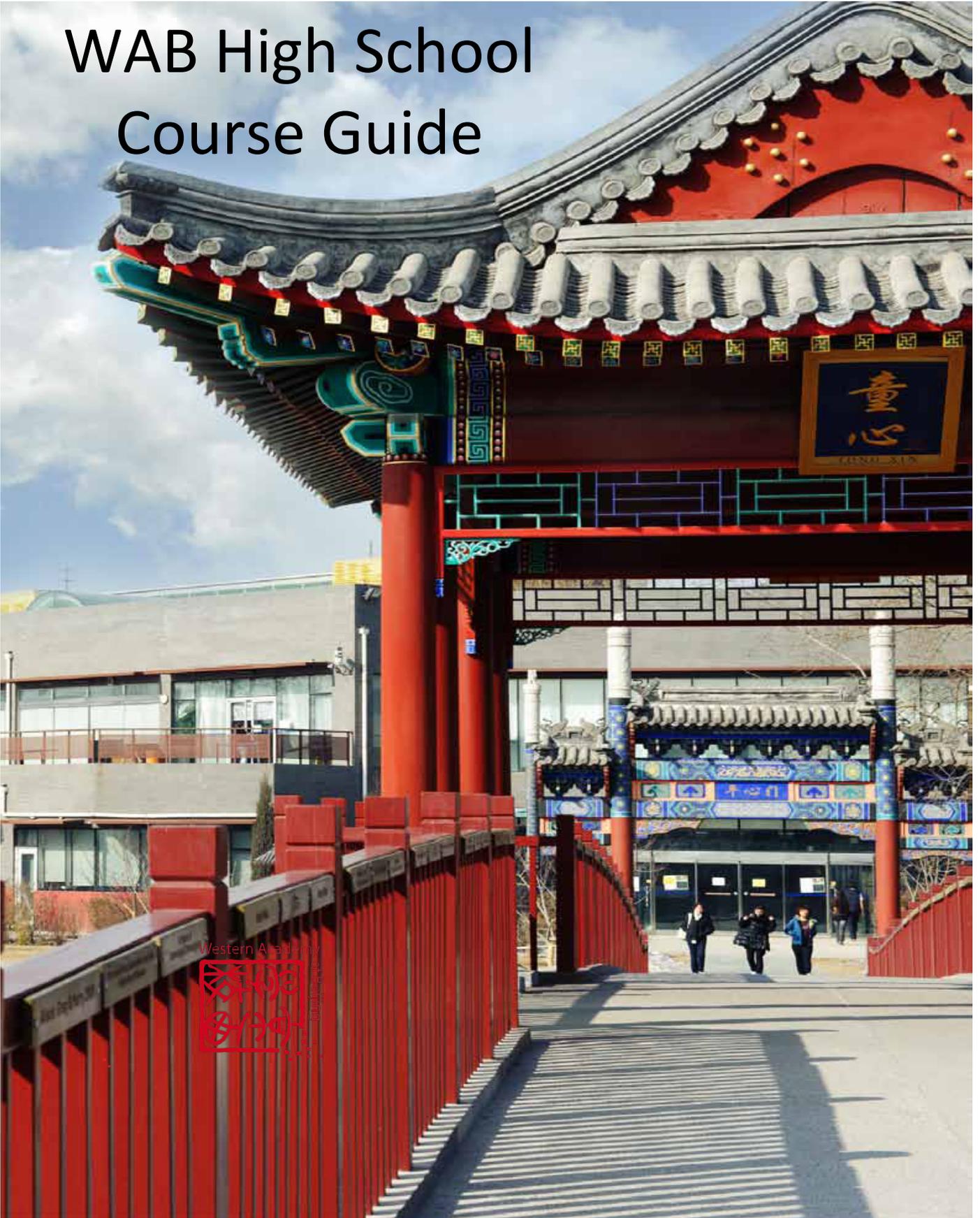


WAB High School Course Guide



Western Academy
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Welcome to Western Academy of Beijing!

Our high school is home to over 500 active, enthusiastic young people, who value learning both within the classroom and outside it. We are proud of our academic achievements, as well as our strong programs in the Fine Arts, service learning, China Studies, athletics and our extracurricular programs. In all we do, we are guided by our mission to connect, inspire, challenge and make a difference. A student of mine once described high school as a time when, if you are open to new opportunities, you will find your passion. At WAB, you'll explore academics, the arts, athletics, service, global citizenship and a wide scope of special activities and events. We hope that while you are with us, you will use this opportunity to find out who you are and to discover your passions.

As an International Baccalaureate World School, WAB is authorized to offer the IB Primary Years Programme, IB Middle Years Programme, and the IB Diploma Programme. In grades 9 and 10, a focus on the IB Learner Profile and the Areas of Interaction serves as a way for students to bring together the learning they do within each of their subject areas, while also recognizing our diverse and shared humanity and the responsibilities we hold in the guardianship of our planet. Through the MYP, as well as our Diploma Programme, we hope that students see their learning as relevant and meaningful in a larger diverse world. Students in the high school balance the academic demands of a college preparatory program with pursuits outside of the classroom. At the grades 9 and 10 level, students cover a wide range of courses and develop a firm grounding in their academic knowledge. All students in grades 9 and 10 follow the Middle Years Programme. In grades 11 and 12, students can choose a holistic or focused program to speak to their interests and passions, as well as to ensure they have access to post secondary institutions around the world. Three study options are available in grades 11 and 12: the full IB Diploma Programme, a combination of IB certificate courses and WAB High School Diploma Courses, or the WAB High School Diploma Program. WAB's high school provides students with challenging, engaging, and individualized options. Whatever their program of studies, our hope for our students is that they learn and grow, by recognizing their strengths and realizing their goals.

The WAB High School building and all high school facilities were designed specifically to provide an environment where students assume increasing independence and responsibility. Wireless internet access, comfortable and well furnished student spaces, multiple dining options, and quiet study facilities allow students to work, study, and socialize in a mature and supportive atmosphere. Outstanding, professional staff and excellent resources provide a world class collaborative learning community for WAB students to focus on learning and deepen their understanding of themselves and their world to achieve their potential.

The goal of the WAB High School program is to develop open minded, principled, well balanced, knowledgeable and inquiring learners, who are willing to take risks, think critically, and reflect on their actions and knowledge. It is our expectation that our students will use their critical minds and compassionate hearts as they develop into active citizens in their global community, with particular focus in our China context.

From all of us at WAB, welcome to our family. Melanie Vrba

High School Principal

WAB CORE VALUES

WAB is guided by the following Core Values:

Learner Centered

All decisions are made and actions taken to enhance the lifelong learning process so that each member of the WAB family is an inquiring, critical, and purposeful learner.

China-Global Coherence

We nurture socially responsive global citizens bound together by China, the common thread woven throughout our diverse family mosaic.

Mosaic of Diversity

Each person makes unique and irreplaceable contributions that together create the WAB family.

WAB Spirit

Each member of the WAB family contributes to the whole community with a spirit of commitment, enthusiasm and shared purpose.

Caring

By valuing and respecting our environment, we sustain and nurture healthy relationships with and life-long responsibilities to self, family, and the world.

IB LEARNER PROFILE

WAB is an IB World School offering all three IB Programs: Primary Years Programme, Middle Years Programme, and Diploma Programme. The goal of IB Programs is to develop internationally minded people who help to create a better and more peaceful world by recognizing their common humanity and their shared guardianship of the planet.

As learners, everyone at WAB strives to be:

An inquirer who loves learning and develops research skills and the ability to work independently.

Knowledgeable by exploring ideas and issues that have local and global importance. Students strive to develop their knowledge and understanding in all subjects.

A thinker who shows initiative and creativity when solving problems.

A communicator who tries to understand and express ideas in different ways. All members of the community try to work well with others in groups. Students strive to develop their language skills in all of the languages they are studying.

Open-minded because they understand, respect and appreciate their own cultures and those of others. WAB learners are open to different ideas, values and traditions.\

Caring by showing respect towards the needs and feelings of others and the environment. Everyone at WAB tries to make a positive difference through his/her actions.

A risk-taker who tries new experiences and makes informed/thoughtful decisions. Learners at WAB try to defend what they believe is important.

A balanced person who understands that it is important to study, exercise, sleep, eat well, and enjoy life with friends and family.

Reflective by thinking about their own learning and experiences. They are able to understand their strengths and also the areas where they should set goals for improvement.

HIGH SCHOOL OVERVIEW

Transition to High School

The transition from Middle School to High School requires that students take increasing responsibility for their personal learning. Good time management skills and personal reflection on assignment feedback are important factors leading to academic success. Many High School assignments require that students develop timelines and completion strategies that will provide balance to their daily workload. The independent learning strategies emphasized in the IB Middle Years Program (IBMYP) at WAB prepare students for the increasing demands of Grade 11 and 12.

The WAB High School Program is designed to:

- Provide quality inquiry-based learning opportunities that support the development of independent learners
- Meet entry requirements to a broad range of university and tertiary educational institutions around the world. Successful WAB students are well prepared for the demands of post-secondary education and the world of work
- Support all students in attaining their educational goals. A wide range of course offerings and emphasis on differentiated teaching strategies ensure that all students are supported to reach their potential. Extensive ESOL and Special Needs support is available

Grades 9 and 10

During each of the final two years of the IBMYP, students study at least one course from each of the eight subject groups. In addition, all students are required to participate in the Community and Service Program and to complete a Personal Project in Grade 10.

Grades 11 and 12

In Grade 11 and 12 the WAB High School Program requires all students to study a minimum of 6 courses from 6 different subject groups. In addition they must complete Creativity Action Service (CAS). Students undertaking the IB Diploma Program are also required to study Theory of Knowledge (TOK). All Grade 11 students are encouraged to take the Theory of Knowledge course whether they are pursuing a full IB Diploma or not.

- All students who fulfill the credit requirements for their courses across Grades 9-12 graduate with a High School Diploma
- Students who fulfill the IB Diploma Program requirements, and pass external examinations, will also earn the IB Diploma
- Students who complete individual IB Diploma Courses, and pass external examinations, earn IB Certificates for each course studied
- Students may choose a combination of IB Certificate Courses, High School (HS) Courses or a Capstone program to fulfill the 24-credit graduation requiremen

WORLD OF WORK PROGRAM

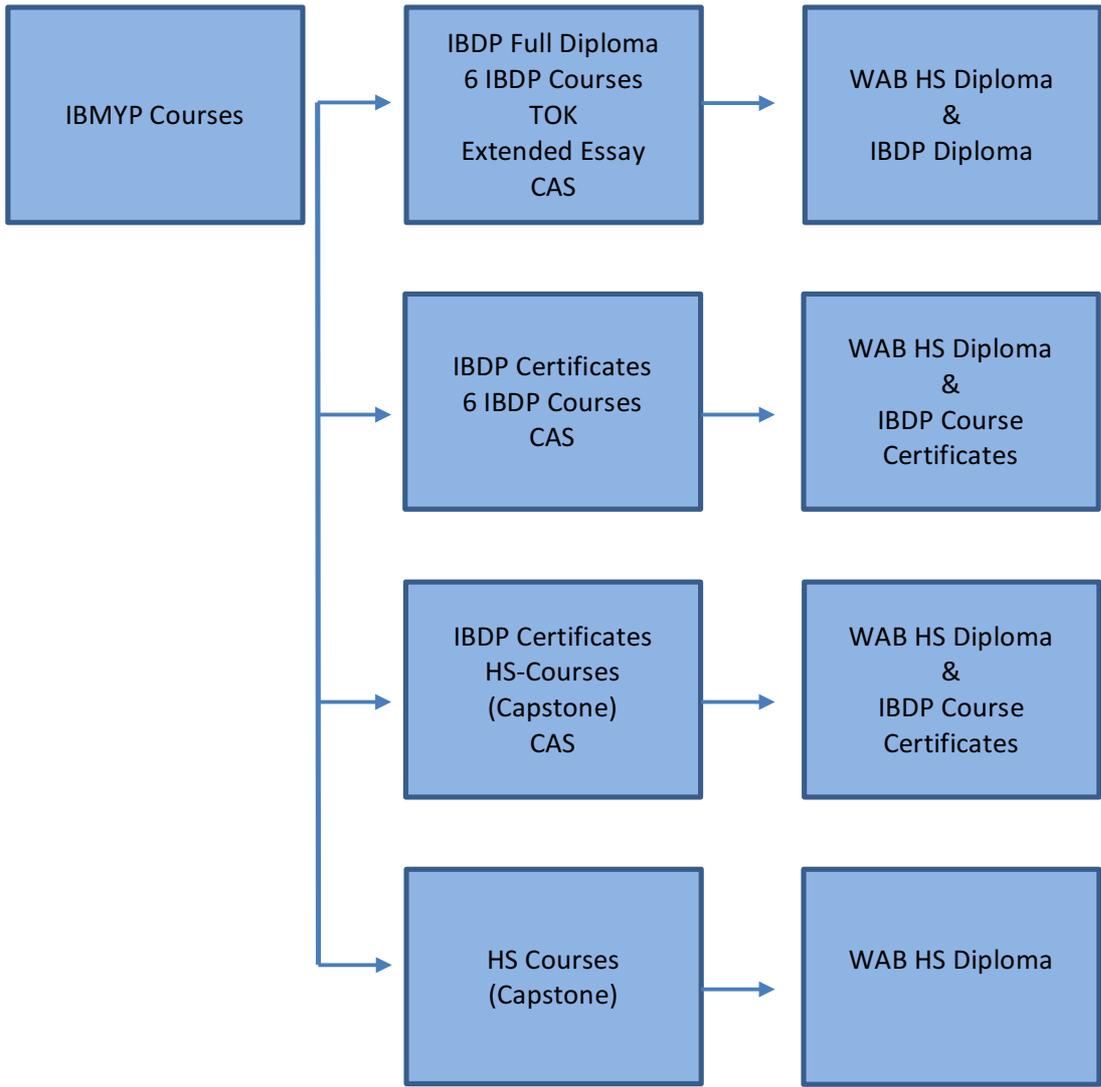
The World of Work (WOW) Program is an innovative program that provides an opportunity for students to make informed choices about their future, learn about their strengths, discover new skills, and gain valuable work experience. This is a non-paid internship. This program is geared towards grade 10 students and it is mandatory for all grade 10 students to participate.

Prior to the work experience week, students practice interview skills and writing cover letters and resumes. Placement can be arranged by the WOW Coordinator or by the individual student and their parents. All placements need to be approved by the WOW Coordinator. All students are required to be covered by their own health insurance.

As part of the WOW program, students also take part in WAB's annual Career Fair. At this event, students meet various professionals in Beijing, in order to deepen the student's understanding of a variety of professions. Approximately 50 to 60 professionals are invited to speak with our students. Each student attends three 35-minute workshops to ask questions and explore their field of interest.

The WOW program allows students to make important decisions about their future career, interests and goals.

Pathways to Graduation



HIGH SCHOOL DIPLOMA

A High School Diploma is awarded upon attainment of the following credits:

Language and Literature	4 *
Science	3
Mathematics	3
Individuals and Societies	3
Languages Acquisition	2
Physical and Health (PHE)	2 **
Arts	2
Design	2
Electives	3
Total	24

* One English class must be completed in Grade 12

** Students must enroll in a minimum of 6 PE courses

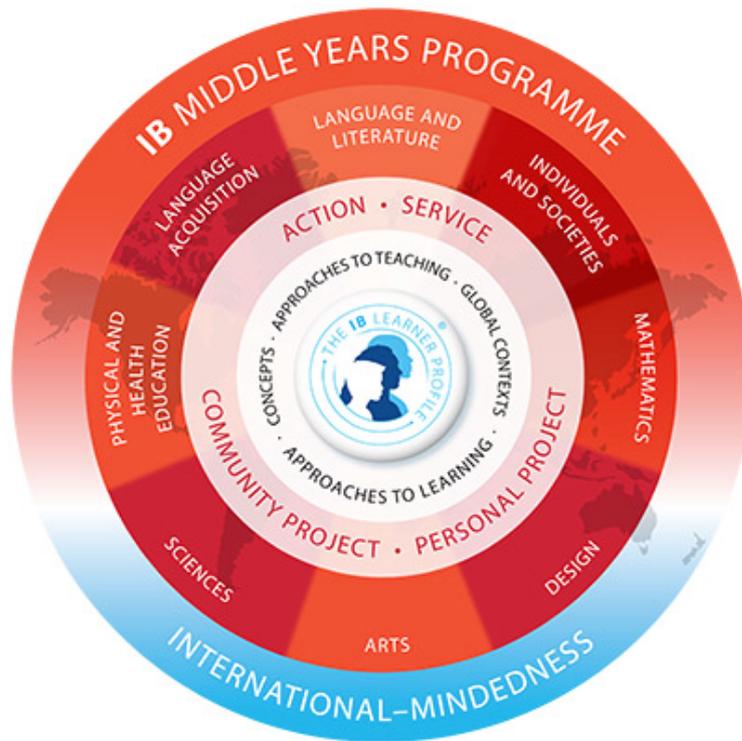
Course Credit

- Course credit is awarded for a grade of 3 and above
- 0.5 Credit is awarded per semester for each course, subject to minimum grade and attendance requirements being met
- Credits beyond the 24-credit requirement may be assigned as electives
- All semester grades will appear on the high school transcript

High School Transcript

The High School Transcript is a student's official record of High School completion. Semester grades on the official transcript are final. The transcript also tallies a student's successful completion of credits towards the 24 credits required for graduation from WAB.

IB MIDDLE YEARS PROGRAM (IBMYP) AT WAB



All WAB students in Grades 6 – 10 follow a curriculum that is organized around the guiding principles of the International Baccalaureate Middle Years Program, an internationally recognized curriculum framework. Within that framework WAB has developed its own academic programs that meet the needs of students and prepare them for the demands of the IBDP and High School Courses in Grades 11 and 12.

Basic requirements of the IBMYP:

- Study of at least one subject from each of the eight subject groups:
 - Individuals and Societies - Integrated Individuals and Societies or Humanities EAP (English for Academic Purposes) Language and Literature - English, Chinese
 - Language Acquisition - English, French, Chinese, Spanish
 - The Arts - Visual Arts, Drama, Music, Film, Dance
 - Design - Design Technology, Information and Communication Technology
 - Science - Integrated Science course incorporating Physics, Chemistry and Biology
 - Mathematics – Mathematics Studies, Mathematics Standard Level and Extended Mathematics
 - Physical and Health Education
- Completion of a Personal Project in the final year of the program (Grade 10)
- Participation in Community and Service

Students who participate in the Learning Support Centre (LSC) complete a modified version of the IBMYP.

The IBMYP provides students with a strong conceptual and knowledge base. It emphasizes the interdisciplinary nature of learning, the importance of self-reflection and self-evaluation and the need for independence and initiative. The IBMYP subjects also approach topics from a variety of points of view, including the perspectives of other cultures.

The major aims of the IBMYP are to:

- Think critically and independently
- Work collaboratively
- Take a disciplined approach to study
- Help students become informed about the experiences of people and cultures throughout the world
- Develop within students a commitment to help others and to act as responsible members of their communities
- Develop the skills to cope with the uncertainty that characterizes adolescence

Approaches to Learning (ATL)

ATL teaches students 'How to learn'. It reflects the inquiry-based nature of the IBMYP by emphasizing the need for students to learn:

- Research and inquiry skills
- Thinking skills (for example, the ability to analyze, evaluate and solve problems)
- Self-management skills
- Effective communication skills
- Conceptual understanding
- Social skills

Community and Service

Encourages students to:

- Assist their communities by applying the skills and knowledge they develop in their curriculum areas
- Reflect on their experiences and consider how they can make a difference in the present and future

The Personal Project

In the final year of the IBMYP, students complete a Personal Project. This is an independent research project that students complete in their own time under the guidance of a supervisor. Students are required to devise their own goal, investigate the best options for achieving this goal and demonstrate initiative and independence throughout the process. As an independent research initiative, the Personal Project helps students prepare for the Extended Essay in the IBDP.

The Personal Project has three main components:

- A Process Journal where students document all stages of the process they go through to plan, investigate, design, create and evaluate their product
- A Final Product which can be presented in many different ways
- A Reflective Essay in which students analyze their research, process, and product

Assessment

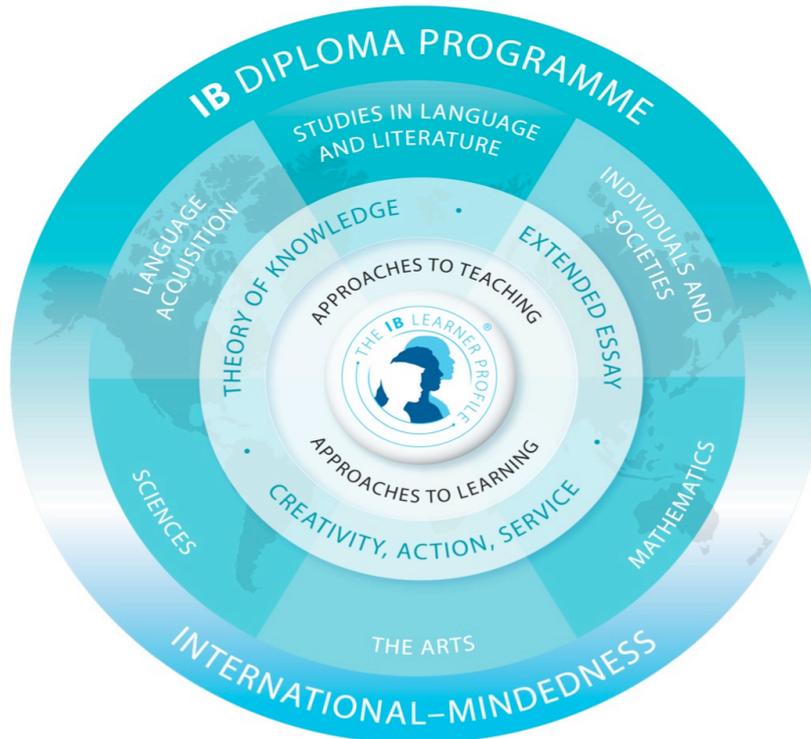
In Grades 9 and 10, student work is assessed using criteria designed by the IB. These criteria are based on international standards and reflect the aims and objectives of each subject group. Teachers at WAB also use a variety of tools to assess student learning, including oral presentations, tests, essays and projects, all of which are internally assessed.

To receive an IBMYP Certificate in Grade 10 students must have:

- Earned at least a grade 3 for the Personal Project
- Earned at least a grade 3 in each of their subjects
- Participated in the program for at least the final 2 years
- Met the expectations of Community and Service at WAB

All WAB students who have completed the last two years of the IBMYP will obtain a Record of Achievement (Academic Transcript) from the IB at the completion of Grade 10.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (IBDP)



"The IB Diploma Program (IBDP) is a rigorous pre-university course of study, leading to examinations, that meet the needs of highly motivated secondary school students between the ages 16 and 19 years." (IB – The Diploma Program, Geneva, IB, 1997, p.2)

The IBDP is a well-rounded program designed to prepare students thoroughly for success in life beyond school. The IB's reputation for rigorous assessment gives IB Diploma holders access to the world's leading universities and solid preparation for high achievement.

Basic requirements of the program:

- Study of six courses covering major fields of learning. To allow for specialization normally three courses (but not more than four) are chosen at Higher Level (HL). To ensure a broad education, three courses are chosen at Standard Level (SL). The six groups from which students choose courses are:
 - First Language (Group 1)
 - Second Language (Group 2)
 - Individuals and Societies (Group 3)
 - Experimental Science (Group 4)
 - Mathematics (Group 5)
 - Arts and Electives (Group 6)
- Participation in an interdisciplinary course, "Theory of Knowledge" (TOK)
- Submission of an Extended Essay, maximum of 4000 words, on a topic of the student's choice
- Participation and completion of the Creativity, Action, Service (CAS) Program

The major aims of the IBDP are to:

- Ensure knowledge of traditional academic disciplines and the individual's own heritage, while fostering inquisitiveness and openness to new ideas
- Educate young people to act intelligently and responsibly in a complex society
- Equip students with a genuine understanding of themselves and others, raising their capacity of tolerance and engendering respect for different points of view

Who should choose the International Baccalaureate Diploma Program?

The IBDP is best suited for motivated and responsible students with a combination of the following characteristics:

- Capacity for thinking critically and creatively
- Ability to embrace university courses when they leave WAB
- Willingness to develop positive and productive personal study habits, including self-discipline, self-motivation, and time management
- Some fluency in a second language, or willingness to become fluent
- International outlook and a genuine concern for others

While rigorous and demanding, the IBDP is open to all average and above average students. It is not an elitist program for exceptionally gifted students but a course of studies, at either Diploma or Certificate level, for thoughtful, motivated students. Throughout their studies students discover that effective learners following an IB Program need to be knowledgeable, reflective, strategic in their learning, ethical, compassionate, and socially interactive.

Theory of Knowledge

Theory of Knowledge (TOK) is central to the educational philosophy of the IB Diploma Program. It challenges students and teachers to reflect critically on diverse ways of Knowing and Areas of Knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world. The course considers the following questions:

- 'How Do We Know That What We Believe Is True or Valid'. Questions such as this are applied to a variety of interrelated topics. The questions posed in the course range from ageless philosophical issues that scholars have debated for centuries to contemporary questions that have arisen from modern society's technological advancements.
- 'How Do I Know' relates to the Ways of Knowledge. These are identified as:
 - Perception
 - Emotion
 - Language
 - Reason

- 'What Do I Know' relates to Areas of Knowledge outlined by the IBDP curriculum. These are categorized as:
 - Natural Science (Biology, Chemistry, Physics)
 - Human Science (Geography, Economics, Politics)
 - History
 - The Arts (Visual, Performing and Literary)
 - Ethics
 - Mathematics

In order to complete the course requirements, students must complete two major assessment tasks that will be graded internally and also externally moderated by the IB. There are also many internally assessed tasks that will focus on the students' understanding of the ideas promoted in classes. We encourage all Grade 11 students to take the TOK course.

Extended Essay

The Extended Essay builds on the research skills that students developed through the Personal Project. It is based on a topic of the student's choice, selected from one of the six discipline groups. Each student is assigned a teacher supervisor, who advises and guides him or her during the nine months spent researching and writing the essay. This is excellent preparation for similar tasks given at the tertiary education level.

Extended Essays should be completed by November of the Grade 12 year and are externally assessed.

Extended Essay Assessment Expectations

Length

- All Extended Essays have an upper word limit of 4000 words
- All Extended Essays require an abstract of 300

words Note: Excessive length is consistently penalized.

The Extended Essay is externally assessed by an IB examiner and can earn, together with TOK, up to three bonus points towards the IB Diploma.

Creativity Action Service

The Western Academy of Beijing strongly believes that "education neither begins nor ends in the classroom." WAB has incorporated the C.A.S. program to help students realize their potential to become citizens of this global environment.

C.A.S. is an acronym for Creativity Action and Service and we expect all students in Grades 11 and 12 to take part and commit to projects. C.A.S. is part of the IBDP as well as a WAB High School graduation requirement. One of the main themes of C.A.S links to the IB Learner Profile and this is the importance of risk-taking (going out of one's comfort zone). Through C.A.S. we hope students gain independence and

leadership skills, which will help them through life. Students will be expected to plan and design projects. The emphasis of C.A.S. is on the quality and the depth of the projects leading to experiential based learning through interaction with others around them.

Assessment

A C.A.S. project must be long enough for the student to plan, act and reflect upon and to allow the student the opportunity to fully demonstrate his/her commitment. A WAB student is expected to be involved in projects that give them at least 22 credits. These credits should be evenly spread through Creativity, Action and Service. A credit is equivalent to about one day's commitment to a project (7-10 hours). Students record their activities in a medium of their choice and are encouraged to reflect on their participation and learning. At the end of each year students are required to write a personal essay on their activities.

For more information on C.A.S. please visit the C.A.S. and Global Citizenship pages at <http://www.wab.edu> and <http://orgs.wab.edu/dept/service>.

HIGH SCHOOL COURSES AT WAB

Students not undertaking the full IB Diploma in Grades 11 and 12 are able to study WAB High School courses. These courses were developed in recognition of the diverse needs and career paths of our student body. They are organized around clearly articulated achievement standards, assessment tasks, and criteria that span knowledge and understanding, concepts and skills.

The High School courses have been evaluated and approved through our recent accreditation process and are accepted by most universities and colleges around the world. Some of the courses are of a vocational nature whilst others are modeled on IB Diploma courses. The High School courses are ideal for students seeking greater specialization in fields such as the arts or technology or who are looking for a more flexible program than that offered by the IB Diploma.

In order to truly live the School's mission and core values, students undertaking High School courses are required to complete modified Creativity, Action and Service and Theory of Knowledge programs. This is to ensure students remain engaged with the holistic nature of knowledge and the importance of service to others.

THE COURSE SELECTION PROCESS

The High School Guidance Counselors are responsible for assisting each student in making appropriate selections for their high school program.

For Grade 9: Students make the following selections:

- Students choose two (2) options out of four Arts subjects (Music, Art, Dance and Drama) courses. Students in Grade 9 study each course for one semester
- Students choose a foreign language. Students are encouraged to follow the language they studied in Middle School

For Grade 10: Students make the following selection:

- Students choose one (1) Arts subject (Music, Art, Dance, Drama and Film) course to study for the entire year

For Grade 11: In the second semester of Grade 10, students participate in a detailed course selection process to ensure thoughtful and appropriate choices for their final two years of high school. The following events are part of the course selection process:

- Attend an evening presentation to learn about possible pathways to graduation from WAB and how to prepare for goals after high school.
- Attend departmental presentations about which courses are offered in each subject area.
- Students should carefully review the High School Course Guide to educate themselves about the details of each course.
- Students should discuss with each of their current teachers the most appropriate course placement (level) for them. Teachers' recommendations are very important to making informed choices.
- Students are required to meet with their individual counselor along with parents/guardians to review the balance of their course choices and how they meet their post WAB plans.
- Students enter their requests on the Course Request Form, but please note that while every effort is made to accommodate students' requests, a student's course choices are not complete until the high school timetable is finalized.

For Grade 12: Full IB Diploma students continue the same program over two years. IB Certificate and High School courses students continue the same program over two years.

Newly admitted students meet with counselors prior to their enrollment at WAB to discuss their course selection. These selections are based on assessment tests and ESOL placement, a review of a student's previous records (and credits towards graduation), a student's post-WAB goals, and the availability of particular courses.

Placement

Exams:

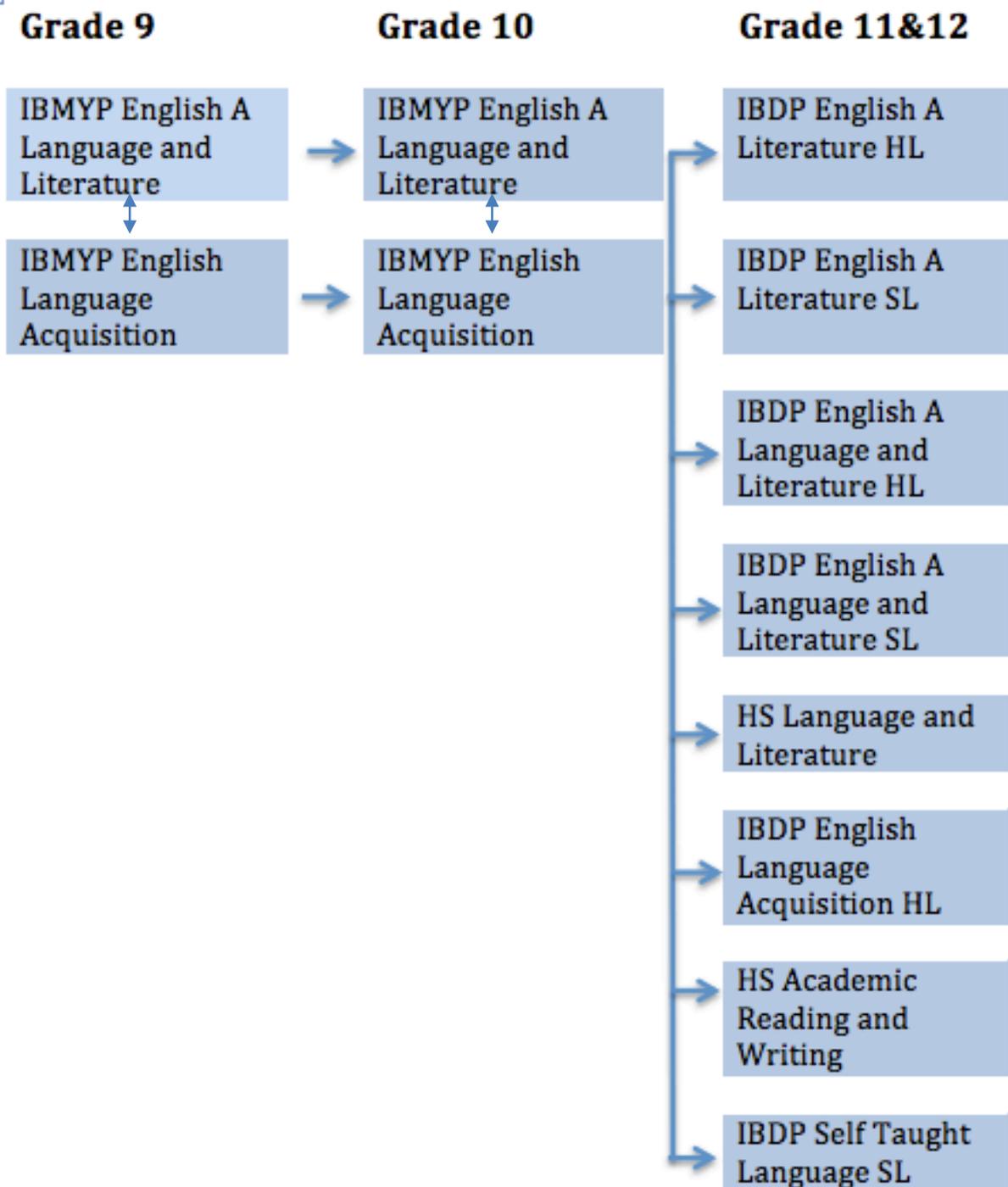
In the Mathematics, Foreign Languages, and EAL Departments, students may sit an exam to determine placement into the appropriate level in the following academic year. These placement exams are prepared and administered in each Department.

The EAL Department will place students who require additional support with English language in either a HEAP (Humanities English for Academic Purposes) class in Grades 9 and 10 or Academic Reading & Writing in Grades 11 and 12. Placement will be determined by an Admissions test or by recommendation from a student's current English teacher.



COURSE OFFERINGS

English Language A and Language Acquisition Program Chart



ENGLISH AND HOME LANGUAGES

- IBDP
 - Group 1 Language and Literature
 - Group 2 Language B

- High School
 - English
 - English B

The English Program helps students become effective communicators in an ever-changing world where literacy takes many forms. Students are exposed to a diverse range of texts taken from different national and cultural contexts, ranging from traditional literary forms to media and film texts. Texts are from a range of cultures to reflect the cultural diversity of WAB's student body.

Grades 9 & 10 English A Language & Literature (IBMYP)

IBMYP English A Language & Literature exposes students to a range of texts (literary and non literary) of increasing complexity and sophistication. It strives to support reading for pleasure and purpose, and to equip students with the skills to communicate effectively in a range of genres. IBMYP English A Language & Literature prepares students for the IBDP Language A HL/SL and HS English programs in Grades 11 and 12.

Participating in IBMYP English A Language & Literature in Grades 9 and 10 reflects the IBMYP's fundamental concepts of Holistic Learning, Intercultural Awareness and Communication. It facilitates links between course groups by helping students develop core communication skills and a depth of knowledge and understanding about different genres of writing and speaking. The study of work from different contexts, and of language in context, helps develop intercultural awareness. The development of Communication Skills in IBMYP English A Language & Literature encompasses the four strands of: Reading, Writing, Listening and Speaking, and Viewing and Presenting. IBMYP English A Language & Literature also supports the personal and ethical development of students through the study of a diverse range of texts from many cultures. Study and discussion encourage them to become critical and compassionate thinkers as they analyze and evaluate how writers and readers create and communicate meaning.

Content

In studying the topics in IBMYP English A Language & Literature, students will be exposed to a range of literary forms (poetry, short stories, novels, plays) and media genres (film, documentaries, advertising, print media, television) in both years of the program.

Grade 9

Textual Adaptation - How can we adapt and reinvent things from our past?

Nonfiction - What is the role of the witness in the community?

Novel Study - How do authors employ language to communicate human experience?

Film and Adaptation - Where have I seen this before?

Novel Study - How can people make a difference?

Novel Study - To what extent does our sense of right and wrong change over time?

Grade 10

Creative Writing – What are the key components of a narrative Text

Film Study & Analysis – What is the difference between content and form?

Literary Analysis (Novel & Drama) – How do content and form function differently across text types?

Literary Analysis (Short Prose and Poetry) – How can my understanding of content and form drive independent analysis and evaluation of a text?

Assessment

A diverse range of assessment tasks of increasing complexity will be used in IBMYP English A

Language & Literature classes across Grades 9 and 10, including the following methods:

- In Class Tests (Short Answer and Essay)
- Homework Assignments
- Analytical and Expository Writing
- Creative Responses
- Reader Response Journals
- Print Media genres
- Electronic Media genres
- Oral Presentations

Grade 9 & 10 English Language Acquisition (IB MYP)

IBMYP English Language Acquisition is for students whose primary language is not English. The main aim of English Language Acquisition in the MYP is to provide students with the opportunity to develop insights and skills in a modern language (English) other than their primary language.

The study of IBMYP English Language Acquisition aims to encourage in the student a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning.

The English Language Acquisition subject group is organized into 6 phases. The phases represent a developmental continuum of additional language learning. Students may commence their English Language Acquisition course at any phase on the continuum. At WAB High School students in grade 9 and 10 will be placed on a phase between 1 and 5 relating to their level of proficiency in English.

Content:

Units are planned to ensure ample opportunities to practice and develop the skills of language: listening, speaking, reading, writing and viewing.

Topics:

Grade 9:

- Short Stories
- Novel Study
- Romeo & Juliet

Grade 10:

- Descriptive Writing
- No Man is an Island
- Kite Runner
- Macbeth

Assessment:

To measure the progress and achievement of a student in each phase of the course, four criteria have been established:

A: Comprehending spoken and visual text : involves the student interpreting and constructing meaning from spoken and/or visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes.

B: Comprehending written and visual text : involves the student constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes.

C: Communicating in response to spoken and / or written and / or visual text: : to measure the student's ability to communicate and respond to text in English on a range of topics of personal, local and global interest and significance.

D: Using language in spoken and/or written form: to measure the student's accuracy and appropriateness in spoken and written English.

Grades 11 & 12

HS Language and Literature

HS Language and Literature is offered as an alternative to IB English A but is based on a modified version of the IBDP Language and Literature course. HS English is for students who need a solid English program that will prepare them for tertiary study. It is structured around a study of language and literature from ancient to modern times, blending classic and modern texts.

HS Language and Literature aims to deepen students' knowledge of the cultural heritage of literature since ancient times and to appreciate literature from around the world. It also aims to develop the skills of analysis as well as writing and speaking in a range of genres and media.

Content:

The course consists of four parts spread over two years of study (Grades 11 and 12). These parts may be done in any order or combination.

- Part 1: Language in cultural contexts - students will study 7 -10 non-literary texts
- Part 2: Language and mass communication - students will study 7 -10 non-literary texts
- Part 3: Literature- texts and contexts - students will study 2 texts, one must be in translation
- Part 4: Literature- critical study - students will study 2 texts.

Assessment:

All assessment will be internal consisting of:

- Two oral presentations – 30%
- A range of written and multi-media assessments – 70%

English A: Literature SL & HL (IBDP)

English A: Literature is for students who read well. The course is designed to encourage a life-long appreciation of literature as well as to reveal to students how authors create texts. Students will analyze a wide range of texts in English as well as works translated from other languages. The course includes reflection on how a writer uses language to manipulate readers.

Students completing this course will

- Possess a thorough knowledge of a range of texts
- Effectively develop skills of analysis
- Develop the ability to turn use their analyses to support arguments in clearly expressed writing of significant length.
- Be able to succeed in a wide range of university courses, including literature-based ones.

Content:

The course consists of four parts spread over two years of study (Grades 11 and 12):

- Part 1: Works in Translation – students will study 3 texts at Higher Level class and 2 texts at Standard Level
- Part 2: Detailed Study of Different Literary Genres - students will study 3 texts at Higher Level class and 2 texts at Standard Level
- Part 3: Detailed Study of One Literary Genre - students will study 4 texts at Higher Level class and 3 texts at Standard Level class
- Part 4: Textual Studies (School Options that may Include Literature, Film & Literature, New Media, and Hypertextuality) – students will study 3 texts at both Higher and Standard Levels.

Assessment: Internal:

- Two oral presentations 30% External:
- Two examination papers – 45%
- One 1000- 1500 word Written Assignment – 25%

As such, 70% of the Diploma grade is external and 30% internal

English A: Language and Literature SL & HL (IBDP)

English A: Language and Literature is designed for students who read well but are interested in how language is constructed in a variety of contexts and types of texts. Students will analyze a wide range of texts in English as well as in translation. The course aims to promote awareness and understanding of the way meaning is constructed rather than natural, and to investigate this in both literary and non-literary texts.

Students completing this course will

- Reflect on and assess the role of context in shaping meaning
- Write analytically at some length and also discuss the ways in which other influences shape and modify meaning
- Effectively develop skills of analysis
- Understand that the meaning of texts may alter according to the time and circumstances in which they are produced and received
- Be able to succeed in a wide range of university courses, including literature ones.

Content:

The course consists of four parts spread over two years of study (Grades 11 and 12).

- Part 1: Language in cultural contexts - students will study 12 -15 non-literary texts at Higher Level class and 10 -12 texts at Standard Level
- Part 2: Language and mass communication - students will study 12 -15 non-literary texts at Higher Level class and 10 -12 texts at Standard Level
- Part 3: Literature (texts and contexts) – students will study 3 texts at Higher Level class and 2 texts at Standard Level. At least one will be in translation

- Part 4: Literature- critical study – students will study 3 texts at Higher Level class and 2 texts at Standard Level.

Assessment: Internal:

- Two oral presentations -30%
- One 1000 -1500 word Written Task– 20%
- External
- Two examination papers – 50%

As such, 70% of the Diploma grade is external and 30% internal.

English B HL (IBDP)

English B is a language-learning course designed for students with some previous learning of English. The main focus of the course is on language acquisition and development of language skills. This course also includes literature study. Please note that WAB only offers the DP English B course at the Higher Level.

At the end of the English B HL course, students are expected to:

- ▮ Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- ▮ Use language appropriate to a range of interpersonal and/or cultural contexts
- ▮ Understand and use language to express and respond to a range of ideas with accuracy and fluency
- ▮ Organize ideas on a range of topics, in a clear, coherent and convincing manner
- ▮ Understand, analyze and respond to a range of written and spoken texts
- ▮ Understand and use works of literature written in the target language, English

Content

This two-year course is organized in broad topic groups. There are three core compulsory topics. In addition, two optional topics are studied along with two works of literature. The focus of English Language B HL is on language acquisition and intercultural understanding.

1. Core

- Communication and media
- Global issues
- Social relationships

2. Options (2 from list below)

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

3. Literature Study

Assessment

Students are continually assessed throughout the course on receptive (reading and listening), productive (writing and presenting) and interactive skills (listening, speaking and intercultural communication). Assessment tasks include reading comprehension, listening exercises, oral presentations, and written work of different types for different communicative purposes. The IB English B HL assessment criteria are used in evaluating student work.

Assessment component	Weighting
External assessment	70%
Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on five written texts, based on the core.	25%
Paper 2 (1 hour 30 minutes): Written productive skills Two compulsory writing exercises. Section A: One task 250-400 words, based on the options, to be selected from a choice of five Section B: Response of 150 – 250 words to a stimulus text, based on the core	25%
Written assignment: Receptive and written productive skills Creative writing of 500-600 words plus a 150-250 words rationale, based on one or both of the literary texts read.	20%
Internal assessment Internally assessed by the teacher and externally moderated by the IB.	30%
Individual ORAL (8-10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher.	20%
Interactive oral activity Based on the core: Three classroom activities assessed by the teacher. The highest of the three will be submitted.	10%

High School English B

English B is a language-learning course designed for students with some previous learning of English. This course is for English language learners who do not wish to take the IB Diploma course. The students will study in the diploma class, but will not take the final IBDP examination. The grade is based on internal assessment and an examination set by the teacher. The main focus of the course is on language acquisition and development of language skills. This course includes literature study.

At the end of the High School English B course, students are expected to:

- Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- Use language appropriate to a range of interpersonal and/or cultural contexts
- Understand and use language to express and respond to a range of ideas with accuracy and fluency
- Express ideas and opinions in a range of text types and contexts
- Organize ideas on a range of topics, in a clear, coherent and convincing manner
- Understand, analyze and respond to a range of written and spoken texts
- Understand and use works of literature written in English

Content

This course is organized in broad topic groups. There are three compulsory topics. In addition, 2 options are studied along with 2 works of literature.

1. Core

- Communication and media
- Global issues
- Social relationships

2. Options (2 from list below)

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology
- Literature Study

Assessment

Students are continually assessed throughout the year on receptive (reading and listening), productive (writing and presenting) and interactive skills (listening, speaking and intercultural communication). Assessment tasks include reading comprehension, listening exercises, oral presentations, and written work that carry out different communicative purposes. The IBDP English B HL assessment criteria are used in evaluating student work. Students will sit internal examinations each year and the examination grades, along with other assessment tasks completed over the year, will be included in the final levels of achievement

1. Interactive oral	10%
2. Individual orals	20%
3. Written assignment based on a literary work	20%
4. Reading assessment tasks / tests	25%
5. Writing tasks / tests	25%

Three interactive orals will be recorded throughout the course, and the best grade will be used for the final assessment.

IBDP School-Supported Self Taught: Language A: Literature SL (Group 1)

Students whose first language is not English may choose to follow a self-taught program in their first language.

Content

This is a two-year course with four parts. The students read texts originally written in their language and two works in translation that are common to other self-taught students. These common texts are used for teaching about literature. Self-taught students must work with a tutor who can assist them with literature study and provide feedback on their written work.

Part 1 Works in Translation (2works)

Part 2 Detailed Study (2 works)

Part 3 Literary Genres (3works)

Part 4 Study of prose other than literature (3works)

Assessment

All assessment is external.

Written Assignment (25%)

External examinations:

Paper 1: Literary analysis of unseen text (20%)

Paper 2: Essay based on Part 3 texts (25%)

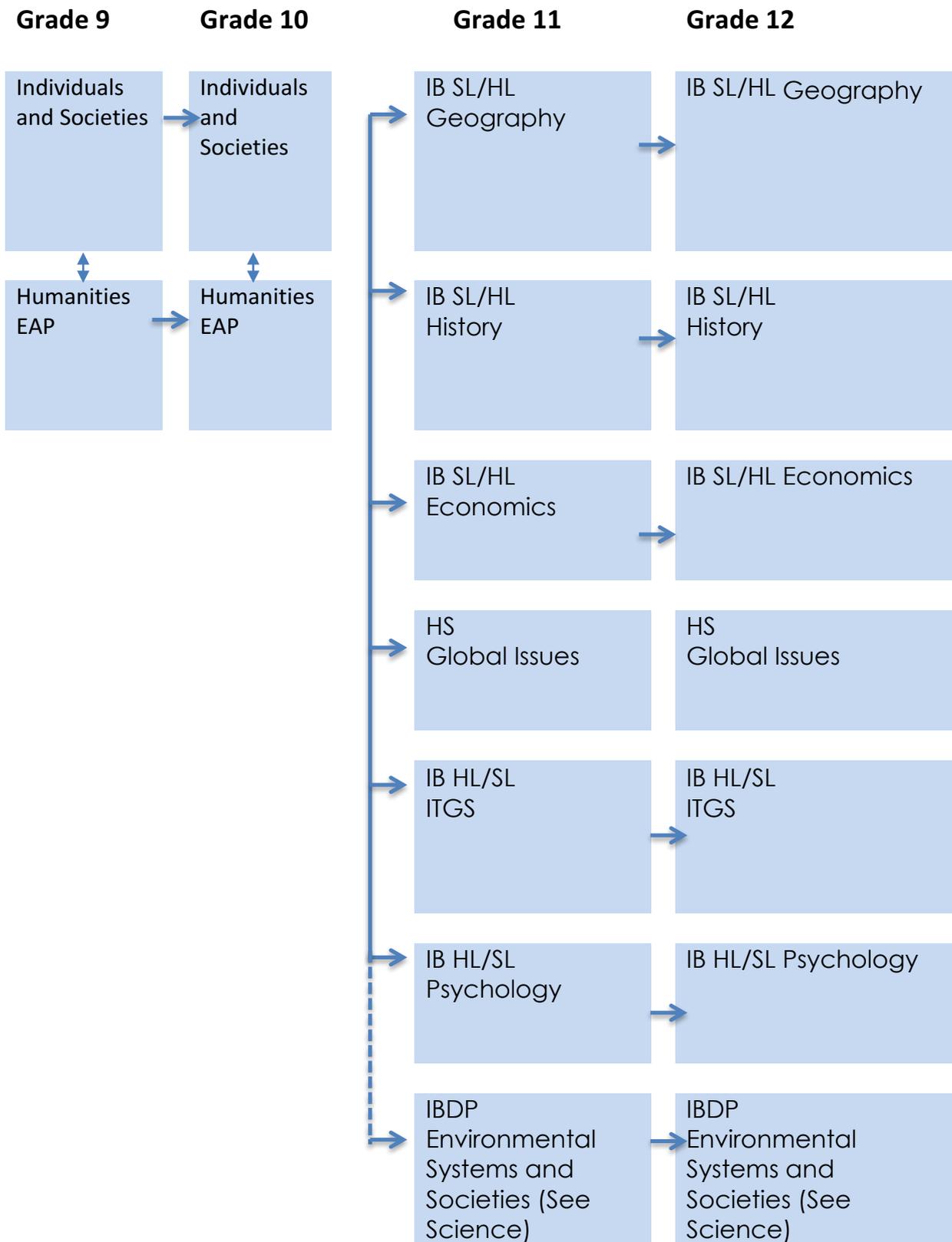
Oral Examination

Section 1: Commentary based on Part 2 15%

Section 2: Presentation based on Part 4 15%

NB: WAB only provides Pass / Fail transcript grades and does not provide predicted grades for Self-Taught languages. It is important that students discuss this with counselors to ensure that this subject is appropriate.

Individuals and Societies Program Chart



IBMYP Individuals and Societies, Humanities EAP (HEAP)

IBDP Group 3 - Individuals and Societies

HS Individuals and Societies

The Individuals and Societies Program encourages students to achieve to their full potential as individuals and as members of the global community. The program offers a combination of courses to encourage the systematic and critical study of: human experience and behavior; physical, economic and social environments; and the history and development of social and cultural institutions. Students will develop the capacity to identify, critically analyze and evaluate theories, concepts, and arguments about the nature and activities of individuals and society. This enables students to collect, describe, and analyze data used in studies of society, to test hypotheses and to interpret complex data and source material. The Humanities program aims to develop awareness in the student that human attitudes and opinions are widely diverse and that an authentic study of society requires an appreciation of such diversity.

Grades 9 and 10

Individuals and Societies (IBMYP)

Students demonstrate their learning in assessment tasks based on four criteria: Knowledge, Concepts, Skills, and Organization and Presentation.

Content:

Grade 9

There are four units of inquiry in grade 9. The first unit explores the extraordinary events throughout 20th Century China, leading up to, and including, the Cultural Revolution. The following two units focus on two contrasting topics to address the key concept of Sustainability. Students will look at the social, environmental and economic implications of Agriculture, then Tourism, drawing examples from around the world, including China. The final unit will explore narratives of prejudice and persecution that have occurred through history, as well as contemporary examples.

Grade 10

For the final MYP year, the department has adopted an integrated approach to Individuals and Societies.

This involves addressing concepts and themes that encompass a wide variety of disciplines simultaneously

For example; the Conflict & Cooperation unit will enable students to explore the concept of conflict from historical, geographical, psychological & economic perspectives. Students will also undertake a major investigation during the year, based on one of the first two units, using a structured inquiry approach.

The unit structure of grade 10 is as follows:

1. Culture & Beliefs
2. Conflict & Cooperation
3. Investigative Project
4. Global Inequality

Assessment in Grade 9 and 10 Humanities courses will use a variety of tools that may include, but are not limited to, oral presentations, essays, topic tests, audio visual presentations and examinations.

Humanities EAP (IBMYP)

Humanities EAP (HEAP) is an alternative Grade 9 and 10 Humanities course for students who are acquiring English. It incorporates the knowledge, skills, and concepts of Humanities with the language skills required to develop the student's proficiency in academic and social English. Students are placed in this course based on their English language proficiency. They will be exited to the mainstream Individuals & Societies program when they reach an appropriate level of English language proficiency.

Students participating in the HEAP course will complete similar assessment tasks as those in Grade 9 or 10 Humanities. In Grade 10 the HEAP course fulfills the requirements for MYP certification and HS Graduation.

Content

Grade 9 Topics:

1. Tourism
2. Rise of Modern China
3. Human Rights

Grade 10 Topics:

1. Culture and Beliefs
2. Conflict & Cooperation
3. Global Inequality

Assessment:

Assessment in the Grade 9 and 10 HEAP course will use a variety of methods that may include, but are not limited to: oral presentations, reading comprehension, essays, topic tests, quizzes, visual presentations.

Students demonstrate their learning in assessment tasks based on the four MYP Individuals and Societies criteria: Knowing and Understanding, Investigating, Communicating and Critical Thinking.

Grades 11 and 12

Global Issues

Content:

Looking at current global issues, students will explore the social, political, economic, and historical concerns surrounding them. Within a semester political concepts (power, human rights, development, sovereignty) covered in-depth allow the students to gain the appropriate knowledge to successfully analyze and evaluate the impact of the concept in a global and individual context.

Year 1: Power, sovereignty, and international relations:

Key concepts: power, sovereignty, legitimacy, cooperation, human rights, justice, liberty, equality, development, inequality, trade, aid.

Theoretical understanding: Realism, Liberalism, Communitarianism, Communism, Socialism, and Capitalism.

Topics: Power, non-state actors, international cooperation and governance, the nature and practice of human rights, controversies and debates surrounding human rights, nature and role of development, factors affecting development.

Assessments: Two summative assessments (50% each); 2-3 formative

Year 2: Peace and Conflict:

Key concepts: peace, conflict, security, humanitarian intervention, conflict resolution, and post conflict transformation.

Theoretical understanding: Galtung's conflict triangle, Just War Theory

Topics: concepts and theories of peace and conflict, analysing conflict, post conflict transformation

Assessment:

Assessments: Two-three summative assessments and two-three formative each semester

Students choose an appropriate format for a final project-based assessment, allowing for differentiation and student-centered learning. Projects could include platforms such as documentaries, reports, presentations, advisory defense of research panels, and e-books. In addition, the student will be fully involved in the implementation of the evaluation process. Quizzes, reflections, short writings, among other possible formative assessment will inform the teacher and students regarding their process towards the final assessment.

IBDP Geography SL and HL

Geography focuses on the interaction between the physical world and individuals and societies. It explores the environmental, social, cultural, and economic aspects of global issues from local, regional, and global perspectives. Key concepts such as sustainability, patterns, diversity and change are interwoven throughout the topics covered.

A key skill for success in geography is the ability to explore and use visual information. Data and information presented in maps, satellite imagery, graphs, and so on are considered as important as the ability to read and use written information.

Students who are interested in the world around them, in current global issues and trends, and in international and local perspectives should consider studying this course. It has a wide application spanning socio-economic and scientific methodologies.

Assessment:

Paper One (40% SL; 25% HL)

Higher and Standard Level students will cover the following themes:

- Population in transition
- Disparities in wealth and development
- Patterns in environmental quality and sustainability
- Patterns in consumption

Paper Two (35% S; 35 % HL)

Higher Level students cover three of the themes below. Standard Level students cover two of the themes below.

- Freshwater issues and conflicts
- Oceans and their coastal margins
- Extreme environments
- Hazards and disasters – risk assessment and response
- Leisure, sport and tourism
- The geography of food and health
- Urban environments

Paper Three (HL 20%) Higher Level students only:

- Measuring global interactions

- Changing space – the shrinking world
- Economic interactions and flows
- Environmental change
- Sociocultural exchanges
- Political outcomes
- Global interactions at the local level

Fieldwork (SL – 25%; HL 20%)

Higher and Standard Level students must complete an individual report based on fieldwork research. The report is a maximum of 2,500 words in length and must include primary data gathering. This report is internally assessed and moderated by the IB.

IBDP History SL and HL

History is a dynamic, contested, evidence-based discipline, which involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around six key historical concepts such as perspectives, significance, change, consequence, continuity and causation. History is an exploratory subject, which fosters a sense of inquiry. It is also an interpretative discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma Program history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasises the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking and analysis, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Distinction between SL and HL

Students at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options. While many of the skills of studying history are common to both SL and HL, the difference in recommended teaching hours at SL and HL signals a clear distinction between the demands made on students, with the greater depth of study required for HL.

	SL	HL
Syllabus	<ul style="list-style-type: none"> • The study of one prescribed subject from a choice of five • The study of two world history topics from a choice of twelve 	<ul style="list-style-type: none"> • The study of one prescribed subject from a choice of five • The study of two world history topics from a choice of twelve

	<ul style="list-style-type: none"> • A historical investigation 	<ul style="list-style-type: none"> • The study of three sections from one HL regional option • A historical investigation
Assessment	<ul style="list-style-type: none"> • Paper 1: A source-based paper set on the prescribed subjects • Paper 2: An extended response paper based on the world history topics • Internal assessment (IA): A historical investigation 	<ul style="list-style-type: none"> • Paper 1: A source-based paper set on the prescribed subjects • Paper 2: An extended response paper based on the world history topics • Paper 3: An essay paper on one of the four HL regional options • Internal assessment (IA): A historical investigation

Pathway through the history course currently offered at WAB

This course places an emphasis on 20th-century world history and 19th-century and 20th-century Far East history.			
Paper 1: Prescribed subject	Paper 2: World history topics	Paper 3: HL History of Asia and Oceania	Internal assessment
<p>This prescribed subject focuses on military expansion from 1931-1941. Two case studies are prescribed, from different regions of the world, and both of these case studies must be studied. The first case study explores Japanese expansionism from 1931 – 1941, and the second case study explores German and Italian expansionism from 1933 – 1939.</p>	<p>Authoritarian states (20th century)</p> <p>The Cold War: Superpower tensions and rivalries (20th century)</p>	<p>Challenges to traditional East Asian Societies in the mid 18th century to the mid 19th century</p> <p>Early modernization and imperial decline in East Asia between the mid 19th century and early 20th century.</p> <p>East Asia 1910-1950</p>	<p>For both SL and HL students must complete an historical investigation for their internal assessment task. Students can investigate any historical topic of their choice.</p>

IBDP Psychology SL and HL

IBDP psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behavior and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for and an understanding of the feelings, needs and lives of others within and outside their own culture. This contributes to an international understanding.

The aims of the psychology course at SL and at HL are to:

- Develop an awareness of how psychological research can be applied for the benefit of human beings
- Ensure that ethical practices are upheld in psychological inquiry
- Develop an understanding of the biological, cognitive and socio-cultural influences on human behavior
- Develop an understanding of alternative explanations of behavior
- Understand and use diverse methods of psychological inquiry

Distinction between SL and HL

Both SL and HL students are assessed on the syllabus core (levels of analysis) in Paper One. In addition; SL students are assessed on their knowledge and comprehension of one option in Paper Two, whereas HL students are assessed on two options. HL students are assessed on their knowledge and comprehension of qualitative research methodology in Paper Three. For the internal assessment, the report of a simple experimental study conducted by HL students requires inferential statistical analysis and a more in-depth approach than that required of SL students

Content:

The options have been chosen to reflect developing fields in psychology. The five options are:

- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships
- Sport psychology

Students at SL must study one option. Students at HL must study two options.

Assessment:

- Two papers for the SL course (75%) and an experimental study (25%).
- Three papers for the HL course (80%) and an experimental study (20%)

IBDP Information Technology in a Global Society (ITGS) SL and HL

Assessment:

Internal: 20% (HL), 30% (SL) Type: Project

External: 80% (HL), 70% (SL) Type: Written examination

Course Description:

The Information Technology in a Global Society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitised information at the personal, local and global level.

Students examine how IT affects businesses, health, education and training, politics and government, home and leisure and the environment. ITGS students may participate in a number of global co-operative projects with schools spanning the globe. They make use of current and emerging technologies like social networks, wikis, collaborative documents, videoconferencing and blogs. The course offers a wide range of experiences and challenges for all students.

ITGS provides a framework for the student to make informed judgements and decisions about the use of IT within social contexts.

Students at standard level (SL) and higher level (HL) in ITGS are presented with a syllabus that has a common core consisting of three strands: social and ethical significance, application to specified scenarios, and IT systems.

Strand 1: Social and ethical significance

Students must study the following 12 issues.

- Reliability and integrity
- Security
- Privacy and anonymity
- Intellectual property
- Authenticity
- The digital divide and equality of access
- Surveillance
- Globalization and cultural diversity
- Policies
- Standards and protocols
- People and machines
- Digital citizenship

Strand 2: Application to specified scenarios

Scenarios based on real-life situations must be used when addressing specified IT developments.

Students must study the following 6 themes.

- Business and employment
- Education and training
- Environment

- Health
- Home and leisure
- Politics and government

Strand 3: IT Systems

Students must study the following 9 topics.

- Hardware
- Software
- Networks
- Internet
- Personal and public communications
- Multimedia/digital media
- Databases
- Spreadsheets, modelling and simulations
- Introduction to project management

The HL course in ITGS differs from the SL course in ITGS as follows:

HL students study the following as part of the HL extension, which consists of two additional topics in the IT systems strand:

- IT systems in organizations
- Robotics, artificial intelligence and expert systems.
- The HL course has an additional externally assessed component that comprises a pre-seen case study based on a fictitious organization; this allows students to research various aspects of the subject, which may include new technical concepts and additional subject content, in greater depth.

IBDP Economics SL and HL

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

Content:

At both HL and SL, the aims of the program are to:

- Provide students with a core knowledge of economics
- Encourage students to think critically about economics and real applications
- Promote an awareness and understanding of internationalism in economics
- Enable students to distinguish between positive and normative economics
- Enable students to detect their own tendencies for bias

IBDP Economics consists of investigations into the following topics:

- Introduction to Economics
- Microeconomics
- Macroeconomics
- International Economics
- Development Economics

Note: Higher-level students also study extension material within these topics.

Assessment:

Assessment at HL consists of:

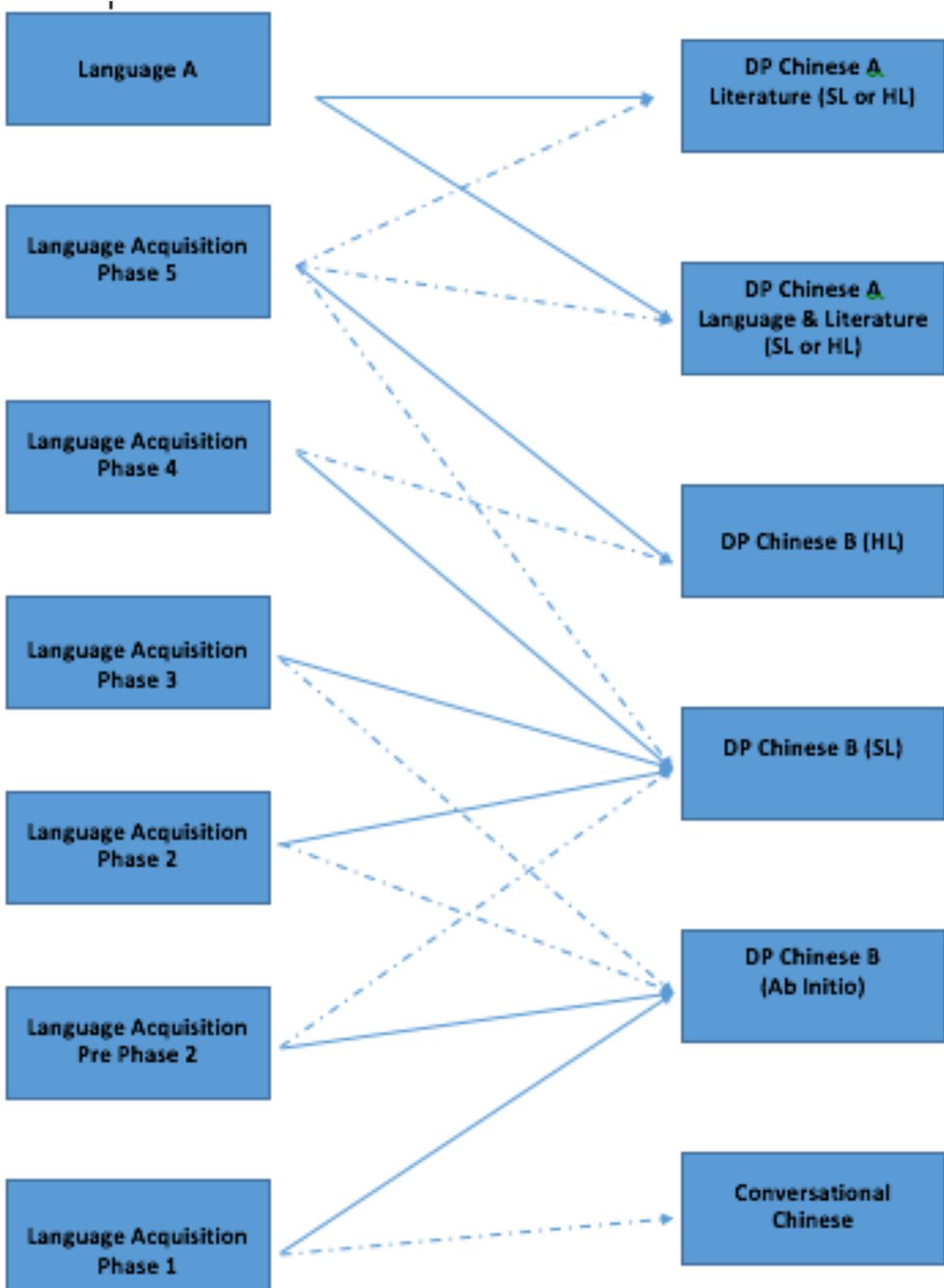
- Three external written papers (80%)
- A portfolio of four commentaries (20%)

Assessment at SL consists of:

- Two external written papers (75%)
- A portfolio of four commentaries (25%)

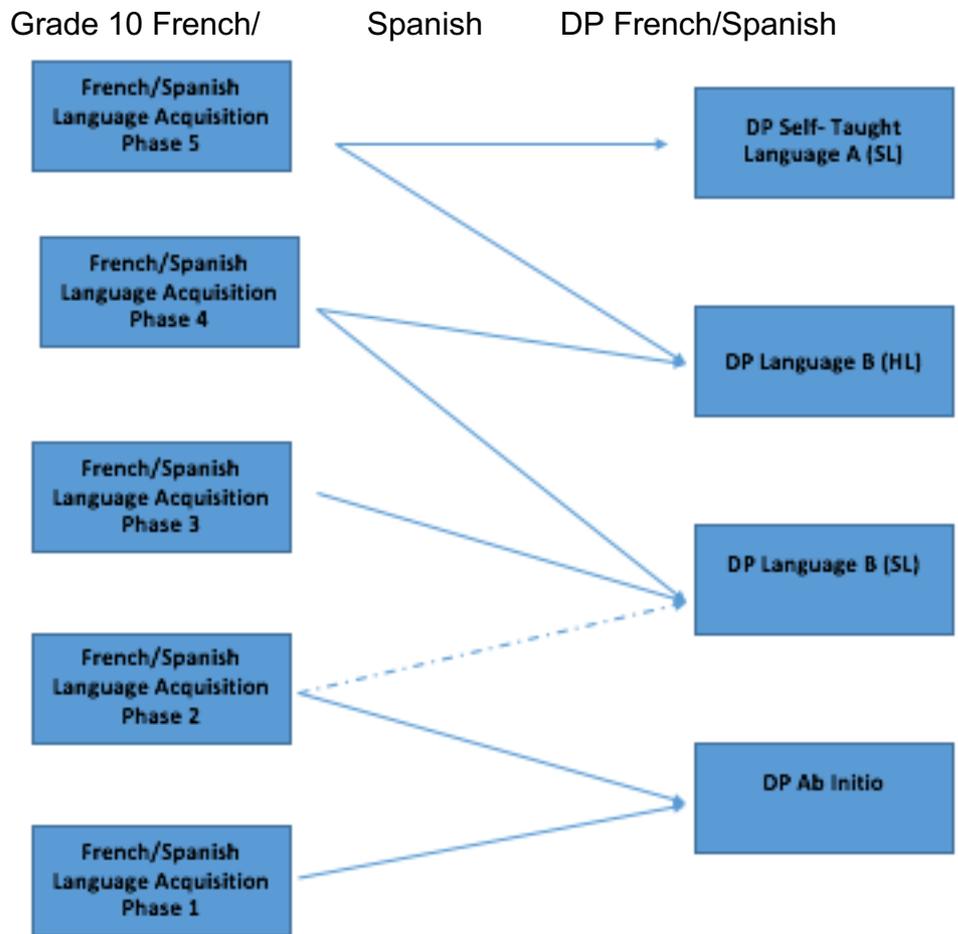
IBDP Environmental Systems and Society (see Group 4 – Science)

MSHS Chinese Program Chart



Please note that the “dotted lines” refer to rare cases

MSHS French/Spanish Program Chart



LANGUAGES

IBMYP	Language acquisition (Chinese, French, Spanish)
IBMYP	Language & Literature (Chinese)
IBDP	Group 1 – Chinese A: Literature; Chinese A: Language and Literature
IBDP	Group 2 – Chinese B; Chinese Ab Initio; French B; French Ab Initio; Spanish B; Spanish Ab Initio
HS	Conversational Chinese

Grade 9 & 10 Chinese Language Acquisition (IBMYP)

IBMYP Language B is for students whose primary language is not the target language. The main aim of language B in the MYP is to encourage students to gain competence in a modern language (Chinese/French/Spanish) other than their primary language.

The study of MYP language B aims to encourage in the student a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning.

The Lang B subject group will be organized into 6 phases. The phases represent a developmental continuum of additional language learning. Students may commence their language B course at any phase on the continuum.

Content:

Units are planned to ensure ample opportunities to practise and develop the skills of language: listening, speaking, reading, writing and viewing.

Assessment:

To measure the progress and achievement of a student in each phase of the course, four criteria have been established:

A: Comprehending spoken and visual text

B: Comprehending written and visual text

C: Communicating in response to spoken and/or written and/or visual text

D: Using language in spoken and/or written form

Chinese is also offered as mother-tongue language (Language A).

It is a joint effort of the teachers, parents and students to make sure that students choose their foreign language courses appropriately. Teachers' recommendations and students' assessment results are key elements in the course selection process for languages.

As part of course selection process for Grade 11, students need to:

- Carefully and thoughtfully choose an appropriate level language course according to their current Grade 10 academic achievements. A course that is too easy for a student, or too

challenging to allow him/her to succeed, is not an appropriate course

- If they are struggling to experience success in a Grade 10 Phase 3 and Phase 4 level class, students need to choose another language to study at ab initio level in Grade 11

Note: Winter break of their Grade 11 year is the last opportunity students will have to change their language or language level.

Students need to be aware that:

- If a class has less than 4 students enrolled, it is likely to be cancelled
- If a student plans to take Spanish or French Ab Initio in Grade 11, then they cannot begin learning this language in Grade 9. However, they are able to take Chinese Ab initio after studying that language for 2 years (i.e. in Grades 9 and 10) as it is a character-based language. This differentiation is in accordance with guidelines set by the IB.
- If students are at near-native level in speaking and listening, but find reading and writing challenging, they should choose a standard level course in that language in Grade 11

Grades 11 and 12

HS Chinese (Conversational Chinese)

WAB conversational Chinese is a two-year course designed for Grade 11 and 12 students who are only focusing on practical day-to-day conversation. The aim of this course is to provide students with an opportunity to learn speaking and listening skills, and to learn about Chinese culture within the context of China. By the end of this course students should be able to conduct a relatively intensive conversation in Chinese and have a thorough and clear understanding of Chinese culture.

Content

:

The topics covered include daily routines, introducing oneself, and transportation. Cultural field trips will be an important part of the course. The course is assessed according to the criteria described below. The course uses Chinese Made Easy (by Ma Yaming) and Conversational Chinese 301 (by Lai Siping) as textbooks. Chinese Made Easy focuses on basic vocabulary and grammar; Conversational Chinese 301 is a practical book for learning basic Chinese conversational skills and focuses on speaking and listening skills.

Assessment

:

Students will be assessed on listening and speaking skills. The grades are based on an individual oral (50%) and one interactive oral activity (50%).

IBDP Chinese Ab Initio (SL only)

Chinese Ab Initio SL is a language acquisition course for students with little or no experience of learning Chinese. This course is designed to be studied over two years by students in Grades 11 and 12.

Content:

The focus of this course is on the acquisition of language required for situations in everyday social interactions and the aspects of the Chinese culture related to them. Students must:

- Demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
- Communicate clearly and effectively in a range of situations
- Understand and use accurately the basic structures of the language
- Understand and use an appropriate range of vocabulary
- Use a register and a format that are appropriate to the situation

At the end of this course candidates are expected to demonstrate the ability to:

- Respond appropriately to an authentic text
- Demonstrate an awareness of the similarities and/or differences between their own culture(s) and the target culture(s) in their chosen topic
- Respond appropriately to the questions on the written assignment
- Respond to written tasks using appropriate language, register and format
- Communicate clearly and effectively in the context of their research
- Orally describe a visual stimulus, respond to questions on the stimulus and engage in a general conversation using appropriate language, register and format
- Demonstrate comprehension of written texts by responding to text-handling questions
- Demonstrate the ability to understand the task and respond appropriately using a variety of text types
- Demonstrate the ability to use vocabulary appropriate to the topic
- Use a register appropriate to the task
- Write in a register appropriate to the task
- Talk with the teacher in an appropriate register

Assessment:

Assessment includes:

- Individual and interactive oral activities – 25%
- External assessment Paper 1 – 30%
- External assessment Paper 2 – 25%
- Written assignment - 20%

IBDP Chinese B SL

Chinese B SL (IBDP) is for students who have studied at least two years of Chinese. The main focus of the course is language acquisition. These language skills should be developed through the study and use of a range of written and spoken material.

Content:

Chinese B SL seeks to develop international understanding and to foster a concern for global issues, as well as to raise students' awareness of their own responsibility at a local level. Students become aware of the similarities and differences between their own cultures and those of China. The course is organized through a mixture of core and optional topics that foster an international perspective.

The core topics common to both SL and HL are divided into three, required areas of study:

- Communication and media
- Global issues
- Social relationships

In addition, teachers select two from the following five options:

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

Assessment:

Assessment consists of:

- Individual and interactive oral –30%
- External examination (paper 1) – 25%
- External examination (paper 2) – 25%
- Written assignment - 20%

IBDP Chinese B HL

Chinese B HL (IBDP) is for students who have had at least 5 or more years' experience of learning Chinese. It is recommended for students who have finished Standard 3 or Advanced Level Chinese in Grade 10. The course gives students the possibility of reaching a high degree of competence in Chinese language while exploring the culture where this language is spoken. There is a common syllabus at SL and HL (with literature as an additional component of the HL course). The differences between HL and SL are reflected in the assessment objectives, the depth and breadth of syllabus coverage, and the assessment.

Content:

Through the study of core and the optional topics, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the Chinese B course through the expansion of their receptive, productive and interactive skills.

The core, with topics common to both SL and HL, is divided into three, required areas of study:

- Communication and media
- Global issues
- Social relationships

In addition, teachers select from two of the following options:

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

In addition, at HL, students read two works of literature.

Assessment:

Assessment consists of:

- Individual oral and interactive oral activity – 30%
- External examination Paper 1 – 25%
- External examination Paper 2 – 25%
- Written assignment - 20%

IBDP Chinese A: Language and Literature (HL & SL)

The key aim of the Chinese A Language and Literature course is to encourage students to question the meaning generated by language and texts. Helping students to focus closely on the language of the texts they study, and to become aware of the role of each text's wider context in shaping its meaning, is central to the course.

At WAB, Chinese A Language and Literature is targeted ideally for students who have:

- Finished MYP Chinese A course

or

- Achieved excellent levels of achievement in the MYP Chinese language acquisition phase 5 or 6

Content:

The course is divided into four parts:

- Part 1: Language in Cultural Context - texts are chosen from a variety of sources, genres and media
- Part 2: Language and Mass Communication - texts are chosen from a variety of sources, genres and media
- Part 3: Literature (Texts and Contexts) - two texts, one of which is a text in translation from the prescribed literature in translation (PLT) list and one from the prescribed list of authors (PLA) for the Language A studied. (3 texts studied for HL)
- Part 4: Literature- Critical Study (3 texts studied for HL)

Assessment:

Assessment includes:

- Individual oral Commentary and further oral activity - 30%
- External examination (textual analysis) - 25%
- External examination (essay) - 25%
- Written tasks - 20%

IBDP Chinese A: Literature (HL & SL)

The Chinese A Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

Content:

The course is divided into four parts, each with a particular focus.

- Part 1: Works in translation – study of two works in translation from the Prescribed Literature in Translation (PLT) List, (Three works for HL)
- Part 2: Detailed study of two works, each of a different genre, chosen from the Prescribed List of Authors (PLA) (Three works for HL)
- Part 3: Literary genres – study of three works of the same genre chosen from the PLA (Four works for HL)
- Part 4: Options (free choice of literary texts) (Three works for both SL & HL)

Assessment

The assessment includes:

- Individual oral commentary and individual oral presentation - 30%
- External examination (guided literature analysis) - 20%
- External examination (essay) - 25%
- Written assignment - 25%

IBDP French and Spanish Ab Initio (SL only)

French or Spanish Ab Initio SL (IBDP) serves as an introduction to the language and culture. Although all abilities are a part of the course's curriculum, the emphasis will be placed on the practical use of the language to allow students to effectively deal with everyday situations. A strong focus will be put on the development of speaking, listening, writing, and reading skills.

Content:

Upon completion of the course, students should be able to engage in and understand basic conversations on a variety of topics relating to everyday life as well as respond to simple, authentic texts in the target language. Students should also be able to carry out a variety of written tasks and be able to understand and extract general ideas and specific information from texts.

Assessment:

Assessment will be based on tasks students are expected to do in the second year of the program. Students will also gradually be exposed to the IBDP examination format.

- Individual oral - 25%
- External examination (Paper One text-handing) - 30%
- External examination (Paper Two writing exercises) - 25%
- Written assignment - 20%

IBDP French and Spanish B SL

The French or Spanish B SL course (IBDP) is for students who have at least two or more years' experience of learning French or Spanish, although it is recommended that students have three or more years' experience.

Content:

The focus of this course is on language acquisition and the development of skills considerably beyond those expected of the 'Ab Initio' student. The range of purposes and situations in which the language is used extends beyond everyday social interaction to the domains of work, social relationships, and and the discussion of abstract ideas.

During the course of study, and through the development of all languages skills, students will be encouraged to develop confidence in their use of the language, sensitivity to the audience, and an ability to communicate their ideas clearly.

Study will focus on vocabulary enrichment and on more complex forms of the language. Upon completion of the course, students should be able to handle with confidence a wide variety of texts to articulate ideas and opinions and to write in different styles with a reasonable degree of accuracy.

Assessment:

The student will be assessed in the following ways:

- Individual oral and interactive oral activity - 30%
- External examination (Paper One text - handling exercises) - 25%
- External examination (Paper Two - writing exercises) - 25%
- D Written assignment - 20%

IBDP French and Spanish B HL

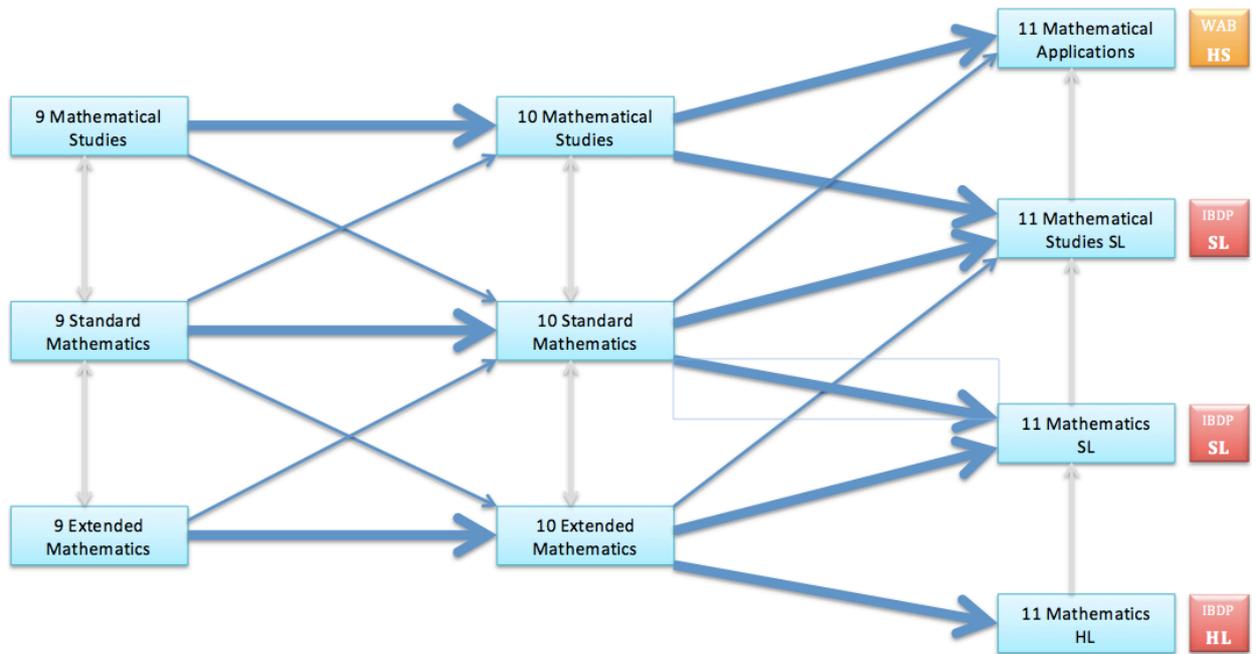
The French and Spanish B HL (IBDP) courses are similar to IBDP French and Spanish B SL but will differ in the number and types of writings that the students are expected to be proficient in and, more generally, in the depth and breadth of the language used. In addition, some literary work will be included in this course.

Assessment:

The students will be assessed using the following methods:

- Individual oral and interactive oral activity - 30%
- External examination (Paper One - text-handling exercises) - 25%
- External examination (Paper Two - writing exercises) - 25%
- Written assignment- 20%

Mathematics Program Chart



MATHEMATICS

IBMYP	Mathematics
IBDP	Group 5 - Mathematics
HS	Mathematical Applications

The mathematics program is designed to cement basic numeracy skills developed in the Middle School, as well as to develop students' understanding of mathematical skills and concepts within the disciplines of algebra, geometry, trigonometry, statistics, probability, vectors, matrices and calculus. The prevalence of mathematics in our lives provides a clear and sufficient rationale for making the study of this subject compulsory within both IBMYP and Grade 11 and 12. All courses aim to deepen a student's understanding of mathematics as a discipline and to promote confidence in the use of mathematical language.

At High School level, all students are expected to own and become proficient at using a graphing calculator in their mathematics courses. The use of a graphing calculator is required for all IB Diploma mathematics examinations and WAB students will be required to purchase a Texas Instrument TI-84 Plus calculator.

Grades 9 and 10

IBMYP Mathematics

Mathematics (IBMYP) will cover the following strands: number and algebra, geometry and trigonometry, statistics and probability. Underpinning mathematical learning is the need for students to experience and enjoy the opportunity to solve a variety of problems. They will be encouraged to evaluate and reflect on the reasonableness of their findings. The program will empower students with a solid base of mathematical knowledge and related skills that will enable them to adapt to technological and economic development. Students will be required to use a graphing calculator.

Content:

The IB allows schools to differentiate MYP mathematics at two levels: Standard Mathematics and Extended Mathematics. Standard mathematics aims to give students a sound knowledge of basic mathematical concepts. Extended mathematics consists of the standard mathematics framework supplemented by additional concepts and skills. In Grades 9 and 10, further differentiation is introduced in the form of the Mathematical Studies course enabling us to offer mathematics at three levels. Students studying Mathematical Studies in Grade 9 or 10 will complete modified assessments designed to meet their specific needs. Their levels of achievement will be adjusted at the end of Grade 10 to ensure they are comparable to the Standard Mathematics course. This is necessary for Mathematical Studies students to be eligible to receive the MYP Certificate at the end of Grade 10.

Assessment:

At key stages in each unit, students will be assessed using the four IBMYP criteria of "Knowing and understanding", "Investigating patterns", "Communicating", and "Applying mathematics in real-life contexts".

Grades 11 and 12

HS Mathematical Applications

HS Mathematical Applications is a two-year course for those students who find that the IBDP courses do not meet their requirements.

The course will provide opportunities for students to continue to broaden their mathematical understanding and knowledge. The course aims to develop the key mathematical skills required for personal decision-making and to foster an appreciation of the power and usefulness of mathematics in the students' everyday lives.

Content

Students will focus on number, geometry, measurement, patterns, statistics, probability, and discrete mathematics and will be taught using a thematic approach. Such topics as earning money, banking, building constructions, tourism, agriculture, horticulture, famous people, and sports provide meaningful contexts in which students can make connections to these mathematical strands.

Assessment

At the completion of each unit of work, students will be assessed for their knowledge, understanding, and application of the concepts learned. This assessment can be set in a variety of ways such as written assignments, tests, oral or visual presentations. Students will also be assessed using written end of semester examinations that will comprise both short and extended-response questions.

The final level of achievement will be calculated using end of unit assessments, end-of-semester examinations, and assignment work.

IBDP Mathematical Studies SL

Mathematical Studies SL (IBDP) is designed to provide a realistic option for students with varied backgrounds and abilities who are not likely to require mathematics beyond the Diploma Program. Students develop the skills needed to cope with the mathematical demands of a technological society; they also apply mathematics to real life situations. A substantial piece of personal research in the form of a project is a requirement of the course.

Content:

After an introduction to the graphing calculator, students will study number and algebra, sets, logic and probability, geometry and trigonometry, descriptive statistics, mathematical models, and introductory calculus. They will also be required to complete an individual project involving the collection and/or generation of data, and the analysis and evaluation of that data.

Assessment:

The project is internally assessed and makes up twenty percent of the final mark. During the two years of the course, students will regularly be assessed to monitor their progress. The culmination of the two year Mathematical Studies course is an external examination compiled by the IB. This examination constitutes 80% of the final mark. This final examination consists of one paper of short response questions and another paper of extended response questions.

IBDP Mathematics SL

Mathematics SL (IBDP) caters for students who already possess a solid understanding of a variety of mathematical concepts, and who are equipped with the skills needed to apply mathematical techniques correctly. The majority of these students will need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology, and business administration.

Content

Students will study algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus. They will also be required to complete an exploration in which they choose a topic in mathematics and study it in depth, writing a report on their findings.

Assessment

This exploration is internally assessed and makes up 20% of the final mark. During the two years, students will be regularly assessed to monitor their progress. The culmination of the two years in Mathematics SL is an external examination compiled by the IB. This examination constitutes 80% of the final mark. The exam is two papers each consisting of short-response questions and extended-response questions. Paper One is to be completed without use of a graphing calculator, whereas a graphing calculator is required for Paper Two.

IBDP Mathematics HL

Mathematics HL (IBDP) is designed for students with an excellent understanding of mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering, and technology. Others may take this course because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Content:

Students will study algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus. They will also be required to complete an exploration in which they choose a topic in mathematics and study it in depth, writing a report on their findings.

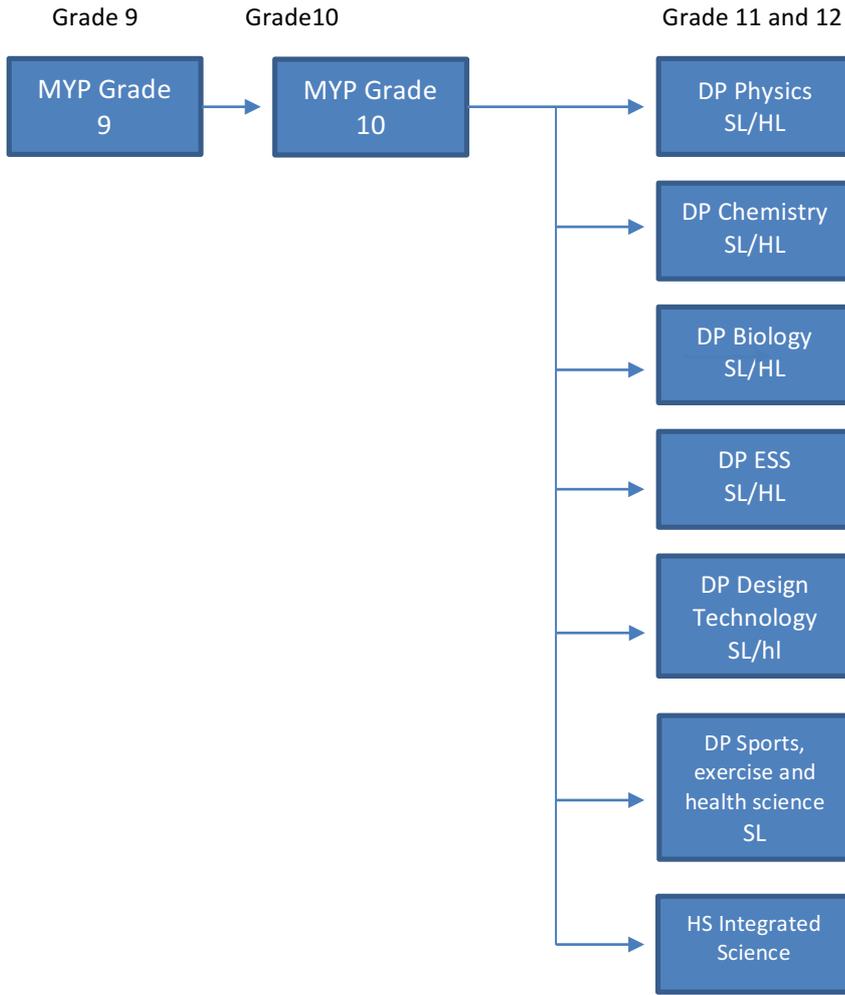
In addition, students are required to study one of the following option topics:

- Statistics and probability
- Sets, relations, and groups
- Calculus
- Discrete mathematics

Assessment:

During the two years students will be regularly assessed to monitor their progress. The culmination of Mathematics HL is an external examination compiled by the IBO. This examination constitutes 80% of the final mark and consists of three papers. The first two papers both consist of short-response questions and extended-response questions. The final paper consists of extended-response questions based mainly on the options. The exploration is internally assessed, and makes up 20% of the final mark.

Science Program Chart



SCIENCES

IBMYP Sciences

IBDP Group 4 - Biology, Chemistry, Physics Environmental Systems and Societies, Design Technology, Sports Science

HS Integrated Science

A fundamental goal of the Science Program is for students to gain scientific literacy by engaging in many of the processes of Science. Scientific literacy involves students making informed judgments and evaluations about scientific issues and using their acquired scientific processing skills for successful problem solving.

Learning about Science is an active process, incorporating both 'hands on' and 'mind on' experiences. Students actively participate in scientific investigations and use associated skills to formulate scientific explanations. WAB High School students will be exposed to Biology, Physics, Chemistry, and scientific applications throughout the IBMYP Science Program in Grades 9 and 10. The units covered aim to develop in students both a depth of knowledge and the scientific processing skills necessary to prepare them to make scientifically informed decisions later in life and also prepare them for further Science studies.

Upon completion of IBMYP Science in Grade 10, students can make informed choices for Grades 11 and 12 based upon their needs. For example, students interested in studying sciences at university may be advised to enroll in two IB Diploma Higher Level science courses.

Students intending to earn an IB Diploma must select and complete two years of an IB Group 4 Science course at either Higher Level or Standard Level. Students intending to earn a certificate in an IB Science must also complete a two-year course at either Higher Level or Standard Level.

Students not wishing to do a full IB Diploma Science course are able to take Integrated Science.

Grades 9 and 10

The Science (IBMYP) course is an integrated approach to Biology, Physics, Chemistry, and Environmental Sciences based on an inquiry framework. The course sets the foundation for more advanced High School science studies in Grades 11 and 12. Students develop the skills and processes necessary to undertake scientific investigations while developing an understanding of the concepts of science. This encourages a globally responsible attitude towards both natural and man-made environments.

60

Content:

Topics and guiding questions that may be covered include:

Grade 9

Students will study units that incorporate physics, chemistry, biology, earth and space science, ecology and evolution using an interdisciplinary based approach.

Grade 10

Students will study units that incorporate physics, chemistry, biology, earth and space science, ecology and evolution using an interdisciplinary based approach.

Assessment

Summative assessment tasks cover four assessment criteria:

- Criterion A: Knowing and understanding
- Criterion B: Inquiring and designing
- Criterion C: Processing and evaluating
- Criterion D: Reflecting on the impacts of science

Grades 11 and 12

HS Integrated Science

Integrated Science is a two-year course that allows students to study the sciences using an integrated systems and processes approach. It provides students with an understanding of some of the basic laws, theories and principles of Environmental Science and Earth Science utilizing Biology, Chemistry and Physics. It examines some of the technology involved and its impact on society. The study of Integrated Science involves students working individually and in groups in the laboratory, in the field and with interactive multimedia. Through these means students gain experiences that are related to the theoretical concepts studied in the course. Students will apply investigative and problem-solving skills, and effectively communicate scientific information and understanding of the world.

Content:

Core topics for alternate years include:

- Blue Year – structures, oceanography, renewable energy and meteorology
- Green Year – animal cognition, forensic science, and space science

Assessment:

Students will be required to keep a scientific readings' journal and keep an up-to-date scientific glossary. Throughout the course students will be required to undertake practical investigations on an individual and group basis. These investigations are separated into a design component and a processing data component. These scientific reports are submitted for assessment and the best two pieces of work are selected each semester in calculating the students' grades. Unit exams on course content will occur at the completion of each unit of work in Grades 11 and 12.

The students are assessed on five criteria areas each semester:

- Scientific Communication – 20%
 - This is a task from students selected readings. Each task is out of 10 and the best two pieces of work are used

 - Scientific Inquiry – 20%
 - Designing experiments – each task is out of 10 and the best two pieces of work are used

 - Processing Data – 20%
 - Results and conclusions – each task is out of 10 and the best two pieces of work are used

 - Manipulative Skills – 6%
 - Manipulative skills are assessed

 - Knowledge and Understanding – 34%
- Tests – each test is totaled and at the end of the semester converted to a mark out of 34

The Experimental Sciences IBDP Courses

Experimental Sciences (IBDP) aim to enable students to apply and use a body of knowledge and scientific investigative methods while developing an ability to analyze, evaluate, and synthesize scientific information. All IBDP Sciences are 2-year courses that may be undertaken at either Higher Level (HL) or Standard Level (SL). Each involves both Core and Option Topics. All IBDP Sciences require that students complete the Group 4 Research Project as part of their Practical Investigations.

Higher Level Courses require completion of 60 hours of Practical Investigations within the overall two-year course work in Biology, Chemistry, or Physics

Standard Level Courses require completion of 40 hours of Practical Investigations in Biology, Chemistry, or Physics within the overall two-year course work

Assessment: Internal Assessment

Internal Assessment in the IBDP Experimental Sciences will be based upon the IB Diploma Assessment criteria for Practical reports in the areas of:

- Exploration
- Analysis
- Conclusion and evaluation
- Evaluation
- Communication

All of the criteria are developed and assessed throughout the 2 years and are part of the students WAB grade. In grade 11 or 12 students carry out a formal internal assessment. The internal assessment constitutes 20% of the final assessment in Biology, Chemistry and Physics, 25% of the final assessment in Environmental Systems and Society (ESS) and 24% of the final assessment in Sports and Exercise Health Science.

External Assessment

At the completion of the two-year course, students are required to sit three IB External Examination papers:

- Paper 1 consists of Multiple Choice questions
- Paper 2 includes a data based question, short answer questions, and extended response questions
- Paper 3 examines the Option topic using both short answer and extended response questions and includes questions on experimental processes and unseen data related to the core material.

The external examination constitutes 80% of the final assessment of the Biology, Chemistry and Physics courses, 75% of the Environmental Systems and Society (ESS) course and 74% of the Sports and Exercise Health Science course.

In order to prepare students for the External Examinations at the completion of the two-year course, students will undertake throughout the two-year period, school based topic tests and examinations consisting of multiple choice, short answer, and long answer questions that mirror the IB External Examinations in the Group 4 Sciences.

IBDP Biology HL and SL

The Biology courses allow the student to continue the study of biology, examining living organisms and systems.

Content

Core Topics of both SL and HL courses are: Cells, Molecular Biology, Genetics, Ecology, Evolution and Biodiversity, Human Physiology. Additional HL Core Topics are: Nucleic Acids, Metabolism, Cell Respiration and Photosynthesis, Genetics and Evolution, Animal Physiology and Plant Science.

Additionally, one Option Topic must be undertaken which may include: Neurobiology and Behavior, Ecology and Conservation, Biotechnology and bioinformatics, or Further Human Physiology.

IBDP Chemistry SL and HL

Typically, Chemistry is a prerequisite for many other courses in higher education, such as medicine, biological sciences, engineering, and environmental science.

Content:

Core Topics of both SL and HL Chemistry courses are: Stoichiometric relationships, Atomic structure, Periodicity, Chemical bonding and structure, Energetics/thermochemistry, Chemical kinetics, Equilibrium, Acids and bases, Redox processes, Organic chemistry and Measurement and data processing.

Additional HL Core Topics are: . Atomic structure, The periodic table—the transition metals, Chemical bonding and structure, Energetics/thermochemistry, Chemical kinetics, Equilibrium, Acids and bases, Redox processes, Organic chemistry and Measurement and analysis.

Both HL and SL students must also undertake one option, which may include: Materials, Biochemistry, Energy or Medicinal chemistry.

IBDP Physics SL and HL

While the Physics topics in Grade 9 and 10 tend to focus on areas of classical physics such as the building blocks of Newtonian mechanics, IBDP Physics revisits these concepts in more detail and moves forward into the areas of thermodynamics, quantum mechanics, and general relativity. Typically, Physics is a prerequisite for many sciences and engineering courses at university.

Content:

Core IBDP Physics Topics include Measurements and uncertainties, Mechanics, Thermal physics, Waves,

Electricity and magnetism, Circular motion and gravitation, Atomic, nuclear and particle physics and Energy production.

Additional HL core topics include options in fields: Wave phenomena, Fields, Electromagnetic induction and Quantum and nuclear physics.

Students also undertake one option, from the following topics: Relativity, Engineering physics, Imaging or Astrophysics.

Environmental Systems and Societies SL (IBDP)

Environmental Systems and Societies (IBDP) is a transdisciplinary course and can be counted as both a Group 3 and Group 4 subject for the IB Diploma. It is only offered at standard level. The course requires 30 hours of practical investigations within the overall two-year course work.

The aims of the course are to:

- Promote understanding of environmental processes at a variety of scales, from local to global
- Provide a body of knowledge, methodologies, and skills that can be used in the analysis of environmental issues at local and global levels
- Enable students to apply the knowledge, methodologies, and skills gained
- Promote critical awareness of a diversity of cultural perspectives
- Recognize the extent to which technology plays a role in both causing and solving environmental problems
- Appreciate the value of local as well as international collaboration in resolving environmental problems
- Understand that environmental issues may be controversial, and may provoke a variety of responses
- Appreciate that human society is both directly and indirectly linked to the environment at a number of levels and at a variety of scales

(Ecosystems and Societies Course Guide, p.7)

Content:

The topics covered include: Systems and Models, the Ecosystem, Human Population, Carrying Capacity and Resource Use, Conservation and Biodiversity, Pollution Management, the Issue of Global Warming, and Environmental Value Systems.

Assessment:

Internal assessment in Environmental Systems and Societies will be based on the IB Diploma assessment

65

criteria in the areas of:

- Planning
- Data collection and processing
- Discussion, evaluation, and conclusion
- Personal skills

The internal assessment constitutes 20% of final assessment.

At the completion of the two-year course students are required to sit two external IB examination papers.

- Paper 1 consists of short-answer and data-based questions
- Paper 2 consists of a case study and essay questions

The external examination constitutes 80% of the final assessment.

Sports and Exercise Health Science SL/HL (IBDP)

The Sports, Exercise and Health Science course will teach students about the Human body works in relations to the concepts and functions that are related to sport, health and physical activity. Students will need to study 6 of the core topics and then chose 2 other options.

Core

There are six compulsory topics in the core.

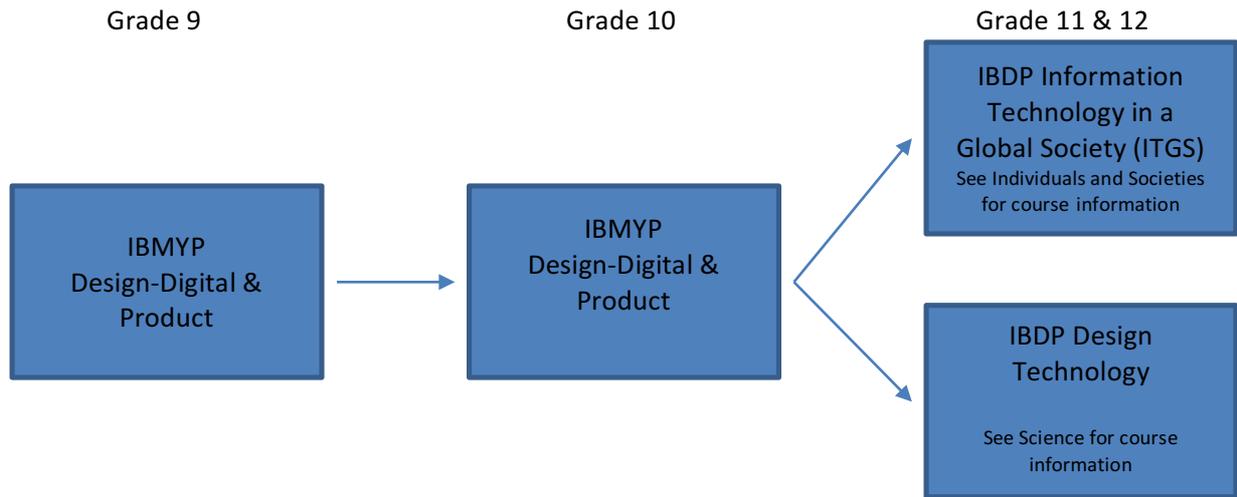
Anatomy, Exercise physiology, Energy systems, Movement analysis, Skill in sport and Measurement and evaluation of human performance

Options

There are four options. Students are required to study any **two** options.

- Optimizing physiological performance,
- Psychology of sport,
- Physical activity and health
- Nutrition for sport, exercise and health

Design Technology Program Chart



Design

Digital Design

IBMYP Digital Design

Product Design

IBMYP Product Design

Grades 9 and 10

IBMYP Digital Design

Please note: in Grade 9 students study one semester of Product Design and one semester of Digital Design. In Grade 10 students study both Product and Digital Design in Semester 1 and either Product or Digital for the whole of Semester 2.

In IBMYP Digital Design students will use a wide range of technologies and software to develop skills and abilities. Digital Design students learn to apply, integrate, and utilize technology as a tool to solve problems, communicate more effectively, and to access and process information in different contexts and situations through the use of the design cycle.

Content:

The Grade 9 and 10 courses use the design cycle to solve problems through the use of a computer system. Technology enables students to create computer-generated products/solutions to perform a task or meet a need. Students will design and develop multimedia projects such as an introduction for people new to Beijing using still images and audio and apps for iOS devices through the learning and use of code and design principles.

The course values the process students go through as much as the products they create. For this reason a process journal is maintained when completing all projects. This helps students develop the skills and thought processes they need to become effective lifelong learners who can apply their technology skills in a range of contexts.

Assessment:

Students are assessed using the IBMYP Design assessment criteria, which relate specifically to the Design Cycle. These four criteria are: Inquiring and analysing, Developing ideas, Creating the solution, and Evaluating.

Product Design

The Design program includes the study of practical solutions that are integrated into everyday activities. Design is regarded as the product of skillful human activity such as inventing. It is a process including designing, making, constructing, operating, maintaining, repairing, reevaluating and improving or discarding the material objects that do not work. It is concerned with people making or using objects to support or enhance needs in everyday situations such as: obtaining nutrition, clothing, shelter, communication, health, learning, pleasure, and security.

Grades 9 and 10

The IBMYP Product Design course develops a student's technological skills and abilities through the application of the Design Cycle which consists of the following steps: Investigate, Design, Plan, Create and Evaluate. IBMYP Product Design encourages students to build and expand on theories and knowledge of existing processes and techniques. Students are required to take ownership of their projects and are encouraged to manage projects through their individual design folders.

Content:

Grade 9 and 10 students will complete two units.

Grade 9 projects include stylized clock design and food nutrition through the development of a healthy snack unit.

Grade 10 projects include an individual unit and lighting devices.

Throughout the development of the design folder, students will develop a variety of skills that include project time management, presentation skills, manufacturing techniques and processes, an understanding of note-taking, analysis of information, designing for a specific client and market. The course values the process the student goes through as much as the products they create. For this reason a document of "create" is maintained when completing all projects.

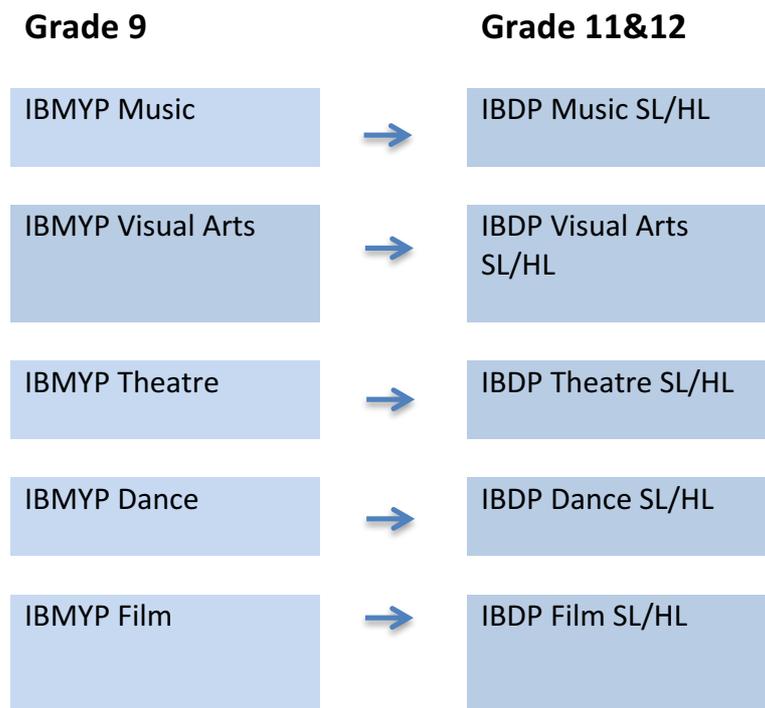
Assessment:

Students are assessed using the IBMYP Design assessment criteria, which relate specifically to the Design Cycle. These four criteria are: Inquiring and analysing, Developing ideas, Creating the solution, and Evaluating.

Grade 11 and 12

IBDP Design – see Group 4 (Sciences) IBDP ITGS – see Group 3
(Humanities)

Arts Program Chart



GRADE 9 All students study two Arts subjects; one for each semester.

GRADE 10 All students study one Arts subjects for the whole year.

GRADE 11 & 12 Students undertake either an IBDP Group 6 Arts course or a High School Arts course for two years.

THE ARTS

IBMYP Visual Arts, Dance, Film, Drama, Music

IBDP Visual Arts

IBDP Dance

IBDP Theatre

IBDP Film

IBDP Music

HS Arts and Culture/2-D and 3-D Design

Visual Arts

The Visual Arts Program is designed to fit the needs of all students who enjoy art and provides the opportunity to study art skills, techniques, history, and new technologies. Students looking to prepare for a college or university program leading to a career in art begin their portfolio preparation here.

In each course students will:

- Use problem solving skills in producing a strong body of artworks
- Learn how to generate ideas to create meaningful, powerful artworks
- Explore a variety of art media, tools, and techniques in their quest for self expression
- Learn about art styles throughout art history, comparing historical developments around the world
- Use researched styles and art models as a departure point for their own developing artworks
- Understand, use, and reflect upon their individual role as an artist
- Demonstrate an understanding of how to safely use materials in the art studio
- Participate in group critiques to gain a better understanding of how artwork is evaluated, improved upon, and discussed

Grade 9 & 10

IBMYP Visual Arts

Students choose two options from Music, Art, Drama, Film and Dance in Grade 9 and one option from Music, Art, Drama, Film, and Dance in Grade 10.

The Visual Arts course explores a variety of approaches to the creation and the critical understanding of Visual Art. In Grade 9 the students focus on acquiring and developing skills using a range of media, styles, and research. Each project emphasizes the importance of the creative cycle in developing and producing art. Through techniques such as drawing and painting, students investigate the possibilities of art and visual expression. In parallel with this investigation, students are introduced to various

methods of research and analysis to gain a greater understanding of art, both historically and culturally. In Grade 10 students continue this emphasis on exploring and understanding Art History. At the same time, the goal is the development of a more personal style of art in their studio work. They focus on exploring issues of style, function, technique, and meaning in art. Attention is paid to topics such as the process of creating art, the artist and society, and art in the culture in which they live, as well as of their own and other cultures. In order to expand upon their knowledge and appreciation of art, students participate in field trips to local museums, galleries, and artist's communities/art studios.

Students will be assessed on:

- Writing, research, reflections, and personal assessments in their Developmental Workbooks
- Quality and depth seen in their studio work
- Creativity
- Active participation and engagement in studio work and classroom critiques

Grades 11 & 12

HS Art and Culture/HS 2D – 3D Design

HS Art and Culture and HS 2D – 3D Design are designed to fit the needs of the HS student who wants to participate in a challenging art course, but not necessarily one at IBDP level.

In Art and Culture, students will investigate the styles and contextual elements of art history and culture from around the world. The students will experiment with etching, drawing, oil painting, batik, clay sculpture, photography, ink, and mixed media. Students will use a sketchbook to research, plan, investigate, and experiment with their materials.

In 2D – 3D Design, students will focus on 2-D Design during semester one, with an emphasis on creating work according to the elements and principles of design. They will experiment with drawing, painting, printmaking, textiles, and photography. In semester two, students will focus on 3-D Design, creating work with clay, plaster, wire, metals, and mixed medias. Students will use a sketchbook to research, plan, investigate, and experiment with their materials.

All students will be graded on the following criteria:

- Investigation
- Technique
- Creativity
- Engagement

IBDP Visual Art Option A HL

Studio Work – 144 hours

Research Workbooks (RWB) – 96 hours

IBDP Visual Art Option A SL

Studio Work – 90 hours

Research Workbooks (RWB) – 60 hours

Visual Art Option B HL (IBDP)

Studio Work – 96 hours

Research Workbooks (RWB) – 144 hours

Visual Art Option B SL (IBDP)

Studio Work - 60 hours

Research Workbooks (RWB) – 90 hours

The content of the HL course of study and that of SL may be similar but, due to the different amount of time recommended for each (HL 240 hours, SL 150 hours), the expectation is that the work of HL may be superior in quantity, maturity and quality.

The HL and SL Option A courses are designed for students who wish to concentrate on studio practice in the visual arts. Students create a portfolio of imaginative, expressive, and powerful artwork of a high technical and aesthetic quality. In addition, students will research historical and contemporary movements and styles of art, as well as explore the processes behind creating art. Using their Research Workbook as an integral tool in their learning, students will demonstrate their basic knowledge of the breadth and depth of art history, as well as their ability to investigate, experiment, reflect, and assess. Students will have a variety of traditional and contemporary mediums available to them and will be encouraged to experiment with new media (installation, conceptual, performance, and digital). Students will produce a great deal of their work in class, but are also expected to do considerable work outside of scheduled classes. In addition, students will be expected to visit local museums, galleries, art communities and studios.

Assessment

- Research Workbooks – 40% (internally assessed by the teacher)
- Studio work - 60% - (externally assessed by a visiting examiner)

The HL and SL Option B courses are designed for students who wish to focus more on research than on practical work. Students concentrate on contextual, visual, and critical investigations in visual arts.

This includes exploring visual qualities, ideas, themes and issues, analysis of images and artifacts, and contextual research. Their practical work will have a direct relationship to their investigation and demonstrate an understanding of the conceptual and technical underpinnings of artistic expression that they have explored in the investigations. In addition, students will be expected to visit local museums, galleries, art communities, and studios.

Assessment

- Research Workbooks - 60% (externally assessed by a visiting examiner)
- Studio work - 40% (internally assessed by the teacher)

Grades 9 and 10

IBMYP Dance

Students choose two options from Music, Art, Drama, Film and Dance in Grade 9 and one option from Music, Art, Drama, Dance or Film in Grade 10.

Content:

Dance (IBMYP) covers the fundamental styles and techniques of Contemporary Modern Dance and is open to all students with an interest in dance. Dance exercises and phrases will emphasize the development of strength, flexibility, coordination, rhythmic skills, dynamics, and movement through space. Various styles of dance will be learned through demonstration and improvisational exercises.

The elements of movements and the elements of choreography will be studied at length. In small groups, students will create and perform their own dance choreographies at the end of each semester. Group work and ensemble skills will be developed through exercises and workshops. Students will explore a variety of dance styles and traditions.

In Grade 10 students will be introduced to Dance as a creative art form where the body is the instrument of expression. An emphasis is placed on the development of personal skills in strength, flexibility, and coordination. Students will also experience various dance techniques, styles, and combinations with an emphasis on Contemporary, with some exposure to Chinese Dance. The relationship of these dance styles to music will be explored. Students will be encouraged to expand their knowledge and explore movement possibilities to a variety of music styles. They will also experience a wide variety of choreography that is a result of improvisational exercises, learned sequences, and personal expression; developing the physical control of movement and range of movement dynamics. Dance exercises and phrases will emphasize proper alignment and the development of strength, flexibility, coordination, rhythm, varying dynamics, and movement through space.

Assessment:

Students will be assessed on:

- Participation in workshops, choreographies and practical performances
- Creation and performance of their original choreographies on a chosen theme
- Presentation of their research area and written reflections in their Developmental Workbook

Grades 11 & 12

IBDP Dance HL and SL

Dance is a unique medium for learning about self and the world. It is an essential component of artistic, aesthetic, and cultural education and develops creative potential through physical and non-verbal expression. In dance, the integration of body, mind, and spirit helps participants learn skills that are transferable to other disciplines and to their daily lives.

Content:

Students will study the following dimensions of dance:

- Performance and Technique

Students will focus on the practice and presentation of dance. They will be engaged in elements of dance artistry from classroom practice through to the performance of dance for viewing by others.

- Composition and Analysis

Students will be encouraged to think creatively and to explore movement possibilities and ways to manipulate dance vocabularies. In building dances, students explore different ways of structuring dance. Through class discussion and teacher commentaries, students develop an understanding of how dance structures support diverse viewpoints, ideas and purposes, and of how form, content, and function interrelate.

- World Dance Studies

This is an exploration of dance from different cultures. After a physical dancing experience, students research and write, comparing the histories, dance elements, and contemporary contexts of a familiar dance tradition with those of an unfamiliar dance tradition.

Assessment:

SL Students will:

- Perform in at least one performance in addition to presenting at least one work which will be assessed internally (40% of overall grade)
- Develop two original works and write an analysis (40% of overall grade)

- Write a report comparing two dance cultures, one of which is familiar to the student and one unfamiliar (20% of their overall grade)

HL students will:

- Perform in at least one performance in addition to presenting at least two works which will be assessed internally (40% of overall grade)
- Develop three original dance works and write an analysis (30% of overall grade)
- Write a report comparing two dance cultures, one of which is familiar to the student and one unfamiliar (25% of overall grade)

Drama and Theatre

Drama is process-oriented; often physically based, improvisational and group oriented, while centered on experimentation and play. The curriculum is not product driven, although performance in various guises is a central part of the drama methodology. Commitment is key to participation, involvement, extending and developing individual talents in an ensemble atmosphere. The goals of the process are often less to do with the success of the end product and more to do with the journey of development that each student makes with their peers and teachers.

The curriculum reflects the cultural inheritances of students. Teachers are committed to exposing students to the great works of theatre that have left their mark in the Western canon as well as taking advantage of the rich cultural traditions available to us here in China. Asian and world-theatre form an important part of the Drama curriculum, particularly in the IB Theatre Course.

Grades 9 and 10

Drama (IBMYP)

Students choose two options from Music, Art, Drama, Film and Dance in Grade 9 and one option from Music, Art, Drama, Film and Dance in Grade 10.

Content:

In Grade 9 the course focuses on

- Practical skills in improvisation, characterization, and interpretation
- Group work and ensemble skills developed through games and exercises
- Exploration of the nature and variety of stage spaces

Drama in Grade 10 builds on skills developed in previous years. There is a strong emphasis on group work and ensemble skills. Improvisation skills are developed through a Theatre Sports program and

study of the Commedia del'Arte. The "page to stage" process is explored with reference to texts from Shakespeare and the work of the designer Gordon Craig. Students present a monologue and have the opportunity to take on the role of the Director and Designer (costume, lights, or set). The class also presents a piece of Theatre for a selected community and there are practical workshops on the Beijing Opera as well.

Assessment:

Students will be assessed on their participation in workshops, their practical performances and their written reflections and homework tasks in their Developmental Workbooks. In addition, in Grade 10 students will work together on a group performance project which demands trust, cooperation, and imaginative engagement with the content. Students will also produce an individual project in Grade 10, which encourages a depth of investigation in a chosen area.

Grades 11 and 12

IBDP Theatre SL & HL

The Theatre course aims to help students understand the nature of the theatre: to understand it by making it as well as by studying it; to understand it not only with their minds but with their senses, their bodies, and their emotions; to understand the forms it takes in cultures other than their own; and through this understanding be better able to understand themselves, their society, and their world.

Theatre in the Making

The focus of Theatre in the Making is on the process of theatre rather than the presentation of theatre. Exploratory in nature, it encompasses the acquisition and development of all skills required to create, present, and observe theatre.

Theatre in Performance

The focus of Theatre in Performance is on the application of skills developed in theatre in the making. This involves students in various aspects of presenting theatre where their practical skills can be applied in different roles (as performers and as part of the production team), while also building upon the knowledge they have acquired in other areas.

Theatre in the World

The focus of Theatre in the World is on a practical and theoretical exploration of a range of theatre traditions and cultural practices around the world. It allows students to explore the origins and traditions of a variety of theatre conventions and practices from diverse cultural and historical contexts.

Sample topics:

Greek Theatre, Shakespeare's Theatre, 18th Century Acting Technique, The Theatre of the Absurd, Epic Theatre, Expressionist Theatre, Improvisation and the Commedia del'Arte, Butoh, Beijing Opera, Costume Design, Sound, Lighting Design, Stage Management

Topics will be determined each year depending upon the composition of the class and the availability of resources such as workshops, cultural conventions, productions and visiting artists.

Assessment:

External Assessment

- Research investigation 25%
- Theatre performance and production presentations 25%

Internal Assessment

- Practical performance proposal 25%
- Independent project portfolio 25%

The HL course involves longer presentations and greater word limits than the SL course.

Grades 9 and 10

IBMYP Film

Students choose two options from Music, Art, Drama, Film and Dance in Grade 9 and one option from Music, Art, Drama, Dance or Film in Grade 10.

Film is a global medium of immense artistic and commercial importance. Its reach is everywhere, and its capacity to communicate thoughts, ideas, and feelings crosses cultures. MYP Film develops the students' understanding of film as a powerful art form and as a tool of expression and investigation. This course gives students the opportunity to develop their own creative and technical skills as filmmakers, and seeks to develop their critical and intellectual skills as viewers of films. Students will also be encouraged to think across disciplines and to see how their learning in other subjects may enhance their creative and intellectual practice in both Film and other disciplines.

Grade 9

Through two major projects, students in Grade 9 MYP Film will learn some fundamental techniques for shooting narrative film.

Content:

Students will develop their skills, knowledge and understanding of:

- How film can be used to express ideas;
- The basic techniques of filmmaking including script writing, cinematography, editing and sound editing;
- The effective composition of images;
- Working independently and collaboratively in defined roles and responsibilities;
- The planning processes for making film, for example, treatments, storyboards, scripts, shot logs, etc; and
- The role of genre in film production.

Assessment:

Assessment will include:

- Practical film exercises
- Written documentation: research for, and reflections on, productions
- Large-scale final productions

Grade 10

The learning for MYP Film will be organized into modules. The modules build on students' existing knowledge and develop their skills over time until they are able to work with a great deal of independence. Modules will change from year to year, but may include units on: Music Video, Chinese Martial Arts film (the Wuxia genre), Animation, Documentary film, and Independent Production.

Assessment

- Practical film exercises
- Written analytical work
- Large-scale final productions

Students will produce many short films throughout the year and therefore the course emphasizes collaborative work and creative problem solving.

Grades 11 and 12

IBDP Film Studies SL & HL

Film Studies HL and SL represents a thorough introduction to understanding film as a cultural text and as a creative practice. Students undertaking Film Studies should enjoy a wide variety of films and be seeking an opportunity to take risks, learn new skills, and exercise their creativity through an important and dominant artistic and commercial medium.

The aims of the IBDP Film Studies program are to promote:

- An appreciation and understanding of film as a complex art form
- An ability to formulate stories and ideas in film terms
- The practical and technical skills of production
- Critical evaluation of film productions by the student and others
- A knowledge of film-making traditions in more than one country

Having followed Film Studies at HL or SL, students will be expected to demonstrate:

- An understanding of the variety of ways in which film creates meaning
- An understanding and effective use of appropriate film language
- Originality and creativity in developing an idea through the various stages from conception to finished production
- Technical skills and an appropriate use of available technology
- The ability to draw together their knowledge, skills, research, and experience and apply them analytically to evaluate film texts
- A critical understanding of the historical, theoretical, socio-cultural, economic, and institutional contexts of film in more than one country

Content:

The Film Studies course syllabus at HL and SL consists of 3 compulsory parts:

- Part 1: Textual Analysis - the detailed study of film sequences
- Part 2: Film Theory and History - the study of films and filmmaking from more than one country
- Part 3: Creative Process – Techniques and Organization of Production (the development of creative, analytic and production skills within filmmaking)

Assessment

Standard Level (SL)	
External Assessment: Independent Study 25% (Documentary Script 8-10 pages) Oral Presentation 25% An oral presentation of a detailed critical analysis of a continuous extract from a prescribed film 10 minutes at SL	Internal Assessment: Production Portfolio 50% (Includes one completed film project, with accompanying written documentation. Film length: 4-5 minutes)
Higher Level (HL)	
External Assessment: Independent Study 25% (Documentary Script 12-15 pages) Oral Presentation 25% (An oral presentation of a detailed critical analysis of a continuous extract from a prescribed film 15 minutes at HL)	Internal Assessment: Production Portfolio 50% (Includes one completed film project, with accompanying written documentation.) Film length: 6-7 minutes

IBMYP Music

Grades 9 and 10

Students choose two options from Music, Art, Drama, Film or Dance in Grade 9 and one option from Music, Art, Drama, Film, or Dance in Grade 10

The aims of the Grade 9 and 10 Music programs are to:

- Empower students to believe in themselves as musicians
- Develop their practical music ability
- Focus on relevant areas of history and theory

Content:

Through the experience of playing music, students learn to appreciate and understand how music is created. The work done is topic, group, or ensemble based, while also focusing on musical history and theory. In Grade 10 the course deals with more complex areas of music theory and history.

Assessment:

Assessment will be continuous and will include:

- Self, peer and teacher assessment of practical work
- Evaluation of the Development Workbook

Grades 11 and 12 IBDP

Music HL and SL

Students studying for IB Diploma and selecting this course should be interested in a wide range of music, and be a regular performer in one of the school ensembles. The students should be taking individual lessons on their chosen instrument.

The aims of the Music program are to:

- Give students the opportunity to explore and enjoy the diversity of music throughout the world
- Encourage students to develop perceptual skills through a breadth of musical experience where they will learn to recognize, speculate, analyze, identify, discriminate, and hypothesize in relation to music
- Enable students to develop creatively their knowledge, abilities, and understanding through performance and composition
- Assist students to develop their potential as musicians both personally and collaboratively to the fullest
- Enable students to understand and acknowledge the history of Music

Content:

Grade 11		Grade 12	
Semester 1	Semester 2	<u>Semester 1</u>	<u>Semester 2</u>
History The historical order Renaissance Baroque	Classical Romantic Set work	History French Impression Twentieth Century Jazz	Recap
World Music African	Caribbean	World Music Asia South America	Recap
Performance Class ensemble Solo performance Extra curricula ensembles	Performance Class ensemble Class arrangement Solo performance	Performance Class ensemble Solo performance Extra curricula ensembles	Performance Final recordings
Composition (HL only) Ground Bass Modal	Romance and ballads	Composition (HL only) Jazz Avant Garde	Submit Portfolio

Assessment:

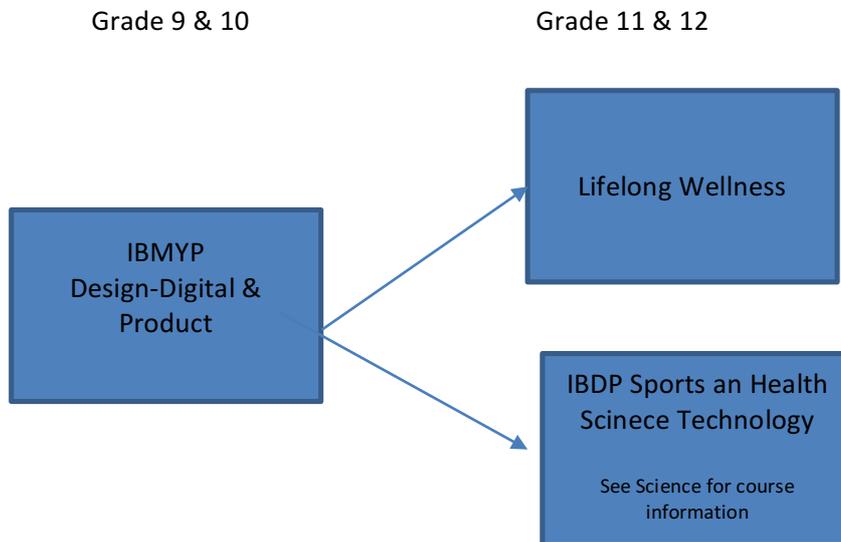
Assessment for SL students is distributed in the following way:

External Assessment		Internal Assessment (one of the	
Listening Paper	30%	following) Solo Performance	50%
Musical Investigation	20%	Group Performance	50%
		Composition	50%

Assessment for HL students is distributed in the following way:

External Assessment		Internal Assessment	
Listening Paper	30%	Solo Performance	25%
Musical Investigation	20%	Group Performance	25%
		Composition	50%

Physical and Health Education Program Chart



PHYSICAL AND HEALTH EDUCATION

IBMYP Physical and Health Education

HS Lifelong Wellness

The Physical and Health Education program aims to prepare young people for the changing demands of life in the new century, and to prepare them for their own physical development. IBMYP students are making the transition from early puberty to mid adolescence. This is a crucial period of personal, physical, and intellectual development, of uncertainty and questioning. The WAB program is designed to guide students in their search for a sense of belonging in the world around them. It also aims to help students develop the knowledge, attitudes, and skills they need to participate actively and responsibly. Students learn to become independent thinkers and problem solvers in relation to their own health and wellbeing.

The Physical and Health Education program also includes studies in health to support an integrated learning strategy that enables students to develop a more holistic understanding of their personal wellbeing. Students participate in physical fitness activities, study the effects of fitness on their bodies, and note the interrelationships between their mental health and self esteem. They participate as individuals and in groups to appreciate the benefits of peer support, team roles and responsibilities, as well as perseverance and commitment.

Grades 9 and 10

IBMYP Physical and Health Education

Content:

Physical and Health Education includes classroom based health classes with connections being made between health topics and units of physical activity. Units of instruction for practical classes are the following: Volleyball, Fitness, Touch Rugby, Basketball, Team Handball, Badminton, Dance, Aquatics, Capoeira, Ultimate Frisbee, Football, and minor games. Health topic covered in grade 9 is Alcohol and other drugs. Health topics covered in grade 10 are Sexual Education and Nutrition.

Assessment:

At key stages of the course, students will be assessed against IBMYP criteria, along with written tests, strategy sheets, oral presentations and/or research projects.

Grades 11 and 12 Lifelong Wellness

The goal of the program is to help students become aware of the choices they will be facing throughout their lives, identify those values that are important to them, and learn to make informed decisions.

Content:

The Grades 11 and 12 Wellness program has been designed to help students learn about themselves; examine important areas in the development of a personal wellness lifestyle; and perceive themselves in a positive, self-affirming way. They will learn to take charge of their lives by acquiring the skills, knowledge, and strength to identify and stand up for their own values. Students will also learn about the importance of physical activities and proper nutrition. This will be done through activities focusing on growth in all major areas of wellness. It is the goal of the instructor that students will have a better understanding at the completion of the course about wellness and how to apply it to their lives.

Students will study the following dimensions of wellness:

- Physical
- Emotion
- Social
- Mental

Activities that may be covered are:

- Tennis
- Functional Fitness
- Ultimate Frisbee
- Volleyball

- Table Tennis
- Spinning
- Badminton
- Soccer

Assessment:

Students will be assessed against criterion D Personal Engagement.

TRANSITION TO WORK

Transition to Work is an individualized program for both Grades 11 and 12. Students may join the option either in Grade 11 or in Grade 12. The aim of the option is to provide opportunities for students to develop the skills and knowledge needed for leaving school. Life skills and vocational skills will be experienced through a variety of activities both inside and outside the classroom.

Content:

Students will study the requirements of work experience and prepare themselves through a variety of units such as: work ethics, job interviews, communication skills, curriculum vitae, vocational training, personal development, community service, team building, money management, and health and well-being.

Assessment:

Students will be expected to keep a portfolio as a record of the skills learned and work placements completed. This portfolio will be marked using criterion-based procedures. By the end of Grade 12, the portfolio will be a record of their experiences and will support, along with their curriculum vitae, their transition to the world of work.

WAB SUPPORT

High School Counseling

Guidance counselors meet the academic, social and emotional needs of High School students. The counselors offer support services for students and families as they manage issues of studying and living in an international environment. The goal is to promote personal well being, healthy relationships and the successful balance of academic, extracurricular, and community involvement for WAB students. Our philosophy is to help each High School student be successful and plan for a meaningful post WAB experience.

Students may receive individual assistance from their counselor in dealing with a wide range of personal, academic and social issues common to this age group. Typical issues may involve:

- Social relationships/friendships
- Emotional regulation
- Academic planning and decision-making
- Problem solving and life skills development
- Crisis intervention

The formal aspect of the counseling program occurs during PSE (Personal and Social Education) blocks, in homerooms, and differs for each grade level.

For Grade 9, the Counselors support students as they make the transition from Middle to High School. Students are introduced to several types of study skill aids, based on the "Learning Style Inventory" survey they complete on WAB's Naviance website.

In Grade 10, the focus is on enabling students to assess and evaluate their own achievements, interests, skills, abilities, values, and personal characteristics. Students are guided to begin thinking about these interests and skills in terms of choices for university and/or post high school work. Students complete the "Career Interest Profile" survey on Naviance.

The course selection process between the MYP and DP years is very important. Each counselor works closely with students and families to ensure that the program students choose for the final two years of high school provides appropriate challenge and preparation for their post-WAB goals.

In Grade 11, students continue planning for life after high school in addition to learning time management skills to support the increased level of rigor of Grade 11 and 12 classes. Students complete the "Post-WAB" survey on Naviance to begin the formal program of college/university and career counseling. The focus is on providing information on college/career awareness and assistance in researching those options in several countries around the world.

The formal post-high school planning process throughout Grade 12 begins with the preparation of official documents and online applications for future educational choices. As students prepare for graduation, the emphasis is again on transition, this time from High School to university or the world of work.

Learning Support Center

Learning Support Center (LSC) teachers provide services to students who demonstrate a variety of learning differences that affect their academic progress. Students qualify for learning support services based upon previous classroom performance and are registered in the program after meetings are conducted with parents, counselors, teachers, and the student. While not a condition for admission into the program, it is highly recommended that students undergo a psycho-educational assessment by an outside psychologist to assist teachers in creating an accurate Individualized Education Plan (I.E.P.) for students. As students in the Learning Support Program move through the High School it is expected that they take increasing levels of responsibility for accessing the support provided by LSC, as they need it.

Support offered by LSC teachers may include one or a combination of the following services:

In Class Support LSC teachers work within the classroom environment to support both students and teachers during lessons. This may include working directly with students during learning activities, providing materials such as graphic organizers to assist students in completing assignments, or making recommendations to classroom teachers that can make instruction more effective for all students.

Learning Support Program (LSP) Some students may require additional assistance to meet academic expectations; in such cases, a Learning Support block is time tabled into their schedule. This support block is usually scheduled in place of the typical Language B option, or in the case of Grade 11 and 12 students, into their study periods. During this block, LSC teachers will reinforce concepts, skills, and content covered in classes as well as helping students develop strategies to cope with school issues such as organization, time management and assignment completion.

Examination Accommodations Based upon I.E.P. requirements and other documentation, assistance will be provided for students who require accommodations for external examinations such as the International Baccalaureate (IB) and college entrance examinations (SAT, ACT). Learning support teachers will also arrange and provide accommodations for students during WAB internal assessments and examinations.

English as an Additional Language (EAL) Department

The EAL Department supports non-native English speakers through the following programs:

- Humanities English for Academic Purposes (HEAP) is designed for EAL students in Grade 9 and 10 who will benefit from receiving support with language learning activities, and assessment. The EAL teacher who delivers the HEAP course confers with the mainstream Humanities teacher to discuss goals, concepts, and content material and then designs the HEAP course to support the specific language and literacy skills needed for success across the curriculum. (Refer to Humanities EAP in the Humanities section of this Course Handbook)
- Academic Reading and Writing is a class for non-native English speakers. The aim of this class is to develop academic reading and writing skills and to support student learning in Grade 11 courses. This class does not replace an English course but is intended to provide further support for English language students. This is a semester class that can be taken over a full year. One semester is required for students who are taking the English B course. Support is available for Grade 12 students on an as-needed basis.

Content:

Class content may vary with the needs of the students. In this class, students develop:

- Reading comprehension strategies and skills
- Writing skills in a variety of academic genres
- Grammar and vocabulary skills
- Research skills
- Academic honesty

Assessment:

Students will be assessed on a number of in class activities related to specific academic reading and writing skills. Students will be given individual feedback on their work. A report comment on student progress in this class is provided at the end of each semester.

In Class Language Support (ICLS) takes the form of EAL teachers working within the classroom, alongside specialist teachers to differentiate instruction for EAL learners. Support is given from Grades 9 - 12.

Ad-Hoc Support is available to all non-native English speakers from Grades 9 - 12. It is designed to help students develop strategies to assist them in managing specialist classroom work, as well as to support students on a pastoral care level.

Green Sky Studio (HS Library)

The Qin Tian Ge or Green Sky Studio (HS Library) is a student-centered facility designed to provide access to a variety of quality, inclusive, and unbiased resources that underpin strategic IB pedagogy. These resources support the intellectual, educational, recreational and cultural life of the school. As such, the aim of the library is to build upon the excellent collaboration that characterizes the Middle Years and Grade 11/12 programs while assisting students to further develop their information literacy skills and appreciation of literature. The HS library and its programming is an integrated extension of classroom work and assignments that encourages learners to productively and ethically use resources, skills and tools to inquire, think critically and gain knowledge. This enables students to draw conclusions, make informed decisions, and apply knowledge to new situations in a rapidly changing world of information. In addition, the library staff supports students in researching and completing their IBMYP Grade 10 Personal Project and the IBDP Extended Essay.