



**High School Curriculum Guide
2022 - 2023**

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MISSION

Together we inspire a love of learning, empowering all students with the courage, confidence, creativity and compassion to make their unique contribution in a diverse and dynamic world.

BELIEFS

We believe that...

- Each person has equal intrinsic value, worthy of dignity and respect.
- We are responsible for our choices and their effect on others, the environment and ourselves.
- Being open to new ideas and challenging experiences enriches our lives.
- Mutual respect, trust and caring foster healthy interpersonal relationships.
- Embracing our diversity makes us a stronger community.
- In an interconnected world, our positive contributions to the community and the environment are essential.
- Individuals thrive in a nurturing environment that provides for their physical and emotional safety.

VISION FOR AN AISC LEARNER

At AISC, successful learners are...

Leaders

We show courage by taking action and inspiring others to serve and contribute positively to our interconnected world. Leaders develop a vision, plan appropriately, and work collaboratively to achieve results.

Collaborators

We develop a deeper understanding by listening carefully to others' perspectives and confidently articulating personal viewpoints in the pursuit of common goals.

Innovators

We approach uncertainty with confidence, designing novel solutions in the face of challenges or change. Innovators are creative, resourceful, open-minded and resilient, seeking new perspectives through inquiry, trial, error and feedback.

Explorers

We investigate new interests with curiosity, inquiring with purpose, and seeking deeper understanding and fulfillment through their independent pursuits.

Thinkers

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

Ethical

We show responsibility for our choices and consider their effects on ourselves, others, and the environment. We act on our principles and ideals because we value the dignity of others.

Versatile

We adapt to changing circumstances, balancing our commitments and showing courage as we take on new challenges. We seek new opportunities for learning, growth, and renewal.

Empathetic

We appreciate our own cultures and personal histories while respecting the values and traditions of others, believing each person has equal intrinsic value. We are sensitive to the needs of others and show compassion by making positive contributions to our local and global communities and the environment.

Resilient

We demonstrate ongoing commitment to our endeavors by learning from our successes and failures in the positive pursuit of our objectives, goals, aspirations, and dreams. We practice patience and persistence in all situations, especially when they are challenging or uncomfortable.

Reflective

We pause to think about our goals, learning, and growth in order to develop and sustain our creativity and lifelong learning. We review and examine our own ideas and experiences in relation to the world and consider our interdependence and impact on others.

ABOUT THE HIGH SCHOOL

The curriculum of the AISC High School has its foundations in the liberal arts approach to education, which offers students the opportunity to explore and learn in all of the academic disciplines. We seek to educate the whole child and encourage participation in extracurricular activities such as team and individual sports, visual and performing arts and community service. Our students learn responsible citizenship by actively participating in the governance of the school.

In High School, our goal is to assure that our students are well prepared for success in post-secondary education and beyond. We seek to do this by:

- Presenting a challenging program of instruction leading to an American High School Diploma.
- Providing a learning environment in which students explore, question, evaluate and analyze information and ideas through active participation and collaboration.
- Offering a balanced course of study in English language and literature, a second language, social studies, science, mathematics, fine and performing arts, design and information technology, physical education and health.
- Offering elective courses, online courses, personalized academic learning and extracurricular activities to allow students to pursue their interests.
- Encouraging students to develop an awareness and understanding of global issues and prepare for their roles as responsible global citizens.
- Ensuring that the school environment provides for the cognitive, emotional, social, aesthetic and physical development of our students.
- Offering the option of earning advanced standing in college through the International Baccalaureate Diploma Program and/or Advanced Placement courses.

GRADUATION REQUIREMENTS

All High School students are required to pursue the AISC diploma which is earned by meeting the graduation requirements. The purpose in establishing these graduation requirements is to ensure that AISC students are well prepared for post-secondary education and to lead fulfilling, productive lives.

In order to receive a High School Diploma from American International School Chennai, each student must earn a minimum number of credits while in Grades 9 through 12. Students earn one half credit for each semester of study that is

successfully completed. To earn the High School Diploma, these credits must be distributed among the subject areas as follows:

English	4 credits
World Language	2 credits*
Social Studies	3 credits
Science	3 credits
Mathematics	3 credits
Fine Arts	2 credits
Physical Education	1.5 credits
Health	0.5 credit
Elective Courses	5 credits
Discovery	0.25 credit/year at AISC
Total	25 credits

* World Language must be taken at AISC in either French or Spanish and two consecutive years of the same language must be completed to meet this graduation requirement. Students can also fulfill this requirement by taking two consecutive years of English for Academic Purposes (EAP) should they qualify for the course.

In addition to the AISC High School Diploma, students may earn an International Baccalaureate Diploma by meeting the requirements established by the International Baccalaureate Organization (UK). Students may also earn AP Scholar recognition from the College Board (US) by taking a minimum number of AP tests and meeting score requirements established by the AP/College Board. Students interested in the IB Diploma and/or AP courses should talk with their counselor and/or the IB/AP Coordinator.

Discovery Credit

Students will reflect on their experiences throughout the year through the lens of the AISC Vision for a Learner. Active participation in all the Discovery Programs, Discover India, Discovery Days and Discovery Crew is required to earn Discovery Credit.

Time and support will be given by a faculty mentor during bi-monthly meetings with a Discover India/Discovery Crew group.

Maximum Age

A student must complete the requirements for graduation before their 21st birthday.

Residence

A student who intends to graduate from AISC must be in attendance for the entire final academic year.

Exceptions

The Administration may, at its sole discretion, waive a particular graduation requirement in case of exceptional circumstances. Such circumstances may include but are not limited to the following:

- physical disabilities
- documented learning difficulties
- a required class not being offered during the student's year(s) of enrollment
- master-scheduling conflicts
- difficulty in meeting the requirements for graduation due to differences in the student's previous school program

Grade Placement

Students who enter AISC from another school will be placed in classes on the basis of official records from the previous school and placement assessments that may be given prior to admission at AISC. Students already attending AISC will be promoted to the next grade level as per their performance in AISC classes. The following guidelines will apply:

- A student will be placed in the 10th Grade if they have completed one year of high school at an accredited institution and have earned a minimum of one credit each in English, social studies, science and mathematics.
- A student will be placed in the 11th Grade if they have completed two years of high school at an accredited institution and have earned a minimum of two credits each in English, social studies, science and mathematics and one credit in physical education.
- A student will be placed in the 12th Grade if they have completed three years of high school at an accredited institution and have earned a minimum of three credits in English, two credits each in social studies, science and mathematics and one credit each in world language and physical education.

Final decisions on grade placement and class standing will be made by the Principal.

Minimum Course Enrollment

Students in Grade 9 are required to enroll in a minimum of seven courses and 9th Grade Seminar in Fall semester and in a minimum of seven courses in Spring semester. Students in Grades 10, 11 and 12 must enroll in a minimum of seven courses each semester. Seniors can request an additional free block in one of their semesters, for a total of 1.5 free semesters. Seniors who have an exceptionally difficult course load can appeal to the High School Principal to enroll in only six classes for the year.

As a college preparatory English medium school, AISC expects all students to enroll in a minimum of five core academic courses each semester, including at least one half credit of English. An exception to this may occur when the two semester English courses available to the student occur only in one semester.

Students opting for online or academic personalized learning may do so for elective credit and may not take more than two of such courses each semester. APL and Passion projects may earn core academic credit in specific cases, as approved by the Personalized Learning Coordinator, Counselor and Principal.

Repeating Courses

Certain courses may be repeated for credit only if noted in the course description. Students will not be allowed to repeat other courses without the approval of the department chairperson, the Counselor and the Principal. In these cases, the transcript will reflect both grades.

Audit

In specific circumstances such as late enrollment, a student may audit a course, which means that they attend the class as a regular student but receive no credit.

Schedule Changes

Students will have an opportunity to make schedule changes at various times in the year. Kindly refer to the Student Handbook, in the “ACADEMICS” section, for details.

TYPICAL COLLEGE ENTRANCE REQUIREMENTS

It is important for students to begin their college planning early in their high school career. Since each college establishes its own particular requirements, it is important to follow the suggestions given in the catalogs of the colleges being considered. The school counselor is available to assist students in planning their college preparatory programs.

Subject	AISC Graduation Requirements	Recommendation of Selective Colleges
English	4 years	4 years
Social Studies	3 years	4 years
Math	3 Years	4 years
Science	3 years	4 years
World Language	2 Years (same language)	4 years
Fine Arts	2 Years	2 years (more if specializing in arts)

Selective colleges expect capable students to go beyond the minimum requirements and take challenging courses commensurate with their abilities and interests. Colleges also consider a student's involvement in extracurricular activities and other electives such as athletics, fine arts, student leadership and community service when making admissions decisions.

DISCOVERY PROGRAM

THE DISCOVERY PROGRAM is where the Vision of an AISC Learner, AISC's definition of International Mindedness, and the AISC's Wellbeing framework intersect. The program provides students a space outside of an academic class to practice self awareness and self management while developing healthy habits and positive relationships. Through teacher and peer mentorship, experiential learning, curiosity and reflection, students will tap into strengths, explore areas for growth, and expand connections to the wider community.

During the weekly time, students will meet either in full school assemblies, Discover India groups, or Discovery Crews.

DISCOVER INDIA

Each year the High School augments the learning experiences on campus by offering our students an opportunity to explore India. Each year small groups of students and faculty members travel to various locations in India to explore different facets of Indian culture and geography. We believe that such a program provides our students

with unique cultural, personal, interpersonal and environmental experiences not available on the AISC campus, and from which our students will learn, reflect and grow as individuals.

Our Discover India goals are fivefold:

- Provide exposure to India in order to nurture a better understanding and appreciation of Indian culture, geography, and people.
- Strengthen the bonds of community among our High School students and faculty, as well as foster the development of an understanding of interdependence and shared responsibility.
- Foster attitudes of responsible global citizenship by involving students in environmental stewardship and service learning projects throughout India.
- Provide students and faculty members with opportunities for reflection, creative expression, self awareness, and self-reliance.
- Provide students and faculty members with opportunities to develop new interests and aspirations.

These experiences take place early in the school year to encourage the development of positive relationships among new and returning students. We provide a range of experiences in an attempt to meet a wide range of interests. Attendance on a Discover India trip is mandatory. Days missed from Discover India will count as regular A Day or B Day absences. More information about Discover India can be found on the High School's Discovery program [webpage](#).

DISCOVERY CREW

Discovery Crew is the HS Advisory program, a place in which students connect with one HS faculty member and each other to foster positive, trusting relationships in a non-academic setting. Crew lessons are themed around one of the Wellbeing Framework components, prompting student discussions and reflections related to academics, self-advocacy, social identities, self-understandings, and meaningful collaborations.

EXTERNAL EXAMINATION PROGRAMS

Advanced Course Programs

INTERNATIONAL BACCALAUREATE



ADVANCED PLACEMENT



IB Diploma Program



The International Baccalaureate Diploma Program (IBDP) is a pre-university course of study designed for students in their last two years of secondary school.

The IB Diploma curriculum can be administered in any country and is recognized by universities worldwide. Most colleges and universities in the United States, as well as colleges and universities in more than 60 countries have an IB recognition policy granting incoming students credit or advanced standing on the basis of their IB results.

The IB Mission Statement

“The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

IB Learner Profile

The attributes of the learner profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the IBDP and, therefore, the culture and ethos of all IB World Schools. IB programs promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

IB Learners strive to be:

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective

IB Diploma Requirements

IB Diploma Program students must choose six courses to take--one subject from each of five Groups: Group 1-Studies in Language and Literature (English); Group 2-Acquired Language (World Language); Group 3-Individuals and Societies (Social Studies), Group 4-Sciences; and Group 5-Mathematics. Students may choose either a Group 6: the Arts (visual arts or theater), or a second subject from Groups 1 through 5 for their sixth course.

At least three and not more than four subjects are taken at higher level, while the other subjects are taken at standard level. The distinction between SL and HL classes lies in the depth and breadth of the syllabus coverage, the number of assessments, the assessment criteria and the workload. Higher level subjects are typically extensions of the standard level subjects, with topics explored in greater depth and/or more topics explored. However, the rigor of the assessments is generally the same.

In all IB subjects, students are assessed both internally by an AISC teacher using IB guidelines and criteria and externally by outside examiners. External assessment may be in the form of an essay or an examination. Internal assessments may be in the form of a written task, a commentary, an experiment, an oral presentation or performance, a recital or an exhibition.

In addition to disciplinary and interdisciplinary study, the Diploma Program features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills: the Extended Essay, Theory of Knowledge, and Creativity, Activity and Service.

The Extended Essay (EE) of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest, usually in one of the student's six DP subjects, and immerses them in the independent research and writing skills expected at university. It is intended to promote high-level research and writing skills, intellectual

discovery and creativity - demanding approximately 40 hours of work. It provides students with an opportunity to engage in personal research on a topic of their choice, under the guidance of an AISC supervisor. This leads to a formally structured paper of no more than 4,000 words, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the specific subject the student selects. EE students complete periodic formal reflections on their research and writing process, including the viva voce, which summarizes their learning experience.

The interdisciplinary Theory of Knowledge (TOK) course is designed to develop a coherent approach to learning, knowledge and understanding that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The Theory of Knowledge course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound. Theory of Knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of what they encounter. Its core content focuses on questions such as the following:

- What do we know?
- How do we know it?
- What counts as knowledge?
- How does it grow?
- What are its limits?
- Who owns knowledge?
- What is the value of knowledge?
- What are the implications of having, or not having, knowledge?

TOK activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Theory of Knowledge directly connects to all other DP subjects and will be encountered in CAS and with the extended essay.

Creativity, Activity, Service (CAS) is at the heart of the Diploma Program, involving students in a range of activities that take place alongside their academic studies throughout the IB Diploma Program. The component's three strands, often interwoven with particular activities, are characterized as follows:

- Creativity - arts and other experiences that involve creative thinking

- Activity - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Program
- Service - an unpaid and voluntary exchange that has a learning benefit for the student

Creativity, activity, service encourages students to be involved in activities as individuals and as part of a team that take place in local, national and international contexts. Creativity, activity, service enables students to enhance their personal and interpersonal development as well as their social and civic development, through experiential learning, lending an important counterbalance to the academic pressures of the rest of the IB Diploma Program. It should be both challenging and enjoyable - a personal journey of self-discovery that recognizes each student's individual starting point.

Activities should provide:

- real, purpose-driven experiences, with significant outcomes
- personal challenge - tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress and reporting reflection on outcomes and personal learning

The IB Diploma at AISC

AISC practices a policy of open enrollment in the IB Diploma Program. Any student in Grade 11 or 12 is allowed to enroll in the IB Diploma Program, provided s/he has successfully completed the prerequisite courses and achieved the minimum grade requirements.

Students in Grades 10-12 may also enroll in individual IB courses if they meet the necessary prerequisites. However, students in Grade 10 cannot apply these courses to an IB Diploma Program. Only courses taken in the last two years of high school will apply to the IB Diploma requirements. Students must attend IB classes in order to take the IB examinations.

It is essential that students and their parents clearly understand the differences between the course selections that lead to the AISC diploma and those that lead to the IB Diploma in order to best meet the needs of the individual student. Students wishing to pursue the International Baccalaureate Diploma must coordinate their academic plans with the IB coordinator and the counselor to ensure that additional requirements for the diploma can be met in a timely fashion. Specifically, students and their families should discuss their Mathematics and World Language pathways with their counselor in 9th and 10th grade, as choices made in 9th and 10th grade in these subjects may impact their choices in the IB Diploma program.

For further information regarding the IB Diploma Program, please contact the IB Coordinator (mail to: ibapcoordinator@aischennai.org) or refer to the High School website (www.aischennai.org). Additional information can also be obtained at the official IBO website (ibo.org).

IB Course Offerings at AISC

Group 1: Studies in Language & Literature

English A Language and Literature SL & HL
School supported self-taught language A*

Group 2: Language Acquisition

French ab initio SL**
French B HL & SL
Spanish ab initio SL**
Spanish B HL & SL

Group 3: Individuals & Society

Economics HL & SL
Psychology HL & SL

Group 4: Experimental Sciences

Biology HL & SL
Chemistry HL & SL
Physics HL & SL
Computer Science SL

Group 5: Mathematics

Mathematics Analysis and Approaches HL & SL

Group 6: The Arts

Visual Arts HL & SL
Theatre HL & SL

The Core

Extended Essay, Theory of Knowledge and Creativity, Activity, Service

Notes: Language A – a language course in the first language.

Language ab initio – a language course for students with little (none in High School) or no prior experience in the language. **offered online if enrollment 6 or lower.

Language B – a language course for students with 2-4 years of prior experience in the language.

*School supported self-taught Language A – A self-taught language is one for which the student studies her/his native language (other than English) supported and paid for by their family, with some support from AISC. Self-taught language students work with an IB-trained tutor, provided by the family, to move through the IB Language A Literature SL curriculum. AISC provides necessary support to register the student and provide for and upload all assessments, but does not assume any teaching or tutoring responsibility. A school-supported, self-taught language meets the requirements for Group 2. Students completing English A and a school-supported self-taught language Literature A SL will receive a bilingual IB diploma. AISC students have self-studied Turkish, French, Korean and German in the past five years

** ab initio language will be offered online with [Pamoja](#) if enrollment is below 7.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program (AP), administered by the College Board (US) is a collaborative effort between motivated students, dedicated teachers and committed high schools, colleges, and universities. The AP is designed to offer high school students a course experience equivalent to an introductory-level US university course. Since its inception in 1955, this program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement while still in high school.

A committee of college faculty and master AP teachers designs each AP course to cover the information, skills, and assignments found in the corresponding college course.

More information about the AP Program is available at AP Central, the College Board's online home (apstudents.collegeboard.org). Students can find more information at the AP student site.

AP Exams

Each one-year AP course has a corresponding exam that participating schools (such as AISC) administer in May. AP exams contain multiple-choice questions and a free-response section (either essay or problem solving).

Because the College Board is committed to providing access to AP Exams for home-schooled students and students whose schools do not offer AP courses that students

would like to sit for, it does not require students to take an AP course prior to taking an AP Exam. An AISC HS student can self-study for an AP exam, and AISC will offer this exam if requested. Note: AISC does not offer access to AP testing for non-AISC students.

AISC offers between 9 and 11 AP courses per year, depending on rotation and requests:

AP Course Offerings at AISC (offered in 2022-23 if in bold):

- English Language and Composition (alternating years)
- **English Literature and Composition** (alternating years)
- **Spanish Language and Culture**
- Economics (Micro and Macro) (alternating years)
- Human Geography (alternating years)
- **World History: Modern** (alternating years)
- **Psychology** (alternating years)
- **Biology** (alternating years)
- Chemistry (alternating years)
- **Physics 1 / Physics C (Mechanics)****
- **Calculus AB/BC**
- **Statistics**
- **Computer Science A**

**both are taught in the same class in 2022-2023 but from 2023-2024 only the Physics 1 course will be offered.

Students can earn College Board recognition including AP Scholar, AP Scholar with Honors, AP Scholar with Distinction and AP International Scholar by earning scores of 3 or higher on three, four or five or more total AP Exams, based on the exam criteria requirements listed at the College Board's AP Scholar Awards page.

GUIDELINES FOR STUDENTS IN IB AND AP CLASSES

IB and AP courses are designed to be demanding, college-level courses. Students who are interested in taking advantage of the IB or AP programs being offered at AISC should review the following guidelines to assist them in the decision-making process.

- Students must meet the prescribed prerequisites in order to ensure that they possess the appropriate skills to meet the demands of the course. In courses in which there is a prerequisite score, students are expected to reach or

maintain that score by the end of the second semester of that prerequisite course.

- Students are only allowed to request a course if they have reached the prerequisite score in the first semester. If a student reaches the prerequisite score only at the end of the second semester they will only be allowed to request the course at that time, provided the course is not full.
- It is important for a student to have well-developed reading, writing and critical thinking skills in order to be successful in IB and AP courses.
- Learning habits: Preparedness, initiative and resilience and collaboration are key components of success in IB and AP courses. Students need to be able to manage their time effectively, collaborate on challenging activities and should show a willingness to take risks and seek assistance from peers and teachers when necessary.
- Colleges and universities expect to receive results from IB or AP examinations taken by students who have advanced coursework on their transcript. Thus, students enrolling in an AP or IB course must take the external exam in May. If a student does not meet requirements for effort and assignment completion, and/or does not prepare for and give full effort on their AP or IB assessments, they will not earn AP or IB designation on their transcript.
- To maintain a proper balance between school work and outside activities, students will be limited to taking no more than three IB Higher Level or three AP courses per year. Students who wish to take more than this number of IB HL or AP courses must complete an [Academic Waiver](#) form.
- Students who enroll in IB or AP classes must complete all internal assessments and sit for all external assessments scheduled for the course in May. There is no AISC Final Exam for AP and IB courses.

Fees for the IB or AP examinations are charged in addition to tuition and other school fees. Parents will be notified of these fees well in advance of the examinations. These fees must be paid in full to the school before the student will be allowed to take the exams.

COURSE DESCRIPTIONS

The purpose of this Guide is to acquaint students with the courses at AISC and to enable them to wisely plan an individualized program that also incorporates specific requirements.

The following pages contain descriptions of courses offered in Grades 9-12. Before selecting a course, students should learn as much about it as they can about

objectives, requirements, prerequisites (if any), credits, etc. Students should use this Guide to help answer these important questions while determining their four-year plan.

- Are the courses I am choosing appropriate to my abilities, interests and career interests?
- Will I meet the credit requirements for graduation by the end of my senior year?
- Will the courses I am taking help me to meet the entrance requirements for the specific colleges and universities I wish to attend?
- Is my program for the next year appropriately challenging for me?
- Have I chosen a course of study that will allow me to balance my time between classes and extracurricular activities?

Students are encouraged to discuss any questions they might have about these courses with their teachers.

While every attempt will be made to offer all the courses listed in the Curriculum Guide, please note that courses with insufficient enrollment may not be offered or may be offered concurrently with another course. Students and families will be made aware of any courses that will not be offered due to insufficient enrollment in May.

Due to the nature of the IB Diploma Program requirements it may be necessary to prioritize the scheduling of IB diploma candidates for IB classes.

ENGLISH

The English Department at AISC is dedicated to providing a program that emphasizes inquiry, creativity, reflection and analysis. We encourage students to interpret literature based on their own detailed analysis of texts and their understanding of human nature, and to defend their interpretations with confidence. To achieve this goal, we:

- encourage students to engage with literature using compassion and thoughtfulness
- develop a spirit of inquiry to enhance students' critical thinking skills
- promote creative expression
- deepen students' awareness of the credibility and usefulness of sources
- encourage the continuous development of written and oral expression

Our hope is that the English courses allow students to become compassionate global citizens with the courage and creativity to express themselves with confidence.

The English curriculum focuses on the areas of reading, writing, speaking, and listening. Each area will be assessed in every course in various ways, and skills will be revisited and refined over the course of the four-year program.

All students must take an English class for every semester they attend AISC, earning a total of four English credits. All 9th graders must take Critical Thinking in Reading and Writing 1 while 10th graders must take Critical Thinking in Reading and Writing 2. Upperclassmen may choose to take any of the following courses in their junior and senior years: AP Language and Composition (a year-long course), AP Literature and Composition, IB English Language and Literature (a two-year-long course), or Electives (all semester-long courses).

Critical Thinking in Reading and Writing 1 - English 9

<i>Prerequisite</i>	<i>Successful completion of English 8, or the equivalent.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Critical Thinking in Reading and Writing 1 provides a foundation for students to expand their critical thinking in a variety of reading, writing and speaking opportunities. One primary goal is for students to recognize, describe, and then evaluate how a writer's choices of language, style, and form work together as a way to communicate purposefully to a specific audience. Another primary goal is for students to successfully produce cohesive and well-organized texts reflecting their own strong choices related to language, style and form. Students will study and respond to literature, both fiction and nonfiction, as well as visual texts. Using these, students will become more skilled at literary analysis, understanding multiple perspectives, and constructing arguments, all necessary to become articulate, internationally-minded critical thinkers in the higher level English classes. The Critical Thinking in Reading and Writing 1 curriculum is based on the English Language Arts Core Curriculum Content Standards. Students will consistently expand skill and content understanding through formative learning activities, while their progress will be measured through appropriate summative assessments in a variety of forms, including discussions, oral presentations, and writing, including a major multi-sourced research argument.

Critical Thinking in Reading and Writing 2 - English 10

<i>Prerequisite</i>	<i>Successful completion of Critical Thinking in Reading and Writing 1, or the equivalent.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The Critical Thinking in Reading and Writing 2 course is a literature based, integrated language arts program that provides continued opportunities to develop analytical skills involved in writing and speaking. Participants also will develop an understanding of the techniques involved in literary criticism, furthering their ability to recognize, describe, and then evaluate how a writer's choices of language, style, and form communicate purposefully to a specific audience. Additionally, students continue to work towards successfully producing texts reflecting their own choices related to language, style and form. Through the comparative analysis of literature from various times and cultures, students develop an appreciation for multiple perspectives and a deeper respect for literary traditions. This course focuses on the fundamentals of detailed study and independent interpretation of text, exposing students to a broad range of writing styles and other literary mediums. The course content and learning opportunities prepare students for the rigorous options offered to upperclassmen. The Critical Thinking in Reading and Writing 2 curriculum is based on the English Language Arts Core Curriculum Content Standards. Students will consistently expand skill and content understanding through formative learning activities, while their progress will be measured through appropriate summative assessments in a variety of forms, including discussions, oral presentations, and writing.

AP Literature and Composition (offered 2022-2023)

<i>Prerequisite</i>	<i>Successful completion of Critical Thinking in Reading and Writing 2.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The AP course in Literature and Composition engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students will deepen their understanding of the techniques writers employ to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. This course is alternated every other year with AP Language and Composition. At the end of this course students will be expected to take the exam in AP Literature and Composition.

AP Language and Composition (offered alternating years offered 2023-2024)

<i>Prerequisite</i>	<i>Successful completion of Critical Thinking in Reading and Writing 2.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The AP Language and Composition course is structured so that all students “become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes” (College Board, "AP English Course Description", 2014, p. 2). The course is organized according to the requirements and guidelines of the 2015 AP English Course Description. Students will comprehend, analyze and synthesize a wide variety of historical, journalistic, artistic, photographic, economic, and scientific texts. Formative learning activities will strengthen students' critical thinking, cultural understandings, and understanding and identification of rhetorical strategies, while summative assessments will measure the key skills to read analytically; write successful arguments, expositions, and analyses; create multi-stage drafts, and strengthen teacher writing skills with feedback. Released AP essay prompts and multiple choice questions will be a foundation in both formative and summative assessments. This course is alternated every other year with AP Literature and Composition. At the end of this course all students will be prepared and required to take the exam in AP Language and Composition.

IB English A1 Language & Literature HL/SL

<i>Prerequisite</i>	<i>Successful completion of Critical Thinking in Reading and Writing 2.</i>
<i>Duration</i>	<i>2 years</i>
<i>Units of Credit</i>	<i>2</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

This course is intended to provide Grade 11 and Grade 12 students a challenging course which will prepare them for further academic studies and growth beyond academia. IB Language and Literature SL and HL is designed to support student creation of comprehensive and sophisticated answers to the questions, What is literature? What is language? What is culture? How and where do these concepts intersect? By expanding their reading comprehension and analysis skills as well as their writing, viewing and speaking skills, students will meet four assessment objectives: knowledge & understanding; application & analysis; synthesis & evaluation; and selection and use of appropriate presentation and language skills. The IB Program considers this a “Group 1” course, designed for students who, because they speak English outside of school, desire mastery of the language, and skill in analysis of text and image. Higher (HL) and Standard (SL) levels are distinguished by the number of texts read, the number of assessments, and time allotted to complete assessments. The course’s broad scope will require the study of a wide range of genres from a variety of time periods and regions, including both traditional and nontraditional forms of texts. At the end of this course students will be prepared and required to take the exam in IB English A Language and Literature at Standard level or Higher level.

Public Speaking (offered alternating years; offered in 2022-23)

<i>Prerequisite</i>	<i>Successful completion of Critical Thinking, Reading and Writing 2 or the equivalent.</i>
<i>Duration</i>	<i>1 semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

This course is designed to refine students’ speaking skills by providing diverse and authentic speaking opportunities throughout the semester. Students will participate in speaking activities that prepare them to speak in public and small group settings. Emphasis is on research, preparation, delivery and evaluation of informative and argumentative speech, debate, and other formats of speech. Students will be expected to deliver well-prepared speeches with appropriate supporting audio-visual materials and to adapt their speeches to a range of possible audiences, preparing them to speak in college, the workplace, and social settings.

Contemporary Literature (offered alternating years; offered in 2022-23)

<i>Prerequisite</i>	<i>Successful completion of Critical Thinking, Reading and Writing 2 or the equivalent.</i>
<i>Duration</i>	<i>1 semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Contemporary Literature is designed for students to appreciate the complexity and joy of works created in the modern age, assessing how these texts both draw from and push against literary tradition. To advance their skills to comprehend and write critically about texts and contexts, students will read recent works in novel, play and short story form. Close textual analysis will encourage students to investigate how text production and reception are rooted in the complex social and political issues of our time. Beyond the advanced analysis for reading, students will communicate in both written and verbal forms. This course is based on the Common Core Learning Standards, and the formative learning activities support student understanding of concepts while perfecting their communication and critical thinking skills. Summative assessments to measure student progress include academic conversations, oral presentations, text annotations, and written arguments, both comparative and thematic.

Media as Text (offered alternating years; offered in 2022-23)

<i>Prerequisite</i>	<i>Successful completion of Critical Thinking, Reading and Writing 2 or the equivalent.</i>
<i>Duration</i>	<i>1 semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

This course is designed to develop students' awareness of various forms of media and non-literary texts. Students will examine and analyze media forms such as journalism, visual and virtual texts and documentaries and will explore how media influences and constructs social norms. The course objective is to further student engagement with media present in their lives and to develop media literacy skills to help them navigate the world around them. Instruction focuses on media language analysis, discussions, commentary, and creation of various forms of writing associated with media. This course is based on the Common Core Learning Standards, and the formative learning activities support student understanding of concepts while perfecting their communication and critical thinking skills.

Expository Writing (offered alternating years; offered in 2023-24)

<i>Prerequisite</i>	<i>Successful completion of Critical Thinking, Reading and Writing 2 or the equivalent.</i>
<i>Duration</i>	<i>1 semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

This course is designed to introduce students to various forms of composition and expository writing. Students will learn about argument formation and various writing techniques. The course objective is to further prepare students for the expectations of writing they will face in college and in their professional lives. Writing instruction focuses on three primary activities: close reading analysis, making connections between multiple sources, and designing and defending an independent thesis based

on these connections in order to respond to the ideas of others. This course is not intended for students who have taken AP Language and Composition.

Film as Text (offered alternating years; offered in 2023-24)

<i>Prerequisite</i>	<i>Successful completion of Critical Thinking, Reading and Writing 2 or the equivalent.</i>
<i>Duration</i>	<i>1 semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Film as Text is designed as a general introduction to film analysis. Film as Text focuses on four objectives: to familiarize students with film genres, terminology, and techniques; to analyze film through literary modes; to sharpen critical analysis of all aspects of film; and to instill an appreciation of film as a cultural medium and an art form, not just entertainment. The main objective will be to help students develop the analytic tools necessary for understanding how meaning is constructed in narrative cinema. Using examples from classical and contemporary Hollywood cinema as well as films from around the globe, we will introduce vocabularies and techniques used in serious writing about, and the analysis of, narrative cinema. By the end of this course, students will be able to: (1) Develop a deeper understanding of the forces and structures that go into the construction of cinematic meaning; (2) Put analysis into clear argumentative writing; (3) Describe and analyze film using the analytic vocabulary of film studies; (4) Develop a basic understanding of the formal techniques necessary for the production of cinematic narratives; (5) Produce a digital presentation that explores a director's use of mise-en-scene. Students' growth and improvement will be measured against the Core Content Curriculum Standards in the areas of reading, writing, speaking and listening.

Literature: Comparative Genres (offered alternating years; offered in 2023-24)

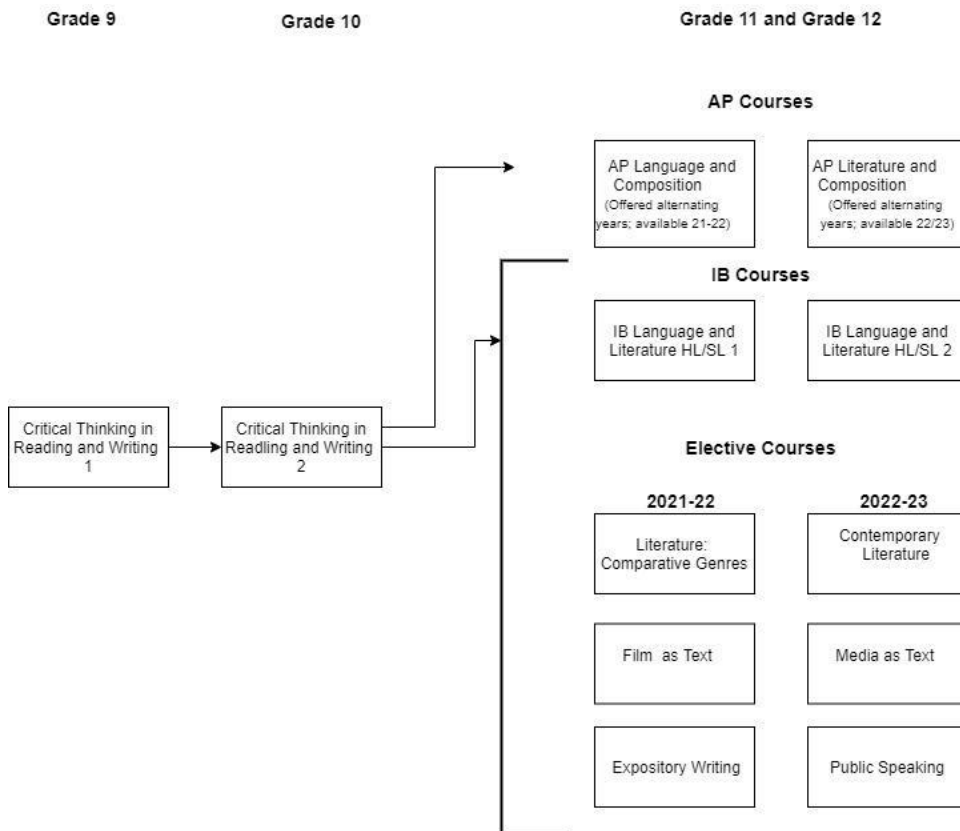
<i>Prerequisite</i>	<i>Successful completion of Critical Thinking, Reading and Writing 2 or the equivalent.</i>
<i>Duration</i>	<i>1 semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The Comparative Genres course is designed for students to appreciate the complexity and joy of a range of literature, and to advance their skills to comprehend and write critically about texts and contexts. The literature selections will draw from drama, poetry, novellas, and short stories from a range of historical periods and global traditions. Close textual analysis will be emphasized for students to explore the artistic, cultural, and sometimes political choices of authors. Students will also compare and contrast the ways literature reflects and critiques society. Beyond the advanced analysis for reading, students will communicate in both written and verbal forms. This course is based on the Common Core Learning Standards, and the formative learning activities support student understanding of concepts while perfecting their communication and critical thinking skills. Summative assessments to measure student progress include academic conversations, oral presentations, text annotations, and written arguments, both comparative and thematic.

Course Sequence Map

**English as an Additional Language (EAL)**

The American International School Chennai is proud to host a large population of students from diverse countries, cultures and language backgrounds. The High School's EAL department is committed to supporting our English Language Learners (ELLs) in their English language acquisition and academic language skills development.

In the High school, the EAL department works in a number of ways to differentiate inclusive language support for all our ELLs. The EAL specialists work directly with teachers to develop strategies and scaffolds that develop students' academic English communication skills as well as the technical language and structures required for academic success within the specific content areas. EAL specialists also work directly with groups and individual students both in and outside the classroom through communication skills, feedback, coaching and support across the content areas. This

broad range of language support ensures students' have multiple opportunities to develop their English language skills as well as demonstrate mastery of content.

In addition, The EAL department offers an 'English for Academic Purposes' (EAP) course which is designed to give students explicit knowledge of the different types of academic English used across the AISC high school curriculum. This course is available to ELLs in the 'intermediate' range of their English language proficiency as measured by the WIDA MODEL (Measure of Developing English Language) test, which is administered to all new students for whom English is not their first language.

The EAL department's primary goal is to support student's English development for academic and social success while encouraging the continued growth of the home language and maintaining cultural identity. We value all students as members of our diverse, multilingual learning community.

EAL Admissions Procedures

In order to ensure their success in a demanding academic environment, ELLs are accepted in Grades 9 through 12 depending on their level of academic English and their academic school records. Grade 9 and 10 applicants should demonstrate English language proficiency at the intermediate level or above in order to be considered for admission. In order for the students to be adequately prepared for the academic rigor of the 11th and 12th Grades, students should be working independently of ongoing EAL support.

The school will take into consideration a range of criteria to determine appropriate placement for an applicant in Grades 9 to 12, including the following:

- the application;
- school records (transcripts and/or report cards);
- letters of recommendation;
- personal interview with parents/students;
- English language proficiency assessment.

The English language proficiency assessment is generally administered at AISC. In case an applicant cannot come to AISC, a standardized test and/or interview may be sent to the student's present school or may be conducted online.

English for Academic Purposes (EAP)

<i>Prerequisite</i>	<i>EAL department recommendation .</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The Secondary English for Academic Purposes (EAP) course is designed to give students explicit knowledge of the different types of academic English structures used across the AISC high school curriculum.

The EAP curriculum aims to develop in students an understanding of how language is used to make meaning including how texts are structured and organised and which language features and vocabulary are appropriate according to purpose and audience. Students will practice producing these structures in their spoken and written communication using the appropriate grammar, punctuation and vocabulary. Students will also practice and develop strategies for thinking and transfer when engaged in academic reading and listening tasks. Each EAP unit of work is designed using the California English Language Development Standards, aligned with the Common Core Curriculum.

The EAP course ensures students develop the language skills and confidence to contribute actively to class and group discussions in their content classes. The EAP course also acknowledges that students' home languages and cultures are resources for students to draw upon in order to build proficiency in English.

World Language

The goal of the AISC World Language Department is to empower students to become versatile, empathetic collaborators who will be proficient communicators in more than one language. The AISC World Language Department is guided by the American Council on the Teaching of Foreign Languages (ACTFL) Standards. The program cultivates effective use of the target language by providing students with an immersive classroom environment and authentic materials. Language learning throughout the program occurs through meaningful, contextually based interactions. Moreover, teachers encourage students to connect to other cultures and value international-mindedness. The AISC World Language Department believes that both language educators and their students should use the target language to communicate in the classroom, ideally 90% of the time at all levels of language courses.

Students throughout the Grade 3-12 World Language Department Program courses will:

- develop communication skills so that they can express themselves confidently, effectively and creatively (orally and in writing) in more than one language;

- develop interpersonal, interpretive, and presentational skills;
- develop cognitive and critical thinking skills;
- make connections and comparisons between different languages and cultures;
- be exposed to and learn to accept different perspectives.

TABLE OF ACTFL LEVELS

Novice Mid - I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

Novice High - I can communicate and exchange information about familiar topics using phrases and simple sentences. I can usually handle short social interactions by asking and answering simple questions.

Intermediate Low - I can interact with others to meet my basic needs in familiar situations. I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.

Intermediate Mid - I can exchange information in conversations on familiar topics and some researched topics. I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

Intermediate High - I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, explain preferences, opinions, and emotions and provide advice using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

French 1

<i>Prerequisite</i>	<i>No previous language experience required.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

In the French Level 1 course, students develop basic oral and written communication skills in simple daily situations. Reading, writing, speaking, and listening skills are developed through activities such as role-play, interviews, written projects and presentations. French is the language of instruction and communication in this class. Various cultural aspects of Francophone countries are covered within the units of study. Meeting the learning standards is based on achieving a **Novice-High** level of proficiency in Interpersonal Speaking and Writing, Interpretive Listening and Reading, and Presentational Speaking and Writing modes. This course is offered to beginners in the language as well as to students with some prior experience in the language who need more time to develop Level 1 skills.

French 2

<i>Prerequisite</i>	<i>Completion of HS French 1, or the equivalent.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

In the French Level 2 courses, students begin to move towards creating with language with more facility by continuing to develop communication skills in all three modalities: Interpretive Communication, Interpersonal Communication, Presentational Communication. French is the language of instruction and communication in this class. Students explore new aspects of the target culture and make connections with different areas of their studies. Meeting the learning standards is based on achieving a **Intermediate-Low** level of proficiency in Interpersonal Speaking and Writing, Interpretive Listening and Reading, and Presentational Speaking and Writing modes. This course is offered to students who have completed Pathway D in middle school, or who have come with prior suitable studies as determined by a placement test.

French 3

<i>Prerequisite</i>	<i>Completion of HS French 2, or the equivalent.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

In the French Level 3 course, students continue to further develop their proficiencies in all three modalities: Interpretive Communication, Interpersonal Communication, Presentational Communication. French is the language of instruction and communication in this class. Students expand their understanding of cultural perspectives and continue to make connections with other areas of their studies and life. We complete grammar acquisition by learning complex tenses. Meeting the learning standards is based on achieving a **Intermediate-Mid** level of proficiency in Interpersonal Speaking and Writing, Interpretive Listening and Reading, and Presentational Speaking and Writing modes. This course also includes several AP and IB-level tasks. This course is required for entry into HS French AP Language and Culture and HS French IB Language B courses.

IB French ab initio*

<i>Prerequisite</i>	<i>No previous experience in the language is required or allowed, all students must be IB Diploma candidates.</i>
<i>Duration</i>	<i>2 years</i>
<i>Units of Credit</i>	<i>2</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

In IB French ab initio, students explore French language and learn to develop their intercultural understanding. They will be able to interact appropriately in a defined range of everyday situations by developing their receptive, productive and interactive skills. The curriculum is based on the IB Group 2 objectives. Vocabulary and grammar are introduced in context. To meet the course requirements, students engage in a variety of activities that require them to use the language for authentic purposes, as well as to read and understand different types of texts. Further, they are exposed to various cultural aspects of French-speaking countries. This should enable them to make comparisons between the target language and their own and also make connections with other subjects. This course covers the following themes: Identities, Experiences, Human ingenuity, Social organization and Sharing the Planet.

French is the language of instruction and communication in this class. Evaluation is based on summative assessments of the students' productive (speaking and writing) and receptive (reading and listening) skills based on the IB objectives. This two-year course is offered to students in Grades 11 and 12 with little or no previous exposure to French. At the end of this course students will be prepared and required to take the IB French ab Initio exam.

*Note: If course requests for ab initio language are below 7 students per language, students will take their ab initio language course online through Pamoja, paid for by the school. Students can request Mandarin ab initio online as well, free of charge.

IB French Language B SL/HL*

<i>Prerequisite</i>	<i>Successful completion of French 3 with a score of 5 or Higher.</i>
<i>Duration</i>	<i>2 years</i>
<i>Units of Credit</i>	<i>2</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The IB French B1 course builds on the communicative and cultural skills developed in Level 3. In this course, students will learn to express themselves in a wide range of contexts with growing depth and accuracy. They will go through interviews and interactive activities in class. Students will write structured essays of 250-400 words and will respond to a variety of articles and authentic audios that will test their comprehension skills. Additionally, students will discuss a range of social, economic, and cultural facts of the French-speaking world and will be able to draw connections with other topics. In this course, we will explore the themes of Identities, Experiences, Human ingenuity, Social organization and Sharing the Planet. All interactions in class must take place in French. Our standards are the IBO Language B objectives and we follow the IB assessment criteria. The second year further develops the students' receptive and productive skills and specifically prepares them for the format and timing of their IB exams. They complete their internal assessments by mid-March and practice with past IB papers. Students wishing to pursue the Higher Level will be required to study two original works of literature. At the end of this course students will be prepared and required to take the IB French Language B SL or HL exam.

Students may also choose the option to take AP French after completing year one of IB French B SL instead of continuing with the IB Language B pathway.

***Note: Ninth grade students in language level 3 who are planning on taking the IB diploma please see your counselor and the IB Diploma Coordinator about your options.**

AP French Language and Culture

<i>Prerequisite</i>	Successful completion of French B SL Year 1, in rare circumstances, a score of 7 or higher in Level 3.
<i>Duration</i>	1 year
<i>Units of Credit</i>	1

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops the students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions), practices (patterns of social interactions within a culture), and perspectives (values, attitudes, and assumptions). The curriculum is based on the AP objectives and covers the prescribed themes: science and technology, personal and public identities, families and communities, global challenges, contemporary life, and beauty and aesthetics. Assessments are based on the AP objectives. Evaluation is based on summative assessments of the students' productive (speaking and writing) and receptive (reading and listening) skills, based on the AP objectives. This is an accelerated one-year course offered to students in Grades 11 or 12 who have studied French for four or more years and who have a strong interest in the language. At the end of this course students will be prepared and required to take the AP French Language and Culture exam. Note: Students who have taken AP French are not eligible for IB French B courses, as the courses are so similar.

Spanish 1

<i>Prerequisite</i>	<i>No previous language experience required.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

In the Spanish Level 1 course, students develop basic oral and written communication skills in simple daily situations. Reading, writing, speaking, and listening skills are developed through activities such as role-play, interviews, written projects and presentations. Spanish is the language of instruction and communication in this class. Various cultural aspects of Spanish-speaking countries are covered within the units of study. Meeting the learning standards is based on achieving a **Novice-High** level of proficiency in Interpersonal Speaking and Writing, Interpretive Listening and Reading, and Presentational Speaking and Writing modes. This course is offered to beginners in the language as well as to students with some prior experience in the language who need more time to develop Level 1 skills.

Spanish 2

<i>Prerequisite</i>	<i>Completion of HS Spanish 1, or the equivalent.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

In the Spanish Level 2 courses, students begin to move towards creating with language with more facility by continuing to develop communication skills in all three modalities: Interpretive Communication, Interpersonal Communication, Presentational Communication. Spanish is the language of instruction and communication in this class. Students explore new aspects of the target culture and make connections with different areas of their studies. Meeting the learning standards is based on achieving a **Intermediate-Low** level of proficiency in Interpersonal Speaking and Writing, Interpretive Listening and Reading, and Presentational Speaking and Writing modes.

This course is offered to students who have completed Pathway D in middle school, or who have come with prior suitable studies as determined by a placement test.

Spanish 3

Prerequisite	Completion of HS Spanish 2, or the equivalent.
Duration	1 year
Units of Credit	1

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

In the Spanish Level 3 course, students continue to further develop their proficiencies in all three modalities: Interpretive Communication, Interpersonal Communication, Presentational Communication. Spanish is the language of instruction and communication in this class. Students expand their understanding of cultural perspectives and continue to make connections with other areas of their studies and life. We complete grammar acquisition by learning complex tenses. Meeting the learning standards is based on achieving a **Intermediate-Mid** level of proficiency in Interpersonal Speaking and Writing, Interpretive Listening and Reading, and Presentational Speaking and Writing modes. This course also includes several AP and IB-level tasks. This course is required for entry into HS French AP Language and Culture and HS French IB Language B courses.

IB Spanish ab initio*

Prerequisite	No previous experience in the language is required or allowed, all students must be IB Diploma candidates.
Duration	2 years
Units of Credit	2

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

In IB Spanish ab initio, students explore Spanish language and learn to develop their intercultural understanding. They will be able to interact appropriately in a defined range of everyday situations by developing their receptive, productive and interactive skills. The curriculum is based on the IB Group 2 objectives. Vocabulary and grammar are introduced in context. To meet the course requirements, students engage in a variety of activities that require them to use the language for authentic purposes, as well as to read and understand different types of texts. Further, they are exposed to various cultural aspects of Spanish-speaking countries. This should enable them to make comparisons between the target language and their own and also make connections with other subjects. This course covers the following themes: Identities, Experiences, Human ingenuity, Social organization and Sharing the Planet. Spanish is the language of instruction and communication in this class. Evaluation is based on summative assessments of the students' productive (speaking and writing) and receptive (reading and listening) skills based on the IB objectives. This two-year course is offered to students in Grades 11 and 12 with little or no previous exposure to Spanish. At the end of this course students will be prepared and required to take the IB Spanish ab Initio exam.

*Note: If course requests for ab initio language are below 7 students per language, students will take their ab initio language course online through Pamoja, paid for by the school. Students can request Mandarin ab initio online as well, free of charge.

IB Spanish Language B SL/HL*

<i>Prerequisite</i>	<i>Successful completion of Spanish Level 3 with a score of 5 or higher.</i>
<i>Duration</i>	<i>2 years</i>
<i>Units of Credit</i>	<i>2</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The IB Spanish B1 course builds on the communicative and cultural skills developed in Level 3. In this course, students will learn to express themselves in a wide range of contexts with growing depth and accuracy. They will go through interviews and interactive activities in class. Students will write structured essays of 250-400 words and will respond to a variety of articles and authentic audios that will test their comprehension skills. Additionally, students will discuss a range of social, economic,

and cultural facts of the Spanish-speaking world and will be able to draw connections with other topics. In this course we will explore the themes of Identities, Experiences, Human ingenuity, Social organization and Sharing the Planet. All interactions in class must take place in Spanish. Our standards are the IBO Language B objectives and we follow the IB assessment criteria. The second year further develops the students' receptive and productive skills and specifically prepares them for the format and timing of their IB exams. They complete their internal assessments by mid-March and practice with past IB papers. Students wishing to pursue the Higher Level will be required to study two original works of literature. At the end of this course students will be prepared and required to take the IB Spanish Language B SL or HL exam. Students may also choose the option to take AP Spanish after completing year one of IB Spanish B SL instead of continuing with the IB Language B pathway.

***Note: Ninth grade students in language level 3 who are planning on taking the IB diploma please see your counselor and the IB Diploma Coordinator about your options.**

AP Spanish Language and Culture

<i>Prerequisite</i>	Successful completion of Spanish B SL Year 1, in rare circumstances, a score of 7 or higher in Level 3.
<i>Duration</i>	1 year
<i>Units of Credit</i>	1

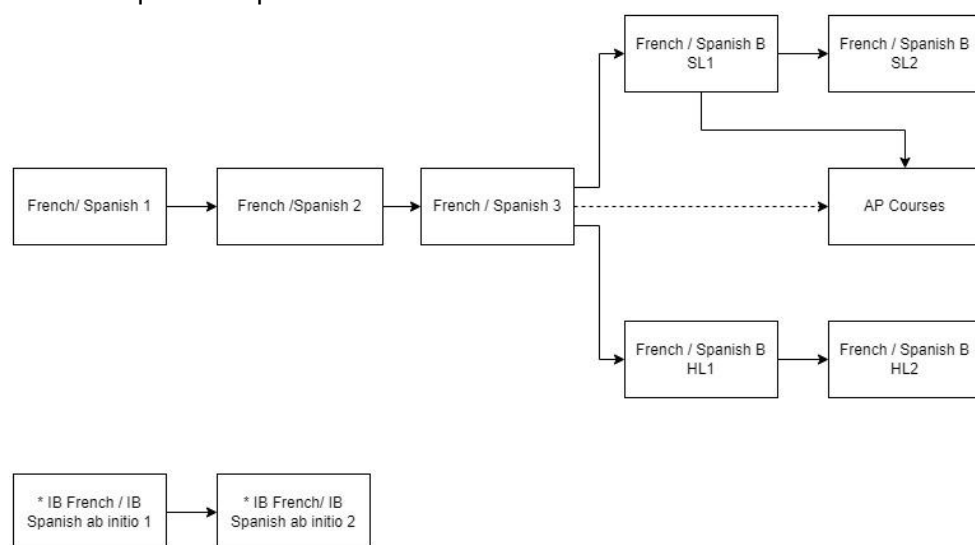
The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions), practices (patterns of social interactions within a culture), and perspectives

(values, attitudes, and assumptions). The curriculum is based on the AP objectives and covers the prescribed themes: science and technology, personal and public identities, families and communities, global challenges, contemporary life, and beauty and aesthetics. Assessment is based on the AP objectives. Evaluation is based on summative assessments of the students' productive (speaking and writing) and receptive (reading and listening) skills based on the AP objectives. This is an accelerated one-year course offered to students in Grades 11 or 12 who have studied Spanish for four or more years and who have a strong interest in the language. At the end of this course students will be prepared and required to take the AP Spanish Language and Culture exam. Note: Students who have taken AP Spanish are not eligible for IB Spanish B courses, as the courses are so similar.

Course Sequence Map



Social Studies

The Social Studies Department at AISC is committed to providing a program that will encourage reflective and analytical thinking and de-emphasize rote learning. It is our intent that students learn how to make their own interpretations, so that by the time they leave school they are able to think and learn independently and are aware of their responsibilities as global citizens. To achieve these ends we:

- promote and encourage the application of compassion, thoughtfulness, and equality

- present the social studies as a form of inquiry
- develop students' awareness of the roles of personal bias and credibility when analyzing sources
- encourage the continuous development of aforementioned skills
- prepare students for the rigors of university studies

As part of AISC's graduation requirements, students must complete three credits of social studies. Students in Grades 9 and 10 must complete the required social studies course at each level. The remaining credit can be earned by taking one of several elective courses in Psychology, Economics, Entrepreneurship, History, or Government, or by completing a social studies course as a participant in either the Advanced Placement or International Baccalaureate Programs.

Social Studies 9

<i>Prerequisite</i>	<i>Required of all students in Grade 9.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Social Studies 9 is an integrated course based on standards from the C3 Framework. The class intends to develop student capacities in the core disciplinary areas of History, Geography, Economics, and Civics. The goal of this course is to equip students with the tools they will need for conducting inquiry-based research, interpreting data, examining perspectives, assessing claims, and presenting arguments within a social science context. History and geography will be the primary social studies disciplines used, with civics and economics secondarily represented.

Content for the course will be selected from a variety of Modern World History topics (1500 AD - Present). In the first semester, students will participate in a series of skill-based workshops before selecting a topic for a historical research project around an annual theme (determined by the National History Day organization). Students will present this research and culminating project at our AISC History Day Celebration. In the second semester, students will explore the physical and cultural geography of two important regions of the world: the Indian Subcontinent and the Middle East. While geography skills will be emphasized, students will also learn some of the history, economics and politics of these regions. This "regional studies" approach continues in Social Studies 10.

Social Studies 10

<i>Prerequisite</i>	<i>Required of all students in Grade 10.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Social Studies 10 is an integrated course based on standards from the C3 Framework. The class intends to develop student capacities in the core social studies disciplines of history, geography, economics, and civics. The goal of this course is to equip students with the tools they will need for conducting inquiry-based research, interpreting data, examining perspectives, assessing claims, presenting arguments, and evaluating policy options within a social science context. Civics, economics, history, and geography will be the primary social studies disciplines used, with psychology and sociology secondarily represented.

Content for the course will be selected from a variety of disciplines as follows: Unit 1 Political Change- The Rise and Fall of Communism in Europe, Unit 2 Economic Change- Globalization, Unit 3 Challenging the Status Quo for Change- Human Rights, Diversity, and Social, Environment, and Economic Justice, and Unit 4: Global Issues: Sustainability- Application of Social Scientific Thinking. Each unit will have a culminating assessment in which students will display their mastery of the necessary skills and ways of thinking included in the unit. The year will end with an open inquiry for students centered around their choice of global issue in which they will investigate a question that they have formulated.

Introduction to Economics (offered alternating years; offered in 2022-23)

<i>Prerequisite</i>	<i>Successful completion of Social Studies 9.</i>
<i>Duration</i>	<i>1 semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Introduction to Economics is a general survey course that introduces students to a variety of fundamental economic concepts. Students will learn about microeconomics by focusing on the role of scarcity and incentives in decision-making, supply and

demand, the price system, market failures, and the role of government in achieving the best outcome for society. Throughout the course, students will focus on “thinking like an economist” and using the tools of the discipline to understand and explain real world events. An important element of the class will require that students work collaboratively on a project that investigates a current issue from an economic perspective. Students in Grade 10 may elect to take this course in addition to Social Studies 10.

Introduction to Psychology (offered alternating years; offered in 2023-24)

<i>Prerequisite</i>	<i>Successful completion of Social Studies 9.</i>
<i>Duration</i>	<i>1 Semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Introduction to Psychology examines a variety of concepts and tools used to further the understanding of behavior and mental processes. Scientific inquiry and research methods are at the center of the discipline. Students will explore ways to measure and explain behavior at a variety of levels, ranging from genetic and brain-based influences on behavior to cultural and social influences. Psychological knowledge enhances our understanding of human development, emotion and motivation, cognition, learning processes, perceptual systems and sociocultural interactions. This course promotes the skills of critical thinking, problem solving, and teamwork. Students benefit from learning and applying psychological perspectives on personal and contemporary issues and learn the rules of evidence and theoretical frameworks of the discipline. Students in Grade 10 may elect to take this course in addition to Social Studies 10.

Entrepreneurship

<i>Prerequisite</i>	<i>Successful completion of Social Studies 9.</i>
<i>Duration</i>	<i>1 Semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Entrepreneurship introduces students to the excitement and challenges of starting a business. Students will learn about entrepreneurship by becoming entrepreneurs, and the majority of assessments will be project-based. The goal is to provide students with multiple hands-on opportunities to use the design cycle to imagine new goods and services and attempt to bring these to market in order to develop the insights needed to discover and create entrepreneurial opportunities. Students will create, manage, and market products and services of their own design, and collaborate with other students in Design Technology and Graphic Design courses. Students will be required to work in collaborative teams for the majority of these projects. Students in Grade 10 may elect to take this course in addition to Social Studies 10.

AP Economics (Microeconomics and Macroeconomics) (offered alternating years; offered in 2023-24)

<i>Prerequisite</i>	<i>Successful completion of Social Studies 10.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

AP Economics is designed to provide a learning experience equivalent to a typical college introductory course in economics. The course aims to give a thorough understanding of the principles of micro- and macroeconomics as they apply to individual decision makers, consumers and producers within the larger economic system and to the economic system as a whole. The course empowers students to use economic reasoning in their decision-making and helps them learn how economic theory can be applied to understand and analyze environmental and natural resource problems. At the end of this course students will be prepared and required to take the AP Microeconomics and/or the AP Macroeconomics exam. Note: Students who have taken AP Economics are not eligible for IB Economics courses, as the courses have similar content.

AP Human Geography (offered alternating years; offered in 2023-24)

<i>Prerequisites</i>	<i>Successful completion of Social Studies 10. Grade 9 students may request; subject to a prerequisite score of a 6 or higher in all Achievement Strands and proficient or independent in all Learning Habits grades in SS9.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:

Highest	Higher	High
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Knowledge/ Understanding	Thinking/ Transfer	Communication
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The aim of this AP course is to provide students with a learning experience equivalent to that obtained in most college-level introductory human geography courses. The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. At the end of this course students will be prepared and required to take the AP Human Geography Exam.

AP Psychology (offered alternating years; offered in 2022-23)

Prerequisite Successful completion of Social Studies 10.
Duration 1 year
Units of Credit 1

The relative importance of achievement strands in this course:

Key:

Highest	Higher	High
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Knowledge/ Understanding	Thinking/ Transfer	Communication
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The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course stresses skills in discussion, critical thinking, reading and writing. Students must be ready to meet the challenges of a rigorous academic curriculum that is equivalent to an introductory college-level course in psychology. At the end of this course students will be prepared and required to take the AP Psychology exam. Note: Students who have taken AP Psychology are not eligible for IB Psychology courses, as the courses cover similar content.

AP World History: Modern (offered alternating years; offered in 2022-23)

Prerequisite Successful completion of Social Studies 10. Grade 9 students may request, subject to a prerequisite score of a 6 or higher in all Achievement Strands and proficient or independent in all Learning

Habits grades the full year of SS9. APWH is quite challenging; therefore grade 9 students should speak with their SS9 teacher for guidance.

Duration 1 year

Units of Credit 1

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The aim of this AP course is to investigate significant events, individuals, developments and processes in four historical periods from approximately 1200 C.E. to the present. Students develop and use the same skills employed by historians: analyzing primary and secondary sources; developing arguments; making historical comparisons; reasoning about contextualization, causation, and continuity and change over time. The course provides six themes that students explore in order to make connections among different times and places: humans and the environment, cultural developments and interactions; governance; economic systems; social interactions and organizations, and technology and innovation. At the end of this course students will be prepared and required to take the AP World History Exam.

IB Economics HL/SL

Prerequisite Successful completion of Social Studies 10.

Duration 2 years

Units of Credit 2

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

This course is designed to develop disciplined economic reasoning skills; an ability to apply tools of economic analysis to situations and data and explain the findings clearly; an understanding of how individuals and societies organize themselves in the pursuit of economic objectives; an ability to evaluate economic theories, concepts, situations and data in a way which is considered rational and unprejudiced; and international perspectives which feature a tolerance and understanding of the diversity of economic realities in which individuals and societies function. At the end of this course students will be prepared and required to take the IB Economics HL or SL exam.

IB Psychology HL/SL

<i>Prerequisite</i>	<i>Successful completion of Social Studies 10.</i>
<i>Duration</i>	<i>2 years</i>
<i>Units of Credit</i>	<i>2</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology. Students will develop an awareness of how psychological research can be applied for the benefit of human beings, learn how ethical practices are upheld in psychological inquiry, develop an understanding of the biological, cognitive and socio-cultural influences on human behavior, develop an understanding of alternative explanations of behavior and understand and use diverse methods of psychological inquiry. At the end of this course students will be prepared and required to take the IB Psychology HL or SL exam.

Theory of Knowledge

<i>Prerequisite</i>	<i>Offered to Grade 11-12 students only.</i>
<i>Duration</i>	<i>1 year - 2nd semester of Grade 11 and 1st semester of Grade 12</i>
<i>Units of Credit</i>	<i>1</i>

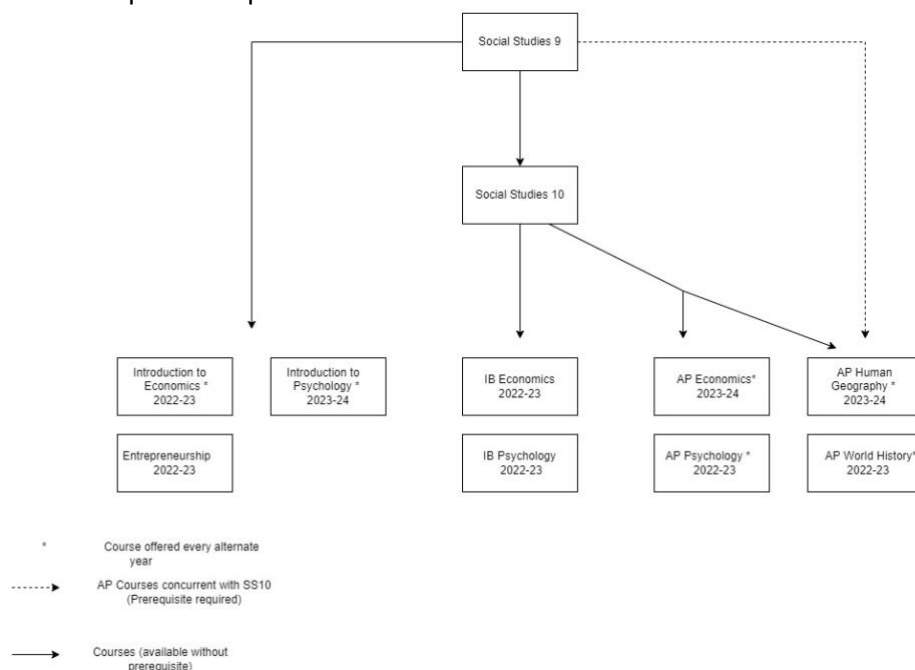
The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Theory of Knowledge is a key element of the International Baccalaureate Diploma Program. The purpose of this interdisciplinary course is to stimulate critical reflection on the knowledge and the experience of students, both in and outside the classroom and including the various subject areas studied by them in their other classes. Additionally, the course seeks to understand the sources of, historical development of, and theories about knowledge. Through the analysis of concepts and arguments,

the course seeks to encourage healthy skepticism in order to encourage students to acquire a critical awareness of how they and others make sense of the world, along with increasing students' abilities to express ideas in a clear and convincing manner. Note-the TOK syllabus and assessments were updated for students beginning the course in January of 2021. See IB Diploma section earlier in this guide for details.

Course Sequence Map



SCIENCE

The goal of the Science Program at AISC is to empower all students to become curious inquirers, critical thinkers, and ethical citizens. Students will develop a strong foundation of knowledge and engage in collaborative, authentic inquiry to deepen their understanding of the natural world. Students will apply their understanding to solve problems and make informed and reasoned decisions in an interdependent and dynamic world.

Students will:

- build a strong foundation of knowledge in the physical, biological, earth and space sciences and make connections between these fields
- ask questions, develop and use models to explain observed phenomena, and make predictions

- design and perform experiments to investigate testable questions
- apply mathematical and computational thinking to analyze and evaluate data
- engage in evidence-based argument to make claims supported by scientific reasoning
- communicate scientific ideas clearly, using appropriate academic language
- develop effective collaboration and teamwork skills
- appreciate the dynamic nature of science and the impact it has on our lives

All students are expected to take Biology in Grade 9, followed by Chemistry and/or Physics in Grade 10. Elective courses can be taken from Grade 10 in addition to a core class. In Grades 11 and 12, students can opt for the two-year IB Diploma courses, take Advanced Placement courses, and/or take elective courses. Please refer to the course sequence map as some courses are offered on alternate years. All advanced and elective courses have prerequisites, so it is important to read the course descriptions carefully to ensure that you select an appropriate course sequence that meets your needs.

Biology (taken by all 9th Grade students)

Duration: 1 year

Units of Credit: 1

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Biology is the science of life. The course is based on the Next Generation Science Standards and aims to provide students with a strong foundation in the Big Ideas of Biology. Throughout this course students will ask questions, analyze and interpret data, and will construct explanations based on evidence. Topics will include the cell, matter and energy transformations (respiration and photosynthesis), ecology, DNA and protein synthesis, Mendelian genetics, and evolution. This course will provide a foundation for the advanced AP and IB Biology courses. Student progress will be assessed against the standards via written responses on unit tests, experiential investigations, and argumentative essays.

Chemistry

Prerequisite: Successful completion of Biology and Integrated

Math 1, or the equivalent .
 Duration: 1 year
 Units of Credit: 1

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Chemistry matters! The Big Ideas of chemistry, including the structure of the atom, periodicity, bonding and the properties of matter, chemical reactions, and the interplay between matter and energy, underpin all industrial, medical, biological and environmental advancements. As a creative experimental science, chemistry is a prerequisite for many other disciplines in higher education such as medicine, biological research, and environmental science. Throughout this course students will continue to refine their abilities to ask questions, define problems, and construct explanations. This course provides a foundation for the advanced AP and IB chemistry and biology courses and is aligned with the Next Generation Science Standards Framework. Student progress is assessed against the standards via written responses, laboratory investigations, and creative projects.

Physics

Prerequisite: Successful completion of Biology and Integrated Math 1 or the equivalent
 Duration: 1 year
 Units of Credit: 1

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Physics, the fundamental science, is a one-year course with a strong focus on conceptual understanding of the subject matter. The course places emphasis on the key concepts and principles as described in Next Generation Science Standards (NGSS), and will focus on skills of scientific inquiry, analysis and problem-solving. Here, students learn the basic motions of the universe and the equations that govern them. The first half of the course concentrates on mechanics including kinematics, projectile motion, Newton's laws of motion, friction, work, energy & power, gravitation and rotational dynamics. The second half focuses on oscillations, waves and optics and electromagnetism.

Students will have opportunities to engage in relevant science and engineering practices to demonstrate their understanding and ability to apply the key concepts and principles learned by doing hands-on activities, virtual and physical labs and more. Application of these concepts is explored through the problem-solving component of the course that complements the theory. Students will be assessed through summative semester projects, labs (summative and formative), and summative and formative unit assessments

IB Biology HL/SL

Prerequisite: Successful completion of Biology and Chemistry with a minimum grade of 5. Students who complete Biology and Chemistry with a minimum grade of 4 are eligible for SL only.

Duration: 2 years

Units of Credit: 2

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The IB Biology course includes the study of cells, biochemistry, genetics, evolution, plant biology, ecology and conservation as well as human anatomy, health and physiology. The course is designed to enable students to apply knowledge, methods, and techniques that characterize science and technology to problem solving within a global context. Standard scientific method and experimental design will be used in inquiry-based and knowledge-based laboratory investigations. Students enrolled in the IB program will also participate in an interdisciplinary Group 4 (field work) Project. At the end of this course students will be prepared for and required to take the IB Biology HL or SL exam.

IB Chemistry HL/SL

Prerequisite: Successful completion of Chemistry and Integrated Math 2 with a minimum grade of 5. Students who complete Chemistry and Integrated Math 2 with a minimum grade of 4 are eligible for SL only.

Duration: 2 years

Units of Credit: 2

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The IB Chemistry course will allow students to deepen their understanding of the fundamentals of chemistry and explore how these relate to everyday life. Topics covered include quantitative chemistry, atomic structure, periodicity, bonding, thermodynamics, kinetics, equilibrium, acids and bases, redox, and organic chemistry. In addition, students will study one of the following four options: materials, biochemistry, energy, or medicinal chemistry. The course is designed to enable students to apply the knowledge, methods, and techniques that characterize science and technology to problem-solving within a global context. Students will also develop their practical and experimental skills through a program of laboratory investigations culminating in an interdisciplinary Group 4 Project and an Individual Investigation. IB Chemistry students should expect to be held to a high standard, doing more sophisticated laboratory experiments and increasing the amount of time that they spend studying the material independently. At the end of this course students will be prepared for and required to take the IB Chemistry HL or SL exam.

IB Physics HL/SL

<i>Prerequisite:</i>	<i>Successful completion of Physics and/or Chemistry and Integrated Math 2 with a minimum score of 5. Students who complete Physics and/or Chemistry and Integrated Math 2 with a minimum grade of 4 are eligible for SL only.</i>
<i>Duration:</i>	<i>2 years</i>
<i>Units of Credit:</i>	<i>2</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

IB Physics is an Algebra-based Physics course where students explore topics such as mechanics, waves and oscillations, thermal physics, electricity and magnetism, atomic, nuclear and particle physics and energy production through constructivist learning, discussions and scientific investigations.

Students will be able to appreciate scientific study and creativity within a global context, apply a body of knowledge, methods and techniques that characterize science and technology, develop an ability to analyze, evaluate and synthesize scientific information, develop experimental and investigative scientific skills including

the use of current technologies, develop and apply 21st century communication skills in the study of science, become critically aware, as global citizens, of the ethical implications of using science and technology, develop an appreciation of the possibilities and limitations of science and technology and develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. They are assessed at the end of each unit. At the end of this course students will be prepared for and required to take the IB Physics HL or SL exam

AP Biology (Offered alternating years; available in 2022-23)

<i>Prerequisite:</i>	<i>Successful completion of Biology and Chemistry with a minimum score of 5, and Integrated Math 2 & CTRWII with a minimum score of 4.</i>
<i>Duration:</i>	<i>1 year</i>
<i>Units of Credit:</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

AP Biology is a fast-paced course designed to be the equivalent of a two-semester college introductory biology course usually taken by science majors during their first year. This course aims to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. Because content, inquiry, and reasoning are equally important in AP biology laboratory experience and techniques are stressed. At the end of this course students will be prepared for and required to take the AP Biology exam.

AP Chemistry (Offered alternating years; offered in 2023-24)

<i>Prerequisite:</i>	<i>Successful completion of Chemistry and Integrated Math 2 with a minimum score of 5, and CTRWII with a minimum score of 4.</i>
<i>Duration:</i>	<i>1 year</i>
<i>Units of Credit:</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

This fast-paced class is designed to be the equivalent of the chemistry course normally taken in the first year of university. The course centers on the following Big Ideas: Structure of Matter, Bonding and Intermolecular Forces, Chemical Reactions, Kinetics, Thermodynamics, and Equilibrium. Students attain a depth of understanding of these topics, and a competence in solving complex chemical problems. The course aims to assist students to develop their inquiry skills, think clearly, and express ideas with clarity and logic. Students should expect to be held to a higher standard with respect to using a college-level text, doing more sophisticated laboratory experiments, and increasing the amount of time spent studying the material. At the end of this course students will be prepared for and required to take the AP Chemistry exam.

AP Physics 1/AP Physics C (Mechanics) (Offered in the same class in 2022-23)*

<i>Prerequisite:</i>	<i>Successful completion of Physics and/or Chemistry and Integrated Math 2 with a minimum score of 4 for AP Physics 1 and minimum score of 5 for AP Physics C.</i>
<i>Duration:</i>	<i>1 year</i>
<i>Units of Credit:</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The AP Physics 1/AP Physics C course offers students an opportunity to gain an in-depth conceptual understanding of mechanics of both linear and rotational dynamics, and develop related problem-solving skills using both algebra and calculus where appropriate.

All students taking this course have to take the AP Physics 1 examinations and have an option to take AP Physics C exams.

It must be noted that AP Physics 1 is an algebra-based Physics course and as such students should have at least completed IM2 and it is strongly recommended (but not essential) to have taken the introductory Physics course.

Solving problems in mechanics in the AP Physics C course requires the use of calculus and the problems are numerically and conceptually challenging. Therefore, students planning to take the additional AP Physics C exam are advised to concurrently enrol in the AP Calculus AB course.

* AP Physics 1 and AP Physics C will be taught in the same class in 2022-2023. Due to revisions to the AP Physics 1 curriculum, only the AP Physics 1 course will be offered in 2023-24.

Earth and Environmental Science

Prerequisite: Successful completion of *Biology and Integrated Mathematics 1, or the equivalent.*

Duration: 1 year

Units of Credit: 1

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Earth and Environmental Science is based on the Next Generation Science Standards and will examine how the Earth works and humans' place in it. We will first examine the intertwining geological, biological, and chemical processes that have shaped our planet. Topics include plate tectonics, atmospheric and oceanic circulation, glaciers, the carbon cycle, and geological history. With our scientific foundation in place, we will then investigate how humans have impacted our planet, focusing on two major themes: climate change and biodiversity loss. Through a multidisciplinary approach, we will focus on the current status of earth, future projections, and possible solutions. This course emphasizes evidence-based thinking with readings, discussions, presentations, and written assignments.

Science in Action: Project-Based Research

Prerequisite: Successful completion of *Biology and Integrated Math 1. Successful completion of Physics and/or Chemistry is highly recommended.*

Duration: 1 year

Units of Credit: 1

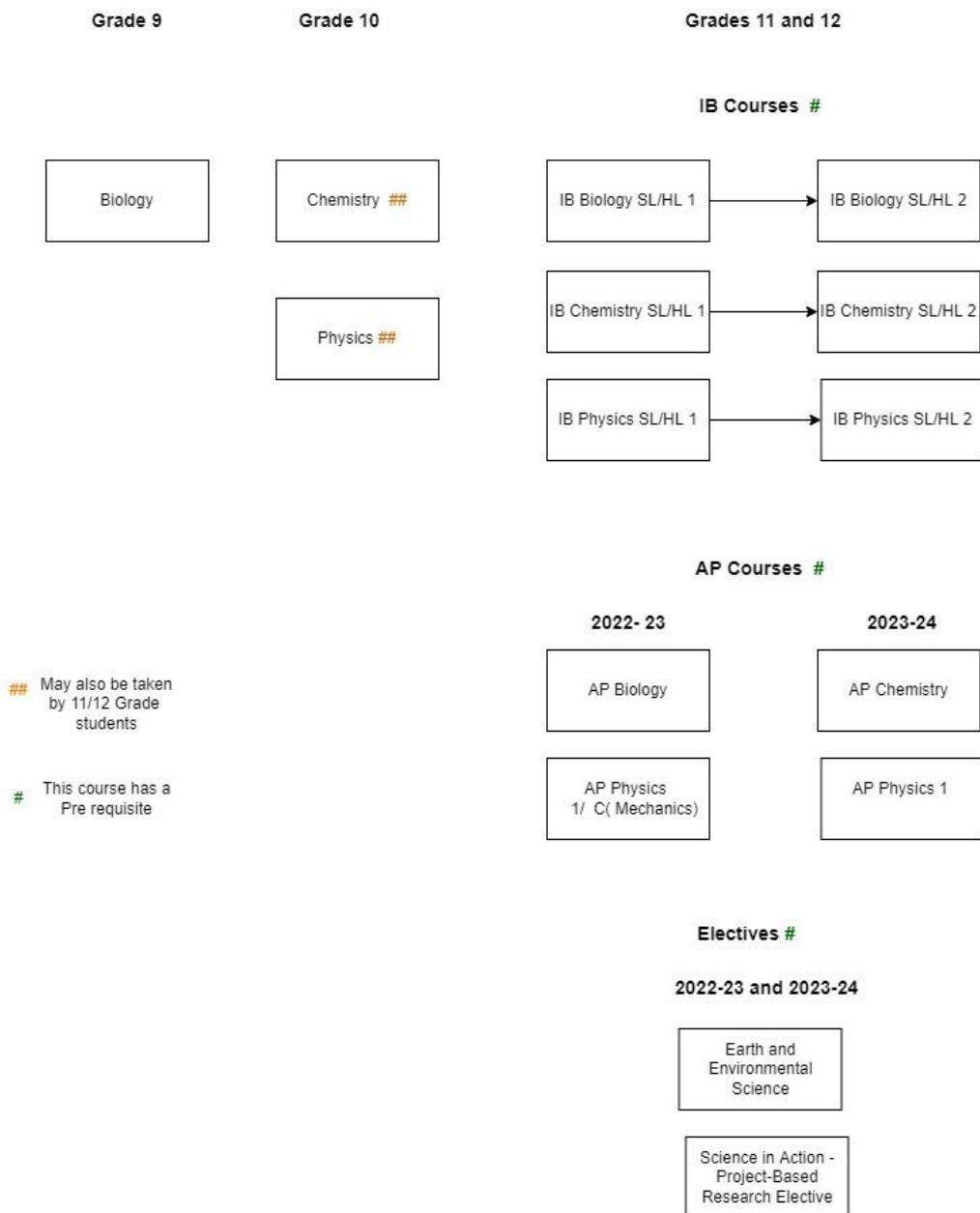
The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Science is one of the main engines for growth and innovation in our world. This new elective course will give students the opportunity to develop their scientific analysis

and experimental skills and conduct original research. The course will follow a Project-Based Learning approach, with a focus on the application of science to real-world problems, and will help students deepen their understanding and appreciation of the role of science in everyday life. The course may also include opportunities to visit academic or commercial laboratories and hear from scientists who are engaged in research and development. During the first semester, students will complete a number of guided inquiry projects to help develop and refine their experimental, data analysis, and engineering design skills. They will apply these skills during the second semester as they embark on independent research projects of their choice to solve real problems and explore original research questions. The course is aligned with the Next Generation Science Standards Framework and emphasizes conceptual understanding, problem-solving, design-thinking, and collaboration skills.

Course Sequence Map



Mathematics

The Mathematics department at AISC aims to equip students with the essential mathematical knowledge and skills of reasoning, problem solving and communication; and, most importantly, with the ability and the initiative to continue learning on their own. We value multiple approaches, encouraging students to problem solve using mathematical representation and language, verbally, using graphs and technology, emphasizing process over product. We help students develop their abilities to explore, make conjectures, reason logically, and communicate mathematical ideas. Recognizing that individual students learn in different ways, we provide opportunities for all students to construct and deepen their own knowledge, and expand their mathematical horizons. We seek to develop an enriching environment that pushes students to think critically as problem solvers and to recognize the intrinsic beauty of mathematics. To accomplish these goals, the Common Core State Standards for the introductory courses together with the International Baccalaureate and the Advanced Placement programs for advanced level courses, serve as our curricular framework. All standards are internationally benchmarked, and are based on a philosophy of teaching and learning that is consistent with the most current research.

Integrated Mathematics 1

<i>Prerequisite</i>	<i>Successful completion of Grade 8 Mathematics.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Integrated Mathematics 1 formalizes and extends the mathematics that students learn in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Students will interpret arithmetic sequences as linear functions and geometric sequences as exponential functions. They will master the concepts of domain and range. They will explore systems of equations and inequalities, and use regression techniques to describe linear relationships. They will establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. Finally, students will use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals, and slopes of parallel and perpendicular lines. The Mathematical Practice Standards apply

throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Integrated Mathematics 2

<i>Prerequisite</i>	<i>Successful completion of Integrated Mathematics 1 with a score of 3 or better.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The focus of Integrated Mathematics 2 is on quadratic algebra and geometry. Students will learn to compare the characteristics and behavior of quadratic functions, to those of linear and exponential functions from the previous course. The need for extending the set of rational numbers arises, and complex numbers are introduced so that quadratic equations can be solved for all cases. Students will learn to extend the laws of exponents to rational exponents and explore distinctions between rational and irrational numbers by considering their decimal representations. They will create and solve equations, inequalities, and systems of equations, involving exponential and quadratic expressions. They will learn to establish a link between probability and data through conditional probability and counting methods, including their use in making and evaluating decisions. They will study similarity to understand right triangle trigonometry and its connection to quadratics through Pythagorean relationships. Finally, they will study the properties of circles, parabolas and their quadratic representations. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Integrated Mathematics 3

<i>Prerequisite</i>	<i>Successful completion of Integrated Mathematics 2 with a score of 3 or better.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

In Integrated Mathematics 3, students pull together and apply the accumulation of learning that they have from their previous courses, with the content grouped into four critical areas, organized into units. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles and open up the idea of trigonometry applied beyond the right triangle as well as the study of the unit circle. They apply methods from probability and statistics to draw inferences and conclusions from data. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

AP Calculus:

Please note: At AISC, the AP Calculus courses are combined and taught in the same class block.

AP Calculus AB

<i>Prerequisite</i>	<i>Successful completion of Integrated Mathematics 3 with a score of 5 or better. Students earning a 4 may apply for a waiver with teacher recommendation.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The AP Calculus AB course is for the student with a strong mathematical background and is comparable to a one-semester calculus course in U.S. colleges and universities. The course is primarily concerned with developing the students' understanding of the concepts of calculus, and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. The connections among these representations are important. Through the use of the unifying themes of limits, derivatives, integrals, applications, and modeling,

the course becomes a cohesive whole rather than a collection of unrelated topics. These themes are developed using all the functions learned in the previous courses. Technology is used regularly to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. At the end of this course students will be prepared to take the AP Calculus AB exam. Successful completion of AP Calculus AB precludes a student from taking AP Calculus BC. Successful completion of AP Calculus AB also precludes a student from taking IB Mathematics, however, a student can appeal if the full IB Diploma is required for repatriation to home country. In that case IB Mathematics HL will be the only option available.

AP Calculus BC

<i>Prerequisite</i>	<i>Successful completion of Integrated Mathematics 3 with a score of 7 or better.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The AP Calculus BC course is for the student with a strong mathematical background and is comparable to a two-semester calculus course in U.S. colleges and universities. This course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. The connections among these representations are important. Through the use of the unifying themes of limits, derivatives, integrals, applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. These themes are developed using all of the functions that students have learnt in earlier courses. Additional topics such as sequences and series, parametric and polar functions, and logistic differential equations are also taught in the course. Technology is used to reinforce the relationships among the multiple representations of functions, to implement experimentation, and to assist in interpreting results. AP Calculus BC is an extension of AP Calculus AB rather than an enhancement. At the end of this course students will be prepared to take the AP Calculus BC exam. Successful completion of AP Calculus BC precludes a student from taking IB Mathematics Analytics. A student can appeal if the full IB Diploma is required for repatriation to their home country. In that case IB Mathematics HL will be the only option available.

AP Statistics

<i>Prerequisite</i>	Successful completion of <i>Integrated Mathematics 3</i> with a score of 5 or better.
<i>Duration</i>	1 year
<i>Units of Credit</i>	1

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The purpose of the AP course in Statistics is to introduce students to the major concepts and tools for analyzing data and drawing conclusions. Students will be exposed to four broad conceptual themes: describing patterns and departure from patterns, planning and conducting a study, exploring random phenomena using probability, and finally simulation and estimating population parameters while testing hypotheses. Additionally, this course will teach students how to communicate statistical methods, results and interpretations. Students will also learn how to use graphing calculators, and read computer outputs to enhance the development of statistical understanding. They will be involved in collecting information, communicating that information, solving problems and justifying the results. This course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. At the end of this course students will be prepared to take the AP Statistics exam.

IB Mathematics Analysis SL/HL

<i>Prerequisite</i>	Successful completion of <i>Integrated Mathematics 3</i> with a score of 4 or better. (Students who intend to complete the IB Diploma may appeal to enter this course with successful completion of <i>Integrated Math 2</i> . Students entering on appeal are required to complete a program of summer study and sit for an IM3 exit exam at the start of the school year.)
<i>Duration</i>	2 year
<i>Units of credit</i>	2

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The IB Mathematics Analysis course provides students with a sound mathematical foundation preparing them for future studies in both the physical and social sciences as well as the study of pure mathematics. The objective of the course is for students to develop mathematical mastery of Algebraic skills, increase proficiency of pre-Calculus topics and to introduce students to the concepts of Differential Calculus and Vector Analysis. Communication skills are a key aspect of the course. Emphasis is placed on developing logical arguments, using appropriate mathematical notations and terminology and writing mathematical solutions in clear and concise language. Use of a graphic display calculator in the course allows students to see connections and develop understanding through the proper use of technology. A Mathematical Exploration is an integral part of the course and enables students to demonstrate the application of their skills and knowledge. The Exploration is a piece of written work investigating a mathematical topic chosen by the student with the help of the teacher. The course content includes advanced topics in Algebra and Trigonometry, Probability and Statistics, Vector Analysis and introductory Differential and Integral Calculus. Students successfully completing this course will be prepared for the IB Mathematical Analysis exams at either the HL or SL level depending on their selection.

Advanced Concepts in Mathematics

<i>Prerequisite</i>	<i>Successful completion of Integrated Mathematics 3 with a score of 3 or better.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The Advanced Concepts in Mathematics course is designed for students who wish to continue their study of mathematics beyond IM3. The course covers an assortment of Pre-Calculus topics in the first semester and allows for students to explore topics in mathematics that interest them during the second semester. Students who have completed AP Calculus AB may choose to study for the BC exam during the second semester.

Data Analysis

<i>Prerequisite</i>	<i>Successful completion of Integrated Mathematics 3 with a score of 3 or better.</i>
<i>Duration</i>	<i>(Semester 1) - one semester only per year</i>
<i>Units of credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

This is a one-semester course designed to explore methods of collecting data, summarizing and exploring data distributions, graphical and numerical representations, linear regression, correlation and design of experiments. This course will provide students with an understanding of fundamental notions of data presentation and analysis and also emphasizes on using statistical methods for the exploration and analysis of data sets.

Personal Finance

<i>Prerequisite</i>	<i>Successful completion of Integrated Mathematics 3 with a score of 3 or better.</i>
<i>Duration</i>	<i>(Semester 1) - one semester only per year</i>
<i>Units of credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

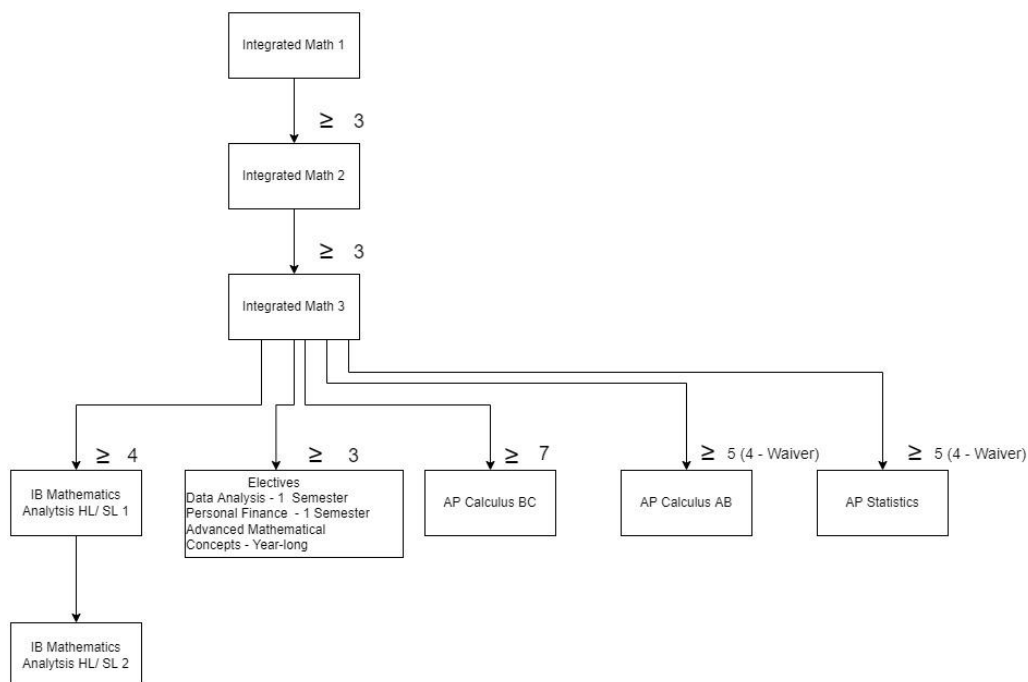
Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

This is a one-semester course designed to understand terminology relating to personal and business mathematics applications and apply basic math and statistical skills to the solution of both personal and business applications.

It also focuses on using common mathematical formulas to solve a variety of personal and business situations as well as applying knowledge of computer and calculator use in daily life.

The emphasis on this course will be on projects and applied tasks.

Course Sequence map



Performing Arts

The Performing Arts Department at AISC believes that a strong training in instrumental, vocal, and theatrical arts are conduits for teaching creative thinking and self-confidence. Our mission is deeply aligned with the core values of AISC. We see performance as a powerful tool for promoting personal growth and communication. Through the performing arts our students learn to convey feeling and emotion, and how to make a human connection with the audience. Students of the performing arts learn to support one another, collaborate with others, and grow into well-rounded individuals, present and engaged in the world around them.

Music

Symphonic Band

<i>Prerequisite</i>	<i>Successful completion of 1 year beginning band or Audition preferred.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The Symphonic Band is AISC's high school instrumental ensemble. In this performance-based course, ensemble members collaborate to achieve technical ability and creative expression on their instruments as soloists and ensemble members. The majority of class time will be spent inquiring, creating, composing, improvising and rehearsing fun but challenging music for a public performance. Symphonic Band members also explore music theory, history, aural skills-analysis, and reflect on their music-making experiences. Reaching your highest potential is dependent on individual practice, occasional after-school rehearsals, and a commitment to each performance which leads to an inclusive experience that is creative and fun.

HS Choir

<i>Prerequisite</i>	None
<i>Duration</i>	1 year
<i>Units of Credit</i>	1

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

HS Choir is a mixed voice 4-8 part choir for students who are interested in learning individual and ensemble vocal skills. This course is designed to be practical in nature and is open to anyone with an interest in singing. Students do not need prior singing experience as the course is designed to provide students of any level skills and confidence in singing.

The course will cover a broad range of choral experiences, including large ensemble, small ensemble, quartets, trios, duets, and solo work. Course content will include vocal production, breathing technique, sight-singing, music theory, and performance etiquette, plus the basics of musicology, history, and composers. Music theory will be taught in the context of performance literature.

Singers will learn to be comfortable holding a part in the midst of harmonies. Assessments will include rehearsal and concert performances, theory assessments, individual vocal assessments, and individual singing tests administered regularly. Theoretical and practical examinations are held at the end of each term. Individual and ensemble performances inside and outside the classroom will be integrated into

yearly course work. Individual singing tests will be administered regularly. Students will perform in regularly scheduled school concerts in addition to potential other opportunities in the community throughout the year.

Theatre Arts

The Theatre Arts courses explore both the conceptual and practical elements of Theatre through real-world performances and design projects.

Theatre 1

<i>Prerequisite</i>	<i>None</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Theatre 1 provides students with a practical grounding in theatrical techniques and skills across a broad range of disciplines. Students who take the course will cover aspects of acting and performance, directing, devising original works, theatrical design, and technical theatre. Through theatre games and practical theatre projects, students will develop skills of planning, communication and collaboration. This course is open to all grade levels who would like to take an introductory course in Theatre.

Theatre 2

<i>Prerequisites</i>	<i>Successful completion of Theatre 1 (or 1 year of 9&10 Theatre).</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

In this course, students will build on their skills and understandings explored in Theatre 1. Students will experience unfamiliar theatrical forms, examine the ideas of theatre makers, take charge in directing, further develop their technical theatre skills and undertake practical work to create original performances.

IB Theatre HL/SL*

<i>Prerequisite</i>	<i>None</i>
<i>Duration</i>	<i>2 years</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

IB Theatre gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. All students will complete three major assessments: creating and performing an original piece of devised theatre with a small group, presenting research into an unfamiliar theatrical form, and a director's notebook of ideas for staging a published play. IB students taking Theatre at the Higher Level will also create a solo performance based on research into a theatre practitioner. Students are encouraged to take the course as part of their IB Diploma or Certificate candidacy.

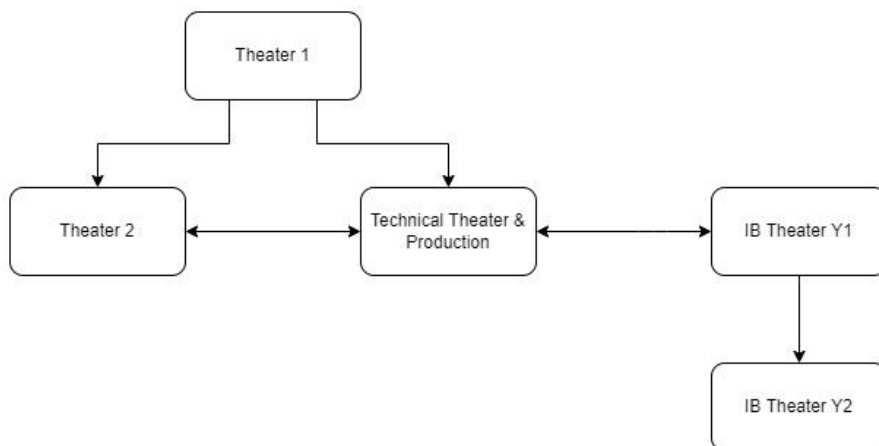
*Students joining for one year, or not seeking an IB certificate, can take the course for AISC credit with modified assessment criteria.

Technical Theatre & Production

<i>Prerequisite</i>	<i>Successful Completion of Theatre 1.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

Through an independent framework, students will work collaboratively as a theatre company. Within given timeframes and budgets, they will produce 4 shows throughout the year (1 Original Work, 1 Classic Text, 1 Modern Text and 1 series of One Acts). Students will have to decide what shows they do and why, create their own marketing strategies, designate roles, design and build production elements, work within assigned budgets and develop rehearsal schedules. This is an exciting new course that will allow students of all backgrounds - designer, maker, director, performer - to flourish.

Course Sequence Map



Visual Arts

The AISC visual arts program aims to develop students in contemporary interdisciplinary art and design practices. Students learn investigation methods, creative problem solving, concept development, materials, tools and experimental techniques in the areas of Surface (2-D), Space/Objects (3-D), and Digital New Media (4-D).

Foundations Studio Art 1/2

Prerequisite None
Duration 1 year
Units of Credit 1

The relative importance of achievement strands in this course:

Key:

Highest	Higher	High
Knowledge/ Understanding	Thinking/ Transfer	Communication

The Foundations course aims to develop and build formative creative skills through investigation and studio art making in 2D, 3D, and Digital Media. Students will be exposed to multiple disciplines in art making, as well as historical and contemporary artists and their processes. Students will develop foundational skills across media and can specialize more if desired in later courses. Concepts and foundational skills

learned in one project or media are reinforced through iteration in additional projects. Investigation books, skill based workshops, as well as individual and class critiques will support the development of student works.

This course is a **prerequisite** for the following course sequence. This is a year-long course. Semester enrollment will be considered only with special circumstances.

Studio Art 3/4, 5/6, 7/8

Prerequisite Foundations Studio Art 1.

Duration 1 year

Units of Credit 1

The relative importance of achievement strands in this course:

Key:

Highest	Higher	High
Knowledge/ Understanding	Thinking/ Transfer	Communication

This advanced course in Studio Art aims to build on skills and understandings explored in foundation while offering an interdisciplinary approach to making, discovery and experimenting. Emphasis is on expanding knowledge through the investigation process, and artist production across media in 2D, 3D, and Digital Media. Open-ended themed projects are initiated and explored through investigations of historical and contemporary artists/designers, process and strong concept driven artworks and reflection. Investigation books, research collection, teacher and student-led workshops, as well as individual and class critiques will support the development of student artwork.

This course can be taken multiple times and students should register for the appropriate level based on the number of semesters of art they have previously completed. For example, a student who has taken two semesters (1 year) of art should register for Studio Art 3/4 while a student who has taken four semesters (2 years) of art should register for Studio Art 5/6. Students who have not yet taken a High School art course **must register for Foundations Studio Art 1-2**. While students can select one semester of Studio Art, it is highly recommended that students register for two sequential semesters in the same year.

IB Art HL/SL

Prerequisite	Required 2 years of previous art study or Instructor approval based on portfolio.
Duration	2 years
Units of Credit	2

The relative importance of achievement strands in this course:

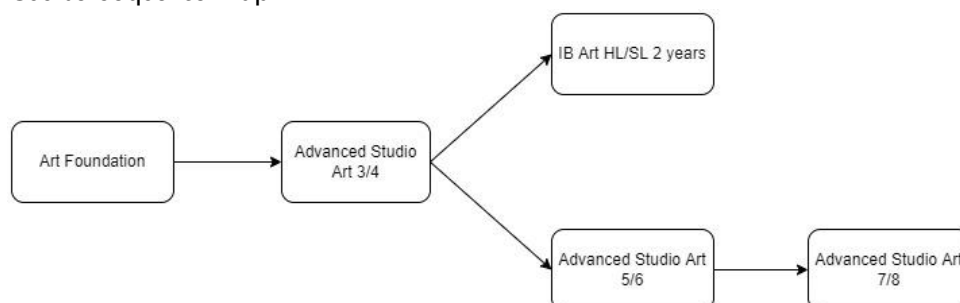
Key:

Highest	Higher	High
Knowledge/ Understanding	Thinking/ Transfer	Communication

The Diploma Program in Visual Arts is an advanced course in exploring creative processes and developing an invested and personal contemporary art/design practice. Students engage in critical investigation and artistic production through an independent framework of personal mentorship and independent learning. Throughout the course, students are expected to develop strong relational concepts through a thematic focus, explore and experiment with a variety of media and disciplines, and document their art process through critique, reflection and evaluation. Students will complete three major assessments: Comparative Study, Process Portfolio, and a Final Exhibition of one's artworks.

This is a rigorous course that requires a full commitment of effort, time to the workload, and explicit planning. Both SL and HL are offered.

Course Sequence Map



HEALTH AND PHYSICAL EDUCATION

In health and physical education we provide students with a unique opportunity to display their creativity, compassion, courage, and confidence in a safe environment-beyond the classroom. Our main objective is to guide students in understanding the importance of valuing physical movement for its contribution to a healthy lifestyle and enhancing their health beyond the school. Interpersonal skills such as demonstrating respect, offering positive feedback, demonstrating responsible behavior in terms of physical and emotional safety are essential for success in HPE

This model allows students to explore a variety of possible lifelong health enhancing pursuits.

Health

<i>Prerequisite</i>	<i>None</i>
<i>Duration</i>	<i>1 semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The Health course content aims to teach skills in awareness and decision making towards healthy behaviors, finding reliable and relevant health information and services, analyzing external factors that influence health and practicing mindfulness. Units covered in Health include mental health and wellbeing, substance use and abuse, sexuality and relationships, and a cumulative passion project. The final summative is a passion project where students dive deeper in a unit topic of their choice to further their understanding and uncover new ideas. The Health course is designed to be taken before 11th Grade, though any student without a health credit must take the class to graduate.

Yoga and Rhythmic Movement

<i>Prerequisite</i>	<i>None</i>
<i>Duration</i>	<i>1 semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

This Physical Education course will provide students the opportunity for self-expansion, empowerment, and exploration through yoga and rhythmic movement. The major theme of this course is to provide students with skills and opportunities to create summative performances using yoga and rhythmic movement individually, in small groups and as a whole class. Rhythmic movement is a combination of modern dance, as well as skills involving ribbon dance and other dance genres that are used to evoke the exploration of dynamic, flowing, and sequential movements. This class will work toward developing an appreciation for lifelong individual fitness focusing on the exploration through dance and yoga.

Adventure Activities

<i>Prerequisite</i>	<i>None</i>
<i>Duration</i>	<i>1 semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The Adventure Activities class will help instill courage and confidence in participants through a variety of active and classroom learning methods. Topics include; camp craft, water pursuits, rock climbing and rappelling, expedition planning and an adventure race. Students will also learn group dynamic skills and opportunities to lead their peers in a variety of group initiatives. Students will learn to apply survival skills such as fire and shelter building, rope lashing and wilderness survival scenarios on campus. Students will demonstrate their camp craft skills learnt in the semester and participate in an overnight expedition outside. The overnight expedition will include a small additional cost.

Personal Fitness

<i>Prerequisite</i>	<i>None</i>
<i>Duration</i>	<i>1 semester</i>
<i>Units of Credit</i>	<i>0.5 - may be repeated for credit</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

We offer Personal Fitness class as Personal Fitness (PF) and Personal Fitness for Women (PFW). PF is for all genders. Based on requests and the schedule, women who request PFW may or may not be able to access a women-only PF course. The class provides an environment that develops physical, mental, and social awareness to achieve a lifetime of physical activity.

The major theme of this course is to provide a broad based fitness experience that teaches the fundamentals and techniques of gymnastics, traditional cardio and weight training. Students will be expected to show progress in pursuit of mastery of key movements while increasing overall fitness through regular benchmarking of achievement. The value of movement in a balanced lifestyle is emphasized and students will take the key concepts learned and be able to implement a personally tailored approach to their own lifelong physical goals. Students will also learn the role of nutrition for performance, digestive health and/or physical change.

Net Games (offered alternative years; offered in 2022-23)

<i>Prerequisite</i>	<i>None</i>
<i>Duration</i>	<i>1 semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The Net Games course is a one semester class that will focus on sports that are conceptually organised within this category. The activities will include volleyball, badminton, tennis and table tennis. Students will identify and further develop the specific physical and game components of net games, leading to increased levels of performance. They will apply their knowledge of these components, together with rules, strategies and tactics that are related.

Net Games is for all genders. Based on requests and the schedule, women who request NGW may or may not be able to access a women-only course.

Note: This course is replacing the Racquet and Batting course that was offered in 2019-20. Cricket and softball can now be explored in the Recreational Games course.

Recreational and International Games (offered alternative years; offered in 2022-23)

<i>Prerequisite</i>	None
<i>Duration</i>	1 semester
<i>Units of Credit</i>	0.5

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The Recreational and International Games class values participation over competition in a variety of athletic activities. Participants will recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction. Activities may include frisbee and frisbee golf, archery, martial arts, slackline, bocce, cricket, softball and local games. This course may include Cricket and Softball depending on student interests.

Territorial Games (offered alternative years; next offering delayed until 2023-24 so that Net Games can be offered in 2022-23)

<i>Prerequisite</i>	None
<i>Duration</i>	1 semester
<i>Units of Credit</i>	0.5

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The Invasion Games course is provided in two separate sections; one mixed gender and one for women. Invasion games are those where players control an object, keeping it away from opponents and moving into position to score. Offensive and defensive players share the same playing area while attempting to prevent the other team from scoring. Examples of these games are two of the SAISA sports, soccer and basketball, as well as touch rugby and european handball. The units will be designed to explore and apply the skills, movements and strategies for each specific sport. Students will work individually and together as a team in various lead-in activities, games and tournaments.

N.B This course was formerly known as Basketball, Soccer and Volleyball (BSV). Volleyball has been reclassified and included in the Net Games course.

INFORMATION AND DESIGN TECHNOLOGY

The Information and Design Technology Department at AISC is dedicated to offering a program that provides opportunities for study and creativity within a context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning. The courses will be focused on developing the students on Design Thinking, Problem Solving, Coding with Logic, Learning through Tinkering and Making. The aim of the courses is to make the students become aware of how computer scientists and design engineers work and communicate with each other and with the client for whom they develop the products. The teachers act as facilitators assisting students in the process of successful development and implementation of IT and design solutions. The programs enable students to apply and use a body of knowledge, methods and techniques that characterize computer science and design technology.

Introduction to Design Technology

<i>Prerequisite</i>	<i>None</i>
<i>Length of course</i>	<i>1 Semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Introduction to Design Technology is a hands-on, project-based course where students design and create functional products using the design thinking process. Students will develop design drawing skills, basic hand tool, power tool and material skills in order to design and create a product.

A major emphasis is on the active involvement of the students in designing and producing real world applications, i.e. small functional products, furniture, jewelry boxes, desk organizers, etc. Topics covered include: safety, engineering drawing, hand and power tools, materials and laser cutting, 3D printing and computer aided design (CAD and CAM).

Engineering Design 1

<i>Prerequisite</i>	<i>Successful completion of Introduction to Design Technology or 8th Grade Design Technology.</i>
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Length of course 1 Semester
Units of Credit 0.5

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

This is the second level Design course, designed to give students deeper knowledge, skill and experience with product and engineering design using the design thinking process. The students will be given a variety of engineering challenges to solve with a product solution. Students will use both hand-drawn and CAD drawings to develop their ideas in designing functional products using a variety of tools, materials and equipment. The main project for this course will be designing a product for a client using the tools and concepts in structural, electrical/electronics and mechanical engineering.

Engineering Design II

Prerequisite Successful completion of Engineering Design I.
Length of course 1 Semester
Units of Credit 0.5

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

This is an advanced Design course offered to give students an opportunity to further build onto their previous Design experience by being challenged to advance their skills in engineering design, creative problem-solving, CAD drawing as well as use of hand- and machine-tool skills. This will be a project-based course using the design thinking process to create prototype projects using a variety of techniques, materials, tools and equipment.

Robotics and Electronics

Prerequisite None
Length of course 1 Semester
Units of Credit 0.5

Electronics and Robotics is a project-based course in which students will design functional electronic products as well as operational robotic circuits and create their

designs using the necessary tools, programmable robot IDE, and devices in the Design Lab/ TinkerCad.

Students will be introduced to Arduinos which is a platform for electronic prototyping. Students will first develop an understanding of the Arduino ecosystems which includes knowledge of electronic components to build electronic circuits, and then coding to write programs in arduino IDE. Students will also develop an understanding of the design thinking process through project development. During virtual classes, Arduino projects and prototypes will use TinkerCad by Autodesk which allows us to test our code and electronic circuits, virtually!

Mobile Application Development

<i>Prerequisite</i>	<i>None</i>
<i>Length of course</i>	<i>1 Semester</i>
<i>Units of Credit</i>	<i>0.5</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Mobile Application Development course introduces students to the concept and applications of Mobile Computing Principles. It uses the visual programming languages and platforms such as MIT App Inventor and AppLab to provide a rigorous, programming-based introduction to computer science using a project-based curriculum. Students learn computer science by building socially useful mobile apps. In this way, student learning will be associated closely with their interests and grounded in their schools, their homes, and their communities. Students who have the pre-knowledge of programming languages can move to the next level of App Development using Java for Android Mobile Apps, and Swift for IOS devices.

Introduction to Programming

<i>Prerequisite</i>	<i>None</i>
<i>Duration</i>	<i>1 semester</i>
<i>Units of Credit</i>	<i>0.5 credit</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

Introduction to Programming is designed to teach students the fundamentals of object oriented programming. This course aims to provide an opportunity for all students to

acquire the requisite knowledge, concepts, and skills needed to engage in learning higher level programming courses such as AP Computer Science. Students will be using Java as a means for learning programming which includes the fundamental syntax and semantics of JAVA for applications and web applets. The types of problems solved by means of programming will vary (ie. Math, Science, Finance, Graphics) and students will be encouraged to create programs in JAVA with increasing levels of sophistication. Topics will include discussion on primitive types, variables, control flow, graphics, methods, animations, events, and ArrayLists. This course will emphasize the four cornerstones of computational thinking: decomposition, pattern recognition, abstraction, and algorithms. At the end of this course students will be prepared and required to take an Introduction to Programming semester exam.

AP Computer Science A

<i>Prerequisite</i>	<i>Successful completion of Intro to Programming with a 6 or above.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

The AP Computer Science A course is an advanced course in computer science which prepares the students to take up the AP Computer Science Examination conducted by the College Board. This course covers the fundamentals of Java programming, such as the significance of object-oriented programming and the steps to create simple Java programs. Students taking this course will have hands-on experience learning object-oriented concepts such as inheritance, encapsulation and abstraction. They learn how to create and use Java classes containing arrays, loops, and conditional constructs. They also learn to use and manipulate object references, and to write error-handling code. The course provides a solid understanding of what the Java platform is and how it is used in real world applications. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. The course has 20 hours of compulsory Lab components which needs to be completed by the students. In addition, the responsible use of these systems is an integral part of the course. At the end of this course students will be prepared and required to take the AP Computer Science A exam.

IB Computer Science SL

<i>Prerequisite</i>	<i>Successful completion of Mobile Application Development or Introduction to Programming with a 6 or above or AP Computer Science with a 5 or above or teacher recommendation based on demonstration of programming knowledge.</i>
<i>Duration</i>	<i>1 year</i>
<i>Units of Credit</i>	<i>1</i>

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

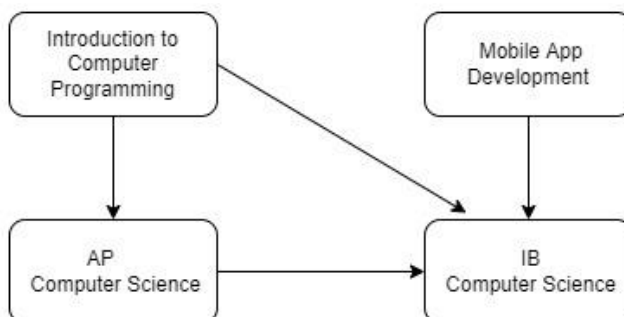
The IB computer science course is a rigorous and practical problem-solving discipline. This is a 1 year course which will be taught together with AP Computer Science. The course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. During the course the student will develop computational solutions.

This will include the ability to:

- identify a problem or unanswered question
- design, prototype and test a proposed solution
- liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.
- To begin, students will learn four topics (system fundamentals, computer organization, networks and computational thinking, problem-solving and programming) along with one option (chosen from databases, modeling and simulation, web science or object-oriented programming) and will have one piece of internally assessed work which includes a computational solution. At the end of this course students will be prepared and required to take the IB Computer Science A exam.

Course Sequence Map

Information Technology



Other Courses

Yearbook

<i>Prerequisite</i>	None
<i>Duration</i>	1 year
<i>Units of Credit</i>	1

The relative importance of achievement strands in this course:

Key:	Highest	Higher	High
	Knowledge/ Understanding	Thinking/ Transfer	Communication

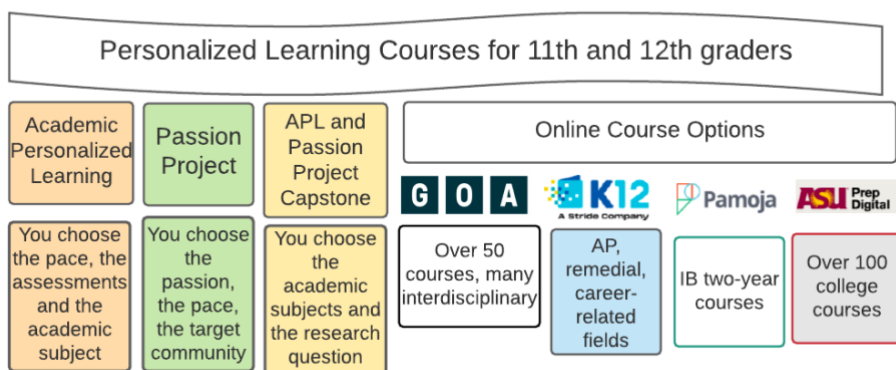
Yearbook is a year-long, elective course for credit. The major responsibility of the yearbook student staff is to produce a memorable school yearbook. Student staff work collaboratively and incorporate personal creativity, art, computer technology and desktop publishing skills under the guidance and instruction of an advisor. The goal of Yearbook is to produce a book that displays the vibrant everyday life at AISC and accurately portrays every student, teacher, and staff member.

Student staff are assessed using standardized rubrics on their contributions to page spreads using 9-12 Common Core English Language Arts Standards. Each contribution receives a formative score and then a summative score for each major deadline. Students are encouraged to redo or improve their pages based on the feedback received from the formative assessments.

Yearbook is a course that may be retaken more than once for credit. Students who choose this growth opportunity do so in order to have a leadership role as a

Yearbook Editor-in-Chief. A Yearbook Editor-in-Chief is expected to meet the same deadlines and standards as his or her fellow student staff members, but is also tasked with more crucial roles such as developing theme, designing layouts, and assisting in the communication between the yearbook student staff and school faculty, student body, publisher support, and school administration.

Personalized Learning



Students at AISC can tailor their learning to fit their own passions, needs, and strengths with a Personalized Learning course. Our mission's foundation is based in the Vision for a Learner attributes of Innovator, Explorer, and Versatile. With collaboration and reflective conversations with the PL Coordinator, students learn in a dynamic environment that privileges their voice and choice. The courses vary in the level of student choice, as well as the scope, pace and rigor.

Personalized Learning options are listed below:

- Passion Project
- Passion Project Personalized Learning Capstone
- Academic Personalized Learning
- Academic Personalized Learning (APL) Capstone Course (Semester 1 only)
- Online Courses offered through Pamoja, K12, ASU Prep Digital or Global Online Academy (GOA)

Passion Project Personalized Learning

<i>Prerequisite</i>	<i>None, open only to 11th and 12th Grade students.</i>
<i>Duration</i>	<i>one semester</i>
<i>Units of Credit</i>	<i>0.5 credits</i>

Students may complete more than one Passion Project Requires approval from the Counselor and High School Personalized Learning Coordinator

The Passion Project is a course in which students investigate real-world issues and take social action in an area of their own interest. Utilizing a “design thinking” framework to address the real-world problem or concern, students will consult and collaborate with non-academic experts like NGO leaders, media specialists and other real-world mentors. Unlike a traditional independent study, students will adjust their course goals as they explore their identified issues. Their final assessment is built as they work through defining, researching, developing, implementing and reflecting on solutions for their issue. They must present their Passion project to an authentic audience.

Students must receive approval for their Passion Project in the semester previous to the one in which they intend to enroll. Approval procedures are found both on the Personalized Learning website and on the Passion Project enrollment form. The Personalized Learning Coordinator will also approve whether the course demonstrates a level of complexity and commitment to fulfill a core course requirement.

Passion Project Personalized Learning AISC Capstone

<i>Prerequisite</i>	<i>Open to grade 11 and grade 12 students.</i>
<i>Duration</i>	<i>Fall semester start only, one semester</i>
<i>Units of Credit</i>	<i>0.5 credits</i>

Requires approval from Counselor and Personalized Learning Coordinator

The Passion Project Capstone course requires more rigor in both process and outcome than a Passion Project course. Students will work closely with the Personalized Learning Coordinator and the HS Librarian to investigate a real-world issue with design thinking, utilizing an interdisciplinary approach and academic research methodologies, and create a 4,000 word academic paper which they will present formally in a multimedia format. As members of a Pilot Program, students will represent a select cohort and be recognized for their ambition.

Students must receive approval for their Passion Project AISC Capstone in the semester previous to the one in which they intend to enroll. Approval procedures are found both on the Personalized Learning website and on the Passion Project enrollment form. This course will be counted as a core course.

Academic Personalized Learning

<i>Prerequisite</i>	<i>None, open only to 11th and 12th Grade students .</i>
<i>Duration</i>	<i>1 semester</i>
<i>Units of Credit</i>	<i>0.5</i>

Students may complete more than one APL with approval from the Personalized Learning Coordinator.

Academic Personalized Learning (APL) offers Grade 11 and 12 students the opportunity to demonstrate learning in an area of academic interest, preferably transdisciplinary, not sufficiently covered by an AISC course. Students complete an in-depth, learning of higher academic level skills and concepts. An APL course requires students to complete learning assessments in multiple units with a variety of academic level resources. It is not intended as an alternate means of gaining credit for coursework already offered in the AISC curriculum or to self-study for an AP course not offered at AISC.

All Academic Personalized Learning courses require an AISC teacher to act as a Collaborating teacher, assessing and providing guidance on the academic skills and concepts. Students must receive approval for APL in the semester previous to the one in which they intend to enroll. Approval procedures are found both on the Personalized Learning website and on the APL enrollment form. The Personalized Learning coordinator will also determine whether the course demonstrates a level of complexity and commitment to fulfill a core course requirement.

Academic Personalized Learning Capstone

<i>Prerequisite</i>	<i>open only to 11th and 12th Grade students .</i>
<i>Duration</i>	<i>Fall semester start only, one semester</i>
<i>Units of Credit</i>	<i>0.5 credits</i>

Requires approval from Counselor and Personalized Learning Coordinator

Academic Personalized Learning (APL) Capstone course requires students to select more than one academic area in which to research. Students will work closely with the Personalized Learning coordinator to answer an original research question, in an interdisciplinary academic field, with a 4,000 word academic paper. Utilizing academic research methodologies and methods, the academic paper will be presented formally in a multimedia format.

An APL Capstone course requires an AISC teacher to act as a Collaborating Teacher, assessing and providing guidance on the academic skills and concepts. Students must

receive approval for APL Capstone in the semester previous to the one in which they intend to enroll. Approval procedures are found both on the Personalized Learning website and on the APL enrollment form. This course will fulfill a core course requirement.

Online Personalized Learning

<i>Prerequisite</i>	<i>None, open only to 11th and 12th Grade students (additional prerequisites as per selected online course).</i>
<i>Duration</i>	<i>one semester, full year, or two years, depending</i>
<i>Units of Credit</i>	<i>0.5 or 1</i>

Taking an online course from an AISC-recognized provider offers Grade 11 and 12 students the opportunity to access a curriculum not offered at AISC for fully transferable credit and marks. Such courses are not intended as an alternate means of gaining credit for course work already offered in the AISC curriculum or as a substitute for credit required for graduation.

Availing of an online course requires a great deal of independence and responsibility and while an online coordinator will be present to help troubleshoot technical issues and interface with the provider and support student skills and success, students are required to approach their work and communicate with their online teacher in a proactive manner. Online courses do not follow the same calendar semester as AISC, and students are responsible for completing the work when it is due, regardless of whether or not it falls outside the AISC calendared days.

AISC now offers four different online providers: The Global Online Academy (GOA), Arizona State University (ASU), Pamoja and K-12. (see description below) Each offers different types of courses and learning experience and typically require 5 - 7 hours of work per week, which will require work outside of allotted class time.

Students must receive approval for their Online Courses in the semester previous to the one in which they intend to enroll. Approval procedures are found both on the [Personalized Learning website](#) and on the Online Course enrollment form.

Counselors and the AP/IB Coordinator, when relevant, will help a student determine whether an Online Course will fulfill an academic core course requirement. Students and families are responsible for paying for course tuition and required materials, and may complete online courses only from one of our four online providers.

AISC offers courses from four online providers

ASU Prep Digital

Students can choose from over 200 university courses and earn dual credit. A wide range of courses available in science, world language, history, communications, mathematics, computer science, and art.

Global Online Academy (GOA)

Interdisciplinary and intellectually rigorous courses with a high level of teacher engagement as well as interactive, experiential assignments.

K12 International iCademy, a Stride Company

Both semester and year long AP courses are available, as well as world language and remedial level courses. Students are limited to taking AP courses that AISC does not offer.

Pamoja Education

IB courses are available, for both full Diploma students and certificate-only students. There may be Pamoja prerequisites/entrance requirements, based on course. Students are limited to taking IB courses that they cannot take at AISC.

