credits: 1.0 / year
Prerequisites: Prior dance experience preferred
Grade: 11–12

IB Dance SL/HL is a two year course which aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. The dance course has three main areas of study: two dance works created by the student, a formal written report, one or two dance works performed by the student.

Credits: 1.0 / year
Prerequisites: Media Production I
Grade: 10–12

IB Film SL/HL is a two-year course in which students become proficient interpreters and makers of film texts. Through the study and analysis of film, and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand the value of others. Students will acquire and develop critical thinking, reflective analysis and the imaginative synthesis through practical engagement of the art, craft and study of film. Students will learn to examine film as an art form, contextualize film across time and culture, explore film production roles and phases of the filmmaking process. This will be an online course supported by FIS.

Text: A wide variety of films and readings will be accessed throughout the course.

Credits: 1.0 / year
Prerequisites: Genuine interest in exploring film as an art form.
Grades: 11–12
Music 9 is a year long course which meets three times per eight-day cycle. This course is designed to consolidate the students’ previous knowledge of music in areas of music literacy, theory, appreciation, performance, and composition. Topics include music theory, jazz, blues and rock and roll. The students will have opportunities to listen to, perform, create, and reflect upon a variety of musical styles. The final assessment will be based primarily on classroom activities and presentations.

Credits: 0.5/ year
Prerequisites: None
Grades: 9

A Cappella & More is a year long course which meets three times per eight-day cycle. This course focuses on choral ensemble singing, voice training and note reading. Music of various styles will be sung, with an emphasis on a cappella singing and performance.

Credits: 0.5/ year
Prerequisites: Audition required
Grades: 9

Music 10–12 is a year-long course designed to consolidate the students’ previous knowledge of music in the areas of music literacy, theory, appreciation and composition. The students will have opportunities to listen to and analyse music from the Medieval period until the present day, create music to given guidelines, and reflect upon a variety of musical styles. The student taking this course will have the opportunity to learn or improve in the areas of composition, score-reading and writing and musical analysis. In addition, the student will be introduced to topics in theory (particularly harmony and form) and music history. Although one of the goals of this course is to prepare the students adequately for continued studies in the IBDP Music program, participation is in no way restricted to those who have this intention, and the course works equally well as a one-year foundation course in musical history and analysis.

Credits: 1.0 / year
Prerequisites: None
Grade: 10–12

Drama 9 is a year long course which meets three times per eight-day cycle. Students will learn on their feet a variety of skills including how to use improvisation techniques as a way of exploring ideas while gaining practical understanding of some of the various forms and genres of theatre. Students will develop performance skills while working successfully within a group and learn the use of visual, auditory, and spatial awareness.

Credits: 0.5/ year
Prerequisites: None
Grades: 9

IB Music SL/HL is a two year course where students will be expected to: develop and refine his/her performance skills on a chosen instrument or voice; create and develop a portfolio of original compositions or arrangements; undertake self-directed projects on a topic of personal interest to the student; have the opportunity to use music-writing software; follow a course of musical analysis covering Western art music and non-Western music of many kinds, as well as studying two prescribed works in depth. The assessment of the High Level course is based on four areas: composition portfolio; performance recording; Musical Investigation (a self-directed piece of coursework) and a written examination paper. In the case of Standard Level students a choice is made between composition and performance so that only three areas are covered.

Credits: 1.0 / year
Prerequisites: Capable musicians already competent at reading music and singing/playing at least one instrument. Students must continue lessons with specialist teacher throughout the course.
Grades: 11-12

Performance Theatre 10–12 is a year-long elective course in which students will refine their skills in various theatre techniques including acting, directing, critiquing, ensemble work and text analysis. Students should come to appreciate and understand some of the different styles, periods, practitioners and genres of theatre throughout history.

Credits: 1.0 / year
Prerequisites: None
Grade: 10–12
**IB Theatre SL/HL** is a two year course encouraging discovery through experimentation, risk-taking and the presentation of ideas. The course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world.

**Credits:** 1.0 / year  
**Prerequisites:** None  
**Grades:** 11–12

**Art 9** is a year long course which meets three times per eight-day cycle. The course asks the students to realize and appreciate that art is all around us, to explore the ways in which known and unknown cultural aesthetics affect the appearance and impact of the visual world around them. It also asks them to express complex and personal notions in their artwork, to appreciate that creative efforts can reveal issues and ideas about themselves and, finally, to demonstrate fluency with the fundamental elements and principles of art and design. Units of prescribed study include exercises involving the fundamental elements of art & design, color theory, mark making and mask making.

**Credits:** 0.5 / year  
**Prerequisites:** None  
**Grades:** 9

**Visual Arts 10–12** is a year-long elective course with the general aim to familiarizing students with the processes of planning, researching and experimenting in preparation for studio artwork. The course also aims to familiarize students with the common expectations regarding the development of a thematic approach to art. The emphasis on the sketchbook (Visual Arts Journal) is paramount, as the student needs to exit with a working knowledge of the basics of keeping a daily art journal and using it as a primary idea-development tool for studio work at the IB level. The course often culminates where students devise their first studio work based upon a well-researched and well-conceived theme documented in their sketch book.

**Credits:** 1.0 / year  
**Prerequisites:** None  
**Grade:** 10–12

**IB Visual Art SL/HL** is a two year long course for students who are seriously interested in the Visual Arts. This course has specific criteria set for three separate components (the Exhibition, the Process Portfolio and the Comparative Study) which are clearly defined and quite demanding. The course stresses practice in the use of various media, the acquisition of techniques, the mature development of creative ideas and the ability to relate to multiple forms of art in social and historical contexts. A portfolio of the student’s artwork will be compiled. Over the final year of the course, the students will be working in a variety of techniques and media to develop their skills and understanding of the elements of the visual arts in both two and three-dimensional formats. All students must exhibit their studio work (usually 4-7 resolved artworks for SL and 8-11 resolved pieces of work for HL students), present their process and development efforts and write a comparative study of three artworks or artifacts. Students are expected to perform independent research and make tangible connections between their developing work and the results of their research in their Visual Arts Journal. This includes but is not limited to the work of other artists, the influence of social and cultural elements and the product of historical investigation.

**Credits:** 1.0 / year  
**Prerequisites:** Visual Arts 10–12 recommended  
**Grades:** 11–12
English

**English 9** is a one year course where students build their speaking and listening skills in a variety of formats, such as speeches, role play, and class debates. In reading and writing work they develop their understanding of central aspects of human experience, characters and relationships, and how writers use stylistic devices to guide readers' insights. There is an emphasis on critical analysis, and essay writing skills are honed. Private reading is promoted, and students read a range of literature in class, including modern plays and novels. Questions of rationality, emotion and bias are investigated in writing and speech.


**Credits:** 1.0 / year  
**Prerequisites:** English 8 or teacher recommendation  
**Grades:** 9

**English 10** is a one year course with increasing emphasis on underlying concepts and implicit meaning, and on formal development of supported argument. Students build their speaking and listening skills in a variety of formats, such as speeches, role play, and class debates. In reading and writing work they develop their understanding of central aspects of human experience, characters and relationships, and how writers use stylistic devices to guide readers' insights. There is an emphasis on critical analysis, and essay writing skills are honed. A 1200-1500 word Independent Investigation on a question chosen by the student is written.

**Recent texts:** *Macbeth* and *The Merchant of Venice* by Shakespeare, *The Great Gatsby* by Scott Fitzgerald, and selected short stories, poems, and non-fiction texts

**Credits:** 1.0 / year  
**Prerequisites:** English 9 or teacher recommendation  
**Grades:** 10

**English 10 B Prep** a one-year course which prepares students for taking the IB English B (language acquisition) course. There is an increasing emphasis on underlying concepts and implicit meaning, and on formal development of supported argument. English 10 B Prep achieves this through a set of texts more suited to Language B students and through responses largely different from the commentary skills honed in a English 10 class, such as text-handling responses and creative responses to literature. Students build their speaking and listening skills in a variety of formats, such as speeches, role play, and class debates. Students study a variety of fiction and non-fiction genres. There is an element of media studies, including a focus on news media, and some analysis of visual texts such as film. A 1200–1500 word Independent Investigation on a question chosen by the student is written.

**Recent texts:** *Walkabout* by James Vance Marshall, *Educating Rita* by Willy Russell, and selected short stories, poems, and non-fiction texts

**Credits:** 1.0 / year  
**Prerequisites:** None  
**Grades:** 10–12

**Creative Writing & Journalism** is a one year elective English course developing writing skills through the exploration of students own and others' writing and practices. The course will include units on poetry, short stories, novel and graphic-novel writing, creative non-fiction and various types of journalism. In each unit, students will study key texts and then write experimentally. Students then discuss their favourite work in the workshop process. Texts written by professional writers will be used as models, but the primary focus is on students' original work. The course caters to writers of varying abilities; students need not have excellent English skills. All students, however, must be prepared to try new styles and genres of writing. The central goal of the course is to encourage students to take pleasure in developing a range of writing skills and to thereby become better communicators.

**Credits:** 1.0 / year  
**Prerequisites:** None  
**Grades:** 10–12
English as Second Language (ESL) Emerging is a 2 period course which will assist ESL students in acquiring the English knowledge and skills that they need in order to function and communicate proficiently in all academic disciplines. The ESL curriculum is aimed to improve the skill areas of: visual understanding, reading comprehension, oral communication and writing. In ESL Emerging course, there are two sections that target these skill areas separately, subject support and mechanics of language being the major focuses. Various text types are introduced throughout the course helping students identify and understand the conventions, author’s purpose, main ideas and supporting details in these texts. Additionally, in both sections of the course, one of the major focuses is subject support. We devote a big percentage of class time to subject support during which we help students understand and complete their assignments in the other subjects. This devoted class time also includes helping them prepare for their assessment tasks, guiding them regarding some techniques to circumvent language related obstacles.

Credits: 2.0 / year  
Prerequisites: Meeting the descriptors for Emerging Level, teacher recommendation  
Grades: 9-10

English as Second Language (ESL) Developing is a 2 period course which will assist ESL students in acquiring the English knowledge and skills that they need in order to function and communicate proficiently in all academic disciplines. The ESL curriculum is aimed to improve the skill areas of: visual understanding, reading comprehension, oral communication and writing. In ESL Developing course, there are two sections that target these skill areas separately, academic writing being the major focus. Students complete various tasks based on fiction and non-fiction texts. Various text types are introduced throughout the course helping students analyse the conventions, author’s purpose, main ideas and supporting details in these texts. In both sections of ESL Developing course, we devote a significant amount of class time to helping students understand and complete their assignments in the other subjects. This devoted class time includes helping them prepare for their assessment tasks, guiding them regarding some techniques to circumvent language related obstacles.

Credits: 2.0 / year  
Prerequisites: ESL Emerging or teacher recommendation  
Grades: 9–12

English as Second Language (ESL) Bridging is a one year course which will assist ESL students in acquiring the English knowledge and skills that they need in order to function and communicate proficiently in all academic disciplines. The ESL curriculum is aimed to improve the skill areas of: visual understanding, reading comprehension, oral communication and writing. Students complete various tasks based on fiction and non-fiction texts. The major focus of the Bridging class is improving students’ ability to read and write academic texts fluently and accurately. This presupposes the development of a strong vocabulary and mechanics of language. As well as ESL work, we devote some class time to helping students understand and complete their assignments in the other subjects. This devoted class time also includes helping them prepare for their assessment tasks, guiding them regarding some techniques to circumvent language related obstacles.

Credits: 1.0 / year  
Prerequisites: ESL Developing or teacher recommendation  
Grades: 9–12
IB English A: Language and Literature SL/HL is a two year course which requires students to be either native or very near native speakers of English in terms of both their oral and written skills, and will appeal to students who may be less inclined towards a course focused solely on literary study. Students at Standard Level study 4 literary works, and a range of other articles, advertisements, blog posts and other non-literary texts. Students at Higher Level study 6 literary works, as well as other non-literary texts. Students study literature in its cultural context, as well as in detailed textual analysis. Works studied come from different genres and places, while some works are read in translation. 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. From August 2019, students will be required to consider some texts in terms of how they address global issues, and the final examinations are being reviewed to ensure parity across the different Language A courses.

Recent texts: The Assault by Mulisch, Othello by Shakespeare, Things Fall Apart by Achebe, The Bluest Eye by Morrison, Translations by Friel, and selected poems by Duffy and Heaney.

Literary selections may change according to teacher and class preference, but the syllabus will conform to IB guidelines for Language A Language and Literature.

Credits: 1.0 / year
Prerequisites: Recommendation of 10th grade English teacher or placement test
Grades: 11–12

IB English A: Literature SL/HL is an intensive two year course designed for the student with a definite inclination towards the study of literature for motivated native speakers of English or students with near native speaker fluency. Throughout the course, students develop their analytical and critical writing and speaking skills. Students study works from different genres and places, while some works are read in translation. The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences in the world. Through their study of literary texts, students are encouraged to appreciate the artistry of literature, and to develop the ability to reflect critically on their reading. This course will focus on exploration of the art of literary texts - novels, plays, poetry, non-fiction, and things in between - with the goal of understanding how great writers create extraordinary effects and help shape human experience. Close analysis of authorial technique, analytical and logical method, and the development of oral and written expression comprise the major academic skills taught in the class. In addition, students will learn to analyze and compare the cultural contexts of the works studied. Higher Level students are required to study 13 texts, and are expected to show a deeper understanding of content and writers’ techniques than Standard Level students, who study 9 texts. From August 2019, students will be required to consider some texts in terms of how they address global issues, and the final examinations are being reviewed to ensure parity across the different Language A courses.

Recent texts: The Assault by Mulisch, Chronicle of a Death Foretold by Marquez, Perfume by Süsskind, Frankenstein by Shelley, Death and the Maiden by Ariel Dorfman, The Bluest Eye by Morrison, Othello by Shakespeare, Heart of Darkness by Conrad, Things Fall Apart by Achebe, and The Mayor of Casterbridge by Hardy. Literary selections may change according to teacher and class preference, but the syllabus will conform to IB guidelines for Language A Literature.

Credits: 1.0 / year
Prerequisites: Recommendation of 10th grade English teacher or placement test
Grades: 11–12
**English B SL/HL** is a two-year course that is designed to teach students with some previous learning of English. The main focus of the course is on language acquisition and development of language skills. This course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where English is spoken. Language skills are developed through the study and use of a range of written and spoken material. Class exploration ranges from everyday oral exchanges to literary texts, and is related to the English-speaking world. The texts and topics studied are chosen to enable students to develop mastery of language skills and encourage the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. At the Higher Level, students are required to read two works of literature originally written in English. The course comprises five topics: three from the core and two chosen from the five options: communication and media, global issues, social relationships, health, science and technology.

*Recent texts:* *Of Mice and Men* by Steinbeck, *From the Cradle to the Grave* short stories, and *Jonathan Livingston Seagull* by Richard Bach.

*Credits:* 1.0 / year

*Prerequisites:* English B Prep or teacher recommendation

*Grades:* 11–12

**College Prep English** a one or two year course developing students’ skills, knowledge, and understanding in the main areas of English, namely writing, reading, speaking, listening and viewing. There is a particular emphasis on helping students to develop English skills to a level that will allow them to succeed in college level studies. This includes writing college application essays and resumes, for example. In addition, students are required to complete independent reading from a recommended list of modern classics, and to write book reports on their reading. This course may be followed for two years, as material covered will alternate each year. The thematic units of the course will cover a variety of fiction and non-fiction genres, including media texts. The main units are: Language and Identity, Reading the Media, Literature and Life, Work for a Living, Freedom and Responsibility, Danger and Courage.

*Recent texts:* *Of Mice and Men* by John Steinbeck; short stories by Alice Munro, Andrea Levy, Berton Roueché, Penelope Lively, and Kate Chopin; extracts from *The Hate U Give* by Angie Thomas, *Into Thin Air* by Jon Krakauer, and *My Left Foot* by Christy Brown.

*Credits:* 1.0 / year

*Prerequisites:* None

*Grades:* 11–12
Non-English Languages

**Dutch 9** is a course which requires native or near-native fluency in spoken and written Dutch. In this course continuous and systematic instruction for native speakers and those who have reached native proficiency is provided. Speaking, listening, reading and writing skills are strengthened and grammar concepts mastered. The linguistic objectives are to review and to expand the parts of speech, vocabulary, spelling and grammar. The literature under review reflects certain eras of Dutch history. The course also includes topics on Dutch culture. The course is based on 3 VWO-standards of the Dutch national government.

**Credits:** 1.0 / year  
**Prerequisites:** Native fluency and teacher recommendation.  
**Grades:** 9

**Dutch 10** is a course which requires native or near-native fluency in spoken and written Dutch. The linguistic objectives are to review and to expand the parts of speech, vocabulary, spelling and grammar. It emphasizes literature and composition and prepares students eventually for the IBDP Dutch A Literature course. Students read novels and short stories, expand on their knowledge of literature and develop analytical and critical skills. Written assignments (such as book reports) as well as oral assignments (such as book presentations) are an important part of the curriculum.

**Credits:** 1.0 / year  
**Prerequisites:** Native fluency and teacher recommendation.  
**Grades:** 10

**IB Dutch A Literature SL/HL** is a two year literary course for native or near-native speakers of Dutch. Through the course the students develop their analytical and critical language skills and perfect their ability to write an essay and to discuss literature, towards a more academic level. The general aims of this course are to improve the understanding and appreciation of literature and of the techniques used for literary criticism. Through reading literature from different times and genres, styles and cultures, the students will broaden their perspective and develop their own voice of expression, in oral performances as well as in formal and creative essays. The students of the Higher Level course study 13 works, 10 Dutch works of different genres and 3 works in translation. Standard Level students study 10 works of different genres, 8 Dutch works and 2 works in translation.

**Credits:** 1.0 / year  
**Prerequisites:** Native fluency and teacher recommendation.  
**Grades:** 11–12

**French 1, 2, 3, 4** are each a one year course where students will be expected to demonstrate the communicative skills of listening, speaking, reading and writing in everyday situations depending on the level students are enrolled in. Students will be expected to learn the language, learn through the language, and learn about the language. Students will learn how to select language appropriate to a particular cultural and social context, cultural interactions, and handle the French language accurately.

**Credits:** 1.0 / year  
**Prerequisites:** Native fluency and teacher recommendation.  
**Grades:** 9, 10

**French 9 & 10** are each a one year course designed to engage students in the study of many aspects of the language and literature of communities and their cultures. It offers a study of a wide range of literary and non-literary text types, writing styles and techniques, allowing students to comment on the significance of any possible contexts, audiences, purpose, and the use of linguistic and literary devices. While the course offers a full range of genre, themes, and opportunities for skill development, its design also promotes students’ social and academic development. Over the course of the year, students will refine their essay writing skills and learn how to debate a contentious topic. Grammar and vocabulary enrichment are integrated into reading and writing instruction. Students build their speaking and listening skills in a variety of formats, such as speeches, role play, and class debates. In reading and writing work they develop their understanding of central aspects of human experience, characters and relationships, and how writers use stylistic devices to guide readers’ insights.

**Credits:** 1.0 / year  
**Prerequisites:** Native fluency and teacher recommendation.  
**Grades:** 9, 10
**IB French Ab Initio SL** is a two-year course where students will be expected to demonstrate receptive, productive and interactive skills. Students will be expected to understand and respond appropriately in French to the spoken language; engage in conversation in order to express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They will be able to understand simple authentic written texts and questions related to them. Students will demonstrate some intercultural understanding by reflecting on similarities and differences between the target culture and the student’s own.

**Text:** *Panorama Francophone 1 et 2*
**Credits:** 1.0 / year
**Prerequisites:** Little or no previous experience with the French language.
**Grades:** 11–12

**IB French B SL/HL** is a two-year course that is focused on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and are related to the culture concerned. The material is chosen to enable students to develop mastery of language skills and intercultural understanding. Core topics include communication and media, global issues and social relationships. There are two options selected from a total of five topics. The topics chosen at FIS are cultural diversity and health. At Higher Level, two works of literature are studied in relation to culture. At Standard Level, the literature component is optional.

**Text:** *IB Course Companion French B*
**Credits:** 1.0 / year
**Prerequisites:** Successful completion of French 3 or teacher recommendation.
**Grades:** 11–12

**IB French A Language and Literature SL/HL** is a course which requires students to at native French levels in terms of both their oral and written skills. Students study four focused areas including: works in translation, detailed study, literary genres, and an open option of three works. The course involves a critical study of literary and non-literary texts. Students learn about the use of language in cultural contexts, and in mass communication. They also study literature in its cultural context, as well as in detailed textual analysis. 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.

**Credits:** 1.0 / year
**Prerequisites:** Successful completion of French 10 or teacher recommendation.
**Grades:** 11—12
German 1, 2, 3 are each a one year course where students will be expected to demonstrate the communicative skills of listening, speaking, reading and writing in everyday situations depending on the level students are enrolled in. Students will be expected to learn the language, learn through the language, and learn about the language. Students will learn how to select language appropriate to a particular cultural and social context, cultural interactions, and handling the German language accurately.

**Credits:** 1.0 / year  
**Prerequisites:** Teacher Recommendation or completion of the previous level  
**Grade:** 9, 10, 11, 12

**German 4** is a one year course designed for highly competent non-native speakers or for students with near-native speaker competence in grade 9. Students will review and improve the four language skills of writing, reading, speaking, listening comprehension; to expand vocabulary and idiomatic expression; to further fluency of speech, and to lead students to the appreciation of literature using first steps of critical analysis.

**Credits:** 1.0 / year  
**Prerequisites:** German 3 or Teacher Recommendation  
**Grades:** 9

**German 5** is a one year course designed for highly competent non-native speakers or for students with near-native speaker competence in grade 10. The emphasis is on reading and writing and listening; to expand vocabulary and idiomatic expression; to further fluency of speech, and to lead students to the appreciation of literature using critical analysis. Most students from this course will be enrolling in IB German B HL in grade 11.

**Credits:** 1.0 / year  
**Prerequisites:** German 4 or Teacher Recommendation  
**Grades:** 10

**German B Prep** is a one year course which will review some key issues of German grammar. The aim of the course is to expand and increase mastery of vocabulary through continued attention to the global themes of change, groups and leisure time in conjunction with current event materials and selections from German literature, all of which ensures a broad preparatory basis for the IB German B course the following year.

**Credits:** 1.0 / year  
**Prerequisites:** German 3 or Teacher Recommendation  
**Grades:** 10

**Deutsch 9** is a one year course designed for native speakers or for students with near-native speaker competence. The aims of the course are to review and improve basic skills (writing, reading, speaking, listening comprehension); expand vocabulary and idiomatic expression; further fluency of speech; lead students to the appreciation of literature through critical analysis; bring them in contact with ways of thought different from their own.

**Credits:** 1.0 / year  
**Prerequisites:** Native or near native level German  
**Grades:** 9

**Deutsch 10** is a one year course designed for native or near-native speakers of German. This literature course in which students read a variety of novels, ballads and plays. They are starting to develop analytical and critical listening skills. Students practice creative writing as well as oral presentation skills. The aims of the course are to emphasize literature and composition and to prepare students for the IB language A: Literature and/or IB Language and Literature courses.

**Credits:** 1.0 / year  
**Prerequisites:** Native or near native level German  
**Grades:** 10

**IB German Ab Initio SL** is a two year course where students will be expected to demonstrate receptive, productive and interactive skills. Students will be expected to understand and respond appropriately in German to the spoken language; engage in conversation in order to express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They will be able to understand simple authentic written texts and questions related to them. Students will demonstrate some intercultural understanding by reflecting on similarities and differences between the target culture and the student’s own.

**Credits:** 1.0 / year  
**Prerequisites:** Little or no previous experience with the German language  
**Grades:** 11–12
IB German B SL/HL is a two year course that is focused on language acquisition and development of language skills of speaking, writing, reading and listening. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and are related to the culture concerned. The material is chosen to develop students’ power of expression in both oral and written communication, to promote the ability to respond to the language demands of transactional and social contacts, to help students gain insights into how users of other languages think, as well as to provide enjoyment and intellectual stimulation.

**Texts:** Two pieces of literature based on selected topics  
**Credits:** 1.0 / year  
**Prerequisites:** Successful completion of German 5, German B Prep, or teacher recommendation  
**Grades:** 11–12

IB German A: Language and Literature SL/HL is a two year course which provides students of native or near-native German proficiency an understanding of how language, culture and context determine the ways in which meaning is constructed in texts. Students are encouraged to think critically about the different interactions between texts, audience and purpose. Students are introduced to a range of texts from different periods, styles and genres; the development of students’ ability to engage in detailed analysis of individual texts and powers of expression, both in oral and written communication; the ability to recognize the importance of context of texts and the different perspectives of people from other cultures as well as to appreciate formal, stylistic and aesthetic qualities of texts.

**Texts:** Four selected pieces of literature (Standard Level) or six pieces of literature (Higher Level).  
**Credits:** 1.0 / year  
**Prerequisites:** Successful completion of Deutsch 10 or teacher recommendation  
**Grades:** 11–12

IB German A: Literature SL/HL is a two year course designed for the student with a definite inclination towards the study of literature. The course is for native speakers of German or students with near native speaker fluency. Throughout the course students develop their analytical and critical writing and speaking skills. Students study works from different genres. The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences in the world. Through their study of literary texts, students are encouraged to appreciate the artistry of literature, and to develop the ability to reflect critically on their reading. This course will focus on exploration of the art of literary texts - novels, plays, poetry, non-fiction, and things in between. In addition, students will learn to analyze and compare the cultural contexts of the works studied. Higher Level students study a wider variety of works, and are expected to show a deeper understanding of content and writers’ techniques than Standard Level students.

**Texts:** Literary selections may change according to teacher and class preference  
**Credits:** 1.0/ year  
**Prerequisites:** Successful completion of Deutsch 10 or teacher recommendation  
**Grades:** 11–12
IB Japanese A Literature HL is a two year literary course for native or near-native speakers of Japanese. Through the course the students develop their analytical and critical language skills and perfect their ability to write an essay and to discuss literature, towards a more academic level. The general aims of this course are to improve the understanding and appreciation of literature and of the techniques used for literary criticism. Through reading literature from different times and genres, styles and cultures, the students will broaden their perspective and develop their own voice of expression, in oral performances as well as in formal and creative essays. The students of the Higher Level course study 13 works, ten Japanese works of different genres and three works in translation.

Credits: 1.0 / year  
Prerequisites: Native fluency  
Grades: 11–12

Korean 9 is a one year course designed for native speakers of Korean. The resources used are Korean literature, Korean essays, and various texts from a Korean school textbook. The students will learn advanced vocabulary, handling of texts and writing, and answer questions about the texts. Also, they will write many commentaries and essays about the texts using their opinions. Students will also learn Chinese characters due to their importance structuring Korean words. After this course, the students can analyze and critique various texts by themselves.

Credits: 1.0 / year  
Prerequisites: Native fluency  
Grades: 9

IB Korean A Literature SL/HL is a two year course which is designed for the student with a definite inclination towards the study of literature and who may intend to continue such studies beyond the Diploma level. The course focuses on in-depth literary analysis and appreciation in both oral and written capacity. Students will be required to write essays, conduct independent research and participate in informal and formal orals for internal and external assessment. The total number of texts studied over the two years is 13, including three World Literature works, which are read in translation.

Credits: 1.0 / year  
Prerequisites: Native fluency and teacher recommendation  
Grades: 11–12

Korean 10 is a one year course designed for native speakers of Korean who will plan to study Korean in the future. The resources used are Korean literature, Korean essays, and various texts from a Korean school textbook. The students will learn advanced vocabulary, handling of texts and writing, and answer questions about the texts. Also, they will write many commentaries and essays about the texts using their opinions. Students will also learn Chinese characters due to their importance structuring Korean words. After this course, the students can analyze and critique various texts by themselves. This course prepares students who wish to take IBDP Korean A Literature the next year.

Credits: 1.0 / year  
Prerequisites: Native fluency  
Grades: 10
**Spanish 1, 2, 3, 4** are each one year courses where students will be expected to demonstrate the communicative skills of listening, speaking, reading and writing in everyday situations depending on the phase students are enrolled in. Students will be expected to learn the language, learn through the language, and learn about the language. Students will learn how to select language appropriate to a particular cultural and social context, cultural interactions, and handling the Spanish language system accurately.

**Credits:** 1.0 / year  
**Prerequisites:** Teacher Recommendation or completion of the previous level  
**Grade:** 9, 10, 11, 12

**IB Spanish B SL/HL** is a two year course that is focused on language acquisition and development of language skills of speaking, writing, reading and listening. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding.

**Texts:** Spanish B, Spanish B Course Companion  
**Credits:** 1.0 / year  
**Prerequisites:** Successful completion of Spanish 3 or teacher recommendation  
**Grades:** 11–12

**IB Literature A SL-Self-Taught** is a two year independent course designed to allow students to continue with their native language not offered by FIS. Students are expected to be literate in their language upon starting the course as the main focus of the course is literature, not language acquisition. Students will work independently with a qualified tutor so that students can benefit from specialist feedback in the areas of language skills, academic writing, and cultural content. To enroll, students will need to work closely with the outside teacher and FIS IB diploma coordinator. This course fulfills the modern language graduation requirement, as well as the Group 2 IB Diploma requirement. This course is available as a Standard Level subject only.

**Credits:** 1.0/ year  
**Prerequisites:** Fluency with reading and writing in your Self Taught language, approval by IB Diploma Coordinator and/or counselor  
**Grades:** 11–12

**IB Spanish Ab Initio SL** is a two year course where students will be expected to demonstrate receptive, productive and interactive skills. Students will be expected to understand and respond appropriately in Spanish to the spoken language; engage in conversation in order to express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They will be able to understand simple authentic written texts and questions related to them. Students will demonstrate some intercultural understanding by reflecting on similarities and differences between the target culture and the student’s own.

**Text:** Diverso Basico  
**Credits:** 1.0 / year  
**Prerequisites:** Little or no previous experience with the Spanish language  
**Grades:** 11–12
**Humanities**

**Geography** is a one semester course which enables students to investigate physical and human systems and the way these interact. The course aims to do this through data processing and inquiry-based activities. The emphasis is the continued development and acquisition of the skills required to be a geographer. The physical geography covered will include topics such as plate tectonics, hazards, risk and vulnerability. In human geography, students will consider urban environments and the processes which develop a settlement hierarchy. Students will also study the development and structure of urban areas and the management of urban landscapes. The core theme of the environmental impact of people’s activity will be embedded in the course. The course develops the use of maps, aerial photographs, and Geographical Information Systems.

**History** is a one semester course studying Revolutions and 19th century themes. This course concentrates on historical events and issues during the first half of the 20th century. The main focus is on the First World War, the rise of Nazism in Germany, and other related events such as the Russian Revolution. Students are expected to develop a knowledge and understanding of the topics studied while developing an understanding of interpretations of history as well. Students will also be expected to use and deal with a variety of primary and secondary source materials.

**Business/Economics 10–12** is a one year course exposing students to both business and economics. The business part of the course will provide students with an introduction to the basic foundations and problems that are encountered in both the business and economic world. The aim is to help students understand business decisions and to be analytical, rigorous and critical in their business thinking. The main course topics are business organization and development, marketing, accounting and finance, operations management (production), people in organizations (human resources) and external influences. All topics emphasize the study of actual organizations allowing students to acquire knowledge of what has happened in recent years, over the past decade as well as questions which deal with current debates. The economics part of the course is designed to provide students with an introduction to the basic foundations of major economic concepts and systems, the principles of economic decision making and the interdependence of economies and economic systems around the world.

**Texts:** IGCSE Business Studies Coursebook by Mark Fisher, IGCSE Economics by Susan Grant

**Credits:** 1.0 / year

**Grades:** 10–12

**Psychology 10–12** is a one year course learning about the systematic and scientific study of human behavior and experience. It uses a variety of methods and concentrates upon looking at and evaluating the activities of human beings in a rapidly changing world. It involves practical research on topics chosen by the students themselves with teacher supervision as well as fixed topics. Students become behavioural scientists/psychologists and learn how to question why human behaviour is the way it is and whether or not these explanations are valid and can/should be used when holding people responsible and accountable for their actions.

**Text:** AS Level Psychology by Michael Eysenck

**Credits:** 1.0 / year

**Grades:** 10–12
**World Geography 10–12** is a one year course which emphasizes the link between the human and physical environments. Students complete a study of global ecosystems and work in tandem with Biology to evaluate the impact of global warming on the selected biome. Practical knowledge of rocks, minerals and fossils is gained. The geomorphological evolution of rivers, drainage basins, coastal processes and the impact of these landscape processes on industry and settlement is explored, using case studies. Fluvial processes and their impact on the environment, and climate change and its impact on natural and man-made environments are also explored. The geography of development and the problems associated with trade and aid are thoroughly discussed. Consumerism and the pattern of over-consumption, over-production and waste are investigated. Practical research and analysis and an awareness of current global issues are addressed at various points throughout the course.

**Text:** IGCSE Geography by Gary Cambers  
**Credits:** 1.0 / year  
**Grades:** 10–12

**World History 10–12** is a one year course which begins with a study of Europe from the 16th to the 19th centuries. Students will look at the Reformation, rise of Absolutism, the challenge that the Enlightenment posed to authority and the emergence of Napoleon and Napoleonic Europe. We then focus on the social, economic and political impact and consequences of the Industrial Revolution including the rise of Nationalism and the unification of Germany, which completes our study of European History. Students will then study the rise, rule and fall of the Ottoman Empire. Focus will shift to the study of China from the Ming Dynasty to the Manchu (Qing) Dynasty and look at the influences of China on the world and the growing impact of Imperialism on China and the wider world. Students will study Japan from the Tokugawa Shogunate to the Meiji Restoration and the modernization of Japan. The course concludes with the rise of New Imperialism. Emphasis is placed on the further development of compare/contrast skills, analysis and knowledge-based skills including essay writing and source analysis.

**Text:** World History: Since 1500 P by Wadsworth Belmont  
**Credits:** 1.0 / year  
**Grades:** 10–12

**US History 10–12** is a one year course investigating United States history from founding to present. The course begins with a short study of the US Independence movement and the establishment of the United States Constitution and government structures. The course examines the United States’ growing divide between North and South leading to Civil War and Reconstruction. Students also explore Emigration and Immigration in the 1800’s and how the growth of the United States changes foreign policy into the Cold War. The final unit will explore the effects of the Civil Rights Movement.

**Text:** History Alive: Pursuing American Ideals  
**Credits:** 1.0 / year  
**Grades:** 10–12

**IB Business and Management SL/HL** is a two year course designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. It aims to help students understand the implications of business activity in a global market. It encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. Students should be able to make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world. This course contributes to student’s development as critical and effective participants in local and world affairs.

**Texts:** IB Business Management  
**Credits:** 1.0 / year  
**Prerequisites:** None  
**Grades:** 11–12

**IB Economics SL/HL** is a two year course covering major topics in macro- and microeconomics. Students study the theoretical basis for the free market system through the use of graphical and statistical analysis, case studies of current events, and original research. The course is fully international, studying economies representative of the various countries of the world.

**Texts:** DP Economics Course Companion 2nd Edition, Jocelyn Blink and Ian Dorton, Oxford Press  
**Credits:** 1.0 / year  
**Prerequisites:** None  
**Grades:** 11–12
IB Environmental Systems & Societies SL, is a two year course in which students will develop an understanding of human attitudes to the environment and on the interrelationships between the natural environment and human activities. This course acknowledges the value of empirical, quantitative and objective data in describing and analyzing environmental systems. ESS will inform students about the wide range of pressing environmental issues they will inevitably come to face. Students will develop an understanding of the environment, rooted firmly in the underlying principles of science.

**Text:** *IB Diploma Environmental Societies and Systems*, Pearson publication

**Credits:** 1.0 / year   This course may count for either Group 3 or Group 4 in the IB Diploma.

**Grades:** 11–12

IB Geography SL/HL is a two year course which embodies global and international awareness through looking at geographic perspectives and global change. It examines key global issues, such as the changing population, global climate and global resource consumption and security. Students will have a grasp of how the world works and gain knowledge of the physical world and the forces that shape the landscape and climate. Students will be able to demonstrate knowledge and understanding of spatial processes, patterns and interactions; and be able to recognize change at various scales and locations. All students will have an understanding of the reason for different levels of economic development.

**Texts:** *Geography for IB Diploma Program, Geography Course Companion*

**Credits:** 1.0 / year

**Prerequisites:** None

**Grades:** 11–12

IB Global Politics SL/HL is a two year course covering major topics from the study of International Relations. The course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: “politics” provide a uniquely rich context in which to explore the relationship between people and power.

**Texts:** *Global Politics* "Supporting Every Learner across the IB Continuum"

**Credits:** 1.0 / year

**Prerequisites:** None

**Grades:** 11–12
**IB History SL/HL** is a two-year course that covers European history from the early nineteenth century through the beginning of the twentieth-century. Subjects include the 1848 Revolutions, the Unification of Germany and Germany under Bismarck. In addition, the Russian tsars 1855-1917 as well as the emergence and rule of Lenin are assessed. This is examined through the study of a variety of different sources including contemporary source material. One emphasis is the further development of critical and analytical skills to enable students to understand the past and to write about it in an informed and critical manner. The Higher Level students do the same course work, however have an additional option from the History of Europe.

**Texts:** *An Introduction to Nineteenth-Century European History*
**Credits:** 1.0 / year  
**Prerequisites:** None  
**Grades:** 11–12

**IB Psychology SL/HL** is a two year course which offers students a unique opportunity to delve into one of the most dynamic of the modern sciences. Students will be introduced to a range of explanations for the diversity and complexity of human behaviour including biological, sociocultural and cognitive perspectives. Abnormal Psychology and Psychology of Human Relationships case studies will be analyzed and discussed in depth. Students will also have a specific unit regarding quantitative and qualitative research methods.

**Texts:** *IB DP Psychology Course Companion*
**Credits:** 1.0 / year  
**Prerequisites:** None  
**Grades:** 11–12
Mathematics

Every Grade 9 student and every new student to FIS in Grades 10–12 is recommended to purchase the Casio FX CG50 graphic display calculator, which will be used in class and for assessments throughout the Grades 9–12 math courses. This calculator is available for purchase in the bookstore.

Math 9 is a one year course emphasizing the basic algebra and geometry skills and conceptual knowledge, which are the basis for future mathematical studies. Topics of study include: rearranging formulae, linear graphs, right triangle trigonometry, exponents and radicals, sets, factoring and solving quadratic equations, statistics, area and volume, solving systems of equations, and ratios. This course is designed for students who need additional time and practice to master the basic algebraic concepts first introduced in Grade 8.

Credits: 1.0 / year
Prerequisites: Math 8 (currently called Math 8 Standard), teacher recommendation
Grades: 9

Math 9 Analysis is a one year course emphasizing the basic algebra and geometry skills and conceptual knowledge, which are the basis for future mathematical studies. Topics of study include: rearranging formulae, linear graphs, right triangle trigonometry, exponents and radicals, sets, factoring and solving quadratic equations, statistics, area and volume, solving systems of equations, and ratios. This course is designed for students who have mastered the basic Algebraic concepts first introduced in Grade 8, who are enthusiastic about math, and who are ready for a faster pace with more challenging concepts and problems. Students in this course will be introduced to proof-based mathematics and the topics listed above will be extended, where appropriate, to challenge the class.

Credits: 1.0 / year
Prerequisites: Math 8 Extended (currently called Math 8 High), teacher recommendation
Grades: 9

Math 10 Standard Applications is a one year course designed to continue to develop their algebra and geometry skills and knowledge and they will gain increased exposure to using graphing calculators and software to further their understanding of functions. The main topics of study include: linear relationships, functions and graphs, trigonometry, statistics, parabolas and quadratics, probability, and exponential functions. Students will develop their communication skills through a variety of in-class projects. Successful completion of this course will prepare students for the IB Mathematics Applications Standard Level.

Credits: 1.0 / year
Prerequisites: Math 9, Math 9 Analysis (currently called Math 9 High), teacher recommendation
Grades: 10

Math 10 Standard Analysis is a one year course where students should have strong algebraic skills. Students will begin to study advanced trigonometry and pre-calculus topics while also continuing to develop their algebra and geometry skills and knowledge. The main topics of study include: trigonometry, functions and graphs, parabolas and quadratics, statistics, trigonometric graphs and equations, algebraic fractions, and exponents and logarithms. Successful completion of this course will prepare students for the IB Mathematics Analysis Standard Level.

Credits: 1.0 / year
Prerequisites: Math 9, Math 9 Analysis (currently called Math 9 High), teacher recommendation
Grades: 10
**Math 10 High** is a one year course designed for students who have a very solid background in algebra and geometry and enjoy the challenge of a fast-paced and rigorous mathematics course. Students will study proof methods, advanced trigonometry, and a variety of pre-calculus topics. The main units of study include: trigonometry, functions and graphs, parabolas and quadratics, statistics, trigonometric graphs and equations, algebraic fractions, exponents and logarithms, and circle theorems. Successful completion of this course will prepare students for both IB Mathematics Analysis Higher Level and IB Mathematics Applications Higher Level courses.

**Credits:** 1.0 / year  
**Prerequisites:** Math 9 Analysis (currently called Math 9 High), Math 9 Analysis Extended (currently called Math 9 High Extended), teacher recommendation  
**Grades:** 10

**College Prep Math** is a one or two year course emphasizing the use of mathematics in our daily lives and careers, with a specific focus on preparing students for math requirements students will likely encounter for a wide range of possible university studies. Topics include: algebra, statistics, probability, financial math, mathematical modeling, functions and equations, and optional SAT/ACT preparation.

**Credits:** 1.0 / year  
**Prerequisites:** Math 10 Standard Applications, teacher recommendation  
**Grades:** 11, 12
IB Mathematics: Analysis SL is a two year course including topics such as functions, trigonometry, and calculus, as well as topics amenable to investigation, conjecture and proof. This is seen in the study of sequences and series. The course allows the use of technology in relevant mathematical software and hand-held technology. There is a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should be comfortable in the manipulation of algebraic expressions, recognize pattern, and understand the mathematical generalization of these patterns. This is seen in the study of sequences and series. The course allows the use of technology in relevant mathematical software and hand-held technology. There is a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should be comfortable in the manipulation of algebraic expressions, recognize pattern, and understand the mathematical generalization of these patterns. Students should have strong algebraic skills and the ability to understand simple proofs. The course will be taught with the focus being on: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. Please see chart above for breakdown of each topic. This course is designed for someone interested in studying mathematics, engineering, physical sciences and economics.

Credits: 1.0 / year
Prerequisites: Math 10 Standard Analysis (Grade of 5+) and teacher recommendation
Grades: 11, 12

IB Mathematics: Analysis HL is a two year course including topics such as functions, trigonometry, and calculus, as well as topics amenable to investigation, conjecture and proof. This is seen in the study of sequences and series, and proof by induction. The course allows the use of technology in relevant mathematical software and hand-held technology. There is a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should be comfortable in the manipulation of algebraic expressions, recognize pattern, and understand the mathematical generalization of these patterns. Students should have strong algebraic skills and the ability to understand simple proofs. The course will be taught with the focus being on: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. Please see chart above for breakdown of each topic. This course is designed for someone interested in studying mathematics, engineering, physical sciences and economics.

Credits: 1.0 / year
Prerequisites: Math 10 Standard Analysis (Grade of 5+) and teacher recommendation
Grades: 11, 12

IB Mathematics: Applications SL is a two year course emphasizing the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. This course includes topics to understand a firm base including calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Students will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students will use real-world contexts to solve real-world problems. Students should have good algebraic skills. The course will be taught with the focus being on: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. Please see chart above for breakdown of each topic. This course is designed for students interested in social sciences, natural sciences, medicine, statistics, business, and some economics, psychology and design.

Credits: 1.0 / year
Prerequisites: Math 10 Standard Analysis (Grade of 5+) and teacher recommendation
Grades: 11, 12

IB Mathematics: Applications HL is a two year course emphasizing the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. This course includes topics to understand a firm base including calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Students will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students will use real-world contexts to solve real-world problems. Students should have good algebraic skills. The course will be taught with the focus being on: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. Please see chart above for breakdown of each topic. This course is designed for students interested in social sciences, natural sciences, medicine, statistics, business, and some economics, psychology and design.

Credits: 1.0 / year
Prerequisites: Math 10 Standard Analysis (Grade of 5+) and teacher recommendation
Grades: 11, 12
**Science**

**Biology** is a one year course aimed to allow students to explore the most relevant, biological topics of our times. It is essential that students have a good level of understanding of the biological concepts, scientific communication, and practical research skills in order to make informed opinions about these relevant topics. The areas of biology that this course will investigate are human impact and climate change, medical problem solving, and biotechnology. Other topics covered will be: ecology and biodiversity, molecules, cell structure and division, evolution, photosynthesis, and human physiology.

*Credits: 1.0 / year*
*Grades: 9–12*

**Pre-IB Biology 10–12** is a one year course in which students deal with key biology concepts. The topics covered in this course include: evolution & classification, cells, energy & matter, organ systems in animals, biochemistry. Problem solving skills are developed through examples, exercises and investigations. All aspects of scientific exploration are practiced: formulating a research question and a hypothesis, selecting or creating an experimental design, writing a procedure, collecting and analyzing data, and evaluating experimental procedure and results.

*Credits: 1.0 / year*
*Grades: 10–12*

**IB Biology SL/HL** is a two year course designed to help students understand living organisms and their environments. Students will develop their ability to analyze, evaluate and synthesize scientific information. The major topics studied are: cells, the chemistry of life, genetics, ecology and evolution, and human health and physiology. For students taking Higher Level they will cover the additional material of: nucleic acids and proteins, cell respiration, plant science, and more topics for genetics and human health and physiology.

*Text: Biology for the IB Diploma*
*Credits: 1.0 / year*
*Grades: 11–12*

**Chemistry** is a one year course aimed to allow students to explore chemistry through hands-on inquiry and research tasks. It will develop scientific literacy and communication skills allowing them to explore chemistry and investigate how it impacts technology, society and our environment. The topics this course looks at are: managing our resources, energy production and storage, plastics and biomolecules, and medicinal chemistry. Other topics covered in this course will be: intro to chemistry, qualitative analysis, thermochemistry, chemical kinetics, periodicity and bonding, equilibrium, acids and bases, reduction and oxidation, and an introduction to organic chemistry.

*Credits: 1.0 / year*
*Grades: 9–12*

**Pre-IB Chemistry 10–12** is a course in which students deal with key chemistry concepts. The topics covered in this course include: quantitative chemistry, advanced chemical bonding, reversible reactions, energy changes in chemical reactions, uses of acids and bases, extraction of useful chemicals from earth, and organic chemistry. Problem solving skills are developed through examples, exercises and investigations. All aspects of scientific exploration are practiced: formulating a research question and a hypothesis, selecting or creating an experimental design, writing a procedure, collecting and analyzing data, and evaluating experimental procedure and results.

*Credits: 1.0 / year*
*Grades: 10–12*

**IB Chemistry SL/HL** is a two year course designed to help students develop a general understanding of the chemical principles that underpin the physical and living world and the ability to analyze, evaluate and synthesize scientific information. The topics studied are: Quantitative chemistry, Atomic structure, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, Organic Chemistry, and Measurement and data processing. For students enrolled in HL, they will study the more in depth additional topics in the areas of: Atomic structure, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and Bases, and Oxidation and reduction.

*Text: Standard/Higher Level Chemistry for the IB Diploma, Pearson Baccalaureate*
*Credits: 1.0 / year*
*Grades: 11–12*
IB Environmental Systems & Societies SL is a two year course in which students will develop an understanding of human attitudes to the environment and on the interrelationships between the natural environment and human activities. This course acknowledges the value of empirical, quantitative and objective data in describing and analyzing environmental systems. ESS will inform students about the wide range of pressing environmental issues they will inevitably come to face. Students will develop an understanding of the environment, rooted firmly in the underlying principles of science.

**Text:** *IB Diploma Environmental Societies and Systems*, Pearson publication

**Credits:** 1.0 / year  This course may count for either Group 3 or Group 4 in the IB Diploma.

**Grades:** 11–12

**Physics** is a one year course aimed to give students a wider exposure to physics. It will help develop knowledge and analysis skills to allow students to evaluate the big issues in physics. The areas of physics that this course covers are: motion and modern transport, energy and the environment, earth and space physics, and optics and imaging.

**Credits:** 1.0 / year

**Grades:** 9–12

**Pre-IB Physics 10–12** is a one year course in which students deal with key physics concepts. The topics covered in this course include: conversions and uncertainties, kinematics, forces, work, energy & power, thermal physics, and waves. Problem solving skills are developed through examples, exercises and investigations. All aspects of scientific exploration are practiced: formulating a research question and a hypothesis, selecting or creating an experimental design, writing a procedure, collecting and analyzing data, and evaluating experimental procedure and results.

**IB Physics SL/HL** is a two year course in which students will develop a general understanding of the physical world and the ability to analyze, evaluate and synthesize scientific information. The topics covered in the class include: Measurement and uncertainties, Mechanics, Thermal Physics, Oscillations and Waves, Electricity and Magnetism, Circular Motion and Gravitation, Atomic, Nuclear Physics, and Energy Production. For students taking HL they will cover additional topics of Wave Phenomena, Fields, Electromagnetic Induction, and Quantum and Nuclear Physics.

**Credits:** 1.0 / year

**Corequisites:** Students must be enrolled in Mathematics SL or Mathematics HL in order to register for this course.

**Grades:** 11–12

**Coding 9** is a one year elective course which aims to teach students basic programming skills through interactive hands-on projects. It is designed for beginners who want to get experience with programming and acquire an important skill set for their future. The course will cover a range of topics and coding skills such as algorithmic thinking with Lego EV3 Robots, building programs/games in C, design/engineer projects with Arduino microcontrollers and learning how to build a mobile app in iOS with XCode. Students will be encouraged and empowered to design their own final projects based on their own interests, which aim to challenge one’s creativity, independent thinking and problem solving abilities. Assessments require strong creative thinking, responsibility, time management and troubleshooting skills to independently complete the tasks.

**Credits:** 1.0 / year

**Prerequisites:** None

**Grades:** 9

**Coding 10–12** is a one year elective course which aims to teach students basic programming skills through interactive hands-on projects. It is designed for beginners who want to get experience with programming and acquire an important skill set for their future. The course will cover a range of topics and coding skills such as algorithmic thinking with Lego EV3 Robots, building programs/games in C, design/engineer projects with Arduino microcontrollers and learning how to build a mobile app in IOS with XCode. Students will be encouraged and empowered to design their own final projects based on their own interests, which aim to challenge one’s creativity, independent thinking and problem solving abilities. Assessments require strong creative thinking, responsibility, time management and troubleshooting skills to independently complete the tasks.

**Credits:** 1.0 / year

**Prerequisites:** None

**Grades:** 10–12
Computer Technology Standard/Advanced 9–12 is a one year survey course, covering a variety of technical topics in Information Communication Technology (ICT), including: graphics editing, web-page construction, word-processing for mathematics and science documents, Flash animation, digital video, Basic programming, graphics in 3-dimensions, hardware vocabulary and specifications, and ethical issues in ICT. Topics will be changed and/or added each year, to keep pace with developments in the computer industry. Students learn to organize their time to improve productivity, as well as learning to assess their own progress and the quality of their products. This course is appropriate for students who have normal experience with IT tools (word-processing, web-browsing, e-mail, etc), and are interested in learning some more technical, challenging techniques. This course has two levels: Standard and Advanced. Students with more experience are encouraged to take the Advanced Level. Students may enroll in either level (although students who took the grade 8 course should only enroll in Advanced). The difference is that the Advanced students will do more programming, while the Standard students will do more applications. But both levels will do Programming and Applications, just with a different emphasis.

Credits: 1.0 / year
Prerequisites: None, but Computer Technology helpful
Grades: 9–12

Graphics Programming 10–12 is a one year course emphasizing programming as the primary computer tool, and graphics as the primary application area. Students learn to write programs in Java - for example, an animated video game, an educational quiz program, and a graphical screen-saver. They may also use Javascript to animate web-pages. They also learn to use some basic image manipulation tools such as Paint Shop Pro, a Flash animation tool, and video editing software. Much of the assessment involves practical programming assignments, completed in class time with ample teacher assistance. This course is appropriate for students who already have a good set of basic IT skills and are interested in learning something more technical, as well as students who want a good preparation for IB Computer Science.

Credits: 1.0 / year
Prerequisites: None, but Computer Technology helpful
Grades: 9–12

IB Computer Science SL/HL is a two year course in which students learn about topics including: programming in Java, constructing efficient algorithms, technical details and vocabulary about hardware and computer systems, binary arithmetic, problem solving and system design, history and future of computers including artificial intelligence and simulations. The course thoroughly covers programming in the Java language and relates programming skills to a detailed understanding of technical vocabulary and hardware operations. Students develop problem solving skills, as well as reliable and productive work habits. They learn to design and create computer systems to solve both academic exercises and real-world problems. Half of the assignments involve Java Programming. The assignments are done mostly in class, with teacher assistance, but some work must be done outside class time. The other half of the assessment involves written quizzes and tests, covering theoretical topics and vocabulary, as well as solving programming problems under test conditions.

Credits: 1.0 / year
Prerequisites: Graphics Programming or teacher approval
Grades: 11–12
Design Technology 9 is a year long course which meets three times per eight-day cycle. This class is a problem-solving subject focused on real-world problems and challenges. Students will develop skills knowledge and understanding of the design cycle and technologies in order to use information, materials, and processes to help devise practical solutions to design challenges. The fundamental components of all Design Technology work is grouped into six dimensions, (1) Empathize, (2) Define, (3) Ideate, (4) Develop, (5) Manufacture/Action, and (6) Test and Evaluation. These dimensions are encountered in the FIS design thinking cycle and used as the structure for each unit. Students will investigate a design context, materials, manufacturing process, tools and equipment before planning, producing and evaluating a solution. Essentially Design Technology is about learning how to adapt to new experiences and to approach problems with the appropriate skills and relevant techniques to identify the important elements and, crucially, to develop the optimum solution.

Credits: 0.5 / year
Prerequisites: None
Grades: 9

Design Technology 10–12 is a one year elective course and designed to allow students to develop their design thinking skills. The course aims to be a very ‘hands-on’ with each topic studied students personally interact with the challenge, undertaking testing, interviews, survey, personally living the problem. Semester one is a mixture of case studies, group work, focused practical tasks, projects and independent study. Students learn about Master Fusion 360 to model complex design ideas, upskill their technical capabilities and practical understanding of 3D scanning and printing, laser cutting, Virtual Reality and traditional manufacturing techniques. In semester 2 the students work on an actual problem where they either individually or in a group work with a client as they design and manufacture a proposed solution.

Credits: 1.0 / year
Prerequisites: None
Grades: 10–12

IB Design Technology SL/HL is a two year course in which students become aware of how designers work and follow the design process by a combination of theoretical and practical tasks. Through the overarching theme of the nature of design, students will explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology. Students will apply thinking skills and creatively identify and resolve complex social and technological problems through reasoned ethical decision-making.

Credits: 1.0 / year
Prerequisites: Design Technology 10–12 recommended with a grade of 5 or higher
Grades: 11–12
**FIS Course Guide**

**Sports, Exercise and Health Science 10–12** is a one year course in which students deal with key sports science concepts. All aspects of scientific exploration are practiced: formulating a research question and a hypothesis, selecting or creating an experimental design, writing a procedure, collecting and analyzing data, and evaluating experimental procedure and results. Students will apply scientific principles and critically analyze human performance focusing on anatomy, physiology and nutrition in relation to sport, exercise, and health.

**Credits:** 1.0 / year  
**Grades:** 10–12

**IB Sports, Exercise & Health Science SL/HL** is a two year course which incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics including: anatomy, movement analysis, exercise physiology, energy systems, skill and psychology of sport, and evaluation of human performance. Students will carry out experimental investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critical analysis. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

**Text:** *IB Sports, Exercise & Health Course Companion*  
**Credits:** 1.0 / year  
**Prerequisites:** None  
**Grades:** 11–12
Other Courses

**Athlete Academy** is a year long course which meets three times per eight-day cycle. This course is to prepare high potential FIS athletes for the increasing mental and physical demands of high performance sport activities at and beyond FIS. The Academy sessions involve theory and practical sessions aimed to improve performance. The goals are to: utilise smart, structured and fun training sessions that develop athletic performance, reduce potential injury, and develop committed and independent leaders who take responsibility for their own training and performance.

**Credits:** 0.5 / year  
**Prerequisites:** Must play for at least one FIS team  
**Grades:** 9

**Balance 9** is a year long course which meets three times per eight-day cycle. This course is about you and your own health and balance. By the end of this course you will have developed a personalised health and balance plan that works for you. Semester one will involve taking part in experiences that you choose to help you to understand the important aspects of your own health and balance. Such experiences could include; making healthy meals, a range of sport and games for fun, health and fitness, strategies for improved sleep, relaxation techniques, to name just a few. Semester two will be based around designing and living out your own plan. This course will slowly allow you the freedom to do what you want to improve your health, where and how you want to do it.

**Credits:** 0.5 / year  
**Prerequisites:** None  
**Grades:** 9

**Physical Education 9 (PE)** consists of a program designed to teach basic fundamentals of a wide variety of individual, dual, and team sports. These activities emphasize cooperation, rules, strategies, sportsmanship, and safety for fair play. Students have three lessons in the eight day cycle. At this time, one of the following activities may be taught: cross country running, badminton, volleyball, soccer, field hockey, dance, track and field, softball, gymnastics, basketball, floor hockey, and fitness. Students are assessed on their individual fitness level, attitude, behavior, effort, and skills.

**Credits:** 0.5 / year  
**Prerequisites:** None  
**Grades:** 9

**Physical Education and Health 10 (PE)** is a course where students take part in 'choice units', where they are given options of the units they would like to participate in. These units can cover a vast range of activities such as acrogymnastics, badminton, basketball, touch rugby and yoga, to name just a few. Physical fitness is an extremely important aspect of Physical Education. Therefore, all students take part in a training unit where they continue to learn how to train and improve their fitness and, can feel confident undertaking their own training in the future. Students physical fitness is also assessed through a number of different fitness tests throughout the year.

**Credits:** 1.0 / year  
**Prerequisites:** None  
**Grades:** 10
**Design for Change Studio** is a one year elective course where students will use design thinking methodology and a studio work structure to create collaborative solutions to authentic problems. Each studio will last one to two months and will be focused on a specific problem/challenge taken from the local community or the broader world. Whenever possible, the studio topics will have a social-justice connection. Possible topics include: solutions to real-world problems, complex simple machines, palm oil and guerilla advertising, and fantastic/toxic plastic.

**Credits:** 1.0 / year  
**Prerequisites:** None  
**Grades:** 9–10

**Executive Functioning** is a supplemental academic support course designed to aid students with organization, writing, and give them specific subject support. Students will work directly with the teacher to address their own academic strengths and weaknesses and formulate strategies to build their academic skills. The teacher will individualize the support of each student by creating a learning intervention plan and develop activities that help develop academic skills. The course is designed to help students improve their academic skills, so they can have academic success.

**Credits:** 1.0 / year  
**Prerequisites:** Teacher placement  
**Grades:** 9–10

**Wilson Reading 1 / 2** is an interactive and multisensory two-year learning support course which teaches students how to fluently and accurately decode (read) and encode (spell) by using an specific Wilson Reading curriculum.

**Credits:** 1.0 / year  
**Prerequisites:** Teacher placement  
**Grades:** 9–12

**IBDP Theory of Knowledge (TOK)** is a two year course that lies at the core of the IB Diploma Programme (IBDP). It is a mandatory component of the IBDP, but can also be selected as a discrete Certificate course. Primarily delivered through discussion and enquiry, it encourages students to reflect upon the nature of knowledge, and on how we can know what we claim to know, across the disciplines studied in other parts of the Programme. TOK is finally assessed through an oral presentation and a 1600-word essay.

**Text:** Students will have access to a wide variety of materials over the course of the two years, but no specific text is mandated.  
**Credit:** 1.0 / year  
**Grades:** 11–12

**IBCP Personal & Professional Skills (PPS)** is a compulsory component of the Career-related Programme (IBCP) core. Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

**Text:** Students will have access to a wide variety of materials over the course of the two years, but no specific text is mandated.  
**Credit:** 1.0 / year  
**Grades:** 11–12
IBCP Career Related Studies- Creative Media Production is a BTEC Level 3 Subsidiary Diploma that focuses on specific sub-sectors of the media industries and are skills based qualifications. Through the additional core units and mandatory specialist units the Diploma extends the vocational and career-related emphasis of these qualifications and understanding of professional practice. The BTEC qualifications in this specification are designed to provide highly specialist, work-related qualifications. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications provide progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions. On successful completion of a BTEC level 3 qualification, a learner can progress to or within employment and/or continue their study in the same, or related vocational area.

**Text:** Students will have access to a wide variety of materials over the course of the two years, but no specific text is mandated.

**Credit:** 1.0 / year

**Grades:** 11–12

IBCP Career Related Studies- Information Technology is a BTEC Level 3 Subsidiary Diploma that focuses on specific sub-sectors of the computer/software industry and are skills based qualifications. Through the additional core units and mandatory specialist units the Diploma extends the vocational and career-related emphasis of these qualifications and understanding of professional practice. The BTEC qualifications in this specification are designed to provide highly specialist, work-related qualifications. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications provide progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions. On successful completion of a BTEC level 3 qualification, a learner can progress to or within employment and/or continue their study in the same, or related vocational area.

**Text:** Students will have access to a wide variety of materials over the course of the two years, but no specific text is mandated.

**Credit:** 1.0 / year

**Grades:** 11–12

**Global Online Academy** is an opportunity to pursue a course not offered at FIS. As a member of this online community, FIS will support students who are independent and self guided learners. Each semester long class is offered online with a group of students from around the world led by a teacher specializing in that subject. Students interested in this opportunity should talk with their counselor to inquire about course offerings and availability.

**Credits:** 0.5 / semester

**Prerequisites:** Counselor approval

**Grades:** 9–12
A WORLD OF OPPORTUNITES