



HIGH SCHOOL

COURSE DESCRIPTIONS



ST. JOHN'S
INTERNATIONAL SCHOOL



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MISSION STATEMENT

St. John's International School exists to provide an English-speaking education that emphasizes Christian values, encourages academic excellence, and stimulates social development within a culturally diverse environment.

PHILOSOPHY

St. John's International School provides a quality education, which is inspired by Christian values, while respecting other religious traditions. Within a caring environment, students are cherished as individuals, encouraged to reach full potential, prepared to think globally with a commitment to justice, and challenged to act responsibly in a constantly changing society.

GENERAL GOALS

1. St. John's Board and Administration will offer effective leadership and sound direction through clearly formulated statements of policy.
2. St. John's will manage its resources efficiently and responsibly in order to sustain a sound educational program consistent with its stated philosophy.
3. St. John's will attract, employ, support, and manage an outstanding faculty of diverse backgrounds and complementary talents, who are role models dedicated to the mission of the school.
4. St. John's will provide a well-rounded program of instruction and inquiry appropriate to the diverse intellectual, social, emotional, spiritual and physical needs of its international student body.
5. St. John's will promote strong interpersonal relationships among students, teachers and administrators.
6. St. John's will encourage and support appropriate parental involvement in the school community.
7. St. John's will reinforce a sense of individual responsibility, self-discipline, self-reliance, and respect for self and others, while fostering racial, cultural and religious harmony.
8. St. John's will nurture global awareness in a multi-cultural environment and encourage students to make a positive contribution to society.
9. St. John's will offer the opportunity for all students to attain fluency in at least one language other than their native tongue.
10. St. John's will ensure a safe and secure environment for the spiritual, physical, and emotional well-being of its students.

ADMISSIONS POLICY AND PROCEDURES

Admissions policy

While admission to St. John's High School is non-selective, the academic program is demanding. Most of the students enter colleges, universities or other educational training programs after graduation. The school is structured, however, to accommodate a range of academic abilities. Students are expected to function normally in a regular classroom.

In certain instances, the school reserves the right to refuse admission to an applicant whose learning or behavioral disabilities are considered so serious that he or she could not function within the existing academic and instructional program, even with the full support of the school's Support Services Department.

Admissions procedures

The following procedures constitute the admissions process:

1. An interview with the student and family by the Director of Admissions, Director, or the Principal.
2. A review of current academic records and those from the previous two years. Prospective students should bring records to the interview, which includes a discussion of the student's goals and expectations.
3. When appropriate, an interview with the guidance counselor, and/or the coordinators for the International Baccalaureate, director of Support Services, and the coordinator of Student Services (for boarding students).
4. A tour of the school.
5. Where desired, a prospective student may spend a morning at St. John's attending classes in an appropriate grade level.
6. Application paperwork (application, health form, and academic information form with transcript) is an essential step. Acceptance will not be granted until a student's file is complete. It is the family's responsibility to provide a record in English of the student's courses and grades in order that proper credit may be granted toward graduation for courses completed successfully at the High School level.
7. Grade placement depends on an evaluation of the student's transcript, his/her ability to function in English, and an evaluation by the school of the student's academic potential.
8. Placement testing is normally conducted for all Middle and High School students in languages and mathematics. Students intending to pursue AP or IB courses will have to indicate through previous achievement their ability to cope with rigorous academic work. In certain instances, conditional enrollment in the AP or IB will be granted; continued enrollment in these courses will depend on student performance.
9. Students whose native language is not English, or students with special learning needs, are referred to Support Services for evaluation and testing before final acceptance by the High School principal.
10. The school reserves the right to adjust a student's program, based on the student's needs, as well as the results of testing, evaluation, or subsequent class performance. When a student's academic record or pattern of behavior at previous schools suggests he or she might encounter difficulties at St. John's, conditional acceptance is given. The student is then re-evaluated periodically during the year to determine whether the adjustment is satisfactory and continuation is in the best interest of the student and/or the school.

HIGH SCHOOL INTRODUCTION

Welcome to St. John's High School

St. John's International School was founded in 1964 as an Elementary School to serve the English-speaking community which was looking for alternative schooling with a religious dimension. The High School section was established in 1971. Today, the High School section numbers approximately 310 students representing 35 nationalities.



A post-graduate Grade 13 is offered for students pursuing advanced courses or completing pre-university programs.

As an international school serving a highly mobile population, St. John's is particularly conscious of the importance of continuity of instruction. Although the secondary course of studies is somewhat patterned after the American system, it is able to accommodate students with diverse scholastic backgrounds from various national educational systems. In that regard, the International Baccalaureate (IB) Program constitutes the cornerstone of the High School curriculum.

The academic program for each student is individually structured. Advice on all academic matters is readily available through the Guidance Office and various program coordinators.

HIGH SCHOOL MISSION AND AIMS

St. John's High School mission and aims are to be Christian in principle, ecumenical in intention, international in perspective, caring in spirit, committed in action and dedicated to excellence.

St. John's High School aims are:

1. to reinforce the philosophy, mission and objectives of St. John's International School;
2. to promote academic excellence;
3. to enable each student to reach his/her potential in all dimensions: academic, artistic, physical, social, personal and spiritual, through the provision of a broad and balanced education;
4. to encourage students to develop self-esteem, self-discipline and self-awareness and respect and tolerance for others;
5. to create a harmonious, enjoyable and safe learning environment which is characterized by trusting and caring relationships among students, teachers, parents and administrators;
6. to enable students to develop global awareness through the celebration of cultural diversity;
7. to guide students to make the appropriate choices and prepare them effectively to meet life's challenges;
8. to promote an ideal of life-long learning in an atmosphere of openness and critical inquiry;
9. to engage the student and parent voice in issues affecting the High School where appropriate.

THE HIGH SCHOOL DIPLOMA

Graduation requirements

St. John's International School is fully accredited by the Middle States Association of Colleges and Schools, and by the European Council of International Schools. The school awards a General Diploma and an Academic Diploma. In addition, a student may work for the International Baccalaureate Diploma which is awarded upon successful completion of requirements set by the International Baccalaureate Organization.

The St. John's program of secondary studies extends over four years in Grades 9–12. The following course credits must be among those presented for graduation from St. John's:

Academic Diploma (28 credits)

English	4 credits
One Foreign Language	4 credits
Mathematics	3 credits
Social Studies	3 credits
Science	3 credits
Religious Studies	2 credits
The Arts	2 credits
Physical Education/Health	2 credits
Lifetime Sports	0.5 credit
Computer Literacy	0.5 credit
Electives (selected from among IB/AP offerings)	4 credits

For the class graduating in 2010 and thereafter, a GPA of 2.7 or above will be required for a student to qualify for the Academic Diploma with 28 credits or more.

General Diploma (24 credits)

English	4 credits
One Foreign Language	4 credits
Mathematics	3 credits
Social Studies	3 credits
Science	3 credits
Religious Studies	2 credits
The Arts	2 credits
Physical Education/Health	2 credits
Lifetime Sports	0.5 credit
Computer Literacy	0.5 credit

The Academic Diploma with Honors is awarded to those students who fulfill the criteria stated in the High School Parent/Student Handbook: a GPA of 3 or above is required.

Every student is accorded a credit of 0.5 after demonstrating proficiency in basic computer literacy or after successfully completing a course in information technology. The arts credit can be gained through any course in the art curriculum including options in the performing arts.

As the host country language of this region of Belgium, French is the recommended first language for High School students and this is where the school's language teaching resources are concentrated. However, if good reasons exist why German, Spanish, Dutch or Swedish are preferable alternatives, one of these languages may be studied in place of French, though these are not resourced to the same extent as French.

Certification of Completion of Studies

In the event that a student is unable to qualify for the General Diploma, a Certificate of Completion of Studies may be awarded.

INTERNATIONAL BACCALAUREATE PROGRAM

Group 1 First language	Group 2 Second language	Group 3 Individual and Societies	Group 4 Experimental Science	Group 5 Mathematics	Group 6
English A1 SL - HL	English, French, German, Spanish A2 SL - HL	History SL - HL	Biology SL - HL	Mathematical Studies SL	Another subject from groups 1–5
French A1 SL - HL	English, French, German, Spanish B SL - HL	Economics SL - HL	Chemistry SL - HL	Mathematics SL	Art and Design SL - HL
Spanish A1 SL - HL	Dutch, French, German, Spanish AB Initio SL (2-year course)	Philosophy SL - HL	Physics SL - HL	Mathematics HL	Theater Arts SL - HL
Dutch, German, Swedish A1 SL - HL	Dutch, Swedish A2B SL - HL	Information Technology SL-HL	Design and Technology SL - HL	Further Math SL	Music SL - HL
Other Language (private)	Other language (private)	Geography SL - HL			
		Business Management SL - HL			

Full Diploma: Student chooses one subject from each group. Three subjects on higher level, three subjects on standard level.
Certificate: Subjects and level are chosen by a student.

The International Baccalaureate Program (IB) is a course of study designed and administered by an international, non-governmental educational organization based in Geneva, Switzerland. The IB is a two-year program (at St. John's normally Grades 11 and 12, or, exceptionally, Grade 12 and a post-graduate Grade 13 year), which offers students the opportunity to engage in intellectually stimulating academic studies, and which culminates in a secondary school leaving qualification, the International Baccalaureate Diploma, recognized as an entrance credential by universities throughout the world. Many American institutions grant advanced standing in selected subjects to the diploma holder.

Optional programs

Full Diploma

To obtain the IB Diploma, a student must:

- study subjects from six groups, with three being at Higher and three at Standard Level, or four at HL and two at SL
- write an extended essay in one of the IB subjects
- complete the Theory of Knowledge course
- participate in the CAS program (Creativity, Action, Service), the equivalent of one afternoon per week

Certificates

For students not wishing to obtain the Full Diploma, one or more subjects may be studied at either Higher or Standard Level. IB Certificates are awarded for successful completion of each subject.

Note: Higher Level grades are recognized by American institutions as equivalent to Advanced Placement grades, with advanced standing in that subject usually granted. Most competitive universities in the U.K. require the full IB Diploma to be presented as an alternate qualification for admissions' consideration.

Personal choice

IB-designated courses may be studied by a well-motivated student who does not wish, or is not academically strong enough, to take the external final examinations. In such cases, students will either take the course for honors credit, being assessed internally by IB criteria, or an Alternative Course Form will be completed which modifies the name of the course, the content and the assessment criteria.

GRADE 9 AND 10 CURRICULUM

Schema of courses with the subject groups

Subject	Grade 9	Grade 10
Language A	English language EAL English 9	English language EAL English 10
Math	Honors Geometry Geometry Algebra Basic Algebra	Honors Functions Functions Geometry Algebra Basic Algebra
Foreign Language	French German Spanish	French German Spanish
Science	Combined Science	Physics/Chemistry Biology/Chemistry
Humanities	Social Studies Foundation Course	A selection of two out of the following subjects: Economics, Modern History, U.S. History, Geography
Art	Any visual or performing art options	Any visual or performing art options
Technology	Technology/ICT	Computer Aided Design
Religion	Individual in Society	Medical and Environmental Ethics
PE/Health	PE and Health	PE and Health



Subject organization and curriculum principles

Principles guiding Grade 9 and 10 curriculum:

Breadth

A range of subject experiences that form the basis of educational choice later.

Balance

A balanced exposure to different elements of the curriculum in terms of curriculum time.

Continuity

The educational experiences of Grade 9 are part of a continuum with those of Grades 8 and 10.

Progression

There is a logical progression in learning through each subject's scheme of work.

Relevance

Illustrative material is as relevant as possible to the students remembering both cultural diversity and our location here in Belgium. Material taught is relevant to what students are taught later in AP/IB syllabi and for life.

Additionally, each subject focuses on skills and understanding as well as knowledge.

Grade 9 and 10 Certificate of Achievement

Students will receive this certificate at the end of Grade 10 and it will record and recognize both their academic achievements and involvement in the wider life of the school in Grades 9 and 10. The students will update their records at the end of each semester and the records will be kept by the advisors.

In addition, at the end of Grades 9 and 10, two awards will be given:

- To the male and female student selected by the Leadership Team and Grade Coordinator as Students of the Year
- To the male and female student selected by the Leadership Team and the Grade Coordinator as the Most Improved Students

Extended essay

An "extended essay" research piece is completed within the Social Studies curriculum and is supervised and marked by Social Studies staff.

Preparation begins at the end of the first semester when a mini-course in research skills is given.

The essay is completed at the end of the second semester in June of Grade 10.

It comprises 5 percent of the 25 percent examination component of the subject's final grade.

Cross-curricular themes

Environment is handled within the specific subject's curriculum, for example, in Grade 10 religion, science and history and Grade 9 and 10 geography. Students sponsor an ecology club and ecology week.

Community Service is addressed in a number of ways.

Each Advisory supports a charity project in Grades 9 and 10, in addition to the Jobila Trust, Mains Tendues, Red Cross, Red Cross Blood Drive, South African School and World AIDS Day. Monitoring community service record books takes place through Advisory.

Study Skills are addressed in a variety of ways.

- as a component of the weekly Advisory program;
- through clear expression of assessment criteria by departments;
- through specific input in relation to Grade 10 research project extended essays;
- through input from the librarian on research skills.

Health is covered as a discrete subject within the Grade 9 and 10 curriculum. It also forms a part of the biology curriculum, Grade 10 history curriculum and Advisory, with sex education input from the nurse.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program consists of challenging college-level courses and examinations for secondary school students. Over 90 percent of the colleges and universities in the United States give academic credit and/or advanced standing to students whose AP Examination grades are considered acceptable. Course exam offerings may be found in the summary below.

Summary of exam offerings

	IB	AP
Music Theory	x	x
Art and Design	x	
Theater Arts	x	
English Language	x	x
English Literature	x	x
French	x	x
German	x	x
Spanish	x	x
Chemistry	x	x
Physics	x	x
Biology	x	
Design and Technology	x	
Calculus		x
Mathematics	x	
American History		x
Economics	x	x
History	x	
Geography	x	x
Philosophy	x	
Information Technology	x	

GUIDANCE SERVICES AND CAREER COUNSELING

Academic, occupational and personal counseling services are offered to all St. John's students by the Guidance Department. Students are interviewed on a regular basis during the year and are encouraged to initiate counseling sessions themselves whenever they believe it necessary.

The Guidance Department aids students in course selection that will best meet their individual needs and their future educational or career objectives. They are informed about the Advanced Placement and the International Baccalaureate Programs in interviews with the coordinators of these programs. The guidance counselor, in conjunction with the director of Support Services, helps facilitate tutoring in various subjects when needed and especially in English as an Additional Language for those who are not native English speakers. Close contact is maintained with curriculum coordinators, team facilitators, advisors, and community resource people, so that coordinated efforts can be made to assist students. Career counseling is given great emphasis especially in Grades 11 and 12. The department has an extensive program in college and university counseling that meets the needs of most national groups.

Great care is taken that all important external tests are made available to the students. Among the more important tests are the following:

- The Preliminary Scholastic Aptitude Test (PSAT)
- The Scholastic Achievement Test (SAT I & II)
- Test of English As a Foreign Language (TOEFL)
- The American College Testing Program (ACT)
- Advanced Placement Tests (AP)
- International Baccalaureate Examinations (IB)

The guidance counselor is readily available to parents who would like to discuss academic, occupational and personal matters that are especially relevant to their children.

Students and parents may also avail themselves of up-to-date reference books, university brochures and career literature. The guidance library has recent catalogs from hundreds of colleges and universities in Canada, Europe, the United Kingdom, the United States and elsewhere in the world.



ST. JOHN'S THIRTEENTH YEAR OFFERING

St. John's offers a thirteenth graduate year for students who want to (a) complete their IB Diploma; (b) improve their skills and opportunities for university studies; (c) improve their English. Thirteenth year students, although having already formally graduated, participate in all of the activities of Grade 12 including the senior retreat and the Advisory program. Likewise, they typically take advantage of the extra-curricular offerings of St. John's including sports, drama, dance, video, music and art. Housing can be arranged in the community for students who wish to board for that year. This has been a very successful program receiving positive feedback from the students it has served.

SUPPORT SERVICES

The Support Services Department provides help in several areas for students with special needs. They include the services listed below.

English as an Additional Language (EAL)

Grades 9–10, 1 credit/year EAL

All students are tested upon entry and placed in an appropriate English course. Students with English as an Additional Language at Beginners' or Intermediate level will follow an EAL course which leads to a credit. There is a balanced emphasis on language comprehension and production through the written and spoken word. Students remain in this course until their proficiency in English is such that they can be successful in a mainstream English class.

Grades 9–12, No credit

EAL support

The acquisition of English as an Additional Language is recognized as a special need for some students whose first language is not English, or whose previous educational work has been done primarily in a language other than English. A student in this category, who is determined by teaching staff to need additional help in English language acquisition, receives individual or small-group lessons in EAL. The level of instruction is adjusted to each student's needs, with a balanced emphasis on language comprehension and production through the written and spoken word. Pronunciation, vocabulary, the spoken idiom, as well as composition, are all incorporated into the students' program to achieve proficiency in English in order to provide them with sufficient language for their High School needs.

Learning Support

A support program is available to give assistance to High School students with the aim that every student should be enabled to reach his or her full potential. The classroom teachers, grade coordinators, parents, previous school, or the coordinator of Support Services may recommend students to have assistance from the support program. Students themselves may also request help.

The support takes a variety of forms across all grade levels and subject areas. Teaching is provided for small groups or individuals to give general academic help and support in specific subjects; these take place in study or free periods in the students' schedules. Students may also benefit from in-class support.

The support program is open to all students who have learning difficulties, or who, for some reason, are failing to achieve their full potential in their school work. Programs typically focus on providing support in the different subjects, guidance for written assignments, test-taking techniques and general organizational and study skills.

Additional services

Arrangements may be made for students who require additional services such as speech therapy, physical therapy, occupational therapy, psychological testing and counseling and subject matter tutoring. There is an extra fee charged for all such individual services.

THE ADVISORY PROGRAM

The main aims of the program are:

1. to allow every student the opportunity to establish a relationship with a teacher he/she can trust, thus ensuring that individual needs or problems can be dealt with quickly and effectively
2. to provide a safe environment for students to develop self esteem as well as social and academic growth
3. to provide extra support between school and home

Advisors meet with their Advisory groups on a daily basis for registration. Additionally, they meet one period every other week to cover Advisory topics listed here.

Grades 9 and 10

- Career education
- Community service
- Health education
- Self-awareness: strengths and weaknesses
- Study skills/personal organization
- Values education

Grades 11 and 12

- Career education
- College application
- CAS
- CV/personal statements
- Extended essays
- Interview preparation
- Maturity: peer pressure, social pressure, relationships, rights and responsibilities of young people
- Poverty/homelessness
- PSAT
- Social events planning
- Stress management
- Student reviews
- Grade 12 graduation preparation



EXTRA-CURRICULAR ACTIVITIES AND SPORTS

St. John's offers a variety of extra-curricular activities including junior varsity and varsity sports. Many of these programs include competition with and travel to other international schools. Details can be obtained from the respective faculty moderator or coach.

Activities

- Art exhibits
- Art trips (Antwerp, Barcelona, Brussels, London, Paris, and Venice Biennale)
- Assemblies
- Chamber Choir
- Chamber Orchestra
- Choir
- Class trips (London, Ypres, The Hague)
- Creative writing journal
- Dance
- Dolce Cantabile
- Drama Club
- Dramatic Productions
- Ecology Club
- French theater trips
- German Club
- Girls' Chorus
- Honor Band
- Honor Choir
- Honor Girls' Choir
- Honor Jazz Band
- Honor Orchestra
- International Award
- ISTA (International Schools' Theatre Association)
- Jazz Band
- Liturgies

- Mathematics competition
- Model NATO
- Model United Nations
- National Honor Society
- Philosophy Society
- Prom
- Puppetry
- Red Cross
- Science Club
- Seasonal dances
- Ski trip
- Spanish Club
- Spring Concert
- Student Council
- Visiting Artists' Program
- Yearbook

Sports

Fall

- Cross-country
- Soccer
- Volleyball

Winter

- Basketball
- Swimming
- Wrestling

Spring

- Baseball
- Softball
- Tennis
- Track and Field
- Golf





VISUAL AND PERFORMING ARTS

Visual and Performing Arts philosophy

St. John's faculty believes that art and design, dance, drama and music are essential components of human life. In an international school like St. John's, with a diverse student body from different cultural backgrounds, the arts become the language of all students. The arts play an integral part in the growth and development of the individual, in communicating across cultural borders, and in creating a sense of involvement and belonging.

The purpose of the visual and performing arts program at St. John's is to enable students to realize their creative and imaginative potential while developing critical awareness, an understanding of the fundamental elements in each subject area, and a wide range of technical skills in relation to different media and approaches.

A full schedule of exhibitions by visiting artists and students in the school gallery, student theatrical productions, artistic performances, and musical concerts, along with many organized cultural trips, supplement and enrich the many programs.

Visual Arts options

Introduction to Art

Grade 9, 1 credit

This course is designed for students entering High School as a general introduction to art and design through a variety of media and approaches. It provides a foundation by introducing students to various approaches to drawing including observation, painting, printmaking, photography, ceramics, computers and design. Large scale group work leads to smaller individual projects that help students develop a broad knowledge and understanding of the visual elements and principles of design such as line, shape, form, tone, color, space, light, texture, pattern, rhythm and balance. The on-going use of workbooks is used to encourage critical thought and analysis as part of the creative process.

Studio Art

Grades 10–12, 1 credit

This course is designed as a progression from Introduction to Art and as a foundation to IB Art and Design. The aim of the studio art class is to develop the students' knowledge, understanding and appreciation of art and design in different contexts through a variety of practical, critical and analytical processes, methods and approaches. Students develop practical skills, understanding of the elements and principles of design and confidence in a range of activities including drawing, painting, collage, printmaking, computer and image manipulation, three dimensional model making, construction and mixed media. Students keep a workbook to develop critical thought and analyses, and to chart their creative development.

IB Art and Design I

Grades 11–12, 1 credit—IB, SL/HL

Prerequisite: Studio Art or portfolio review

This intensive introduction to the IB art and design course is planned to expose students to exercises, activities, research and studio assignments related to the IB criteria. A solid foundation in the subject focuses on introducing them to a variety of practical materials, techniques, methods, processes and approaches. Students develop an understanding of the common language of fundamental elements and principals of design, whilst engaging in critical and historical analytical processes relevant to studio practice.

In the first year a structured yet flexible framework is provided in which students can experiment with and explore their own personal ideas, creativity and imagination. Students progress from exercises and project based work in the early stages of the year towards greater independence and synthesis of these various strands later in the year within the context of individual tutorials and group critical reviews.

Practical workshops and interviews in the studios and gallery with artists in the visiting artists program and an extensive program of cultural trips to museums and galleries in Belgium, Paris and London form an integral part of the program of study in both the first and second year.

IB Art and Design II

Grade 12, 1 credit—IB, SL/HL

During the second year students are encouraged to develop a progressively more mature and independent approach to work by developing individual themes and ideas. The mock exam in November provides an opportunity to select, present and evaluate work, pointing the direction towards the final exam in April. During February and March students prepare for this exam by producing a record booklet. The final exam consists of this document, a final exhibition of work, and an interview with the visiting examiner. All students keep a research workbook which charts the process of their creative development and ideas over the two year period.

Video Course

Grades 9–10, 1/2 or 1 credit

This course is designed to familiarize students with a means of communication which is becoming more and more popular not only in publicity, the arts, and public relations, but also in industry and the business world. At the introductory level, the students will learn the use of equipment such as cameras, mixing board, and editing boards. At the upper level, students will become familiar with the concept of a video film from the "story board" to its marketing.

PERFORMING ARTS OPTIONS

Drama

Grade 9, 1 credit

This course offers an introduction to drama as a performing art. Structured around group and individual activities and oriented towards performance, it is designed not only for those who are obviously talented in this area, but for those who wish to develop confidence, communication skills, or to try their hand at acting for the first time. The class is encouraged to work closely and supportively as a group, as well as concentrating on individual skills. These include voice production, movement, theatrical make-up, children's theater, directing and character development. The course encourages a flexible approach by working through different acting styles: comic, serious, modern and poetic. The on-going use of journals enables students to record their work and growth in class.

Drama

Grade 10, 1 credit

This course is designed as a progression from Drama 9 and as a foundation to IB Theater Arts. The students are exposed to drama theory, improvisation, puppetry techniques, set design, directing, acting and production. Ensemble and production work is stressed, as the students spend one week-end creating, rehearsing and performing an original piece of theater. The students will also have the opportunity to perform with the IB Theater Arts class in an evening of dramatic performances. The use of journals enables students to reflect and record their growth in class and production work.

Theater Technology

Grades 9–12, 1 credit

Requirements: students will be expected to participate in at least two productions designated at the beginning of the academic year.

This course offers an approach to the various techniques/ technologies used in theaters for the creation and management of a performing arts' production. The students will be given the opportunity to visit various theaters, attend various productions and meet with performing art creators, choreographers, etc. They will be involved in the support of the various school productions, and during the academic year will be asked to develop a personal project in relation to a designated arts production.

IB Theater Arts SL/HL (Standard and Higher Levels)

Grades 11 and 12, two-year program, 1 credit/year

This course is designed for the student interested in all aspects of theater arts. It is divided into four areas: performance skills, theater studies (theater history and play study); directing skills (play analysis and interpretation); and theater production. Though these parts are assessed differently, the inter-relation of the parts at all stages of the course is stressed. For example, historical and theoretical study of different periods of theater from an international perspective is combined with practical workshops on different acting styles and approaches developed in different cultures and by different directors. The students also have the opportunity to travel to London and Stratford-upon-Avon to see professional theater and participate in an IB Theater Arts

Symposium. This symposium allows the students to attend workshops with actors and educators from the RSC-Royal Shakespeare Company.

Students are externally assessed in play analysis from the directing standpoint, in theater review, in world theater research, and in a journal of personal growth and theatrical experience. They are internally assessed on their performance work and contribution to production.

The aim of the course is not to train students for the theater (though it may do this), but is more broadly educational and beneficial in personal and academic terms, developing confidence, initiative, imagination, discipline, team-work and knowledge.

Dance

Grades 9–12, 1/2 or 1 credit

Dance I consists of an introduction to movement through many kinds of dance techniques: classical ballet, modern dance, jazz and others. It also constitutes an introduction to dance movement in different cultures and folklore: Indian, Spanish and American, for example. The aim of the course is not to train dancers, nor merely to focus on the physical and aesthetic discipline of dance, but to stimulate an awareness of movement as a means of communication with others. An important aspect of the course is participation in stage performance, working collaboratively with others as well as developing personal confidence and precision. Dance II continues the same work as Dance I but makes greater demands on and is designed for the more experienced dancers. Male students are encouraged to join as well as female. All dance classes fulfill the requirement for an arts credit. Moreover, in eleventh and twelfth grade, dance can be substituted for Lifetime Sports.

Practicum in Dance

Grade 12, 1/2 credit

This practicum provides an opportunity to learn more specific skills in the coordination and the teaching of dance at all levels. The student will help to elaborate the planning, preparation and running of classes and rehearsals, in Elementary, Middle and High School. The student will have the opportunity to create choreographic patterns in using different dance techniques for the Three sections of the school. The student will be graded by the dance teacher with input from the concerned Elementary and Middle School physical education teachers.





MUSIC CURRICULAR COURSES

Music Appreciation

Grade 9, 1 credit

This course serves as an introduction to improvisation, theory, composition and music history (Western and non-Western). Various software programs for musical composition and publication will be taught in a computer music lab (MIDI lab) that is open for use during free periods and after school. In order to benefit from the improvisation segment (actual group playing) some prior experience in singing or playing a musical instrument would be useful.

Music Appreciation

Grade 10, 1 credit

The course will continue the material introduced in Grade 9 Music Appreciation. Music theory and composition will be taught with the support of professionally oriented software in a computer music lab (MIDI lab) that will be open during free periods and after school. An overview of music history will be continued with an emphasis on 20th century music. Principles of improvisation will be taught through actual playing. In order to benefit from the improvisation segment some prior experience in singing or playing a musical instrument is advisable.

Music IB and AP

Grades 11–12, 1 credit

This course introduces the fundamentals of music theory; harmonic analysis and the construction and use of major/minor scales, chords and melody. Traditional and modern compositional techniques will be studied in a computer music lab with the objective of creating original music. The course also offers an overview of western music from the Renaissance to the present and an introduction to non-European musical styles. Although the course is designed to meet the requirements of the IB and AP syllabus it can be taken as a theory course without the obligation of taking the exam(s). Students taking standard level IB have the option of being a member of an ensemble such as a choir, orchestra or rock group to fulfill performance requirements.

MUSIC CREDIT COURSES (AFTER SCHOOL)

Choir EC

Grades 9–12, 1/2 credit

Interested students may participate in choir every Wednesday after school. Performances will be held throughout the year within and outside of school.

Chamber Orchestra

Grades 9–12, 1/2 credit

The Chamber Orchestra is for the instrumentalist (strings, winds, brass) with several years playing experience who wishes to develop his/her ensemble playing talents. Practices are after school on a Friday and extra rehearsals are scheduled for smaller chamber groups. Students perform at events throughout the school year.

VISUAL AND PERFORMING ARTS EXTRA-CURRICULAR ACTIVITIES

Chamber Choir

Grades 9–12

Students in Choir are selected to be in the chamber choir which is for the advanced singer. A range of advanced repertoire is rehearsed and performed. Rehearsals are scheduled during lunch and after school.

Girls' Chorus

Grades 9–12

This course, which meets one lunch time per week, gives interested girls an opportunity to sing music that is written specifically for female voices.

Jazz Band

Grades 9–12

This course, which meets one lunch time per week, gives an opportunity to interested instrumentalists to experience playing jazz.

Honor Band, Orchestra and Jazz Band

Students in Chamber Orchestra or Jazz Band may audition by tape to take part in one of the Honor Festivals, which are held annually.

Honor Choir, Honor Girls' Choir

Students in Choir EC may audition by tape for the International Honor Choir or Honor Girls' Choir Festivals held annually in March.

International School Theater Association (ISTA)

This association organizes theater festivals throughout Europe and Asia in collaboration with different international schools. Each year, St. John's attends one of the festivals and takes ten students. Any drama student interested may audition for one of the ten places available.

Drama Club is open to any student at St. John's who has a desire to perform or do technical work. There is an intensive rehearsal process culminating in a performance in May.

Musical/Play

Students who wish may audition. Auditions are held in the first week of school and rehearsals are two to three afternoons a week, culminating in a performance.



ENGLISH

Grade 9	Grade 10	Grade 11	Grade 12	
English Language EAL	English Language EAL	English Language EAL	English Language EAL	
		English 11 IB Language B	English 12 IB Language B	IB English B Exam SL/HL
		English 11 IB Language A2	English 12 IB Language A2	IB English A2 Exam SL/HL
English 9	English 10	English 11 IB Language A1 HL	English 12 IB Language A1 HL	IB English A1 Exam HL
		English 11 IB Language A1 SL	English 12 IB Language A1 SL	AP Lang/Lit and Composition Exam
Electives Writing Skills / Media Studies				IB English A1 Exam SL

English as an Additional Language (EAL)

Grades 9–10, 1 credit

The acquisition of English as a Additional Language is recognized as a special need for some students whose first language is not English, or whose previous education has been primarily in a language other than English. A student in this category, who is determined by the English or Support Services Department to need additional help in English language acquisition, receives small-group lessons in EAL. The level of instruction is adjusted to each student's needs, with a balanced emphasis on language comprehension and production through the written and spoken word. Pronunciation, vocabulary, the spoken idiom, as well as composition, are all incorporated into the student's program to achieve successful facility with the English language, allowing for full progress in regular academic activities. All EAL students are encouraged to take an external English language proficiency examination (e.g. Cambridge First Certificate, Advanced English, Proficiency, and/or the TOEFL) some time before leaving St. John's. The intention is for those EAL students graduating in twelfth Grade to have sat one of the IB English exams.

English 9 and 10

Grade 9–10, 1 credit/year

This is a two-year course, designed to equip students with a variety of skills in both language and literature. Awareness of effective study skills are encouraged. The courses also provide an effective basis for subsequent IB examinations. The course comprises the domains of reading, writing, speaking and listening. Thus, learning takes place through interactive approaches including much group work, discussion and presentation in the classroom, complemented by regular written homework assignments. Students are encouraged to enjoy the reading of literature aesthetically, intellectually and imaginatively and to communicate this both orally and in writing; to acquire first hand knowledge of literary texts; and to develop an evaluative approach to them. Poetry, prose and drama are equally addressed. Authors include Shakespeare, Golding, Miller, Steinbeck, Mary Shelley, Stevenson, Coleridge and Huxley, and various anthologies of short stories and

poetry are used. Reading is extended through independent library projects involving fiction, drama and poetry, and library skills are developed to ensure effective use of this resource. Information Technology (IT) is used to further research in critical skills. Although the main focus of the course is literary, language skills are regularly addressed through creative work, comprehension, summary and directed writing.

IB English 11 and 12 B HL

Grades 11–12, 1 credit/year, IB

The IB Language B course is a two-year program for students with previous experience of English. The main focus of the program is on language acquisition and development. The study of literary texts, newspaper articles and other written and oral material plays an important part in this. The course culminates in a written examination testing reading comprehension, the logical sequencing of material, summary skills and composition. Oral assessment is continuous but includes a formal oral examination, internally assessed and externally moderated. The course is communicative, focusing on interactive methods. The aim is to prepare the learner to use English appropriately in a range of situations and contexts, and for a variety of purposes. Equal emphasis is placed on listening, speaking, reading and writing, which are taught through a wide range of oral and written texts of different styles and registers. The language acquisition objectives are social, academic, cultural and professional. Themes set as a framework to accomplish these objectives include "Change" (technical, social, political), "Groups" (family, community), and "Leisure" (the Arts, media, travel). Units taught: study of themes, study of texts, development of written and oral skills.

IB English 11 and 12 A2 HL and SL

Grades 11–12, 1 credit/year, IB

This course is based on the requirements for the IB Language A2 program and aimed at non-native speakers who have a high level of competence or near-fluency in English. It is equally suitable for non-IB examination students, native speakers or not, who want a solid, college-preparatory course in English.

The course is based on the study of both language and literature. It aims to provide insight into English-speaking cultures, to develop the students' powers of oral and written expression in a variety of styles and situations, and to promote the use of language for personal growth and for interaction with the international community. It also introduces the student to a range of texts in different genres and styles, and develops the ability to engage in close, critical, textual analysis.

The course is divided into four units, literary and non-literary (i.e. a set topic such as Media). Texts drawn from different genres and eras will be read in each of the two years. Authors might include Shakespeare, Orwell, Conrad, Wilde, Waugh and Kerouac. The IB A2 consists of Paper One (Compare and Contrast exercise); Paper Two (Essay Paper); Written Assignment (two pieces of Creative Writing); Oral (two activities).

IB English 11 and 12 A1 HL and SL

Grades 11–12, 1 credit/year, IB

The English 11 and 12 IB A1 courses constitute a two-year literature program. The program is a requirement for native speakers of English taking the IB diploma. It aims to develop independent thinking and an informed response to a wide variety of literary texts (15 HL, 11 SL); to channel responses into clearly conceived, expressed and structured essays and oral presentations; and to encourage creative approaches where appropriate.

The course consists of several sections, each of which is examined or assessed at different times and by different means. The first section, World Literature (texts related by theme or culture) is central to the program and culminates in two externally assessed essays on subjects chosen by the student. The second section consists of detailed study of major texts in drama, prose and poetry, and is assessed orally. The third section focuses on a Group of Works (Drama, Novel or Poetry) through the study of texts, and is assessed by examination at the end of the course. The examination also includes an unseen commentary and a significant part of the course is devoted to preparation for this.

Authors studied typically include Chekhov, Euripides, Austen, Arthur Miller, Scott Fitzgerald, Shakespeare, Margaret Atwood, Ibsen, Hawthorne, Tennessee Williams, Plath, Tennyson and Donne.

Students for AP examinations in English prepare within the IB A1 HL/SL class. However, with the increasing popularity and acceptance of IB English in US colleges, the IB A1 or A2 are the recommended options.

Writing Skills

Grades 9–10, 1/2 credit

The aim of this course is to strengthen the basic skills needed for written work through regular practice and under close supervision. Students will go through the writing process - learning about planning, drafting, redrafting and editing. Competence in different kinds of writing, both analytical and creative, is encouraged and courses are created to match the needs of the individual student. The program recognizes that the development of writing skills is important in all subject areas and specialist vocabulary and standard forms are studied in depth. Students are also encouraged to develop oral and comprehension skills through a variety of exercises.

Students are also encouraged to use the computer to further their skills in English. Students may elect the writing course or be recommended to take it by their teachers or the Support Services Department. It is an addition to regular mainstream English classes and is equally suited to native and non-native English speakers.

English Language

Grades 9–12, 1 credit

This course is designed for students whose knowledge of English is not sufficient for them to follow the regular English classes with ease, and prepares them to a level adequate for these classes. Students may enter the course at any point in the year and still make maximum progress.

The class involves much writing, oral work and vocabulary enrichment, followed by frequent testing. The video and overhead projector are important teaching tools in this process. Additionally, more advanced students are expected to learn terms associated with classic works of literature to prepare them for the literary appreciation and analysis required in mainstream English classes.

Normally, a student moves from this class into the mainstream English courses at the end of one year. However, a number of students continue with the course in a second year (English Language II) as an elective and a parallel to their regular course. In almost all cases, students will graduate from St. John's with either the full IB or an IB Certificate in English.

Media Studies

1/2 credit

This course examines most media forms: film, newspaper, advertising, marketing, television, radio and the Internet. The course aims to build knowledge, improve listening, speaking, and writing skills as well as critical thinking, and research and study skills. Students will compare different media, create films, advertisements, radio plays and newspapers. Students are encouraged to think about the effects of the media. Among topics addressed are violence in the media, the hidden persuaders, brand image and marketing a product, investigating television viewing patterns and different presentation styles, the effect of the Internet and the news.

The Department promotes awareness of the international usage of English and recognizes differences in British and American spelling, vocabulary and idiom.

MATHEMATICS

Sequence of math courses by grade level

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Algebra	Integrated Honors Geometry	Integrated Honors Functions	Calculus	Math HL
			Further Math 1	Further Math 2
	Integrated Geometry	Integrated Functions	Math SL 1	Math SL 2
				Calculus
Pre Algebra	Integrated Algebra	Integrated Geometry	Integrated Functions	Math SL 1
Math 8	Integrated Basic Algebra	Integrated Algebra	Math Studies 1	Math Studies 2
		Integrated Basic Algebra	Math on PC 1	Math on PC 2

Student progression is normally horizontal.

Vertical movements are made based on student performance and teacher recommendations.

Mathematics courses are sequential and all students are placed in their course based on teacher recommendation, course work grade and final examination grade. New students are required to take a placement examination.

Integrated Basic Algebra

Grades 9–10, 1 credit

Prerequisite: Math 8

This course is integrated to cover basic concepts in arithmetic, algebra, geometry, and statistics with an emphasis on a strong foundation in algebraic concepts. Topics include signed numbers, distributive property, linear equations with applications, prime factorization, exponents, factorization, fractions and percentages with applications, quadratic equations, coordinate geometry, inequalities and presentation of statistical data.

Integrated Algebra

Grades 9–10, 1 credit

Prerequisite: Pre-Algebra or Integrated Basic Algebra

This course is integrated to cover fundamental concepts in algebra, geometry, trigonometry, probability and statistics with an emphasis on algebraic methods as the common thread integrating these concepts. Topics include linear, quadratic, absolute value, and rational equations, factoring, exponent properties, coordinate geometry, graphing equations and inequalities in one and two variables, systems of equations and inequalities, similar triangles and parallel properties, basic probability and scatter diagrams, radical expressions and right triangle trigonometry.

Integrated Geometry

Grades 9–10, 1 credit

Prerequisite: Integrated Algebra

This course is integrated to cover concepts in algebra, geometry, trigonometry, probability and statistics with an emphasis on geometry as the thread integrating these concepts. Topics include equations and inequalities, sets, probability tree diagrams and Venn diagrams, geometric proof, angles, congruence, similarity, writing equations of lines, systems of equations, ratio and proportion, Pythagorean relationships in two dimensions, right triangle trigonometry, circle theorems, area, surface area and volume, constructions, geometric applications in probability.

Integrated Honors Geometry

Grade 9, 1 credit

Prerequisite: Algebra (grade 8)

This course covers all the topics of integrated geometry with a stronger emphasis on proof in order to prepare students better for AP Calculus and IB Higher Level Mathematics. Additional topics include conditional probability, equivalence relations, proof by contradiction, three-dimensional coordinate geometry, locus, inequality theorems, enrichment topics.

Integrated Functions

Grades 10–11, 1 credit

Prerequisite: Integrated Geometry

This course covers concepts in algebra, functions, geometry, trigonometry, probability and statistics, vectors and matrices, and sequences and series with an emphasis on functions as the thread integrating these concepts. Topics include use of a graphic display calculator, linear, quadratic, rational, radical, absolute value equations and inequalities, logarithmic, exponential, and trigonometric equations, complex numbers, exponent rules, binomial expansions, binomial distributions, functions, circles and parabolas, circular trigonometry, triangular trigonometry, trigonometric identities, vectors, matrices.



Integrated Honors Functions

Grade 10, 1 credit

Prerequisite: Integrated Honors Geometry

This course covers all the topics of integrated functions with a stronger emphasis on proof in order to prepare students better for AP Calculus and IB Higher Level Mathematics. Additional topics include derivation and proofs of formulae, vector equations of lines, transformation matrices, study of planes, sequences and series.

IB Math Studies I

Grades 11–12, 1 credit, IB SL

Prerequisite: A grade of “4” in Algebra

The first of a two-year course, this course emphasizes the application of mathematics in a wide variety of disciplines. Topics covered include algebra, functions, statistics and probability, mensuration, and trigonometry.

IB Math Studies II

Grades 12–13, 1 credit, IB SL

Prerequisite: A grade of “4” in Math Studies 1

The second of a two-year course in IB Math Studies, the program includes functions, statistics and probability, simple sequences and finance, trigonometry, introductions to logic, and basic calculus. A major part of the course is an individual project which counts as twenty percent of the IB grade.

Mathematics with Computers

Grades 11–13, 1 credit

Prerequisite: Basic computer skills

This course is designed as a third-year High School mathematics credit. Emphasis is placed on the understanding of basic, essential mathematical concepts, correct computations and the application of maths in practical situations. About fifty percent of the class time is spent in the computer lab learning the use and applications of a spreadsheet/database program. Topics covered include percentages, spreadsheets, budgeting, investments, mortgages, taxation, travel and insurance. An extra year can be taken that will cover similar topics to a deeper level of knowledge.

IB Mathematics SL I

Grades 10–13, 1 credit, IB

Prerequisite: A grade of “5” in Integrated Functions

The emphasis of this course is the study of differential and integral calculus. Topics include differentiation and integration of composite functions based on polynomial, logarithmic, exponential, and trigonometric functions; applications including equations of tangent and normals, motion and area. Portfolio assignments based on different areas of the syllabus must be completed by each student and may be submitted to the IB office to fulfill the internal assessment requirement.

IB Mathematics SL II

Grades 11–13, 1 credit, IB

Prerequisite: Mathematics SL 1

The second of a two-year course in IB Math SL, the program includes probability distributions of discrete random variables; probability tree diagrams; conditional probability; independent events; the mean, variance, and standard deviation, vectors; binomial expansions; and sequences and series. IB portfolio assignments are required.

Calculus HL I

Grades 10–13, 1 credit, IB AP

Prerequisite: A grade of “5” in IB Mathematics SL 1, a grade of “7” in Integrated Functions, or Integrated Honors Functions, and teacher recommendation

This course in differential and integral calculus covers the topics of functions, limits, continuity, differentiation; and applications including curve sketching, optimization, velocity and acceleration, and related rate problems; exponential and logarithmic function; methods of integration; the calculus of inverse functions; applications including growth and decay problems; areas; volumes of solids of revolution; numerical methods; first order differential equations. This course meets all requirements of AP Calculus AB and is the required first-year course for IB Mathematics Higher Level. IB portfolio assignments are required.

IB Mathematics HL II

Grades 12–13, 1 credit, IB

Prerequisite: Calculus and teacher recommendation

This is the second year of a two-year sequence towards IB Mathematics Higher Level. Topics covered are sequences and series; mathematical induction; complex numbers; functions; vector geometry in three dimensions; probability and statistics, one HL option. IB portfolio assignments are required.

IB Further Math I and II

Grades 11–13, 1/2 credit each, IB

Prerequisite: Calculus and teacher recommendation

This course is designed for students who intend to specialize in mathematics at university. It requires a high degree of competence and interest in the subject. Four of the five option topics of the Higher Level Mathematics are studied in this course. These include discrete math; series and differential equations; Euclidean geometry and conic sections; and statistics. Two portfolio assignments, each demanding at least six hours independent work, are required for the IB internal assessment. This course is taken over two years.

DESIGN TECHNOLOGY/ICT, AND ITGS

Grade 9	Grade 10	Grade 11 and 12	
		ITGS HL - SL	IB Diplomas/certificates Group 3 Social Studies
Design + Technology	Computer Aided Design		
		D&T HL - SL	ITGS HL - SL Group 4 Science D&T HL - SL

Design Technology and Information Communications Technologies (ICT) are studied by all students in ninth grade and as an elective in tenth grade. The course is foundational for the eleventh and twelfth grade IB HL/SL Information Technology in a Global Society (ITGS), a Social Studies Department Group 3 course and the IB HL/SL Design Technology, a Science Department Group 4 course. In eleventh and twelfth grade, non IB students may elect to take either or both of these courses towards the St. John’s Academic Graduation Diploma or as IB Certificates.

Design Technology/ICT

Grade 9, 1/2 credit

Grade 10, 1 credit

The Technology and Information Communications Technologies course for ninth and tenth grade students recognizes the importance of problem-solving, design technology and using information and communications software and hardware tools in an Information Society. The emphasis is on the students being offered the opportunity to realize, develop and use their own intellectual and creative skills to produce solutions to ‘real-world’ problems. Students will study materials, construction and Computer Aided Design and Manufacturing (CAD/CAM) They will realize the need to draw knowledge gained from many other subjects, especially social science, the pure sciences and mathematics, in the solution finding process. Students are expected to present many of their ideas in the form of models whether physical, mathematical or conceptual.

Presentations of student work will require the use of standard software packages, communications technologies and CAD. To ensure the validity of their arguments and to support their work, students will be expected to use the extensive library facilities and modern information search tools such as the internet and CD-ROMs. Good research techniques will assist them in the defense of their work to their peers and prove to be essential skills later in their studies.

There are no final exams in grade nine and ten Design Technology/ICT, but students will be assessed regularly. They will be involved in the evaluation process and the creation of assessment criteria.

IB Information Technology in a Global Society (ITGS) Group 3

Grades 11 and 12, 1 credit/year Social Studies, IB SL/HL (IB extended essays may be undertaken in this subject)

This is a two-year IB Standard or Higher Level course, which may be taken as a “group three” subject in the IB Diploma, as an IB certificate, or as credits towards the High School Academic Diploma. The course offers students the opportunity to use and explore the potential and constraints of IT within a global society. Students are encouraged to examine the implications of Information and Communications Technologies within a broad, multidiscipline framework and undertake independent study and research on their own in areas of interest and specific sectors of society. This introduction to the ‘Information Society’ and the nature of the course make it a suitable foundation for any student intending to take further or higher education studies after High School. make it a suitable foundation for any student intending to take further or higher education studies after High School.

Students will learn to recognize some social theory perspectives, examine the historical development of selected information technologies, use systems and design analysis techniques, evaluate and select appropriate hardware and software choices, use modern information searching tools, explore the world of media as resource, choose supportive material for their research and learn to be critical of the validity and integrity of the vast amounts of information available to them.

This course is constructed around two main themes:

1. the use of hardware and software to support human communications systems, the associated technical constraints and the implications of the man-machine interface (HTI);
2. the use, impact and implications of Information Technologies on our global society, paying particular attention to moral and ethical issues.

Higher Level students produce a portfolio of written, researched, objective studies. Standard level students undertake and write up a project which incorporates the elements of systems methodology, software and ICT’s to assist in the resolution of a social problem. Higher level students undertake some primary research to discover the impact of ICT on a sector of society and write up a report.

All students take the IB exams or HS exams of similar standard.

Design and Technology (Material Science) IB HL/SL Group 4

Grades 11 and 12, 1 credit per year, Science.

(Extended essays may be taken in this subject)

Prerequisite: successful completion of a grade 10 chemistry, minimum of 4 required.

Design Technology is a solid member of the IB Science program with a knowledge emphasis of “material” science. It is based on a model of learning which incorporates knowledge, skills and design principles in problem solving contexts. The intent is not solely the acquisition of knowledge about design and technology and resistant materials, which will change or become outdated, but it is about learning how to adapt to new experiences and approach problems with the appropriate skills and the relevant techniques. Students learn to identify the important elements and, crucially, to develop the optimum solutions. The framework for the study of material science is based on simple chemistry, manufacturing processes, sustainable design and the global economy.

To design can be defined as “to conceive a mental plan for something”. Design consists of gathering information about the present state of the world around us, processing that information and planning for some kind of intervention either by modifying what is already there or introducing something new. The designer is not just interested in the materials and the environment but also the political, social and economic considerations which affect people’s priorities.

The design cycle is at the core of the course and it is expected that students will use this process in the practical investigative work as well as in the theory.

Standard and higher level students will create a portfolio of practical studies over the two years and both levels undertake a personal design project. The higher level students complete an extended study of innovation, the impact of Computer Aided Design, and Green Design.

All students take IB exams or High School exams of a similar standard.

MODERN LANGUAGES

The modern language courses are arranged to suit students of all levels, from those with very little or no French, German or Spanish, to those who already have considerable fluency. Interested students are prepared for external exams such as Advanced Placement or International Baccalaureate.

In September each new student is carefully interviewed and tested for placement in one of the three to eight (depending on the language) levels offered to each grade. The aim is to offer well-balanced courses, covering essential aspects of French, German, Spanish, Dutch and Swedish language, literature, life, and civilization.

“As you break down the language barriers which separate men, you can also help to break down barriers of ignorance and indifference. This leads to peace, because peace is founded on mutual understanding and on mutual love.”

—Pope Paul VI

FRENCH

French I

Grades 9–12, 1 credit

Structures and vocabulary are audio-lingually presented and mastered. Dialogues, conversational sequences and pattern drills are the main class activities for the beginning year. Reading begins and writing is gradually introduced. Cultural content arises from students’ interest and course materials.

This is an IB course if taken as the first year of the Ab Initio program.

French II

Grades 9–12, 1 credit

The audio-lingual phase still occupies a primary position and is comparable to French I. Reading progresses from identical patterns to recombinations of familiar patterns which have been orally mastered. Towards the end of this course, abridged literary works may be read in class. Written work such as dictation, grammatical structures and speech patterns continue to be closely directed. Cultural topics covered in this course again vary according to the grade and student interests. This course is also the second year of the IB Ab Initio program.

French III

Grades 9–12, 1 credit

Verbal skills continue to be the primary objective. Structures needed for audio-lingual competency are presented in their most useful forms through pattern drills and dialogues. The most frequently used vocabulary and idioms are drilled orally. Conversational ability is developed on specific topics. Reading increases in difficulty and contains material not previously prepared in class. The written language is still guided and is expanded to include more difficult forms of patterns previously spoken. Dictation is introduced more regularly. Discussion and study of cultural topics continue.

French IV

Grades 9–12, 1 credit

Oral presentations on various topics are frequent. Conversational ability is developed on specific topics. Reading includes longer selections of literary value and is supplemented by reading authentic materials on a variety of topics. The writing of language in a style and pattern

characteristic of the written language, as distinguished from the spoken language, may be introduced when necessary. Directed composition is practiced. Cultural content continues to be integrated with course materials. Skills covered include the following: vocabulary, conversation, dictation, composition, oral presentation, reading. At the end of French IV advanced students may take the AP French Language examination. It is also the first year of preparation for students interested in taking IB French at the Standard Level. Literary selections include novels, plays, short stories and poetry.

French V

Grades 9–12, 1 credit

In this second year of advanced French, writing emphasizes what pupils can say, but includes, progressively more and more of the forms characteristic of written expression. Cultural content combines a review of the salient features of the civilization in the foreign language with individual and group oral projects on topics of universal interest. Three literary works are studied through guided literary analysis, with an emphasis on vocabulary development, idioms and cultural and historical elements. A thorough review of grammar structures is undertaken and reinforced through frequent writing assignments. French V is the preparatory year for students interested in taking IB French at Higher or Standard Level or the AP French Language Examination.

French VI

Grades 9–10, 1 credit

This course aims to integrate and extend the knowledge and skills learned in previous years. Students’ appreciation of French literature and civilization are deepened, their knowledge of these is increased and their ability to communicate in the foreign language is extended. Critical thinking is developed. Opportunities are provided for individual research and advanced conversation. Intensive reading of classical and contemporary works in different forms is supplemented by a well-organized, extensive reading program. The expression of the written, as well as the spoken language, becomes important. Individual expression is stressed. Cultural content is coordinated into a unified whole for students whose mother tongue is French or who have spent several years in a French-speaking school. At least four or five literary works are studied, which may vary from year to year.

French VII

Grade 10, 1 credit

This course is designed for native speakers, who want to continue to improve their language knowledge. Emphasis is placed on correct written expression, text analysis, interpretation of texts, writing of commentaries and literature.

SWEDISH/DUTCH

Swedish/Dutch

Grades 9–10, 1 credit

Swedish and Dutch are for native speakers, notably those interested in taking IB Swedish or Dutch in grades 11 and 12. The aim of these courses is to consolidate the students’ knowledge of grammar and spelling, to develop their writing skills, as well as to establish the basics of literature - reading and analysis.



GERMAN

MS	Grade 9	Grade 10	Grade 11	Grade 12	Exams
German I	German II	German III	German IV	German V	IB B SL
					IB B HL
					German AP
	German VI	German VII	German A1	German A1	IB A1* SL
					IB A2* SL
			Ab Initio	Ab Initio 2	IB Ab Initio
*A German first language - B German second language					

GERMAN II

Grade 9, 1 credit

In this course students will further the skills acquired in Middle School, expanding the range of situations that they can cope in (personal experiences: such as holidays, cooking and free time, illness and emergency, buying/renting a flat ...). More complex grammatical structures are introduced, such as the past tense and the correct use of adjectives. The course is based on the principles of communicative language learning, and all four skills (reading, writing, speaking, listening) will be covered. Furthermore, creative work and projects are encouraged.

GERMAN III

Grade 10, 1 credit

Extended reading and writing skills are introduced in this course, topics become less personal (e.g. problems young people face, family, life in German-speaking countries) and emphasis is put on cultural awareness and literary appreciation (simple texts). Structures and grammatical knowledge taught in this course will comprise: revision of pronouns, further verb tenses and adjective endings. This course serves as a preparation for the IB and AP courses offered in grades 11 and 12 but can also be credited in the new tenth grade diploma.

GERMAN IV

Grade 11, 1 credit

In this first year IB (B)/AP course students will be made aware of the requirements of the examinations, they will extend their reading and writing scope, without losing sight of the oral skills listening and speaking. Project and interactive activities supplement class work and exams. Topics covered include German culture, the media, and school vs. work. Grammar and style are two further points of the course program.

GERMAN V

Grade 12, 1 credit

All grammar will be revised, for writing skills form a major part of this course. Students are expected to hold their own in discussions as well as provide presentations (oral and written). Reading will include authentic literature as well as current affairs texts. Topics include the environment, politics and technology. Students can opt to take the IB B language or AP German language exam.

GERMAN VI

Grades 9–10, 1 credit

This is a course offered to near-native speakers of German, who would like to use their language within the school context. Elements of the course are: revision of spelling, grammar, style, writing (stories, argumentative essays, literary analysis) and oral work (presentations and debates as well as creative work). Literature is an important feature.

GERMAN VII

Grades 9–10, 1 credit

Following on from German VI, students will continue to improve their knowledge and appreciation of literature. Academic writing is another point of importance in this course, which prepares students for the IB A1 program.

German is also offered as an IB A1 language for students with German mother tongue, and as Ab Initio for beginners in Grade 11.

IB A1 and B are explained on page 7.

For AB INITIO IB courses please also refer to page 7.

SPANISH

Spanish I

Grade 11, 1 credit

The students use the language conversationally with the grammar support needed to provide them with a solid linguistic basis. Students also learn about Spanish and Latin American cultural aspects, which are pursued throughout the Spanish language program. This course is also the first year of the IB Ab Initio program.

Spanish II

Grades 9–12, 1 credit

This course follows the overall scheme of Spanish I but goes deeper into more complicated structures of the language with regard to grammar and vocabulary. At the same time, the communicative situations become more complex. At the end of this course, the students will be able to achieve a level that will allow them to communicate well in a Spanish-speaking context. This course is also the second year of the IB Ab Initio program.

Spanish III

Grade 10, 1 credit

This course is designed for students who want to go further into the intermediate level achieved in the first two years. The course covers the last and more complicated aspects of grammar. Reading original texts becomes an important part of the program.

Spanish IV

Grade 11, 1 credit

Students already have a very acceptable knowledge of the language. For this reason, they will be able to do long oral presentations, to read unabridged pieces of literature and to write longer and more complex essays.

Spanish V

Grade 12, 1 credit

This course follows the schema of Spanish IV but goes deeper into more complicated pieces of Spanish and Latin American literature. After Spanish V, students may take the AP Language examination as well as IB Spanish A1 - A2 - B (SL/HL).

IB LANGUAGE COURSES

IB Dutch, French, German and Spanish Ab Initio SL

Grades 11–12, 2 credits, two-year program

The Ab Initio program in Spanish, German, Dutch and French is designed to be studied over a two year period by students who have no previous experience of learning the language. The program meets the needs of those IB students who have had little or no opportunity for foreign language study in their earlier education and are interested in learning a new foreign language as part of their IB Diploma. The aims of this course

are to develop students' ability to communicate in speech and in writing, to introduce them to the culture of the countries where the language is spoken, to provide them with a foundation for further study of the target language, to provide enjoyment and intellectual stimulation and to encourage positive attitudes towards the learning of other languages.

IB Dutch, French, German, Spanish and Swedish B/HL and SL

Grades 11–12, 2 credits, two-year program

The aims of the language B program are to develop students' powers of expression in both oral and written communication; to promote the ability to respond to the language demands of transactional and social contacts; to provide students with an efficient tool for possible further study or job opportunity; to help students to gain insights into how users of the specific language think; and to provide enjoyment and intellectual stimulation. Students may also take the Advanced Placement (AP) exams offered by the College Board.

IB Dutch, French, German, Spanish and Swedish A2/HL & SL

Grades 11–12, 2 credits, two-year program

The language A2 program aims to develop a variety of linguistic skills through the study of a wide range of texts, to promote an appreciation of the wealth and subtleties of the language and to facilitate the clear expression of ideas. The program meets the needs of bilingual students, and will be available to those students who have reached that level in French, German or Spanish.

IB Dutch, French, German, Spanish and Swedish A1/HL and SL

Grades 11–12, 2 credits, two-year program

This course fulfills the needs of students whose mother tongue is Dutch, French, German, Spanish or Swedish. It follows the International Baccalaureate program of studies. Throughout the course the student is examined at different times and through different techniques. The student can take this course at Standard Level or at Higher Level. At both levels the reading list deals with writers from the Classical period to the present day and a selected choice of texts related by theme or culture from other world literature authors. The students are immersed in the economic, social, historical and political aspects of the world through discussions, debates, oral presentations, films and text analyses.

"The aims of the language A program at both Standard and Higher Level are to develop students' powers of expression; provide them with an efficient tool for the study of other subjects; lead them to the appreciation of literature through the critical analysis of selected works; lead them through literature to a deeper understanding of the study of Man in Society; bring them into contact with ways of thought which differ from their own." (IB General Guide)



PHYSICAL EDUCATION AND HEALTH EDUCATION

	Grade 9	Grade 10	Grade 11	Grade 12
Physical Education	PE 1	PE 2	Lifetime Sports	Lifetime Sports
	Adapted PE	Adapted PE	Adapted PE	Adapted PE
			PE Contract	PE Contract
				PE Practicum
Health	Health 1	Health 2		
Elective	Athletics	Athletics	Athletics	Athletics
			*Dance option for Grades 11–12	

Physical Education and Health Education courses are required for all students in grades nine and ten. A varied “Lifetime Sports Program” is required for students in either grade eleven or grade twelve. Eleventh and twelfth grade Dance can count either as an Arts or Physical Education credit.

Physical Education Curriculum

Grades 9 and 10, 1/2 credit/year

Physical Education is an integral part of a complete education. Physical Education makes a great contribution to the health, growth, physical and emotional development of the student by teaching principles and concepts for everyday living. Through specific exercises, individual and team sports, and movement activities, Physical Education assists the student in developing physical capabilities, motor skills, and health-related fitness. The Physical Education program at St. John’s is part of international education, and, as such, includes many sports popular around the world. The curriculum includes activities and team games, recreational lessons, as well as individual, dual and lifetime sports. The following sports are offered each year.

- Track and Field
- Basketball
- European Handball
- Fitness Training
- Floor Hockey
- Football
- Weight Training
- Gymnastics
- Soccer
- Softball
- Tennis
- Trampoline
- Volleyball

A fitness test is also given in the spring.

Note: Sports and team games offered in the after-school, inter-scholastic, athletic program are in addition to the above listing.

Health Education Curriculum

Grades 9–10, 1/2 credit/year

Health Education incorporates the scientific, physiological, and psychological aspects of current topics relative to the international student. The aim is to create interest, understanding and eagerness to improve health habits. The Physical Education Department cooperates with the school nurse and school counselors in coordinating the following units with other related departments: Lifetime Fitness, Substance Abuse, Nutrition, Body Systems, First Aid, Human Sexuality, AIDS Education, Mental Health.

Lifetime Sports

Grades 11–12, 1/2 credit

An in-depth study of the skills, strategy and rules of numerous “lifetime sports” is undertaken. Tennis, physical fitness, squash, badminton, cardio-vascular aerobics, floor hockey, rollerblading, and golf are some of the activities offered. Many of the activities are based off campus in specialized sport club facilities. This creates an attractive setting for introducing the sport in a relaxed atmosphere and in a professional environment. It also encourages integration with the local community within its wealth of sports’ facilities.

Athletics

Grades 9–12, 1 credit—Elective

This course is designed as an elective to allow both boys and girls to develop specialized skills, high levels of cardiovascular fitness, and increased muscle strength. Students must be participants in the competitive interscholastic sports programs of soccer, basketball, volleyball, baseball, softball or track and field. Athletics may be substituted for Lifetime Sports as a graduation requirement.

Practicum in Physical Education

Grade 12, 1 credit

Prerequisite: The approval of the P.E. Curriculum Team

This course provides an opportunity for students in grade twelve to exercise their leadership and teaching skills in a Middle or Elementary School classroom setting. In addition to leading pre-activity exercises, the practicum students are given opportunities to demonstrate motor skills, teach in small groups and apply officiating techniques. Periodically, practicum students help in the planning of daily lessons or unit plans. Students who are contemplating a career in physical education are encouraged to enrol in this course.

Physical Education Contract

Grades 11–12, 1/2 credit

Prerequisite: The approval of the P.E. Curriculum Team

A student successfully participating in at least three sport seasons for a school year (fall, winter and spring) may consider this contract an acceptable alternative to lifetime sports. Supervised personal fitness on campus can be considered as an option but for one season only. In the event of some unforeseen difficulty (e.g., injury, illness, or expulsion from the team), the student will return immediately to the normal physical education program. A grade, along with the 1/2 credit, will be given to the applicant if the contract is fulfilled.

RELIGIOUS STUDIES AND PHILOSOPHY

Grade 9	Grade 10	Grade 11	Grade 12
Individual in Society	Ethics	Sociology of Religion	Philosophy of Religion
		Theory of Knowledge 1*	Theory of Knowledge 2*
		* Compulsory for IB full diploma or Elective for non-IB	
		IB Philosophy 1*	IB Philosophy 2*
Please note: the Grades 9–12 religion course is compulsory and cannot be replaced by TOK 1 and 2 and IB Philosophy 1 and 2		* Social Studies credit	

An effective Religious Studies program complements the essential work of the family and the local church by providing the student with intellectual content that will assist him or her to come to an awareness of the meaning of life as expressed in a faith commitment. The Religious Studies program works to broaden and deepen the perception of the religious interpretation of life, through a program which is academically challenging and which encourages students to formulate important questions, to explore appropriate decision-making models, to take time to process responses and finally to make free and informed decisions. Opportunity for reflection and for the exploration of the spiritual dimension of life is encouraged through thematic liturgies.

In addition to the regular Religious Studies offerings, there is a Theory of Knowledge course. This course is part of the IB curriculum and may also be taken as an elective. The Theory of Knowledge course is a basic requirement for the IB diploma.

The Individual in Society

Grade 9, 1/2 credit

Designed to explore the nature of the human person, this course draws in an interdisciplinary way from modern psychology and sociology. It presents an image of man and woman compatible with the Judeo-Christian tradition. It explores the important factors of responsibility and maturity and challenges the student to a deeper awareness of self, fellow humans and God. In a second stage, the consequences of this awareness become clearer through a confrontation with questions of conflict in human life. The course searches out the relationship between action and responsibility, freedom and authority, the individual and society. Those principles which motivate creativity, optimism, initiative and commitment are discussed in a special unit concentrating on social justice and individual response. In an effort to emphasize individual awareness and responsibility, students are encouraged to engage in a variety of charitable events which take place throughout the year.

Medical and Environmental Ethics

Grade 10, 1/2 credit

Advances in medicine and the human sciences generate new and challenging questions concerning the quality, value and meaning of human life. In an effort to equip students with the necessary skills to consider these questions, this course presents basic principles of moral thought and some useful models of ethical decision-making with a view to assessing and reflecting critically, within the Judeo-Christian tradition, for making informed choices. The course does not necessarily provide clear-cut answers but helps clarify and focus appropriate questions and responses. Some issues which are treated include quality of life, organ transplantation, human experimentation, genetic manipulation, the AIDS dilemma, death and the care of the dying and allocation of scarce resources. In addition to and in relation to questions of medicine and human sciences, the course examines ethical issues relating to the environment and ecology in an effort to search out appropriate theoretical ideas and practical action.

Sociology of Religion

Grade 11, 1/2 credit

Sociology of Religion attempts to define and appreciate religion as it emerges and operates within a social framework. Beginning with a brief introduction to the science of sociology and its application to the study of religion, the course goes on to examine the dimensions of the religious experience, the typologies of the religious experience, the consequences of religious commitment, the sources of religious variation, the classification of religious organizations, types of religious leadership and the contribution of religion to social integration and stability. As a part of their course work, students visit and observe religious communities different from their own.

The course extends into a sociological examination of the major manifestations of the religious experience of humankind, including the primitive and prehistoric religious experience, and the rise and development of historic religions. The challenges of secularism, humanism and atheism will be considered and carefully evaluated.

Philosophy of Religion

Grade 12, 1/2 credit

Philosophy of Religion takes as its starting point the assumption that the search for truth and the concern with what we can know and how we will act on that knowledge is tied to the very personal concern about the nature of God and our relationship to him. This course invites students to a critical reading and analysis of selected philosophical texts with a view toward an examination of the traditional conceptions of God, the question of God's existence and meaningfulness, the relationship between faith and knowledge, faith and doubt, the problem of evil, and finally the interrelationship between faith, religion and ideology. The course examines, as well, current thought on the persistence of the religious response and situates current problems and challenges within a historical perspective that allows for analysis of the dilemma of the contemporary individual.

Theory of Knowledge I and II

Grades 11–13, 1/2 credit/year, IB

Theory of Knowledge, a requirement for IB diploma candidates, is a two-year program offered during the Junior and Senior year. It serves as a point of fusion and reflection within the total academic program by examining heuristically the nature and scope of knowledge, the justification of knowledge claims and how different ways of knowing affect what is known. It works to uncover the basic means through which we interpret the world and to examine their status, and, in the process of examining the nature of knowledge itself, to compare and contrast knowledge claims across subject areas and disciplines. The student is asked in this course to take an active and critical approach both to knowledge and experience.

SCIENCE

Grade 9	Grade 10	Grade 11	Grade 12	Qualifications
		IB Design Technology 1	IB Design Technology 2	HL - SL Exam
	Biology/ Chemistry	IB Biology 1 HL	IB Biology 2 HL	HL Exam
EAL Science		IB Biology 1 SL	IB Biology 2 SL	SL Exam
				HL Exam
		IB Chemistry 1 HL & SL	IB Chemistry 2 HL	AP Exam
Combined Science	Physics/ Chemistry		IB Chemistry 2 SL	SL Exam
				HL Exam
		IB Physics 1 HL & SL	IB Physics 2 HL	AP Exam
			IB Physics 2 SL	SL Exam
		Applied Science A	Applied Science B	
		Biology elective • Physics elective • Chemistry elective		

The Science Department course offerings aim to meet the needs and interests of a wide variety of students.

Combined Science

Grade 9, 1 credit

This course is an introduction to High School science subject and is taken by all ninth grade students comfortable with working in English without significant EAL support. There is a significant emphasis on the skills required to design an experiment, organize data, process it and draw critical conclusions. These skills are put into use throughout the course in a variety of lab activities designed to reinforce the biology, chemistry and physics topics studied throughout the year.

The biology component of the course introduces the chemical composition of living things; cell structure; photosynthesis; respiration; human nutrition; energy flow and nutrient cycles within ecosystems; and population growth.

The course includes two units of chemistry. The first deals with physical and chemical changes, atomic structure and mixtures. The second is an introduction to a variety of chemical reactions and the principles behind them through a series of simple experiments undertaken by the students over a number of weeks.

One of the two physics components covers the Kinetic Theory of Matter and an introduction to how properties of solids, liquids and gases can be explained on an atomic level. The second unit explores the nature and properties of light and waves, finishing with an overview of the Electromagnetic Spectrum.

EAL Science

Grade 9, 1 credit

The course covers the same material as Combined Science in a smaller group setting and with an emphasis on English language acquisition. It prepares students to enter the mainstream tenth grade science courses: "General Biology & General Chemistry" or "General Physics & General Chemistry".

General Biology and General Chemistry

Grade 10, the course counts for two science credits

Prerequisite: 9th grade Combined Science or EAL Science

This tenth grade course builds on the Biology and Chemistry units in the ninth grade Combined Science course and consists of equal semesters of Biology and Chemistry. Students engage in a variety of hands on lab activities through the year to develop their lab skills and reinforce the topics taught in the course. The material covered prepares students for studies to IB level in biology and/or chemistry. The course also provides a good general foundation for related elective science courses in eleventh and twelfth grades.

The Biology semester of the course focuses upon transport; excretion; homeostasis; response to stimuli; reproduction; growth and development; inheritance; and the influence of humans on the environment.

The Chemistry semester will cover units related to nomenclature, chemical reactions, the mole concept, stoichiometry, modern atomic theory, chemical bonding, and acid/base chemistry. Appropriate laboratory experiments are performed to reinforce basic concepts and give the students a familiarity with equipment, experimental procedure, and laboratory safety. Students should be comfortable with calculators and simple arithmetic.



General Physics and General Chemistry

Grade 10, the course counts for two science credits

Prerequisite: 9th grade Combined Science or EAL Science

This course is the alternative tenth grade course to the General Biology & General Chemistry course for students. As such it builds on the Physics and Chemistry units in the ninth grade Combined Science course and consists of equal semesters of Physics and Chemistry. As in all the science courses in the High School there are a variety of hands-on lab activities through the year to develop students' lab skills and reinforce the topics taught in the course. The material covered prepares students for studies to IB level in Physics and/or Chemistry. The course also provides a good general foundation in the subjects that can be supplemented with related elective science courses in subsequent years.

The Chemistry semester will focus on nomenclature, chemical reactions, the mole

concept, stoichiometry, modern atomic theory, chemical bonding, and acid/base chemistry. Appropriate laboratory experiments are performed to reinforce basic concepts and give the students a familiarity with equipment, experimental procedure, and laboratory safety. Students should be comfortable with calculators and simple arithmetic.

The Physics semester aims to complete the foundational overview of the subject begun in the ninth grade. Units studied include Newtonian Universal Gravitation and Laws of Motion; kinematics; work and energy; basic current electricity; an introduction to the electromagnetism of motors, generators and power transmission. Students should be comfortable in the use a calculator, plotting linear graphs and simple algebra.

Use is made of the data collection and processing capabilities of the TI-83 graphing Calculator and related computer software throughout the course.

Applied Science A and B

Grades 11–12, 1 credit/year

Prerequisite: Combined Science or EAL Science

This is a two-year rotational course in that students may enter at either level. The students cover a balanced range of science topics. It considers the application of science in agriculture, medicine, biotechnology, electricity, electronics, plastics, ceramics and current ecological issues. The emphasis throughout the two year cycle is on practical and project work so that students could have a hands-on grasp of the diversity of science applications in real life.

General Biology Elective

Grades 11–12, 1 credit

Prerequisites: Combined Science, EAL Science or equivalent

Students that took General Chemistry & General Physics in tenth grade but wish to broaden their science experience rather than specialize in one or two subjects can be scheduled for a General Biology course that parallels the tenth grade course. For topics and other information please refer to the Biology semester of the tenth grade General Biology & Chemistry course.

IB Biology 1 HL/SL

Grade 11, 1 credit

Higher Level Prerequisites: 2 credits from General Biology & Chemistry, a grade 5+ or above in the end of course General Biology exam and a 5+ overall in the General Biology Course.

Standard Level Prerequisites: 2 credits from General Biology & General Chemistry, a grade 4+ or above in the end of course General Biology exam and a 4+ overall in the General Biology Course.

This course covers the first year of a two-year program that prepares students for the IB examinations. The common core of material will be covered and topics include cell biology, biochemistry, genetics, human health and physiology. In addition the Higher Level students have a weekly session on their own to address related extension material from the Higher Level syllabus and to study ecology. Practical work is done throughout the course, including the IB Science & Technology Project.

IB Biology 2 SL

Grade 12, 1 credit

Prerequisite: IB Biology 1 SL

This course covers the second year of a two-year program that prepares students for the IB Standard Level examination. Ecology is studied and two options are addressed from: diet and human nutrition; applied plant and animal science; further ecology and conservation; physiology of exercise; cells and energy; evolution; neurobiology and behavior.

IB Biology 2 HL

Grade 12, 1 credit

Prerequisite: IB Biology 1 HL

This course covers the second year of a two-year program that prepares students for the IB Higher Level examination. Topics include genetics, human physiology and plant science. Two options are studied from evolution, neurobiology and behavior, applied plant and animal science, ecology and conservation, and further human physiology.

General Chemistry Elective

Grades 9–12, 1 credit

Prerequisite: Combined Science, EAL Science or equivalent.

Students that have not taken a General Chemistry course before eleventh grade but wish to broaden their science experience rather than specialize in one or two subjects can be scheduled for a General Chemistry course that parallels the tenth grade course. For topics and other information please refer to the Chemistry semester of the tenth grade General Biology & Chemistry or General Chemistry & Physics courses.

IB Chemistry 1 HL/SL

Grade 11, 1 credit

Higher Level Prerequisites: 2 credits from General Biology & Chemistry or General Chemistry & Physics, a grade 5+ or above in the General Chemistry in the end of course exam and a 5+ overall in the General Chemistry course.

Standard Level Prerequisites: 2 credits from General Biology & Chemistry or General Chemistry & Physics, a grade 4+ or above in the General Chemistry in the end of course exam and a 4+ overall in the General Chemistry course.

This is the first year of a two-year program that prepares students for the IB higher level and standard level examinations. In addition the higher level group have a weekly session on their own to address related extension material from the Higher Level syllabus. This year students study material common to both syllabi. Practical work is done throughout the course, including the IB Science & Technology Project.is done throughout the course, including the IB Science & Technology Project.

IB Chemistry 2 SL

Grade 12, 1 credit

Prerequisite: IB Chemistry 1

This is the second year of the two-year program leading towards the IB Standard Level examination. Three options are studied from higher level organic chemistry, biochemistry, the chemical industry and environmental chemistry.

IB Chemistry 2 HL

Grade 12, 1 credit

Prerequisite: IB Chemistry 1 and Math Functions

This is the second year of a two-year program culminating in the IB Higher examinations. Students will continue their study of first year topics and choose two additional topics from among organic, bio, industrial and environmental chemistry.

General Physics Elective

Grades 11–12, 1 credit

Prerequisites: Combined Science, EAL Science or equivalent.

An appropriate level of math.

Students that have not taken a General Physics course before eleventh grade but wish to broaden their science experience rather than specialize in one or two subjects can be scheduled for a General Physics course that parallels the tenth grade course. For topics and other information please refer to the Physics semester of the tenth grade General Chemistry & Physics course.

IB Physics 1 HL/SL

Grade 11, 1 credit, IB/AP

Higher Level Prerequisites: 2 credits from General Chemistry & Physics, with a grade 5+ or above in the General Physics end of course exam and a 5+ overall in the General Physics course. Minimum Maths Requirements: functions in tenth grade, concurrent Math Methods.

Standard Level Prerequisites: 2 credits from General Chemistry & Physics with a grade 4+ or above in the General Physics end of course exam and a 4+ overall in the General Physics course. Minimum Maths Requirements: functions in tenth grade, concurrent Maths Studies.

Building on the foundation of General Physics this course aims to achieve a more in-depth study of the subject and covers the elements common to both IB levels. Higher level students also take additional classes to address related topics from the additional higher level syllabus. Practical work is emphasized in all topics, and mathematical treatments of essential concepts are used more extensively in this course. The IB Science & technology project takes place during this year. Alternatively students taking the higher level material can be prepared for an AP Physics exam in the second year of the course.

IB Physics 2 SL

Grade 12, 1 credit

Prerequisite: IB Physics I

This is a final year preparation for the IB Standard Level exam covering material specific to this syllabus as distinct from the Higher Level course. The course aims to give students a breadth of knowledge in the subject and an understanding of its relevance in research and technology with a continued emphasis on practical work. Three options are studied from among atomic and nuclear physics, biomedical physics, historical physics, astrophysics, optics. Choice depends on the needs and interest of the students.

IB Physics 2 HL

Grade 12, 1 credit, IB/AP

Prerequisite: IB Physics I, at least a concurrent maths course with calculus content.

As the final year preparation for the IB Higher Level and AP examinations, this course deals with syllabus material specific to the IB Higher Level and AP examinations including extension options. Practical work is an important part of this course, which expands the breadth and depth of topics covered in IB Physics 1. Two options are studied from among biomedical physics, historical physics, astrophysics, special and general relativity, optics. Choices depend on student interest and the needs of the class for IB and AP exams.

IB Design Technology 1

Grade 11, 1 credit

Prerequisite: a grade 4 or above in General Chemistry. Tenth Grade Design Technology is an advantage but not required.

This course is an alternative to a pure science in the IB Diploma Group 4 subjects. It is the first year in a two-year sequence to the leading to the IB exams. In common with the other Group 4 first year courses the students in Design Technology 1 will participate in the Group 4 project as well as the subject specific practical and design work that accompanies the material studied in class. (Please refer to the Design Technology section in the booklet for a more detailed course description).

IB Design Technology 2

Grade 12, 1 credit

Prerequisite: Design Technology 1.

This course will be the second and final year leading up to the IB exams in Design Technology. Both practical and theory will continue in parallel throughout the year. (Once again refer to the Design Technology section in the booklet for a more detailed course description).

SOCIAL STUDIES

High School Social Studies options

Grade 9	Grade 10	Grade 11	Grade 12
Social Studies Foundation Course	Modern History	IB History I	IB History II
	Economics	IB Economics I / AP Microeconomics	IB / Economics II / AP Microeconomics (previous knowledge required)
	Geography	IB Geography I / AP Human Geography Option	IB Geography II / AP Human Geography Option
	U.S. History	IB Philosophy I	IB Philosophy II
		US History / AP option	US History / AP option
EAL Social Studies I		IB Business and Management I	IB Business and Management II

The Social Studies Department offers a wide variety of courses from grades nine through twelve.

Prerequisites/Sequences

All students in 9th grade are required to take the Social Studies Foundation course, unless they are placed in EAL Social Studies. Grade 9 students have the option to choose pre-IB Economics in addition to the foundation course. Grade 10 students will choose one or two pre-IB level courses among History, US History, Geography, and Economics.

Business/Management, Economics, Geography, History and Philosophy at the IB level are two-year courses, beginning in 11th grade. Previous knowledge of the subject is not required for students opting for these courses. The IB Standard or Higher Level exam is taken at the end of 12th grade (exceptionally at the end of a 13th grade).

The AP Microeconomics exam is taken in 11th grade but candidates for this must be enrolled in IB HL Economics. The AP Macroeconomics exam is taken in 12th grade and candidates for this exam can be enrolled in either IB HL or IB SL Economics. All HL/AP Economics students must follow IB SL Math or higher.

The AP Human Geography examination may be taken in grade 11. To enroll for AP Human Geography students should have passed the Human Geography course in grade 10.

Pre-IB Social Studies

Grade 9, 1 credit

The aim of this course is to provide students with an introduction to the study of History, Geography, Economics, and Current Events in an integrated manner while encouraging them to recognize their own place in society. It is a skills-based course where students will acquire the necessary techniques to enable them to continue study in the Social Sciences.

The course begins with students learning about historical sources and working with atlases. Following the source work, students will focus on political, economic, and social change

linked with 'Revolutions' past and present, ranging from the French Revolution to Industrial and Agricultural 'Revolutions'. Current events are discussed and analyzed regularly. Throughout the year, skills such as literacy, comparing and contrasting information, utilizing and analyzing primary and secondary sources, and properly documenting work, are emphasized.

Pre-IB EAL Social Studies

Grade 9, 1 credit

The aim of this course is to provide students with an introduction to the study of History, Geography, Economics, and Current Events while focusing on language acquisition. It is a skills-based course where students will acquire the necessary techniques to enable them to integrate into the mainstream Social Sciences.

The course begins with students learning about historical sources and working with atlases. Following the source work, students will focus on political, economic, and social change linked with 'Revolutions' past and present, ranging from the French Revolution to Industrial and Agricultural 'Revolutions'. Current events are discussed and analyzed regularly. Throughout the year, skills such as building vocabulary, developing reading and writing abilities, comparing and contrasting information, utilizing and analyzing primary and secondary sources, and developing critical thinking, are emphasized. EAL geography and history texts serve as useful tools to learning.

Grade 10, 1 credit

This course gives students the opportunity to study one or two subjects within the area of Social Studies. They may choose from the following combinations of semester programmes:

- Pre-IB Geography
- Pre-IB Modern History
- US History
- Pre-IB Economics

Geography

Grade 10

Geography is a subject of growing importance in today's global economy, leading to a wide range of careers where an awareness of the workings of the contemporary world and analytical skills are valued. This semester course is essential preparation for all students wishing to take AP Human Geography in grade 11.

The topics covered include Introduction to Human Geography: Nature and Perspectives, Cultural Geography, including The Geography of Language and Religion, Political Geography including The Evolution of the Nation State. Human Geography is based on current affairs and constantly evolving. All topics are illustrated using recent case studies from contrasting areas of the world.

Economics

Grade 10, 1 credit

This Economics course aims to prepare both the potential IB Economics student for the IB syllabus as well as to enable those students who are non-IB to learn the basic life skills necessary to survive in the modern, global, business world.

Topics studied include economic decision-making, the economic problem, supply and demand, different economic systems, unemployment, inflation, international trade, exchange rates, globalisation and lastly, how the stock market works.

Modern History

Grade 10

This economics course aims to prepare both the potential IB student for the Economics and Business/ Management syllabus as well as to enable other students to learn the basic life skills necessary to survive in a modern global business world.

Topics studied include economic decision-making, the economic problem, supply and demand, different economic systems, unemployment, inflation and economic growth. Business concepts and tools are introduced in theory and then applied via a research project.

Modern History

Grade 10

The aims of the course are to further the students' historical knowledge and skills and to promote their interest in the past for a better understanding of the present. The topics studied covers political, economic, social and military change in the eighteenth and nineteenth centuries. Particular reference is made to a) the concept of political revolution as seen in North America, France and Belgium; b) the nature and impact of economic change on society up to 1900; c) the causes, practices and effects of war, using the Napoleonic Wars and the American Civil War as case studies; d) the causes

and results of imperial expansion in the second half of the nineteenth century.

U.S. History

Grade 10

This course aims to provide an introduction to U.S. History for 10th graders who are considering the AP U.S. History option in grade 11. The course will introduce students to a survey of U.S. History from the Colonial Period to the 1990s and will include an introduction to historical research and introduce writing and analytical skills, which will help students as they move into more advanced history courses.

U.S. History/AP Option

Grades 11–12, 1 credit

This course encompasses a chronological study of U.S. History, broken up into eight historical periods, emphasizing certain critical events and developments that students are expected to analyze and evaluate. The identification of specific historical concepts that allows students to read, write and speak knowledgeably about U.S. history provides a focus for the course. The technique required to be successful in the AP option is quite demanding. Students are expected to study historical concepts, analyze historical sources and develop a clear, progressive, logical writing style in order to do well on the Advanced Placement (AP) Examination. In May students taking this option must have the recommendation of the U.S. History teacher. The intensity of the work and the demanding nature of the assignments assume that a student electing the AP option is both capable and determined.

IB History 1 HL/SL

Grades 11 and 12*, 1 Credit* IB

This course provides a study of 20th century History, with the focus on Europe. It is chronologically structured, beginning with an introduction to the Great Powers in 1900 and continuing with a focus on the key events which shaped the modern world: World War One, the turbulent 1920s and 1930s, the rise of communist and fascist dictatorships and World War Two. The aim of the course is to provide students with a knowledge and understanding of the complex nature of historical change as well as to give them an insight into issues that affect them in the contemporary world. Emphasis will be placed on developing analytical writing skills and source analysis in preparation for Papers One and Two of the IB external examinations.

In addition, HL students will have extra classes to study Europe in the 19th century, focusing on the unification of Germany and Italy and the development of Tsarist Russia to prepare for Paper 3 of the IB external examinations.

IB History 2 HL/SL

Grade 12, 1 credit

In this second year of the IB programme, students will focus on World History in the 20th century, in particular, the origins and development of the Cold War, from post 1945 Germany to the Korean and Vietnam Wars, the Chinese Civil War and the regime of Mao Tse-tung as well as the Cuban Missile Crisis.

In the spring term, the Internal Assessment component of the IB examination will be prepared and completed, following a structured, written format. This will be followed by an emphasis on revision for the final examinations, as well as practice in timed essay-writing and source analysis.

In addition, HL students will have extra classes to continue their study of 19th century European History, including that of France, to prepare for Paper 3 of the external examinations.

IB / AP Geography I

Grade 11, 1 credit

Geography is a subject of growing importance in today's global economy, leading to a wide range of careers where an awareness of the workings of the contemporary world and analytical skills are valued. In grade 11, all students study Population Geography, Economic Geography, Urban Geography. Higher level IB students also study Lithospheric Hazards. The programme has a problem-solving and decision making approach. Students are encouraged to develop their skills in critical thinking and look at all sides of the picture while investigating and debating controversial issues. Recent case studies are selected from many different parts of the world. Students may sit AP Human Geography in grade 11 and IB Geography in grade 12

All students intending to take AP Geography in Grade 11 must have passed AP Human Geography in Grade 10 however in some circumstances, students may take IB Geography without previous study of Geography.

IB Geography II

Grade 12, 1 credit

In the second year of IB Geography, all students complete their internal assessment and study global patterns of trade aid and development, using detailed case studies from Canada and Bangladesh. IB HL students study Drainage Basins and their Management. These topics make Geography an important subject for many careers, including those in business and management.

The internal assessment element of this course requires one or two field trips.

IB Economics I SL

Grade 11, 1 credit

The aim of the IB/AP Economics program is to give students the ability to use economic reasoning, and to apply the tools of economic analysis to everyday problems and social issues. Emphasis is placed on analytical and intellectual skills rather than on events or specific situations. Students are expected to develop critical minds to show a capacity for both empirical analysis and balanced judgment. The Economics program seeks to give students an understanding of how individuals and societies organize themselves in the pursuit of economic objectives.

In its first year, the program has three major building blocks.

1. Introduction to Economics - This section focuses on basic economic concepts: opportunity costs, production possibilities, the economic questions, the economic problem.

2. Microeconomics – This section is a comprehensive study of microeconomics: supply and demand, the behavior of individuals, firms and markets, elasticities of demand and supply, price controls, market failure.

3. Macroeconomics – This section is an introduction to macroeconomics: national income accounting, unemployment, inflation, economic growth, money and stabilization policies, fiscal policies, supply-side policies.

IB/AP Economics I HL

Grade 11, 1 credit

Prerequisite: IB Math SL or above

This course is a higher-level extension of the IB Economics 1 SL course. The course covers all IB higher-level topics in microeconomics and macroeconomics. The focus is on business economics or the theory of the firm and efficiency. Students taking this course will sit for the AP Microeconomics exam at the end of the year.

IB Economics II SL

Grade 12, 1 credit

This course is a continuation of the first year of IB Economics 1 SL. The second year of the course covers the remaining sections of the IB syllabus common to both SL and HL as well as a comprehensive revision in anticipation of the IB exams at the end of the year.

In the second year the emphasis is on:

1. International Trade – This section is an introduction to international economics: comparative advantage, balance of payments and international finance, theory of exchange rates, terms of trade, protectionism.
2. Economic Development and Growth – This section is an introduction to development economics: growth theory, technological change and economic problems of developing countries.

IB/AP Economics II HL

Grade 12, 1 credit

Prerequisite: IB Math SL or above

This course is a higher -level extension of the IB Economics 2 SL course. The course covers all IB higher -level topics in international trade and development economics.

IB Philosophy I & II, HL and SL

Grades 11–13, 1 credit/year (Philosophy or Social Studies)

This course is a general introduction to Philosophy and covers basic themes such as the concept of person, individuals and institutions, human environment, culture, reason, meaning and value. Students will become familiar, through the study of texts and themes, with some of the great philosophers such as Plato, Descartes, Locke, Kant, Marx, Freud, Sartre and representatives of Post Modernism. Reflection on and questioning of the bases of knowledge and experience, the development of a personal mode of thought based on critical examination of evidence and argument and the formulation of

rational argument are essential aims of the course. The course will serve as the basis for the IB examination in Philosophy, one of the options in the category of Individuals and Societies.

EAL Social Studies I

Grades 9

This course provides an introduction to the Social Sciences, including History and Geography, for beginning and intermediate level EAL (English as a Secondary Language) students. Basic vocabulary and concepts in these two areas are covered, as well as methods to derive the most benefit from Social Studies materials, eg., textbooks, maps, charts and graphs. Students work in small groups with a qualified EAL teacher to improve their English language skills while studying similar topics to the non-EAL classes. The language and academic skills covered in the class help prepare the students to continue further study of European history and geography in the mainstream Social Studies program.

EAL Social Studies II

Grades 10

This course serves as a continuation of EAL Social Studies I (see above) for those EAL students whose English language skills are determined to be developing but still insufficient to cope with the mainstream Social Studies program. Academic material covered includes European history themes, which serve as a transition from ancient history to the Middle Ages, the Renaissance, Reformation, and the Age of Discovery, the Age of Change and the Age of Revolution. The second part of the course, Geography, will cover coasts, weather, ecosystems, people and resources, energy and global fashion. Language skills, which students develop during the course, relate to reading, writing, listening and speaking, e.g. improving reading comprehension, organizing and writing about a historical topic, note-taking, and learning to participate in classroom discussions in English.

IB Business and Management 1 SL and HL

Grade 11, 1 credit

Business and Management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. The IB Business and Management course is designed to develop an understanding of the business theory, as well as an ability to apply business principles, practices and skills. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. The business and management course will contribute to student's development as critical and effective participants in local and world affairs.

In its first year, we focus on the following topics:

- Business organization and environment
- Marketing
- Finance and accounts

HL students are expected to complete extension areas of study, in all 3 topics, adding both breadth and depth to the course. HL students also study one extension topic - "business strategy"-which provides a framework for the student to think in an integrated way about the future strategy of a business.

IB Business and Management 2 SL and HL

Grade 12, 1 credit

This course is a continuation of the first year of IB Business and Management.

In the second year we focus on the following topics:

- Operations Management
- Human Resources

Moreover, the students have to complete their internal assessment.

HL students are expected to complete extension areas of study, in all 3 topics, adding both breadth and depth to the course. HL students also study one extension topic - "business strategy"- which provides a framework for the student to think in an integrated way about the future strategy of a business..

PRACTICUMS

Practicum in Primary Education

Grades 11–12, variable credit

This course offers the experience to work with and learn about primary school children in a St. John's classroom. It is open to talented eleventh and twelfth grade students who show a sincere interest in working with young children. Under the supervision of an assigned primary section teacher, the student will learn about child development through observation, discussions with the teacher, and assigned readings such as the teacher's guide to textbooks, a text on child development, as well as other readings. The student is graded by the primary section teacher.

Office Practicum

Grades 11–12, variable credit

This course offers an introduction to basic office skills and procedures for those wishing to acquire practical experience in the secretarial field. Proficiency in word processing is recommended. The student works under the supervision of the office secretary, and performs such duties as word processing, photocopying, filing, and mail processing.

ST. JOHN'S GRADUATES

Australia

Sydney University

Belgium

Vesalius College

Canada

University of British Columbia
Brock University
Carleton University
Concordia University
Emily Carr Institute of Art + Design
University of Guelph
McGill University
Ontario College of Art & Design
Queen's University at Kingston
Ryerson University
University of Toronto
York University
Université du Québec - Montréal

Denmark

Aarhus School of Business

France

American University of Paris

Ireland

Trinity College Dublin

Italy

Università Bocconi

Japan

International Christian University

Sweden

Lund University
Stockholm School of Economics
Goteborg Universitet

Switzerland

Webster University (Geneva)

The Netherlands

Hogeschool van Utrecht
Universiteit Maastricht

United Kingdom

University of Aberdeen
The American International University
in London (Richmond)
Anglia Polytechnic University
University of Bath
Birmingham College of Food, Tourism,
and Creative Studies
University of Birmingham
Bournemouth University
University of Brighton
University of Bristol
Brunel University
University of Cambridge
Cardiff University
University of Central England
University College Chester
City College Brighton and Hove
University of Durham
University of East Anglia

University of Edinburgh
University of Essex
University of Glasgow
Heriot-Watt University
University of Hull
Imperial College of Science,
Technology,
and Medicine
Keele University
University of Kent at Canterbury
King's College London
Kingston University
Lancaster University
Leeds Metropolitan University
University of Leeds
University of Lincoln
University of Lincoln
London School of Economics
Loughborough University
Manchester Metropolitan University
University of Manchester
Middlesex University
University of Nottingham
Oxford Brookes University
Oxford University
University of Plymouth
University of Portsmouth
Queen Mary, University of London
Queen's University Belfast
University of Reading
University of Rochester

Royal Holloway, University of London
School of Oriental and African Studies
Sheffield Hallam University
University of Sheffield
Southampton Solent University
University of Southampton
St. Andrews, University of (Scotland)
University of Stirling
University of Surrey
University of Sussex
Thames Valley University
University of the Arts London
University of Wales, Swansea
University of Wales, Bangor
University of Warwick
University of the West of England,
Bristol
University of Westminster
University of York

United States of America

University of Arizona
Aurora University
Bard College
Barry University
Bellarmine University
Belmont University
Boston University
Bucknell University
University of California at San Diego
California Maritime Academy
University of Central Florida
Clark University
Colgate University
Columbia University
Cornell University
Davidson College
DePaul University
Drew University
Eckerd College
Elon University
Emerson College
Fairleigh Dickinson University
Florida State University
University of Florida
Fordham University
Furman University
Gardner-Webb University
George Washington University
Georgetown University (School of
Business)
Gettysburg College
Grinnell College
Harvard University
Johns Hopkins University
Lawrence University
Lehigh University
Louisiana State University
Mars Hill College
Marymount College
Marymount Manhattan College
Massachusetts Institute of Technology
University of Miami

University of Michigan
Middlebury College
Mississippi College
University of Notre Dame
Ohio State University
University of Pennsylvania
University of Puget Sound
Pepperdine University
Purdue University
Rider University
Ripon College
Saint Joseph's University
Saint Louis University
San Diego State University
Santa Clara University
Sewanee: University of the South
University of South Florida
Tufts University
Union University
United States Coast Guard Academy
Vanderbilt University
Vanguard University of Southern
California
Vassar College
Villanova University
University of Virginia
University of Washington
West Chester University of Pennsylvania
Widener University
College of William and Mary
Yale University

