



**ASM** | AMERICAN  
SCHOOL  
OF MILAN

IB Diploma Program

2017-2018



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## **TABLE OF CONTENTS**

INTERNATIONAL BACCALAUREATE MISSION STATEMENT	3
DIPLOMA PROGRAM INTRODUCTION	3
THE IB LEARNER PROFILE	5
WHAT IS A FULL IB DIPLOMA CANDIDATE?	6
AWARD OF THE IB DIPLOMA	6
THE SIX SUBJECT GROUPS AT ASM	7
UNIVERSITY REQUIREMENTS	8
ITALIAN UNIVERSITY REQUIREMENTS	9
AN ALTERNATIVE TO THE IB DIPLOMA	9
WHAT IS CAS?	10
THE CAS PORTFOLIO	11
CAS LEARNING OUTCOMES	11
TOK - THEORY OF KNOWLEDGE	12
THE EXTENDED ESSAY	12
LIST OF POSSIBLE EE SUBJECTS	13
EXTENDED ESSAY PROCESS AND DEADLINES	14
SUBJECT AREA CURRICULUM	15
ELECTIVE OFFERINGS	35
ASSESSMENT PHILOSOPHY	38
ACADEMIC HONESTY	42
ASM LEARNING SUPPORT	47

## IB DIPLOMA PROGRAM GRADES 11–12

### INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Source: IBO website ([www.ibo.org](http://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 2,156 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.

## IB DIPLOMA PROGRAM GRADES 11–12

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.

# IB DIPLOMA PROGRAM GRADES 11–12

## THE IB LEARNER PROFILE

The aim of all IB Programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a more peaceful world.

### AS IB LEARNERS WE STRIVE TO BE:

#### **INQUIRERS**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

#### **KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

#### **THINKERS**

We exercise critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

#### **COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

#### **OPEN-MINDED**

We critically appreciate our own culture and personal histories, as well as the values and traditions of others. We seek and evaluate a range of point of view, and we are willing to grow from the experience.

#### **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

#### **RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

#### **BALANCED**

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and the world in which we live.

#### **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses, in order to support our learning and personal development.

## IB DIPLOMA PROGRAM GRADES 11–12

### 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, Activity 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.

### AWARD OF THE IB DIPLOMA

Article 13: Award of the IB Diploma (General Regulations: Diploma Program February 2014)

13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.

13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

13.3 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

# IB DIPLOMA PROGRAM GRADES 11–12

## THE SIX SUBJECT GROUPS AT ASM

### GROUP 1

#### **STUDIES IN LANGUAGE AND LITERATURE (LANGUAGE A)**

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

English A1 Language and Literature HL/SL

Italian A1 Language and Literature HL/SL

### GROUP 2

#### **LANGUAGE ACQUISITION (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

Environmental Systems and Societies SL

### GROUP 4

#### **SCIENCES**

Biology HL/ SL

Chemistry HL/ SL

Physics HL/ SL

Environmental Systems and Societies SL

### GROUP 5

#### **MATHEMATICS**

Mathematics SL/ HL

Mathematical Studies SL

### GROUP 6

#### **THE ARTS**

Visual Art

IB Film

IB Music

A second subject from group 1-4

# IB DIPLOMA PROGRAM GRADES 11–12

## UNIVERSITY REQUIREMENTS

Universities in the UK	Universities in the US
<p>» <b>Full IB Diploma</b> required            » IB Certificated required for vocational careers</p>	<p>» <b>American High School Diploma</b> required            » Full IB Diploma/IB Certificate accepted and highly regarded</p>
<p>Predicted IB exam scores are used to determine university acceptances and offers. The predicted scores are calculated based on 11th grade IB coursework and performance. Actual scores on the IB exams in May are used to confirm/deny university acceptance (IB results are issued on July 6th of the senior year).</p>	<p>Admission process includes a holistic approach. IB exam results may be considered in the admission decision. Universities may offer college credits based on IB exam results.</p>
<p>Additional admission requirements include, a letter of recommendation, personal statement, application, additional testing, as necessary.</p>	<p>Additional admission requirements include, <b>SAT/ACT</b> scores, letters of recommendation, personal statement, application, and additional testing, as necessary.</p>
<p>The student must apply to a specific course of study and program (i.e. Bachelor of Science in Biotechnology)</p>	<p>The student can apply to a major of study or they can apply as undecided. Students have two years to declare a major of study.</p>
<p>IB courses must align with specific requirements of the intended course of study (i.e. Engineering: HL Math, HL Chemistry, HL Physics, )</p>	<p>Specific preparatory courses are required for only certain intended majors of study (i.e. pre-medicine: biology, chemistry)</p>

## IB DIPLOMA PROGRAM GRADES 11–12

### ITALIAN UNIVERSITY REQUIREMENTS

To attend the Italian university students **MUST** obtain the full **IB Diploma**. In addition the **Italian Ministry of Education** requires a full IB candidate to follow one of the following tracks:

Linguistic Track	Scientific Track	Social Science Track
First Language	First Language	First Language
Second Language	Second Language	Second Language
History Economics Psychology	History Economics Psychology	History Psychology
Chemistry Physics Biology	Chemistry Physics Biology	Chemistry Physics Biology
Mathematics Math Studies	Mathematics	Mathematics Math Studies
Third Language	Chemistry Biology Visual Art	History Economics Visual Art

**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**

### AN ALTERNATIVE TO THE IB DIPLOMA

Grade 11 students can choose not to pursue the full IBDP for various reasons. For example, the IBDP is not a good academic fit or it may not be required for the students' university applications. In this case, students will be enrolled in 5 IB subjects, (as opposed to the 6 subjects required for the full IB Diploma.) and will not be required to write an Extended Essay, take the TOK course nor complete CAS hours. In 12th grade students who are not pursuing the full IB Diploma may, if they desire, sit for one or more IB exams obtaining the **IB Diploma course** certificates. Universities in the US may offer college credits or advanced standing based on IB exam results.

## IB DIPLOMA PROGRAM GRADES 11–12

### 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, activity, 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:** exploring and extending ideas leading to an original product or performance

**Activity:** physical exertion contributing to a healthy lifestyle

**Service:** collaborative and reciprocal engagement with the community in response to an authentic need

The CAS programme formally begins at the start of the Diploma programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity and service

### THE CAS PROJECT

The CAS project is a self-initiated project that all IB students will complete during their 11th grade year. The project's objective is to challenge students to show initiative, demonstrate perseverance, and develop skills such as planning, preparation, collaboration, problem-solving, and decision making. The CAS project must be at least one month in duration and can address any single strand of CAS, or combine two or all three strands. Here are some examples

- › Creating and publishing the ASM Newspaper
- › Creating and publishing a science newsletter
- › Designing and building sets for the musicals
- › Creating lessons and teaching English to English Language Learner students
- › Teaching elementary schools students oral hygiene
- › Executing various fundraising events for charities

## IB DIPLOMA PROGRAM GRADES 11–12

### **CAS EXPERIENCES**

Along with the CAS project, IB students will be participating in on-going weekly CAS experiences for 18 months beginning in the Fall of their 11th grade year. These experiences must be completed in addition to, and separately from, their IB class assignments. Each experience will include a reflection to reveal personal growth and mastery of the seven **learning outcomes**.

### **SOME EXPERIENCES INCLUDE:**

- › Participating in a sport or musical
- › Learning a new skill (guitar, horseback riding)
- › Tutoring or mentoring
- › Volunteering at a local charity
- › Participating in community service

### **THE CAS PORTFOLIO**

All IB students will create and maintain a CAS portfolio, as evidence of their engagement with CAS and mastery of the seven learning outcomes. The CAS portfolio is a compilation of their CAS experiences and reflections, as well as their CAS project. All CAS materials will be uploaded and managed through an IB approved computer software called Managebac.

### **CAS LEARNING OUTCOMES**

Completion of CAS is based on student achievement of the seven CAS learning outcomes:

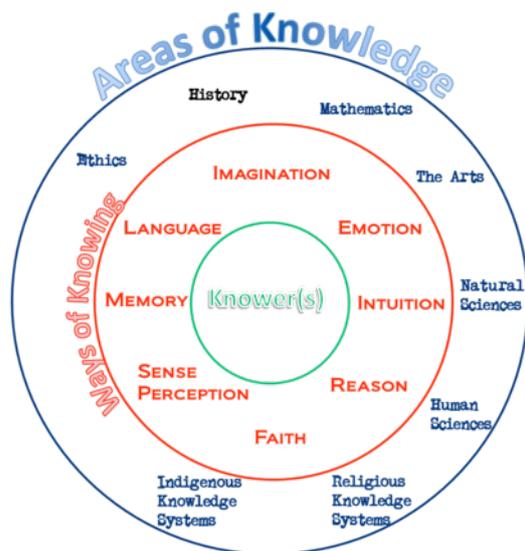
1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

Through their CAS portfolio, students provide evidence demonstrating achievement of each learning outcomes.



# IB DIPLOMA PROGRAM GRADES 11–12

## TOK - THEORY OF KNOWLEDGE



The TOK course is taught two periods a week, during the second semester of Junior year, and the first semester of Senior year.

### THE COURSE 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 according to the following matrix

# IB DIPLOMA PROGRAM GRADES 11–12

## The diploma points matrix

		Theory of knowledge					
		Excellent <b>A</b>	Good <b>B</b>	Satisfactory <b>C</b>	Mediocre <b>D</b>	Elementary <b>E</b>	Not submitted
Extended essay	Excellent <b>A</b>	3	3	2	2	1 + Failing condition*	N
	Good <b>B</b>	3	2	1	1	Failing condition*	N
	Satisfactory <b>C</b>	2	1	1	0	Failing condition*	N
	Mediocre <b>D</b>	2	1	0	0	Failing condition*	N
	Elementary <b>E</b>	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

### LIST OF POSSIBLE EE SUBJECTS:

LANGUAGE A1 LITERATURE/LANGUAGE AND LITERATURE	ENVIRONMENTAL SYSTEMS	PHILOSOPHY
FOREIGN LANGUAGE	FILM	PHYSICS
BIOLOGY	GEOGRAPHY	POLITICS
BUSINESS AND MANAGEMENT	HISTORY	PSYCHOLOGY
CHEMISTRY	HUMAN RIGHTS	SOCIAL AND CULTURAL ANTHROPOLOGY
COMPUTER SCIENCE	INFORMATION TECHNOLOGY	THEATRE
DANCE	MATHEMATICS	VISUAL ART
DESIGN TECHNOLOGY	MUSIC	WORLD RELIGIONS
ECONOMICS	PEACE AND CONFLICT STUDIES	WORLD STUDIES

# IB DIPLOMA PROGRAM GRADES 11–12

## EXTENDED ESSAY PROCESS AND DEADLINES

### YEAR ONE OF THE IB PROGRAM - GRADE 11

JANUARY	<p><b>INTRODUCTION TO THE EXTENDED ESSAY</b></p> <ul style="list-style-type: none"> <li>• Students <b>Read and become familiar</b> with the EE Subject Guide and the EE Assessment Criteria</li> <li>• Teachers explain how to write an EE in their subject</li> </ul>
FEBRUARY	<ul style="list-style-type: none"> <li>• Students post on <b>Managebac EE SUBJECT CHOSEN *</b></li> <li>• <b>DP Coordinator begins assigning Advisors</b></li> </ul>
MARCH	<ul style="list-style-type: none"> <li>• <b>EE Writing day #1</b> <b>FULL SCHOOL DAY</b></li> <li>• <b>MEETING # 1</b> CANDIDATE/ADVISOR *</li> <li>• Students post <b>EE Managebac EE TOPIC AND RESEARCH QUESTION *</b></li> </ul>
APRIL	<ul style="list-style-type: none"> <li>• Students post on <b>EE Managebac OUTLINE HEADINGS &amp; LIST OF RESOURCES COLLECTED *</b></li> <li>• <b>EE WRITING DAY # 2</b> HALF A DAY (FROM 9:15 TO 12:00)</li> </ul>
MAY	<p><b>MEETING #2</b> CANDIDATE/ADVISOR *</p> <p><b>Candidates must complete the interim reflection in the Planning and Progress form *</b></p>
JUNE	<ul style="list-style-type: none"> <li>• <b>FIRST DRAFT IN TURNITIN *</b></li> <li>• <b>POST FIRST DRAFT ON MANAGEBAC *</b></li> </ul> <p><b>This copy must be completed with the following:</b> Title page, abstract, contents page, bibliography, (appendix, charts, maps if needed) <b>SEE ASM PROTOCOL BOOKLET</b></p> <ul style="list-style-type: none"> <li>• <b>MEETING #3</b> CANDIDATE/ADVISOR *</li> <li>• <b>EE WRITING DAY #3</b> FULL SCHOOL DAY</li> </ul>

## IB DIPLOMA PROGRAM GRADES 11–12

### YEAR TWO OF THE IB PROGRAM - GRADE 12

<b>OCTOBER</b> 12 grade year	<ul style="list-style-type: none"> <li>• EE WRITING DAY#4 FULL SCHOOL DAY</li> <li>• FINAL DRAFT IN TURNITIN *</li> <li>• <b>POST FINAL COPY</b> ON <a href="#">Managebac</a></li> </ul>
<b>NOVEMBER</b> 12 grade year	<p><b>MEETING # 3</b> CANDIDATE/ADVISOR viva voce *</p> <p>Candidates must complete the final reflection in the <a href="#">Planning and Progress form*</a></p>

PLEASE NOTE: \*Students receive a grade on items marked with an asterisk

EE grades are included in the student's GPA for Semester 2 of 11 grade, and Semester 1 of grade 12.



## IB DIPLOMA PROGRAM GRADES 11–12

### THE THREE CORE REQUIREMENTS:

Upper school classes are scheduled on a rotating basis by day (A,B,C,D,E, F, G & H). The full rotating schedule is available on the ASM calendar.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<b>8:55-10:05</b> (70)	<b>1</b>	<b>6</b>	<b>3</b>	<b>8</b> DP2	<b>5</b>	<b>2</b>	<b>7</b>	<b>4</b>
Break (5 min)								
<b>10:10-11:20</b> (70)	<b>2</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>8</b> DP4	<b>5</b>
Break (5 min)								
<b>11:25-12:30</b> (65) (75 for DP)	<b>3</b>	<b>8</b> DP1	<b>5</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>6</b>
Lunch (55 min)								
<b>1:25-2:30</b> (65)	<b>4</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>8</b> DP3	<b>5</b>	<b>2</b>	<b>7</b>
Break (5 min)								
<b>2:35-3:40</b> (65)	<b>5</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>4</b>	<b>8</b> DP5

### 5 periods/day - 8 blocks/cycle

#### Lunch 12:50 - 1:25

Middle School students report directly to the cafeteria at 12:30. High School students will have personal time until 12:50 at which point they will move to the cafeteria for lunch.

# IB DIPLOMA PROGRAM GRADES 11–12

## SUBJECT AREA CURRICULUM

### GROUP 1 - LANGUAGE A1

#### STUDIES IN LANGUAGE AND LITERATURE

*ENGLISH A1 / ITALIAN A1 LANGUAGE AND LITERATURE SL/HL*

#### GRADES 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. 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.

Part of the course is dedicated to the study of different media languages (advertising and the internet) in order for the students to “develop an understanding of how language, culture and context determine the ways in which meaning is constructed in texts.”

#### 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.

# IB DIPLOMA PROGRAM GRADES 11–12

## **GROUP 2 - LANGUAGE B**

### **LANGUAGE ACQUISITION**

ITALIAN/FRENCH/SPANISH LANGUAGE B SL/HL (B3 AND B4 COURSES)

### **GRADES 11-12**

The 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 newspapers and magazines; will read short stories and or short novels and will be exposed to cinema. Great emphasis is placed on the writing of short essays and reading and comprehension exercises in preparation for the IB written exam.

### **CORE TOPICS**

- › Communication and Media
- › Global Issues
- › Social Relationships

### **OPTIONS (SELECTION OF TWO)**

- › Cultural Diversity
- › Custom and Traditions
- › Health
- › Leisure
- › Science and Technology

### **IN ADDITION FOR HL**

- › Two literary works

### **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.

## IB DIPLOMA PROGRAM GRADES 11–12

### **ITALIAN/FRENCH AND SPANISH AB INITIO (B1 AND B2 COURSES)**

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.

The language Ab Initio course is organized into three themes.

- › Individual and society
- › Leisure and work
- › Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Language Ab Initio is available at SL only.

### **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.

### **ENROLLMENT IN A WORLD LANGUAGE COURSE (FRENCH / ITALIAN / SPANISH) AT ASM – IMPORTANT INFORMATION**

The conditions and requirements for the placement of students in a world language course at ASM are based on directions given by the International Baccalaureate Organization and clearly stated in the following excerpts from the IB Language B Subject Guide, 2015:

### **Language B courses:**

- » Add to the international dimension of the diploma program.
- » Promote intercultural understanding and greater respect for other people
- » Should provide an appropriate academic challenge for the student

**Therefore, coordinators, in conjunction with teachers, are responsible for the placement of students. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgment to guide them.**

Based on the IBO requirements, any student who falls into any of the following categories will not be allowed to enroll in French, Italian or Spanish as foreign languages courses:

1. Target Language is the mother tongue of one or both candidate's parents; it was the first language learned.
2. Target Language is the candidate's usual language of communication and the student feels confident reading and writing the language.

## IB DIPLOMA PROGRAM GRADES 11–12

**Students will be assessed on their language competence by means of a language test. The final decision regarding the placement of the student in the appropriate language course will be taken by the World Languages Committee and the Diploma Coordinator.**

If a student is not eligible to take a World language course, he/she may choose to do the following:

Either enroll in the course as native speakers (**Language A**)

*OR*

Choose one of the other World languages (**Language B**) offered at ASM



# IB DIPLOMA PROGRAM GRADES 11–12

## **GROUP 3 - INDIVIDUALS AND SOCIETY**

### **HISTORY SL/HL**

#### *GRADES 11-12*

#### **IB HISTORY COURSE DESCRIPTION**

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources and perspectives. History is a discipline that seeks to give students an understanding of themselves and others in relation to the past and present.

In order to understand the past, students will engage with it both through eyewitness sources and through the work of historians. Historical study involves the selection and interpretation of data and a critical evaluation of it. The statement that “History is philosophy teaching by example,” illustrates the primary goal of the subject, to better enable personal reflection and understanding of people and societies.

The IB History class at ASM is a select course of study focused on events, particularly the crises of the 20th Century. Topics of study are roughly chronological, and include WWI, the rise of single party states in the interwar years, WWII, and the establishment of a bipolar world in the Cold War era. IB gives great flexibility to its instructors to implement a program of study from a wide range of topics, with the expectation that each school will tailor a program to the needs and interests of its school and region. It is not expected that each school will cover all of the suggested topics, but that each will teach a few events or eras in great detail, employing multiple sources as well as historiography.

Thus, IB history provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to develop skills of identification, classification, analysis and critical judgment.

#### **OBJECTIVES:**

- › Recall and select relevant historical knowledge
- › Demonstrate an understanding of historical context
- › Demonstrate an understanding of historical processes: cause and effect; continuity and change
- › Understand historical sources
- › Deploy detailed, in-depth knowledge
- › Demonstrate knowledge and understanding of a specific historical topic

#### **APPLICATION AND INTERPRETATION**

- › Apply historical knowledge as evidence
- › Show awareness of different approaches to, and interpretations of, historical issues and events
- › Compare and contrast historical sources as evidence
- › Present a summary of evidence
- › Evaluate different approaches to, and interpretations of, historical issues and events
- › Evaluate historical sources as evidence
- › Evaluate and synthesize evidence from both historical sources and background knowledge
- › Develop critical commentary using the evidence base
- › Synthesize by integrating evidence and critical commentary
- › Present an analysis of a summary of evidence

#### **USE OF HISTORICAL SKILLS**

- › Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments
- › Demonstrate evidence of research skills, organization and referencing

## IB DIPLOMA PROGRAM GRADES 11–12

### **PSYCHOLOGY SL/HL**

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 IB Subject Guide (2015) states:

“Psychology is the systematic study of behavior and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB Psychology examines the interaction of biological, cognitive, and sociocultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology”.

**The core component** of the course, **common to Higher level and Standard level**, investigates Psychology through three levels of analysis:

The **biological** level of analysis (B.L.O.A.)

The **cognitive** level of analysis (C.L.O.A.)

The **sociocultural** level of analysis (S.C.L.O.A.)

The course of study includes **two** options for Higher Level and **one** option for Standard Level. The options serve to provide continuity with the previous core syllabus and to reflect developing fields in psychology. There are four options that students can select from:

- › Abnormal Psychology
- › Developmental Psychology
- › Health Psychology
- › Psychology of Human Relationships

### **OBJECTIVES:**

- › 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 sociocultural influences on human behavior
- › Develop an understanding of alternative explanations of behavior
- › Understand and use diverse methods of psychological inquiry

## IB DIPLOMA PROGRAM GRADES 11–12

### **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 economic concepts
- › apply economic theory to real world examples
- › learn to recognize their own tendencies for bias

### **ENVIRONMENTAL SYSTEMS AND SOCIETIES SL**

#### **Grades 11-12**

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between humans and their world; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention will be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. As well, students develop their sound understanding by delving into and evaluating the scientific, ethical and socio-political aspects of a variety of local and global environmental issues. Sustainability will be taught as a core principle.

Attempts to achieve sustainability will be analyzed from the individual (for example, attitude towards recycling) to the global community (reducing dependence on nonrenewable resources). Internationally, the roles of both governmental and non-governmental organizations are considered in the course from the United Nations, the World Wide Fund for Nature (WWF), etc.

Environmental scientists work internationally at all levels. In this course, students may share data collected with those in other IB Diploma Program schools on other continents just as professional scientists pool their data. Students taking this course should thus become more aware of the diversity of cultural perspectives on the environment (aim 4) and appreciate that environmental issues may be controversial as they cross geographical and cultural boundaries.

## IB DIPLOMA PROGRAM GRADES 11–12

### **OBJECTIVES:**

- › Demonstrate an understanding of information, terminology, concepts, methodologies and skills with regard to environmental issues
- › Apply and use information, terminology, concepts, methodologies and skills with regard to environmental issues
- › Synthesize, analyze and evaluate research questions, hypotheses, methods and scientific explanations with regard to environmental issues
- › Using a holistic approach, make reasoned and balanced judgments using appropriate economic, historical, cultural, socio-political and scientific sources
- › Articulate and justify a personal viewpoint on environmental issues with reasoned argument while appreciating alternative viewpoints, including the perceptions of different cultures
- › Demonstrate the personal skills of cooperation and responsibility appropriate for effective investigation and problem solving
- › Select and demonstrate the appropriate practical and research skills necessary to carry out investigations with due regard to precision

**PLEASE NOTE:** Environmental Systems and Societies is a **TRANSDISCIPLINARY** subject

As a **transdisciplinary** subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies).

By choosing to study a **transdisciplinary** course such as this as part of their Diploma, students are able to satisfy the requirements for either groups 3 or 4, thus allowing them to choose another subject from any group (including another group 3 or 4 subject).



# IB DIPLOMA PROGRAM GRADES 11–12

## **GROUP 4 - SCIENCES**

### **BIOLOGY IB SL/HL**

#### GRADES 11-12

Biology is the study of life. Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Through studying biology, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes these subjects.

Both levels of this course will examine core topics including: cell biology, molecular biology, genetics, ecology, evolution, and human physiology. In addition to this, HL students will go in more depth while also studying plant biology, bioinformatics and animal physiology. All students will apply formal concepts to practical methods, examining famous biological experiments before developing individual investigations. This program is designed to meet the needs of students who wish to enter higher education in medicine or the sciences, while also providing an overall survey for students who will then end their formal study of science.

#### **OBJECTIVES:**

1. Demonstrate understanding of and the ability to apply:
  - a. biology facts, concepts and terminology
  - b. biology methodologies and techniques
  - c. methods of communicating scientific information
2. Formulate, analyse and evaluate:
  - a. hypotheses, research questions and predictions
  - b. methodologies and techniques
  - c. primary and secondary data
  - d. scientific explanations
3. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.
4. Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities.

## IB DIPLOMA PROGRAM GRADES 11–12

### **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 informatio
- › 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.

## IB DIPLOMA PROGRAM GRADES 11–12

### **PHYSICS IB SL/HL**

#### GRADES 11-12

Originating in philosophy, Physics is often regarded as the most fundamental among the experimental sciences. Its deepest goal is explaining the Universe itself and how it works. Physicists try to do so by building theories based on mathematics and by testing them through a careful and unbiased application of the experimental method.

The SL and HL courses start off with Newtonian Classical Mechanics, proceed to Thermal Physics, Electromagnetic Phenomena and they culminate with the study of the microscopic structure of matter, Atomic/Nuclear Physics and Quantum Mechanics (HL only). The Optional material covered during the senior year extends the learning to include subjects like Thermodynamics, Astrophysics or Einstein's Relativity. The HL course differs significantly from the SL course both in terms of **depth** (more details are studied) and **breadth** (more topics are studied).

IB Physics is an exciting and rigorous course which will prepare the students who intend to pursue applied or science oriented university careers. It is not Calculus based but still requires a very good degree of fluency in mathematical topics such as Algebra and Trigonometry. Experiments and technology play an important role and both are particularly relevant for the Internally assessed component of the course. Problem solving is an essential skill, assessed in the written IB exam at the end of senior year.

### **OBJECTIVES:**

Through the course, students will:

- › develop a greater appreciation and understanding of the working of the world around them
- › develop the ability to think critically, analyze and solve complex and open ended problems
- › develop the ability to apply mathematics to real world problems
- › appreciate the importance of some of "Life's Big Questions" and develop some of the required knowledge to address some of them properly

# IB DIPLOMA PROGRAM GRADES 11–12

## 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.

#### **OBJECTIVES:**

- › **Knowledge and understanding:** recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts
- › **Problem-solving:** recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems
- › **Communication and interpretation:** transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation
- › **Technology:** use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems
- › **Reasoning:** construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions
- › **Investigative approaches:** investigate unfamiliar situations involving organizing and analyzing information or measurements, drawing conclusions, testing their validity, and considering their scope and limitations

# IB DIPLOMA PROGRAM GRADES 11–12

## **GROUP 5 – MATHEMATICS**

### **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.

#### **OBJECTIVES:**

- › **Knowledge and understanding:** recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- › **Problem-solving:** recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems.
- › **Communication and interpretation:** transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation.
- › **Technology:** use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- › **Reasoning:** construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
- › **Inquiry approaches:** investigate unfamiliar situations, both abstract and real-world, involving organizing and analyzing information, making conjectures, drawing conclusions and testing their validity.

# IB DIPLOMA PROGRAM GRADES 11–12

## **GROUP 5 – MATHEMATICS**

### **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.

#### **OBJECTIVES:**

- › **Knowledge and understanding:** recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- › **Problem-solving:** recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems.
- › **Communication and interpretation:** transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation.
- › **Technology:** use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- › **Reasoning:** construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
- › **Inquiry approaches:** investigate unfamiliar situations, both abstract and real-world, involving organizing and analyzing information, making conjectures, drawing conclusions and testing their validity.

# IB DIPLOMA PROGRAM GRADES 11–12

## GROUP 6 – THE ARTS

### VISUAL ART IB SL/HL

#### GRADES 11-12

IB art provides students the opportunity to build on technical skills learned in previous art courses, while exploring the autonomy of self-directed and teacher guided projects with experimentation of new mediums. IB art is divided into Higher Level and Standard Level options. In Higher Level art, students create 8-11 studio projects where at the standard level students create 4-7 projects. Studio works can include painting, sculpture, printmaking, installations and photography. At the end of the two year course, students curate and exhibit their studio work. The exhibition is worth 40% and is graded internally. Students plan for their studio projects and experiment in their research workbooks and create digital process screens, which reflect the process that they go through. The process portfolio is worth 40% of the overall grade and is externally assessed. 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.

Students complete a Comparison Study which is externally assessed worth 20% of the overall mark-this independent critical and contextual investigation explores artworks. 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:**

- › Guide students in the development of personal, socio-cultural and aesthetic expression in a meaningful way
- › Encourage an inquiry-based approach on the meaning of art, the historical context of art and the integration of art in various subject areas
- › Explore traditional and contemporary forms of art through various medium experimentations
- › Promote the visual and cultural context of art and the personal connections that influence works
- › Encourage the pursuit of quality through experimentation and purposeful creative work in various expressive ways
- › Foster an environment of self-exploration, growth and self-reflection through the timeline of the student's works

## IB DIPLOMA PROGRAM GRADES 11–12

### **GROUP 6 – THE ARTS**

#### **IB FILM SL/HL**

##### **GRADES 11-12**

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others. The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture.

For their assessment, students at SL and HL complete a comparative study of different films, a detailed textual analysis of a provided film and a production portfolio demonstrating acquired skills and techniques in 3 different production roles. At HL students also work collaboratively as a core production team in order to produce an original short film.

#### **OBJECTIVES:**

- › To appreciate and understand film as a complex art form
- › To develop visual literacy, understanding of film language and the ability to formulate stories in film terms
- › To develop skills in research, planning and project management
- › To learn the practical and technical skills of production
- › To reflect upon and evaluate film production processes and film texts
- › To learn about cinema and film-making traditions in various parts of the world



# IB DIPLOMA PROGRAM GRADES 11–12

## **GROUP 6 – THE ARTS**

### **IB MUSIC SL/HL**

#### **GRADES 11-12**

Through the music course students develop their knowledge and potential as musicians, both personally and collaboratively.

Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment.

Both standard level (SL) and higher level (HL) music students are required to study musical perception.

SL students in music are then required to choose one of three options:

**Creating (SLC)**

**Solo performing (SLS)**

**Group performing (SLG)**

HL students are required to present both creating and solo performing.

### **OBJECTIVES:**

- › Knowledge, understanding and perception of music in relation to time, place and cultures
- › Appropriate musical terminology to describe and reflect their critical understanding of music
- › Comparative analysis of music in relation to time, place and cultures (unlike at SL, HL students are also expected to demonstrate this in response to pieces not previously studied)
- › Creative skills through exploration, control and development of musical elements (SLC, HL)
- › Performance skills through solo music making (SLS, HL) or group music making (SLG)
- › Critical-thinking skills through reflective thought



## IB DIPLOMA PROGRAM GRADES 11–12

### **TOK**

#### **GRADES 11-12**

The Theory of Knowledge (TOK) course is central to the educational philosophy of the International Baccalaureate. The course seeks to guide students through a careful reflection into the “Ways” (or processes through which) they have arrived at their understandings of truth and by which they have derived meaning from each of their courses: to what extent those claims of truth are founded in evidence and or assumption, and what exactly are the roles of emotion, language development and other factors in the understandings arrived at. The ultimate aim of the course is to challenge students to consider their perspectives, identify connections in their thinking across the curriculum, and enable them to find greater meaning in their lives.

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 posing and discussing questions, or “Knowledge Issues.” The most central of these questions is, “How does one know a given assertion is true, or well grounded?” Assertions or judgments are considered “knowledge claims”, and are broken into and examined part by part. The program seeks to apply this process to each subject area the student studies.

#### **Upon completion of the course it is expected that students will:**

- › Demonstrate an understanding of the strengths and limitations of various Ways of Knowing, and of the methods of investigation used in the different Areas of Knowledge
- › Have an increased 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 the implications of assumptions of truth and the effects of “knowledge at work” in the world
- › Readily identify the values and assumptions underlying perspectives, judgments and knowledge claims relative to personal, local and global issues
- › Be better equipped to use oral and written language to formulate and communicate ideas clearly

# IB DIPLOMA PROGRAM GRADES 11–12

## ELECTIVE OFFERINGS

### UNIVERSITY PREPARATION (11 ONLY)

This course will cover introductory concepts to guide each student through the process of the university search and application preparation. Students will engage in activities which foster a deeper understanding of “Who am I?”, “Career Exploration”, “College Admissions” and “College Research”. Topics to be covered will enhance student ability to gain: self awareness, self-management, relationship skills, and responsible decision-making. Additionally students will use numerous technology tools to support with the latter outcomes.

### ADVANCED PROBLEM SOLVING AND COMPUTER PROGRAMMING (9-11)

This class is particularly recommended for either students in the Accelerated Math, IB HL Math and Physics classes or students with a strong interest in computer programming. Its goals are: (1) reinforce the students’ ability to analyze a problem and choose solution strategies (2) find concrete solutions by writing suitable computer programs. In this process the students will learn:

- » how to develop algorithms
- » how to translate their algorithms into a programming language, specifically MATLAB, Python and JavaScript

Both MATLAB and Python are widely used at a professional level within the natural sciences, engineering and mathematics. Their programming power and flexibility allow, beside numerical calculations, for complex graphics and animations. The programming skills achieved by the end of this course will empower the students to use new tools that will be very useful during the IB Diploma, especially in view of the Mathematics and Science IAs.

### STUDY HALL

This is a scheduled time for students to work independently on a topic of their choice. The expectations is that the time will be used wisely for academic purposes. A teacher will be present to check-in with students to help them organize and keep up with their school work.

### YEARBOOK

Yearbook is a digital publication course, and aims to prepare students in the planning, design and publication of the yearly visual record of students, activities and programs at the American School of Milan, the ASM Yearbook. Hence, the course will follow a series of lessons on page design, layout and construction of various aspects of the making of the book. Prerequisites to enrollment include: 1) competency in the use of Photoshop software, 2) ownership of a laptop compatible with the AiSM server platform, 3) commitment to the timely completion of assignments, self-discipline and approval by the Yearbook teacher. Class size will be limited to 8-10 students from grades 9-12.

### MUSIC

#### **Beginner Choir**

If you love music and like to sing or would like to learn how to sing, this is the course for you. Students will learn the technique of singing and will explore music from a variety of periods and styles from classical to pop! Students will have performance opportunities throughout the entire year in ASM music concerts.

## IB DIPLOMA PROGRAM GRADES 11–12

### ELECTIVE OFFERINGS

#### **Advanced Choir**

Intermediate to advanced singers are welcome to join this fun and energetic course which explores singing in a large ensemble. Music from a variety of styles will be sung. Throughout the course, students can expect to learn how to read music independently as well as explore a large variety of genres from Italian chant to today's hits! Students will be able to share their talent and showcase their singing in the ASM music concerts.

#### **String Orchestra**

The musical String Orchestra is a wonderful opportunity to play Music from a Classical context moving to different kinds of music ( Pop, Folk, Rock, Contemporary. Violins, violas, cellos and double bass ,are the core of the ensemble. In addition, other instruments will be offered such as piano, electric guitar, bass and drums in order to create a broader music repertoire. Students will be challenged by, enjoying , understanding by expressing and feeling music from different historical contexts and different genres. History of music and theory of music will be learned by playing and analyzing the music pieces.

#### **Beginner Band**

This elective is open to all upper school students who would like to learn how to play a brass, woodwind or percussion instrument and have limited or no experience. Students will play together in an ensemble and explore different styles of music as they progress on their instruments. There will be performance opportunities throughout the year.

#### **Advanced Band**

This elective is open to any student who already plays a woodwind, brass or percussion instrument at an intermediate to advanced level. This is an ideal course for students who have already taken band class in the past. Songs from many musical styles will be explored and the band will have the opportunity to perform at concerts throughout the year.

### PHYSICAL EDUCATION

#### **Physical Education 2 (pre-requisite PE1)**

Physical Education contributes to a student's physical, intellectual, emotional and social development. Students will be engaged in units of instruction and activities that address motor skill development. Individual sports will be the core units of instruction.

#### **Outdoor Education ( grades 11-12, PE1 pre-requisite)**

Outdoor Education provides students with the knowledge, experience, and an opportunity to develop skills in outdoor recreational activities. Concepts of wilderness awareness in survival and environmental impact are introduced. Individual growth in cooperation, trust, self-concept, and self-esteem are challenged through group problem-solving exercises. We will also look at the safe and technical approach towards bouldering and rock climbing. Emphasis will be placed upon correct knot tying and dialogue necessary for safe ascent and descent.

## IB DIPLOMA PROGRAM GRADES 11–12

### ELECTIVE OFFERINGS

#### **Physical Training**

This course will emphasize providing students with the skills and understanding of basic fitness principles based in an exercise center. It is an opportunity for students of all fitness levels to gain a foundation of skills and knowledge-base that will promote a future life of healthy and functional fitness habits. The students will analyze fitness needs and create an appropriate fitness plan to focus on Muscular Strength or Muscular Endurance and follow the results. Additional emphasis will be on Agility, Flexibility, and Body Composition analysis.

#### **Rhythmic Movement**

Rhythmic Movement is an integral part of the physical education program. HS Rhythmic Movement consists of advanced: Aerobics, Pilates, Yoga, Zumba, Classic Dance and Modern Dance. Improving movement skills and enjoyment through movement are the focus of this class.



# IB DIPLOMA PROGRAM GRADES 11–12

## IBDP ASSESSMENT AT ASM

### ASM'S ASSESSMENT PHILOSOPHY

Assessment is the act of analyzing student learning, evaluating achievement and providing timely feedback as it pertains to desired learning outcomes. It should foster a culture of reflection, scholarship, integrity and resilience.

Assessment at ASM is central in both guiding students and the school while they strive for excellence together. Wherever possible, assessments should enable students to transfer knowledge, skills and concepts independently into new, authentic contexts according to previously stated criteria. ASM recognizes that assessment is most powerful when students are active agents in the process.

At ASM, teachers assess formatively and summatively. These are terms that our upper school students and families hear often

#### What is formative assessment?

Formative assessment refers to when teachers use a wide range of methods to determine student comprehension, learning needs, and academic progress during a lesson or unit. Teachers then ensure that feedback is given to students to help them make progress toward the learning objectives. Formative assessment is essential in helping students develop knowledge and skills that will be assessed at the end of learning. Formative assessments may not count toward the final grade.

#### Formative assessment

- » Gives timely verbal or written feedback to students as students learn
- » Shows students how they can improve
- » May account for up to a maximum of 20% of a student's end of semester grade

#### What is summative assessment?

Summative assessments are used to evaluate student understanding at the end of each learning unit. Students in grade 11 and in the first semester of grade 12 will take two formal internal exams a year: one in January and one in June. The results of these exams will contribute to 20% of the semester grade.

#### Summative assessment

- » Constitutes between 80% to 100% of a student's semester grade
- » Evaluates student's independent understanding
- » Will require students to apply their learning to a new context

#### **Assessment and teacher expectations**

##### Teachers are expected to:

- › Use a mark scheme or IBDP rubrics, or modified IBDP rubrics which shows the student what constitutes successful work
- › Return work in a timely fashion with constructive feedback and publish grades
- › Collaborate with colleagues to ensure that a balance of assessment tasks is given to students
- › Post deadlines for assignments on PowerSchool
- › Communicate with parents regularly and immediately in case of concern

## IB DIPLOMA PROGRAM GRADES 11–12

### **Assessment and student expectations**

- › Be responsible for writing down ALL homework assignments
- › Use the mark schemes or rubrics provided by teachers to achieve their best work
- › Submit work on time
- › Correct mistakes when work is returned to them
- › Honor academic integrity at all times, understand consequences if they do not

### **School Administration Expectations**

- › Produce examination/test timetables with enough notice for students and teachers to formulate a revision program
- › Keep records of achievement

### **Assessment and Parent Expectations**

- › Support student adherence to set deadlines for work
- › Help motivate their child(ren.)
- › Help create an environment that is to the benefit of their child
- › Follow student's progress on PowerSchool and contact the teacher with any concerns when necessary

**All the above expectations exist to ensure that all students reach their full potential in IBDP examinations.**

# IB DIPLOMA PROGRAM GRADES 11–12

## LATE AND MISSING WORK

Should a student miss a deadline, or be absent from school with or without parental justification, we expect the student to make up the work in a timely manner.

### For Excused Absences

Students who have an excused absence must complete late work in proportion to the number of days they miss. Therefore, if a student is absent for one day, s/he must make up the assignment in one day, or at teacher discretion. One week is the maximum time for an assignment to be submitted to a teacher after returning from an extended excused absence.

### For Unexcused Absences and Missing Work

Students who do not meet deadlines for summative assessments must attend extratime@lunch in order to complete the assignment and receive credit.

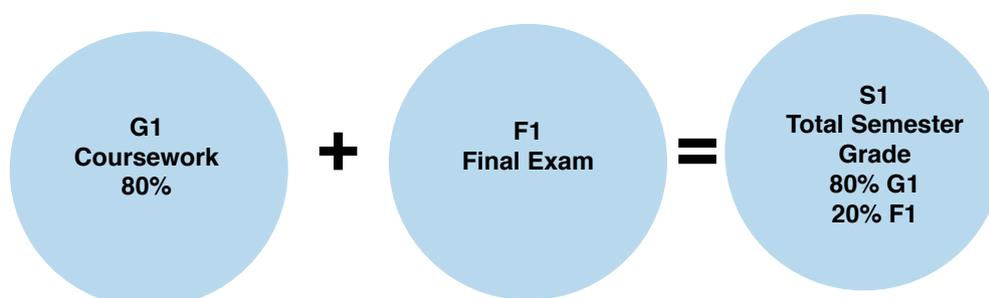
## Procedure for ExtraTime@Lunch

If a summative assignment is not submitted on time:

Students will be held accountable by:	Teacher will hold students accountable by:
<ul style="list-style-type: none"> <li>» HS students report to the Extra Time room from 12:30-1:00, and will continue to report there until the work is completed up to one week after due date</li> <li>» Attending ExtraTime@Lunch on the day the assignment is due for a class held in the morning. Or, attending Extra Time@Lunch the day after for a class held in the afternoon</li> <li>» Submitting work to subject teacher</li> <li>» Being punctual for and working silently during Extra-Time sessions</li> </ul>	<ul style="list-style-type: none"> <li>» Immediately reporting assignment in Power School (PS) with a temporary zero, “0” and an “M” for missing. In a PS comment on the assignment, briefly describe it so parents are fully informed</li> <li>» Completing first four columns of ExtraTime@Lunch form for supervisor</li> <li>» Updating form with date when work is completed</li> <li>» When completed, mark assignment as “L,” Late and student receives full credit in PS</li> </ul>

- » Students who do not attend **ExtraTime@Lunch** will receive a zero for the assignment.
- » Students have a one week limit to complete the missing work.
- » Students who attend ExtraTime@Lunch three times or more will be referred to the administration for consideration of schedule modifications and possibly additional consequences. When possible, students will be placed in a study hall to allow more time to focus on assignment completion and academic success.

## HOW IS A STUDENT’S SEMESTER GRADE CALCULATED?



## IB DIPLOMA PROGRAM GRADES 11–12

### DIPLOMA PREPARATION ACADEMIC GRADE BOUNDARIES

7A+	98-100	4.3	Outstanding work, in which you apply relevant skills, knowledge and concepts almost faultlessly, with sophistication. Your work shows exceptional understanding, maturity, insight and analysis; it also shows originality.
6A	92-97	4.0	
6A-	90-91	3.7	
5B+	88-89	3.3	A thorough application of relevant skills, knowledge and concepts. Your work, on the whole, shows understanding, insight and analysis with some independence and originality
5B	82-87	3.0	
4B-	80-81	2.7	
4C+	78-79	2.3	A satisfactory application of the main relevant skills, knowledge and concepts. Your work shows some evidence of reasonable understanding, insight and analysis.
3C	72-77	2.0	
3C-	70-71	1.7	
2D+	68-69	1.3	There has been little evidence of understanding, insight or analysis. Your work may show clear difficulties in some areas and you may need extra support.
2D	62-67	1.0	
1F	0-61	0	A very limited application of the main relevant skills, knowledge and concepts. Your work has not shown evidence of understanding, insight or analysis. Your work shows marked difficulties in several areas, even with extra support.

# IB DIPLOMA PROGRAM GRADES 11–12

## ACADEMIC HONESTY

### ASM MISSION ACADEMIC HONESTY PHILOSOPHY

At ASM we place great value on personal integrity and academic honesty. The administration, faculty, and staff strongly believe that integrity must be a significant component in the academic success of our students; therefore, we promote academic honesty throughout their scholastic years at ASM by fostering the traits outlined in the IB Learner Profile and in particular the following:

**Principled** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Thinkers** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Academic Honesty is in line with the **IBO Approaches to learning**. Through

- › Self-management
- › Social
- › Communication
- › Thinking
- › Research

students develop skills that will allow to learn and be responsible of their learning.

### **UNDERSTANDING AND PROMOTING ACADEMIC HONESTY AT ASM**

Academic honesty and integrity are the foundation of any educational institutions. The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Promoting Academic Honesty is essential because lack of academic integrity undermines the philosophy of any educational programme. Students engaging in academic misconduct miss the “**learning opportunity**”. Moreover, those who breach the regulations of academic work will find it easy to contravene the conventions in other fields.

All stakeholders in the ASM community believe that the principle of academic honesty should be considered by students as a learning experience and become part of their academic study during and beyond the IB Diploma course of study.<sup>1</sup>

#### **Academic honesty at ASM refers to:**

- › Undertaking research honestly and producing authentic pieces of work
- › Always respecting intellectual property by acknowledging all ideas and work of other. Source materials may include along with written texts, visual, audio, graphics, artistic, letters, lectures, interviews, broadcasts, maps. Forms of intellectual property include patents, trademarks, moral right, copyrights
- › Showing proper conduct during examinations

<sup>1</sup> Academic honesty – principles to practice  
Dr. Celina Garza – IB Academic honesty manager IB Assessment Centre - Cardiff . IBO AEM General Conference, Rome 2014

## IB DIPLOMA PROGRAM GRADES 11–12

### WHAT IS MALPRACTICE?

2 General Regulation: Diploma Programme, 2014

3 Academic Honesty Guide, IBO, 2009

In case of malpractice in work for an external diploma or certificate (such as the Diploma and IB Courses, PSAT, SAT), the school shall notify the external organization in addition to the above.

“The IBO defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components”.<sup>2</sup>

Students can incur in the following forms of malpractice:

**Plagiarism:** Plagiarism: this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment

**Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another

**Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements

**Paraphrasing:** this is defined as the restatement of someone’s work in another form. In order for it to be allowed, the source needs to be acknowledged

**Fabrication of data:** this is defined as manufacturing data for an experiment and for mathematical exploration/project

**Disregarding** the IB DP Examination Code of Conduct: this is defined as an infraction or disregard of guidelines as established by the IBO with respect to examination conduct

**Disclosing information** to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination<sup>3</sup>

### EXAMPLES OF MALPRACTICE

- › Submitting to IBO someone else’s work
- › Copying the work of another candidate
- › Allowing a peer to copy your work
- › Not acknowledging sources
- › Asking another person to write your work
- › Falsifying data used in an assignment
- › Falsifying CAS records and journals
- › Stealing examination material and/or exam papers
- › Bringing unauthorized material into the examining room. Examples: notes, unauthorised software on a graphich calculator, cell phones
- › Disrupting behaviour during exams
- › Impersonating another candidate

## IB DIPLOMA PROGRAM GRADES 11–12

### **CONSEQUENCES OF MALPRACTICE**

At ASM any instance of academic dishonesty is to result in:

#### **First Offense**

- › an automatic zero for the work in the case of a first offence.  
No opportunity is to be given to make up the zero grade. The document is to be collected by the teachers and filed with the Principal. Parents are to be notified;

#### **Second Offense**

- › an automatic zero for the work with the same above specified notifications and qualifications for a second offence. Additionally, a two-day out of school suspension is to be assigned and a meeting of the Parents, student, teacher and Guidance Counselor called by the Principal. All work undertaken during the out of school suspension shall be given a grade of zero;

#### **Third Offense**

- › indefinite suspension pending a recommendation for expulsion for a third offence with a grade zero being assigned to all work.

In case of malpractice in work for an external diploma or certificate (such as the Diploma and IB Courses, PSAT, SAT), the school shall notify the external organization in addition to the above. Given the potential of discrediting ASM under such circumstances, the student may also face expulsion.

### **HOW TO AVOID MALPRACTICE**

#### ***The role of students***

Students must take responsibility for their learning. They are expected to do their own work and to demonstrate honestly what they have learned.

#### **Student's responsibilities include:**

- › Read, understand and become familiar with the rules of the ASM Academic Honesty Policy and with all IBO rules and regulations documents
- › All work submitted is the student's own work
- › All sources are fully and correctly acknowledged including sources taken from websites, audio-visual, emails, CD.s, photographs, graphs and similar
- › When required by teachers and/ or by the DP Coordinator, students must submit their work to Turnitin
- › Respect internal deadlines
- › Make proper use of a citation style. At ASM we have adopted the Chicago citation style (or APA for Psychology)
- › When submitting his/her work to IB examiners, the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
- › Before submitting their work to IBO, students must sign a **declaration of authenticity form**.

## IB DIPLOMA PROGRAM GRADES 11–12

4 Academic honesty – principles to practice  
 Dr. Celina Garza – IB Academic honesty manager IB Assessment Centre - Cardiff . IBO AEM General Conference, Rome 2014

### **The role of the DP Coordinator**

- › Ensure that students understand clearly the IBO expectations regarding academic honesty
- › Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- › Ensure that teachers, candidates and legal guardians are aware of IB requirements concerning academic honesty.
- › Agree with IB teachers on an internal calendar of all due dates for the receipt/submission of candidates' assessment material
- › Ensure candidates and invigilators are provided with relevant information about examination regulations.
- › Establish a calendars for assignments.
- › Plan regular meetings with faculty members to verify that all parties have a clear understanding of IB expectations.
- › Ensure that policies and procedures are easily available to all interested parties (teachers, students and their legal guardians)
- › Organize regular briefings with student's legal guardians

### **THE ROLE OF THE HEAD OF SCHOOL**

- › Establish an academic honesty policy.
- › Provide teachers with effective training opportunities.
- › Ensure teachers and students adhere to the school's academic honesty policy.
- › Share with legal guardians the aim of the academic honesty policy.
- › Ensure everybody understands academic honesty and consequences for IB students if they engage in academic misconduct.<sup>4</sup>

### **THE ROLE OF THE LIBRARIAN**

The Librarian has a key role in helping students become familiar with the research process and teach them the fundamentals of academic honesty. The Librarian provides guidance to students throughout their scholastic path and is a valuable resource in conducting teaching and learning of specific conventions accepted in a community of learners.

## IB DIPLOMA PROGRAM GRADES 11–12

### **THE ROLE OF TEACHERS**

At ASM teachers are expected to:

- › Talk to students about plagiarism and how to properly conduct a research paper or prepare an oral presentation
- › Set clear expectations for assignments and provide guidance to candidates on how to correctly cite sources
- › Be vigilant for changes in writing style, and in noticing that the student's work is too complex and academic and goes beyond the student's ability
- › Read the final version and check for authenticity of any work submitted to IBO. (EE, TOK papers, Internal Assessment)
- › Teachers are strongly encouraged to make use of Turnitin when checking on major IB assignments
- › Although the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged, it is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate.
- › Be role models of academic honesty and integrity

### **THE ROLE OF PARENTS**

At ASM we strongly believe in the open communication between teachers, school administration and parents. Parents can play a very important role in supporting and helping their children achieve their full potentials and acting with honesty by:

- › Read and become familiar with the Academic Honesty Policy and all IBO documents related to the IB Diploma rules and regulations
- › Supporting teachers and administrations in talking to their children about the importance of academic integrity
- › Cooperate with the school in case their child is found to be guilty of malpractice - either intentionally, or by inappropriate documentation of sources.

## IB DIPLOMA PROGRAM GRADES 11–12

### ASM LEARNING SUPPORT

Students who are identified as having learning needs through educational assessment have full access to all school programs and are integrated into all aspects of the school so that they may reach their full potential. ASM believes in inclusive education where all students receive meaningful and equitable access to the curriculum.

All students in grades 11-12 who are diagnosed with learning needs will receive accommodations that are developed from their testing and with the student study team in order to maximize their strengths and allow them to access the full curriculum, as well as to receive accommodations for the IB, SAT and/or ACT exams.

### ASM PROMOTION REQUIREMENTS

Students who fail a class will not receive credit and will be expected to take a credit recovery course to earn the lost credit for that class. Failure to complete or pass a credit recovery course will mean that the student will not pass to the next grade. Students who earn a final Grade Point Average of less than 2.0 will be subject to review for promotion to the next grade. Students who earn a 1.50 GPA or less will be expected to repeat the course work for the entire grade.

#### **Note of acknowledgement of Intellectual property of the IBO:**

The information in the IB Program of Studies is mostly taken directly from the most current IB Diploma Subject Guides ([www.occ.ibo.org](http://www.occ.ibo.org)) and from the IBO website ([www.ibo.org](http://www.ibo.org))

#### **References and Resources**

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