

American International School of Guangzhou

廣州美國人國際學校

C H I N A

High School Course Guide 2018-19



To nurture future-ready individuals to aspire, achieve, and contribute. | www.aisgz.org

High School Course Guide

Dear Parents and Students,

As we look forward to the 2018-19 school year, it is important that students make good decisions in terms of their course selection choices. This course guide introduces the wide range of offerings that are available to our students as they plan for their graduation requirements. The selection of courses should involve thoughtful planning by each student in consultation with parents, teachers, and school counselors. We are fortunate to be able to offer a well-rounded curriculum that is in line with ensuring that all students meet their full potential.

In Grades 11 and 12, all core academic areas use the International Baccalaureate (IB) curriculum to provide a strong educational foundation for post-secondary studies. In addition to being a widely recognized academic program that supports successful admission and transition to college, the IB curriculum provides a variety of options including differentiated levels of study, individual course certification and full diploma options. We encourage you to speak with the IB Diploma Coordinator and the high school counselors to investigate the 'right-fit' option for you.

The goal for all high school students should be to develop a challenging and enriching academic program. As you consider the course options available to you for the 2017-18 school year, please use this guide as a springboard to discussions that lead to informed choices.

Kind regards,



Kerry Timmerman
High School Principal





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Introduction

The American International School of Guangzhou (AISG) is committed to providing students with a program that challenges them academically, supports them in their learning, and assists them in becoming independent learners. We are guided by our Mission - “Nurturing Students to Aspire and Achieve” - as we strive to educate, inspire and teach our students to be global citizens of high character who can think effectively, passionately, creatively and critically.

A broad range of course offerings provides students with opportunities to design a challenging program specific to their abilities, interests and academic goals. Our high school curriculum offers a wide range of rigorous, pre-university courses that lead to a US high school diploma. We also offer the International Baccalaureate (IB) Diploma Program. Outside the classroom, AISG has a wide range of After School Activities (for more details see the annual ASA Guide). As you begin your planning, keep in mind that you will perform best when you select a program that includes choices that are personally interesting and appropriately challenging. Teachers, the counselors, and the IBDP Coordinator are available to help parents and students with information and advice, so please contact us and ask questions as needed.

Course Registration

In the spring of each year, students are asked to choose courses for both semesters of the next school year. During the registration process, teachers and counselors will provide guidance to students about which courses are best for them, based upon ability, performance, and future plans. Before signing up for a course, students should understand what the course will cover, what the prerequisites are, and whether or not there are any expectations beyond what might be considered “normal” for a course, such as additional labs, rehearsals, research, or readings. Choosing a course of study is best done by looking at the broad picture of a four-year plan of high school. While it’s not necessary to have a four-year plan carved in stone, it is helpful to have at least a rough idea of the courses to be taken through the senior year and to revise that plan each spring as students prepare to select courses for the coming school year. Choices made in grades nine, ten and eleven will impact the options that will be available later. The academic plan worksheet (page 43) should be completed or reviewed each year by students.

Drop/Add Procedures

Considering that student, parent and teacher input are taken into account during the course selection process, we expect that students will make appropriate choices when selecting courses. However, even with careful planning, we understand that sometimes a schedule change is necessary. At the beginning of each academic year there is a 10-day period where students may request to drop/add courses pending written approval from parent, teacher and counselor within the constraints of the timetable. After the 10-day period, the only permissible change will be those initiated by a teacher due to academic concerns. Seniors who wish to make any change in their courses after transcripts have been sent to university must notify the university in writing of the modification to their academic program.



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AISG High School Diploma: Graduation Requirements

High school students in grades 9-12 work towards earning a specific number of graduation credits each year. A passing grade in a subject for a year's work earns one credit towards high school graduation. A 9th grade student begins with no credits. In order for a student to be considered a 10th grade student, he/she must have earned between 5 and 6 credits; to become an 11th grade student, 12 or 13 credits; and a 12th grader student, at least 18 credits will be required. In order to graduate, a student must have earned a total of at least twenty-five (25) credits.

Listed below are requirements for earning graduation credits as approved by the AISG Board of Governors. In order to graduate from the American International School of Guangzhou a student must earn credits in the following categories:

English	4 credits	Fine Arts	1 credit
Social Studies	3 credits	World Languages	2 credits
Mathematics	3 credits	Electives	7 credits
Science	3 credits		
Physical Ed / Health	2 credits	Total	25 credits

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The International Baccalaureate Diploma Program

The International Baccalaureate Diploma Program (IBDP) is a comprehensive, two-year, international curriculum, offered to students entering Grade 11. The IBDP is a rigorous program of study involving a wide range of academic courses. IB courses are designed to cultivate the characteristics of the IB Learner Profile: **inquirers; knowledgeable; thinkers; communicators; principled; open-minded; caring; risk-takers; balanced** and **reflective**. (<http://www.ibo.org/programmes/profile/documents/Learnerprofileguide.pdf>)

Awarding of the full IB Diploma requires successful performance on internal assessments, completion of an extended essay, meaningful involvement in community service and extracurricular activities, and satisfactory performance on external examinations. Students may choose to pursue the full diploma or they may pursue certificates of achievement in one or more individual IB courses.

Students who enroll in the full diploma program choose three subjects at Higher Level (HL) and three subjects at Standard Level (SL). The choices depend on a student's interests, abilities, and post-secondary educational plans. In choosing their three higher and three standard courses, one course must be selected from each of the Subjects Groups 1-5, together with a sixth subject from either Group 6 or from Groups 2-4. Students requesting 4 HL courses must sign a Memorandum of Understanding that they will remain in all their HL courses for the entire year; they may not drop early. The full diploma also requires a mandatory Extended Essay, enrolment in a Theory of Knowledge course, and meaningful participation in extracurricular Creativity, Action, Service (CAS) activities.

The IB Diploma





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International Baccalaureate Courses offered at AISG during 2016-2017*

	Higher Level (HL)	Standard Level (SL)
Group 1**	English Literature English Language & Literature Chinese Language & Literature	English Language & Literature Chinese Language & Literature Self-Taught Language A
Group 2	Chinese B French B Spanish B	Chinese B Mandarin Ab Initio French B French Ab Initio Spanish B Spanish Ab Initio
Group 3	Economics History ITGS (Online) Psychology	Economics History ITGS (Online) Psychology Environmental Systems & Societies
Group 4	Biology Chemistry Physics Computer Science	Biology Chemistry Physics Environmental Systems & Societies Computer Science
Group 5	Mathematics	Mathematics Math Studies
Group 6	Visual Arts Music	Visual Arts Music

*All course offerings are subject to enrollment

**All students must choose English but may also choose a second Group 1 Language instead of one from Group 2.

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Additional Requirements for the full IB Diploma

Successful completion of:

- Extended Essay: a personal research paper of up to 4000 words in one of the subjects of the IB curriculum which is externally marked;
- Theory of Knowledge (ToK): a course that explores the relationship between the various disciplines and ensures that students engage in critical reflection of the knowledge and experience acquired both within and beyond the classroom.
- Creativity-Action-Service (CAS): meaningful participation in a range of activities over the whole course of the Diploma Program.

Requirements for a Bilingual IB Diploma

- Complete all requirements for a full IB Diploma.
- Choose a second language in Group 1. (A student would then not need to choose a language from Group 2.)

Online Courses

Spanish Ab Initio SL and ITGS HL and SL will be offered only online. These continue to be two-year courses and satisfy IB Diploma requirements. They will be offered by Pamoja education and will be monitored by an on-site coordinator. Students may enroll in one online course at most. Students must be self-motivated, enthusiastic, responsible learners. They will have weekly assignments and regular assessments set by the online teacher. Full IB Diploma students who choose to drop, or do not complete the online course will forfeit their qualification for the IB Diploma.

Appropriate Course Placement

In keeping with our mission statement – Nurturing Students to Aspire and Achieve – student placement in International Baccalaureate (IB) is governed by the desire to place AISG students in challenging courses that still give them a realistic chance of success. Students work closely with the high school counselors and the IBDP Coordinator to plan their academic program and develop academic goals. Students are also encouraged to conference with their teachers and parents as they consider the course offerings.

While each department has specific criteria for placement in IB, a guideline for placement in IB HL courses is a B+ (or better) in the prerequisite course. The students who have the best chances of success in IB courses are those who have not only satisfied the academic prerequisites but also demonstrate the following skills:

- Time management and an ability to meet deadlines;
- Organization;
- Written and verbal English;
- Creative and critical thinking;
- Curiosity

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Student Support Services

Student Support Team

Access to support services at AISG is easy. Parents may refer their children for support by contacting classroom teachers or any other member of the Student Support Team. Students are always welcome to seek support themselves. If student concerns arise in the classroom, teachers will first communicate with students and parents, and apply a range of in-class interventions to help the student. If concerns persist, teachers may refer students for support services. Parents are clearly informed throughout the referral process.

Counseling

The AISG high school counseling program is an important part of the school's educational program. Counselors collaborate with students, parents, teachers and administration to facilitate student achievement through a variety of developmentally appropriate academic, personal and social activities. Parents or teachers may refer students for counseling services and students who are in need of counseling services may also refer themselves by contacting their counselor in person, through email, or telephone. Some possible reasons for seeking counseling assistance include:

- Help with the college application process
- Obtaining information about college entrance tests
- Academic difficulties
- Time management concerns
- Class scheduling
- Learning about summer school and activities programs
- Personal and/or social difficulties

Counseling services at AISG are provided in an atmosphere that demonstrates understanding of the student's background and the factors that are influencing his/her present circumstances. Respect for the student and his/her culture are reflected at all times.

Learning Support

AISG is committed to students achieving academic excellence within a teaching and learning environment where students live and grow as "effective, passionate, creative and critical" citizens of the world. The goal of the Learning Support program is to partner with students, teachers and families to find the best way for each student to fully experience these rigorous outcomes. In addition, it is our goal that students feel a profound sense of belonging within a school culture that values the individuality of each member of its community.

Classroom teachers at AISG carefully design instruction and learning experiences to give students a variety of ways to demonstrate their learning. We recognize that some students may need extra instruction in a targeted skill area in order to continue growing as a learner and thinker. In this case, students might attend extra study sessions with the teacher, work with a peer tutor or attend an after-school class to improve in that skill area. In other cases, a student might work with the Learning Support specialist to better understand himself/herself as a learner and to develop the strategies and skill sets that empower the

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student to learn his/her path to being a successful and independent learner. In addition, the student works with the Learning Support specialist to commit to a Learning Plan that helps communicate these strategies so the classroom teachers can partner with the student on this path.

English Language Support

For those students who need further development of their English skills for academic purposes, there is a two-stage program available in the High School at AISG. Students may take one or both (in sequence) of the offered courses, which are designed to develop their existing skills in reading comprehension, writing, listening, and speaking. These courses are designed to accelerate English language proficiency by studying and interpreting a variety of texts, improving informal and formal oral communication skills and practicing appropriate types of writing for different subject areas. Both courses aim to improve accuracy and fluency in preparation for all Grade 11 and 12 courses at AISG, which demand a strong grasp of academic English. New AISG students may be required to take one or both of these courses as a condition of acceptance to the school.

After-school Academic Support

Academic support is available for students in a variety of forms. Students can make an appointment to meet, either during or after the school day, with their teachers to clarify homework and obtain assistance with regular classwork and/or test preparation. Another excellent way for students to obtain assistance with coursework is by joining the AISG Peer-Tutoring Program. Students interested in seeking a peer-tutor for a certain subject should first speak with their teacher who can then refer the student for peer tutoring. Peer tutors take their work very seriously and work closely with teachers in order to define the areas in which students need assistance. Students have the opportunity to attend Writing Lab, after school as needed throughout the year. The Lab is open two days per week and is a place where students can receive feedback and guidance on specific writing assignments they are completing in their courses. In addition, two after school activities, Ram Reading and Ram Math are facilitated by the learning support teacher. These clubs are open to all students in an attempt to help anyone who needs support in those subjects.

Advisory and Study Hall

All students have at least one study period built into their schedules. The amount of study hall time and degree of flexibility will vary depending upon grade level. For grade 9, the emphasis will be on the transition from Middle School to High School, study skills, and time management with a supervised study hall/advisory period built into the four-day cycle. Throughout the year, grade 10 students will meet with their counselor to focus on getting to know themselves better in terms of skills and abilities, career interests, and personal interests. Study skills and time management will continue to be discussed in these sessions. Beginning in grade 11, and continued in grade 12, the college selection, application and transition process will be the main focus. Students in grades 11 and 12 will have a greater degree of flexibility in terms of how they manage their study hall time and how many study hall periods they can choose during the weekly rotation.

Library / Media Center



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The library is an essential part of the school and a valuable resource that supports the entire secondary school curriculum with print, audio-visual, and online resources. The middle/high school library collection contains more than 18,000 volumes of curriculum-related resources and literature for our students' leisure reading and enrichment. The high school library page, located on the AISG website, provides electronic access to our online databases, to recommended websites for research, access to ebooks, emagazines, and recommended book lists. The library page is, in essence, our virtual library, which can be accessed from school or from home with a username and password. The library makerspace is available to secondary students create or make things related to personal interest or academic courses.

High school students make use of the library with their classes for research purposes as well as for literature-selection purposes. Students may also use the library on their own as their schedules allow, for the purposes of reading, researching, studying, homework, and accessing the Makerspace. The library is large enough to accommodate many students at the same time. Therefore, it is expected that students adhere to the following simple rules while in the library:

- Conduct activities in a manner that respects other students' right to work without distraction. Keep conversation to a level generally lower than that of a classroom.
- Use study carrels for independent, silent work only—not for group work.
- Use computers for educational purposes and according to the school's Acceptable Use Policy.
- Leave areas clean and ready for those using the space next.
- Cell phones can be used for academic purposes or for background music. If you must talk to someone on the phone, please exit the library.
- Use headphones at a level that will not disturb others with any ambient sound.
- Eating is allowed in the area by the large window. Outside that area only drinks are allowed and should have a secure screw cap.

In order to minimize paper consumption, please conserve paper when printing and photocopying.

Secondary school students may borrow up to five library books at a time for a period of three weeks. Back issues of magazines may be borrowed for one week. Reference and videos may be borrowed with the permission of the library staff. Students will not be allowed to check out library materials when they have overdue items. The return of library materials on time and in good condition is the responsibility of each student. Payment is required for library materials that are lost or damaged. In addition, semester school report cards will be released to students only if their library obligations have been cleared.

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AISG High School Course Offerings for School Year 2017-18

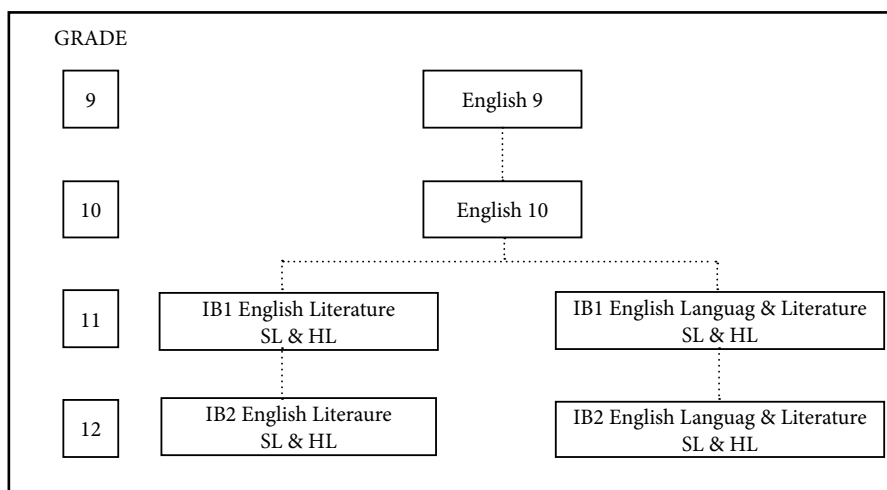
English	12
Mathematics	16
Sciences	20
Social Studies	24
World Languages	29
Visual & Performing Arts	38
Physical Education & Health	45
Computer Science	46

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English

English Selection Course Sequence



English 9

Grade: 9

Prerequisites: None

Length: One year

Credit area: English

English 9: Critical Approaches to Language and Literature is an introduction to high-school level literary study. Students will explore both literary and non-literary texts, developing creative and analytic skills. Readings will include literary texts (such as novels, plays, short stories, and poems) and non-literary texts (such as speeches, advertisements, political cartoons, and journalism); these will facilitate conversations about theme, character, literary devices, and analytical skills. Students will also develop research skills, learning how to identify and use credible sources, take notes and outline, and use MLA style to format an essay that demonstrates their learning. With a variety of assessment techniques including written essays, oral presentations, and creative projects, students will express mastery of ideas and skills learned in the course.

English 10

Grades: 10

Prerequisites: English 9

Length: One year

Credit area: English

This rigorous course includes a variety of genres and skills designed to prepare students for the IB curriculum and beyond. In alignment with AISG's standards and benchmarks, students will explore both fiction and non-fiction texts, developing strong analytical skills in order to produce written and oral literary analysis. Students will also strengthen their oral presentation and technology integration skills through various individual and group projects designed to showcase the different strengths and talents of each student. Students will be required to read independently and reflect on their reading, allowing them to develop their ability to analyze a text and express their analysis. Students will continue enhancing their vocabulary skills through a defined vocabulary program and the units of study.

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English Language 1

Grades: 9 - 10

Prerequisites: Recommendation from instructor

Length: One year

Credit area: English elective

English Language 1 is the first course in a two-stage program available to students who require additional assistance in developing grade-level English proficiency. The aim of English Language 1 is to improve the English skills required for success in all subjects and in life. This course will be taught using specific readings, vocabulary and grammar development, and through practicing a relevant style of writing and mode of speech. English language 1 is an interdisciplinary course, students can expect to improve their knowledge and skills in a variety of content-area topics. Students will be assessed in all areas: reading comprehension, listening, writing and speaking. (Students who apply to AISG may be required to take one or both English Language courses as a condition of acceptance to the school.)

English Language 2

Grades: 9 - 10

Prerequisites: Recommendation from Instructor

Length: One year

Credit area: English elective

English Language 2 is the second course in a two-stage program available to students who require additional assistance in developing grade-level English proficiency. The aim of English Language 2 is similar to English Language 1, however, the emphasis will be on increasing literacy and accuracy in everyday and academic English. This course will be taught using specific readings, vocabulary and grammar development, and through practicing a relevant style of writing and mode of speech. English Language 2 is an interdisciplinary course, students can expect to improve their knowledge and skills in a variety of content-area topics. Students will be assessed in all areas: reading comprehension, listening, writing and speaking. (Students who apply to AISG may be required to take one or both English Language courses as a condition of acceptance to the school.)

IB English Literature – Standard Level

Grades: 11 - 12

Prerequisites: Completion of English 10

Length: Two years

Credit area: English

IB Language and Literature is a two-year investigation of the power and possibilities of language in all its variety. The syllabus is organized in four parts, two of which relate to language and two to literature. In Part 1: Language in Cultural Context students explore how language develops in specific cultural contexts and the ways in which language shapes both individual and group identity. During this part, students will explore topics such as language and power, language and gender and the evolution of language by reading a wide variety of non-literary texts. In Part 2: Language and Mass Communication, students will consider the way language is used in the media including newspapers, magazines, the internet, mobile telephony and film. In Part 3: Literature - Texts and Contexts students will engage in close reading of literary texts to consider the relationship of literature to issues at large such as gender, power and identity. In Part 4: Literature - Critical Study students will explore the rich complexity of detail in literature and examine the ways in which the texts are deliberately constructed. In the Standard Level course, students will read four literary texts and will produce three written tasks, one of which is sent to the IB for marking. Students will also complete an oral commentary and two creative oral assignments as part of the course.

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IB English Literature – Higher Level

Grades: 11 - 12

Prerequisites: Recommendation from instructor

Length: Two years

Credit area: English

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. This course emphasizes the exploration of a full variety of novels, poems, plays, short stories, and non-fiction writings from around the world in the attempt to examine the commonalities of existence and identity. Students at the Higher Level will be engaged in careful reading of 13 selected literary works in order to sharpen their skills of critical analysis and appreciation of the writer's craft. They will learn how to use language clearly, coherently, and effectively in writing and oral expression. Year 1 focuses on the oral presentation, based on three texts studied in class. Students then write one 1500-word world literature essays in response to three works in translation covered in class. Year 2 requires students to do a recorded oral commentary, based on three texts studied in detail, followed by preparation for the external examination, involving the study of four same-genre texts. Throughout the course students will practice the art of commentary writing in preparation for the examination, which requires them to respond to a passage of unseen text.

IB English Language and Literature – Standard Level

Grades: 11-12

Prerequisites: Recommendation from instructor

Length: Two years

Credit area: English

IB Language and Literature is a two year investigation of the power and possibilities of language in all its variety. The syllabus is organized in four parts, two of which relate to language and two to literature. In Part 1: Language in Cultural Context students explore how language develops in specific cultural contexts and the ways in which language shapes both individual and group identity. During this part, students will explore topics such as language and power, language and gender and the evolution of language by reading a wide variety of non-literary texts. In Part 2: Language and Mass Communication, students will consider the way language is used in the media including newspapers, magazines, the internet, mobile telephony and film. In Part 3: Literature - Texts and Contexts students will engage in close reading of literary texts to consider the relationship of literature to issues at large such as gender, power and identity. In Part 4: Literature - Critical Study students will explore the rich complexity of detail in literature, develop a comparative sense of difference between the works, and examine the ways in which the texts are deliberately constructed. In the Standard Level course, students will read four literary texts and will produce three written tasks, one of which is sent to the IB for marking. Students will also complete an oral commentary and two creative oral assignments as part of the course.

IB English Language and Literature –Higher Level

Grades: 11-12

Prerequisites: Recommendation from instructor

Length: Two years

Credit area: English

IB Language and Literature is a two-year investigation of the power and possibilities of language

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in all its variety. The syllabus is organized in four parts, two of which relate to language and two to literature. In Part 1: Language in Cultural Context students explore how language develops in specific cultural contexts and the ways in which language shapes both individual and group identity. During this part, students will explore topics such as language and power, language and gender and the evolution of language by reading a wide variety of non-literary texts. In Part 2: Language and Mass Communication, students will consider the way language is used in the media including newspapers, magazines, the internet, mobile telephony and film. In Part 3: Literature - Texts and Contexts students will engage in close reading of literary texts to consider the relationship of literature to issues at large such as gender, power and identity. In Part 4: Literature - Critical Study students will explore the rich complexity of detail in literature and examine the ways in which the texts are deliberately constructed. The Higher Level course follows the same model as the Standard Level course described above, but the number of literary texts is greater (six) and students are expected to cover many more texts of all kinds at HL than at SL. Higher level students are required to complete four written tasks in the two years, two of which are graded by the IB. The examinations for higher level are more challenging with the added requirement of comparative textual analysis.

Journalism

Grades: 9 - 12

Prerequisites: None

Length: One year

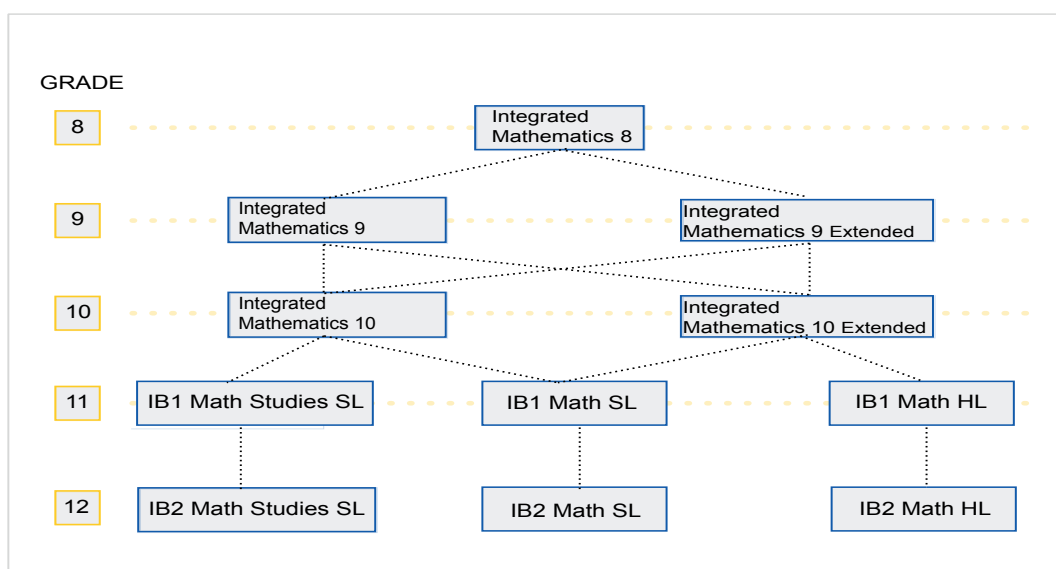
Credit area: English Elective

This is a production-based course in which students plan, write, edit and publish articles for the high school newspaper, The Beacon. The publication hosts journalistic writing in a variety of subgenres, including school news, opinion pieces, interviews, reviews, global events, and the arts. Although much of our class time is dedicated to the drafting of content, some sessions also incorporate direct instruction in the conventions of journalism and whole-group planning for improvements to the newspaper. Students also assume responsibility for the design and layout of the online publication, as well as its marketing and distribution.

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Mathematics

Mathematics Selections Course Sequence



Integrated Mathematics 9

Grade: 9

Prerequisites: Integrated Mathematics 8

Length: One year

Credit area: Mathematics

Integrated Mathematics 9 is a course that builds upon the foundation that students acquired in Integrated Mathematics 8. There is a wide-reaching emphasis on a variety of topics that include quadratic and linear relationships; simple and conditional probability and its purpose in decision making; similarity leading to a discussion of right triangle trigonometry and the Pythagorean Theorem; and finally circles. Integrated Mathematics 9 sees these units as heavily intertwined and not stand-alone topics. Significant time will be dedicated to exploring the relationships and connections between each unit. A graphing display calculator is required in all math classes. The recommended calculator is the TI-Nspire CX (not CAS); however, the TI-84 is still acceptable. Throughout the course, an emphasis will be placed on learning through inquiry, using various types of technology to enhance the learning process, making interdisciplinary connections to subjects in other courses, and determining the role and purpose of mathematics in the greater world.

Integrated Mathematics 9 Extended

Grade: 9

Length: One year

Prerequisites: Strong grades in Integrated Mathematics 8. **Credit area:** Mathematics

Recommendation from instructor.

Integrated Mathematics 9 Extended is a course that builds upon the foundation that students acquired in Integrated Mathematics 8. There is a wide-reaching emphasis on a variety of topics that include quadratic and linear relationships; simple and conditional probability and its purpose in decision making; similarity leading to a discussion of right triangle trigonometry and the Pythagorean Theorem; and finally circles. Integrated Mathematics 9 Extended sees these units as heavily intertwined and not stand-alone topics. Significant time will be dedicated to exploring the relationships and connections between each unit. These topics will be similar to the ones covered

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in the Integrated Mathematics 9 course; however, they will go into greater depth and detail and therefore be significantly more rigorous in nature. Additionally, the students in the Extended course will be required to design, research and analyze a novel mathematical question and present these findings in a research paper.

A graphing display calculator is required in all math classes. The recommended calculator is the TI-Nspire CX (not CAS); however, the TI-84 is still acceptable. Throughout the course, an emphasis will be placed on learning through inquiry, using various types of technology to enhance the learning process, making interdisciplinary connections to subjects in other courses, and determining the role and purpose of mathematics in the greater world.

Integrated Mathematics 10

Grade: 10

Length: One year

Prerequisites: Integrated Mathematics 8&9

Credit area: Mathematics

Recommendation from instructor

This course continues to build upon the skills and concepts studied in Integrated Mathematics 8 and Integrated Mathematics 9 by developing and applying algebraic strategies to solve a variety of challenging problems. Exponential, logarithmic and trigonometric functions are studied symbolically, graphically and numerically with a rigorous approach. Topics from statistics and geometry are also taught.

In addition to traditional strategies for solving equations and simplifying expressions students will apply problem solving methods which utilize various types of technologies. A graphing display calculator is required in all math classes. The recommended calculator is the TI-Nspire CX (not CAS); however, the TI-84 is still acceptable. This course is designed to provide students with the prerequisite skills and conceptual framework necessary for further study in IB1 Math Studies SL or IB1 Math SL.

Integrated Mathematics 10 Extended

Grade: 10

Length: One year

Prerequisites: Strong grades in Integrated Mathematics 8

Credit area: Mathematics

and Integrated Mathematics 9

Recommendation from instructor

This course continues to build upon the skills and concepts studied in Integrated Mathematics 8 and Integrated Mathematics 9 Extended by developing and applying algebraic strategies to solve a variety of challenging problems. Polynomial, exponential, logarithmic and trigonometric functions are studied symbolically, graphically and numerically with a rigorous approach. Topics from statistics and geometry are also taught. Similar topics to Integrated Math 10 will be covered but with more depth and detail.

In addition to traditional strategies for solving equations and simplifying expressions students will apply problem solving methods which utilize various types of technologies. A graphing display calculator is required in all math classes. The recommended calculator is the TI-Nspire CX (not CAS); however, the TI-84 is still acceptable. This course is designed to provide students with the prerequisite skills and conceptual framework necessary for further study in IB1 Math SL or IB1 Math HL.

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IB Mathematical Studies – Standard Level

Grades: 11 - 12

Prerequisites: Integrated Mathematics 10
Recommendation from instructor

Length: Two years

Credit area: Mathematics

This course is designed for students with varied mathematical backgrounds and abilities. A wide range of mathematical concepts are developed through activities and projects focused upon building confidence and encouraging an appreciation of mathematics in students whose future studies do not include mathematics as a major component. Core topics studied in year 1 include functions, number and algebra, sets, probability, statistics, and geometry. Additional topics in year 2 include formal logic, trigonometry, introductory differential calculus, and finance. A graphing display calculator is required in all math classes. The recommended calculator is the TI-Nspire CX (not CAS); however, the TI-84 is still acceptable. Internal assessment accounts for 20% of the final IB grade and consists of an individual student project completed during the second year.

IB Mathematics – Standard Level

Grades: 11 - 12

Prerequisites: Strong grades in Integrated Mathematics 10
or Mathematics 10 Extended
Recommendation from instructor

Length: Two years

Credit area: Mathematics

This course is designed for students who already possess knowledge of algebraic skills and concepts, and who are equipped with the skills needed to apply basic mathematical techniques correctly. A variety of mathematical concepts are developed through activities and projects which focus upon developing skills and concepts while encouraging an appreciation of mathematics. Students considering careers in engineering, economics, business, psychology, and medicine will benefit from this course. Core topics studied in year one include functions (linear, quadratic, polynomial, exponential, logarithmic, trigonometric, and rational), number and algebra, matrices, and vectors. Topics studied in year 2 include differential and integral calculus, probability, statistics and revision of past topics and IB examination papers. In addition to traditional strategies for solving equations and simplifying expressions, students will apply problem solving methods which utilize various types of technologies. A graphing display calculator is required in all math classes. The recommended calculator is the TI-Nspire CX (not CAS); however, the TI-84 is still acceptable.

IB Mathematics – Higher Level

Grades: 11 - 12

Prerequisites: Strong Grades in Integrated
Mathematics 10 Extended
Recommendation from instructor

Length: Two years

Credit area: Mathematics

The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in



High School Course Offerings

different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

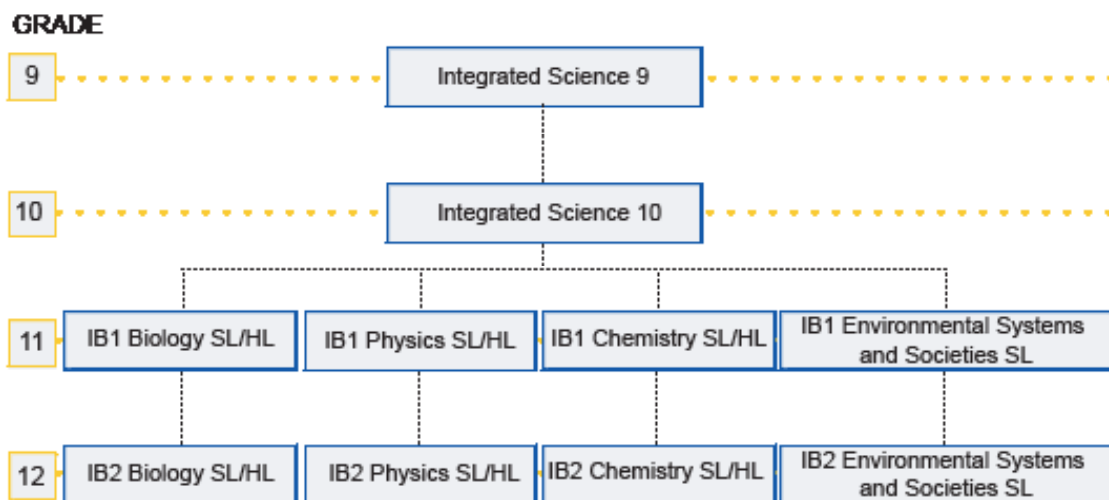
This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses, mathematics SL or mathematical studies SL. Students who wish to study an even more rigorous and demanding course should consider taking further mathematics HL in addition to mathematics HL.

A graphing display calculator is required in all math classes. The recommended calculator is the TI-Nspire CX (not CAS); however, the TI-84 is still acceptable.

Sciences

Sciences Selections Course Sequence

High School Course Offerings



Integrated Science 9

Grade: 9

Prerequisites: None

Length: One year

Credit area: Science

The grade nine Integrated Science course is an exploration of major scientific themes through a combined biological, chemical, and physical science approach. Students will discover important scientific content and develop basic scientific skills while exploring the History and Philosophy of Science, Energy and Motion, Building Blocks, and Evolution. Course activities will not be limited to content coverage and basic lab skills but will also involve significant work in research, writing and technological skills. Assessments will be varied and allow students to demonstrate their understanding and extend their knowledge.

Integrated Science 10

Grade: 10

Prerequisites: Integrated Science 9

Length: One year

Credit area: Science

The second year of the Integrated Science course builds on the major scientific themes taught in grade 9 with the objective that by the end of the course students will have a broad understanding of science through a combined biological, chemical and physical approach built over a two year period. Students, in this second year of integrated science, will continue to discover important scientific content, develop basic scientific skills while exploring the universe, biological form and function, kinematics, basic Newtonian physics, energy, chemical processes and global environmental issues. Course activities will not be limited to content coverage and basic lab skills but will also involve significant work in research, writing and technological skills. Assessments will be varied and allow students to demonstrate their understanding and extend their knowledge.

IB Environmental Systems & Societies – Standard Level

Grades: 11 - 12

Prerequisites: Integrated Science 10

Length: Two years

Credit area: Science or Social Studies

High School Course Offerings

This course will be offered as a one year non IB elective course or as a two year SL transdisciplinary course. For students interested in the IB diploma this subject has the benefit of counting towards either Group 3 or Group 4. This therefore allows greater flexibility when selecting subjects of interest. The course is a combination of ecological science and geography with some politics and economics.

This course will explore the major environmental issues facing our planet, ecosystems, population dynamics, and pollution management. In the course we will be learning about the interrelationships between environmental systems and societies, both locally and globally. During local and simulated investigations, students will form, test, and modify hypotheses, make observations, and analyze scientific data while raising awareness of environmental issues. Students will become informed citizens and be able to responsibly develop an ethical and political stance relating to environmental issues.

IB Biology – Standard Level

Grades: 11 - 12

Prerequisites: Integrated Science 10

Length: Two years

Credit area: Science

In Biology-Standard Level students acquire factual knowledge and more importantly develop a broad general understanding of the principles of the subject. There are four main biological concepts that run throughout the course: 1) Structure and function, 2) Universality versus diversity, 3) Equilibrium within systems, 4) Evolution. These concepts serve as the main themes which unify the various topics that make up the course. Over the two year course students will study cell and molecular biology, genetics, ecology, human physiology, evolution and biodiversity, in addition to one option.

Internal assessment is a very challenging component of the course and is worth 20% of the final assessment. It consists of an interdisciplinary project (the Group 4 Project) and a long-term investigation designed and carried out by the student. Over 25% of the course time is allocated to practical work including the internal assessment. Students must be highly motivated and well organized to handle the rigorous internal assessment program and level of content.

IB Biology – Higher Level

Grades: 11 - 12

Prerequisites: B+ or higher in Integrated Science 10
Recommendation from instructor

Length: Two years

Credit area: Science

In Biology-Higher Level students acquire factual knowledge and more importantly develop a broad general understanding of the principles of the subject. There are four main biological concepts that run throughout the course: 1) Structure and function, 2) Universality versus diversity, 3) Equilibrium within systems, 4) Evolution. These concepts serve as the main themes which unify the various topics that make up the three sections of the course: the core material, additional material covered by higher level students only and the optional topics. Over the two year course students will study cell and molecular biology, genetics, ecology, human physiology, evolution and biodiversity, the same as the core content. In addition, higher level students will study the following: nucleic acids, metabolism, cell respiration, photosynthesis, plant and animal physiology, genetics and evolution, in addition to one option.

High School Course Offerings

IB Physics – Standard Level

Grades: 11 - 12

Prerequisites: Integrated Science 10 and
Advanced Algebra or B+ in Algebra II

Length: Two years

Credit area: Science

Science is the present day equivalent of what used to be called natural philosophy. Natural philosophy was the study of unanswered questions about nature. As the answers were found, they became part of a body of knowledge now known as science. Physics is the most fundamental of all sciences. It's about the nature of fundamental things such as motion, forces, energy, matter, heat, sound, light, and the composition of atoms. Students should develop an intense interest and fascination for being able to explain the world around us, making every day a new adventure. Students will be required to apply scientific and critical thinking skills to solve problems and complete experiments. Student should be able to explain, illustrate, and evaluate materials using the scientific method and inquiry skills. Students are expected to spend time out of class solving problems and revising material covered in class. Periodically, other homework activities will be given that will require an additional time commitment.

Topics covered in the two year course will include:

Measurement and uncertainty, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, and energy production. In addition one of the following options will be explored for 15 course hours: Relativity, engineering physics, imaging, and astrophysics. Internal Assessment (20% of the final IB assessment): 40 hours of practical work including an interdisciplinary group 4 project.

IB Physics – Higher Level

Grades: 11 - 12

Prerequisites: B+ or higher in Integrated Science 10
Recommendation from instructor and
Advanced Algebra or B+ in Algebra II

Length: Two years

Credit area: Science

Science is the present day equivalent of what used to be called natural philosophy. Natural philosophy was the study of unanswered questions about nature. As the answers were found, they became part of a body of knowledge now known as science. Physics is the most fundamental of all sciences. It's about the nature of fundamental things such as motion, forces, energy, matter, heat, sound, light, and the composition of atoms. Students should develop an intense interest and fascination for being able to explain the world around us, making every day a new adventure. Students will be required to apply scientific and critical thinking skills to solve problems and complete experiments. Student should be able to explain, illustrate, and evaluate materials using the scientific method and inquiry skills. Students are expected to spend time out of class solving problems and revising material covered in class. Periodically, other homework activities will be given that will require an additional time commitment.

Topics will include all of those listed for the SL course (above) plus the additional topics of wave phenomena, fields, electromagnetic induction, and quantum and nuclear physics. In addition one of the following options will be explored for 25 course hours: Relativity, engineering physics, imaging, and astrophysics. Internal Assessment (20% of the final IB assessment): 60 hours of practical work including an interdisciplinary group 4 project.

High School Course Offerings

IB Computer Science: Standard Level

Grades: 11 - 12

Length: Two Years

Prerequisites: N/A

Credit area: Science

Previous computer science electives are encouraged

The IB DP Computer science SL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions. This will involve 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.

IB Computer Science: Higher Level

Grades: 11 - 12

Length: Two Years

Prerequisites: N/A

Credit area: Science

Previous computer science electives are strongly encouraged

Strong recommendation from math teacher, science teacher and counselor

The IB DP computer science HL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions. This will involve 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.



High School Course Offerings

Social Studies

Social Studies 9

Grade: 9

Prerequisites: None

Length: One year

Credit area: Social Studies

Social Studies 9 introduces students to important ideas in social studies through an in-depth study of powerful concepts such as geography, the ways that societies rise and fall, religions and belief systems, and forms of government. The roles of technology and tool use, as well as artistic expressions, will also be explored. Major emphasis will be placed on the ways that the events of the past have shaped the conditions of the modern day. Through common case studies and individual research projects, students will gain insight into common themes and contrasting variations on those themes throughout human history. Students will be required to think critically and communicate ideas in a clear, articulate manner. Students are expected to develop their analytical skills through the use of primary and secondary sources, historical research, persuasive essays, comparison contrast and critical evaluation of historical evidence. This course provides a solid foundation for students to succeed in future social studies coursework.

Social Studies 10

Grade: 10

Prerequisites: Social Studies 9

Length: One year

Credit area: Social Studies

Social Studies 10 continues the in-depth study of powerful social science concepts, including topics such as revolution, progress and change, individual and national identity, and war. Working with common case studies as well as individual research projects, students will gain deeper insight into social science concepts and common themes in human history. Major emphasis is placed on the development of a variety of skill, that will be helpful in IB course, university and beyond. Skills developed will include analytical writing skills, historiographic and interpretive skills, collaborative problem solving skills, and oral communication skills; these skills will be crucial for student success in IB courses in 11th and 12th grades.

Social Studies 10: US History

Grade: 10

Prerequisites: Social Studies 9

Length: One year

Credit area: Social Studies

Students who elect this version of the grade 10 social studies course will explore similar concepts as the Social Studies 10 course, with particular reference to the United States and its political, economic, and cultural development. For example, when exploring the concept of revolution, they focus on the American Revolution, and when studying war, they will pay particular attention to the US role in the First and Second World Wars.

High School Course Guide

IB History - Standard Level

Grade: 11-12

Prerequisites: Recommendation from instructor

Length: Two year

Credit area: Social Studies

This course is a two-year, in-depth survey of twentieth century world history with a special emphasis on Europe and Asia. The course requires students to analyze the ideological, political, historical, and historiographical patterns of the twentieth century. In addition, students are required to critically examine historical events and the historian's role in interpreting the past.

The first year focusses on the causes, practices and effects of war. A second major area of study is the origins and development of single party states. The second year focusses on a regional study of Asia, with attention also being paid to non-conventional war, including Civil Wars and guerilla warfare. In addition, students will undertake a case study of the "Move to Global War (1919-1941)", requiring them to interpret and analyze primary and secondary source documents.

Throughout the course there is an emphasis on the development of the skills of the historian, including clear interpretative and analytical writing, research and documentation skills. As part of this process students will complete an Historical Investigation (the IB Internal Assessment), a research paper that requires candidates to select a topic, conduct and evaluate research using an array of source materials.

In addition to the IA, Standard Level candidates will sit two IB examinations upon completion of the course.

IB History - Higher Level

Grade: 11-12

Prerequisites: B+ or higher in Grade 10 Social Studies
Recommendation from instructor

Length: Two year

Credit area: Social Studies

This course is a two-year, in-depth survey of twentieth century world history with a special emphasis on Europe and Asia. The course requires students to analyze the ideological, political, historical, and historiographical patterns of the twentieth century. In addition, students are required to critically examine historical events and the historian's role in interpreting the past.

The first year focusses on the causes, practices and effects of war. A second major area of study is the origins and development of single party states. The second year focusses on a regional study of Asia, with attention also being paid to non-conventional war, including Civil Wars and guerilla warfare. HL Candidates will also delve deeper into Asian history, with in depth study of political, social and economic developments in China and Japan. In addition, students will undertake a case study of the "Move to Global War (1919-1941)", requiring them to interpret and analyze primary and secondary source documents.

Throughout the course there is an emphasis on the development of the skills of the historian, including clear interpretative and analytical writing, research and documentation skills. As part of this process students will complete an Historical Investigation (the IB Internal Assessment), a research paper that requires candidates to select a topic, conduct and evaluate research using an array of source materials.

HL Candidates are expected to develop a nuanced and multi-faceted understanding of HL topics and historical trends in Asia. HL Candidates will complete the IA and sit three IB examinations upon completion of the course.

High School Course Offerings

IB Economics – Standard Level

Grades: 11 - 12

Prerequisites: Recommendation from instructor

Length: Two years

Credit area: Social Studies

This course provides students not only with a thorough conceptual understanding of economic principles and theories, but also with frequent opportunities to apply that understanding to current events and real world situations. To achieve success in this course, students need to think analytically, write with precision and clarity, and prepare thoroughly for class. In the first year, after an introduction to basic economic ideas, students study microeconomics and macroeconomics; in the second year, after a review and extension of micro and macro concepts, students explore international and development economics. Microeconomics includes topics such as supply and demand, types of markets, and the role of government in promoting efficiency and equity in the economy. In macroeconomics, students learn about inflation, unemployment, economic growth, government stabilization policies, and the financial sector. In international economics, students look at the economic effects of international trade and exchange rates, while in development economics they examine barriers to economic development in poorer countries and strategies to overcome those barriers. During the two years, students will write frequent short essays analyzing current events articles; three of these essays will be collected into a portfolio as the internal assessment portion of this course, counting 20% toward the student's IB score in economics.

IB Economics – Higher Level

Grades: 11 - 12

Prerequisites: Grade 10 Social Studies

Recommendation from instructor

Length: Two years

Credit area: Social Studies

This course provides students not only with a thorough conceptual understanding of economic principles and theories, but also with frequent opportunities to apply that understanding to current events and real world situations. To achieve success in this course, students need to think analytically, write with precision and clarity, and prepare thoroughly for class. In the first year, after an introduction to basic economic ideas, students study microeconomics and macroeconomics; in the second year, after a review and extension of micro and macro concepts, students explore international and development economics. Microeconomics includes topics such as supply and demand, types of markets and the role of the firm, business profit-maximizing behavior, and the role of government in promoting efficiency and equity in the economy. In macroeconomics, students learn about inflation, unemployment, economic growth, government stabilization policies, and the financial sector. In international economics, students look at the economic effects of international trade and exchange rates, while in development economics they examine barriers to economic development in poorer countries and strategies to overcome those barriers. During the two years, students will write frequent short essays analyzing current events articles; three of these essays will be collected into a portfolio as the internal assessment portion of this course, counting 20% toward the student's IB score in economics. The primary difference between this course and SL Economics is the inclusion of more economic topics and theories, especially in microeconomics, as well as one extra section on the IB external assessment test at the end of the course. In addition, HL students will be expected to use quantitative techniques to identify, explain, and analyze economic relationships.

High School Course Offerings

IB Psychology – Standard Level

Grades: 11 - 12

Prerequisites: Recommendation from instructor

Length: Two years

Credit area: Social Studies

IB Psychology Standard Level (SL) is a two-year survey of the variety of perspectives that contribute to the study of human behavior. In the first year the course focuses on the biological, cognitive, and sociocultural approaches to understanding behavior. Topics within each approach will include, but are not limited to, principles that define each approach to understanding behavior, the influence of environment on psychological and physiological processes, and methodological and ethical considerations in research. The intent of the course is to critically examine each approach as well as key studies within them, to prepare the scientific and critical ground for the Experimental Study (the Internal Assessment) which will take place in the 2nd year of the course. Emphasis is placed on the development of focused and precise analytical writing skills, application skills, and critical reasoning. A continuous theme will be the application of behavioral science to psychological health and well-being.

In the second year of the course students will focus on planning, conducting, and completing the Experimental Study (the Internal Assessment) and the exploration of the option of Abnormal Psychology. The IA is a report of a simple experimental replication that is completed by the end of the fall semester, and counts for 25% of the candidate's IB assessment in Psychology. The IA requires in-depth research as well as the use of inferential statistics. Emphasis is placed on mastery of critical research skills, analysis of research methodology, and understanding different methods of data collection and interpretation, as well as revision of 2 years of topical content in preparation for the Exams (External Assessment) that take place at the end of the second year.

IB Psychology – Higher Level

Grades: 11 - 12

Prerequisites: B+ in Grade 10 Social Studies

Recommendation from instructor

Length: Two years

Credit area: Social Studies

IB Psychology Higher Level (HL) is a two-year survey of the variety of perspectives that contribute to the study of human behavior. In the first year the course focuses on the biological, cognitive, and sociocultural approaches to understanding behavior. Topics within each approach will include, but are not limited to, principles that define each approach to understanding behavior, the influence of environment on psychological and physiological processes, and methodological and ethical considerations in research. The intent of the course is to critically examine each approach and key studies within them, to prepare the scientific and critical ground for the Experimental Study (the Internal Assessment) which will take place in the 2nd year of the course. Emphasis is placed on the development of focused and precise analytical writing skills, application skills, and critical reasoning. A continuous theme will be the application of behavioral science to psychological health and well-being.

In the second year of the course students will also focus on planning, conducting, and completing the Experimental Study (the IA). The IA is a report of a simple experimental study that is completed by the end of the fall semester, and counts for 20% of the candidate's IB assessment in Psychology. The IA requires in-depth research as well as the use of inferential statistics. Emphasis is placed on mastery of critical research skills, analysis of research methodology, and understanding different methods of data collection and interpretation, and at the higher level this is assessed in the IA. In addition, two options will be studied in preparation for Paper 2 of the Exams (External Assessment); Abnormal Psychology and the Psychology of Human

High School Course Offerings

Relationships. Evaluation of research methodology will be examined in preparation for Paper 3 of the External Assessment. Finally, candidates will focus on the revision of two years of topical content including the approaches to understanding behavior to prepare them for the Exams.

IB Information and Technology in a Global Society (ITGS) – Standard Level (online only)

Grades: 11 - 12

Prerequisites: None

Length: 2 years

Credit area: Social Studies

The primary aim of ITGS is to explore the impact of digitization on individuals and society and develop a framework for making ethical judgments about its use. The course is best thought of as a humanities course that explores the impact of information technology (IT). In common with other social sciences ITGS uses similar methods of critical investigation and analysis and also considers ethical questions found in the study of philosophy. ITGS is issue based and organized around social and ethical issues rather than around a strict technological or chronological approach. Students critique current issues, examine historical ideas concerning trust, privacy, property and security and investigate the various solutions available to us. Students study content in the following areas: business, education and health. Internal assessment consists of an information technology project that constitutes 30% of the final grade. The project has to be an IT solution to a problem identified by the student.

Year 1 (grade 11) will be offered only as an online course. Students must be self-motivated and responsible. They will have weekly assignments and assessments set by the online instructor.

IB Information and Technology in a Global Society (ITGS) – Higher Level (online only)

Grades: 11 - 12

Prerequisites: None

Length: 2 years

Credit area: Social Studies

The Information Technology in a Global Society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts. The three strands of the course are:

1. Social and ethical significance (e.g. privacy, authenticity, reliability).
2. Applications to specific scenarios (business and employment, education and training, environment, health, home and leisure, and politics and government).
3. IT Systems (e.g. hardware, software, communication, multimedia, databases, robotics).

A Case Study is part of the external assessment and makes up 25% of the final grade. Internal assessment consists of an information technology project that constitutes 20% of the final grade. The project has to be an IT solution to a problem identified by the student. Depending on the number of students interested, the HL ITGS course may be offered online with Pamoja Education.

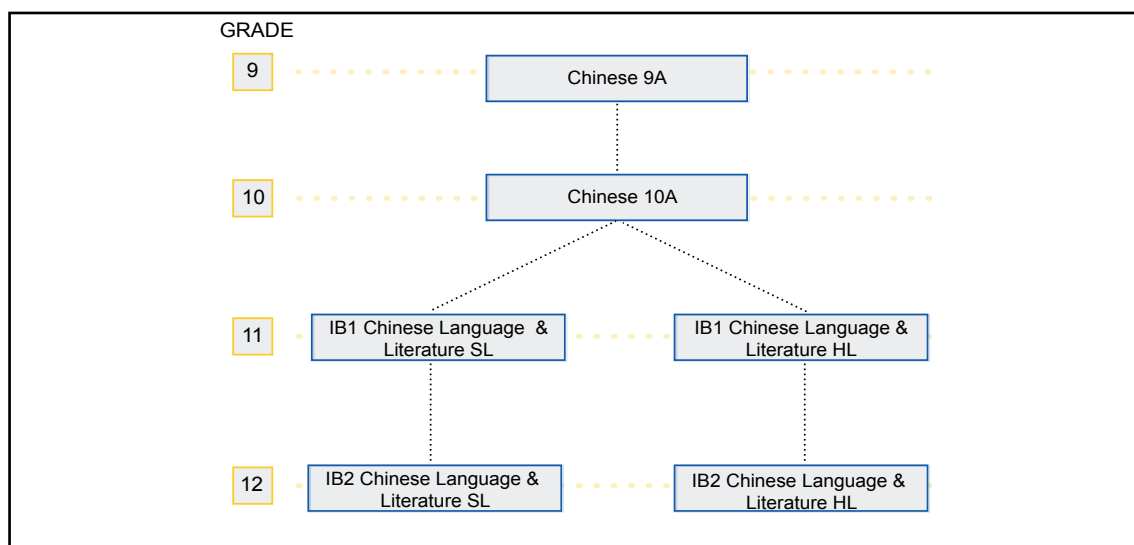
This will be offered only as an online course. Students must be self-motivated and responsible. They will have weekly assignments and assessments set by the online instructor.

High School Course Offerings

World Languages

Language A (native or near-native speaker)

Chinese A Course Sequence



Chinese A, Levels 9-10

Grades: 9 - 10

Prerequisites: Recommendation from instructor

Length: One year for each level

Credit area: World Languages

This course provides the study of both language acquisition and literature for students with a high level of competence in Chinese, and who have native or near native fluency in the language. Students will examine the study of culture, literacy, and media to gain a critical appreciation of the language used in written and spoken texts. The course focuses on the reinforcement and refinement of language skills previously acquired. Students progress through the levels as they gain expertise.



High School Course Offerings

IB Chinese A Language and Literature – Standard Level

Grades: 11 - 12

Length: Two years

Prerequisites: Chinese 10A

Credit area: World Languages

Recommendation from instructor

This is a course for students who are eager to learn more about Chinese culture by reading literature works representing many different styles. The emphases of the course will be on further enhancing the level of language comprehension and usage of students, both in reading and writing, and also on establishing a high degree of critical thinking skill. The curriculum centers on topics in literature, history, cultural and social studies. There is a focus on authentic communication and cultural awareness. The class moves quickly through material using a variety of sources, challenging students to acquire the breadth and depth of knowledge and skills needed to be successful. Written and spoken communication will be assessed through internal (school) and external (IB) assessment. All students sit the external examination at the end of the course and a written task is also part of the exam program. SL students are required to write each essay with 800 characters.

IB Chinese A Language and Literature – Higher Level

Grades: 11 - 12

Length: Two years

Prerequisites: Chinese 10A

Credit area: World Languages

Recommendation from instructor

This is a course for students who are eager to learn more about Chinese culture by reading literature works representing many different styles. The emphases of the course will be on further enhancing the level of language comprehension and usage of students, both in reading and writing, and also on establishing a high degree of critical thinking skill. The curriculum centers on topics in literature, history, cultural and social studies. There is a focus on authentic communication and cultural awareness. The class moves quickly through material using a variety of sources, challenging students to acquire the breadth and depth of knowledge and skills needed to be successful. Written and spoken communication will be assessed through internal (school) and external (IB) assessment. All students sit the external examination at the end of the course and a written task is also part of the exam program. HL students are required to read more works of literature than SL students, and to write each essay with 1000 characters.



High School Course Offerings

IB Self-Taught Language A - Standard Level

Grades: 11 - 12

Length: Two years

Credit area: None

Prerequisites: The student's first language is neither English nor Chinese. The student is taking this course as part of a full IB diploma. Approval from the HS Principal and IB coordinator is required. A suitable mentor/tutor must be identified and compensated by the parents.

The content of this course is the same as that of IB English Literature Standard Level but is studied in the student's native language. The IB has a policy of mother-tongue entitlement that promotes respect for the literary heritage of a student's home language and provides an opportunity for students to continue to develop oral and writing skills in their mother tongue while studying in a different language of instruction. Therefore students who are pursuing a full IB diploma and whose first language is neither English nor Chinese may choose to follow a self-taught program in their home language in which the focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. Students will be engaged in careful reading of several selected literary works in order to sharpen their awareness of language and understanding of the writer's craft.

An AISG faculty member will be appointed to advise and supervise the student in their course of study. The content of this course is the same as that of IB English Literature Standard Level but is studied in the student's native language. The IB has a policy of mother-tongue entitlement that promotes respect for the literary heritage of a student's home language and provides an opportunity for students to continue to develop oral and writing skills in their mother tongue while studying in a different language of instruction. Therefore students who are pursuing a full IB diploma and whose first language is neither English nor Chinese may choose to follow a self-taught program in their home language in which the focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. Students will be engaged in careful reading of several selected literary works in order to sharpen their awareness of language and understanding of the writer's craft. An AISG faculty member will be appointed to advise and supervise the student in their course of study.

High School Course Offerings

Language B Course Sequences *

*Language placements are subject to teacher recommendation

Chinese

Grade 9	MS/HS 1B		MS/HS 2B	MS/HS 3B	MS/HS 4B	MS/HS 5B
Grade 10	MS/HS 1B	MS/HS 2B	MS/HS 3B	MS/HS 4B	MS/HS 5B	HS 6B
Grade 11	IB 1 Mandarin ab initio		IB1 Chinese B SL/HL			
Grade 12	IB 2 Mandarin ab initio		IB2 Chinese B SL/HL			

Chinese B, Levels 1-6

Grades: 9 - 10

Prerequisites: Recommendation from instructor

Length: One year for each level

Credit area: World Languages

These courses are designed for students who are learning Chinese as an additional language. They present a communicative approach to the language, which is proficiency based and introduces the vocabulary, language structures and grammar in an integrated manner. All four language skills, listening, speaking, reading and writing, are developed through authentic learning. Various activities such as field trips and performances are also incorporated in the curriculum as the cultural components of the language studies. Students progress through the levels as they gain expertise.

High School Course Offerings

IB Mandarin Ab Initio – Standard Level

Grades: 11 - 12

Prerequisites: Chinese 1B/2B

& Recommendation from instructor

Length: Two years

Credit area: World Languages

This is a two-year course for students with no previous or limited experience learning Chinese. The objective of the course is clear and effective communication using the four skills: speaking, listening, reading and writing. The course proceeds from the learning of the fundamental skills to the acquisition of language required for the purposes and situations usual in everyday social interaction. A basic awareness of the culture using the language is also developed. The course requires 150 hours of instruction. Grades will be awarded through a combination of internal (school) and external (IB) assessment.

IB Chinese B – Standard Level

Grades: 11 - 12

Prerequisites: Chinese 3B-5B &

Recommendation from instructor

Length: Two years

Credit area: World Languages

This is a two-year language learning course aimed at students with some background in Chinese. The focus of this course is language acquisition and intercultural understanding. While acquiring language skills, students will explore the culture connected to it. Authentic materials, such as newspapers, magazines, video clips, and films, are used wherever possible and students are given maximum exposure to Chinese. Through the study of various topics, students build the necessary skills to reach the assessment objectives of the course through the expansion of their receptive, productive and interactive skills.

IB Chinese B – Higher Level

Grades: 11 - 12

Prerequisites: Chinese 5B &

Recommendation from instructor

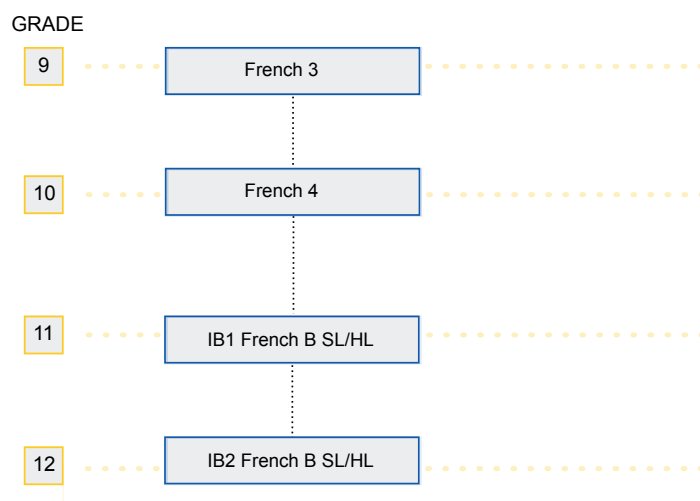
Length: Two years

Credit area: World Languages

This is a two-year language learning course aimed at students with some background in Chinese. The focus of this course is language acquisition and intercultural understanding. While acquiring language skills, students will explore the culture connected to it. Authentic materials, such as newspapers, magazines, video clips, and films, are used wherever possible and students are given maximum exposure to Chinese. Through the study of various topics, plus two literary works, students build the necessary skills to reach the assessment objectives of the course through the expansion of their receptive, productive and interactive skills.

High School Course Offerings

French



French 3

Grades: 9 - 12

Prerequisites: Middle School French

Length: One year

Credit area: World Languages

In this course, previously learned vocabulary and structures are reinforced, serving as a transition into new material. The students' understanding of how the language functions is expanded allowing them to become more confident in speaking, listening, reading, and writing, while continuing to make the French language relevant to their daily lives. The stress is on continued authentic communication, cultural awareness and relying on French for comprehension. The language for all communication in the class is French.

French 4

Grades: 9 - 12

Prerequisites: French 3

Length: One year

Credit area: World Languages

This course focuses on the practical application of the language in order to refine both spoken and written skills and to prepare for IB courses. Authentic reading and listening materials such as excerpts from French literature, newspapers, magazines, film clips and cartoons are incorporated. Students will expand their understanding of complex structures and acquire a more specialized and sophisticated vocabulary. Students will also develop cultural understanding and demonstrate practices appropriate to the cultures in which the language is used. French is the language of instruction and the language of all communication in the class.

IB French Ab Initio – Standard Level

Grades: 11 - 12

Prerequisites: N/A

Length: Two years

Credit area: World Languages

French Ab Initio is a two year International Baccalaureate course that gives students with limited

High School Course Offerings

French language and how the French language has in turn influenced society. This class moves quickly through material using a variety of sources and challenges students to acquire the breadth and depth of knowledge and skills needed to be successful both on the IB Diploma exam and in real life communication situations.

or no previous foreign language background an opportunity to sit an IB Language B examination in the standard level at the end of Grade 12. This is an intensive course with a strong focus on the acquisition and development of communicative skills through the mastery of essential grammatical, literary, social and cultural concepts of French in order to deal adequately with current and practical language demands and situations.

IB French B – Standard Level

Grades: 11 - 12

Length: Two years

Prerequisites: French 3 or 4

Credit area: World Languages

Recommendation from instructor
and counselor

This class emphasizes the use of communication skills through active participation by students. Students hone their ability to comprehend formal and informal patterns of speech and to express their ideas with accuracy and fluency. Also, they are pushed to build the specialized vocabularies needed for everyday encounters with a variety of written forms from literary works to newspapers. Finally, students move beyond language to understand the cultural factors that influence the

IB French B – Higher Level

Grades: 11 - 12

Length: Two years

Prerequisites: French 4

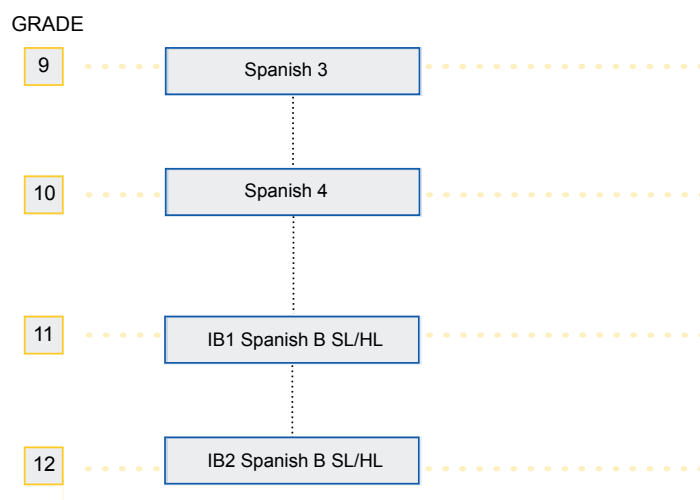
Credit area: World Languages

Recommendation from instructor

Higher Level IB French Language B challenges students to build and fine tune their fluency and comprehension skills by going above and beyond the expectations of the Language B Standard. It is for those students who have studied the language for at least 4 years and are highly motivated, confident in their French skills and strong language learners. Along with being able to comprehend newspaper articles and understand media broadcasts, there is an emphasis on understanding and analyzing literature. A wide range of social issues and francophone cultural topics as well as various writing formats are presented so that students attain solid oral and written fluency. By using precise vocabulary and complex structures, students are pushed to express themselves with greater accuracy both in verbal interactions and in writing. This course would be a significant addition to a student's academic and international portfolio.

High School Course Offerings

Spanish



Spanish 3

Grades: 9 - 12

Prerequisites: Middle School Spanish

Length: One year

Credit area: World Languages

In this course, previously learned vocabulary and structures are reinforced, serving as a transition into new material. The students' understanding of how the language functions is expanded allowing them to become more confident in speaking, listening, reading, and writing, while continuing to make the Spanish language relevant to their daily lives. The stress is on continued authentic communication, cultural awareness and relying on Spanish for comprehension.

Spanish 4

Grades: 9 - 12

Prerequisites: Spanish 3

Length: One year

Credit area: World Languages

Successful students will build upon previous years of study to develop an intermediate-high to advanced level proficiency in the Spanish language by engaging in a variety of communicative activities that focus on developing reading, writing, speaking and listening skills. Communication in the classroom will almost exclusively be in Spanish. Authentic reading and listening materials such as excerpts from Spanish literature, newspapers, magazine, film clips and cartoons are incorporated. Students will also develop cultural understanding and demonstrate practices appropriate to the cultures in which the language is used. or no previous foreign language background an opportunity to sit an IB Language B examination in the standard level at the end of Grade 12. This is an intensive course with a strong focus on the acquisition and development of communicative skills through the mastery of essential grammatical, literary, social and cultural concepts of French in order to deal adequately with current and practical language demands and situations.

High School Course Offerings

IB Spanish Ab Initio – Standard Level Course

Grades: 11 – 12

Prerequisites: N/A

Length: Two years

Credit area: World Language

Spanish Ab Initio is a two-year International Baccalaureate course that gives students with limited or no previous foreign language background an opportunity to sit in on an IB Language B examination in the standard level at the end of Grade 12. This is an intensive course with a strong focus on the acquisition and development of communicative skills through the mastery of essential grammatical, literary, social and cultural concepts of the target language in order to deal adequately with current and practical language demands and situations. As will all IB language classes, there are oral and written assessments throughout the course with an external exam given at the end of Year 12.

IB Spanish B – Standard Level

Grades: 11 - 12

Prerequisites: Spanish 4

Length: Two years

Credit area: World Languages

This is a two-year language learning course aimed at students who have 3-5 years experience as second language learners in Spanish. The main focus is on language acquisition and development of skills to prepare the learner to use the language appropriately in a range of situations and contexts and for a variety of purposes. The teaching of an appropriate range of grammatical structures is integrated as far as possible with the study of themes and culture. Authentic materials, such as television, films, documentaries, newspapers and magazines, are used wherever possible and students are given maximum exposure to the target language. This course gives students the opportunity to develop a high degree of fluency in Spanish.

IB Spanish B –Higher Level

Grades: 11 - 12

Prerequisites: Spanish 4

Length: Two years

Credit area: World Languages

This is a two-year language learning course aimed at students who have 3-5 years experience as second language learners in Spanish. The main focus is on language acquisition and development of skills to prepare the learner to use the language appropriately in a range of situations and contexts and for a variety of purposes. The teaching of an appropriate range of grammatical structures is integrated as far as possible with the study of themes and culture. Authentic materials, such as television, films, documentaries, newspapers and magazines as well as literary texts, are used wherever possible and students are given maximum exposure to the target language. This course gives students the opportunity to develop a high degree of fluency in Spanish.

High School Course Offerings

Visual & Performing Arts

Visual Arts

Studio Art 1: Two Dimensional Art

Grades: 9 - 12

Prerequisites: None

Length: One semester

Credit area: Visual & Performing Arts

This is a two-dimension foundation art course focusing on the element and principles of design, aesthetic awareness, problem solving and technical skills in drawing, painting, printmaking, photography and two-dimensional design concepts. A variety of flat surface mediums will be explored, including pencil, ink, charcoal, pastel, acrylic, collage, watercolor, oil paint, mixed media, photography and printing processes. Art history, research and reflective analysis of works of own and of those created by master artists in historical, cultural and contemporary contexts is incorporated into the course. Students interested in further study in painting, drawing, photography, book and fashion illustration, design and printmaking, may begin building skills and portfolio from this course. Students are required to keep a visual workbook for research and record creative process of art practice throughout the course.

Studio Art 1: Three Dimensional Art

Grades: 9 - 12

Prerequisites: None

Length: One semester

Credit area: Visual & Performing Arts

This semester long three-dimension foundation art course is designed to develop skills of sculptural problem solving, elements and principles of form and positive-negative space. A variety of materials will be explored, including plaster, wood and metal, as well as, plastic materials: clay, plasticine, Paris Craft, wire, papier maché and founded objects. Students will study basic techniques in additive and subtractive sculpture, installation/site specific sculpture, low and high-relief work, assemblage, and mixed media constructions. The history of sculpture and view works by contemporary and master sculptors artists will be incorporated into the course. Students interested in further study in 3-D art fields: industrial design, architecture, interior design, ceramics, fashion design, may begin building skills from this course. Students are required to keep a visual workbook for research and record creative process of art practice throughout the course.

Studio Art 2: Advanced Art

Grades: 10 - 12

Prerequisites: Studio Art 1 or

Recommendation from instructor

Length: One Year

Credit area: Visual & Performing Arts

This advanced course is designed for students who enjoy creating art, for those who wish to further explore a variety techniques and concepts to develop an art portfolio. This is also a preparatory course for students who in the future plan to undertake IB visual art. The first semester is structured to study various techniques and concepts including color theory, design and composition problem solving, art history, elements and principles of design, aesthetics are taught to support the practical aspects of the course. In the second semester, opportunities will be

High School Course Offerings

given to students for experimentation of specific mediums as well as subject matter more in depth as development of personal style evolves. An in-depth study of chosen interest individual theme and medium will be pursued throughout the second semester. Contemporary trends in Art will be integrated within the course to enrich student knowledge and awareness. Students are required to keep a visual workbook for research and record creative process of art practice throughout the course.

IB Visual Arts – Standard Level

Grades: 11 - 12

Prerequisites: Studio Art 1 or 2

Recommendation from instructor

Length: Two years

Credit area: Visual & Performing Arts

This course is a highly demanding course. The course has three major areas of focus: visual arts in context, visual arts communication and visual arts methods. Students are expected to create a personal and cohesive body of work. The course evaluation is focused on three major components. The Process Portfolio: which involves practical exploration of concepts, technique and experimentation of specific media and techniques through in depth studies leading to the development of a personal series of artworks. The process journal supports the visual experimentation, development of ideas, personal reflection as well as written investigation of art making practices from a variety of cultural contexts. The Comparative Essay: students are required to analyze and compare artworks, objects, artifacts by different artists from different cultural contexts which have impact their own studio development. The Exhibition: Students will curate their own exhibit and select a number of pieces that show evidence of their technical accomplishments during the visual arts course. The selected pieces should make reference of their understanding of use of materials, intentions, ideas and artistic practice. Student will also write a curatorial rationale.

Standard Level 150 teaching hours

The Process Portfolio: 40%

- 9-18 screens which evidence their sustained experimentation exploration manipulation and refinement of a variety of visual art activities.
- Studio work has to be created in at least 2 art-making forms, each from separate columns from the Art-Making forms table.

The Comparative Essay: 20%

- 10 -15 screens which examine and compare at least 3 artworks, at least 2 of which needs to be by different artists. The works selected for comparison and analysis should come from contrasting context, (local, national, international or intercultural)
- A list of sources used.

The Exhibit: 40%

- Submit a curatorial Rationale 400 words.
- Submit 4-7 artworks
- Submit exhibition text (stating the title medium, size, intentions) for each selected artwork.
- 2 photographs of their overall exhibit.

High School Course Offerings

IB Visual Arts – Higher Level

Grades: 11 - 12

Prerequisites: Studio Art 1 or 2

Recommendation from instructor

Length: Two years

Credit area: Visual & Performing Arts

This course is a highly demanding course. The course has three major areas of focus: visual arts in context, visual arts communication and visual arts methods. Students are expected to create a personal and cohesive body of work. The course evaluation is focused on three major components. The Process Portfolio: which involves practical exploration of concepts, technique and experimentation of specific media and techniques through in-depth studies leading to the development of a personal series of artworks. The process journal supports the visual experimentation, development of ideas, personal reflection as well as written investigation of art-making practices from a variety of cultural contexts. The Comparative Essay: students are required to analyze and compare artworks, objects, artifacts by different artists from different cultural contexts which have impacted their own studio development. The Exhibition: Students will curate their own exhibit and select a number of pieces that show evidence of their technical accomplishments during the visual arts course. The selected pieces should make reference to their understanding of use of materials, intentions, ideas and artistic practice. Student will also write a curatorial rationale.

High Level 240 teaching hours

The Process Portfolio: 40%

- 13-25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of visual art activities.
- Studio work has to be created in at least 3 art-making forms, selected from a minimum of 2 columns of the Art-Making forms table

The Comparative Essay: 20%

- 10 -15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists. The works selected for comparison and analysis should come from contrasting context, (local, national, international or intercultural)
- 3-5 screens which analyze the extent to which their work and practices have been influenced by the art and artist examined.

A list of sources used.

The Exhibit: 40%

- Submit a curatorial Rationale 700 words
- Submit 8-11 artworks
- Submit exhibition text (stating the title, medium, size, intentions) for each selected artwork.
- 2 photographs of their overall exhibit.

Filmmaking

Grades: 9 - 12

Prerequisites: None

Length: One year

Credit area: Visual & Performing Arts

This is a project-based introduction to digital video. Students will write, film and edit short videos in a variety of formats. They will learn cinematography skills that will help them produce more professional video footage. They will make use of the school's best equipment including cameras, lights, tripods, microphones, green screens, and digital editing software. During the editing process, students will learn advanced skills for combining digital video with sound and graphics.

High School Course Offerings

Students will also watch and critique selected feature films and use these films as templates for their own work. Students will also learn screenplay writing in order to write and direct their own film.

Graphic Design

Grades: 9 - 12

Prerequisites: None

Length: One semester

Credit area: Visual & Performing Arts

This is a project-based semester long introduction to the visual communication of information and ideas. Students will learn how graphic design is fundamentally concerned with persuasion: intellectual, logical, emotional, and aesthetic. The course explores the ways in which graphic designers create visual statements that make information more accessible. Students will learn how to view and critique selected designs, construct designs from the ground up, and marry images and typography. All of these skills come together in the form of various real-world design projects that address the elemental function of graphic design, that is, to communicate a message. Students will also take some time to learn about the history of graphic design and the designers that have shaped the world around us. Underlying all class projects is a strong emphasis upon critical thinking and problem solving and a methodology for thinking and designing that is content-driven, not style driven. Projects will be done using traditional art tools, as well as the Adobe Creative suite.

Yearbook

Grades: 9 - 12

Prerequisites: Recommendation from instructor

Length: One year

Credit area: Visual & Performing Arts

Yearbook is a hands-on production course using digital publication tools to produce the AISG yearbook. Students design the book using page design theory introduced in class. They then write content or take photographs for the yearbook and put the publication together to yield a single book. Students work in teams with some students in leadership roles such as editor-in-chief and photography editor. The class is an authentic desktop publishing experience and vests responsibility for the book in the students under the guidance of an advisor teacher. Basic computer skills and a willingness to see a critical project through to completion are important.

High School Course Offerings

Performance Theatre

Grades: 9 - 12

Prerequisites: None

Length: One year

Credit area: Visual & Performing Arts

Performance Theater is a yearlong class designed to introduce students to the techniques of theatrical performance. The focus in the first semester is on the basic skills of stage movement, voice, characterization, and script interpretation. Assessment is based on written assignments, class participation, and performances of short theatrical works, such as monologues, dialogues, and scripted scenes. In the second semester, the focus of the course shifts from the individual actor to the ensemble, and from the interpretation of scripts to the creation of original works. Students will learn improvisation techniques, basic dramatic structure, and strategies for collaboration while immersing themselves in the creative process. They will also explore the use of costumes and props and be introduced to the fundamental concepts of lighting and sound design. At the end of the course there will be a culminating performance entirely devised and designed by the class.

Music

Choir

Grades: 9 - 12

Prerequisites: None

Length: One year

Credit area: Visual & Performing Arts

Choir aims to develop individual and group performance skills in relation to their aesthetic appreciation of classical and contemporary repertoire, as well as musical elements of posture, breathing techniques, sound production, tone quality, vowel treatment, diction, intonation, style, articulation, and expression. Students will also develop basic theory, ear training, sight-reading, arranging, and lyric writing skills. The level of difficulty is tailored to each student's ability and readiness. Students will have several opportunities to perform throughout the year in a variety of settings.

Wind Ensemble

Grades: 9 - 12

Prerequisites: Recommendation from instructor

Length: One year

Credit area: Visual & Performing Arts

Wind Ensemble is open to all students who have had previous experience on a band instrument. The ensemble will perform in scheduled performances during the year, playing in a variety of musical styles. Specific instrumental technique, ensemble skills, theoretical literacy, and historical awareness will be developed throughout the course. This course may be repeated each year for credit. All wind ensemble members are required to attend all scheduled performances and rehearsals, including after school and weekends.

High School Course Offerings

String Ensemble

Grades: 9 – 12

Prerequisites: Experience playing one of the following:
double bass, violin, viola, cello.

Length: One Year

Credit: Visual & Performing Arts

The String Ensemble program expects students to already have experience in playing a stringed instrument. Students are expected to be proficient players who can perform with sufficient technical skills in an ensemble. These skills will be further developed over time during the course these classes. In the process, students will also develop an understanding of musical concepts and context, and learn to adjust constantly to musical demands and to make musical decisions on tempo, tone, style, rhythm, phrasing and feeling. The String Ensemble curriculum provides the framework to ensure a meaningful musical growth through instrumental performance. Students must have their own instruments to bring to class (except double basses which will be made available at school for rehearsals).

Music Technology

Grades: 9 - 12

Prerequisites: None

Length: One Year

Credit area: Visual & Performing Arts

Music Technology is a course that introduces students to the study of computer music composition and electronic music fundamentals. It features developments in music technology such as keyboard controllers, computers, software, and recording equipment. With an emphasis on analysis, music theory, arranging, and composition, students will create original music for slideshows, modern art works, podcasts, short films, and commercials. Areas of instruction will also include instrument and equipment care, beginning level music literacy (reading and writing music), keyboard performance skills, music technology related history, concepts, terminology and experience with a variety of applications.

IB Music – Standard Level

Grades: 11 - 12

Prerequisites: Recommendation from instructor B+ or higher in a performance or composition course

Length: Two years

Credit area: Visual & Performing Arts

IB music SL is designed to promote greater awareness and understanding of music throughout the world. This course caters for students who will pursue music in college or those who have great interest in this subject. This course emphasizes historical and theoretical study of music style periods of Western and non-Western music as well as performance. Students listen to, compose, and/or perform a great deal of music as a soloist or in an ensemble. Students need to provide their own instruments and be competent performers. Students may choose to concentrate in either performance or composition. Students are expected to attend some extra tutorials and classes outside of the timetabled ones throughout the two years of study. This includes the scheduled after-school recitals. It is expected that students participate in school ensemble groups throughout the two years of study.

The assessment is divided into 3 parts.

Solo performance or group performance (15 minutes or more) or
composition (2 pieces of 3 - 6 minutes in length):

30%

Musical Investigation (in-depth 2000 words externally graded research project):

20%

Written External Examination (2 hours and 15 minutes):

30%

High School Course Offerings

IB Music – Higher Level

Grades: 11 - 12

Length: Two years

Prerequisites: Recommendation from instructor

Credit area: Visual & Performing Arts

A- or higher in a performance or composition course

In addition to the expectation of SL Music, students who choose Music HL must select the solo performance option. They also must complete a creating component. This component includes options in composing; music technology composing; arranging; improvising and composing with particular stylistic techniques. Students are expected to spend more time developing their perceptive and analysis skills as they are expected to know not only stylistical differences in given musical excerpts but be able to compare and contrast different styles given in the examination. As in SL, students are expected to attend some extra tutorials and classes outside of the timetabled ones throughout the two years of study. This includes the scheduled after-school recitals. It is expected that students participate in school ensemble groups throughout the two years of study.

The assessment is divided into 4 parts:

Solo performance	(20 minutes or more):	25%
Creating	(3 pieces of 3 - 6 minutes in length):	25%
Musical Investigation	(in-depth 2000 words externally graded research project):	20%
Written External Examination	(3 hours):	30%

High School Course Offerings

Physical Education & Health

Physical Education/ Health 9

Grade: 9

Prerequisites: None

Length: One year

Credit area: Physical Education/Health

The overarching goal of the Grade 9 Health & Physical Education program is to continue developing physical literacy. Students will learn a variety of advance movement skills for several team and individual sports. Additionally, this course emphasizes regular participation in a variety of physical activities that will enhance students' overall fitness and personal health. Students will be encouraged to pursue physical activities outside the school program for enjoyment, personal fitness, and mental health. The health component addresses the knowledge and skills that students need to make informed decisions related to their social, mental, spiritual and physical wellness.

Physical Education/ Health 10

Grades: 10

Prerequisites: PE 9

Length: One year

Credit area: Physical Education/Health

The overarching goal of the Grade 10 Health & Physical Education program is to promote lifelong active living. This course provides a variety of learning experiences that are designed to promote lifelong fitness, enjoyment, and personal challenge. Students will gain a deeper understanding of the different fitness components and how to apply training principles to a personalized training program. They will also explore and analyze different types of training programs, methods, and techniques. The health component addresses the knowledge and skills that students need to make informed decisions related to their social, mental, spiritual and physical wellness.

FIT4LIFE 11-12 Elective

Grades: 11 - 12

Prerequisites: PE9

Length: One semester

Credit area: Physical Education/Health

The overarching goal of the PE 11/12 elective courses is to instill in our learners the value of pursuing an active healthy lifestyle beyond the four walls of AISG. This course is designed to offer students the opportunity to actively participate in a variety of moderate to vigorous activities that would accommodate varying interests. Additionally, students are expected to design and implement a personal fitness-training program based on short & long-term fitness goals. Students can enroll in this course for credit or for CAS action hours.

High School Course Offerings

Introduction to Computer Science: Connected Robotics

Grades: 9 - 12

Prerequisites: N/A

Length: One Year

Credit area: Elective

This is an introductory computer science course with no prerequisite knowledge necessary.

The goal of Connected Robotics will be to give students an opportunity to develop coding and computer science skills in a fun and dynamic environment. While the building of robots and coding will be the primary vehicle of instruction for this course, students will use a wide variety of computer science foundational skills and computational artifacts to focus on and solve real-world problems. Students will rely heavily on developing collaborative skills to work in teams to develop questions and then build, code and refine solutions. Students in the course will become global collaborators and computational thinkers through robotics while working within our local and global communities. Additionally, students in this course will examine the impacts of their work in order to reduce bias and inequality and to increase the connectivity of people across cultures and career fields.

Introduction to Computer Science: Dynamic and Compassionate Problem Solving

Grades: 9 - 12

Prerequisites: N/A

Length: One Year

Credit area: Elective

This is an introductory computer science course with no prerequisite knowledge necessary.

Students will maintain a reflective portfolio as they develop their skills, knowledge and understandings about prototyping, iterative task design, interactive data visualizations and the impacts of computer science in today's world. The course will focus on a dive into the creation of an interactive product which will collect data using basic input and output devices. The data from these devices will assist students to problem solve for real world issues which will we identify either through our personal experiences and needs or through societal and community issues. Finally, students will examine the impacts of computing through a cultural and legal perspective.

Four-Year Plan: Academic and Extra-Curricular Activities

Name:

Date:

Grade	English	Math	Science	Social Studies	World Languages	Electives				Extra-Curricular Activities	Credits Earned Yearly
9 th Grade											
10 th Grade											
11 th Grade											
12 th Grade											
Credits Earned By Subject							PE Total:	Fine Arts Total:	Other Electives Total:		Final Number of Credits



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3 Yan Yu Street South, Ersha Island, Yuexiu District, Guangzhou, China, 510105

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