Brent International School Subic

Upper School Course Offerings

2025 - 2026

Mission Statement of All Brent Schools

Brent Schools, in a Christian ecumenical environment in the Philippines, are committed to develop individual students as responsible global citizens and leaders in their respective communities, with a multicultural and international perspective, and equipped for entry to colleges and universities throughout the world.

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Expected Schoolwide Learning Results (ESLRs)

Brent School's philosophy is summarized in its **Expected Schoolwide Learning Results (ESLRs)** which states that the school, in a Christian environment, prepares its students to be:

1. **Responsible Citizens** who:
    a. exercise leadership;
    b. work effectively with others in diverse settings;
    c. resolve conflicts productively and peacefully;
    d. demonstrate a sense of civic awareness;
    e. contribute responsibly to the community.

2. **Critical Thinkers** who:
    a. distinguish between facts and opinions, judgments and inferences;
    b. construct and recognize the structure of arguments, and adequately support arguments;
    c. define, analyze, and devise solutions for problems and issues;
    d. sort, organize, classify, correlate, and analyze materials and data;
    e. integrate information and see relationships;
    f. evaluate information, materials and data by drawing inferences, and arriving at reasonable and informed conclusions;
    g. apply understanding and knowledge to new and different problems;
    h. examine new information, methods, values and beliefs with an open mind.

3. **Technologically Literate Individuals** who:
    a. demonstrate basic technology skills;
    b. apply technology ethically and productively;
    c. communicate using technology;
    d. conduct research using technology;
    e. use technology to enhance critical thinking.

4. **Healthy Individuals** who:
    a. understand and demonstrate physical, mental, and spiritual health;
    b. develop life-long health and fitness goals;
    c. understand substance abuse, its effects and consequences.

5. **Tolerant Individuals** who:
    a. respect themselves and others;
    b. understand and appreciate the diversity and interdependence of all people;
    c. deal effectively with conflict caused by diversity of opinions and beliefs;
    d. respect the role of gender, religion, culture and ethnicity in the world.

6. **Effective Communicators** who:
    a. articulate thoughts clearly;
    b. demonstrate an understanding of their audience;
    c. take responsibility for their message;
    d. demonstrate the ability to listen actively;
    e. use a variety of communication skills.

7. **Life-long Learners** who:
    a. demonstrate intellectual curiosity;
    b. are self-directed;
    c. integrate and apply what they learn to improve their own lives;
    d. recognize that continual learning is vital to making informed choices;
    e. reflect on and evaluate their learning for the purpose of self improvement;
    f. use a range of learning strategies and time management skills to enhance learning.

Welcome to Upper School!

Diploma Requirements

Courses	Credits
English	4 credits
Modern Language	4 credits IBDP* 3 credits Brent Diploma
Social Science	4 credits
Mathematics	4 credits
Electives	2 credits IBDP 3 credits Brent Diploma
TOK	1 credit
PE	1 credit

A Brent Diploma requires 24 credits

**Students who are not seeking the external IB Diploma may opt to take an elective in place of the fourth Modern Language requirement.*

To complete the Upper School Program, students are also required to take Religious Studies (1 credit), Computers (1 credit), Visual and Performing Arts (2 credits), Junior Seminar (.5 credit), Physical Education (1 credit) and complete Creativity, Action and Service (CAS) requirements.

CAS requirements

Brent Diploma Diploma Students: 2 credits of service and 4 reflections entered on ManageBac.

IB Diploma Candidates:

- Complete an approved CAS project
- Have 3 interviews with CAS Advisor or CAS Coordinator
- Provide evidence of reaching the 7 Learning Outcomes of CAS

The IBO Mission Statement & Structure

“The International Baccalaureate Organization 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 IBO 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: www.ibo.org

The diagram above best represents the wholeness of the IB Diploma Program.

To obtain a full IB diploma, students must choose six subjects, one subject per subject grouping of the hexagon, three of which are in the higher level (240 hours over two years), three are in the standard level (150 hours over two years), submit an independent in-depth research paper for the Extended Essay that is evident of 40 hours of work, 100 hours of Theory of Knowledge, and render participation hours in Creativity, Action, and Service (CAS).

Each of the six courses is scored on a 1-7 scale, and 3 bonus points are possible through TOK and the Extended Essay. The minimum passing score is 24 with a maximum of 45 points possible.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and 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 use critical and creative thinking skills to analyse 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 cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points 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 with 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

A Guide to the IBDP

BRENT INTERNATIONAL SCHOOL, SUBIC provides each student with equal opportunity to access the IBDP. Below are GPA suggestions based on our experience of student success:

- GPA $\geq$ 3.30 - Student is eligible for the IBDP
- GPA < 3.30 - Student is considered for IBDP in consultation with teachers
- GPA > 3.70 - Student is eligible for IBDP and the student can choose to complete 4 HL Courses with teacher recommendations

With the right attitude towards schoolwork, genuine motivation to succeed, proper time management skills, and level-appropriate course placements, students can find success in the IB Diploma Program.

Some questions to consider when choosing your IB Courses:

1. What courses do you like or are good at?
    a. What courses are you interested in taking at the HL level?
    b. What courses are you interested in taking at the SL level?
2. Where/What do you want to study at University?
    a. Does the University require a lab science?
    b. Does the University require a specific IB Math course?
    c. Does your degree of interest at the University have any prerequisites?
    d. What are the University's English Proficiency requirements?

Communicate with your counselor, your teachers, and the IB Coordinator during grade 10 to choose the best courses for you!

Anticipated Courses

Students have the opportunity to complete two IB SL level courses in Grade 11. The Upper School Administration determines eligibility for Anticipated Courses in consultation with teachers. Students who complete an Anticipated Course can choose to:

1. Take the SL level of their anticipated course in Grade 11, completing the IB Exam, after one year, in May of Grade 11.
   Except for Ab Initio SL courses.

OR

2. Start the HL level of their anticipated course in Grade 11, completing the IB Exam, after two years, in May of Grade 12.
   Except for History HL.

Upper School IB Planner

Group	Course	9th	10th	11th (SL/HL)	12th (SL/HL)
1 First language	Language A English	English	English Literature	Language & Literature SL/HL	Language & Literature SL/HL
	Language A Other Languages			Korean Literature	Korean Literature
2 Learned language	Language B OR Ab Initio (SL only)	Mandarin Spanish Beginner/Intermediate/ Advanced	Mandarin Spanish Beginner/Intermediate/ Advanced	Mandarin Spanish	Mandarin Spanish
3	Social Science	History	History	Business Economics History	Business Economics History
4	Science	Biology	Chemistry and Physics	Biology Chemistry SL/HL Physics SL/HL	Biology Chemistry SL/HL Physics SL/HL
5	Mathematics	Mathematics, Foundations of Math	Mathematics, Foundations of Math	Analysis & Approaches SL*/HL* OR Applications & Interpretation SL/HL*	Analysis & Approaches SL*/HL* OR Applications & Interpretation SL/HL*
6	Visual/ Performing Arts	Foundations of Art, Visual Arts and Music, Band	Foundations of Art, Visual Arts and Music, Band,	Visual Arts SL/HL OR Another subject from Groups 1-4	Visual Arts SL/HL OR Another subject from Groups 1-4
7		Computer and Religious Studies	Computer and Religious Studies	JSem (1st semester) Theory of Knowledge (2nd semester)	TOK (1st semester) Elective (2nd Semester)
8		PE/Health	PE/Health	Study Hall OR Another subject from Groups 1-4 or 6 (For additional IB course)	Study Hall OR Another subject from Groups 1-4 or 6 (For additional IB course)
Elements with no designated class time:		—	—	Creativity, Action, Service and Extended Essay (IBDP only)	Creativity, Action, Service (CAS) and Extended Essay (EE)

Prerequisites for specific SL and HL courses are color-coded. Make sure to read the requirements and course descriptions for each SL/HL course before making your selections.

*If a student is choosing Physics HL, they must also select one of the Mathematics HL courses or Analysis and Approaches SL.

Students can opt for an Anticipated Track in two SL subject areas. See page 5 for further details.

UPPER SCHOOL DAILY TIME SCHEDULE

Monday, Tuesday, Wednesday, Friday

PERIOD	TIME	DURATION
HR and Block 1	8:00 - 9:35 am	95 minutes
Passing Time	9:35 - 9:50 am	15 minutes
Block 2	9:50 - 11:15 am	85 minutes
Lunch	11:15 - 11:50 am	35 minutes
Block 3	11:50 - 1:20 pm	90 minutes
Passing Time	1:20 - 1:30 pm	10 minutes
Block 4	1:30 - 3:00 pm	90 minutes
Dismissal	3:00 pm	

Thursday Late Start and Chapel Schedule

PERIOD	TIME	DURATION
Faculty Meeting	7:35 - 8:45 am	70 minutes
HR and Block 1	9:00 - 10:15 am	75 minutes
Passing Time	10:15 -10:30 am	15 minutes
Block 2	10:30 - 11:30 am	60 minutes
Passing Time	11:30 - 11:40 am	10 minutes
Chapel	11:40 - 12:15 pm	35 minutes
Lunch	12:15 - 12:50 pm	35 minutes
Block 3	12:50 - 1:50 pm	60 minutes
Passing Time	1:50 - 2:00 pm	10 minutes
Block 4	2:00 - 3:00 pm	60 minutes
Dismissal	3:00 pm	

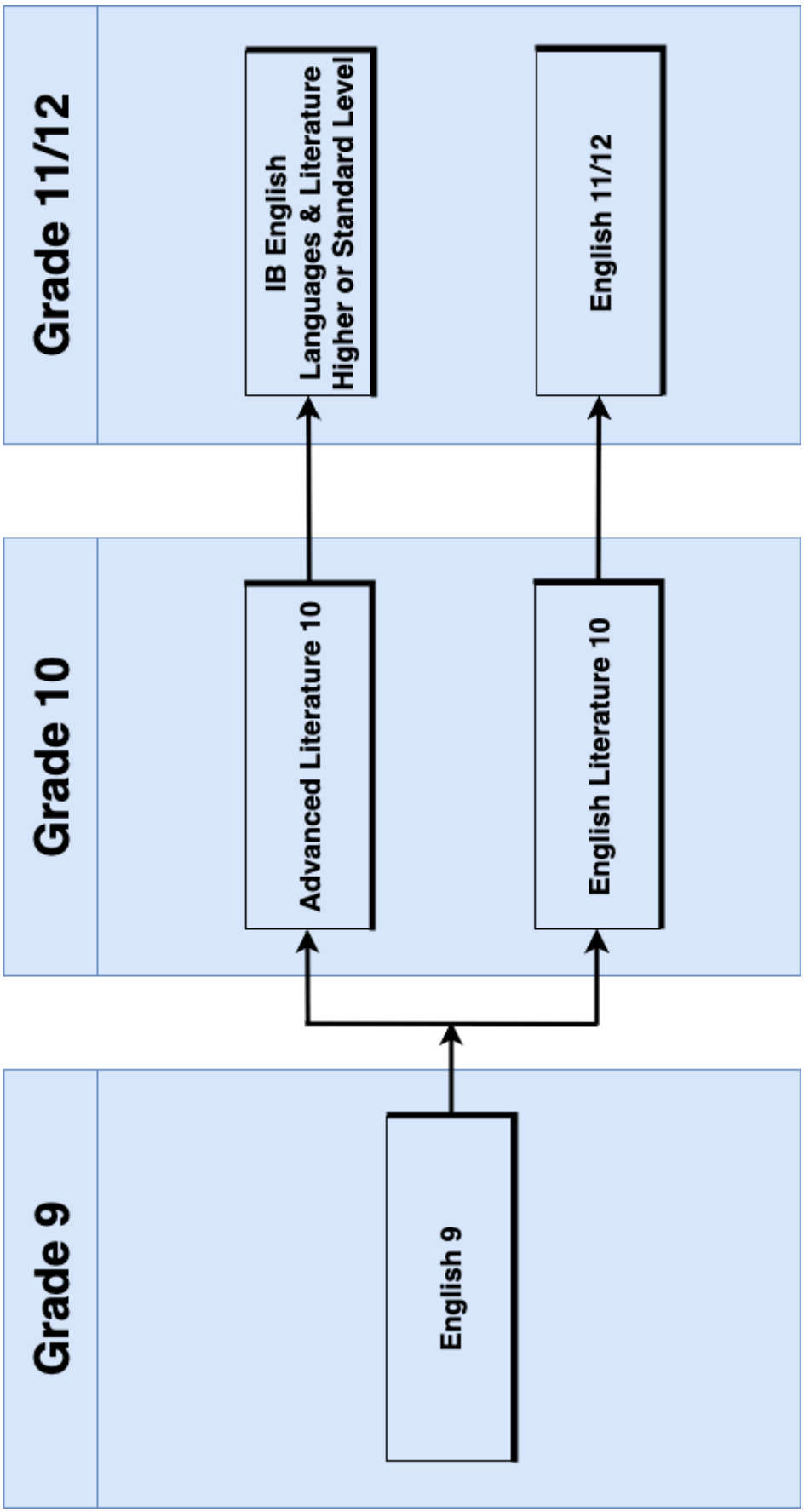
Eucharist Schedule

PERIOD	TIME	DURATION
Block 1	8:00 - 9:10 am	70 minutes
Passing Time	9:10 - 9:15 am	5 minutes
Eucharist	9:15 - 10:15 am	60 minutes
Passing Time	10:15 - 10:30 am	15 minutes
Block 2	10:30 - 11:45 am	75 minutes
Lunch	11:45 - 12:20 pm	35 minutes
Block 3	12:20 - 1:35 pm	75 minutes
Passing Time	1:35 - 1:45 pm	10 minutes
Block 4	1:45 - 3:00 pm	75 minutes

No Chapel Thursdays

PERIOD	TIME	DURATION
Homeroom	9:00 - 9:10 am	10 minutes
Block 1	9:10 - 10:25 am	75 minutes
Passing Time	10:25 - 10:35 am	10 minutes
Block 2	10:35 - 11:50 pm	75 minutes
Lunch	11:50 - 12:20 pm	30 minutes
Block 3	12:20 - 1:35 pm	75 minutes
Passing Time	1:35 - 1:45 pm	10 minutes
Block 4	1:45 - 3:00 pm	75 minutes

English


Grade 9
English 9
Grade 10
Advanced Literature 10
English Literature 10
Grade 11/12
IB English
Languages & Literature
Higher or Standard Level
English 11/12

English

English 9 1 credit

English 9 is a required year-long course intended to provide students with a foundation for studying literature through a wide range of text types. Students are exposed to short stories, novels, poetry, drama, and some contemporary mass media and film. This course supports the language skills of reading, writing, speaking, viewing, and analyzing texts. Students work on developing creative and authentic interpretations of literary and non-literary texts and respond through a variety of activities and assessments. The thematic thread that runs throughout the course is that of one's Identity and the Self, which serves as an introduction to IB concepts of "Identity," "Culture," and "Representation."

At the completion of the course, students will have the skills needed to succeed in either 10 Literature or 10 Literature Advanced (at the recommendation of their teacher).

English Literature 10 1 credit

English 10 continues the development of the student's conceptual understanding begun in English 9. The first half of the semester explores British literature. The second semester explores various perspectives of the colonized. It introduces students to a selection of texts drawn from poetry, film, short stories, and novels. The major objectives are to develop a historical and cultural framework for the study of English Literature and to understand how the context of a text's production impacts a particular audience. Student responses are assessed through written and oral assignments, such as essays, oral commentaries, and creative writing. Students will be prepared to enter the *IB Language A English Language and Literature* course at either Standard or (with teacher recommendation) Higher Level in Grade 11 or English 11/12. English 10 continues the introduction of all 7 IB concepts including Identity, Communication, Culture, Creativity, Perspective, Transformation, and Representation.

IB Language A: English Language and Literature SL/HL* 1 credit

Prerequisites for HL: Minimum grade of B in Advanced Literature 10, or minimum grade of A in English Literature 10, and teacher recommendation.
Prerequisites for SL: Passing grade in Advanced Literature 10, or minimum grade of B in English Literature 10, and teacher recommendation.

This course aims to develop students' skills in close analysis of literary and non-literary texts in a variety of media. By examining texts across literary form and type, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others. HL students are required to study 6 literary works and a number of non-literary texts, whereas SL students are required to study 4 literary works and a number of non-literary texts.

*HL students will have a fourth assessment component, the HL essay, a written coursework task that explores a line of inquiry in relation to a studied non-literary text or texts, or a literary text or work.

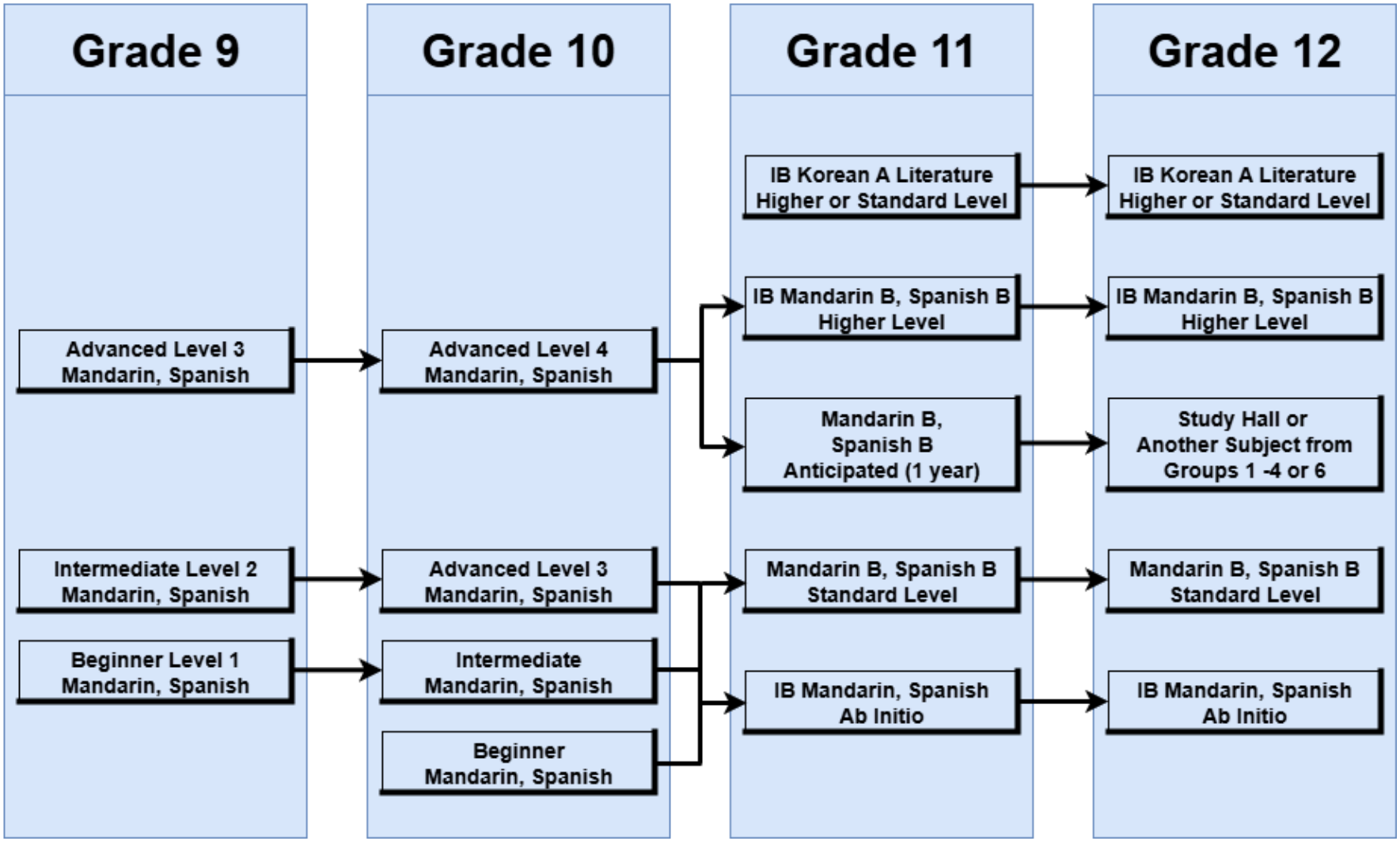
English 11/12 1 credit

English for Grades 11 and 12 is a two-year course focusing on the essential skills of reading, writing, and speaking. United by an emphasis on student choice and relevant materials, these courses are intended to expose students to a variety of texts, support students' growth as critical thinkers, and show students the potential for positive social change found within storytelling.

In English 11, students will join the IB Language and Literature SL class and follow its curriculum (details above). Learning will focus on developing and practicing reading, writing, and speaking skills to prepare them for the future beyond high school. In English 12, we shift our emphasis to research, journalism, and memoir.

Modern Languages

(A, B, Ab Initio)



Modern Languages
(A, B, Ab Initio)

Beginner (Mandarin/Spanish) 1 credit

This course is for students with very little or no prior knowledge of the target language. The four basic language skills, listening, speaking, reading and writing are developed using the communicative, thematic and interactive approach. At the end of this course, students are expected to be able to express themselves in the target language using simple but grammatically correct structures both in written and oral form. They are also expected to read and understand short written passages as well essential notices like signs, menus, timetables, advertisements. The students are also expected to show an awareness of the culture of the target language.

COURSE TOPICS
Personal relationships (5 weeks)
Physical well-being (5 weeks)
Daily routine (5 weeks)
Transport (5 weeks)
Entertainment (5 weeks)
Education (5 weeks)
ASSESSMENTS
Oral performance, listening comprehension and writing skills are evaluated using both formative and summative assessments.

Intermediate (Mandarin/Spanish) 1 credit

Prerequisites: Beginner

While still using the communicative, thematic and interactive approach making use of the topics prescribed in the IB Language Ab Initio program, this course introduces more complex grammatical structures and texts to expand the students' communication skills. This course also aims to provide students with a deeper familiarity of the culture of the target language. The students will also be given exposure to the literature of the target language through excerpts from poetry and prose for interpretation and appreciation.

At the end of this course, students will be expected to orally express their ideas with more fluency and ease using more complicated structures and vocabulary. They will also be expected to write longer and more detailed compositions using a variety of sentence structures and vocabulary.

COURSE TOPICS
Personal relationships (5 weeks)
Eating and drinking (5 weeks)
Leisure (5 weeks)
Holidays (5 weeks)
The work place (5 weeks)
Physical (5 weeks)
ASSESSMENTS
Oral performance, listening comprehension and writing skills are evaluated using both formative and summative assessments.

Advanced (Mandarin/Spanish) 1 credit

Prerequisites: Intermediate

Aims to develop and expand the students' language skills in the advanced level. Still using the communicative, thematic and interactive approach students will be able to express themselves in the target language making use of more sophisticated vocabulary and grammatical structures. Towards this end, greater emphasis is given on the students' fluency and ease of the advanced grammar level in the target language. The students will be trained to write more formal compositions in the narrative, expository, descriptive and persuasive styles. This course also includes a survey of major literary works in the target language.

COURSE TOPICS
Neighborhood (5 weeks)
Festivals and celebrations (5 weeks)
Media (5 weeks)
Technology (5 weeks)
Social issues (5 weeks)
Climate and the environment (5 weeks)
ASSESSMENTS
Oral performance, listening comprehension and writing skills are evaluated using both formative and summative assessments.

IB Language B SL/HL (Mandarin/Spanish) 1 credit

Prerequisites for HL: Minimum of C in the advanced or the teacher recommendation.
Prerequisites for SL: Minimum of C in the advanced or the teacher recommendation from the intermediate level 2.

Language acquisition courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. All language acquisition courses will provide the opportunity to engage with a broad range of texts, stimuli and scenarios that address topics of personal, local or national and global significance. Five prescribed themes are common to the syllabus of language B. Higher and standard levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the required study of literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria differentiates standard levels. Finally, two works of literature are studied at HL only.

COURSE TOPICS	
Year 1	Year 2
Identities (6 weeks)	Identities (5 weeks)
● Lifestyles	● Subcultures
● Health and well-being	● Language and identity
● Beliefs and values	Experiences (5 weeks)
Experiences (6 weeks)	● Customs and traditions
● Leisure activities	● Migration
● Holidays and travel	Human ingenuity (5 weeks)
● Life stories	● Technology
● Rites of passage	● Scientific innovation (HL Only)
Human ingenuity (6 weeks)	Social organization (5 weeks)
● Entertainment	● The working world
● Artistic expressions	● Law and order
● Communication and media	Sharing the planet (5 weeks)
Social organization (6 weeks)	● Globalization
● Social relationships	● Ethics
● Community	● Urban and rural environment
● Social engagement	

● Education	
Sharing the planet (6 weeks)	
● The environment	
● Human rights	
● Peace and conflict	
● Equality	
ASSESSMENTS	
Oral performance, listening comprehension and writing skills are evaluated using both formative and summative assessments. In order to prepare for the external and internal assessments, students are also given mock orals, exams and assessments throughout the two-year program.	

IB Language Ab Initio SL Only (Mandarin/Spanish) 1 credit

In the language Ab Initio course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

COURSE TOPICS	
Grade 11	Grade 12
Identities (6 weeks)	Identities (5 weeks)
Experiences (6 weeks)	Experiences (5 weeks)
Human ingenuity (6 weeks)	Human ingenuity (5 weeks)
Social organization (6 weeks)	Social organization (5 weeks)
Sharing the planet (6 weeks)	Sharing the planet (5 weeks)
ASSESSMENTS	
Oral performance, listening comprehension and writing skills are evaluated using both formative and summative assessments. In order to prepare for the external and internal assessments, students are also given mock orals, exams and assessments throughout the two-year program.	

English Language Learning (ELL) Courses

On occasion, a special ELL class may be offered for selected students in grades 9 and 10. Such a course is designed to enhance students' proficiency in the English language by focusing on speaking, listening, reading and writing. The class is normally taken in place of a Modern Language class. This course is not offered in grades 11 and 12.

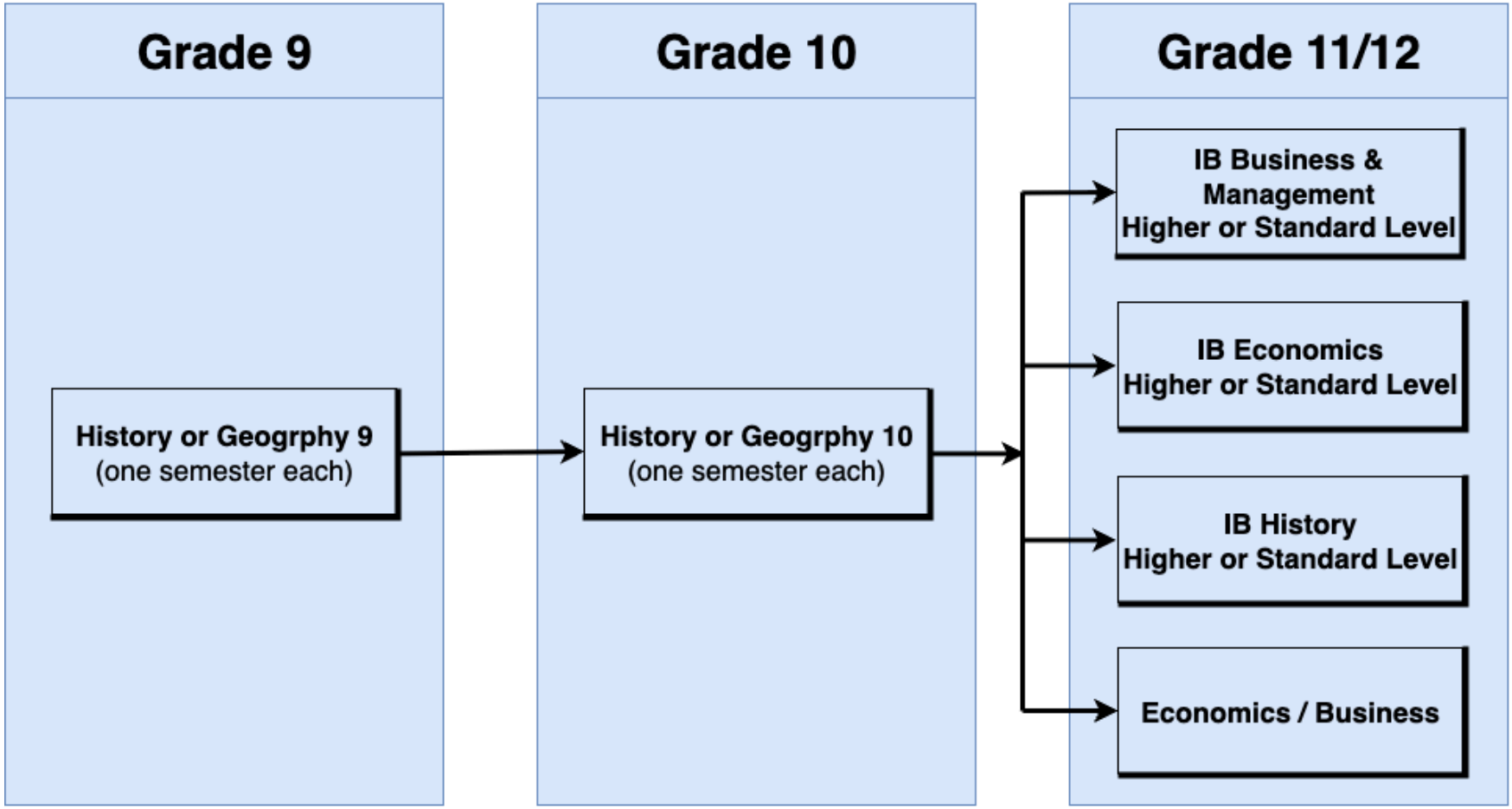
ELL classes aim to improve each student's English proficiency and develop the confidence that will enable them to be successful in their other classes, as well as participate fully in the life of the school. ELL classes offer intensive instruction in English language development. Students attending this program are placed in the following levels based on their language proficiency skills.

ESL 1 Low-Intermediate Level
ESL 2 Intermediate Level
ESL 3 High-intermediate Level
ESL 4 Advance Level

The language proficiency skills of the students are evaluated at the end of every semester for promotion or retention. This program takes a progressive mainstream approach; hence, the ELL department equips every ELL student with the language and academic skills they need in mainstream classes.

After appropriate level placement, ELL students are expected to study in a given level for only one (1) semester before moving on to the higher level. Student performance, achievement, and grades are closely monitored while students are in the ELL program. In cases when ELL students fail to meet criteria for promotion, students are subject to academic discipline (academic warning and probation).

Social Science



Non-IB students will be enrolled in an SL level course of the student's choice.

Social Science

World History 9 0.5 credit

Over the course of one semester, students will be introduced to World History as preparation for the IB History course. This course is taught thematically, so that topics are linked to give students a sense of continuity and development in historical trends. They will analyze by comparing and contrasting events that happened around the world at different times. This is a skill-based subject, which expands on the students' previous experience with primary and secondary sources, document analysis, essay writing and formulation of arguments.

COURSE TOPICS
How to study history (2 weeks)
New Ideas and their impact (4 weeks)
Political Revolutions (4 weeks)
The Industrial Revolution (4 weeks)
Imperialism in the 19th Century (4 weeks)
ASSESSMENTS
A variety of major summative assessments occur throughout the semester
Research Paper considering the Origin, Purpose, Content, Value, and Limitations of a historical source.
Major essays on the following topics: New ideas that changed the world; Forces that cause Political Revolutions; Costs and Benefits of Industrialization

Physical Geography 9 0.5 credit

Over the course of one semester, Geography 9 focuses on the physical features of the earth. Emphasis is placed on the interrelationship between humans and the environment. The core concepts studied enable students to determine how human actions are influenced by the physical environment and how human activity affects this environment. The aim of the course is to develop geographic skills as well as introduce students to the factors that have lead to the physical evolution of the earth and identify the problems that may occur in the future. Emphasis is placed on recent events and the reasons for and implications of what has taken place.

COURSE TOPICS
The five themes of Geography (3 weeks)
The uses of maps and mapping (3 weeks)

Tourism and its impact (7 weeks)
The World's water (4 weeks)
ASSESSMENTS
The assessment for this unit is through unit tests, quizzes and unit assignments.

World History 10 0.5 credit

Over the course of one semester, this course is designed to provide students with a fundamental understanding of some of the most transformative events of the modern era. Having studied the rise of democracy and enlightenment in Europe in World History 9, students start with the collapse of the European order and the origins of World War I. It will close with a look at World War II and the introduction of the Cold War. The course provides a survey approach to the same areas of study in IB History. In addition, the Philippines will be studied in the context of some of these 20th century events.

COURSE TOPICS
The Global Order (3 weeks)
World War I (4 weeks)
Interwar Years (5 weeks)
World War Two (4 weeks)
The Cold War (1 week)
ASSESSMENTS
The first three units of study conclude with a unit exam which include multiple choice style questions, fill in the blank, and essay writing. The World War II unit concludes with a research project which introduces source analysis techniques and builds on necessary skills for conducting research.

Geography 10 0.5 credit

This course examines the major areas in Human Geography's *population*-related issues, trends, theories and models, patterns in and theories of *migration*, and the challenges and opportunities presented by *globalization* over the course of one semester. Each theme is dealt with from global and local perspectives.

The objective is to enable students to attain a comprehensive knowledge and understanding of geographical concepts with associated skills development, the geographical implications of the causes and consequences with their inter-relationship to

human development and progress, and the development of reasoned and balanced analysis based on respect for attitudes, values and perspectives of cultural differences.

The course is very topical and will draw on current world events to help illustrate the various geographic concepts. It is therefore important that students are aware of these events and take an interest in recent world news.

COURSE TOPICS
Population studies (7 Weeks)
Patterns in Migration (5 Weeks)
Globalization (4 Weeks)
ASSESSMENTS
Each unit of study will conclude with a summative exam. To monitor the development of knowledge and skills while we are reviewing a unit, students will also be given shorter quizzes and be expected to develop presentations. Both exams and quizzes will make use of a variety of assessment methods, such as multiple-choice, fill-in-the-blank, and open-ended (short answer / essay style) responses.

IB Business and Management, SL/HL 1 credit

For the student to be successful in this course, we recommend:
For Standard Level, minimum of B- in Math 10; minimum of B in English 10
For Higher Level, minimum of C- in Adv. Math 10; minimum of B in English 10

Business and Management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources.

The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course, as this integration promotes a holistic overview of business management. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

Distinction between HL and SL (Year 2 ONLY)	
Module	HL Topics
Module 1 Business Organization and Environment	Organizational Planning Tools
Module 2 Accounts and Finance	Efficiency Ratio Analysis Budgets Investment Appraisal (added topics)
Module 3 Marketing	Sales Forecasting 7 P Marketing Mix International Marketing
Module 4 Operations Management	Lean Production and Quality Management Production Planning Research and Development Crisis management and Contingency Planning
Module 5 Human Resources	Organizational Corporate Culture Industrial/Employee Relations
Assessments	
Internal Assessment SL	Written Commentary (1,500 words)
Internal Assessment HL	Research Project on actual organization issue (2,000 words)

IB Economics, SL/HL 1 credit

Prerequisites for HL: Minimum B- in Social Science 10; Minimum of B- Math 10; Minimum of B- in English Literature/Language.
Prerequisites for SL: Minimum of C in Social Science 10; Minimum of C in English 10

The study of economics deals with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. The course emphasizes the economic theories of microeconomics, which deals with economic variables affecting individuals, firms and markets; and the economic theories of macroeconomics, which deals with variables affecting countries, governments and societies. These economic theories are applied to real-world issues such as fluctuations in economic activity, international trade, economic development and environmental sustainability. Nine key concepts: scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence, and government intervention are integrated into the conceptual understanding of these topics.

As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. Students are expected to understand, explain and apply abstract economic concepts and theories, and gain the ability to articulate in a logically coherent and structured manner.

Distinction between HL and SL:

While the SL and HL students of economics are presented with a common syllabus, the HL course differs from the SL course in terms of the:

- extra depth and breadth required (extension material for HL only)
- nature of the examination questions. Both SL and HL students develop quantitative skills, but HL students will need to further develop these as appropriate, in analyzing and evaluating economic relationships in order to provide informed policy advice. These skills are specifically assessed in HL Paper 3.

TOPICS	
Year 1	Year 2
Introduction to Economics (2 weeks)	The Global Economy
Microeconomics	Commentary 2 Due
Macroeconomics	Market Power (HL only)
Commentary 1 due	Commentary 3 Due
	IA Portfolio Due
ASSESSMENTS	
IB HL Assessments	IB SL Assessments
Paper 1 Extended Response (20%)	Paper 1 Extended Response (30%)
Paper 2 Data Response (30%)	Paper 2 Data Response (40%)
Paper 3 Policy Paper (30%)	
Internal Assessment (20%)	Internal Assessment (30%)
Portfolio of three 800-word commentaries	Portfolio of three 800-word commentaries

Economics/Business 1 credit

The Economics and Business course is designed to give students a practical understanding and appreciation of basic principles, theories and concepts in Economics and Business & Management.

The aims of the Economics portion of this course are to:

1. Provide students with a core knowledge of economics
2. Encourage students to think critically about economics
3. Promote an awareness and understanding of internationalism in economics
4. Encourage students to apply principles in this subject area to real-life situations.

The aims of the Business and Management section of this course are to:

1. Provide students with a core knowledge of business management
2. Enable the student to develop the capacity to think critically
3. Enhance a student's ability to make informed decisions in a changing environment
4. Encourage students to apply principles in this subject area to real-life situations.

COURSE TOPICS	
Economics Cycle (1 year)	Business Management Cycle (1 year)
Microeconomics (9 weeks)	Organizations (6 weeks)
Macroeconomics (9 weeks)	Leadership (6 weeks)
International Economics (9 weeks)	Financial Accounting (6 weeks)
Development Economics (9 weeks)	Managerial Accounting (6 weeks)
	Production (6 weeks)
	Marketing (6 weeks)
ASSESSMENTS	
Assessments in the course are applications-based and experiential activities (case studies, oral presentations, simulations, etc.) that focus on the practical application of the principles, concepts and theories learned in both subject areas to current events and real-life situations.	

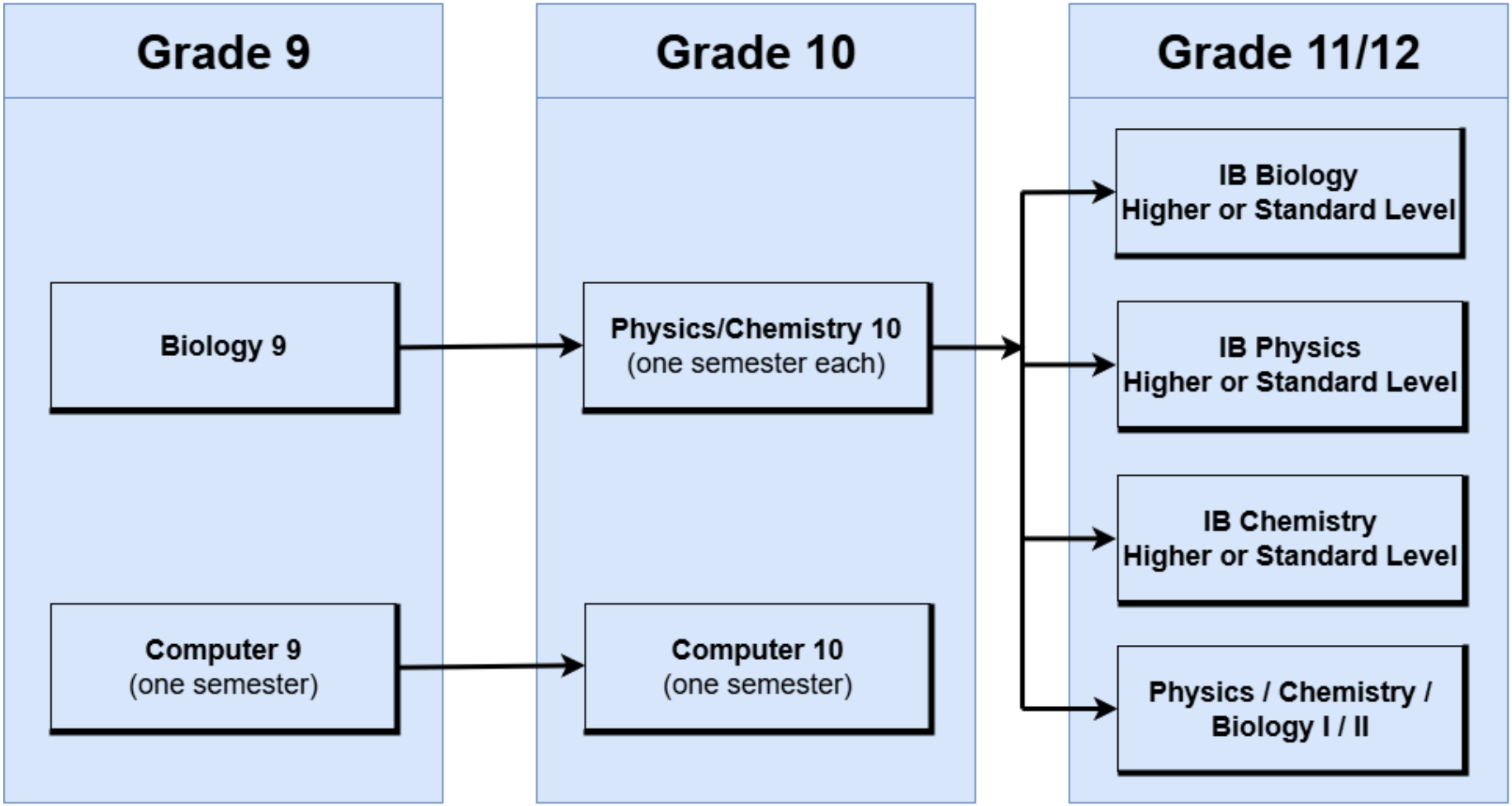
IB History, SL/HL 1 credit

"The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi- perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge." (International Baccalaureate History Subject Guide).

The IB History course is often taught as a combined course with HL and SL students taking class together. The content is approached chronologically and allows for Paper 3 topics (HL Only) to be integrated into the course to support Paper 1 and Paper 2, which are required for both HL and SL students.

COURSE TOPICS	
Year 1	Year 2
World War I (5 weeks)	Spanish Civil War (4 weeks)
Japanese Expansion (6 weeks)	World War II (6 weeks)
Formation of and Expansion of Germany (9 weeks)	The Cold War (10 weeks)
Formation of and Expansion of Italy (9 weeks)	Case Studies (2 weeks)
Internal Assessment (5 weeks)	
ASSESSMENTS	
Assessments take the form of written responses to prompts (essays). SL and HL both complete Paper 1 Style assessments which require the analysis of historical sources. SL and HL both complete Paper 2 Style assessment questions which require essay responses. HL completes Paper 3 Style assessment questions which also require essay responses. The Internal Assessment for both SL and HL have the same requirements. The Internal Assessment is a 2200 word historical investigation built around a question of inquiry.	

Science



See prerequisite information to determine Advanced or Higher Level eligibility for each course.

Science

Biology 9 1 credit

Biology 9 is a year-long course. The course will focus on biological concepts giving students a background upon which they can base their course selection for grade 11 and 12 IB Biology. Emphasis in the course is placed on skill development, collaboration, and building inquiry-based techniques through group work and project-based learning. A considerable amount of lab work is done and the second semester includes several dissections.

COURSE TOPICS
Cells and Cell Processes (9 weeks)
Mitosis and Meiosis (5 weeks)
Genetics (6 weeks)
Human Physiology (6 weeks)
Ecology and Environmental Issues (6 weeks)
ASSESSMENTS
Major Assessments and projects are carried out throughout the year based upon course topics.

Chemistry 10 0.5 credit

Chemistry 10 is a semester course investigating matter, its composition, properties, structure, changes, and the quantitative relationships that accompany these changes. In addition, students will also explore scientific practices including developing and using models, planning and conducting investigations, analyzing and interpreting data, and using mathematical and computational thinking.

COURSE TOPICS
Properties of Matter (2 weeks)
Atomic Structure (3 weeks)
Periodic Table and Trends (3 weeks)
Bonding (3 weeks)
Chemical Reactions (2 weeks)
Stoichiometry (3 weeks)
ASSESSMENTS
Lab work and major summative assessments occur throughout the semester.

Physics 10 0.5 credit

Physics 10 is a semester course that aims to help students understand how to predict the motion of objects by applying principles and laws associated with the broad study of mechanics. In addition, students will also explore how to predict the motion of electrons through studying the principles and laws associated with electricity.

COURSE TOPICS
Physics and physical measurement (3 weeks)
One-dimensional motion (2 weeks)
Forces and the laws of motion (3 weeks)
Work, energy, and power (2 weeks)
Circular motion and gravitation (2 weeks)
Potential difference, current, and resistance (2 weeks)
Circuits (2 weeks)
ASSESSMENTS
Lab work and major summative assessments occur throughout the semester.

IB Biology Higher and Standard Level 1 credit

Prerequisites for HL: Minimum grade of B+ in Biology 9 and teacher recommendation.
Prerequisites for SL: Minimum grade of C in Biology 9 and teacher recommendation.

Biology provides opportunities for scientific study of biological concepts and issues that will stimulate and challenge students. The Biology courses, both standard and higher levels, follow the IB syllabus and are extremely rigorous. Lab or practical work is an essential component of the course. In addition to the regular coursework, students are required to complete a mock IA in the grade 11 year and a formal IA in the 12 year that will be submitted to the IB organization. We encourage students who are biologically minded to take the challenge.

COURSE TOPICS	
Higher Level Content Area	Standard Level Content Area
HL 1 (grade 11)	SL 1 (grade 11)
Topic 1 Cell Biology (7 weeks)	Topic 1 Cell Biology (9 weeks)
Topics 2.1-2.7 & 7 Macromolecules and Processes (10 weeks)	Topic 2 Macromolecules to Metabolism (15 weeks)
Topics 2.8-2.9 & 8 Cellular Metabolism (6 weeks)	Topic 3 Genetics (10 weeks)

Topic 9 Plant Biology (5 weeks)	
Topics 3 & 10 Genetics (7 weeks)	
HL 2 (grade 12)	SL 2 (grade 12)
Topic 5 Evolution (5 weeks)	Topic 5 Evolution (5 weeks)
Topic 4 Ecology (5 weeks)	Topic 4 Ecology (5 weeks)
Option (Either Ecology or Physiology (5 weeks)	Option (Either Ecology or Physiology (5 weeks)
Topics 6 & 11 Physiology (11 weeks)	Topics 6 Physiology (8 weeks)
ASSESSMENTS	
Students are assessed using the same rubric for practical work. The amount of rigor is consistent between SL and HL with regards to performing practical work. However the HL student has 20 more hours of practical work. Additionally, HL students complete longer exams to imitate the actual IB exams.	

IB Chemistry Higher and Standard Level 1 credit

Prerequisites for HL: Minimum of A- in Chemistry 10 or minimum of B in Adv. Chemistry 10, and teacher recommendation.
Prerequisites for SL: Minimum of B in Chemistry 10 or minimum of C in Adv. Chemistry 10, and teacher recommendation.

IB Chemistry is an experimental science course that combines academic study with the acquisition of practical and investigational skills. The course offers a deepening of fundamental concepts in Chemistry giving students a solid foundation thus enabling them to take on more advanced Chemistry courses in college.

Laboratory work is a critical part of the IB Chemistry Course with emphasis on analytical skills, experimental design, evaluation of the quality and validity of results and accurately communicating the results. Over the two–year IB Chemistry Program, HL students need to complete 60 hours of laboratory work while SL students need 40 hours. Evidence of practical work will be reflected in the students' internal assessment.

COURSE TOPICS	
Year 1	Year 2
Topics 2/12 Atomic Structure (4 weeks)	Topic 7/17 Equilibrium (2 weeks)
Topic 3 Periodicity (2 weeks)	Topic 8/18 Acid Base Chemistry(4 weeks)
Topics 4/14 Bonding (4 weeks)	Topic 9/19 Oxidation Reduction (3 weeks)
Topic 11.1-11.2 Measurement (2 weeks)	Individual Assessment (3 weeks)
Topic 1 Stoichiometric Relationships (8 weeks)	Topic 10/20 (7 weeks)

Topic 5/15 Kinetics (4 weeks)	Topic 11.3 Analytical Tools (1 week)
Topic 6/16 Energetics (4 weeks)	Topic 13 Periodicity (HL only; 2 weeks)
	Opt. D. Medicinal Chemistry (4 weeks)
ASSESSMENTS	
Lab work and assessments occur throughout the 2-year course in preparation for the IB exam and completion of the individual internal assessment. HL has significantly more content, longer assessments and 20 more lab hours than SL students.	

IB Physics Higher and Standard Level 1 credit

Prerequisites for HL: Minimum of A in Physics 10 or Minimum of B+ in Adv. Physics 10, concurrently taking Math SL, and teacher recommendation.
Prerequisites for SL: Minimum of A in Physics 10 or Minimum of B in Adv. Physics 10

A major theme in the study of physics is the ability to explain the variety of physical phenomena that exists in the universe, from the smallest particles that make up the atom to the rotation of stars around a galaxy. A key component that students will explore is the ability to use the language of mathematics to describe phenomena. Students will have an opportunity to investigate common physical principles, explore new phenomena with current technologies, and learn how to scientifically communicate their findings.

COURSE TOPICS	
Higher Level Content Area	Standard Level Content Area
HL 1 (grade 11)	SL 1 (grade 11)
Measurement and uncertainties (2 weeks)	Measurement and uncertainties (2 weeks)
Mechanics (11 weeks)	Mechanics (14 weeks)
Thermal physics (3 weeks)	Thermal physics (4 weeks)
Waves (3 weeks)	Waves (8 weeks)
Wave phenomenon (4 weeks)	Mock IA (4 weeks)
Electricity and Magnetism (5 weeks)	
Mock IA (2 weeks)	
HL 2 (grade 12)	SL 2 (grade 12)
Atomic, nuclear, and particle physics (4 weeks)	Electricity and Magnetism (6 weeks)
Energy production (4 weeks)	Atomic, nuclear, and particle physics (6 weeks)
Fields (3 weeks)	IA work (2 weeks)
IA work (2 weeks)	Energy production (4 weeks)

Electromagnetic Induction (5 weeks)	Astrophysics (6 weeks)
Quantum and nuclear physics (5 weeks)	
Astrophysics (6 weeks)	
ASSESSMENTS	
Lab work and major summative assessments occur throughout the two-year course.	

Physics, Chemistry, Biology I/II 1 credit

All Science courses are also offered at a Brent Diploma level. The Brent Diploma Science courses are designed for students that do not require the IB diploma but still require science credits for the Brent diploma. The Brent Diploma science courses occur during the same time period as IB Standard Level courses and the content covered is the same.

However, the IB course requirements, deadlines, and assessments will be modified. A student's transcript will show Physics I, Physics II, Chemistry I, Chemistry II, Biology I, Biology II, etc, depending upon the course taken. A combination of Physics I, Chemistry I, Biology I, may be taken for the junior and senior year (schedule permitting), but all level II courses require the completion of a level I course.

Computer 9 (semester course only) 0.5 credit

Computer 9 requires an understanding of the fundamental concepts of computing as well as knowledge of how technology integrates into our society. This semester course covers a variety of topics that challenge the students' thinking, creating awareness of technology in today's society, and equipping them with practical skills that allow them to problem solve and find solutions to everyday problems.

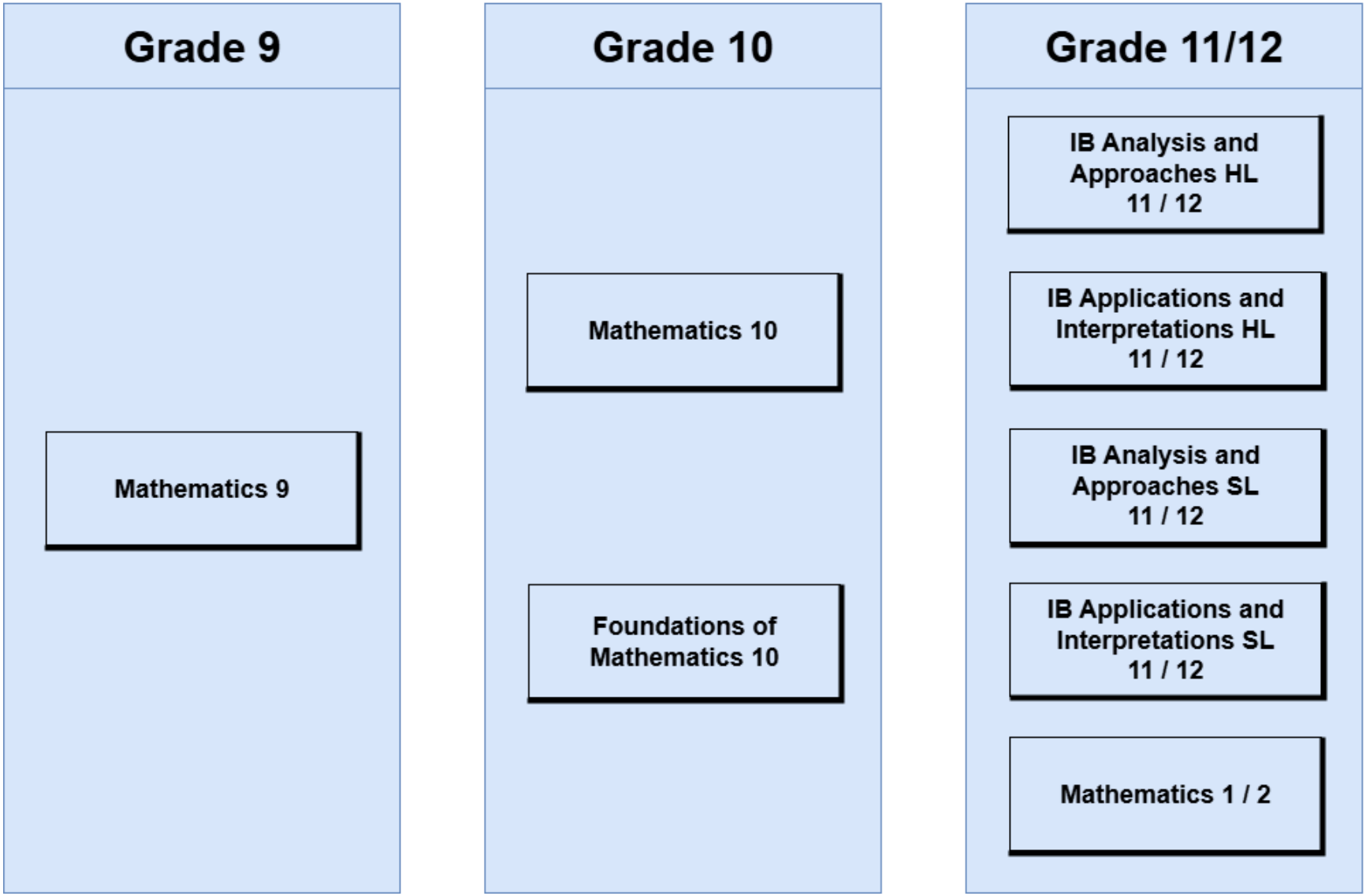
TOPICS COVERED
Unit 01 : Spreadsheets (3 weeks)
Unit 02 : Computer Systems (2 weeks)
Unit 03 : Internet Fundamentals and ITGS (2 weeks)
Unit 04 : Film (1 month)
Unit 05 : Websites (5 weeks)
MAJOR ASSESSMENTS
Unit Tests and Quizzes
Unit Projects (2-3 weeks)

Computer 10 0.5 credit

In this one-semester course, students will gain practical experience and understanding the social/ethical issues of technology, producing digital movies with more extensive media tools, developing simple program applications with Java programming and learning the technical concepts of network.

TOPICS COVERED
Computer Network (3 weeks)
Information Technology in a Global Society (4 weeks)
Digital Film (4 weeks)
Java Programming (5 weeks)
MAJOR ASSESSMENTS
Unit Tests/Quizzes and Unit Projects

Mathematics



Mathematics

Mathematics 9 1 credit

In Mathematics 9 students extend their ability to generalize using mathematics. Students learn to formulate, represent and solve mathematical problems. Conceptual understanding is developed as the foundation for strong procedural fluency. In addition, the algebraic skills necessary for future mathematics courses and other disciplines are developed. Mathematics 9 is an integrated course, designed to prepare students for the Mathematics 10 course followed by the IB Math SL courses, IB Applications and Interpretation SL and IB Approaches and Analysis SL, in grades 11 and 12.

SYLLABUS OVERVIEW	
Semester 1	Semester 2
Linear Functions (5 weeks)	Exponents and Radicals (2 weeks)
Measurement (3 weeks)	Statistics (4 weeks)
Quadratic Functions (5 weeks)	Triangle Trigonometry (5 weeks)
Exponents and Radicals (2 weeks)	Probability (4 weeks)
ASSESSMENTS	
Assessments include written tests and quizzes, extended inquiry activities, and projects.	

Foundations of Mathematics 10 1 credit

In Foundations of Mathematics 10 students will focus on the essential prerequisite skills for further mathematics. Mathematical practices and how to learn mathematics effectively are explicitly taught in this course. In addition, conceptual understanding is developed as a vehicle to procedural fluency. This course relies heavily on the use of technology thus enabling students to focus on conceptual understanding regardless of their procedural accuracy. Foundations of Mathematics 10 is an integrated course, designed to prepare students for IB Math 1/2 and IB Applications and Interpretation SL in grades 11 and 12.

SYLLABUS OVERVIEW	
Semester 1	Semester 2
Quantity, Patterns, Functions (6 weeks)	Exponents and Radicals (4 weeks)
Linear Functions (3 weeks)	Triangle Trigonometry (5 weeks)
Probability (3 weeks)	Statistics (6 weeks)
Quadratic Functions (3 weeks)	
ASSESSMENTS	
Assessments include written tests and quizzes, extended inquiry activities, and projects.	

Mathematics 10 1 credit

In Mathematics 10 students will be challenged and extended in a collaborative environment. Students will learn to discuss mathematics as a vehicle to make sense of concepts. Procedural fluency will be further developed in tandem with mathematical thinking skills. Students in this course are expected to be able to both give and receive feedback on their learning. Mathematics 10 is an integrated course, designed to prepare students for the IB Math courses, IB Applications and Interpretation SL and the IB Approaches and Analysis SL, in grades 11 and 12.

SYLLABUS OVERVIEW	
Semester 1	Semester 2
Linear Functions (2 weeks)	Rational Functions (3 weeks)
Functions and Transformations (3 weeks)	Trigonometric Functions (7 weeks)
Quadratic Functions (5 weeks)	Statistics and Probability (5 weeks)
Exponents and Logarithms (5 weeks)	
ASSESSMENTS	
Assessments include written tests and quizzes, extended inquiry activities and projects.	

IB Mathematics

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different subjects in mathematics, each available at SL and HL. These courses are designed for different types of students: those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects. Each course is designed to meet the needs of a particular group of students. Mathematics: Analysis and Approaches, and Mathematics: Applications and Interpretation are both offered at SL and HL. In making the selection between courses, individual students are advised to take into account the following factors:

- their own abilities in mathematics and the type of mathematics in which they can be successful
- their own interest in mathematics and those particular areas of the subject that may hold the most interest for them
- their other choices of subjects within the framework of the DP
- their academic plans, in particular the subjects they wish to study in the future
- their choice of career.

IB Mathematics: Applications and Interpretation HL and SL — 1 credit

Prerequisites for HL: Grade of A in Mathematics 10 and teacher recommendation.
Prerequisites for SL: Grade of C or higher in Mathematics 10, grade A or higher in Foundations of Mathematics 10 and teacher recommendation.

Mathematics: Applications and Interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling.

Students who wish to take Mathematics: Applications and Interpretation at Higher Level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology. This course is an excellent preparation for those considering medicine, social sciences, statistics, economics, natural sciences, design, business, and psychology.

SL SYLLABUS CONTENT	
Year 1	Year 2
Accuracy (2 weeks)	IA Math Exploration (3 weeks)
Arithmetic models (3 weeks)	Trigonometry (4 weeks)
Geometric models (4 weeks)	Geometry (4 weeks)
Functions and models (4 weeks)	Probability (3 weeks)
Descriptive Statistics (4 weeks)	Differential Calculus (4 weeks)
Practice Math Exploration (2 weeks)	Integral Calculus (3 weeks)
Bivariate data (2 weeks)	Exam preparation (4 weeks)
Probability Distributions (3 weeks)	
Hypothesis testing (4 weeks)	
HL SYLLABUS CONTENT	
Year 1	Year 2
Sequences and series (3 weeks)	IA Math Exploration (2 weeks)
Functions and modeling (3 weeks)	Matrices (1 week)
Trigonometry (4 weeks)	Differential Calculus (6 weeks)
Complex numbers (3 weeks)	Integral Calculus (4 weeks)
Practice Math Exploration (1 week)	Vectors (3 weeks)
Descriptive Statistics (3 weeks)	Graph Theory (4 weeks)
Probability (4 weeks)	Differential Equations (3 weeks)
Hypothesis testing (4 weeks)	
Matrices (2 weeks)	
ASSESSMENTS	
Assessments include written tests and quizzes, investigations and projects. The Internal Assessment for both SL and HL is an independent Mathematical Exploration.	

IB Mathematics: Analysis and Approaches HL and SL 1 credit

Prerequisites for HL: Grade of A in Mathematics 10 and teacher recommendation.
Prerequisites for SL: Grade of C or higher in Mathematics 10.

Mathematics: Analysis and Approaches is for students who enjoy constructing mathematical arguments. The course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students will undertake mathematical problem solving both with and without technology.

Students who choose Mathematics: Analysis and Approaches at SL or HL should be comfortable in the manipulation of algebraic expressions, enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: Analysis and Approaches at Higher Level will have strong algebraic skills and the ability to understand simple proof. This course is an excellent preparation for those considering engineering, physical sciences, economics, or mathematics in its own right.

SL SYLLABUS CONTENT	
Year 1	Year 2
Sequences and series (3 weeks)	IA Math Exploration (2 weeks)
Quadratics (3 weeks)	Differential Calculus (4 weeks)
Functions (3 weeks)	Statistics (3 weeks)
Exponents, Binomial, Logarithms (4 weeks)	Integral Calculus (4 weeks)
Practice Math Exploration (2 weeks)	Probability (4 weeks)
Triangle Trigonometry (3 weeks)	
Circular Trigonometry (4 weeks)	
Differential Calculus (3 weeks)	
HL SYLLABUS CONTENT	
Year 1	Year 2
Sequences and series, binomial (4 weeks)	IA Math Exploration (2 weeks)
Functions (4 weeks)	Applications of Integration (3 weeks)
Exponents and Logarithms (2 weeks)	Vectors (4 weeks)
Trigonometry (4 weeks)	Statistics and Probability (4 weeks)

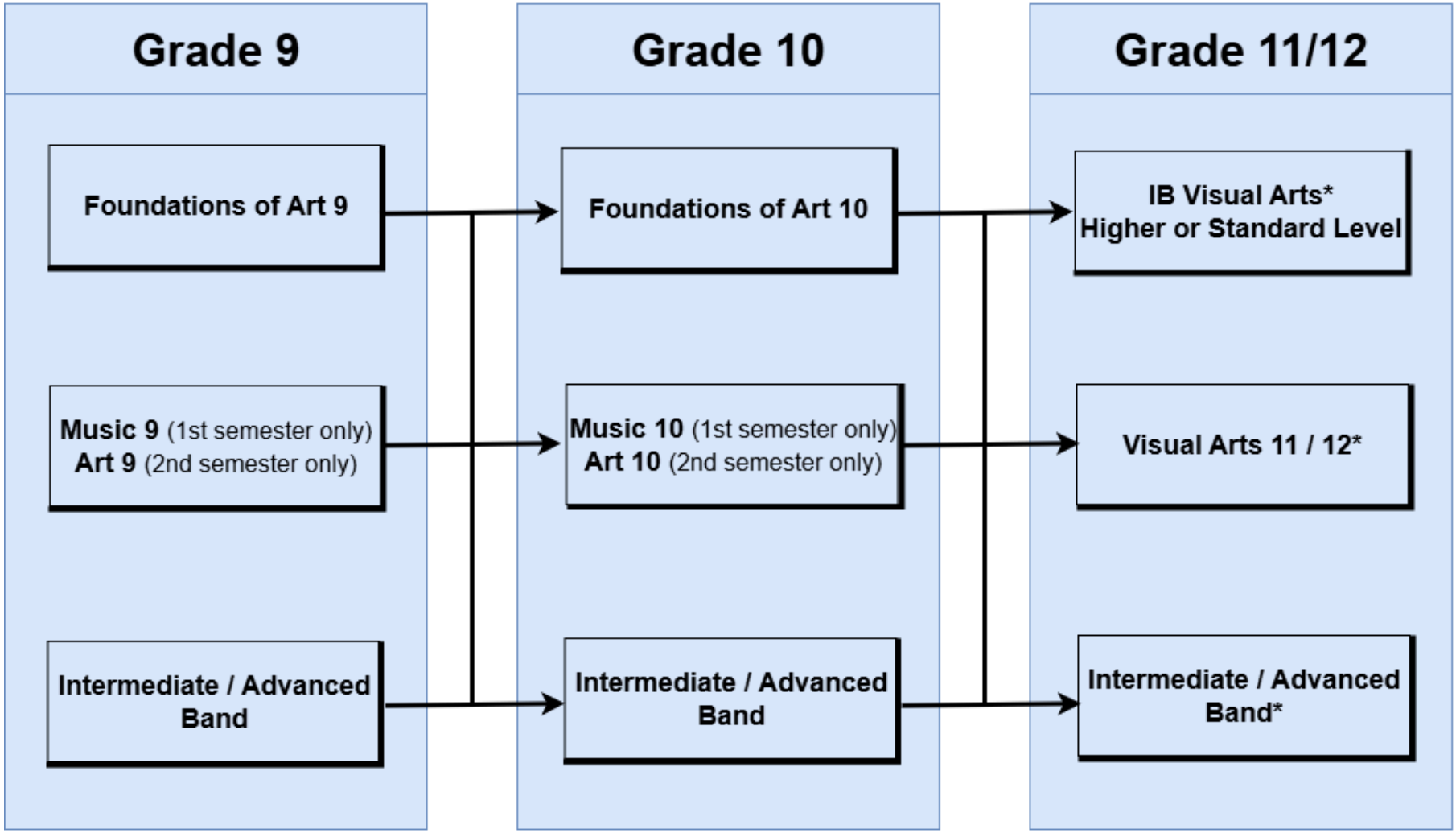
Complex numbers (3 weeks)	Probability Density Functions (3 weeks)
Limits and differentiation (4 weeks)	Series Expansions (2 weeks)
Practice Math Exploration (1 week)	Differential Equations (2 weeks)
Differential Calculus (3 weeks)	Inquiry task preparation (2 weeks)
Integration Techniques (3 weeks)	
ASSESSMENTS	
Assessments include written tests and quizzes, investigations and projects. The Internal Assessment for both SL and HL is an independent Mathematical Exploration.	

Mathematics 1/2 1 credit

Math 1/2 is designed to build confidence and encourage an appreciation of mathematics as a tool to predict, interpret and make sense of the world around us. Fundamental mathematical concepts will be applied in a variety of settings, thus giving students an opportunity to master mathematics in context. This course is designed to prepare students for foundational mathematics courses at college.

COURSE TOPICS	
Math 1	Math 2
Number Patterns (4 weeks)	Patterns and Sequences (8 weeks)
Matrices (4 weeks)	Linear Exponential Applications (10 weeks)
Finance mathematics (3 weeks)	General Personal Finance (7 weeks)
Bivariate data (8 weeks)	Investment mathematics (8 weeks)
Descriptive statistics (3 weeks)	
Personal finance (3 weeks)	
Graph theory (3 weeks)	
Career math (2 weeks)	
ASSESSMENTS	
Assessments include projects, presentations, written tests, and inquiry activities.	

Visual and Performing Arts



**Students can opt to double up in another core subject area instead if it fits into their schedule.*

Visual and Performing Arts

Music 9 (1st Semester Only) 0.5 credit

Music 9 provides an awareness of musical styles manifested through the study of music according to four broad periods of music literature: The Middle Ages, The Renaissance, The Baroque and The Classical era. The study of music literature includes musical scores to combine visual perception with auditory, and enables students to see in detail aspects of musical construction.

COURSE TOPICS
Music Elements (7 weeks)
Background of Musical Periods & Styles
The Middle Ages (2 weeks)
The Renaissance (2 weeks)
The Baroque (2 weeks)
The Classical (2 weeks)
ASSESSMENTS
Projects/Performances: piano playing, solo singing, chord playing, individual music history presentation.

Visual Art 9 (2nd Semester Only) 0.5 credit

This course develops from the Middle School course and seeks to build on the foundations laid in grade 6, 7, and 8. Students continue to gain exposure to a wide variety of techniques and media and are encouraged to achieve a sense of personal satisfaction and discovery. They gain further confidence in their own abilities to communicate and express feelings through non-verbal means of Art/Design and to fulfill their creative potential. The course intends to develop art skills even for just a semester and to hone their artistic abilities in creating paintings, sculptures and prints.

COURSE TOPICS
Introduction to the Course and review (1 week)
Drawing (3 weeks)
Painting (3 weeks)
Printmaking (2 weeks)
Three-dimensional Art (2 weeks)
Introduction to Design and Mixed Media (4 weeks)

ASSESSMENTS
Studio: application of creativity, imagination and originality improved skills and use of media incorporation of the elements and principles of design, and use of the creative process. Class Work - This includes quizzes, seatwork, class exercises, practice activities and research components as well as written assignments in critique writing and reflection on Art history and willingness to participate in classroom discussions. Preparation and Procedure / Art Exhibit (Christmas Exhibit/ Festival of the Arts): covers research, collection of materials, and requirements needed for specific art projects.

Foundations of Art 9 1 credit

This Year Course targets students who have the interest, the aptitude and the talent for the Visual Arts. The course intends to develop art-rendering skills in observational drawing using various techniques. Enhanced drawing skills as basis for concept building will be further applied in printmaking; painting; mix media and three-dimensional work. Skills using various media will be extended in preparation for a more rigorous program in Foundations of Art 10, which is designed to prepare students for IB Visual Arts. The year program will provide in-depth and more substantial learning in the Visual Arts as compared to the semester program.

The course is multidisciplinary in approach. Students taking this course are expected to be more skilled to take Foundations of Art in the next level and consequently, the IB Visual Arts program in Grades 11 and 12.

COURSE TOPICS
Introduction to the Course and review (1 week)
Drawing (7 weeks)
Painting (9 weeks)
Printmaking (5 weeks)
Three-dimensional Art (5 weeks)
Introduction to Design and Mixed media (4 weeks)
ASSESSMENTS
Studio: application of creativity, imagination and originality improved skills and use of media, incorporation of the elements and principles of design, and use of the creative process.

Preparation and Procedure: covers research, collection of materials, and requirements needed for specific art projects.

Class Work - This includes quizzes, seatwork, class exercises, practice activities and research components as well as written assignments in critique writing and reflection on Art history and willingness to participate in classroom discussions.

Semester Exam and Art Exhibit (Christmas Exhibit/Festival of the Arts): The final portfolio (exam) is graded on the selection and presentation of work as well as a written component in which he/she will critique the work using art vocabulary.

Intermediate Band 1 credit

Prerequisites: Previous band instruction

This class caters for intermediate brass, woodwind, and percussion players. Instruction is offered in a band course environment, students, however, are encouraged to study privately as well. Students with advanced skills coming from the previous year's band program will be given priority entrance into the course as well as the use of school owned instruments. Students, however, are generally expected to have their own instrument. Students will be introduced to grade 2-3 concert band literature as well as some solo and small ensemble material. Concert attire of the director's choice will be required.

CORE TOPICS
Instrumental Care and Maintenance
Performance Skills
Sight Reading
Christmas/Spring Concert Preparation
Theory (Grade 1 ABRSM)
PROJECT: Chamber Music or Solo Performance or Jazz Band or Student Teacher or Personal Research/ Composition Project
Chorales and Hymn
ASSESSMENTS
Class-work based: Sight-reading exercises, Music Theory, Aural/Rhythmic dictation, Sectional rehearsals, Small ensemble, Individual audio/video recordings Public performances: Chapel assembly, School level & School-wide Eucharist, The Annual Christmas Concert & The Festival of the Arts Spring concert and recitals.

Advanced Band 1 credit

Prerequisites: Previous band instruction. Audition and teacher recommendation.

This course aims to encourage students to further develop as instrumentalists through the study of brass, woodwind, or percussion. Instruction is offered in a band course environment and students are expected to attend remedial studies and/or have a private instrumental tutor. Students will be introduced to Grade 2-5 repertoire for various musical groupings (chamber music, concert band repertoire and solo material). The school supplies these resources.

CORE TOPICS
Sight Reading
Instrumental Care and Maintenance
Performance Skills: Review and Refinement
Chamber Music
Solo Performance
Music Theory
Christmas / Spring Concert Preparation
ASSESSMENTS
Class-work based: Sight-reading exercises, Music Theory, Aural/Rhythmic dictation, Sectional rehearsals, Small ensemble, Individual audio/video recordings Public performances: Chapel assembly, School level & School-wide Eucharist performances, The Annual Christmas Concert & The Festival of Arts Spring concert and recitals.

Music 10 (2nd Semester Only) 0.5 credit

This course points out the prominent and distinctive characteristics of the 19th and 20th century styles. An in-depth integrated study of the harmony, rhythm, new forms and styles will be undertaken in singing, listening, composing and performing music.

COURSE TOPICS
Review of the Music Elements (3 weeks)
Overview: Middle Ages/The Renaissance/Baroque/Classical (2 weeks)
Music of the Romantic (19th century) (2 weeks)
Musical characteristics/ Forms and Genres/Major Composers and Stylistic Development

Music of the 20th century (2 weeks)
Musical characteristics/ Major Composers and Stylistic Development
New sounds in music: The Experimentalists-Electronic music/Chance music/Minimalism
Music in Today's Society (3 weeks)
The Music Industry/ Music and Media
World Music (6 weeks)
Music in Culture
Music of the Americas
World music of the Western Hemisphere
ASSESSMENTS
Projects/Performances: piano playing, chord playing, music video making, commercial making, spoken-voice, original song composition, and individual world music presentation.

Visual Art 10 (1st Semester Only) 0.5 credit

This course develops from Visual Art 9 and is designed for students of all levels of interest and ability in art and design. Students gain exposure to a wide variety of techniques, media, and to achieve a sense of personal discovery. Their technical abilities and the capacity to communicate and express ideas are further extended. This course is a more general course than Foundations of Art 10. Students who take a semester of art may study Non IB Art in Grades 11 / 12. Foundations of Art 10 is advised for students pursuing IB Art in Grade 11 / 12.

CORE TOPICS
Drawing (3 weeks)
Painting (4 weeks)
Printmaking (4 weeks)
Three-Dimensional Art (4 weeks)
Design (3 weeks)
ASSESSMENTS
Studio: application of creativity, imagination and originality improved skills and use of media, incorporation of the elements and principles of design and use of the creative process. Class Work - This includes quizzes, seatwork, class exercises, practice activities and research components as well as written assignments in critique writing and reflection on Art history and willingness to participate in classroom discussions.

Preparation and Procedure /Art Exhibit (Christmas Exhibit & Festival of the Arts): research, collection of materials, and requirements needed for specific art projects.

Foundations of Art 10 1 credit

Prerequisites: Foundations of Art 9

This course develops from Foundations of Art 9, and is designed for students who have strong interest and a high level of ability in art. The purpose of the course is to prepare students for the International Baccalaureate art program, both standard and higher levels.

The focus of the course is to develop the students' capacity to communicate, explore and express ideas through applying the creative process. Interest and curiosity concerning art from the historical, cultural, aesthetic, social, and psychological perspectives are encouraged. There is also an extensive research and written component to this course based on IB criteria.

CORE TOPICS
Introduction to the Course and Review (1 week)
Art History: Thematic Units in Art Theory; The Creative Process; The Critical Process; The Elements and the Principles of Design (Integrated into each unit of study and is ongoing throughout school year)
Drawing (6 weeks)
Painting (8 weeks)
Printmaking (8 weeks)
Three-Dimensional Art (6 weeks)
Design (6 weeks)
ASSESSMENTS
Studio Projects: application of creativity, imagination and originality improved skills and use of media incorporation of the elements and principles of design, art theory and research incorporation of the creative process Preparation and Procedure: covers research, collection of materials, and requirements needed for specific art projects. Class Work - This includes quizzes, seatwork, class exercises, practice activities and research components as well as written assignments in critique writing and reflection on Art history and willingness to participate in classroom discussions. Semester Exam Written Exam based on lecture on Art Theory, Art History and Practical Application

IB Visual Art, Higher Level / Standard Level 1 credit

Prerequisites: Foundations of Art 10

The IB Visual Arts course is designed to enable students to experience visual arts on a personal level and achievement in this subject is reflected in how students demonstrate the knowledge they have gained as well as the skills and attitudes they have developed that are necessary for studying visual arts. The students' individual abilities to be creative and imaginative and to communicate in artistic form will be developed and extended through the theoretical and practical content of the visual arts course.

In the second year of the IB Visual Arts program, the student will draw from the Visual Arts Journal completed in the first year to produce external assessment submissions for the Comparative Study and the Process Portfolio. For the Internal Assessment, the rest of the studio pieces will be created. Works will be chosen for a curated exhibit at the end of the course.

Year 1 CORE TOPICS		
	Higher Level	Standard Level
Theoretical Practice	Visual Arts Journal pages for every studio produced consists of 10-12 pages documenting the creative process including critical investigation of chosen artworks	Visual Arts Journal pages for every studio produced consists of 10-12 pages documenting the creative process including critical investigation of chosen artworks
Visual Arts Journal	6 VAJ sets during the year	4 VAJ sets during the year
Studio	Completion of 6 studio works	Completion 4 studio works
ASSESSMENT CRITERIA		
Theoretical practice: includes all written work in the Visual Arts Journal that will be used for both the Comparative Study and the Process Portfolio Art-making practice: includes all media exploration and studio works Preparation and Procedure /Art Exhibit (Christmas & Festival of the Arts) Preparation covers research, collection of materials, and requirements needed - for specific art projects.		

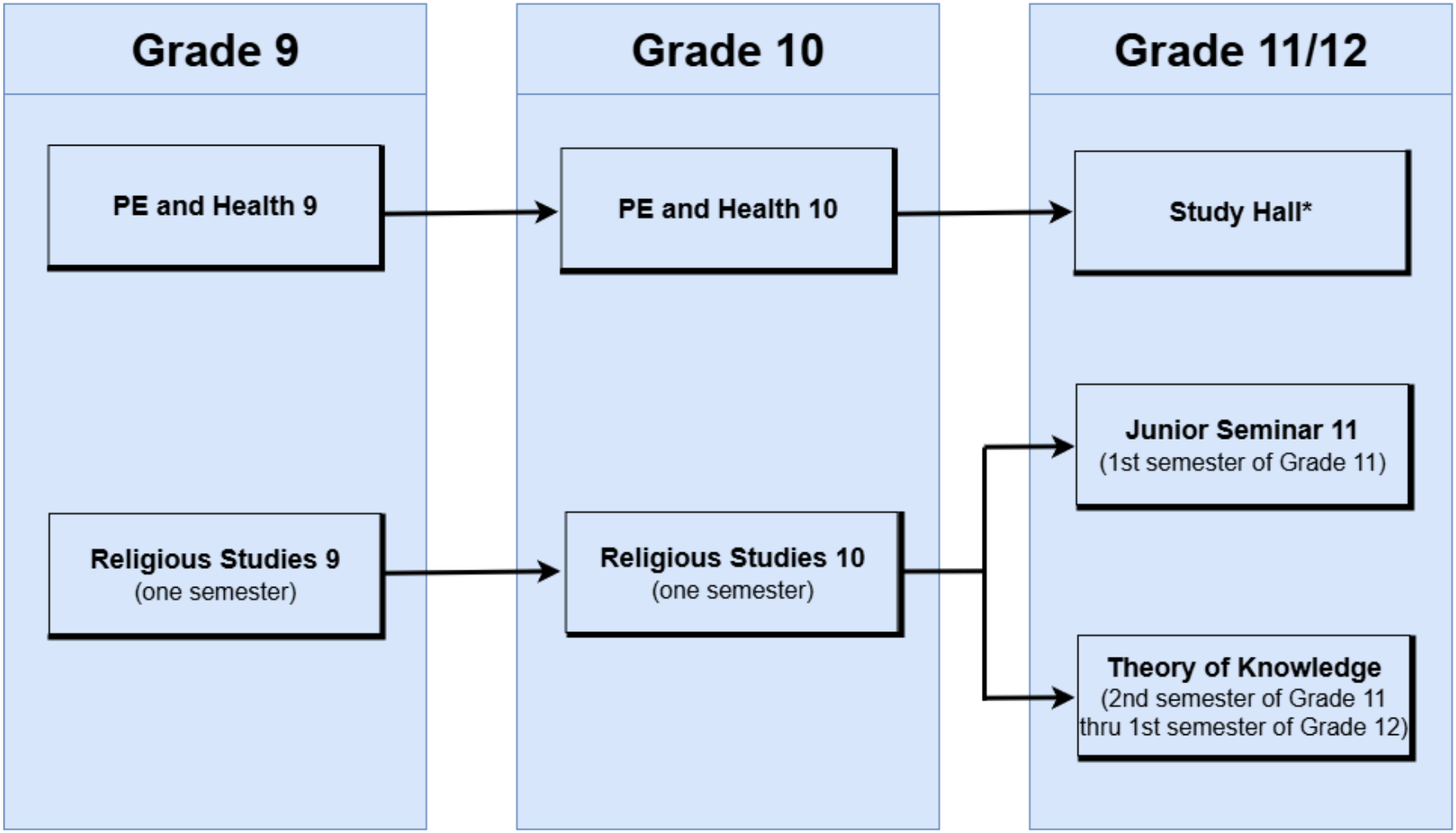
Year 2 CORE TOPICS		
	Higher Level	Standard Level
External Assessment: Comparative Study	20 screens maximum Three works from at least two different artists from two different cultures Three to five student's work in created in connection to the works in the comparative study	15 screens maximum Three works from at least two different artists from two different cultures
External Assessment:	25 screens maximum	18 screens maximum
Process Portfolio	Three different media from at least two different art making forms (based on the Art Making Table provided by IB)	Two media from two art making forms (based on the Art Making Table provided by IB)
Internal Assessment: Studio and Art Exhibition	8-11 pieces with exhibition text for each and a 700 word curatorial rationale 500 character studio text for all studio work in the exhibition 2 exhibition photographs	4-7 pieces with exhibition text for each and a 400 word curatorial rationale 500 character studio text for all studio work in the exhibition 2 exhibition photographs
ASSESSMENT CRITERIA		
Comparative Study - Analysis of formal qualities – description and discussion of elements and principles of Art; Interpretation of function and purpose – theme; Evaluation of cultural significance – context; Making comparisons and connections; Presentation and use of art vocabulary; HL only- Making connections to art making practice Process Portfolio: Skills, techniques and processes; Critical Investigation; Communications of ideas and intentions; Reviewing, refining and reflecting; Presentation and use of art vocabulary; Studio and Curated Exhibition: Coherent body of works; Technical competence; Conceptual qualities; Curatorial practice (includes the curatorial rationale, exhibition texts and exhibition layout); Preparation and Procedure /Art Exhibit (Christmas & Festival of the Arts) Preparation covers research, collection of materials, and requirements needed for specific art projects.		

Visual Arts 1/2 Brent Diploma 1 credit

This is a practical course for students who wish to have an exposure to the visual arts but who are not committed to the written component of IB. Students have the opportunity to develop an Art folio. The course is very structured with units of drawing, painting, printmaking, design and sculpture.

CORE TOPICS
Drawing (6 weeks)
Painting (8 weeks)
Printmaking (6 weeks)
Three-Dimensional Art (6 weeks)
Design (6 weeks)
ASSESSMENTS
Exercises, Studio Projects, Sketchbook: Criteria is self-expression, creativity, imagination and originality, skills and use of media, composition and the use of elements and principles of art. These also include drawing exercises. Media practice and exploration are assigned as homework or class work. Preparation and Procedure / Art Exhibition (Christmas Exhibit and Festival of the Arts) Preparation covers research, collection of materials, and requirements needed for specific art projects.

PE, Religious Studies, Junior Seminar, and TOK



**Students can opt to take another core subject area or elective instead if it fits into their schedule.*

Physical Education / Religious Studies / Junior Seminar / TOK

Physical Education/Health 9 1 credit

Health and Physical Education (HPE) 9 aims to teach 9th grade students the concept of a healthy lifestyle using the knowledge of fitness skills, cardiovascular skills, game activities, lifetime game skills, and weight training. Included are health components of growing social skills through an interactive atmosphere with their peers. Students will grow in the knowledge of their own personal fitness and learn the skills to improve their personal fitness both mentally and physically while developing the social skills necessary to flourish. HPE 9 is a full year course divided into 8 units per semester where we cover swimming, invasion games, net games, and FitnessGram physical fitness testing.

During Health classes the students will learn about the following topics: The importance of mental and emotional health, nutrition, human reproduction and illegal drugs. Students will be given practical information, research assignments, and an opportunity to discuss the related health issues.

COURSE TOPICS	
PE	Health
Basketball (10 classes)	Mental and Emotional Health (5 classes)
Handball (5 classes)	Drug Prevention (5 classes)
Health Related Fitness 5 classes)	Sex Education (5 classes)
Net games /Aerobics (10 classes)	Nutrition (5 classes)
Soccer (5 classes)	
Swimming (10 classes)	
Tennis (5 classes)	
Touch Rugby (5 classes)	
Weight training (10 classes)	
ASSESSMENTS	
HPE 9 does not have a final exam, the students are assessed through FitnessGram testing, personal and social responsibility, game performance assessment in team sports, weight lifting skills, 10 minute swim, reflections submitted online, and Health projects.	

Physical Education/Health 10 1 credit

Health and Physical Education 10 is a continuation of HPE 9 but with greater emphasis placed on game strategies, tactics, and lifetime physical fitness. Students will participate in a range of sports and physical activities including aquatics, invasion games, net games, and FitnessGram physical fitness testing. Students must demonstrate proficiency in the skills and fitness required for a variety of activities. Each student is expected to demonstrate the values/attitudes essential for competition.

During health class the students will learn about various topics including adolescence, adulthood, life skills, environmental issues, reproductive health, and safety education.

COURSE TOPICS	
PE	Health
Basketball (10 classes)	Emotional and Mental Health (5 classes)
Floor Hockey (5 classes)	Drug Use Prevention (5 classes)
Health Related Fitness (5 classes)	Sex Education (5 classes)
Net games /Aerobics (10 classes)	Nutrition and Injury Prevention (5 classes)
Soccer (5 classes)	
Swimming (10 classes)	
Tennis (5 classes)	
Ultimate Frisbee (5 classes)	
Weight training (10 classes)	
ASSESSMENTS	
HPE 10 does not have a final exam, the students are assessed through FitnessGram testing, personal and social responsibility, game performance assessment in team sports, weight lifting skills, 10 minute swim, reflections submitted online, and Health projects.	

Religious Studies 9 0.5 credit

The students should gain a basic knowledge and understanding of the Old Testament and God's plan for His people throughout history. They will do this through in depth study of the major themes and theology of the Old Testament. They will also study the history of Israel and the lives of key Biblical characters and their role in relationship to Israel. Furthermore, they will develop the skills of critical thinking, analysis, and the application of ideas through journal writing and vocabulary.

COURSE TOPICS
1. General Introduction to the Bible: Emphasis on the Old Testament (3 weeks)
2. The People of God and their values: A study of the Pentateuch (6wks)
3. God fulfills His promises: A study of the Kings and their writings (4wks)
4. The Prophets: God guides His people (4wks)
ASSESSMENTS
1.Timeline Project
2. Who Am I project
3. Unit 1 test on introduction to the Bible: Emphasis on the Old Testament.
4. Journal and Vocabulary notebooks- due every Unit test.
5. Unit 2 test on Genesis and Patriarchs.
6. Israel's journey to the promised land project.
7. Unit 3 test on Israel's kings and writings.

Religious Studies 10 0.5 credit

This course explores the life and teachings of Jesus Christ based mainly on the testimony of the Synoptic Gospels, with Mark serving as the basic text. The course further explores contemporary portrayals of Jesus, and takes a brief look at the subsequent rise and spread of world Christianity to prepare students for Grade 11 Religious Studies (Junior Seminar). The central aim of this course is to raise questions and provide students with the desire and the means to search for answers – an endeavor that should last a lifetime.

Junior Seminar 0.5 credit

Junior Seminar is a bridge course that provides a link between the Brent *Religious Studies* program and the IB required *TOK* (Theory of Knowledge) course. Divided into three units, the course addresses some fundamental issues related to the nature, meaning and purpose of our lives in this universe. The first unit – *Worldviews* – starts with the premise that we are all, in essence, products of certain stories and narratives that surround us, and it seeks to answer questions such as: Where do our stories come from? Can we change our stories or escape the stories we are born into? How do we know our stories are true? The second unit – *Connections* – deals with the idea that knowledge is interconnected and asks students to think about: What are the arguments of the existence of God? Are science and Christianity antagonistic or complementary? How does Art help us explore ethical issues and principles? The third unit – *Authority Figures* – deals with the ideas of experts and asks students to consider questions such as: Who are the authorities figures in their lives? How should we decide who to trust and who to question?

Theory of Knowledge 1 credit

What is a life well-lived? How are we to judge? How do we really know something? When is belief justified? How is truth manipulated? What makes a truly successful human being? Are there moral obligations that come with knowledge? Is there an underlying order to the universe? How is knowledge best pursued in life and what really makes it worthwhile? These questions are the root curriculum of the Theory of Knowledge class. TOK is the culmination of the International Baccalaureate curriculum and at the center of the program. Students can take the time to ask the more probing questions about knowledge and about learning. In TOK, students are asked to examine truthfully what kinds of thinkers they are becoming, and where they might go from here. The course starts the second semester of Grade 11 following Junior Seminar and finishes at the end of the first semester of Grade 12.

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