



International
School of Panama

SECONDARY COURSE CATALOG AND PLANNING GUIDE

2027–2028
SCHOOL YEAR

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ISP MISSION:

To inspire and challenge every learner to reach their full potential and become curious, independent, and compassionate citizens of the world.

INTRODUCTION:

ISP's Secondary School brings Grades 6–12 together as one program with a shared vision and a connected learning pathway. This guide helps students and families understand that pathway and choose courses that fit each student's interests, strengths, needs, and goals.

The catalog includes full descriptions of all courses offered in the 2027–2028 school year.

Grades 6–8: Exploring options

In Grades 6–8, students take core courses alongside exploratory courses in STEM, Visual and Performing Arts, and Physical Education. These courses give students broad exposure to the subjects available to them later, so they can discover their interests and make informed choices as they move toward greater specialization in Grades 9–12.

Grades 9–12: Choosing a pathway

All ISP graduates earn the U.S.-accredited ISP Diploma and the MEDUCA Diploma. In Grades 11 and 12, students complete one of three graduation pathways: the International Baccalaureate (IB) Diploma Programme, the Innovation and Entrepreneurship Diploma (iED), or the ISP Personalized Pathway.

When planning their courses for grades 9–12, students should consider:

- Which pathway best fits their goals for Grades 11 and 12?
- What do they plan to study at university?
- In which country are they likely to attend university?

Because of the complexities of these decisions, students and parents are encouraged to consult with key faculty, including counselors, the IB and IE Coordinators, and staff overseeing the MEDUCA program.

Grades 6–8 at a Glance

The courses students take each year in the ISP Secondary School, 2027–2028

	Grade 6	Grade 7	Grade 8
● Core courses, taken all year unless noted			
English	English 6	English 7	English 8
Spanish	Spanish 6 or SAL SAL A, B, or C by placement	Spanish 7 or SAL SAL A, B, or C by placement	Spanish 8 or SAL SAL A, B, or C by placement
Mathematics	Mathematics 6 Mathematics Foundations by recommendation	Mathematics 7 Mathematics Foundations by recommendation	Mathematics 8 Mathematics Foundations by recommendation
Science	Science 6	Science 7	Science 8
Social Studies	Social Studies 6	Social Studies 7	Social Studies 8
Panamanian Studies	Begins in Grade 7	Panamanian History, Civics, and Geography 7 One semester	Panamanian History, Civics, and Geography 8 One semester
Physical Education	Physical Education 6 Includes a Comprehensive Sexuality Education unit	Physical Education 7 Includes a Comprehensive Sexuality Education unit	Physical Education 8 Includes a Comprehensive Sexuality Education unit
● Exploratory courses, one semester each unless noted			
Grade 6: up to 4 exploratory courses, or 3 if Band or Orchestra is chosen.		Grades 7 and 8: up to 3.5 exploratory courses, or 2.5 if Band or Orchestra is chosen.	
Visual Arts	Art Exploratory 6	Art Exploratory 7 Studio art and graphic design	Art Exploratory 8 Studio art and graphic design
Theater	Theater Exploratory 6	Theater Exploratory 7	Theater Exploratory 8
Music	Band 6/7 or Orchestra 6/7 Year-long	Band 6/7 or Orchestra 6/7 Year-long	Symphonic Band Year-long
Design Technology	Design Tech Exploratory 6	Design Tech Exploratory 7	Design Tech Exploratory 8

Students take a full load of eight courses each year.

Spanish and mathematics placement is based on each student's learning needs.

ISP Graduation Requirements

Below are the graduation requirements for grades 9–12.

	Grade 9	Grade 10	Grade 11	Grade 12
English (HS req: 4.0)	1.0 credit .5 semester .5 semester	1.0 credit .5 semester .5 semester	1.0 credit .5 semester .5 semester	1.0 credit .5 semester .5 semester
Spanish (HS req: 4.0)	1.0 credit .5 semester .5 semester	1.0 credit .5 semester .5 semester	1.0 credit .5 semester .5 semester	1.0 credit .5 semester .5 semester
Social Studies & Panamanian Studies (HS req: 3.0)	1.0 credit .5 G9 Integrated Social Studies .5 Panamanian History, Civics & Geography	1.0 credit .5 semester .5 semester	1.0 credit OPTION 1 .25 History of Panama .25 Panama & US Relations .5 TOK 1.0 credit OPTION 2 .25 History of Panama .25 Panama & US Relations .5 Philosophy	.
Science (HS req: 3.0)	1.0 credit .5 Biology .5 Earth Science	1.0 credit .5 Physics .5 Chemistry	1.0 credit .5 semester .5 semester	1.0 credit* .5 semester .5 semester
Math (HS req: 4.0)	1.0 credit .5 semester .5 semester	1.0 credit .5 semester .5 semester	1.0 credit .5 semester .5 semester	1.0 credit .5 semester .5 semester
PE & Health (HS req: 1.0)	1.0 credit .5 Fitness & Health .5 Fitness & Health			
VAPA (HS req: 1.0)	1.0 credit .5 semester .5 semester			
Add'l credits (HS req: 4.0)	1.0 credit .5 semester .5 semester	3.0 credits	1.0 credit * may include Science, Social Studies, VAPA, STEM, or other elective	
CREDITS per grade level	8 credits	8 credits	7–8 credits	6–8 credits

25 credits to graduate, including all required courses. A full course load of 8 credits is required in grades 9–10. A minimum of 7 credits is considered a full course load in grade 11, and 6 credits is a full course load in grade 12.

Panamanian Studies Graduation Requirements (Spanning Secondary School)

Grade 7	Grade 8	Grade 9	Grade 11
1.5 credits 1.0 MS World History .5 Panamanian History, Civics & Geography	1.5 credits 1.0 MS World History .5 Panamanian History, Civics & Geography	1.0 credit .5 G9 History .5 Panamanian History, Civics & Geography	OPTION 1 1.0 credit .25 History of Panama .25 Panama & US Relations .5 TOK
			OPTION 2 1.0 credit .25 History of Panama .25 Panama & US Relations .5 Philosophy

Non-Academic Requirements

On top of the academic requirements, students must fulfill and present the following in order to receive the ISP and MEDUCA diploma at graduation. Students will not be awarded a diploma at graduation if they do not meet these requirements.

1. Documentation Requirements:

- Health Certificate by a local doctor
- Valid Birth Certificate or ID
- MEDUCA Validation, if applicable
- Grade 9 certificate, if applicable

2. Social Requirements:

- Completion of 80 hours of community service, certified by the school and separate from IB Diploma CAS Program.
- Participation in the November 3rd “Mes de la Patria” parade, if enrolled at ISP in the first semester of 9th grade
- Participating in the Tree Planting Ceremony that takes place during school hours

Why does ISP include MEDUCA requirements in the ISP Graduation Requirements?

- It is essential for students to ensure they have access to universities worldwide. More and more universities are requiring an official diploma from the student's home country, making it critical to have this credential to avoid limitations in higher education opportunities.
- It is our legal responsibility to adhere to Panamanian local and national standards (MEDUCA).

"Best Fit" Philosophy Statement



At the International School of Panama, we guide students and families to make course and pathway decisions based on a "Best Fit" philosophy. The right choice is the one that:

- Builds on the student's strengths, interests, and passions
- Challenges the student to grow as a learner and as a member of our community
- Prepares the student for their intended university studies in the country of their choice

Best Fit starts in Grades 6–8, when exploratory courses help students discover what they enjoy and do well. In Grades 9–12, students use what they have learned about themselves to choose courses and a graduation pathway that fit their goals.

"We want you to challenge yourself, but we also want you to be happy and healthy. Choose courses that interest you and that stretch your mind, but leave room for you to do the things you love outside of the classroom. There is no formula, no checklist, and no single path to our doors."

— Massachusetts Institute of Technology

"The right university is the one that supports your growth, challenges your thinking and connects you to opportunities that align with your long-term plans."

— IE University, Spain

"Finding the right college isn't about identifying a single perfect school. It's about making an informed decision and choosing a place where you can thrive academically, socially and personally."

— Bucknell University

ISP Graduation Pathways

All students graduate with the ISP Diploma and the MEDUCA Diploma, and can choose additional diplomas or certificates.

MANDATORY FOR ALL STUDENTS

ISP Diploma



MEDUCA Diploma

Stackable Programs

These programs may be combined to build the desired pathway.

Full IB Diploma Programme

Innovation & Entrepreneurship Diploma (IED)	IB Certificate(s)	Advanced Placement (AP) Course(s)	IB Diploma
 ▪ Interdisciplinary programme focused on real-world learning and impact. ▪ Develops entrepreneurial mindset and design thinking. ▪ Designed in collaboration with the University of Delaware and Syracuse University. College credit May be available through partner universities.	 ▪ Take individual IB courses at Higher Level (HL) or Standard Level (SL). ▪ Earn an IB certificate in selected subjects. College credit May be awarded by universities based on assessment results.	 ▪ Take individual college-level courses. ▪ Earn AP credit recognized by universities. ▪ Can be combined with IED and/or IB certificates. College credit May be awarded by universities based on assessment results.	 ▪ Internationally recognized diploma. ▪ Broad and balanced programme. ▪ The full IB Diploma fills the student's schedule, leaving no room for additional IED or AP courses. College credit May be awarded by universities based on assessment results.

Each student's pathway is personalized.

Our academic and counseling teams guide students in selecting the combination that best fits their interests, strengths and future goals.

Secondary Social Emotional & College Counseling

The Secondary counseling department serves all students in a comprehensive program that addresses social-emotional, academic, and career/college planning within a global perspective.

Counselors are available to students, families and staff as a resource. Information is also shared through the Advisory Program, Parent Lunch & Learns, formal presentations, and **student communications**. Five counselors serve all students, staff and families, however students are assigned to a specific counselor for individualized attention. We have three social emotional/academic counselors and they are divided by grade levels.

Benjamin Paulson

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(Grades 6-7)

Ana Gabriela Ng

ang@isp.edu.pa

(Grades 8-9)

Eleonora Raviglione

eraviglione@isp.edu.pa

(Grades 10-12)

We also have two College and Career Counselors, who share each grade level based on the first initial of the student's last name.

Jennifer Tassell

jtassell@isp.edu.pa

(Grades 11-12 last names A-K)

Jocelyn Trager

jtrager@isp.edu.pa

(Grades 11-12 last names L-Z)



Advisory Program

All students participate in Advisory.

The purpose of Advisory is to ensure all students have an adult advocate that knows them well. Advisors provide support to all students through their secondary school journey at ISP. In addition to building a strong student-advisor relationship, programming in Advisory will address the developmental needs of students, including social emotional learning and preparation for the students' post-secondary plans.

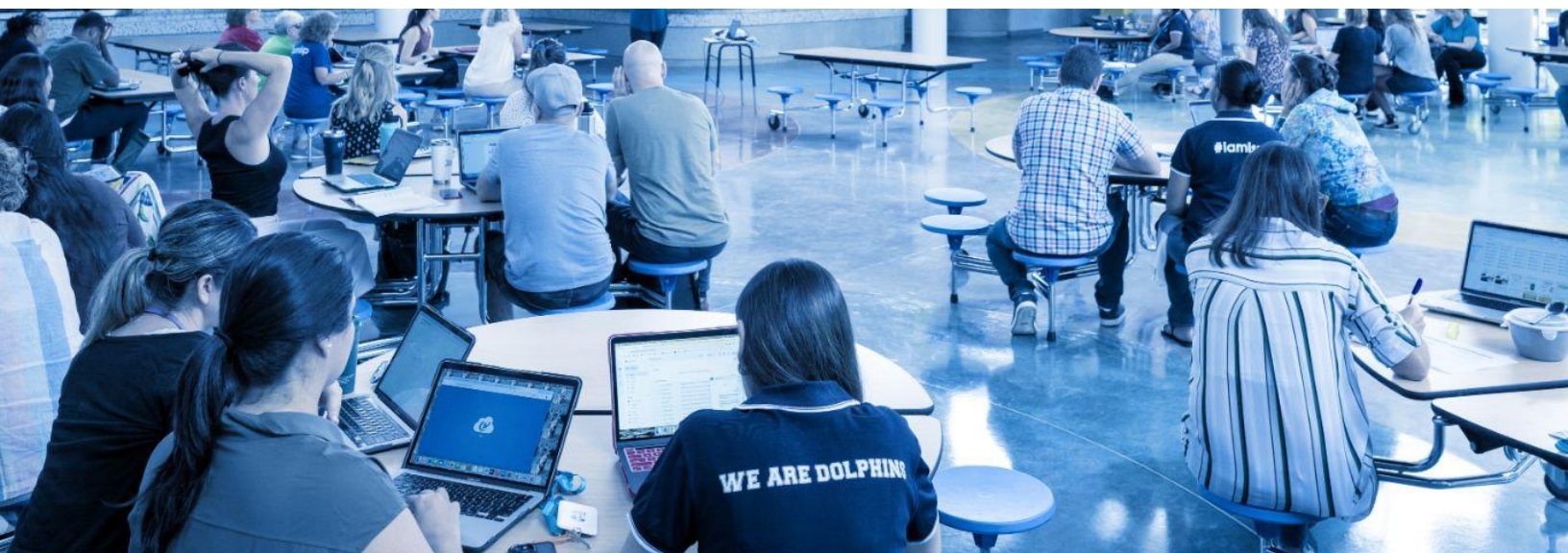
Course Selections

All grades 6-10 students must take a full load of classes each semester including one or more classes in each of the core academic areas:

English, Spanish, Mathematics, Science, and Social Studies plus additional required courses and electives.

Grade 11 students must take a minimum of 7 course and grade 12 students must enroll in at least 6 courses.

Students should consult with their counselor, teachers, parents, and IB & IE coordinators in order to choose the most appropriate courses.



International Baccalaureate (IB) Diploma Programme

Beginning in grade 11, students have the option of pursuing the International Baccalaureate (IB) Diploma.

Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is not based on the curriculum of any individual country but incorporates the best elements of many. Students may register for individual IB courses or for the full IB Diploma.

Any questions regarding the IB Programme should be addressed to the IB Coordinator: Dr. Kim Schult at iboffice@isp.edu.pa.

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

Three subjects are taken at Higher Level (HL) and three at Standard Level (SL) over a two-year period.

The six groups are listed below:

- **Group 1 – Studies in Language and Literature**
- **Group 2 – Language Acquisition**
- **Group 3 – Individuals and Societies**
- **Group 4 – Sciences**
- **Group 5 – Mathematics**
- **Group 6 – The Arts and electives**

Options:

Students can take one additional Group 3 or 4 subject instead of a Group 6

Students can take two Group 1 subjects instead of one Group 1 and one Group 2

Students can take the interdisciplinary course ESS, which counts as both Group 3 and Group 4, which means they can take another additional subject instead of their Group 3 or Group 4 requirements.

If students take Spanish A, they will be eligible for a Bilingual IB Diploma, as long they score a 3 or higher in Spanish A and a 3 or higher in at least one of their Group 3 or Group 4 subjects. A Bilingual IB Diploma demonstrates competency in at least 2 languages.

IB Core Requirements for IB Diploma Students



Theory of Knowledge (ToK)

Students must complete an interdisciplinary course called Theory of Knowledge (ToK). This course is designed to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. The key element in the IBO's educational philosophy, TOK seeks to develop a coherent approach to learning, which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives while keeping the individual learner at its center.



Extended Essay (EE)

Students must undertake original research and write an extended essay of no more than 4,000 words. This offers the opportunity to investigate a topic of special interest from within one of the student's six examination subjects. It also acquaints students with the kind of independent research and writing skills expected at university.



Creativity, Activity, and Service (CAS)

Participation in the Creativity, Activity, and Service (CAS) is intended to develop a student's creative, artistic and physical well-being. Through participation in CAS activities, students are encouraged to develop, explore, and share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. Involvement in CAS must span a minimum of 18 months of the IB Diploma Programme. Any questions regarding CAS should be addressed to the IB Coordinator

International Baccalaureate

“Core” Courses

Theory of Knowledge (TOK) – 2250 (Y1), 2251 (Y2)

Grade Level: 11 and 12

Prerequisite: None

Two semester course, 1.0 credits

Required for all IB Diploma candidates and recommended for all ISP grade 11-12 students. Theory of Knowledge (TOK) is taken for two semesters, in the second semester of Grade 11 and in the first semester of Grade 12. The TOK course aims to develop students' critical thinking abilities. The course asks students to examine the nature of knowledge itself, including how it is constructed, shared and evaluated through the framework of: scope, perspective, methods and tools, and ethics.

Students are encouraged to critically evaluate themselves as knowers.

TOK explores the areas of knowledge of: mathematics, the natural and human sciences, the arts and history.

All students are required to write a formal TOK essay and complete an internally assessed exhibition. For IB Diploma and Certificate candidates, the essay (maximum 1600 words) will be externally assessed. There is no IB examination for TOK.



Innovation and Entrepreneurship Diploma (IE Diploma)



Beginning in grade 11, students have the option of pursuing the Innovation and Entrepreneurship Diploma, a two-year project based learning curriculum designed and developed in partnership with Tier-1 US research universities including the University of Delaware and Syracuse University. The purpose of the Innovation and Entrepreneurship Diploma is to equip students with the essential skills and knowledge needed to thrive in an ever-evolving world. The Innovation and Entrepreneurship Diploma strives to cultivate innovative, ethical, and entrepreneurial thinkers who are prepared to excel in the dynamic landscape of the 21st century.

Dual Enrollment: Many of the Innovation and Entrepreneurship Diploma courses are designed and endorsed by leading American universities. These dual enrollment courses will award eligible students college credits that can be transferred to most universities.

Courses:

Year 11	Year 12
Innovation Lab (Science) From Ideas to Action (Social Studies) Persuasive Communication (English) Expertise Elective	Leadership and Innovation Capstone Entrepreneurship Essentials Professional Writing Expertise Elective

*In addition to these required IE Diploma courses students will continue to take ISP, IB , or AP courses as needed for graduation.

Innovation and Entrepreneurship Diploma Courses



Year 1 Courses

Innovation Lab-2245 / Grade: 11

Prerequisites: None / Year-long course, 1 credit (Science)

Innovation Diploma Course

The Innovation Lab is designed and developed in collaboration with the University of Delaware and provides students the opportunity to experience the many facets of engineering and sustainability by working on a series of hands-on design challenges. These challenges are inspired by real-world problems and will allow students to explore how engineering and sustainability can be used to improve people's lives and make a positive impact on the world. Eligible students will have the opportunity to earn 3 college credits from the University of Delaware.

Entrepreneurship: From Ideas to Action- 2275 / Grade: 11

Prerequisites: None Year-long course, 1 credit (Social Science)

Innovation Diploma Course

Designed in partnership with the University of Delaware this course is a transformative initiative designed to ignite the entrepreneurial spirit within aspiring innovators and changemakers. Through a comprehensive curriculum and hands-on experiences, From Ideas to Action empowers students to have a growth mindset, learn from setbacks, and persevere as they develop essential entrepreneurial skills like problem-solving, creativity, teamwork, and effective communication. Students will culminate their entrepreneurial journey by showcasing their ventures and securing funding through pitch competitions and opportunities.

Persuasive Communication-2010 / Grade: 11

Prerequisites: None Year-long course, 1 credit (English)

Innovation Diploma Course

This Syracuse dual enrollment course is designed to empower participants with the essential communication skills required for persuasive and ethical interactions in diverse contexts. Students will learn the art of crafting well-structured arguments, conducting audience analysis, leveraging storytelling, and applying advanced persuasive techniques. This course will prepare them to excel in public speaking, pitching, negotiation, and various other forms of communication, with an emphasis on ethical communication practices.

Year 2 Courses



Leadership and Innovation Capstone– 2688

Grade Level: 12

Prerequisite: Innovation Lab Year-long course, 1 credit

In this course, students use the skills that they previously acquired from the Innovation and Entrepreneurship Diploma courses to make Panama and the world a better place. The end of their two-year pathway culminates with a presentation to the faculty and broader community that describes why their idea is an opportunity, how it will be launched, how the venture will be financially viable, what their organization design is, and how the venture will create social and economic value. Emphasis is placed on authentic experiences including internships, service learning, social entrepreneurship and community engagement. Eligible Leadership and Innovation Capstone students can earn one college level credit from the University of Delaware, a Tier 1 research institution, which demonstrates the student's ability to succeed at college-level work while still in Secondary school.

Professional Writing (Innovation and Entrepreneurship Diploma) – 2011 (Gr12)

Grade Level: 12

Prerequisite: None Year-long course, 1 credit

This is the follow up course to Persuasive Communication. This course builds on the skills developed in Persuasive Communication to equip students with the tools to write effectively in professional contexts. Through a range of project-based assignments focused on marketing, communications, and college essays, students will learn to adapt their writing style for diverse audiences and purposes.

Entrepreneurship Essentials–2276 (Humanities – Business)

Grade Level: 12

Prerequisite: None Year-long course, 1 credit

This Syracuse dual enrollment course is designed to empower participants with the essential communication skills required for persuasive and ethical interactions in diverse contexts. Students will learn the art of crafting well-structured arguments, conducting audience analysis, leveraging storytelling, and applying advanced persuasive techniques. This course will prepare them to excel in public speaking, pitching, negotiation, and various other forms of communication, with an emphasis on ethical communication practices.

Advanced Placement (AP)

Beginning in grade 9, students have the option of taking Advanced Placement (AP) courses.

Developed by the College Board, AP courses are college-level courses that follow a common curriculum framework, so students study the same core content and skills as AP students around the world. Students may take one AP course or several, depending on their interests and schedule. Each AP course ends with an AP Exam in May.

College Credit: Depending on their AP Exam scores, students may earn college credit, advanced placement, or both at many universities. Policies vary by university, so students should check the requirements of the institutions they are considering.

Any questions regarding AP courses should be addressed to: Ms. Jessica Heyman, hsoffice@isp.edu.pa

AP courses offered at ISP:

- AP Spanish Language and Culture (9–12)
- AP Psychology (Grades 10–12)
- AP Modern World History (Grades 10–12)
- AP Business with Personal Finance (11–12)
- AP Statistics (Grades 10–12)
- AP Art History (Grades 10–12)
- AP 2-D Art and Design (Grades 9–12)
- AP Music Theory (Grades 9–12)

Options:

Students may take AP courses alongside their other courses, including courses in the IB Diploma Programme and the Innovation and Entrepreneurship Diploma, where schedules allow.

Students should work with their counselor to choose a combination of courses that fits their goals and workload.

Full descriptions, prerequisites, and expectations for each AP course appear in its subject section of this catalog.



English Courses

English 6 – 1001

Grade Level: 6

Year-long course

English 6 develops students' reading, writing, speaking, and listening skills and is aligned with the Common Core State Standards. Students read literary and informational texts, learning to support their ideas with evidence and explain how authors use language and structure to affect the reader. Units include a social issues book club, fantasy writing, informational writing, and poetry. Students practice the full writing process, take part in discussions and presentations, and keep an ongoing reader's and writer's notebook.

English 7 – 1002

Grade Level: 7

Year-long course

English 7 builds on the reading, writing, speaking, and listening skills developed in Grade 6, aligned with the Common Core State Standards. Students read literary and informational texts, analyzing how authors use language and structure to convey meaning and how literature reflects society and human experience. Units include narrative writing focused on stories of migration, historical fiction book clubs, informational reading, and argumentative writing. Students also learn to evaluate sources for bias, develop public speaking skills, and keep an ongoing reader's and writer's notebook.

English 8 – 1003

Grade Level: 8

Year-long course

English 8 builds on the reading, writing, speaking, and listening skills developed in Grades 6 and 7, aligned with the Common Core State Standards. Students read literary and informational texts, analyzing theme, central ideas, and how authors use language and structure to convey meaning. Units include memoir writing, dystopian book clubs, and a historical fiction unit connected to Social Studies that culminates in a literary thematic essay. Students also present their work, evaluate sources, and keep an ongoing reader's and writer's notebook. The course prepares students for the greater specialization of Grades 9–12.

English 9 – 2000

Grade Level: 9

Prerequisite: None

Year-long course, 1 credit

The English 9 course builds the foundations of reading, writing, speaking, and listening skills that support students' transition into the rigors of the final years of Secondary. This course exposes students to a variety of text types and genres that will enrich their understanding and appreciation of literary features and how they are used to construct meaning. While developing knowledge and understanding to interpret works studied, students will engage in enriching discussions surrounding language and literature that will foster critical thinking and active listening skills.

The different units of study include identifying stylistic features of short stories, conducting research and evaluating the reliability and credibility of sources, and exploring the elements of fiction and drama through reading for meaning, and may include literature circles and Socratic seminars. By the end of the course, students will be able to produce insightful work, both written and oral, that is organized and structured effectively to communicate clear arguments with supporting evidence.

English 10 – 2001

Grade Level: 10

Prerequisite: None

Year-long course, 1 credit

English 10 builds on concepts in the English 9 course with a specific focus on preparing students for selecting appropriate courses in Grades 11 and 12. Students will encounter, engage with, and deeply analyze a variety of literary and non-literary texts, many of which already fall at the IB-caliber level. Throughout the duration of the course, students will have the opportunity to both understand and practice aspects of the three IB assessment types (Guided Literary Analysis, Compare/Contrast Essay, Individual Oral) which are the same for both IB courses (Literature; Language and Literature).

Student work is assessed according to the same four criteria used in the IB classes. Within the course, students will complete large pieces of organized, criteria-based analytical and research writing, several prepared and impromptu verbal analyses, and several creative, project-based tasks. By the end of the course, students will be able to identify the "best-fit" for their pathway in 11th and 12th grade English.

Persuasive Communication – 2010 (Innovation and Entrepreneurship Diploma)

Grade Level: 11

Prerequisite: None

Year-long course, 1 credit

This Syracuse dual enrollment course is designed to empower participants with the essential communication skills required for persuasive and ethical interactions in diverse contexts. Students will learn the art of crafting well-structured arguments, conducting audience analysis, leveraging storytelling, and applying advanced persuasive techniques. This course will prepare them to excel in public speaking, pitching, negotiation, and various other forms of communication, with an emphasis on ethical communication practices.

Professional Writing – 2011 (Gr12) (Innovation and Entrepreneurship Diploma)

Grade Level: 12

Prerequisite: None

Year-long course, 1 credit

This is the follow up course to Persuasive Communication. This course builds on the skills developed in Persuasive Communication to equip students with the tools to write effectively in professional contexts. Through a range of project-based assignments focused on marketing, communications, and college essays, students will learn to adapt their writing style for diverse audiences and purposes.

English 11 & English 12 – 2006 (Gr11), 2007 (Gr12)

Grade Level: 11 and 12

Prerequisite: None

Two-year course, 2 credits

English 11 and 12 is a non-IB course that has been devised to challenge students of English on a variety of levels. The two-year course includes meaningful reading, writing, listening, and speaking experiences with the goal of preparing students for success in their post-secondary lives. To these ends, there is a great emphasis on writing at every level, including creative writing, response writing, analytical writing, and professional writing. Spoken communication skills are strengthened through discussions, presentations and practice interviews. Students will consider how culture and context shape communication through studying a variety of texts. As language skills develop cumulatively, similar core standards are stressed each year, the object being to enhance sophistication so that the graduating student can achieve mastery.

Creative Writing and Literary Publishing – 2012

Grade Level: 9 – 12 (Elective)

Prerequisite: None

Year-long course, 12 credits

This workshop course develops students' skills in creative writing while introducing them to the editorial and production process behind a literary journal. Students craft original fiction, non-fiction, and poetry, participate in peer critique, and learn copyediting, proofreading, layout, and manuscript selection. The course culminates in the collaborative publication of an International School of Panama student literary journal.

IB Literature and Performance Standard Level – 2024 (Y1), 2026 (Y2)

Grade Level: 11 and 12

Prerequisite: English 10

Two-year course, 2 credits

IB Literature and Performance is an interdisciplinary course that synthesizes literary analysis with practical theatre. Students engage with a range of literary works through close reading, critical writing, and discussion while developing skills in dramatic performance and theatrical production. The course explores three interwoven areas: Readers, Writers and Texts examines how authors create meaning and how audiences interpret texts; Time and Space investigates the historical and cultural contexts that shape literary works and performances; and Intertextuality explores connections between diverse texts, traditions, and forms. Students transform non-dramatic literary texts into realized theatrical performances, developing unique perspectives through this integration of disciplines. This course enables students to succeed in university programs requiring textual analysis, creative thinking, and interdisciplinary approaches.

IB English A: Literature Standard Level– 2030 (Y1), 2032 (Y2)

IB English A: Literature Higher Level – 2031 (Y1), 2033 (Y2)

Grade Level: 11 and 12

Prerequisite: English 10

Two-year course, 2 credits

The IB Diploma Program Language A (English): Literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. The course is organized around three interwoven aspects: Reader, Writer & Text, Time & Space, and Intertextuality. In “Reader, Writer, & Text,” the formal analysis of texts is combined with a study of the way literary conventions shape the reader’s response to the text. In “Time & Space,” students completing this course will have a thorough knowledge of a range of literary genres – including poetry, novel, creative nonfiction, short story and drama – and an understanding of their historical and cultural backgrounds.

The course addresses intertextuality as students compare and contrast various features of the texts with each other in relationship to global issues. By the end of the course, they will have developed skills of analysis and the ability to support an argument in clearly expressed writing and in oral commentary. Students will also have developed a reflective learning portfolio that supports their reflective process throughout the course. This course will enable them to succeed in a wide range of university courses, particularly in courses requiring close textual analysis such as law, philosophy, language, and liberal arts.

IB English A: Language and Literature Standard Level– 2020 (Y1), 2022 (Y2)

IB English A: Language and Literature Higher Level – 2021 (Y1), 2023 (Y2)

Grade Level: 11 and 12

Prerequisite: English 10

Two-year course, 2 credits

Language and Literature seeks to expose students to a wide variety of literary and non-literary texts, which span a variety of genres, times, places, and cultures. Literary study can include prose fiction (novel and short story), prose non-fiction (memoir), poetry, and drama. Non-literary texts studied can include films, advertisements, infographics, political cartoons, and many more. The course is organized around three interwoven aspects: Reader, Writer & Text, Time & Space, and Intertextuality. In “Reader, Writer, & Text,” the formal analysis of texts is combined with a study of the ways conventions shape a reader’s response to a text.

In “Time & Space,” students consider the historical and cultural contexts of texts and how the meaning of texts can change depending on when and where it is read. The course addresses intertextuality as students compare and contrast various features within and between texts, especially in relation to global issues. By the end of the course, students will have developed skills of analysis and the ability to support an argument in clearly expressed writing and in oral commentary. Students will also have developed a learning portfolio that supports their reflective process throughout the course. This course will enable them to succeed in a wide range of university courses.



Spanish Courses



Spanish 6 – 1104

Grade Level: 6

Prerequisite: None

Year-long course

Spanish 6 develops students' reading, writing, speaking, and listening skills in Spanish. Students read a range of texts, learning to identify an author's purpose, analyze characters, setting, and plot, and connect what they read to real-life situations. Units include communication, argumentative texts, narrative texts, and poetry. Students practice the writing process from brainstorming to publication, with a focus on organization, transitions, accentuation, punctuation, and grammar. Key assessments include an interview, an informative text, literary analysis projects, and an original short story.

Spanish 7 – 1105

Grade Level: 7

Prerequisite: None

Year-long course

Spanish 7 builds on the skills developed in Grade 6. Students read and analyze a range of texts, reflecting on the events and perspectives in literature and relating them to the world around them. Units include informative texts, descriptive texts, narrative texts, and poetry. Students strengthen their writing through attention to organization, elaboration, and accurate grammar, spelling, and punctuation, and learn to express their ideas orally and in writing in a clear and respectful way. Key assessments include an informative text project, a descriptive writing workshop, a literary choice board, and an original short story.

Spanish 8 – 1106

Grade level: 8

Prerequisite: None

1-year long course

Spanish 8 builds on the skills developed in Grades 6 and 7. Students study literature from Spain, Latin America, and ancient Greece, analyzing both classic and contemporary works. Students also analyze and write poetry, creating their own poetry collection. In writing, students develop formal texts such as essays, chronicles, and reviews, with a focus on coherence, cohesion, and precise vocabulary. The course prepares students for Spanish in Grades 9–12.

Spanish 9 – 2110

Grade Level: 9

Prerequisite: Language skills necessary for oral expression, reading, writing, and reading comprehension.

Year-long course, 1 credit

Spanish 9 is a theoretical and practical Language & Literature course. It involves instruction of Spanish language covering the areas of oral expression and communication, reading comprehension, language structure, writing and literature in order to achieve the correct and effective use of Spanish language in contexts of everyday use. Ninth-grade Regular Spanish class develops through individual and group workshops, discussion in class, reading circles for literary analysis and comments, group dynamics, presentations, investigations, drama, literary texts creations, projects and other activities.

AP Spanish Language & Culture–2116

Grade Level: 9 –12

Prerequisite:

Year-long course, 1 credit

AP Spanish Language and Culture is equivalent to an upper intermediate college Spanish course, typically taken in the third or fourth semester. Students develop their ability to understand, speak, and write Spanish in real-life situations while exploring the cultures of Spanish-speaking communities. Units include families and communities, language and culture, art and creativity, science and technology, contemporary life, and global contexts.

Students interpret articles, literary texts, audio reports, and data, hold conversations, give presentations comparing cultures, and write essays that defend a position using multiple sources. The course includes a project component submitted through the AP Digital Portfolio in April, and prepares students for the AP Spanish Language and Culture Exam in May. A qualifying score may earn college credit or placement.

Spanish 10 – 2111

Grade Level: 10

Prerequisite: Successful completion of Spanish 9 or equivalent

Year-long course, 1 credit

Spanish 10 is a Language & Literature course that aims to develop students' communication skills (listening, speaking and writing, etc.), knowledge and use of the Spanish language in its grammatical and communication aspects, and focused in the interest of literature, from a cultural perspective, through historical and practical components, with emphasis on literary analysis, as required for IB courses.

Spanish SAL A –MS 1126 or HS 2105

Grade level: 6–12

Prerequisite: None

1-year long course, 1 credit

This language acquisition course is designed to provide students with the necessary skills to communicate successfully in an environment where the language studied is spoken. SAL A course develops students' linguistic abilities through the development of receptive, productive, and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language SAL A is a Spanish language acquisition course for students with no prior experience of the target language, or for those students with very limited knowledge of the language. SAL A and IB Spanish ab Initio Year 1 are equivalent to one another; because of this, students in these groups may be taught together or separately, depending on enrollment.

Spanish SAL B – MS 1127 or HS 2106

Grade level: 6–12

Prerequisite: By placement or successful completion of SAL A

1-year long course, 1 credit

This language acquisition course is designed to provide students with the necessary skills to communicate successfully in an environment where the language studied is spoken. SAL B course develops students' linguistic abilities through the development of receptive, productive, and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language SAL B is a Spanish language acquisition course for students with some prior experience and knowledge or for those students with at least 1 year of formal exposure to the target language. SAL B and IB Spanish ab Initio Year 2 are equivalent to one another; because of this, students in these groups may be taught together or separately, depending on enrollment.

Spanish SAL C – MS 1128 or HS 2107

Grade level: 6–12

Prerequisite: By placement or successful completion of SAL B
1-year long course, 1 credit

This language acquisition course is designed for students who have completed SAL B or who have approximately two years of Spanish experience reaching a low intermediate level. At this level, students understand phrases, most common vocabulary on topics of personal interest, can understand the main idea of short messages and announcements, can read very short and simple texts, and can write notes, messages, and personal letters.

Advanced Themes in Spanish Acquisition – 2112

Grade level: 9–12

Prerequisite: By placement or successful completion of SAL C
1-year long course, 1 credit

This language acquisition course is designed for all students who have reached a high intermediate Spanish level. At this level students understand the main ideas of a standard conversation, understand texts and descriptions related to everyday life, can link simple sentences and give reasons and explanations, can participate spontaneously in a conversation that deals with everyday topics, and can write simple and well-linked texts and write personal letters describing experiences. Students in advance theme 1 are candidates to be enrolled in IB Language B as juniors. The main focus of Advanced Themes is improving linguistic competence through diverse contexts. Students in Advanced Themes 1 and 2 may be taught together or separately, depending on enrollment.

IB Spanish A: Language and Literature Standard Level – 2140 (Y1), 2142 (Y2)

IB Spanish A: Language and Literature Higher Level – 2141 (Y1), 2143 (Y2)

Grade Level: 11 and 12

Prerequisite: None

Two-year course, 2 credits

This Language & Literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the Spanish language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Please note that extra Instructional Time (EIT) is required for HL students.

IB Spanish Ab Initio Standard Level – 2120 (Y1), – 2121 (Y2)

Grade level: 11 and 12

Prerequisite: By placement for students with less than two years of formal Spanish study

2-year long course, 2 credit

IB Spanish Ab Initio is a 2 year language acquisition course designed to provide students who are new to Spanish with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language Ab Initio course develops students' linguistic abilities through the development of receptive, productive, and interactive skills by providing opportunities to respond and interact appropriately in a defined range of everyday situations. Language Ab Initio is a language acquisition course for students with no prior experience or very limited previous exposure to the Spanish language. It should be noted that language Ab Initio is offered at SL only.

IB Spanish B Standard Level – 2130 (Y1), 2132 (Y2)

IB Spanish B Higher Level – 2131 (Y1), 2133 (Y2)

Grade Level: 11 and 12

Two-year course, 2 credits

Prerequisite: SAL C or Advanced Themes in Spanish Acquisition 1 or 2 . 10th Graders who complete SAL B can be placed in IB Spanish Ab Initio or IB Spanish B depending on teacher recommendation.

IB Spanish B is designed for students who have a background in Spanish language acquisition equivalent to the prerequisites listed above. It is not intended to meet the needs of students who previously enrolled in a language A Spanish course. The objectives of IB Spanish B are to improve linguistic competence and promote understanding of the language in diverse and mainly expository contexts.

	FIRST YEAR 9th grade options	SECOND YEAR 10th grade options	THIRD YEAR 11th grade options	FOURTH YEAR 12th grade options
Language Acquisition (B)	SAL A SAL B SAL C Advanced themes	SAL B SAL C Advanced Themes	IB Span Ab Initio SL IB Span B SL	IB Span Ab Initio SL IB Span B SL
Pathway for grade-level or high-level Spanish proficiency (A)	Span 9	Span 10	IB Span A Lang Lit SL/HL	IB Span A Lang Lit SL/HL



Mathematics Courses



Mathematics 6 – MS1303

Grade Level: 6

Prerequisites: None

Year-long course

Math 6 builds students' understanding of number, algebra, statistics, and geometry, aligned with the Common Core State Standards and the Standards for Mathematical Practice. Units include ratios, rates, and percents; dividing fractions; integers and the coordinate plane; expressions, equations, and inequalities; statistics; and area. Students solve real-world problems using a variety of strategies and representations, including tables, diagrams, and equations. Throughout the course, students learn to persevere in solving problems, organize their work precisely, and explain their reasoning using a claim, evidence, and reasoning structure.

Mathematics 7 – MS1308

Grade Level: 7

Prerequisites: Math 6

Year-long course

Math 7 builds on the skills developed in Grade 6, aligned with the Common Core State Standards and the Standards for Mathematical Practice. Units include proportional relationships, operations with rational numbers, circles and area, expressions and equations, percents, angle relationships, and probability. Students apply these concepts to real-world situations such as interest, taxes, discounts, and scale drawings. Throughout the course, students continue to develop their problem-solving, precision, and mathematical reasoning, constructing arguments and critiquing the reasoning of others.

Mathematics 8 – MS1316

Grade Level: 8

Prerequisites: Math 7

Year-long course

Math 8 builds on the skills developed in Grades 6 and 7 and prepares students for the algebra and geometry of Grades 9–12, aligned with the Common Core State Standards and the Standards for Mathematical Practice. Units include geometric transformations, multi-step equations, exponents and scientific notation, the Pythagorean theorem, functions, linear functions, systems of linear equations, and bivariate data. Students use multiple representations to model and solve real-world problems. Throughout the course, students strengthen their problem-solving, precision, and mathematical reasoning.

Foundational Mathematics – 1309, 1310, 1311

Grade Level: 6–8

Prerequisites: Teacher & Administrator Recommendation

Year-long course

Modified Math supports students who need additional time to build the foundational skills required for grade-level mathematics. Aligned with the Common Core State Standards, the course strengthens number sense, fractions, proportional reasoning, and early algebra through targeted instruction and frequent practice. The goal is to prepare students to move into grade-level math.

Mathematics 9 Integrated – 2316

Grade Level: 9

Prerequisites: None

Students will be placed in a level appropriate for their background in mathematics. ISP determines the most appropriate level for each student using a combination of MAP scores, teacher recommendations, and in-class performance.

Year-long course, 1 credit

Mathematics 9 Integrated is a pre-IB course in which students will develop, solidify, and practice algebraic and geometric concepts. The topics include functions emphasizing the exploration of quadratics, proving geometric concepts involving triangles, parallel lines, parallelograms, similarity, and congruence, right triangle trigonometry, and an introduction to probability. These topics are explored using an inquiry-based curriculum. Students are encouraged to discover relationships and patterns and effectively communicate their justifications. The students would flourish in an environment that would foster a deeper connection with mathematical relationships.

Mathematics 9 Integrated Advanced – 2317

Grade Level: 9

Prerequisites: None

Students will be placed in a level appropriate for their background in mathematics. ISP determines the most appropriate level for each student using a combination of MAP scores, teacher recommendations, and in-class performance

Year-long course, 1 credit

Mathematics 9 Integrated Advanced is a pre-IB course in which students will develop, solidify, and practice **algebraic and geometric concepts**. They will also dive deeper into the regular curriculum material and cover additional components embedded where they fit with the content. The topics include the study of functions emphasizing quadratics, geometric proofs involving triangles, parallel lines, parallelograms, similarity, congruence, right triangle trigonometry, and an introduction to probability. The students will explore these topics using an inquiry-based curriculum and will be encouraged to discover relationships and patterns and effectively communicate their justifications. Often exhibit fluency in skills execution as well as a deep conceptual understanding. They typically have a love for mathematics that propels them to investigate mathematical ideas beyond what is required in the classroom.

Mathematics 10 Integrated – 2318

Grade Level: 10

Prerequisites: Recommended Mathematics 9 Integrated

Students will be placed at a level appropriate for their mathematics background. ISP determines the most appropriate level for each student using a combination of MAP scores, teacher recommendations, and in-class performance.

Year-long course, 1 credit

Mathematics 10 Integrated is a pre-IB course in which students will develop, solidify, and practice concepts and skills related to algebra, geometry and trigonometry, and statistics, and probabilities. The algebra topics include the study of functions and their inverse, focusing on logarithmic, polynomial, rational, and trigonometric functions; modeling with both functions and geometry, and statistics and probabilities with a focus on the normal distribution. These topics are explored using an inquiry-based curriculum. Students are encouraged to discover relationships and communicate their justifications effectively. Students enrolled in this course have a solid foundation in mathematics. They would flourish in an environment that would foster a deeper connection with mathematical relationships.

Mathematics 10 Integrated Advanced – 2319

Grade Level: 10

Prerequisites: Recommended Mathematics 9 Integrated Advanced

Students will be placed at a level appropriate for their mathematics background. ISP determines the most appropriate level for each student using a combination of MAP scores, teacher recommendations, and in-class performance.

Year-long course, 1 credit

Mathematics 10 Integrated Advanced is a pre-IB course in which students will develop, solidify, and practice concepts and skills related to algebra, geometry and trigonometry, statistics, and probabilities. They will also dive deeper into the regular curriculum material and cover additional components embedded where they fit with the content. The algebra topics include the study of functions and their inverse, focusing on logarithmic, polynomial, rational, and trigonometric functions; modeling with both functions and geometry, and statistics and probabilities with a focus on the normal distribution.

The students will explore these topics using an inquiry-based curriculum and will be encouraged to discover relationships and communicate their justification effectively. The students enrolled in this course should exhibit fluency in skills execution and a deep conceptual understanding. They typically have a love for mathematics that propels them to investigate mathematical ideas beyond the course requirements.

AP Statistics – 2320

Grade Level: 10–12

Prerequisites: Recommended Mathematics 9 Integrated Advanced

Year-long course, 1 credit

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is equivalent to a one-semester, introductory, non-calculus-based college statistics course. Units include exploring and collecting data, probability and probability distributions, inference for proportions and means, and regression analysis.

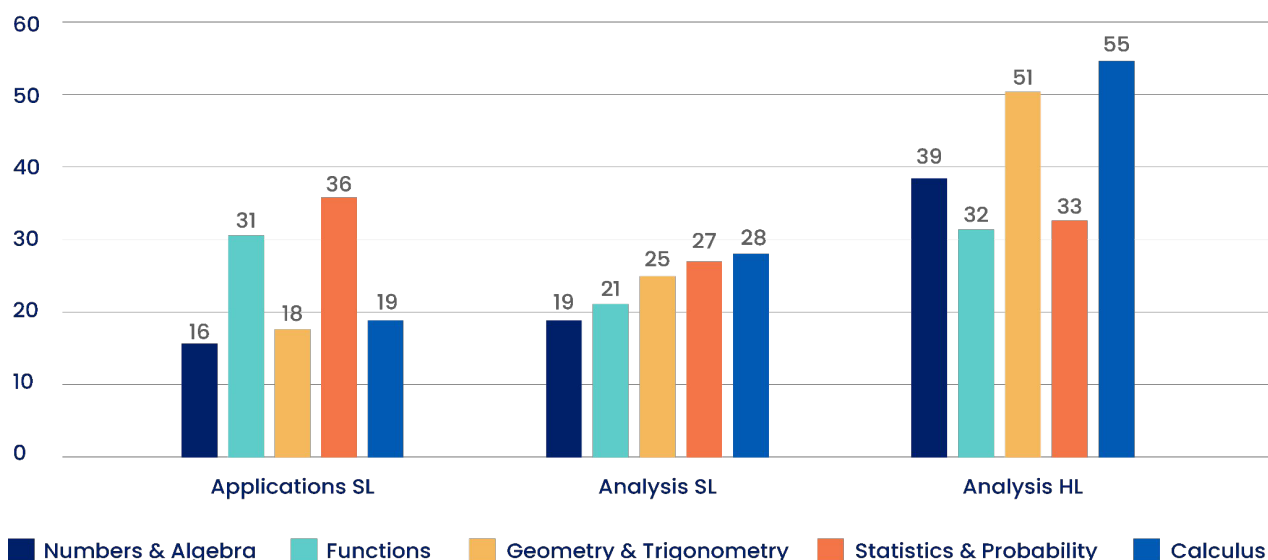
Students learn to choose appropriate methods for gathering and analyzing data, describe patterns and relationships, use probability and simulation to measure uncertainty, and justify their conclusions with statistical reasoning. They apply these skills to real data from areas such as polling, medical research, and technology. The course prepares students for the AP Statistics Exam in May, and a qualifying score may earn college credit or placement.

At ISP, we offer three IB mathematics courses to meet all our students' diverse needs, interests, and motivations.

These courses cover the same five topics:

- **Number And Algebra**
- **Functions**
- **Geometry And Trigonometry**
- **Statistics And Probability**
- **Calculus.**

The main difference consists of the amount of time dedicated to a given topic and a varying emphasis on each one, as shown in the following diagram.



Therefore, great care should be taken to select the most appropriate course for an individual student. When making this selection, the students should be advised to consider the following factors:

- **Their interest in mathematics and on particular topics of the curriculum**
- **Their abilities in mathematics and the type of mathematical approach they can be successful**
- **Their other choices of subjects within the framework of the Diploma Programme**
- **Their future academic plans, career aspirations, and the university or college of their interest; it is strongly advised to check the university requirements.**

Teachers will assist with the selection process and to offer advice to students.

Mathematics Applications and Interpretations Standard Level – 2332(Y1), 2336(Y2)

Grades: 11 and 12

Prerequisites: Mathematics 10 Integrated (or Advanced)

Two-year course, 2 credits

This course recognizes the increasing role of mathematics and technology in a diverse range of fields in a data-rich world. It emphasizes mathematics's meaning in context by focusing on topics often used as applications or mathematical modeling. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop vital technology skills; all external assessments involve the use of technology. This course will prepare the students to solve problems in various settings, develop more sophisticated mathematical reasoning, and enhance their critical thinking.

Hence, it has been designed for students who:

- **Enjoy applying mathematics to the real-world using technology**
- **Enjoy the more experimental side of mathematics**
- **Will be more likely to pursue a career in social or political sciences, natural sciences, medicine, statistics, business, economics, psychology, arts, etc.**

Mathematics Analysis and Approaches Standard Level – 2329 (Y1), 2334 (Y2)

Grades: 11 and 12

Prerequisites: Mathematics 10 Integrated (or Advanced)

Two-year course, 2 credits

This course is designed for students who like exploring real and abstract applications, sometimes with technology, and enjoy the thrill of mathematical problem solving and generalization. It focuses on developing mathematical concepts emphasizing calculus and trigonometry. Students should expect to develop insight into mathematical form and structure and provide justification and proof of results. Hence this course should be suitable for students who:

- **Enjoy Constructing Arguments Through Mathematical Thinking**
- **Enjoy The Thrill Of Problem Solving And Generalization**
- **Enjoy Exploring Real And Abstract Applications, With And Without Technology**
- **Will Be More Likely To Pursue A Career In Engineering, Physical Sciences, Architecture, Or Economics.**

Mathematics Analysis and Approaches Higher Level – 2333(Y1), 2335 (Y2)

Grades: 11 and 12

Prerequisites: Mathematics 10 Integrated Advanced

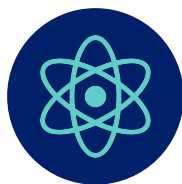
Students who previously have taken Mathematics 10 Integrated Advanced and show interest to study this course should present evidence of fluency in skills execution and a deep conceptual understanding of this course's prerequisite. They should also be aware that some independent study might be required to fulfill these expectations.

Two-year course, 2 credits

This course is intended to meet students' needs with a strong mathematical background and analytical and technical skills. It focuses on developing critical mathematical concepts emphasizing calculus and trigonometry. Students should be intellectually equipped to appreciate the links between concepts in different topic areas such as numbers and algebra, functions and equations, trigonometry and geometry, vectors, statistics and probabilities, calculus, and further calculus (convergence of infinite series, differential equations, and power series).

Hence this course is suitable for students who:

- Enjoy The Construction Of Mathematical Arguments
- Enjoy The Thrill Of Rigorous Mathematical Problem Solving, Generalization, And Proofs
- Enjoy Exploring Real And Abstract Applications, With And Without Technology
- Wish To Pursue University Studies In Mathematics Or Subjects With A Sizable Mathematical Content Such As Mathematics Itself, Engineering, Physical Sciences, Or Economics.



Science Courses



Science 6 – MS1401

Grade Level: 6

Year-long course

Science 6 introduces students to life, physical, and Earth and space science, aligned with the Next Generation Science Standards (NGSS). Units include cell structures and functions, matter and density, Earth's place in the universe, and forms of energy. Students learn to ask scientific questions, plan and carry out fair tests, and develop and use models to explain phenomena. They build scientific arguments using claim, evidence, and reasoning, and begin to connect ideas across the sciences through concepts such as cause and effect, patterns, and systems.

Science 7 – MS1402

Grade Level: 7

Year-long course

Science 7 builds on the skills developed in Grade 6, aligned with the Next Generation Science Standards (NGSS). Units include heat transfer, photosynthesis, Earth's systems, and electricity and magnetism. Students investigate how energy moves through natural and designed systems and how matter cycles through processes such as photosynthesis and the rock and water cycles. Students continue to develop and evaluate models, plan investigations, and use evidence to explain phenomena that are too large or too small to observe directly.

Science 8 – MS1403

Grade Level: 8

Year-long course

Science 8 builds on the skills developed in Grades 6 and 7 and prepares students for the sciences in Grades 9–12, aligned with the Next Generation Science Standards (NGSS). Units include chemical reactions, human body systems, waves, and forces and motion. Students plan and carry out investigations independently and collaboratively, identify variables, analyze patterns in data, and use models to explain how systems work and change. Students strengthen their ability to construct scientific explanations supported by evidence.

Life Sciences: Biology & Earth Systems – 2405

Grade Level: 9–12

Prerequisite: None

Year-long course, 1 credit

Life Sciences (Biology and Earth Systems) is an introductory course that explores the continuum from molecules and cells to ecosystems and their interactions with planet earth. The biology topics focus on structure, function, and mechanisms of change, including anatomy, physiology, energy cycles, growth and reproduction. The Earth Systems topics focus on Earth's spheres, biogeochemical cycles, human impact on the environment, and sustainability. Since Biology and Earth Systems overlap, some units will cover aspects of both sciences using an interdisciplinary approach.

Throughout the course, students develop and use models, plan and conduct investigations, analyze and interpret data, apply mathematical and computational thinking, and construct scientific explanations. They use these practices to show their understanding of core ideas and to connect science to everyday life. The course builds a strong foundation for upper-level science courses and prepares students for all ISP graduation pathways: the IB Diploma Programme, the Innovation and Entrepreneurship Diploma, and the ISP Diploma.

IB Environmental Systems and Societies Standard Level – 2440 (Y1), 2442 (Y2)

Grade Level: 11 and 12

Prerequisites: None (General Biology and Chemistry strongly recommended)

Two-year course, 2 credits

This is a trans-disciplinary course that bridges the experimental sciences and individuals and societies, and as such can be treated as both a Group 3 and a Group 4 course. The course studies environmental systems and societies at a range of scales from local to global; the teaching of the course is firmly grounded in the local environment. The expectation of this course is to give students the tools to realize the strong connections between environmental systems and the societies that live in those systems. The course requires a systems approach to environmental understanding and problem solving. Students in ESS will be expected to participate in lectures, laboratory work, discussions, and case studies, as well as to spend the time outside of class that is necessary to absorb and understand the varied material.

IB Biology Standard Level – 2410 (Y1), 2412 (Y2)

IB Biology Higher Level – 2411 (Y1), 2413 (Y2)

Grade Level: 11 and 12

Prerequisite: None (General Biology & Earth Systems strongly recommended)

Two-year course, 2 credits

The IB Biology is a pre-university two year course designed to provide students the opportunity to develop skills and knowledge in the field of biology as defined by the IB Organization. The approach to the teaching of the IB Biology course is experimental and this will be reflected throughout the course by means of a large number of laboratory and field investigations that students will perform throughout the two years. The course prepares students who are planning to continue in the field of biological science at the university level, and those students taking the IB Diploma or certificates. **The program includes four central themes:**

- **The first component**

Will allow students to learn the importance of the relationship between structure and function in the understanding of living organisms. They will explore how living things function at various levels of complexity, from simple to complex multicellular organisms.

- **The second component**

Will allow students to understand the nature of chemical elements as components of organic molecules and cells. This will be done by having students experiment in the laboratory and by using computer generated molecular models. The variety and complexity of organic molecules will also be examined.

- **The third component**

Helps students understand the mechanisms used to maintain equilibrium within systems. They will understand that checks and balances exist both within living organisms and ecosystems. Students will understand that a state of dynamic equilibrium is essential for life.

- **The last component, evolution, is a unifying theme.**

It is intended to help students analyze how changes in the genetic information contained within organisms lead to adaptations of structure and function which can guarantee survival and the continuity of life. The IB Biology teaching is anchored in real-world applications that are invoked throughout the course of the programme. The study of life makes progress through not only advances in techniques, but also pattern recognition, controlled experiments and collaboration between scientists. Unifying themes provide frameworks for interpretation and help us make sense of the living world: Form and function, Unity and diversity, Continuity and change, and Interaction and interdependence are four of the themes around which this biology syllabus is constructed.



IB Environmental Systems and Societies Standard Level – 2440 (Y1), 2442 (Y2)

Grade Level: 11 and 12

Prerequisites: None (General Biology and Chemistry strongly recommended)

Two-year course, 2 credits

This is a trans-disciplinary course that bridges the experimental sciences and individuals and societies, and as such can be treated as both a Group 3 and a Group 4 course. The course studies environmental systems and societies at a range of scales from local to global; the teaching of the course is firmly grounded in the local environment. The expectation of this course is to give students the tools to realize the strong connections between environmental systems and the societies that live in those systems. The course requires a systems approach to environmental understanding and problem solving. Students in ESS will be expected to participate in lectures, laboratory work, discussions, and case studies, as well as to spend the time outside of class that is necessary to absorb and understand the varied material.

Innovation Lab– 2245 (Science)

Grade Level: 11

Prerequisite: None

Year-long course, 1 credit

The Innovation Lab is designed and developed in collaboration with the University of Iowa and provides students the opportunity to experience the many facets of engineering by working on a series of hands-on engineering design challenges. These challenges are inspired by real-world problems and will allow students to explore how engineering can be used to improve people's lives and make a positive impact on the world. Eligible students will have the opportunity to earn 3 college credits from the University of Iowa.

Physical Sciences: Chemistry & Physics – HS2402 and HS2401

Grade Level: 10–12

Prerequisite: Successful completion of grade 9 Math

Year-long course 1 credit

General Chemistry & Physics is an introductory course that explores the matter and energy that make up the physical world. In chemistry, students study the fundamental concepts of organic, inorganic, and physical chemistry, with a focus on how substances are structured, how they interact, and how they change. In physics, students investigate mechanics, electricity, magnetism, energy, and waves through an inquiry-based approach, using hands-on experiments to explore how and why objects move and how energy is transferred.

Throughout the course, students develop and use models, plan and conduct investigations, analyze and interpret data, apply mathematical and computational thinking, and construct scientific explanations. They use these practices to show their understanding of core ideas and to connect concepts across the sciences. The course builds a strong foundation for upper-level science courses and prepares students for all ISP graduation pathways: the IB Diploma Programme, the Innovation and Entrepreneurship Diploma, and the ISP Diploma.

IB Chemistry Standard Level – 2420 (Y1), 2422 (Y2)

IB Chemistry Higher Level – 2421 (Y1), 2423 (Y2)

Grade Level: 11 and 12

Prerequisite: None (General Chemistry strongly recommended)

Two-year course, 2 credits

IB Chemistry will give students a broad and comprehensive experience in the experimental subject of Chemistry, a science based on the use of the scientific method to answer questions about the composition, structure and properties of all the things around them. Students will be required to explain chemical phenomena using precise language as well as quantitative descriptions. The course will also foster communication and cooperation amongst students in their scientific quests to better prepare them to be the future members of the greater international scientific community.

Key Topics include Quantitative Chemistry, Atomic Structure, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, Organic Chemistry, and Spectroscopy.

Required skills include basic algebraic manipulations, scientific notation, database research, generation and manipulation of graphs, independent planning and organization, and laboratory safety skills. Student assessment is conducted both externally through written examination and internally by means of self-designed, practical investigations. Such an investigation entails researching a scientific problem, writing an appropriate research question, collecting, processing and evaluating data both qualitatively and quantitatively, and drawing conclusions.

IB Physics Standard Level – 2430 (Y1), 2432 (Y2)

IB Physics Higher Level – 2431 (Y1), 2433 (Y2)

Grade Level: 11 and 12

Prerequisite: None (General Physics strongly recommended)

Two-year course, 2 credits

An internationally recognized, highly rigorous two year pre-university course which allows students to experience physics at a depth equivalent to a US undergraduate level course. Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies, incorporating topics such as Mechanics, Waves, Electricity and Magnetism along the way. The Standard-Level course prepares students for most fields related to Physics. The High-Level content focuses on very specific Phenomena, such as Relativity, Electromagnetic Induction and Quantum Physics, required for those who wish to continue their education in Physics. Students are introduced to the laws of physics along with scientific methods and techniques which are needed for physics investigations. Student assessment is conducted both externally through written examination and internally by means of self-designed, practical investigations. Such an investigation entails researching a scientific problem, writing an appropriate research question, collecting, processing and evaluating data both qualitatively and quantitatively, and drawing conclusions.

Forensic Science – 2403

Grade Level: 10–12

Prerequisite: None (General Biology and Chemistry strongly recommended)

Year-long course, 1 credit

Framed through a case-study and hands-on approach, the course aims to introduce students to the scientific research and limitations of forensic science tools. Students will explore the scope and application of scientific principles and techniques behind the work of forensic scientists around the world. Students enrolled in ISP Forensic Science will be expected to actively and respectfully engage in all online and on-site lectures, discussions, experimental work and exploration of theoretical concepts and case studies. In a more modern context, however, forensic applies to courts or the judicial system. Combine that with science, and forensic science means applying techniques such as the scientific method and processes to solve crimes. The field of forensic science draws from a number of scientific branches, including physics, chemistry, biology and biotechnology with its focus being on the recognition, identification, and evaluation of physical evidence. It has become an essential part of the judicial system, as it utilizes a broad spectrum of sciences to achieve information relevant to criminal and legal evidence. Students learn to develop an appreciation of both the scientific and social environment of the criminal justice system. The curriculum of the Forensic Science course includes the following topics: Observation skills, Evidence Collection, Hair and Fiber Analysis, Fingerprints, DNA Profiling, Blood Spatter, Toxicology, Criminal Behavior, Firearms and Ballistics, among others.



Social Studies Courses



Grade 6 Social Studies – MS1204

Grade Level: 6

Year-long course, 1 credit

Social Studies 6 explores how the relationship between the past and present helps us understand how societies develop, aligned with the AERO standards. Units include the foundations of social studies, the move from hunter-gatherer life to settled farming communities, river valley civilizations, and how early societies governed and traded. Students learn to examine topics through different lenses such as history, geography, and economics, read and create maps, and identify patterns of cause and effect and continuity and change. Throughout the course, students build research, discussion, and presentation skills.

Grade 7 Social Studies– MS1205

Grade Level: 7

Year-long course, 1 credit

Social Studies 7 examines how social, economic, political, and cultural forces shape and transform the world, aligned with the AERO standards. Units include ancient Greece and Rome, medieval Europe and the Islamic world, major empires and their cultural legacies, and trade networks. Students compare systems of government, analyze how cultures influence one another, and consider the experiences of less powerful groups in society. Students build claims supported by evidence and clear reasoning, research using reliable sources, and share their learning through discussion and presentations.

Grade 8 Social Studies – MS1206

Grade Level: 8

Year-long course, 1 credit

Social Studies 8 explores how the pursuit of innovation and growth affects societies, aligned with the AERO standards. Units include civilizations of the Americas, the Renaissance, the Scientific Revolution and the Enlightenment, and exploration and global encounters. Students analyze how the exchange of ideas, goods, and knowledge between cultures drives change, compare perspectives on historical developments, and use evidence to support their claims. They conduct independent research, write evidence-based responses, and engage in collaborative discussions. The course prepares students for social studies courses in Grades 9–12.

AP World History: Modern – 2216

Grade Level: 10–12

Prerequisite: Grade 9 Global History

Year-long course, 1 credit

AP World History: Modern is equivalent to an introductory college course in modern world history. Students study the period from about 1200 to the present, exploring how states and empires formed and declined, how trade networks connected regions of the world, and how revolutions, industrialization, global conflict, and decolonization shaped the world we live in today. Throughout the course, students take a global perspective, examining developments across Africa, the Americas, Asia, and Europe.

Students learn to evaluate primary and secondary sources, analyze the claims and evidence in those sources, and place historical developments in context. They develop a clear thesis and support it in writing. The course prepares students for the AP World History: Modern Exam in May, and a qualifying score may earn college credit or placement.

Grade 9 Global History – 2202

Grade Level: 9

Prerequisite: None

Semester-long course, 0.5 credits

Grade 9 Global History is a semester course built around the question "What is the impact of science and technology on the human experience?" In the first unit, students examine the causes and consequences of the Industrial Revolution and its lasting effects on societies and economies. In the second, they study World Wars I and II, comparing authoritarian and democratic governments and evaluating the role of the League of Nations and the United Nations. The course introduces the historical, economic, and political lenses students will use in Grade 10 Integrated Social Studies and in IB Diploma Programme courses.

AP Psychology – 2217

Grade Level: 10–12

Prerequisite: None

Year-long course, 1 credit

AP Psychology is equivalent to a one-semester, introductory college course in psychology. Students explore how and why people think and behave the way they do. Units include the biological bases of behavior, cognition, development and learning, social psychology and personality, and mental and physical health. Students examine topics such as how the brain works, how memory and perception function, how people change across the lifespan, and how psychologists study and treat psychological disorders.

Throughout the course, students connect psychological concepts to real-life situations, interpret data, and analyze research studies. The course prepares students for the AP Psychology Exam in May, and a qualifying score may earn college credit or placement.

IB Global Politics Standard Level 2220 (Y1), 2222 (Y2)

IB Global Politics Higher Level – 2221 (Y1), 2223 (Y2)

Grade Level: 11 and 12

Prerequisite: None

Two-year course, 2 credits

The goal of Global Politics is to provide students with a framework for understanding the perspectives, behavior, and decision-making processes of state governments, international organizations, national and sub-national groups. There are 4 main units: Foundational Unit, Human Rights, Development, and Peace & Conflict. Throughout the course, students will examine both the ideological and philosophical underpinnings of modern political science and also conduct case studies on the important political, economic, environmental and humanitarian issues confronting the global community in the early 21st century.

Requirements for the course will include an internal assessment portfolio based on a UN Day activity or service project, and a cumulative IB exam. Through debate, online discussions, written assessment, projects, and current events, students will gain an understanding of the major issues facing the world today. Higher Level students have the additional requirement of producing 2 oral presentations on a current issue.

IB Economics Standard Level – 2230 (Y1), 2232 (Y2)

IB Economics Higher Level – 2231 (Y1), 2233 (Y2)

Grade Level: 11 and 12

Prerequisite: None

Two-year course, 2 credits

The aim of this course is to introduce students to the main ideas and topics within Economics. The basic economic problem of scarcity and resource allocation within society shall be explored throughout the course. The course will be broken down into four main topics: microeconomics (economic variables affecting individuals, firms, and markets), macroeconomics (economic variables affecting countries, governments, and societies), international economics and development economics. Students will combine theory, quantitative and qualitative information to apply, analyse and evaluate current real-world economic issues. Finally students will also learn how the 9 concepts of wellbeing, interdependence, scarcity, efficiency, choice, intervention, change, equity and sustainability are connected to various economic theories.

IB Environmental Systems and Societies SL – 2440 (Y1), 2442 (Y2)

Grade Level: 11 and 12

Prerequisites: None (General Biology and Chemistry Strongly Recommended)

Two-year course, 2 credits

This is a trans-disciplinary course that bridges the experimental sciences and individuals and societies, and as such can be treated as both a Group 3 and a Group 4 course. The course studies environmental systems and societies at a range of scales from local to global, the teaching of the course is firmly grounded in the local environment. The expectation of this course is to give students the tools to realize the strong connections between environmental systems and the societies that live in those systems. The course requires a systems approach to environmental understanding and problem solving. Students in ESS will be expected to participate in lectures, laboratory work, discussions, and case studies, as well as to spend the time outside of class that is necessary to absorb and understand the varied material.

AP Business with Personal Finance– 2218

Grade Level: 11–12

Prerequisites: IE Diploma Enrollment

One-year course, 1 credit

AP Business with Personal Finance is an introductory, college-level course in business and personal finance. Students explore entrepreneurship, marketing, finance, accounting, and management through case studies, real-world applications, and project-based learning. Units include businesses, competition, and new ideas; marketing; personal saving and borrowing; business finance and accounting; management and strategy; and personal goals, budgeting, and investing.

Throughout the year, students develop and test a product idea in the Business Canvas Project, carrying out tasks a business founder would, such as customer research, marketing, and preparing financial documents. The course ends with a Financial Advisor Project, in which students recommend strategies to help a fictional household manage its budget and plan for goals such as university, buying a home, and retirement. The course prepares students for the AP Business with Personal Finance Exam in May, and a qualifying score may earn college credit or placement.

IB Business and Management Standard Level – 2252 (Y1), 2254 (Y2)

IB Business and Management Higher Level – 2253 (Y1), 2255 (Y2)

Grade Level: 11 and 12

Prerequisite: None

Two-year course, 2 credits

The Business and Management course develops students' understanding of business management theories, as well as their ability to apply a range of tools and techniques across the key business functions of human resource management, finance, and accounts, marketing and operations management. Students learn to analyze, discuss, and evaluate business activities at local, national, and international levels, across a variety of sectors, as well as multiple socio-cultural and economic contexts in which those organizations operate.

Through the exploration of four interdisciplinary concepts of creativity, change, ethics, and sustainability, students develop a holistic understanding of today's complex and dynamic business environment through real world examples and case studies. The course addresses ethical concerns at both a local and global level, and develops the ability to think critically, make ethical, sound and well-informed decisions, appreciate the pace, nature and significance of change, think strategically and undertake long-term planning, analysis and evaluation.

The Standard Level course covers 26 sub-units, and the Higher Level course covers an additional 11 sub-units.

*Note: Students: For 25–26 we will offer two sessions of Business Management SL/HL. We will cap the classes at 22. Students who do not select Economics will be prioritized for Business. Management.

IB Psychology Standard Level – 2242 (Y2)

IB Psychology Higher Level – 2243 (Y2)

Grade Level: 12

Prerequisite: IB Psychology Standard or Higher Level Y1

Two-year course, 2 credits

The most salient goal of this course is to foster knowledge and awareness of, and respect for, the psychological diversity of human beings with reference to biological, cognitive and socio-cultural influences on behavior. They will also be able to explain how children and adults change over time using a wide range of theoretical areas (developmental psychology), such as biological, social, and cognitive processes. Students will evaluate and critique psychological research. They will learn research design, research methods, major psychological approaches, and explore ethical issues related to psychological research and application. Students will undertake one major research project at the end of their 2nd year. Students enrolling at the Higher Level will additionally learn abnormal psychology. Abnormal psychology focuses on the study of unusual patterns of behavior, emotion and thought, which may or may not be understood as precipitating a mental disorder.

Diamond Challenge

March 4th, 8:30 AM - 1:00 PM



Innovation & Entrepreneurship Certificate | I&E



Entrepreneurship: From Ideas to Action- 2275

Grade Level: 11

Prerequisite: None

Year-long course, 1 credit

Designed in partnership with the University of Delaware this course is a transformative initiative designed to ignite the entrepreneurial spirit within aspiring innovators and changemakers.

Through a comprehensive curriculum and hands-on experiences, From Ideas to Action empowers students to have a growth mindset, learn from setbacks, and persevere as they develop essential entrepreneurial skills like problem-solving, creativity, teamwork, and effective communication. Students will culminate their entrepreneurial journey by showcasing their ventures and securing funding through pitch competitions and opportunities.

Entrepreneurship Essentials-2276 (Humanities - Business)

Grade Level: 12

Prerequisite: None

Year-long course, 1 credit

Entrepreneurship Essentials equips students with a foundational understanding of core business concepts.

Through practical, project-based learning, students will develop skills in finance, marketing, and other essential areas of developing and entrepreneurial venture. This course is designed to empower aspiring entrepreneurs and innovators to transform their ideas into viable ventures.



Panamanian Studies Courses

Panamanian Studies is required for all students who earn the ISP and MEDUCA diplomas. It reflects both ISP's legal responsibility to meet Panamanian national standards and our commitment to helping students understand the history, geography, culture, and civic life of the country where they live and learn.

The program spans the Secondary School. Students take Panamanian History, Civics, and Geography in Grades 7, 8, and 9, building from Panama's formation and early peoples through the colonial period, the struggle for sovereignty, and the role of citizens today. In Grade 11, students complete the requirement through courses on the History of Panama and Panama and US Relations, paired with either Theory of Knowledge or Philosophy.

Students who join ISP after Grade 7 or miss part of the sequence can complete the requirement through online courses in four areas: Early Panamanian History, Modern Panamanian History, Geography of Panama, and Panamanian Civics.

For more information, see Panamanian Studies Graduation Requirements (Spanning Secondary School) on page 7.

Panamanian History, Civics, and Geography 7 – MS1207

Grade Level: 7

Prerequisite: None

Year-long course, .5 credits

Panamanian History, Civics, and Geography 7 introduces students to Panama's history, geography, and culture, aligned with the MEDUCA and AERO standards. Students study how the Isthmus of Panama formed and how its location shaped trade, migration, and the natural world. They learn about Panama's Indigenous peoples, their traditions and social structures, and how Spanish colonization affected them. Students also explore the rights and responsibilities of Panamanian citizens. Throughout the course, students develop research, mapping, and discussion skills and build claims supported by evidence.

Panamanian History, Civics, and Geography 8 – MS1208

Grade Level: 8

Prerequisite: None

Year-long course, .5 credits

Panamanian History, Civics, and Geography 8 builds on Grade 7, aligned with the MEDUCA and AERO standards. Students examine the Spanish conquest and colonial period, including key settlements such as Panamá Viejo, Portobelo, and Nombre de Dios, and how colonial society and mestizaje shaped Panama's identity. They explore the contributions of Afro-Panamanian, Chinese, Jewish, and other communities, and learn how Panama's government works and the role of citizens in a democracy. Students continue to strengthen their research, critical thinking, and communication skills.





Philosophy – 2274

Grade Level: 10–12

Prerequisite: None

Semester-long course, 0.5 credits

This course is designed to meet the MEDUCA requirement of one semester of Philosophy. It is a study of world philosophical trends including doctrines of theory of knowledge, politics for philosophers, the theory of being, and social utopias. Students are encouraged to explore new ways of knowledge and thinking. There is an external component (project) which occurs outside of normal class hours as part of the course requirement for MEDUCA.

Panamanian History, Civics & Geography – 2268

Grade Level: 9

Prerequisite: None

Year-long course, .5 credits

This semester-long course covers key topics in Panamanian History, Panamanian Geography and Panamanian Civics and satisfies the MEDUCA requirements. Students will gain a deeper understanding of key aspects of their home/host country, as well as the ability to compare/contrast Panama with other nations. This is accomplished through critical engagement in debates, projects, and research investigations. Through all of this, the course's aim is for students to deepen their values as well as to build knowledge of an empathy for their local surroundings.

History of Panama (1903–present) – 2269

Grade Level: 11

Prerequisites: None

Semester-long course, 0.25 credits

This semester-long course covers Panamanian History from 1903 to the present and Panamanian Civics (Civics 3), emphasizing the generational struggle for total sovereignty through the different decades. Students will learn about the trajectory of the Panamanian people in the struggle for the achievement of full national sovereignty and understand the relationship between Panama and the United States of America since the beginning of the Republican era. The course examines the complex relationship between Panama and the United States, analyzing national political events and recognizing that the geographic position of the isthmus has been an important factor of influence on the historical evolution of Panama. Students will develop an understanding of how international relations have shaped Panama's development and sovereignty. The Civics component emphasizes cultural education, civic and moral values, solidarity and harmonious coexistence, the national Constitution, procedures for acquiring Panamanian nationality, and features of the Government of Panama.

Panama & US Relations – 2270

Grade Level: 11

Prerequisite: None

Semester-long course, 0.25 credits

Panama & US Relations examines the diplomatic, economic, and political relationship between Panama and the United States from the early 20th century to present day. Students analyze key historical events including canal construction and treaties, military interventions, the transfer of canal sovereignty, and contemporary trade relations. The course explores how power dynamics, national interests, and international law have shaped this bilateral relationship over time. Students will develop skills in analyzing primary sources, evaluating multiple perspectives on historical events, and constructing evidence-based arguments about international relations. This course complements History of Panama (1903–present) and provides essential context for understanding Panama's role in regional and global affairs.

Note: This course is paired with TOK or Philosophy to meet MEDUCA requirements.

All ISP students take Early Panamanian History in Grade 8. Students who do not take the Early Panamanian History course in Grade 8 must take the online Canvas course.

All ISP students take Panamanian Studies in Grades 7, 8, and 9. Students who haven't completed Panamanian Studies after Grade 9 have the opportunity to take an online course in the four areas of the program: Early History, Modern History, Panamanian Geography, and Panamanian Civics.

These online courses are described here:

**Early Panamanian History Online
(Historia de Panamá – 5000 a.c. a
1903 d.c.) – 2264**

Grade Level: 9–12

Prerequisite: None

Semester-long course, 0.5 credits

Early History of Panama covers Panamanian History from the prehispanic period until the departmental period. This online course is divided into units that include: the first populations of Panama, explorations, conquest and colonization of Panama, and the economic legacy of colonialism and independence.

Geography of Panama – 2266

Grade Level: 10–12

Prerequisite: None

Semester-long course, 0.5 credit

The content in this course includes initially understanding and familiarizing students with geography as a science and its application to the geographical knowledge of Panama and the importance of its geographic position for the country, the region, and the world. It includes determining the regional and global position of Panama and its importance; General aspects of the political & administrative organization of the Republic of Panama; the role of the Authority of the Panama Canal in the administration, operation, preservation and modernization of the Panama Canal; the different human groups that compose the Panamanian population and its contributions to society; the economic, social and cultural problems faced and Panama's position in globalization.

**Modern Panamanian History (XX to
XXI century) – 2265**

Grade Level: 10–12

**Prerequisite: None (Early
Panamanian History
recommended)**

Semester-long course, 0.5 credits

The theme of the course focuses on the history and most relevant historical events starting with the Independence of Panama from Spain up to the present, emphasizing the generational struggle for total sovereignty through the different decades.

It is designed to let students know about the trajectory of the Panamanian people in the struggle for the achievement of full national sovereignty; let them understand the relationship between Panama and the United States of America since the beginning of the Republican era; know and analyze national political events; recognize that the geographic position of the isthmus, has been an important factor of influence on the historical evolution of Panama.

Panamanian Civics (Cívica) – 2267

Grade Level: 10–12

Prerequisite: None

Semester-long course, 0.5 credits

This course emphasizes the cultural education of students, promotes the practice of civic and moral values, solidarity and harmonious coexistence in the family, the school and the community; the laws of human behavior that is laid down in the national Constitution; procedures for acquiring Panamanian nationality; the concept of Government and features of the Government of Panama.



Visual And Performing Arts (VAPA) Courses



Art Exploratory 6– 1702

Grade Level: 6

Semester-Long Course

Art Exploratory 6 introduces students to the visual arts, aligned with the National Core Arts Standards. Students learn how to look at and talk about art, develop observational drawing skills through still life, and explore the work of contemporary artists. Throughout the course, students experiment with materials and methods, reflect on their work, and give and receive feedback. The course helps students discover their interests in the arts and prepares them for further visual arts study in Grades 7 and 8.

Art Exploratory 7– 1703

Grade Level: 7

Semester-Long Course

Art Exploratory 7 builds on Grade 6 by introducing students to both studio art and graphic design, aligned with the National Core Arts Standards. In studio art, students respond to Surrealist art, study composition, and create perspective and landscape drawings. In graphic design, students explore typography, layout, and color. Students experiment with a range of materials and methods, explain their artistic choices, and learn to evaluate and present their work.

Art Exploratory 8– 1704

Grade Level: 8

Semester-long course

Art Exploratory 8 builds on Grades 6 and 7 through studio art and graphic design, aligned with the National Core Arts Standards. In studio art, students create realistic portraits, mixed media self-portraits, and sculpture. In graphic design, students work with Adobe tools to explore images, design fundamentals, and branding. Students write artist statements, evaluate and present their work, and interpret art by examining its form, context, and meaning. The course prepares students for visual arts and design courses in Grades 9–12.

Studio Art– 2538

Grade Level: 10–12

Prerequisite: Introduction to Visual Art

Year-long course, 1 credit

In this course, students will review and develop an understanding of various studio practices from painting, to drawing, printmaking to sculpting. Connections will be made and examined to art history as well as contemporary society. Students will develop their creative process to produce artwork from direct observation as well as their imagination. Reflection, student critiques and feedback cycles will be used to help students reach their full potential.

AP 2D Art & Design – 2545

Grade Level: 10–12; 9 by invite only

Prerequisite: Studio Art

Year-long course, 1 credit

AP 2-D Art and Design is equivalent to an introductory college course in two-dimensional art and design. Students develop a sustained inquiry, a guiding question that shapes their artmaking throughout the year, and explore it through practice, experimentation, and revision. Students may work in a wide range of media, including graphic design, photography, illustration, painting, printmaking, collage, and animation.

Students learn how artists and designers choose what to make and why, study the processes and techniques used to create work, and practice explaining and presenting their work to others. Rather than sitting an exam, students complete an AP Art and Design portfolio, submitted digitally to the College Board in May. Depending on the university, a qualifying portfolio score may earn college credit or placement.

AP Art History– 2546

Grade Level: 10–12

Prerequisite: Studio Art

Year-long course, 1 credit

AP Art History is equivalent to a two-semester introductory college art history course. Students study works of art and architecture from cultures across every continent, from prehistoric times to the present, including the ancient Mediterranean, Europe and the Americas, the Indigenous Americas, Africa, Asia, and the Pacific. Throughout the course, students explore how beliefs, political and economic systems, and scientific and technological change shaped the creation of paintings, sculpture, buildings, and other forms of art.

Students learn to analyze works of art from different eras and cultures, connect them to artistic traditions and styles, and develop and support their own interpretations in writing. The course prepares students for the AP Art History Exam in May, and a qualifying score may earn college credit or placement.

IB Visual Arts Standard Level – 2510 (Y1), 2512 (Y2)

IB Visual Arts Higher Level – 2511 (Y1), 2513 (Y2)

Grade Level: 11–12

Prerequisite: Intro to Visual Arts or AP 2D Art & Design is recommended

Two-year course, 2 credits

IB Visual Arts is a two-year course that develops students' creative practice, critical thinking, and understanding of visual arts. Students explore a range of materials, processes, artists, and cultural contexts while developing their own artistic voice through create, connect, and communicate. Both SL and HL students engage in sustained inquiry, studio practice, research, and reflection, and complete a portfolio and body of resolved artworks. HL students have additional requirements and greater studio time, allowing for deeper and broader exploration, more extensive art-making, and greater independence in both the practical and theoretical aspects of visual arts.



Theatre



Theatre Exploratory 6 – 1724

Grade Level: 6

Semester-Long Course

Theatre Exploratory 6 introduces students to drama, aligned with the National Core Arts Standards. Students build foundational skills in voice, movement, and collaboration through puppetry and improvisation. They design and build their own puppets, perform short puppet scenes, and learn to create characters and scenes without a script by listening and building on others' ideas. Students also watch and discuss performances, identifying how design choices support mood and story. The course helps students build confidence and discover their interests in the performing arts.

Theatre Exploratory 7 – 1725

Grade Level: 7

Semester-Long Course

Theatre Exploratory 7 builds on Grade 6, aligned with the National Core Arts Standards. Students explore different types of theater, the structure of a play, and the elements of stage presence, such as posture, projection, and expression. In a playwriting unit, students write and perform a monologue. Throughout the course, students rehearse and revise their work using peer feedback and reflect on their growth as performers.

Theatre Exploratory 8 – 1726

Grade Level: 8

Semester-Long Course

Theatre Exploratory 8 builds on Grades 6 and 7 through technical theater and physical performance, aligned with the National Core Arts Standards. Students experiment with lighting and sound to create mood and design a lighting and sound plan for a scene. In mask work, students learn to tell stories through movement, gesture, and use of space, and perform a masked scene. Students also watch and analyze performances and explain their own design and performance choices using theater vocabulary. The course prepares students for theater courses in Grades 9–12.



Music

Band 6/7– 1715 and 1716

Grade Level: 6/7

Prerequisite: none

Year-Long course

Band 6/7 is an introductory instrumental music course for students interested in learning brass, woodwind, or percussion instruments. Students develop foundational skills in music theory, sight-reading, ensemble playing, and performance while building confidence and musical independence. Through regular rehearsals students learn to listen, collaborate, and contribute effectively to an ensemble.

Orchestra 6/7– 1720 and 1721

Grade Level: 6/7

Prerequisite: none

Year-Long course

Orchestra 6/7 is an introductory instrumental music course for students interested in learning string instruments. Students develop foundational skills in music theory, sight-reading, ensemble playing, and performance while building confidence and musical independence. Through regular rehearsals students learn to listen, collaborate, and contribute effectively to an ensemble.

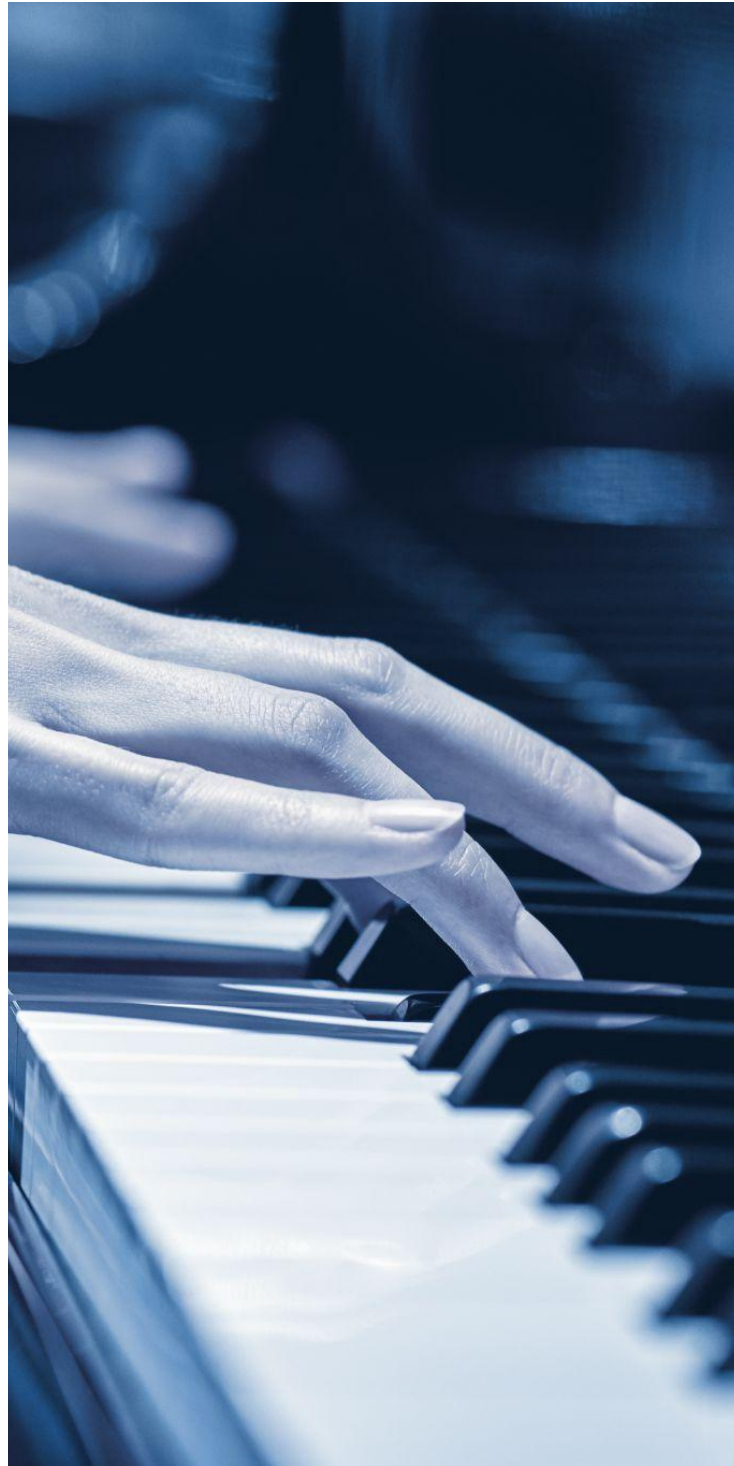
Music Production – 2501

Grade Level: 9–12

Prerequisite: none; music experience is recommended.

Year-Long course, 1 credit

The Music Production class is designed to immerse students in the art and science of creating music through digital means. This dynamic course covers a range of essential topics, fostering students' creativity and technical skills in the realm of music production.



Guitar – 2556

Grade Level: 9–12

Prerequisite: none

Year–Long course, 1 credit

Guitar is a multi-level course for students at the beginning, intermediate, and advanced stages of playing. All students build foundational skills in proper posture, left- and right-hand technique, and music literacy, then progress at a pace that matches their experience. As students advance, the work moves to a higher performance standard that includes fingerpicking technique, arpeggios in various forms, more complex rhythms, and music written for solo, duet, trio, and ensemble settings. Students perform in solo and ensemble events throughout the year and in the guitar orchestra concert at the end of each semester.

Symphonic Band – MS 1722 and HS 2257

Grade Level: 8–12

Prerequisite: Music experience is recommended.

Year–Long course, 1 credit

Symphonic Band is an ensemble course that brings together brass, woodwind, percussion, and orchestral string players to create a full instrumental ensemble. Building on foundational skills developed in Orchestra and Band 6/7, students deepen their understanding of music theory, sight-reading, ensemble techniques, and performance. Through rehearsals and performances, students develop musical independence, collaboration, and expressive performance skills while exploring a diverse range of repertoire.

AP Music Theory – HS 2258

Grade Level: 9–12

Prerequisite: Ability to read and write musical notation, and basic performance skills on an instrument or voice. (recommended)

Year–Long Course, 1 credit

AP Music Theory is a college-level course for students who want to understand how music is built and why it works. Students study the core elements of music, including pitch, rhythm, meter, scales, keys, intervals, and chords, then move into harmony, voice leading, melodic devices, modes, and musical form. Coursework combines listening to a wide range of music, reading and analyzing scores, writing music, and singing. Students develop practical skills such as sight-singing a melody, notating music they hear, and completing musical passages in common-practice style.

The course is equivalent to a one- or two-semester introductory music theory course in college. Students take the AP Music Theory Exam in May and may be eligible for college credit, advanced placement, or both, depending on their score and the policies of the university.

Recommended prerequisite: Ability to read and write musical notation, and basic performance skills on an instrument or voice.

IB Music Standard Level – 2553 (Y1), 2563 (Y2)

IB Music Higher Level – 2554 (Y1), 2549 (Y2)

Grade Level: 11 and 12

Prerequisite: prior music experience is recommended.

Two-Year Course, 2 credits

The IB Music course provides inclusive and diverse opportunities for students to explore, experiment with, create, and perform music. Through practical, theoretical and creative experiences, students engage with a wide range of musical cultures, traditions and contemporary practices while developing their individual musical identities. Throughout the course, students work through three interconnected roles: researcher, creator and performer; and participate in the IB musical processes of exploring music in context, experimenting with music, presenting music, and the contemporary Music maker.

As researchers, they will investigate musical works, contexts, conventions and practices; as creators, they will compose, arrange, improvise and develop original ideas; and as performers, they will interpret, rehearse, refine and communicate music to an audience.

Year 1 and Year 2 students will learn together as a collaborative musical community. Students will collaborate particularly through Presenting Music and The Contemporary Music Maker, the latter being an HL component inspired by real-world collaborative music-making practices.



Technology Electives

Design Tech Exploratory 6– 1509

Grade Level: 6

Prerequisite: None

Semester-long course

Design Tech Exploratory 6 introduces students to the engineering design process, aligned with the ISTE Standards. Units include caring for and using a school-provided device, computer science, graphic design, car design, video game design, and artificial intelligence. Students learn to identify the criteria and constraints of a design problem, develop and test competing solutions, and use feedback and data to refine their work. In computer science and game design, students practice events, sequencing, loops, and conditionals using block or text coding. Students also learn what AI is, how it is trained, and where it appears in daily life, and they consider questions of bias and privacy.

Design Tech Exploratory – 1510

Grade Level: 7

Prerequisite: None

Semester-long course

Design Tech Exploratory 7 builds on the skills developed in Grade 6, aligned with the ISTE Standards. Units include digital magazine design, mobile app design, eco-park architectural design, VEX Robotics, video game design, and artificial intelligence. Students design in both digital and physical form, developing planning drawings into working prototypes and models. They analyze quantitative and qualitative data to choose and refine the best solution, and they write programs using functions, nested loops, and compound conditionals, giving attribution when they use existing code or media. Students also examine how AI systems learn from data and evaluate the ethical impact of AI on themselves and society.

Design Tech Exploratory 8– 1514

Grade Level: 8

Prerequisite: None

Semester-long course

Design Tech Exploratory 8 builds on the skills developed in Grades 6 and 7, aligned with the ISTE Standards. Units include theme park design, eco-house design, mobile app design, advanced game design, advanced VEX Robotics, and artificial intelligence. Students take on more complex design challenges with greater independence, designing for a client or target audience and justifying their decisions with evidence from testing. Programming work uses block and text coding to build and iterate on original programs. Students also study the types of AI and how they are trained, and critically evaluate applications such as facial recognition. The course prepares students for the technology electives in Grades 9–12.

Principles of Design (Note: this course can count as a VAPA credit or a STEM credit)–2542 (VAPA), 2685 (STEM)

Grade Level: 9 – 12

Prerequisite: None

Year-long course, 1 credit

Principles of Design serves as a comprehensive overview of the role of design in building our world. Discover the power of design thinking as you explore the core principles and diverse fields of design, from visual and digital concepts to hands-on physical creation. This course blends theory with engaging practical projects, making key design methodologies accessible regardless of your prior experience. Join us to build a strong foundation in creative problem-solving and turn your imaginative ideas into reality!

Architectural Design– 2591

Grade Level: 9 – 12

Prerequisite: None

Year-long course, 1 credit

Students apply spatial problem-solving and design concepts to solve real-world challenges in the built environment. Through hands-on projects, students move from initial ideas to full design specifications using a mix of sketching, scale models, and digital CAD tools.

Robotics – 2615

Grade Level: 9–12

Prerequisite: None

Year-long course, 1 credit

This course provides an overview of robot mechanisms, dynamics, and intelligent controls. Students will design and fabricate working robotic systems in group-based projects. Vex or other robotic system challenges will be explored. This course utilizes curriculum from the Carnegie Mellon Robotics Academy. Students are eligible to earn micro-credentials from Carnegie Mellon.

Physical Computing – 2607

Grade Level: 9–12

Prerequisite: None

Year-long course, 1 credit

Physical computing is defined as "building interactive physical systems by the use of software and hardware that can sense and respond to the analog world." Students will learn the basics of physical computing using Arduino and C++ programming. This course utilizes curriculum from the Carnegie Mellon Robotics Academy. Students are eligible to earn micro-credentials from Carnegie Mellon.





Physical Education Courses



Physical Education 6 – MS1604

Grade Level: 6

Year-long course

Physical Education 6 develops students' physical literacy, fitness, and social skills, aligned with the SHAPE America standards. Units include net games, striking and fielding, invasion games, self-expression through movement, swimming, track and field, and a student-designed passion project. Students build fundamental movement skills, learn basic fitness concepts, and practice respect, teamwork, and fair play. Throughout the year, students reflect on their progress and set personal goals.

COMPREHENSIVE SEXUALITY EDUCATION UNIT

In Grade 6, sessions focus on topics including:

- Self-knowledge, self-acceptance, and body image
- Personal values and how they guide everyday decisions
- The physical and emotional changes of puberty, and common myths about them
- Human reproduction, focusing on pregnancy and how a baby develops
- Friendship, family relationships and where to find support
- Recognizing harmful situations and knowing which trusted adults to turn to
- Safe and responsible use of social media

Physical Education 7 – MS1605

Grade Level: 7

Year-long course

Physical Education 7 builds on Grade 6, aligned with the SHAPE America standards. Units include net games, striking and fielding, invasion games, self-expression through movement, swimming, track and field, and a passion project. Students apply movement skills with greater control and consistency, use fitness concepts to improve their performance, and strengthen collaboration and communication during team activities. Students continue to reflect on their growth and set personal goals.

COMPREHENSIVE SEXUALITY EDUCATION UNIT

In Grade 7, sessions focus on topics including:

- Self-knowledge, self-acceptance and body image
- Personal values and how they guide everyday decisions
- The physical and emotional changes of puberty, and common myths about them
- Human reproduction, focusing on pregnancy and how a baby develops
- Friendship, family relationships and where to find support
- Recognizing harmful situations and knowing which trusted adults to turn to
- Safe and responsible use of social media

Physical Education 8 – MS1606

Grade Level: 8

Year-long course

Physical Education 8 builds on Grades 6 and 7, aligned with the SHAPE America standards. Units include net games, striking and fielding, invasion games, self-expression through movement, swimming, track and field, and a passion project. Students apply skills independently in more complex game situations, make strategic decisions, and take on leadership roles within teams. The course prepares students for lifelong wellness and physical education in Grades 9–12.

COMPREHENSIVE SEXUALITY EDUCATION UNIT

In Grade 8, sessions focus on topics including:

- Changes during adolescence and personal values
- Clear and respectful communication, including setting boundaries
- Healthy relationships and consent
- Safe and responsible use of social media
- Reproductive and sexual health
- Knowing where to find help and support at school and in Panama

Physical Education 9 – 2721

Grade Level: 9

Prerequisite: None

Year-long course, 1 credit

This course provides ISP students with the opportunity to participate actively in a wide variety of physical activities that lead to the application of fundamental skills, sport specific skills, fitness skills, and lifelong skills.

Physical Education students will be challenged to develop as independent learners through a variety of experiences, whilst continuing to develop their own individual identity. Students will continue to develop and refine their movement skills as well as learn to apply tactics and strategies necessary to actively participate in more complex physical activities.

Students will also be challenged to undertake a variety of performance, officiating and leadership roles. The course is designed to raise the awareness of what constitutes a healthy, active lifestyle.

This will provide students with the necessary information to support them in their own fitness and training outside of the classroom as well as the ability to critically analyze their personal health choices.

COMPREHENSIVE SEXUALITY EDUCATION UNIT

In Grade 9, sessions focus on topics including:

- Self-esteem, personal values, and decision-making
- Healthy relationships and consent
- Safe and responsible use of social media, including protecting personal data
- Reproductive and sexual health, including prevention
- The responsibilities of parenthood
- Knowing where to find help and support at school and in Panama

Physical Education 10–12 – 2722

Grade Level: 10–12

**Prerequisite: Physical Education
9 or equivalent**

Year-long course, 1.0 credit

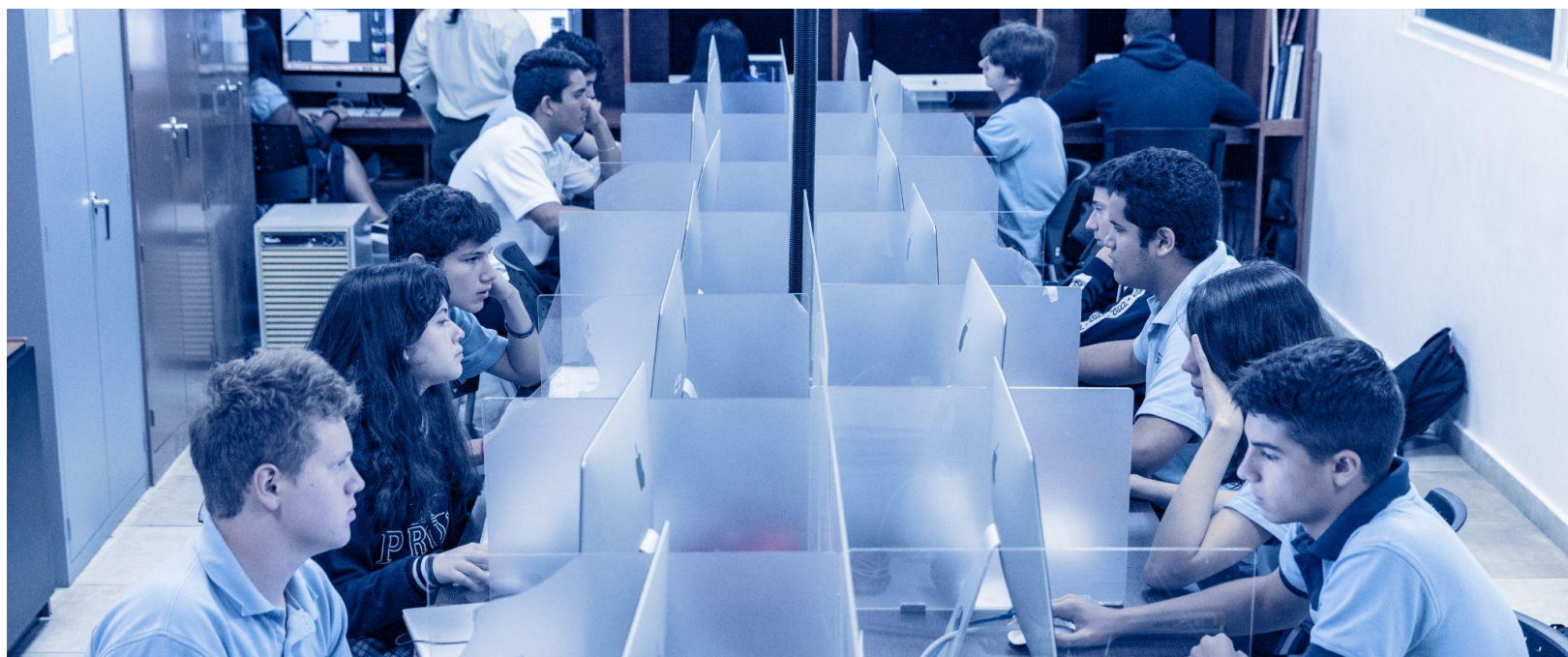
Our key goal is to support the students to understand the relationship between physical activity and health. In addition, to the awareness and appreciation of a lifelong need to be active. Throughout the semester students will learn about the importance of physical fitness, their general well-being and its implications in modern societies. Students will use their knowledge acquired in previous years and refine it to be able create and follow individualized goals. Students will also challenge themselves to take responsibility for completing engaging assignments, working with different teams and assuming leadership roles. The course is distributed in three weeks long units to develop specific indoor and outdoor activities. Outdoor activities include; lacrosse, swimming, football. Indoor activities include; handball, badminton and volleyball.



Global Online Academy

Students in Grades 10–12 have the opportunity to take a GOA online class in place of a school based elective. [Please click here](#) to see the full catalog of Global Online Academy courses and speak to your counselor if you wish to consider this option. These are fully online asynchronous courses, taken in cohort with other independent school students around the world and are accredited by NEASC. Students may take one course through GOA per semester. GOA classes are scheduled during one block in the student's schedule to provide time at school work on course requirements, however additional time may be required outside of the school day. GOA classes are very rigorous and require a high level of self-management skills.

Note: In order to enroll in a GOA class, students and parents will be required to sign an agreement that they will fulfill all course requirements. While ISP incurs the costs for GOA, students who drop classes after the first deadline will be required to reimburse the school for 50% of the course cost, and those who drop a class after the final deadline will be responsible for reimbursing the school for the full cost of the course.





Learning Support Courses

Study Skills – 2702

Grade Level: 9–12

Prerequisite: Pre Approval & Documentation required | Teacher referral form | Student Services Team approval

Variable length course: 0.5 credits per semester

Study Skills is designed to support students in content areas outside of the subject specific classroom. Students receive small group and individual consultation to support access across all curriculum. Study Skills aids in the development of personal, fundamental, academic, and learning skills. It aims to empower students through achievable short and long term goals to develop the necessary tools and strategies to become successful in both areas of executive functioning and academics.

EAL English Support – 2701

Grade Level: 6–12

Prerequisite: WIDA Screener | Student Services Team approval | Teacher referral form

Variable length course: 0.5 credits per semester in grades 9–12

EAL English Support is designed for students who are developing their English and need small group or individual instruction to succeed in their classes. Aligned with the WIDA English Language Development Standards, the course builds proficiency in listening, speaking, reading, and writing, with a focus on the academic language students need across subjects. Students practice explaining ideas, describing experiences, and making claims supported by evidence. Results from language assessments and teacher observations inform each student's individual plan, which includes WIDA Can Do Descriptors, Go To Strategies, and accommodations.



Internships

Internships – various codes, see below

Grade Level: 11–12

Prerequisite: see below

Semester-long course, 0.5 credits

Internships are created for students who would like to earn some work experience instead of taking an academic course. Working with an ISP faculty member, students will learn practical and interpersonal skills in a real-world working environment. Students earn 0.5 credit and a grade of Pass/Fail upon successful completion of the semester-long internship experience. Internships are available in the following areas:

2910	Internship – Technology Prerequisite: Tech for Innovation
2911	Internship – Child Development
2912	Internship – Business Management
2916	Internship – Visual & Performing Arts
2917	Internship – Teaching Assistant
2918	Internship – Culinary
2919	Internship – Library
2920	Internship – Counseling

Interested students should consult his/her counselor to discuss their interests, goals, and desired internship experience.



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