PHILOSOPHY

The educational philosophy of the IBO organization is founded in its mission statement adopted in 1996:

Through comprehensive and balanced curricula coupled with challenging assessments, the International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

Source: IBO home page (www.ibo.org)

DIPLOMA PROGRAM INTRODUCTION

The International Baccalaureate Diploma Program (IB DP) is a pre-university course of studies, leading to examinations, designed for secondary school students between the ages of 16 and 19 years.

The Program, which started in 1968, is currently taught in 1,804 schools around the world, in 4 different geographical areas:

Africa, Europe and Middle East, Asia Pacific, Latin America, North America and the Caribbean

Designed as a comprehensive two-year curriculum, it allows its graduates to fulfill requirements of various national education systems.

Students learn more than a collection of facts. The Diploma Program prepares students for university and encourages them to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures

The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core.

Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.
Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level and the remaining three subjects are studied at standard level.

Diploma students are required to select one subject from each of the six subject groups.

At least three and not more than four are taken at Higher Level (HL), the others at Standard Level (SL).

By organizing the subjects in this way, students are able to explore them in depth over the two-year period.

Distribution requirements ensure that the science-oriented student is challenged to learn a foreign language and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing Higher Levels allows the student to pursue areas of personal interest and to meet special requirements for university entrance.
WHAT IS A FULL IB DIPLOMA CANDIDATE?

A student who wishes to register for the full IB diploma needs to satisfy the conditions as set by the IB Organization, which includes External Examinations and Internal Assessment.

To be awarded the full IB diploma, a student needs to satisfy the following conditions:

- Register for one subject from each of the six available groups.
- Three subjects need to be at the Higher Level and three subjects at the Standard Level.
- Other diploma requirements: Theory of Knowledge, Extended Essay, CAS activities (Creativity, Action and Service).

There are a few exceptions:

- A candidate may be allowed to register for 4 subjects at the HL, subject to teacher recommendation.
- A candidate may be allowed to take two languages from group 1 rather than a language from group 1 and a language from group 2.
- Before the admission into the DP Program, each student’s high school record, GPA, and high school program will be reviewed by the DP Coordinator and by the Principal.

THE SIX SUBJECT GROUPS AT ASM

GROUP 1       LANGUAGE A1

First language, including the study of a selection of world literature

English A1 Literature HL / SL
English A1 Language and Literature HL/SL
Italian A1 Literature HL/ SL

GROUP 2       LANGUAGE B, AB INITIO

Italian B SL/HL/ab initio
French B SL/HL/ab initio
Spanish B SL/HL/ab initio

GROUP 3       INDIVIDUALS AND SOCIETIES

History SL/ HL
Psychology SL/HL
Economics SL/HL

GROUP 4       EXPERIMENTAL SCIENCES

Biology HL/ SL
Chemistry HL/ SL
Physics HL/ SL
GROUP 5  
MATHEMATICS

Mathematics SL/ HL
Mathematical Studies SL

GROUP 6  
ARTS AND ELECTIVES

Visual Art
Theatre Art
IB Film
A second subject from group 1-5

PLEASE NOTE: ITALIAN STUDENTS WISHING TO ATTEND AN ITALIAN UNIVERSITY

The Italian Ministry of Education requires a full IB candidate to follow the Scientific Track, the Linguistic Track and the Social Science Track as illustrated below:

<table>
<thead>
<tr>
<th>Linguistic Track</th>
<th>Scientific Track</th>
<th>Social Science Track</th>
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<tbody>
<tr>
<td>First Language</td>
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<td>History</td>
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<td>Mathematics</td>
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<td>Math Studies</td>
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<tr>
<td>Third Language</td>
<td>Chemistry</td>
<td>History</td>
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<td></td>
<td>Biology</td>
<td>Economics</td>
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<tr>
<td></td>
<td>Visual Art</td>
<td>Visual Art</td>
</tr>
</tbody>
</table>

Each track will require the study of the following subjects at HL only:

Linguistic Track: **First Language**  
Scientific Track: **Mathematics**  
Social Science Track: **History or Psychology**
DIPLOMA PROGRAM COURSES STUDENTS

A DIPLOMA PROGRAM COURSES STUDENT is a student who is not interested in doing the Full Diploma, but wishes to sit for the IB External Examination and do the Internal Assessment for one or more subjects.

THE THREE CORE REQUIREMENTS:

All three parts of the core requirements—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Program.

WHAT IS CAS?

Creativity, action, service is at the heart of the Diploma Program. It is one of the three essential elements in every student’s Diploma Program experience, along with Theory of Knowledge and the Extended Essay. It involves students in a range of activities alongside their academic studies throughout the Diploma Program.

Creativity: arts and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program.

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS OBJECTIVES AT ASM

There are 8 learning objectives that students will fulfill through their CAS activities:

1. Increase your awareness of your own strengths and areas for growth
   • Identify your various skills and abilities, and describe how the project has developed other areas
2. Undertake new challenges
   • A new challenge may be an unfamiliar activity, or an extension to an existing one
3. Plan and initiate activities
   • Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student led activities
4. Work collaboratively with others
   • Collaboration can be shown in many different ways and through various activities
5. Show perseverance and commitment in their activities
   • At a minimum, this implies accepting the responsibility for dealing with problems that arise in the course of activities
6. Engaged with issues of global importance
   • Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly or Habitat for Humanity trip).
7. Considered the ethical implications of their actions
   • Ethical decisions arise in almost any CAS activity. Evidence of thinking about ethical issues can be shown in various ways
8. Developed new skills
   • As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.
CAS REQUIREMENTS AT ASM

The CAS Project

The CAS project is a self-initiated project that all CAS students will complete during grade 11. The project’s objective is to design a real, purposeful activity with significant outcomes involving creativity, action and service. The project should be a personal challenge for all students, as well as a way for them to demonstrate and improve their planning, execution and reflection skills.

Examples of current CAS projects being completed by grade 11 students are:

- Plan, organize and fundraise for Habitat for Humanity trip to Romania
- Create ASM chapter of Roots-and-Shoots
- Design rowing training program for beginning rowers
- Organize storage for new science lab equipment and chemicals
- Designing Christmas cards for terminal cancer patients

OTHER CAS ACTIVITIES

Along with the CAS project, you will also be participating in other CAS activities. These may include:

- Athletics
- The arts
- School service
- Community service

However, these activities must be an extension of your normal activities. Meaning athletic training or play practice does not count as CAS activities. However, if you extend your normal activities, it may count for CAS. For example, if you researched and created a training regimen specific to female basketball players, that would be an extension of your normal athletic activity. The range of activities and one self-initiated project will continue for at least 18 months and add up to 150 hours

TOK - THEORY OF KNOWLEDGE

The TOK course is taught twice a week; it encourages students to:

- reflect on their experience as learners in everyday life and in the Diploma Program
- make connections between academic disciplines and thoughts, feelings and action
- share ideas with others, and learn from what others think
- develop a fascination with the richness of knowledge as a human endeavor
THE EXTENDED ESSAY

Is an independent, self-directed piece of research, culminating in a 4000-word essay.

Emphasis is placed on the research process, on personal engagement in the exploration of the topic and on communication of ideas and development of argument.

It provides students with the opportunity to engage in personal research in a topic of their own choice.

It requires approximately 40 hours of work by the student.

It is compulsory for full Diploma Candidates.

Externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to 3 points to the total score for the Diploma.

LIST OF POSSIBLE EE SUBJECTS:

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<th>ENVIRONMENTAL SYSTEMS</th>
<th>PHILOSOPHY</th>
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<td>HUMAN RIGHTS</td>
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</tr>
<tr>
<td>COMPUTER SCIENCE</td>
<td>INFORMATION</td>
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<td></td>
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<td>DANCE</td>
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<td>DESIGN TECHNOLOGY</td>
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</tr>
<tr>
<td>ECONOMICS</td>
<td>PEACE AND CONFLICT STUDIES</td>
<td>WORLD RELIGIONS</td>
</tr>
</tbody>
</table>
SUBJECT AREA CURRICULUM

GROUP 1 - LANGUAGE A1

ENGLISH A1 LITERATURE SL/HL

GRADES 11-12

The Language A1 Literature program (International Baccalaureate English 11th and 12th grade) is primarily a pre-University course in literature. It is aimed at students who intend to pursue literature, or related studies, at university, as well as students whose formal study of literature will not continue beyond this level. Literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. It provides immense opportunities for encouraging independent, original, critical and clear thinking. These courses encourage students to see literary works as products of art, and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. The study of World Literature is important to IB students because of its global perspective. It can play a strong role in promoting a ‘world spirit’ through the unique opportunities it offers for the appreciation of the various ways in which cultures influence and shape the experiences of life common to all humanity. This course has the potential to enrich the international awareness of students and to develop in them the attitudes of tolerance, empathy and genuine respect for perspectives different from their own.

OBJECTIVES

Among the main objectives, according to the Language A1 IB Guide – 1999, candidates are expected to demonstrate:

- an ability to engage in independent literary criticism in a manner which reveals a personal response to literature
- an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
- a wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects on the reader
- an appreciation of the similarities and differences between literary works from different ages and/or cultures
ENGLISH A1 LANGUAGE AND LITERATURE SL/HL

GRDES 11-12

Language A: language and literature comprises four parts—two relate to the study of language and two to the study of literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. 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.

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices.

OBJECTIVES

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students’ powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature.
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose

ITALIAN A1 LITERATURE SL/HL

GRDES 11-12

Italian Language A1 program aims to develop the students’ power of expression. To encourage a personal appreciation of literature; to introduce students to literary classics and to a range of modern writing in different literary genres, styles and contexts; to promote an international perspective through the comparative study of works from the students’ own culture and other cultures. Finally, to develop the ability to engage in close, detailed study of 15 works of which 5 are of world literature. The standard level program comprises the detailed study of 11 works of which 5 are of world literature. Students may opt to sit for the Italian A1 SL exam or the Italian A1 HL exam at the end of grade 12.
OBJECTIVES

- Among the main objectives, according to the Language A1 IB Guide – 2010, candidates are expected to demonstrate:
  
  - an ability to engage in independent literary criticism in a manner which reveals a personal response to literature
  
  - an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
  
  - a wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects on the reader
  
  - an appreciation of the similarities and differences between literary works from different ages and/or cultures

GROUP 2 - FOREIGN LANGUAGES

ITALIAN IV IB SL/HL

GRADES 11-12

Italian IV Language B program prepares students to respond to the complex demands of day-to-day communication, to demonstrate accuracy in their use of spoken and written language, to take part in discussions to express their opinions, and learn about the culture of Italy. Students will be engaged in class discussion on current events; will read articles from Italian newspapers and magazines; will read short stories and or short novels by Italian authors and will be exposed to the Italian cinema. Great emphasis is placed on the writing of short essays and reading and comprehension exercises in preparation for the IB written exam.

OBJECTIVES:

- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes

- Encourage, through the study of texts and through social interaction, an awareness and appreciation of different perspectives of people from other cultures

- Develop students’ awareness of the role of language in relation to other areas of knowledge

- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language

- Develop students’ awareness of the relationship between the languages and cultures with which they are familiar
FRENCH IV SL/HL

GRADES 11-12

French IV IB SL program aims to develop the ability to communicate accurately and effectively in speech and writing within a range of contexts, and to understand and respond to the language demand of social contacts. It provides students with a sound linguistic base for further study, work and leisure. It also offers insights into the culture of France and French-speaking countries, and into international events and problems. It also provides the opportunity for enjoyment, creativity and intellectual stimulation and the development of linguistic skills.

OBJECTIVES:

- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of different perspectives of people from other cultures
- Develop students’ awareness of the role of language in relation to other areas of knowledge
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language
- Develop students’ awareness of the relationship between the languages and cultures with which they are familiar

SPANISH IV SL/HL

GRADES 11-12

Upon completion of this level students will have a wide reading vocabulary and an advanced knowledge of Spanish grammar which will enable them to understand a variety of different types of texts including articles on current events. Students will be able to write different kinds of texts.

Oral comprehension will enable students to understand original language films, media programmes, interviews and all types of conventional discourses.

All of the above will have been achieved along with an awareness of the vastness of the Hispanic-American culture which will form the basis for real communication with native speakers.

OBJECTIVES:

- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of different perspectives of people from other cultures
- Develop students’ awareness of the role of language in relation to other areas of knowledge
• Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language

• Develop students’ awareness of the relationship between the languages and cultures with which they are familiar

ITALIAN/FRENCH AND SPANISH AB INITIO

Students who start the study of a new foreign language in their first year of the IB (junior year), may choose to take the Ab Initio exam. In this case they will be attending year B1 and B2 of the language chosen.

OBJECTIVES

The main focus of the courses is the acquisition of language required for purposes and situations in everyday social interaction, and a basic awareness of the culture of the language studied.

GROUP 3 - INDIVIDUALS AND SOCIETY

HISTORY SL/HL

GRADES 11-12

Standard Level: The focus of the course is European Twentieth Century History. Students will study a) The Causes, Practices and Effects of World Wars One & Two and various civil wars, b) The USSR under Joseph Stalin, c) The Rise and Rule of Single–Party States. Students Research and Write a 1500-2000 word Historical Investigation on a topic related to Twentieth Century history which will count for 25% of the final mark.

Higher Level: The focus of the course is the History of Europe from about 1850 to the late Twentieth Century. Students will study specifically a) The Nature & Demise of Tsarism, The Russian Revolution and The USSR under Stalin, b) The Causes, Practices and Effects of World Wars One and Two and various civil wars, c) The Rise and Rule of Single–Party States, and d- The opening of The Cold War. Students Research and Write a 1500-2000 word Historical Investigation on a topic related to Twentieth Century history which will count for 20% of the final mark.
STUDENTS WILL:

- complete the two-year course with a general knowledge of modern world history, and a specific knowledge of modern European history, including that of Russia and The Soviet Union;
- Develop solid essay-writing skills, such that s/he can produce a well reasoned argument and adequately address a research or examination question in 45 minutes;
- Develop a healthy academic work ethic consistent with university expectations for research, academic honesty, and promptness;
- Develop a healthy respect for the learning environment and the insights of his/her peers;
- Develop the habit of personal reflection on topics studied, and of taking personal responsibility for his/her own learning.

PSYCHOLOGY SL/HL

GRADES 11-12

Psychology IB develops an appreciation of psychology both as an academic discipline and a body of knowledge which is relevant to the student’s own life. The various methods of psychological inquiry are introduced with particular emphasis upon empirical psychology. The three compulsory topics for standard level are thoroughly investigated: the biological, the cognitive, and the learning perspective. Students will choose one option from comparative, psychodynamic, health, social or dysfunctional psychology. Psychological methods and experimentation are understood first hand through internal assessment, a partial replication of a simple experimental study.

OBJECTIVES

- students will explain how cultural, ethical, gender and methodological considerations may affect the interpretation of behavior
- students will be able to describe, compare and evaluate the four content topics of the perspectives: development and cultural contexts, framework, methodologies, application
- students will be able to describe and evaluate theories and empirical studies of the perspectives
- students will be able to demonstrate acquisition of knowledge and skills required for experimental design, data collection, data analysis and interpretation
ECONOMICS SL/HL

GRADES 11-12

Economics IB is a dynamic social science, which is essentially about the concept of scarcity and the problem of resource allocation. Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. It incorporates elements of history, geography, psychology, political studies and many other related fields of study. The scientific approach characterizes the standard methodology of economics, a progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion. Alongside with the empirical observation of positive economics, students are asked to formulate normative questions. Encouraging students to explore such questions forms the central focus of the economics course.

OBJECTIVES

Through the course, students will:

- gain a core knowledge of economics
- be encouraged to think critically about economics
- be able to distinguish between positive and normative economics
- gain an understanding of internationalism in economics
- be encouraged to think critically about economics
- learn to recognize their own tendencies for bias

GROUP 4 – EXPERIMENTAL SCIENCES

BIOLOGY IB SL/HL

GRADES 11-12

Biologists have accumulated huge amounts of information about living organisms and it would be easy to confuse students by teaching too great a burden of seemingly unrelated facts. Instead it is hoped that the student will develop an in-depth and secure knowledge of a limited body of facts and at the same time a broad general understanding of the subject.

Although the IB diploma program has been written as a series of topics, there are four basic biological concepts that run throughout: structure and function, universality versus diversity, equilibrium within systems and evolution. These concepts serve as themes which unify the various topics.

OBJECTIVES

Students should achieve the following objectives:

- demonstrate an understanding of scientific facts, concepts, methods, techniques, terminology and how to present scientific information
- how to construct and evaluate hypothesis, research questions and explanations
CHEMISTRY

CHEMISTRY SL/HL

GRADES 11-12

Chemistry is the central science. Chemical principles underpin the physical environment in which we live, and all biological systems. As such the subject of chemistry has two main roles in the curriculum. It is a subject worthy of study in its own right as a preparation for employment or further study. Chemistry is also a prerequisite for many other courses in higher education, such as medicine, and biological and environmental sciences.

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigative skills. The chemistry program aims to balance the needs of an examination syllabus on one hand with the freedom of teachers to devise courses which meet the needs of their students on the other. The program reflects, through the variety of options available, the need to ensure that the qualification will meet the needs of students who wish to enter higher education in the sciences and those for whom this will be their final formal study of science.

OBJECTIVES:

Students will demonstrate an understanding of, apply, and use:

- chemical facts and concepts
- chemistry methods and techniques
- chemical terminology
- methods of presenting scientific information

Students will construct, analyze and evaluate:

- hypotheses, research questions and predictions
- chemistry methods and techniques
- scientific explanations

Students will demonstrate

- the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving
- the manipulative skills necessary to carry out scientific investigations with precision and safety
PHYSICS IB SL/HL

GRADES 11-12

Originating in philosophy, physics has involved into an experimental science that is regarded as the most fundamental of all sciences. It attempts to explain the universe itself by answering life’s biggest questions, doing so through a wide range of topics, from the study of the behavior and structure of matter and energy in a classical sense to one that involves relativity.

The course begins with Newtonian mechanics, and then goes through thermodynamics, electricity and magnetism, waves and optics, and finishes with modern physics.

IB Physics is intended to be an exciting and rigorous course which will prepare students who intend to pursue technical or science oriented university studies and/or careers. The course is algebra based and is comparable to many first year university courses in physics, both in depth and breadth of material covered. There will be a strong emphasis on hands-on activities and students will use their computers as a tool to analyze various problems.

OBJECTIVES:

Through the course, students will:

- develop a greater appreciation and understanding of everything around them
- be able to think critically and solve complex, open-ended problems
- learn to utilize mathematics as a tool to solve real-world problems
- finally be able to answer some of life’s big questions

GROUP 5 - MATHEMATICS

IB MATHEMATICAL STUDIES SL

GRADES 11-12

This course caters to students with varied mathematical backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies.

The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. Students likely to need mathematics for the achievement of further qualifications should be advised to consider an alternative mathematics course.

PROJECT

The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice using skills learned before and during the course.
Graphing calculators are required for this course. The TI-84 or TI-84 Plus is recommended.

**IB MATHEMATICS STANDARD LEVEL**

**GRADES 11-12**

This course caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

This course does not have the depth found in the mathematics HL course. Students wishing to study subjects with a high degree of mathematical content should therefore opt for the mathematics HL course rather than a mathematics SL course.

**PORTFOLIO**

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. The portfolio allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. Graphing calculators are required for this course. The TI-84 or TI-84 Plus is recommended.

**IB MATHEMATICS HIGHER LEVEL**

**GRADES 11-12**

This course caters to students with a strong background in 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 subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses, mathematics SL or mathematical studies SL.
PORTFOLIO

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning through engaging in mathematical investigation and mathematical modeling. The portfolio also allows students to work without the time constraints of a written examination and to develop skills in communicating mathematical ideas.

Graphing calculators are required for this course. The TI-84 or TI-84 Plus is recommended.

OBJECTIVES:

Students must be able to:

- read, interpret and solve a given problem using appropriate mathematical terms
- organize and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- recognize and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of and the appropriate use of mathematical modeling

GROUP 6 - ARTS AND ELECTIVES

VISUAL ART IB SL/HL

GRADES 11-12

IB art provides students with an opportunity to build on technical skills learned in previous art courses, while exploring the autonomy of self-directed projects and experimentation with new mediums. IB Art is divided into Higher Level and Standard Level. Higher Level places a greater emphasis on studio projects (70%) while Standard Level offers either an emphasis on studio work or an emphasis on the developmental workbook. Studio works can include painting, sculpture, print-making, installations and photography. Students plan for studio projects and experiment in their research workbooks, which reflect the process that they go through. The IB art coursework encourages cultural awareness and cross-cultural approaches to their own work and that of others. It helps students to discriminate and discuss works of art, while learning the skills needed to improve and reflect on their own work. IB art maintains a high level of expectation, both in theoretical explorations and application. It encourages independent thinking, imagination and problem solving. The purpose of IB art is to develop deeper thinking about art through research,
experimentation and technical applications. It stimulates the individual potential of each student and encourages them to explore themselves and the world around them.

OBJECTIVES:

- To guide students in the development of personal, socio-cultural and aesthetic expression in a meaningful way.
- To encourage an inquiry-based approach on the meaning of art, the historical context of art and the integration of art in various subject areas.
- To explore traditional and contemporary forms of art through various medium experimentations.
- To promote the visual and culturally context of art and the personal connections that influence works.
- To encourage the pursuit of quality through experimentation and purposeful creative work in various expressive ways.
- To foster an environment of self-exploration, growth and self-reflection through the time-line of the student’s works.

IB THEATRE ART SL

GRADES 11-12

IB Theatre Arts provides students with an opportunity to experience and participate in a wide and varied range of theatre activities and develop proficiency in more than one area of theatre technique. Students will develop the confidence to explore, to experiment and to work individually and collaboratively on innovative projects involving challenging established notions and conventions of theatre. The course opens the door to understanding the dynamic, holistic and evolving nature of theatre and the interdependencies of all aspects of this art form. IB Theatre at SL consists of four interdependent components 1. Theatre in the making, where students will develop action plans for performance; 2. Theatre in performance, where students will participate in a least two performances in two different roles/capacities; 3. Theatre in the world, where students will study contrasting theatrical practices and 4. The Independent Project, where students will create and present an original work inspired by any source. Each component builds on the knowledge and skills gained in the others. From the outset of the course, students will keep a journal in order to record personal growth and lay a foundation for the independent project portfolio. By instilling discipline, and refining communication and group-work skills, IB Theatre Arts offers a valuable course of study for students who may wish to pursue a career or further education studies in areas unconnected to theatre.

No prerequisite needed.

Please note: the course will be offered based upon enrollment

American School of Milan IB Program of Studies Guide
OBJECTIVES

- To demonstrate theoretical and practical knowledge of theatrical traditions from more than one culture
- To demonstrate an understanding of production elements and theatre practices
- To evaluate critically a range of diverse performances
- To engage practically in creating and presenting performances
- To reflect on their own development in theatre through continual self-evaluation and recording
- To acquire appropriate research skills and apply them
- To demonstrate an ability to interpret play texts and other types of performance texts analytically and imaginatively
- To demonstrate initiative and perseverance in individual and group projects

IB FILM SL

GRADES 11-12

Through the study and analysis of film texts and exercises in film-making, the Diploma Program film course explores film history, theory and socio-economic background. The course develops students’ critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

The IB film course emphasizes the importance of working individually and as a member of a group. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind. Thus, the IB film course can become a way for the student to celebrate the international and intercultural dynamic that inspires and sustains a type of contemporary film, while appreciating specifically local origins that have given rise to cinematic production in many parts of the world.

No prerequisite needed.

Please note: the course will be offered based upon enrollment

OBJECTIVES

- To appreciate and understand film as a complex art form
- To formulate stories and ideas in film terms
- To learn the practical and technical skills of production
- To evaluate film production
- To learn about film-making traditions in more than one country
TOK

GRADES 11-12

The Theory of Knowledge (TOK) program is central to the educational philosophy of the International Baccalaureate. It challenges students 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.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, the TOK program is composed almost entirely of questions. The most central of these questions is “How do I, or how do we, know that a given assertion is true, or a given judgment is well grounded?” Assertions or judgments of this sort are termed “knowledge claims”, while the difficulties that arise in addressing these questions are the broad areas known as the “problems of knowledge”. The program entails the application of this central question to many different, yet interrelated topics.

OBJECTIVES:

Having followed the Theory of Knowledge (TOK) course, candidates should be able to:

- Demonstrate an understanding of the strengths and limitations of the various Ways of Knowing and of the methods used in the different Areas of Knowledge
- Demonstrate a capacity to reason critically
- Make connections between and across Ways of Knowing and Areas of Knowledge
- Make connections between personal experience and different Ways of Knowing and Areas of Knowledge
- Demonstrate an understanding of knowledge at work in the world
- Identify values underlying judgments and knowledge claims pertinent to local and global issues
- Demonstrate and understanding that personal views, judgments and beliefs may influence their own knowledge claims and those of others
- Use oral and written language to formulate and communicate ideas clearly

Note of acknowledgement of Intellectual property of the IBO:

The information in the IB Program of Studies is mostly taken directly from the IB Diploma Subject Guides.