



High School Handbook 2011 - 2012

Dear Parents,

Welcome to the High School

For all students, high school is a significant time in their development. Students enter high school as adolescents and leave as young adults. In four years students are expected to mature, both academically and emotionally, to be ready for “real-life” after school.

The high school follows an American curriculum model that enables graduates to continue their academic studies at a tertiary level. The educational program is balanced with opportunities for choice and specialization while still focusing on the requirements for tertiary education. The high school has a wide array of Advanced Placement (AP) courses available for a school of our size. We are proud of the record of achievement of our students. We are also proud of our graduates who have made their way to colleges and universities in the US, Canada and beyond.

The high school is relatively small and so a close and collegial atmosphere exists, with students and teachers working towards a common goal of high achievement. A sense of community is built through the small homeroom groups that meet once a day. Students are also encouraged to be active members of the school community by being involved in decision making and service through student council. The high school encourages participation in community service, sports, extra-curricular activities and clubs. The unique location of Trinidad affords many opportunities for learning to take place outside the classroom and strengthening links with the host country, its culture and the Caribbean.

The high school, along with the entire ISPS community, is committed to an atmosphere of pluralism and tolerance.

Please read through this handbook to get information on the courses that are offered and explore some of the other activities offered at ISPS.

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Characteristics of Grades 9 – 12

- Is based upon an American curriculum model that enables graduates to continue their academic studies at universities, colleges or other schools with an American high school diploma or the AP International Diploma for Overseas Study;
- Emphasizes a self-image as a school which is a dedicated community of learners, committed to creativity, community service and risk-taking;
- Is staffed by a core faculty who are specialists in their fields and use a multitude of teaching techniques to accommodate students' varied learning styles, and provide appropriate levels of academic challenge;
- Offers opportunities for aesthetic experience and creative expression through such activities as drama, music and art, athletics and student publications;
- Is committed to an atmosphere of pluralism and tolerance;
- Provides a strong sense of community by maintaining and improving channels of communication among staff, students and parents by giving opportunities for all to be actively involved in school life;
- Takes advantage of the unique location of the school by providing opportunities for strengthening links with the host country, its culture and the Caribbean;
- Helps students cope with the concerns of adolescence and young adulthood through the provision of appropriate guidance and counselling services;
- Assists students in planning their futures through career, aptitude and placement testing as well as appropriate reference sources and college and career counselling services

TRANSFER STUDENTS

Transfer students are placed according to their age and previous academic record. Students who transfer to the ISPS during their senior year are required to meet the ISPS standards for graduation whenever possible. However, since requirements are different from school to school, grade placement is based on standardized tests and the student's previous academic record. In the High School, students must have earned certain course credits in order to be placed at the following grade levels. Grade 10 students must have completed five (5) credits. Grade 11 students must have completed twelve (12) credits. Grade 12 students must have completed nineteen (19) credits.

Transfer Students (Post CXC) Students transferring into the ISPS with a full CXC Secondary School Certificate are exempt from the 2 credit, Physical Education requirement for graduation.

HOMEROOM GROUPS

Each student is assigned a homeroom teacher. The homeroom teacher is the link between the student and other teachers, and between home and school during their international school experience.

One of the purposes of the homeroom program at the ISPS is to help students achieve maximum growth as persons within the context of the school's educational and social goals. The role of the school is to assist the student in the process of clarifying his/her own strengths and weaknesses, possibilities and responsibilities as a student at the ISPS.

CURRICULUM SUPPORT

The ISPS seeks to provide its students with the best faculty and materials available to ensure a quality education. Staff are trained in student assessment, learning disabilities, and English as a Second Language. Counselling and Guidance programs provide a student with career counselling. College counselling is available through the Guidance Counsellor and other faculty members.

Students are provided with books and materials for each subject area as part of their tuition and fees. Textbooks are the most current editions available for a modern curriculum. As the school programs continue to develop, this curriculum will be constantly reviewed, and more or different texts will be provided as assessment deems necessary. In addition to classroom books, the school has a library/Media center. Encyclopedias and other information resources are available on CD ROM.

Classes at all levels are also equipped with the necessary equipment for learning. High School students have three science labs equipped with appropriate equipment for the current science courses. The computer lab and the LAN offer the very latest in current computer technology. The school can also offer distance learning opportunities, when appropriate, to expand our current academic offerings.

HOMEWORK

At the high school level homework is an integral part of the school's program. The purpose of giving homework is to:

- Provide for reinforcement and practice of concepts introduced in class.
- Prepare students for upcoming work in class.
- Provide opportunities for independent research.
- Give opportunities for revision and review.

Students in the High School can expect homework in every subject; from two to three hours of work each evening. Homework is required and counts toward the course grade. Students are encouraged to maintain a homework diary in order to track both short and long term assignments.

MAKE-UP WORK

When a student is absent from class:

- Homework - must be completed by next meeting of the class.
- Tests - Students should contact teachers before the next meeting of the class to find out test details and to arrange a time to take the test.

ATTENDANCE POLICY

Attendance in school is one of the most critical factors for academic success. Students who miss more than six (6) class sessions in any semester (equivalent to 15% of class time) may not receive credit for a class. It is expected that the school will receive notice, in writing, via email or over the phone, of any absences.

PROGRESS REPORTS

Teachers issue progress reports to all High School students at the end of the first six weeks of school. These reports advise parents of the student's progress since their arrival in school.

Progress Reports are sent home with each individual student. Notification of this will be made in the Weekly Newsletter. In addition, teachers will contact parents any time a student is not performing as expected.

REPORT CARDS

Report cards are issued four times a year. Parents are asked to sign a slip to acknowledge receipt of the report. Parents are also encouraged to write a comment on this slip giving feedback on the report. Conferences may be scheduled with teachers when needed. (See Parent/Teacher Conferences).

PARENT/TEACHER CONFERENCES

Parent/Teacher conferences are formally scheduled twice a year, once after the first quarter and again after the third quarter. However, a conference can, and should, take place at any time the need arises. Teachers welcome discussions with parents throughout the school year. Please telephone the office for an appointment so that the teacher is prepared and free to spend time with you.

FINAL EXAMS

Final exams are scheduled in the High School at the end of each semester. Final exams have a dual purpose at ISPS - to provide students with the opportunity to experience sitting for an exam while providing teachers with feedback on what they have learned. The semester exam provides a maximum of 20% of the semester grade.

GRADING STANDARDS

The following grading standards are normally utilized by the teacher and are reflected in the quarterly reports:

A	100 - 95%	C	76 - 74%	Effort Standards:	
A-	94 - 90%	C-	73 - 70%	1: Excellent	3: Satisfactory
B+	89 - 87%	D+	69 - 67%	2: Good	4: Needs Improvement
B	86 - 84%	D	66 - 64%		
B-	83 - 80%	D-	63 - 60%		
C+	79 - 77%	F	Below 60%		

Grade Point Average (GPA)

The following numerical equivalents are used in computing a student's grade point average at the end of a semester course or a year-long course.

A = 4	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0.0
A- = 3.7	B = 3.0	C = 2.0	D = 1.0	
	B- = 2.7	C- = 1.7	D- = 0.7	

HONOR ROLL AND MERIT ROLL

The Honor Roll and Merit Roll are published at the close of each quarter to give recognition to those students in grades 9-12 who performed well academically during the quarter.

The Honor Roll consists of students with a grade point average of 3.5 or above. To be on the Merit Roll, a student must have a grade point average from 3.0 to 3.49. All courses are used to compute the grade point average. A grade of "D", "F", or "Incomplete" in any subject on the report card disqualifies a student from a place on the Honor or Merit Roll.

DROPPING COURSES AND INCOMPLETES

High School courses may be dropped prior to the end of the first quarter with no penalty, at the request of a student, teacher or parent with the approval of the teacher, parent and Principal. Only under special circumstances will students be allowed to drop courses after the first quarter but prior to the issuing of a final grade. Under no circumstances will a student be allowed to drop a course once he/she has received a final grade in the course. All requests to drop courses must be made in writing and submitted to the guidance counsellor. Requests to drop a course after the first quarter must include a written justification for dropping the course at that time.

ACADEMIC PROBATION

The concept of Academic Probation is based on a student's ability to accumulate enough credits to graduate in a four year time period. Students are placed on Academic Probation when they have earned two grades of less than C- in any one quarter. When students are placed on Academic Probation they may be ineligible to participate in any extra-curricular activities at ISPS for the following quarter grading period.

If a student is placed on academic probation for a second time, a parent conference will be required. If a student is placed on academic probation more than twice in a given year, the school may ask the student to withdraw.

EXTERNAL EXAMINATIONS

There are a number of external examinations that are done by students in the high school in preparation for university/college. These include the SAT: Reasoning Test, SAT: Subject Tests, the ACT, PSAT/NMSQT and the AP (Advanced Placement) examinations. It should be noted that these examinations require payment by parents since they are not necessarily common for all students and they are not included in the regular tuition charges. Detailed information on these testing programs is available from the High School Counsellor.

PSAT

ISPS will be administering the PSAT (Preliminary Scholastic Aptitude Test) for all eleventh graders on Saturday, October 15, 2011. Ninth and tenth graders are invited to take this test but need to inform the High School Counsellor of their intention to do so before the end of the previous school year. There is no charge to the student for this practice exam.

SAT & ACT

As part of the college application process, students are usually required to take the SAT: Reasoning Test or the ACT (and sometimes the SAT: Subject Tests). Students are strongly encouraged to take these exams at least once in their junior year and again in the first semester of their senior year. Students can actually take these exams at any time during high school, and as many times as they like.

Dates for the SAT in 2011-12 - all SAT's are administered on Saturday mornings 7:45 am

Test	Dates Registration Deadlines
October 1, 2011	September 9, 2011
November 5, 2011	October 7, 2011
December 3, 2011	November 8, 2011
January 28, 2012	December 30, 2011
May 5, 2012	April 6, 2012
June 2, 2012	May 8, 2012

Dates for the ACT in 2011-2012 - all ACT's are administered on Saturday mornings 8:00am

Test Dates	Registration Deadlines
October 22, 2011	September 16, 2011
December 10, 2011	November 4, 2011
February 11, 2012*	January 13, 2012
April 14, 2012	March 9, 2012
June 9, 2012	May 4, 2012

*The ACT Plus Writing is NOT offered on the February international test date in 2011-2012.

For registration information please see the High School Counselor, or log on to the website www.collegeboard.com for SAT registration and costs and www.actstudent.org for ACT registration and costs.

AP (Advanced Placement)

Students enrolled in AP courses are expected to write AP examinations in May of each academic year. The fee for the AP exam will be approximately \$118 US in 2011.

AFTER SCHOOL ACTIVITIES

After School Activities Program

In each quarter, depending on student interest, a variety of after school activities are offered from 2:30 p.m. to 4:30 p.m. These activities may include varsity/ team sports, art, music lessons, clubs, dance classes and academic coaching. There may be an additional fee charged for these activities. The sign-up period will be announced in the Weekly Newsletter. Each of the three sessions lasts approximately 8 weeks and is coordinated by the Athletics Director.

Other sports are offered as non-competitive activities. These include such things as ultimate Frisbee and cricket. Other activities offered after school include: Music Ensemble, Arts & Crafts, Homework Club, Steel Pan, etc. These are normally offered at a time that does not interfere with the team sports. We make every effort for students to be able to play a sport (e.g., basketball) and also attend a club or other activity.

Athletics and CAISSA

The key team sports for 2011-2012 will be Volleyball, Soccer, Basketball, Swimming, Water Polo, Tennis and Rugby.

The Current members of the Caribbean Area International Schools' Sports Association (CAISSA) are the Carol Morgan School of The Dominican Republic, Escuela Campo Alegre of Venezuela, Academia Cotopaxi of Ecuador, and the International School of Port of Spain. Volleyball season runs from August to November culminating in the CAISSA Boys and Girls Volleyball Tournament during November 9 – 13 hosted by ISPS. The second season is the Boys Basketball /Girls Soccer, and this is from November to February. The Boys Basketball/Girls Soccer CAISSA tournament which is from February 29 – March 4 in the Dominican Republic and hosted by the Carol Morgan School. The third CAISSA season is March to May and this culminates in Girls Basketball/Boys Soccer CAISSA tournament which is from May 18 – 22 in Venezuela.

We also participate in National Secondary School league Rugby. This Season is from August to December. The National Secondary Schools Basketball League Season runs from September to December.

High School Co-curricular Activities

Students are strongly encouraged to become involved in one of the co-curricular activities organized in the high school. These activities include:

- Young Leaders
- Model United Nations
- Math Olympiad
- Drama Fraternity
- Spanish Club
- Science Club
- Yearbook
- Peer Mediation
- Community Service Club

Student Government

The students of ISPS High School have the opportunity to participate in the Student Council. This Council seeks to promote relevant activities for their fellow students, and acts as a liaison between the students and faculty on matters concerning the students.

The Student Council is elected from the student body. The purpose and functions of the organization are: to encourage school responsibility and spirit; to organize student activities; to support community service projects; to make recommendations; and to forward student suggestions and concerns to the administration

GRADUATION REQUIREMENTS

To receive a diploma from the International School of Port of Spain a student must earn a minimum of 26 credits. Some of these will be required and some will be elective credits. The Principal and Counsellor will assist students and their parents in planning students' educational programs. Students must meet prerequisites or pass placement examinations before being able to select some courses.

Required Credits

English	4 credits
Social Studies	3 credits
Science (including Biology and a Physical Science)	3 credits
Math	3 credits
Foreign Language (in the same language)	2 credits*
Physical Education/Health	2 credits
Technology	1/2 credit
Fine Arts (music, art, drama)	1 credit
Electives (whatever is needed to total 26 credits)	
Total Credits for graduation	26 credits

Elective Courses

Music	AP Art
Art	Leadership
Technology	Psychology
Dance	Environmental Science
Teacher Aide	Theatre Arts and Production
Advanced Phys Ed	Economics
Contemporary Issues	Maths for Business
Others to be decided	

*The Foreign Language requirement will be increased to 3 credits starting with the graduating class of 2015

COURSE OUTLINE FOR HIGH SCHOOL

The following courses reflect a typical pattern for students to follow as they complete graduation requirements. Options exist to follow other course work to meet student needs, once approved by the Guidance Counsellor and the High School Principal.

9th Grade

(Form 3)

English:	English 1
Math:	Algebra I or Geometry
Science:	Physical Science
Social Science:	Ancient World History
Language:	Spanish 1, 2, 3 or French 1
Physical Education	
# Electives or Core Subjects	

10th Grade (Form 4)

English: English 2
 Math: Geometry or Algebra II
 Science: Biology, Chemistry
 Social Science: Modern World History
 Language: Spanish 1, 2, 3 or French 1, 2
 Physical Education
 # Electives or Core Subjects

11th Grade (Form 5)

English: Pre AP English, English and the Media, British Literature
 Math: Algebra II or Pre Calculus
 Science: Chemistry, AP Biology, AP Chemistry, Physics, or Environmental Science
 Social Science: AP US History, US History, Economics, AP Economics, AP World History, AP Geography
 Language: Spanish 1, 2, 3, 4, AP Spanish, French 1, 2, 3
 # Electives or Core Subjects

12th Grade (Post CSEC)

English: English and the Media, AP English or British Literature
 Math: Algebra II, Pre-Calculus, AP Calculus or AP Statistics
 Science: Chemistry, Physics, AP Biology, AP Chemistry, AP Physics or Environmental Science
 Social Science: AP US History, US History, Economics, AP Economics, AP World History, AP Geography
 Language: Spanish 1, 2, 3, 4, AP Spanish, French 1, 2, 3
 # Electives or Core Subjects

Electives for students in grades 9-12 vary from semester to semester depending on availability of faculty and interests of students. Recent elective choices have included music, art, drama, dance, psychology, technology skills, journalism, video production, philosophy, speech, and environmental science.

Students earn one (1) credit for a year-long course. One half (1/2) credit will be granted for the successful completion of each semester’s work, or for a one-semester course. Failure in either semester will result in a required makeup. Grade 8 students who successfully complete high school courses do not receive credit toward graduation. However, successful completion permits pursuit of upper level courses at an earlier grade level and additional credits will be counted on the student’s transcript.

DEVELOPING A CLASS SCHEDULE

The schedule for grades 9, 10, 11, and 12 includes a minimum of seven subjects. AP courses such as AP Biology, AP Chemistry, AP Physics, AP Calculus, AP Spanish, AP English, AP US History, AP World History and AP Art count as two courses and meet for twice the number of minutes per week.

AP Human Geography, AP Statistics, AP Economics and AP Psychology count as one class only. To schedule a higher-level course, all department policies must be met with regard to grade criteria and pre-requisite courses.

ADVANCED PLACEMENT

The Advanced Placement (AP) Program is an intensive program of university level courses and examinations. Nearly 3000 colleges and universities worldwide use the grades from the examinations as a means of determining the academic qualifications of students. The AP examination grade is sent to the colleges of the student's choice, which then grants credit, advanced placement, or both, depending on the institution's policies. Students who enrol in the AP courses are expected to be committed to the AP exams in May and will be given an extra grade point on their transcript for each AP course completed with the corresponding exam being completed as well. Students who choose not to do the exam also waive the extra grade point.

DAILY SCHEDULE

The High School utilizes the Block Schedule to schedule courses.

The Block Schedule has eight time slots, or periods. Four periods are on "A" Day, four are on "B" day, and all eight periods are on a "C" day. The weekly schedule is:

Monday A day	Tuesday B day	Wednesday A day	Thursday B day	Friday C day
A1	B1	A1	B1	A1 B1
A2	B2	A2	B2	A2 B2
A3	B3	A3	B3	A3 B3
A4	B4	A4	B4	A4 B4

It is recommended that students take a full load of eight classes. Only in exceptional circumstances, and with parental consent, will students be allowed to have fewer than eight periods. Students who take fewer than eight classes will be assigned to a Study Hall. Students can use the Study Hall to work in the library computer lab if they have a pass from one of their academic teachers. The following activities are appropriate for study hall:

- Library study and research
- Completing homework assignments
- Working on a computer, either in the library or the computer lab
- Conferencing with teachers

A copy of each student's schedule is sent home at the beginning of the school year. Parents should be aware when Physical Education classes are given to ensure that the proper uniform is worn.

STUDENT EXPECTATIONS

As an ISPS High School learner, students are expected to demonstrate responsible behavior that will:

- Recognize that freedom and responsibility go hand in hand.
- Develop and exhibit growth in the areas of personal responsibility for their learning, social relationships, character development, work habits, health, and safety.
- Contribute to the positive learning environment of our international community.
- Develop critical thinking skills, aesthetic and moral values, interpretive abilities and creativity to the best of their ability.

ISPS High School students have the right to:

- A safe, clean and orderly environment.
- Be respected as an individual.
- Have caring and qualified teachers.
- Participate in making decisions.
- Be trusted.

High School students are expected to:

- Use appropriate language and not use hurtful words that might offend others.
- Refrain from fighting, pushing, shoving or any form of rough housing.
- Show respect for themselves, all people, their native countries and cultures.
- Respect the property of others, including another person's locker, notebook and computer files.
- Refrain from making racial or sexual insults, either verbal or written.
- Be honest and admit mistakes.
- Encourage respect for the culture and people of our host country.
- Demonstrate positive school spirit.
- Be punctual and prepared for class and expect the same from others.
- Dress in a neat and appropriate manner (See Uniform Guidelines).
- Refrain from using iPods or mp3 players during the academic schedule.
- Keep classrooms, walkways, and locker areas clean and free of litter.

The following are considered serious violations:

- Substance abuse, which includes tobacco in any form, alcohol, or other drugs.
- Weapons of any description including knives or toys that simulate real objects.
- Stealing, regardless of how small the item may be.

CHEATING AND PLAGIARISM

Acts of academic dishonesty are infrequent at ISPS. However, when plagiarism (which is taking and using as one's own the thoughts and/or writing of another), stealing tests, copying themes or tests from others or using unauthorized examination aids occurs, definite consequences will result.

1. The first act of academic dishonesty will usually result in a zero on the test, paper, or project, and a phone call to parents.

2. A second incident could result in an "F" mark for that quarter, suspension and school probation. As with other serious behaviour problems, the ultimate consequence could be expulsion from school.

SPECIFIC OFFENSES

In addition to the points made in **Student Expectations**, the following items are listed so that there is no misunderstanding about our expectations of High School students in these important areas.

Drugs and Alcohol

Any student on school premises or at school functions found under the influence of alcohol, drugs, or narcotics, or with alcohol, drugs, or narcotics in his/her possession, shall be subjected to the laws of Trinidad and Tobago, immediate suspension and possibly dismissal from ISPS. Mandatory counselling may also be required of students who violate this policy. ISPS will always respect the laws of Trinidad and Tobago.

Smoking

There is no smoking on the school grounds, in the vicinity of the school, or at school functions off campus. Initial violation of this policy will result in detention. Continued violations will result in suspension.

Vandalism and Tampering with Emergency Equipment

Defacing or destroying the property of others or of the school will result in both payment for damage and detention and/or suspension. Tampering with fire doors, fire extinguishers, fire exit signs, and fire alarms are serious offenses. Infractions of this nature may lead to suspension from school.

Unexcused Absences and Leaving Campus without Permission

A student may not miss a class unless he/she has been excused by a parent and member of school administration. Students may not leave campus at any time during the day without specific permission. An unexcused absence from class will result in detention. Continued offenses will result in suspension.

Internet Access

Students should be familiar with and abide by the Acceptable Use Policy as outlined in the General Handbook.

Food and Drink

Food and drink is to be consumed only in the Café. Exceptions can be made if requested by a teacher for an activity related to their class. There is to be no food, drink, or candy in classes. There is to be no chewing of gum on campus.

Cell Phones and iPods

The use of cell phones and iPods/mp3 players is prohibited during the school day. Students are discouraged from bringing these items to school. They may be confiscated if used during the school day.

Academic Responsibility

The academic success of each student is a primary goal of ISPS. Students and teachers must be committed to this goal. Students are expected to keep up with daily homework assignments. Students are expected to make up work in classes missed on account of illness, field trips etc., in a timely manner deemed appropriate by the individual teachers. Consistent failure to meet academic responsibilities (i.e. turning in homework) will be met with consequences, such as receiving an F in the course.

Proper Decorum

ISPS believes that it has a moral responsibility to parents and students towards maintaining an environment where everyone feels comfortable. Incidents relating to public displays of affection (kissing, fondling, etc.) are unacceptable and will not be tolerated.

Senior Privileges

Each year the High School Principal and the Senior Class Homeroom teacher provide Senior students with the opportunity to utilize special privileges based upon their status in the school. Parent permission is required. These privileges are expected to be used properly and may be revoked if the individual is out of sympathy with their stated intent.

Juniors may also earn certain privileges based upon their effort grades in quarterly reports.

ACADEMIC PROGRAM

Social Sciences

The mission of the Social Science department is to study people, their environment, cultures, activities, and institutions. Our curriculum provides the concepts, knowledge, and skills needed to prepare students to function in an increasingly interdependent world. This is achieved by a developmental program of study from Pre-K through Grade 12, using various teaching strategies and methods of assessment. The curriculum is further enhanced by interaction with our rich and unique multicultural environment. We also aim to develop in students an appreciation and tolerance of different peoples and ways of life, and encourage student participation in local and global issues.

The course offerings in the Social Science department are designed to provide students with a balance between history based and geography based content. Each course introduces and builds concepts from a variety of social science disciplines. Communication, social, research and thinking skills are all developed sequentially. The basic texts are supplemented with reference and primary source materials as well as audio-visual and other non-print material.

Field trips and invited speakers help to illustrate concepts and content studied in class. Teaching methods are designed to involve students as active learners and to motivate them to ask questions and find answers. Current events play an integral part in our teaching. All of the Social Studies courses provide the background needed to participate meaningfully in the Model United Nations program. In order to graduate from ISPS, students must complete three credits in Social Studies.

Ancient World History (Grade 9) 1 Credit

The Ancient World History course covers the period from the dawn of man to the emergence of the modern world. Students are given the opportunity to explore recurring themes of human experience common to civilizations around the globe. Topics include but are not limited to: the rise of man, the origins of civilization, ancient civilizations around the globe, Greek and Roman foundations of western European culture and historical foundations of the modern era. A variety of assessment strategies will be utilized to include multiple learning styles and encourage the development of higher level critical thinking skills. Active learning, class participation and collaborative learning will be stressed to ensure that students develop socially as well as academically.

Modern World History (Grade 10) 1 Credit

Throughout Grade Ten, students will review crucial turning points in Modern World History. Beginning with the Renaissance, their studies will examine key figures and events that have shaped modern day culture and politics. The aim of this course is to obtain a strong level of understanding of the nature of modern day life and the factors that have led us to the world in which we live. Students will undertake formal written exams, essays, presentations, group work and investigations. The main emphasis will be centred on interpretation and analysis, which involves using acquired knowledge to make sound judgement of a variety of source material (evidence) that focuses on a specific event or area in History.

Students will identify the factors that generate change or continuity in world affairs and begin to see how the study of the past can assist in preventing the darker periods of History being repeated.†

US History (Grades 11-12) 1 Credit

This course is a survey of United States history from pre-Columbian civilizations to the present. Themes such as race, economic class, gender, patriotism/ nationalism and the conflict between idealism and self-interest will be threaded throughout the course. Students will discover connections between the past and the present as they study history. Through reading a variety of historical sources, preparing and presenting research, hands on projects, roleplaying and simulations, debating and writing students will engage with the historical past of the United States.

AP European History (Grade 11-12) 2 Credits

AP European History examines the major developments from 1450 to the present instrumental in shaping modern day Europe. The course is divided into three sections: Intellectual and cultural history, Political and diplomatic history and socio-economic history. The course begins with the Renaissance and the subsequent transformation of European society. A full course outline will be available on edline.

AP US History (Grade 11-12) 2 Credits

The AP program in US History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The class will prepare students for intermediate and advanced college courses by making demands upon them similar to those made by full-year introductory level college courses. Students are expected to be able to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship.

This course will develop in students the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

AP Human Geography (Grade 11-12) 1 Credit

This course is a systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools that geographer's use. In May, students will take the Advanced Placement Human Geography Exam.

Economics (Grade 11-12) 1 Credit

In this introductory course, students focus on the roles of the producer and consumer in creating an interdependent economy. The course also explores the development of modern economic theory and examines historical events and trends that helped shape that development. Emphasis will be placed on understanding the various ways in which economic data can be interpreted and on understanding how economic choices affect our daily lives.

AP Psychology (Grade 11-12) 1 Credit

As with all Advanced Placement courses, this AP Psychology course is designed to cover the information, skills and assignments found in a corresponding first-year college-level course. More specifically, the AP Psychology course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within Psychology. They also learn about the ethics and methods psychologists use in their science and practice. The major content areas covered by this AP Psychology course are as follows: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation & Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing & Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders and Social Psychology.

A.P. Macroeconomics (Grade 11-12) 1 Credit

The purpose of the A.P. Macroeconomics course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. In May, students will take the AP Exam.

Contemporary Issues (Grade 10-12) 1 Credit

The Contemporary Issues course will help students gain a better understanding of the many issues affecting our global community today. Students will be given an opportunity to choose a variety of current world issues to research and study. Topics may include such issues as global warming, globalization, environmentalism, overpopulation, regional politics, poverty and technology. A solution based approach will be utilized to help students develop critical thinking skills and to prepare them to be active citizens of the global community. A variety of assessment strategies will be utilized to include multiple learning styles and encourage the development of higher level thinking. Active learning, class participation and collaborative learning will be stressed to ensure that students develop socially as well as academically.

English

The ISPS English curriculum is a fully integrated, reading based program designed to foster and develop the major components of language arts: oral language, word knowledge, reading, writing and research. The curriculum offers opportunities for individual growth and group interaction through a variety of analytical, reflective, and creative language based activities. These include class discussions, reading and writing assignments. In all English classes students develop listening, speaking, reading and writing skills. Students will explore all of the traditional literary genres on an increasingly complex level as their skills and comprehension, improve and mature. In order to graduate from ISPS, students must complete four English credits in grades 9-12.

English 1 (Grade 9) 1 Credit

Students of English will be exposed to a wide variety of literature from different societies and eras. They will consider the cultural climate in which each text was created and study the impact these works may have had both upon their respective cultures, and on a wider audience.

Students will focus, too, on becoming confident, fluent and expressive readers and writers of English. In order to facilitate this students will explore and analyze how writers of different genres construct texts and build meaning into their language, paying particular attention to the creation of: character; setting; imagery; atmosphere; plot; conflict; and resolution.

Students will have the opportunity to express themselves through empathetic writing tasks, discursive essays, poetry, newspaper articles etc. At this stage it is important to ground students in solid writing techniques, and to encourage this, their written work will concentrate both upon content, and upon clear, accurate sentence construction and well-organized paragraph development.

English 2 (Grade 10) 1 Credit

English is a skills based topic and the majority of the work done in Grade 10 will seek to consolidate and build upon the established good practice of Grade 9. The texts studied will build upon the student's knowledge base and compliment the learning done so far. The study of these texts, though, will be incrementally more sophisticated.

Students will be given the opportunity to develop their writing skills in a variety of genres and they will be encouraged to review the relationship between subject, audience and purpose. The analysis of figurative language, which leads to a more sophisticated, subjective and rewarding response to a text, will serve as a testimony to the student's increasing confidence and appreciation when deconstructing texts.

Pre AP English**(Grade 11-12)****1 Credit**

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone.

English and the Media**(Grade 11-12)****1 Credit**

Students will analyze the work of key writers, such as Ernest Hemingway and Gabriel Garcia Marquez, to determine how their backgrounds in journalism influenced their writing and consequently the development of literature in the past 50 years. Students will take the skills that they use in analysing themes and thesis statements in literature and apply those skills to analysing magazine and newspaper leads so that they have a better understanding of how the media uses literary elements. Students will read and analyze magazine and newspaper articles, book and movie reviews for character development, setting, and conflict. Objective vs. subjective writing is a key element of this course and students will determine the difference by critiquing news and feature writing, editorials, commentaries and advertisements. Students will also be introduced to the art of movie editing and apply their knowledge about editing to movie reviews.

Literature and Cinema

In Literature and Cinema, students examine how screenplays, novels, short stories, and analytical theory inform and translate to film. Through reading and watching a variety of work, they develop their ability to read and interpret literature and cinema in thoughtful, insightful ways.

AP English**(Grade 11-12)****2 Credits**

Advanced Placement English is a course designed for students at the senior level who have demonstrated outstanding abilities in literary analysis, composition and study skills. Students will cover a rigorous course of study that includes works by such playwrights as Sophocles, Ibsen and Shakespeare; novels by writers such as Achebe, Faulkner and Marquez; and poetry by W.B. Yeats, T.S. Eliot and Emily Dickinson. Students will continue to develop and refine their own abilities to analyze all types of fiction critically. Students who successfully pass the AP test in the spring may qualify for credit at some colleges and universities.

Caribbean Literature

Caribbean Literature, through the examination of a range of representative texts, intends to explore the disparate histories and cultural traditions of these geographically grouped islands.

Mathematics

There is almost no area of modern life that is not underpinned by mathematics. The ability to think mathematically - in a broad sense - is essential for advancement in virtually every career. Confidence in dealing with data, skepticism in dealing with arguments, persistence in penetrating complex problems, and literacy in communicating technical matters, are all skills that can be developed through mathematics.

The ISPS mathematics curriculum provides a process through which students investigate and acquire skills and an appreciation of the broad strands of mathematics, while developing critical thinking and problem solving strategies. Students are exposed to a variety of teaching methods using appropriate technology, which elucidate each of the three strands within the curriculum.

The scope and sequence of the mathematics curriculum at the ISPS follows closely the recently published guidelines of the National Council of Teachers of Mathematics (NCTM). Less emphasis is placed on the rote learning of algorithms and more on developing students' understanding through meaningful and relevant activities.

Three years of Mathematics are required for graduation.

Grade 9	Algebra or Geometry
Grade 10	Geometry or Algebra II
Grade 11	Algebra II, Pre-Calculus or AP Statistics
Grade 12	Pre-Calculus, AP Calculus or AP Statistics

Algebra I **1 Credit**

Introduces students to those concepts and skills that form the basis for all further study of Mathematics. Students use both the Graphing Calculator and the Computer as tools for Problem Solving.

Geometry **1 Credit**

The branch of Mathematics whereby students are encouraged to develop the analytical thought process. In Geometry, students will be introduced to deductive reasoning through proofs. They will also learn basic constructions using compass and ruler and they will examine and apply the properties of geometric shapes.

Algebra II **1 Credit**

Reviews and extends the concepts and skills learned in Algebra I providing a firm base in Upper level Mathematics for college bound students.

Pre-Calculus **1 Credit**

Based firmly upon the skills and knowledge learned in Algebra II and Geometry. The course provides college bound students with a firm foundation for the further study of Calculus.

AP Calculus **2 Credits**

Consists of a full high school academic year of work, which is comparable to Calculus courses in colleges and universities. Students who take AP Calculus may seek college credit, placement, or both, from institutions of higher learning.

AP Statistics **1 Credit**

An advanced mathematics course designed for those considering careers in the social sciences, law and education. Students who take AP Statistics may seek college credit, placement, or both, from institutions of higher learning.

Introduction to Statistics **1 Credit**

The Introduction to Statistics course consists of a full high school academic year of work which prepares students for AP statistics and careers in the social sciences, law, medicine and education.

Science

The Science Department at the ISPS offers a variety of courses that follow the recommendations of the American Association of Teachers of Science.

Grade 9 Physical Science

Grade 10 Biology

Grade 11/12 Physics, Chemistry, AP Biology, and/or AP Physics

Students at ISPS may be allowed to take two science courses in a given year in order to attain the prerequisites to do AP level courses. Students will only be allowed to “double up” on science courses based upon teacher recommendations.

In order to graduate from ISPS students must take a minimum of three science credits.

Physical Science (Grade 9) 1 Credit

This introductory high school science course covers the topics of mechanics, energy and motion, the nature and interactions of matter, substances, waves, light, and sound. Students will be engaged in problem solving and critical thinking and emphasis will be placed on learning the skills necessary to read about, write about, think about and apply science. Students will relate science to other subjects and events. They will be encouraged to make decisions and formulate views about important scientific issues facing the world today.

Completion of this course should enable students to be more successful in future science courses such as chemistry and physics, and to apply basic scientific principles to everyday life.

Biology (Grade 10) 1 Credit

Biology is a practical, hands on, college preparatory course that seeks to develop in students an awareness, understanding and appreciation of themselves and the world in which they live with special emphasis on current research and technology. Basic chemical processes involved in physiology and nutrition are studied at the cellular level. The Unit on Genetics encompasses the study of nucleic acids, protein synthesis, genetic disorders, cell growth and biotechnology. Students are encouraged to investigate and debate issues such as the Human Genome Project. The studies of molecular and cellular genetics are followed up with principles of heredity, including Mendelian genetics, mutations and Darwinian evolution. Human Biology is explored with emphasis on the interrelationship of systems and the major theme of structure and function is explored in this unit.

Chemistry (Grade 10-12) 1 Credit

This is a college preparatory chemistry course. Emphasis is placed on explaining principles through experimentation rather than merely giving facts. A wide variety of topics including organic, inorganic, and physical chemistry are studied. Practical applications are discussed, and students will learn to see the relevance of chemistry in their everyday lives. Classes include labs so that students learn the skills and techniques necessary to proceed to higher-level chemistry.

Environmental Science (Grade 11-12) 1 Credit

This course takes an integrated, standards-based approach to the study of the environment. Topics from chemistry, biology, earth science and physics connect with student’s own lives and relate to their local and global communities. Students analyze, assess and make decisions using scientific data in a wide range of laboratory investigations and activities. This course has four themes: The Living Earth, Feeding the World, Using Earth’s Resources and The Moving World. Each theme is related to the concept of sustainability and its implications. Prerequisite: Biology.

Physics (Grade 11-12) 1 Credit

Physics attempts to understand and explain the underlying framework of the universe through experimentation and other classroom activities. This one year introductory course in physics covers motion, gravity, forces, energy, waves, sound, light, electricity, quantum mechanics, and nuclear physics. The course will help students to understand how the principles of physics are fundamental and the applications of physics comprehensive.

AP Biology (Grade 11-12) 2 Credits

This is designed to be the equivalent of a college introductory biology course. Some universities permit those with high scores to take upper level courses in their freshman year, while others are sometimes given credit for a required basic lab science course.

Three general areas are covered in the course: molecules and cells (25%), heredity and evolution (25%), and organisms and populations (50%). Laboratory work is an essential part of the course. Students should have had several other science courses prior to AP Biology, including a course in biology in the 10th or 11th grade. Students are required to have an A in a High School Biology and Chemistry course prior to taking AP Biology.

AP Chemistry (Grade 11-12) 2 Credits

This is a college level first year chemistry course. Topics include the structure of matter, states of matter, reactions, descriptive chemistry, and laboratory work. For some students, this course may enable them to undertake, as freshmen, second-year work in chemistry. For others, it may fulfil a laboratory science requirement and allow time for students to take other courses. This is a demanding course, which will require a large amount of work outside of class. Students taking this course should have completed a year of high school chemistry and also have completed an Algebra II course.

AP Physics (Grade 11-12) 2 Credits

This is a college level physics course, and assumes that the student has had a previous course in physics. All the major topics from a college level physics course are covered, from Newtonian Mechanics through Heat and Thermodynamics, Waves and Light, Electricity and Magnetism to Nuclear and Atomic Physics. A prerequisite for this course is the successful completion of both Algebra 2 and Physics. Taking Chemistry and Pre-Calculus at the same time or prior to taking AP Physics is suggested.

Modern Languages

The ability to communicate in two or more languages will be essential for career and professional advancement. Competence in more than one language and culture enables students to communicate internationally. Thus one of the main goals of ISPS is to enable students to communicate in a second language so that they can function effectively in the increasingly international climate.

To accomplish this goal, the Modern Languages Department offers a sequential program of language instruction in Spanish from the beginning level to Advanced Placement course work. Native speakers living in Trinidad are offered courses which will prepare them to function at their appropriate level and age group upon return to their countries of origin.

All students are encouraged to take three years of a foreign language as part of their High School graduation requirements. The goal of Spanish as a second language is to help students develop a functional use of the language and to enable them to communicate and interact in Spanish with Spanish-speaking students and others of the community at various levels of proficiency. All Spanish classes are designed to build competence in each of the four language skills: listening, speaking, reading, and writing.

In order to graduate, students in High School must obtain two credits in the same language.

Spanish 1 (Grade 9-12) 1 Credit

Spanish 1 is aimed at upper school students who have had little or no prior exposure to the Spanish language. The approach is communicative and thematic. Some of the themes to be covered are as follows: Greetings and Introductions, The family, The home, Everyday Life, The Community, Leisure Time, Outings and The Weather. The course objectives are verbal communication in typical life situations, comprehension of written and listening material covering simple real life scenarios, an ability to write simple and short paragraphs on everyday topics and an awareness of Hispanic culture.

Spanish 2 (Grade 9-12) 1 Credit

Spanish 2 is aimed at students who have completed Spanish 1, or the equivalent in grades 7 and 8. Upon completion, students are expected to have not only an expanded vocabulary but also have mastered the skills of listening, speaking, reading, and writing. The approach is communicative and thematic. Some of the themes to be covered are as follows: Likes and dislikes, Social Life, Health and getting help. The objectives are the same as in Spanish 1. Students will also develop the ability to write more complex structures on everyday topics.

Spanish 3 (Grade 9-12) 1 Credit

Spanish 3 is aimed at students who have completed Spanish 2 or who have had two years of high school Spanish. Upon completion, students are expected to have not only an expanded vocabulary but also to have mastered the skills of listening, speaking, reading, and writing. The approach is communicative and thematic. Some of the themes to be covered are as follows: meeting new people, Plans for the Future, Accidents and Disasters, Health and Fitness, Writing Letters, Curriculum Vitae. The objectives are the same as in Spanish 2.

Spanish 4 (Grade 9-12) 1 Credit

Spanish 4 is aimed at students who have completed Spanish 3 or have had three years of Spanish at the high school level. Upon completion, students are expected to have not only an expanded vocabulary but also to have mastered the skills of listening, speaking, reading and writing. The approach is communicative and thematic. Some of the themes to be covered are as follows: Health, The City and The Country, The Environment, The Media, The Past and The Present. The Objectives are the same as Spanish 3. This course also seeks to prepare those students who will go on to do AP Spanish.

AP Spanish (Grades 11-12) 2 Credits

This is a course designed to prepare students to take the AP Spanish Language Examination in May. A prerequisite is 3 or 4 years of Spanish study. Students who take AP Spanish may seek college credit placement or both from institutions of higher learning

Native Speakers 1 Credit

This course offers the highest level in Spanish according to students' grade level and linguistic ability. At this level emphasis is given to structure, vocabulary acquisition and literature. Extra reading permits students to acquire a deeper knowledge of Spanish and Latin American Literature.

French 1 & 2 (Grades 9-12) 1 Credit

This course is intended to equip learners with the basic tools in French language that will enable them to communicate and be understood by native speakers. It offers them the opportunity to learn about the French culture as well. Its richness will open their minds to a different aspect of global civilization thereby fulfilling the goals set for students of the International School through the learning of a second or third language. French 2 is the continuation of French 1, or for students who have completed one full year academic French course elsewhere, and are newly registered at ISPS.

French 3 (Grades 9-12) 1 Credit

This course is offered to students who have completed French 1 and 2 as well as students whose previous French knowledge is sound enough to enroll at this level. It will include, in addition to the enhancement of the four language skills, an introduction to French literature. The instructional approach will be communicative and thematic.

AP French (Grades 11-12) 2 Credits

This college level course will prepare students to take the AP French language Exam in May. Students entering this course must have already taken at least 4 or more years of French language and be certified by the teacher as ready for this course.

Students who take AP French may seek college credit, placement, or both, from institutions of higher learning.

Physical Education and Wellness

The focus in the areas of health and Physical Education is moving from the idea of separate fields into one comprehensive subject area: Wellness. The two subjects can no longer be kept totally separate from each other, or from other subjects, such as science and fine arts. Wellness should be a part of every subject in the curriculum because it is composed of every aspect of a person's life. It encompasses the social, physical, academic, psychological, spiritual, emotional, environmental and occupational facets of life.

The International School is a college preparatory school, but it is also a "life preparatory" school. As such, the health and Physical Education/Wellness curriculum is comprehensive and liberal enough to ensure that our students develop and maintain the desire to live healthy lifestyles. It encourages students to aspire towards an optimum state of wellness through lifetime activities, good health practices and healthy work habits into adulthood. Physical Education classes are required for all students at the ISPS in grades 9-10, and are open to students in grades 11 and 12. The students are involved in both indoor and outdoor activities five days a week. Participation, skill, effort and sportsmanship are the criteria emphasized.

All Students must change into the physical education uniform for class. After class students must use the showers and change back into their school uniforms.

Two years of Physical Education in grades 9-12 is required for graduation.

Physical Education (Grades 9-12) 1 Credit

This course is designed to refine team sports and strategies by providing more opportunities for actual game situations than at the Middle School level. Sports and activities include, but are not limited to, fitness and conditioning, basketball, football/soccer, kickball, volleyball, flag football, track and field, softball, cricket and other games.

Advanced Physical Education (Grades 11-12) 1 Credit

This course is open to juniors and seniors. The aim of the course is to expose students to different and unique activities that take advantage of the climate and environment here in Trinidad. The activities are both challenging and exciting with the intent that these students will choose an active, non-sedentary lifestyle. Activities include workouts at a health club, sailing, kayaking, squash, water polo, biking and hiking.

ADDITIONAL COURSES, PROGRAMS AND ELECTIVES

Fine Arts

The Fine Arts is a medium by which man may learn to express his innermost feelings and thoughts. Courses in Art and Music are offered to all students in grades 9-12 and students are encouraged to take at least one elective in the Fine Arts each year. Field trips, guest speakers, films, slides, concerts, exhibits and performances are an important component of the curriculum. Classroom and school-wide exhibits and performances allow students to evaluate their own growth and achievement as well as that of their peers.

The arts allow students to explore their own identities and grow as individuals. Be a part of the arts.

One credit in Art and/or Music is required for graduation.

Art (Grades 9-12) 1/2, 1 Credit

This course looks at the artist in society and how his work impacts a society against the backdrop of Carnival. Basic art skills include masque making, print-making, fabric design, mold-making sculpture, drawing and painting and papier-maché.

AP Art (Grade 12) 2 credits

This is a course designed to prepare students to present an AP Art portfolio in May. Students enrolling in the course must have already taken at least 3 or more years of art and be certified by the teacher as ready for this college level course. Students who take AP Art may seek college credit, placement, or both, from institutions of higher learning. A public student art exhibition serves as a climax to this course.

Ceramics

In this hands-on introductory class students will learn the skills needed to throw pots on the wheel and a variety of hand-building techniques. Students will learn fundamental vocabulary, processes, and concepts regarding clay. On the wheel students will create functional pots such as mugs, bowls, and containers. We will explore the significance of ancient Greek Vases and Japanese Jomon Pottery along with other historical reliquaries. We will also look at the work of contemporary ceramic artists. All students can be successful in this class with hard work and consistent effort.

Music (Grades 9-12) 1/2, 1 credit

Depending on the interests of the students, this may be a vocal group or instrumental ensemble.

Theatre Arts (Grades 9-12) 1/2, 1 credit

This is an introduction to the theatre industry, improvised acting and classic monologues. The students will learn through research and discussion, the various facets relating to the theatre industry. At the end of the course, each student will be responsible for presenting an improvised scene in groups no larger than four, for a limit of 15 minutes. They will also present an original monologue for no longer than 5 minutes after studying selected monologues from classic plays.

Theatre Production (Grades 9-12) 1/2, 1 credit

Students will rehearse a selected script for an end of semester performance. One semester of theatre arts is a pre-requisite for this course. Students will receive a grade based on attendance, class-readiness and performance.

Dance (Grades 9-12) 1/2, 1 credit

Students will explore dance through the Key words....What, Where, How and When. They will learn dance elements, dynamics, levels and explore these in the Dance Genres of Jazz, Contemporary and Modern. Students will learn and apply basic choreographic principles and finally learn and perform the routines for the final production.

Journalism (Grades 9-12) 1/2, 1 credit

Students discover journalism through the eyes of a journalist. They will read and critique a variety of newspaper and magazine articles and learn to identify and write newspaper articles, including news stories, features, commentaries and editorials.

Students will learn interviewing techniques, conduct in-class interviews, examine different types of newspaper stories and discuss journalistic ethics. This class will also learn how to use grammar and syntax to create mood and effect. Students will produce a school newspaper that will be distributed over the internet.

Computer Technology

Today's student must not only be computer literate but operationally proficient. Topics include:

- Computer hardware operations
- Operating Systems with particular reference to Windows 7 Professional
- Local Area Networks
- Digital cameras and scanners
- Word-processing, spread sheets, presentation graphics, database management, email, personal information management, desktop publishing and web page publishing
- World Wide Web usage

At ISPS students work in a networked environment with Windows 7 Professional or Apple OS X on the client machines. They have access to the Internet and each student is given a network account, storage on the servers and an email address. MS Office 2010, MS Expression Web and Inspiration 8.0 are some of the software available.

Technology Skills (Grades 9-12) 1/2 credit

Technology skills are required in all areas of ISPS's curriculum. They are also required in universities and in the workplace. This course is designed to build on the basic computing skills that the student possesses, preparing him or her for the challenge of using technology in the real world. This course provides students with hands-on experience using the software packages MS Office 2010, Expression Web, and Inspiration 8.0. Students use word-processing, spread sheets, presentation graphics, database management, e-mail, personal information management, desktop publishing, web page publishing and concept mapping software. Internet usage and how to use the Internet in collaboration with all the software packages are emphasized. Students are also taught to use a scanner and digital camera. All computers are networked and students are taught how to use resources on the Local Area Network effectively. Students are required to apply their knowledge of the software to real-life scenarios.

Web Page Design (Grades 9-12) 1/2 credit

The Internet, and more specifically the World Wide Web, has become pervasive, requiring students to be able to use and contribute to it. This course provides students with hands-on training in web page design. Students will learn how to use Expression Web to create attractive web pages that include tables, graphics, links, sound and forms.

Online Courses

Online courses are offered via the Wisconsin Virtual Schools Network at the url: <http://www.wvsonline.org>. The courses at Wisconsin Virtual Schools allow a 'local education guide' to monitor progress, check assignments are being completed, review grades, and follow up with students here at ISPS.

In the past two years students have done a variety of online courses such as Oceanography, Anthropology, Digital Photography, Psychology, Latin, World Civilizations, AP Calculus BC, AP Physics C, AP Art History.