



HIGH SCHOOL PROGRAM OF STUDIES 2019-2020

The Anglo-American School of Moscow
www.aas.ru

AAS Mission

AAS empowers each student to:

- Respect Self & Others,
- Love Learning, and
- Contribute as a Globally Aware Citizen

in order to achieve individual academic and holistic excellence.

AAS Vision

We inspire student learning:

- Through a dynamic and caring environment
- With innovative and effective instructional strategies
- In collaborative relationships, and
- By using current, relevant technologies, and the rich resources of our diverse community.

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CONTENTS

AAS Diploma	iv
International Baccalaureate Diploma.....	v
English.....	1
World Languages	4
Social Studies.....	10
Science	14
Mathematics.....	18
Computing & Technology.....	20
Performing & Visual Arts	21
Physical & Health Education.....	26
AAS Online Courses	27
HS Course Planner	28

AAS MOSCOW HIGH SCHOOL

Dear Parents and Students of AAS High School.

This Program of Studies outlines the course and credit requirements for graduation from The Anglo-American School of Moscow. In addition to earning a High School Diploma, students have the opportunity to also earn the International Baccalaureate Diploma if they choose to follow the specific combined requirements outlined by the IBO.

The Program of Studies also provides students and parents with course descriptions, including the length of each course, credit and, where applicable, the course pre-requisites to help them make informed, student-appropriate selections. You will find below each course description a homework range to help students choose a balanced workload.

In April and May there will be meetings for students during advisory time to explain the course selection process and the course choices that they have. Each student will receive a subject selection form and advice on how the forms should be completed. Students in Grades 9 and 10 will work with their counselor to make their course selections. Students in Grades 11 and 12 will make choices and have all decisions on subjects and levels approved by teachers before returning the sheets to the IB DP Coordinator. Every endeavor is made to meet the needs of each student when choosing courses.

On the final page of this booklet, we have included a course planner to cover the four years of high school. This will help you to plan your choices so as to meet the graduation requirements. Students will be given advice from the counseling team on how to do this.

THE ANGLO-AMERICAN SCHOOL OF MOSCOW DIPLOMA

The total number of credits required for AAS high school graduation is 26. For each year-long course successfully completed, a student receives a single credit; for each semester-long course, a student earns a half credit. In their four years of high school, most students will achieve more than the minimum in many subject areas and surpass the overall total required. In addition to required courses for graduation, which total 20.5 credits, students will opt for elective courses for 5.5 or more credits.

The credits required within the various subject areas are as follows:

English	4.0
Math	3.0
Science	3.0
Social Studies	3.0
Foreign Languages	3.0
Visual and Performing Arts	2.0
Physical Education	2.0
Health	0.5
Electives	5.5
Total required	26

In Grades 9 and 10, students will enroll in eight courses per semester, while in Grades 11 and 12 students will enroll in six or seven, out of the possible eight blocks.

Additional Graduation Requirements

The AAS Mission Statement, School Philosophy and Vision of an AAS student collectively set out our goals for educating AAS students. Based upon that vision, students are expected to fulfill set graduation requirements that extend beyond their accumulated credits, as follows:

- Students will take the Health course for one semester during Grade 9 or Grade 10.
- Students in Grades 9 and 10 will take part in at least one community service project through Advisory.
- AAS diploma candidates will need to complete the CAS requirements and Extended Research Project as outlined by AAS.

THE INTERNATIONAL BACCALAUREATE DIPLOMA



Grades 11-12, International Baccalaureate Programme

In addition to earning the AAS High School Diploma, students have the opportunity to prepare for the externally awarded International Baccalaureate Diploma. The IB Diploma requires a more prescriptive combination of courses and requirements. The IB Diploma is recognized worldwide and may earn students advanced university standing in many universities. However, it is important to recognize that university requirements and credits are different at each institution, so it is advisable for students and parents to consult universities in their home countries and/or where they intend to study for further details.

IB Curriculum

IB Diploma candidates must complete course work, and pass the examinations, in six areas. These selected courses are studied for two consecutive years in Grades 11 and 12

Subject Area	Choices at AAS
Group 1: First Language	English, Russian, Self-Taught First Language (possible to study 2 first languages to earn a bilingual diploma)
Group 2: Foreign Language	French, Russian, Spanish, Self-Taught First Language
Group 3: Individuals and Societies	Economics, History, Psychology
Group 4: Experimental Sciences	Biology, Chemistry, Physics, Environmental Systems and Societies
Group 5: Mathematics	Applications and interpretation or Analysis and approaches
Group 6: Arts / Electives	Visual Arts, Theatre Arts, Music, Chemistry, Psychology, History, Self-Taught First Language, Spanish B, Business & Management, Economics

Students must choose one course from each group. Of the six courses, three must be taken at the higher level and the remaining courses at the standard level. Students who are not IB Diploma candidates may elect to take examinations in any IB course as a Diploma Programme course student.

Other Requirements

IB Diploma candidates are mandated by the IBO to complete the following requirements:
Creativity, Action, Service (CAS) – CAS is a fundamental part of the IB Diploma which provides students with the opportunity for experiential learning. Students are expected to be involved in a variety of ongoing projects in a range of activities representing the three areas of CAS. Student involvement should be sustained over the two year program and must be documented and reflected upon in their CAS portfolio on Managebac.

Theory of Knowledge (TOK) – This course is required for all IB Diploma candidates and must be taken for one semester in each year of the program. It is an optional elective for AAS HS Diploma candidates. TOK provides an opportunity for students to reflect on the nature of knowledge and develop a critical awareness of what they know and how others know. The task of TOK is to emphasize connections between areas of knowledge in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. Assessment is based on an externally marked essay and a presentation, marked internally by the teacher.

Extended Essay – Students must write a 4000 word research paper on a subject of their choice. Although an independent undertaking, students will be provided with guidance and internal deadlines from the IB Office as well as being assigned an advisor.

ENGLISH

Department Philosophy

The English Department uses an integrated, process-based approach and aims to develop the students' understanding and appreciation of language, literature and non-fiction. Central to this philosophy is the value of daily listening, speaking, reading, and writing, directly related to the study of texts. The curriculum focuses on the selection of literature and non-fiction that spans genres, represents a variety of regions and time periods, and promotes an appreciation of diversity and cultural sensibility. Key common assignments and assessments at each grade level ensure the uniform practice of this philosophy. Assessment criteria reflect the greater complexity of the work at each grade level and are designed to reveal the level of proficiency expected.

English 9

1 year, 1 credit

Students in Grade 9 English will be exposed to a wide variety of literary and non-literary genres. Students will respond to these genres through literary essays, creative writing, and oral work. Emphasis will be placed on the ability to write and speak in different forms for different audiences. Students will be taught how to read critically and analyze given texts. Grade 9 students will also be taught how to develop and support an argument both orally and in extended pieces of writing. The Independent Reading program ensures that students engage in outside reading in their own time, reading beyond the set texts and engaging in meaningful media/research activities. Students should expect to complete regular reading and writing assignments (approximately 500-1000 words).

English 10

1 year, 1 credit

Grade 10 students will work to improve skills in literary analysis through the study of texts representing several genres. Classic and contemporary works, as well as non-fiction, will be studied, with the goal of highlighting common themes and issues. Classes will focus on developing analytical skills through individual, paired, and group work. Developing oral fluency and a greater word knowledge base will be central to all activities during the year. Independent reading will also be set. Throughout

the year students will regularly write a selection of essays including timed, in-class essay writing. Students will also produce a variety of creative writing assignments and participate in formalized discussions, debates and a range of learning activities.

IB English

The new Diploma Programme (DP) studies in the language and literature courses are to be taught for the first time in 2019, with the first external assessments commencing in 2021. Both courses, Language A: Language and Literature and Language A: Literature, were designed to have a common syllabus structure and set of assessment components. For both courses the expectations of language usage, level of analysis and critical reflection are the same, and there is an emphasis on conceptual understanding with a set of key concepts at the heart of both syllabi. Students will be encouraged to make connections between texts and across key areas of exploration running through both courses. Evidence of this work will be recorded in a Learner Portfolio, thus providing a foundation for the construction of broader knowledge about the transactions between texts, culture and society.

IB English A: Literature (Standard and Higher Level)

2 years, 1 credit per year, Grade: 11 & 12

Prerequisite: Teacher approval for HL

Students will explore a variety of literary texts across the genres of drama, poetry and prose while continuing with the ongoing development of skills in reading, writing, speaking and listening. At the Standard Level, students explore nine works while at the Higher Level, students study a total of thirteen. In addition, while at both levels students are assessed by means of an Individual Oral, at the Higher Level students are also required to write a coursework-based essay. At both levels, literary works are selected from a broad spectrum of cultures and time periods, and explicit links will be made to TOK (Theory of Knowledge), CAS (Creativity, Action and Service), the Extended Essay and International Mindedness. At both levels the course culminates in two externally assessed exam papers.

IB English A: Language and Literature (Standard Level and Higher Level)

2 years, 1 credit per year, Grade: 11 & 12

For Language A: Language and Literature, the key assessment details are the same as those described for the Language A: Literature course. However, while Language and Literature students also explore a variety of literary texts across the genres of drama, poetry and prose, they will in addition investigate the creation and interpretation of a range of non-literary texts such as brochures, cartoons, speeches, articles, blogs and reports. At the Standard Level, students explore four literary works while at the Higher Level, students study a total of six. At both levels, literary works are selected from a broad spectrum of cultures and time periods, and explicit links will be made to TOK (Theory of Knowledge), CAS (Creativity, Action and Service), the Extended Essay and International Mindedness. At both levels the course culminates in two externally assessed exam papers.

English Department Electives

Creative Writing

1 semester, 0.5 credit, Grade: 9 - 12

This course is designed to guide students in creative writing through experience in different genres. Various pieces of published writing will serve as models through close reading, application, and imitation. Composition will reflect an understanding of studied forms and an application of creative techniques. Students will work through the writing process and workshop several pieces of writing. Students will also respond critically to one another's work. All experience levels are welcome.

Film Analysis

1 semester, 0.5 credit, Grade: 9 - 12

This course will examine cinema techniques, which allow this relatively new art form to influence individual opinions and cultures worldwide. The course will address, but not be limited to, the following topics: film genres, principles of film form, narrative and non-narrative formal systems, cinematography, dimensions of film editing, functions of sound in film, analysis of film style, film history, and the nature of film as a cultural phenomenon. This course will focus on critique and criticism techniques in evaluat-

ing the effectiveness of the above mentioned topics.

Special Educational Needs (SEN)

The Special Educational Needs Department at AAS provides support to students who require services and accommodations to be successful in the academic program. In the High School there are four programs that students with assessed needs may benefit from: Learning Support—for students with diagnosed learning or behavioral needs who require academic accommodations; English as an Additional Language (EAL)—for students who are beginning to intermediate English Language Learners; Speech/Language Therapy—for students with diagnosed hearing, speech, or language disorders who require regular, individual therapy; and Occupational Therapy—for students with diagnosed needs related to sensory integration. There are two dedicated classes in the High School for students receiving SEN support. They are: English for Academic Purposes (EAP) and the Learning Resource Class (LRC). Identification for each of these programs and classes is based on formal assessment results. Questions about SEN support should be directed to the SEN Coordinator.

English as an Additional Language (EAL)

The EAL program is designed to support the English language needs of students who are intermediate-level English speakers. Students are assessed annually to determine their level of English proficiency in each of the four language domains--reading, writing, speaking, and listening--and their need for further development and support in these areas. Students in the High School requiring support through the EAL program may be supported through the English for Academic Purposes (EAP) course, co-taught core classes, or a combination of the two.

Learning Support

The Learning Support program is designed to support the academic needs of students with diagnosed academic, behavioral, or health disabilities that interfere with their ability to access the AAS curriculum. Students work with a Learning Support Teacher to create individualized plans of support that may include

annual goals and specific accommodations that they require in their classes. Through this program students also work to develop the critical skills of self-advocacy that they will require as the move on from AAS. Students in the High School requiring support through the Learning Support program may be supported through the Learning Resource Class (LRC), co-taught core classes, monitoring and check-ins with a Learning Support Teacher, or a combination each.

Students who are enrolled in this course continue to take all mainstream, grade-level content area classes, as LRC is offered during an elective block.

English for Academic Purposes (EAP)

1 year, 1 credit per year, Grade: 9 & 10

Entry to the high school EAL program and its English for Academic Purposes (EAP) course is based on the results of internally-administered assessments which measure a student's fluency in English. The class is tailor-made to support and enhance student success across all four language domains: reading, writing, speaking, and listening. It specifically addresses various learning strategies in order to promote development in these four domains, set goals and reflect on their progress throughout the school year within each domain. In addition, individualized support is provided for content area classes as needed, including pre-teaching, background building, content review, and vocabulary building. Students who are enrolled in this course continue to take all mainstream, grade-level content area classes, as EAP is offered during an elective block.

Learning Resource Class (LRC)

1 year, 1 credit

Entry into the high school Learning Support program and its Learning Resource Class (LRC) is based on the results of formally administered assessments which have provided a diagnosed learning, behavioral, or health need that demonstrably impacts the student's ability to perform in the academic curriculum. The class is designed to provide individualized instruction related to annual goals that have been set forth in each student's Individualized Learning Plan (ILP). Students engage in activities to boost their skills in areas of challenge, to develop compensatory techniques to bypass ongoing areas of need, and to develop self-awareness and self-advocacy skills to prepare for a successful academic life beyond AAS. In addition, individualized support is provided for content area classes as needed, including pre-teaching, content review, small group assessments, and more.

WORLD LANGUAGES

Learning additional language(s) develops students' ability to communicate and participate effectively in the global community and in the workplace. It also has been shown to strengthen first-language skills. It also increases students' ability to understand themselves and other people, and helps them to appreciate the power of words and the many different uses of language. The ability to speak two or more languages generally enhances problem-solving and reasoning skills, the capacity for creative thinking, and the ability to respect, understand and appreciate other cultures.

World Languages in the High School

In Grade 9 and 10, for French, Russian and Spanish, we offer four levels of study, beyond which students can take IB DP Language of Acquisition courses. The four levels consist of Beginners class (Level 1); Lower Intermediate class (Level 2); Higher Intermediate class (Level 3) and Advanced class (Level 4). We also have classes in Russian as a first language at intermediate and advanced levels, and we have been offering French as a first language (for native and near-native speakers) since 2008.

Students in Grades 11 and 12 can select from our International Baccalaureate courses, which are available at three levels in Spanish, two levels in French and three levels in Russian, as well as two levels in First Language Russian (Language A).

An example of World Languages progression is the following:

Grades 9 / 10		Grade 11		Grade 12		
French, Spanish, Russian						
Level 1 (AB Initio)	→	Level 2	→	IB Standard Level Year 1	→	IB Standard Level Year 2
Level 2	→	Level 3	→	IB Higher Level Year 1	→	IB Higher Level Year 2
Level 3	→	Level 4	→	IB Higher Level Year 1	→	IB Higher Level Year 2
Russian First Language						
Level 2	→	Level 3	→	IB Language A SL/HL	→	IB Language A SL/HL

Notes:

- 'Ab Initio' (Beginners), 'Standard Level', 'Higher Level' (Foreign Language) refer to International Baccalaureate Programs of Foreign Language Study.
- Any student who has studied a foreign language previously will not normally be allowed to follow the Ab Initio Program, since this is a course only for total beginners.
- Students entering into either standard or higher level Language Studies must have two years or more of previous study of the language or must pass a proficiency exam.
- IB language A (for languages other than English) is offered in Russian only.
- Students can also choose to do 'Self-Taught Literature A' (standard level only) in their mother tongue.
- Advancement to the next level of language class, especially at Grade 11 (IB Language) must be done in consultation with and at the approval of the teacher.
- Students should work with teachers to ensure that they are in the language level that provides them with the best learning opportunity and the greatest potential for growth.
- Regardless of citizenship, students will **not** be permitted to take a language as a foreign language if they read, speak, write, **or** understand it at native or near-native level.
- Grade 9 and 10 language classes are based on ability level, not Grade level.

FRENCH

Level I French

1 year, 1.0 credit, Grade: 9 or 10

This course is designed for students with little or no background in the language. It introduces basic grammar through simple text handling and simple conversations based on the basic elements of every day language and culture. It offers students an introduction to French culture. Students will develop the ability to write short texts in a variety of styles (80-100 words).

Level II French

1 year, 1.0 credit, Grade: 9 or 10

This course is designed for students who have had one to two years of study in the language. It offers a more in-depth study of grammar, reading and writing based on every day language and culture, yet still focuses on oral skills. Students will develop the ability to hold 5-10 minute conversations on a variety of topics, to extract information from a variety of written texts, and to write short texts in a variety of styles (100-200 words).

Level III French

1 year, 1.0 credit, Grade: 9 or 10

This intermediate course is designed for students with a strong background in the language. It offers an in-depth study of language and literature through the exploration of diverse themes related to the language and culture. Students will further develop their oral and listening skills, be able to understand a variety of written texts and write in a variety of styles of texts (200-250 words). The program also includes study of French Literature.

Level IV French

1 year, 1.0 credit, Grade: 9 or 10

This advanced course is designed for students with a very strong background in the language. Students will continue to explore age and level appropriate themes by studying a variety of literary genres and media. During their explorations, they will continue to study and practice related grammar structures

and vocabulary. The four language skills of reading, writing, listening and speaking will be developed equally to the point that students, in part, will be able to make oral presentations, engage in class discussions, understand a variety of written texts and write a variety of styles of texts (250-300 words). The program also includes study of French Literature.

French for Native Speakers

1 year, 1.0 credit, Grade: 9 or 10

This class is designed specifically for native or near-native speakers of French. The course is based on the study of a range of important literary works (novels, plays, short stories, poems) from the French-speaking world, in combination with the development of language skills. Students will further develop their oral and written language skills (accuracy and style) and will refine their appreciation of a literary text. This course is aligned with the national French curriculum for grade 9.

IB Standard Level French, Year 1

1 year, 1.0 credit, Grade: 11

Prerequisite: Teacher approval

This is the first year of a two-year course designed for students with two or more years of prior language study. It focuses on consolidating grammatical structures in order to further develop oral and written communication through the study of many elements of language and contemporary cultural and societal themes. Students will gain intercultural awareness and will develop their speaking and listening skills as well as reading and writing in a variety of styles of texts (200-300 words).

IB Higher Level French, Year 1

1 year, 1.0 credit, Grade: 11

Prerequisite: Teacher approval

This is the first year of a demanding two-year course designed for students with a solid background and an interest in the French language and culture. The course is based on the study of contemporary cultural and societal themes related to the French speaking world. It offers an in-depth study of language structures through advanced text-handling and French literature and further develops oral and written skills. As well as gaining deeper intercultural understanding, students will develop the ability to hold detailed conversations/discussions/debates, understand a variety of written texts, and write in a variety of styles of texts (300-400 words).

IB Standard Level French Year 2

1 year, 1.0 credit, Grade: 12

The second year focuses on consolidating grammatical structures in order to further develop oral and written communication and promoting intercultural understanding. Through the study of many elements of language and contemporary cultural and societal themes, students will further develop their ability to hold detailed conversations/discussions/debates, understand a variety of written texts, and write in a variety of styles of texts (250-400 words).

IB Higher Level French Year 2

1 year, 1.0 credit, Grade: 12

This is the final year of a demanding two-year course designed for students with a solid background and an interest in the French language and culture. The course is based on the study of contemporary cultural and societal themes related to the French speaking world. It offers an in-depth study of language structures through advanced text-handling and French literature and further develops oral and written skills. Students will develop their ability to hold detailed conversations/discussions/debates, understand a variety of written texts, and write in a variety of styles of texts (400-600 words).

SPANISH

Level I Spanish

1 year, 1.0 credit, Grades: 9 or 10

This course is designed for students with little or no background in the language. It introduces basic grammar through simple text handling and simple conversations based on the basic elements of every day language and culture. It offers students an introduction to Spanish speaking cultures. Students will develop the ability to write short texts in a variety of styles (80-100 words).

Level II Spanish

1 year, 1.0 credit, Grade: 9 or 10

This course is designed for students who have had one to two years of study in the language. It offers a more in-depth study of grammar, reading and writing based on every day language and culture, yet still focuses on oral skills. Students will develop the ability to hold 5-10 minute conversations on a variety of topics, to extract information from a variety of written texts, and to write short texts in a variety of styles (100-200 words).

Level III Spanish

1 year, 1.0 credit, Grade: 9 or 10

This intermediate course is designed for students with a strong background in the language. It offers an in-depth study of language and literature through the exploration of diverse themes related to the language and culture. Students will further develop their oral and listening skills, be able to understand a variety of written texts and write in a variety of styles of texts (200-250 words). The program also includes study of Hispanic Literature.

Level IV Spanish

1 year, 1.0 credit, Grade: 9 or 10

This advanced course is designed for students with a very strong background in the language. Students will continue to explore age and level appropriate themes by studying a variety of literary genres and media. During their explorations, they will continue to study and practice related grammar structures and vocabulary. The four language skills of reading, writing, listening and speaking will be developed equally to the point that students, in

part, will be able to make oral presentations, engage in class discussions, understand a variety of written texts and write a variety of styles of texts (250-300 words). The program also includes study of Hispanic Literature.

IB Ab Initio Spanish Year 1

1 year, 1.0 credit, Grade: 11

This is the first year of a challenging and intensive two-year course designed for students with little or no background in the language. It is an introduction to structure through reading, writing and oral tasks that present real life situations every day language and culture. Students will learn to handle simple and varied texts, hold basic conversations on specific themes and write a variety of styles of short texts (80-200 words). Study involves the use of a wide range of authentic and adapted materials, including newspaper articles, ads, poetry, songs, literature, movies, interviews etc.

IB Standard Level Spanish Year 1

1 year, 1.0 credit, Grade: 11

Prerequisite: Teacher approval

This is the first year of a two-year course designed for students with two or more years of prior language study. It focuses on consolidating grammatical structures in order to further develop oral and written communication through the study of many elements of language and contemporary cultural and societal themes. Students will gain intercultural awareness and will develop their speaking and listening skills as well as reading and writing in a variety of styles of texts (200-300 words).

IB Higher Level Spanish Year 1

1 year, 1.0 credit, Grade: 11

Prerequisite: Teacher approval

This is the first year of a demanding two-year course designed for students with a solid background and an interest in the Spanish language and cultures. The course is based on the study of contemporary cultural and societal themes related to the Spanish speaking world. It offers an in-depth study of language structures through advanced text-handling and Hispanic literature and further develops oral and written skills. As well as gaining deeper intercultural understanding, students

will develop the ability to hold detailed conversations/discussions/debates, understand a variety of written texts, and write in a variety of styles of texts (300-400 words).

IB Ab Initio Spanish Year 2

1 year, 1.0 credit, Grade: 12

This is the final year of a challenging and intensive two-year course designed for students with little or no background in the language. Students continue to learn and practice Spanish language through reading, writing and oral tasks that present real life situations. Students will develop their ability to handle texts which are varied in topic and complexity and to hold basic conversations on general themes. Students will also compare cultural themes and write related reflective essays of up to 300 words.

IB Standard Level Spanish Year 2

1 year, 1.0 credit, Grade: 12

The second year focuses on consolidating grammatical structures in order to further develop oral and written communication and promoting intercultural understanding. Through the study of many elements of language and contemporary cultural and societal themes, students will further develop their ability to hold detailed conversations/discussions/debates, understand a variety of written texts, and write in a variety of styles of texts (250-400 words).

IB Higher Level Spanish Year 2

1 year, 1.0 credit, Grade: 12

This is the final year of a demanding two-year course designed for students with a solid background and an interest in the Spanish language and cultures. The course is based on the study of contemporary cultural and societal themes related to the Spanish speaking world. It offers an in-depth study of language structures through advanced text-handling and Hispanic literature and further develops oral and written skills. Students will develop their ability to hold detailed conversations/discussions/debates, understand a variety of written texts, and write in a variety of styles of texts (400-600 words).

RUSSIAN

as a Foreign Language

Level I Russian

1 year, 1.0 credit, Grade: 9 or 10

This course is designed for students with little or no background in the language. It introduces basic grammar through simple text handling and simple conversations based on the basic elements of every day language and culture. It offers students an introduction to Russian culture. Students will develop the ability to write short texts in a variety of styles (80-100 words).

Level II Russian

1 year, 1.0 credit, Grade: 9 or 10

This course is designed for students who have had one to two years of study in the language. It offers a more in-depth study of grammar; reading and writing based on every day language and culture, yet still focuses on oral skills. Students will be introduced to Russian literature and will develop the ability to hold 5 to 10 minute conversations on a variety of topics, to extract information from a variety of written texts, and to write short texts in a variety of styles (100-200 words).

Level III Russian

1 year, 1.0 credit, Grade: 9 or 10

This intermediate course is designed for students with a strong background in the language. It offers an in-depth study of language and literature through the exploration of diverse themes related to the language and culture. Students will further develop their oral and written skills, be able to understand a variety of written texts and write in a variety of styles of texts (200-250 words).

Level IV Russian

1 year, 1.0 credit, Grade: 9 or 10

This advanced course is designed for students with a very strong background in the language. Students will continue to explore age and level appropriate themes by studying a variety of literary genres and

media. During their explorations, they will continue to study and practice related grammar structures and vocabulary. The four language skills of reading, writing, listening and speaking will be developed equally to the point that students, in part, will be able to make oral presentations, engage in class discussions, understand a variety of written texts and write a variety of styles of texts (250-300 words). The program also includes the study of Russian literature.

IB Ab Initio Russian Year 1

1 year, 1.0 credit, Grade: 11

This is the first year of a challenging and intensive two-year course designed for students with little or no background in the language. It is an introduction to structure through reading, writing and oral tasks that present real life situations every day language and culture. Students will learn to handle simple and varied texts, hold basic conversations on specific themes and write a variety of styles of short texts (80-200 words). Study involves the use of a wide range of authentic and adapted materials, including newspaper articles, ads, poetry, songs, literature, movies, interviews etc.

IB Standard Level Russian Year 1

1 year, 1.0 credit, Grade: 11

Prerequisite: Teacher approval

This is the first year of a two-year course designed for students with two or more years of prior language study. It focuses on consolidating grammatical structures in order to further develop oral and written communication through the study of many elements of language and contemporary cultural and societal themes. Students will gain intercultural awareness and will develop their speaking and listening skills as well as reading and writing in a variety of styles of texts (200-300 words).

IB Higher Level Russian Year 1

1 year, 1.0 credit, Grade: 11

Prerequisite: Teacher approval

This is the first year of a demanding two-year course designed for students with a solid background and an interest in the Russian language and culture. The course is based on the study of contemporary cultural

and societal themes related to the Russian speaking world. It offers an in-depth study of language structures through advanced text-handling and Russian literature and further develops oral and written skills. As well as gaining deeper intercultural understanding, students will develop the ability to hold detailed conversations/discussions/debates, understand a variety of written texts, and write in a variety of styles of texts (300-400 words).

IB Ab Initio Russian Year 2

1 year, 1.0 credit, Grade: 12

This is the final year of a challenging and intensive two-year course designed for students with little or no background in the language. It is an introduction to Russian language structure through reading, writing and oral tasks that present real life situations. Students will develop their ability to handle texts which are varied in topic and complexity and to hold basic conversations on general themes. Students will also compare cultural themes and write related reflective essays of up to 300 words.

IB Standard Level Russian Year 2

1 year, 1.0 credit, Grade: 12

The second year focuses on consolidating grammatical structures in order to further develop oral and written communication and promoting intercultural understanding. Through the study of many elements of language and contemporary cultural and societal themes, students will further develop their ability to hold detailed conversations/discussions/debates, understand a variety of written texts, and write in a variety of styles of texts (250-400 words).

IB Higher Level Russian Year 2

1 year, 1.0 credit, Grade: 11

Prerequisite: Teacher approval

This is the final year of a demanding two-year course designed for students with a solid background and an interest in the Russian language and culture. The course is based on the study of contemporary cultural and societal themes related to the Russian speaking world. It offers an in-depth study of language structures through advanced text-handling

and Russian literature and further develops oral and written skills. Students will develop their ability to hold detailed conversations/discussions/debates, understand a variety of written texts, and write in a variety of styles of texts (400-600 words).

RUSSIAN

as a Native Language

Russian for Native Speakers II (FL II)

1 year, 1.0 credit, Grade: 9 or 10

The course for native speakers of Russian in Grades 9 and 10 is offered as a preparatory course for IB Russian A SL. As such, further emphasis will be placed on the development of analysis of Russian literary texts while simultaneously further developing the students' oral and written language skills (accuracy and style). The students' appreciation for Russian literature will further be cultivated by exposing them to literary texts that are longer and more advanced in grammar and content. The students will continue to prepare analyses of these texts and present them in either written or oral form. These presentations when produced in written form at this level will be 500-800 words in length.

Russian for Native Speakers III (FL III)

1 year, 1.0 credit, Grade: 9 or 10

The course for native speakers of Russian in Grades 9 and 10 is offered as a preparatory course for IB Russian A HL. As such, further emphasis will be placed on the development of analysis of Russian literary texts while simultaneously further developing the students' language skills. The students' appreciation for Russian literature will further be cultivated by exposing them to even more literary texts that are longer and more advanced in grammar and content. The students will continue to prepare analyses of these texts and present them in either written or oral form. These presentations when produced in written form at this level will be 500-800 words in length.

IB Russian A (Literature) (Standard and Higher Level) Year 1

1 year, 1.0 credit, Grade: 11

Prerequisite: Teacher approval

Russian A is a two-year pre-university literature course based primarily on the IB curriculum. Students will focus on developing analytical skills through individual, paired and group work, dealing with literature and non-fiction texts. The works studied are selected to reflect the philosophy of the Anglo- American School and the World Languages Department, as well as meet the requirements of the IBO. Texts that focus on Russia are therefore a high priority, as are works that represent a variety of regions, time periods, genres, styles and themes to promote an appreciation of diversity and cultural sensibility. Students will study 6 – 8 texts and complete a number of literary essays and commentaries throughout the year. By the end of the first year of study, students will have completed both the Individual Oral Presentation and the Written Assignment, contributing to 40% of the final IB grade.

IB Russian A (Literature) (Standard and Higher Level) Year 2

1 year, 1.0 credit, Grade: 12

Prerequisite: Teacher approval

Students will explore a variety of literary texts across the genres of drama, poetry and prose while continuing with the ongoing development of skills in reading, writing, speaking and listening. At the Standard Level, students explore nine works while at the Higher Level, students study a total of thirteen. In addition, while at both levels students are assessed by means of an Individual Oral, at the Higher Level students are also required to write a coursework-based essay. At both levels, literary works are selected from a broad spectrum of cultures and time periods, and explicit links will be made to TOK (Theory of Knowledge), CAS (Creativity, Action and Service), the Extended Essay and International Mindedness. At both levels the course culminates in two externally assessed exam papers

SELF-TAUGHT PROGRAM

in a language other than English

(Standard Level only)

2 years, 1.0 credit per year, Grade: 11 & 12

Students with a sound grasp of reading and writing in a first language other than English, may select to follow a literature course in that language. The course has the same expectations and format as the English A Literature Standard Level course, and follows strict IB guidelines of text selection and assessment. The main difference is that it is largely a self-directed study with school support for securing, where possible, an outside tutor. The school also helps students establish a text list and works to establish time-lines for completion. Assessment for this course is undertaken by the International Baccalaureate Organization and is comprised of oral examinations, a written assignment, a comparative literary essay, and a final exam of two written papers. Students who enroll in this course also enrol in English Literature or Language & Literature.

SOCIAL STUDIES

Department Philosophy:

The purpose of the Social Studies curriculum is for students to develop the knowledge and skills that will enable them to serve as informed and responsible citizens in a culturally diverse and interdependent world. This responsibility is built upon a foundation of knowledge of both their environment as well as that of others, interacting within an ever-changing society. Different points of view are considered, and information is examined critically so that skills may be developed that will enable students to solve problems and make decisions which are relevant to their lives. The study of individuals, events, groups, movements, institutions, theories, models, nations and eras allows students to examine how the lessons of the past and today can be used to make wise decisions for the future. Evaluation of evidence and various perspectives prepares

students to look beyond the obvious and to question. Written and verbal communication skills are strengthened through research and the interpretation, evaluation and presentation of information.

Social Studies 9

1 year, 1.0 credit, Grade: 9

Grade 9 Social Studies consists of one semester of Geography and one semester of History. Students will work to develop their analytical and evaluation skills by researching and assessing various types of sources and work to become more critical thinkers by evaluating differing views and interpretations of events. In Geography, students will study population & demographics, migration, settlement, urbanization and development. In History, the course will focus upon a basic foundation in document analysis, causes of the French Revolution, Consequences of the Industrial Revolution, and European Imperialism in China.

Social Studies 10

1 year, 1.0 credit, Grade: 10

Grade 10 will consist of one semester of World History and one semester of Geography. Students will develop their critical and analytical skills by researching and assessing data and sources; they will learn to question evidence more deeply, to evaluate differing views. In History the course is centered on the causes and consequences of the First World War. In Geography students will study trade, transport, industry, tourism and energy resources.

IB Business and Management

Year 1

1 year, 1.0 credit, Grade: 11

Business and Management introduces students to the principles of organization and growth of companies. In the first year, students consider structures, types and ethics of businesses and then learn about making and recording profit through financial statements. In the second term, students analyze and create a marketing campaign and in the fourth quarter study the impact of the external environment on a firm listed in the Russian Stock Exchange. Evaluation is primarily through case studies and a final examination, though all the ground work for the Internal Assessment is completed

before the end of quarter four.

IB Business and Management

Year 2

1 year, 1.0 credit, Grade: 12

Business and Management continues to teach the principles of organization and growth of companies in Year II. The year begins with a study of Human Resources that is tied to College Applications and includes a mock interview and CV writing. Standard level work finishes in January with a study of production techniques. Finances are then revisited both to review and to deepen the students' knowledge of finance. Change management and strategic analysis are studied by the Higher Level students before the mock exams. By the end of the second year students should be able to understand an Annual Report and write a Business Plan. The Internal Assessment and the Final Examination (two papers) are the IB assessment tools.

IB Economics

(Standard and Higher Level)

2 years, 1.0 credit per year, Grades :11 & 12

Students studying IB Economics will begin with an introduction to economics and then study 4 areas: microeconomics, macroeconomics, international economics and development economics. Within these areas students will examine topics including: markets, measuring national income, unemployment and inflation, reasons for trade, economic integration, international trade organizations, sources of and barriers to economic growth and/or development. While there is a large amount of diagrammatic work in economics, the skill of analysis and the ability to synthesise information is a key part of the IB SL assessment. This assessment consists of Paper 1, worth 40% of the final mark and consists of 2 essays; Paper 2, which is worth 40% of the final mark and consists of article response questions; and the Internal Assessment consisting of 3 commentaries of 750 words each written over the course of the 2-year programme.

The HL extension includes a significant amount of numerical concepts (including the equation of a line, algebra, and working

with percents) which will be examined in HL Paper 3.

IB History (Standard and Higher Level)

2 years, 1.0 credit per year, Grade: 11 & 12
Students will study a selection of 20th century world topics that include:

The collapse of Imperial Russia (1853-1917) and rise of the Bolsheviks (1917-1924).

The consequences of the First World War and causes of the Second World War, with particular emphasis on the part played by Italy, Germany, and Japan.

The conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. Our focus will be on Hitler, Stalin, Mao, and Castro.

The origins of--and superpower rivalries during--the Cold War, with an emphasis on the United States, Soviet Union, China, Cuba, and West/East Germany.

The consolidation of the Soviet State from 1924 and the methods applied to ensure its survival, growth, and expansion inside and outside the borders of the Soviet Union.

The rise and fall of the Soviet Union, as well as post-Soviet Russia to 2000.

Students will be required to use critical and creative thinking skills to analyze a myriad of sources to determine their purpose, value, and limitations vis-a-vis historical issues. Moreover, students will be required to demonstrate their understanding through class discussions and written exams.

Furthermore, all students have to complete an inquiry-based investigation on an historical topic covered within the course outline. This research project comprises 20% (Standard Level) or 25% (Higher Level) of their course mark. Standard Level students sit for two exams; Higher Level students sit for an additional third paper.

IB Psychology (Standard and Higher Level) Year 1

1 year, 1.0 credit, Grade: 11 or 12
Prerequisite: Teacher approval for HL

All students will study the same material in year one. The course is organized around the psychology core, which consists of the

biological, cognitive and socio-cultural levels of analysis. Through in-depth investigation into topics such as aggression, depression, intelligence, and memory, students will evaluate the contribution of each level of analysis to the study of human behavior. In addition, students will study the use of the scientific method as it applies to human behavior and will complete two Internal Assessments, one practice and one for IB submission. This will be a simple lab experiment and will be marked according to the IB criteria and sent for moderation.

IB Psychology (Standard and Higher Level) Year 2

1 year, 1.0 credit, Grade: 12

Year two focuses on Paper Two. Students will apply their knowledge of the three levels of analysis in year one to the study of the two areas of abnormal psychology and developmental psychology. In doing so, students will review Paper One material from the previous year. In addition, Higher Level students will study qualitative research methods, which will be assessed on Paper Three. Standard Level students will only study one optional area of the two and may choose which one interests them more..

SOCIAL STUDIES ELECTIVES

United States History

1 year, 1 credit, Grade: 9 - 12

(U.S. History can be taken in place of Social Studies 10)

U.S. History is a general survey class covering pre-revolutionary America, the Wars of Independence, the Civil War era and the effects of reconstruction, changing U.S. foreign policy at the start of the 20th century, U.S. involvement in World War One, the Roaring Twenties, World War Two, and the U.S and the onset of the Cold War. The Civil Rights movement will also be a focus. The changing social structure of the U.S. will be studied, especially with the onset of the Vietnam conflict, and the dynamic decade of the 70s involving Nixon and Carter. Reaganism, the end of the Cold War and more recent topics will round out the content. Current issues will also be a focus.

Introduction to Business

1 semester 0.5 credit, Grade: 9 - 12

The Introduction to Business course focuses on the five major areas of business studies: Business Organization and Structure, Human Resources, Accounting and Finance, Marketing, and Operations Management. Students in this course will learn the fundamentals of these topics in preparation for further studies in business.

Introduction to Economics

1 semester, 0.5 credit, Grade: 9 - 12

This course is a basic introduction to the study of Economics. Students will examine the two basic types of economic systems as well as an overview of both micro and macro economics. The course will focus on understanding the basics of economics, including supply and demand, and using this knowledge to examine current economic situations as well as look at the role of international trade and globalization.

ONLINE OPTION AVAILABLE



Introduction to Politics

1 semester, 0.5 credit, Grade: 9 - 12

The course will serve as an introduction to the main Western political theories as well as the structures and systems that shape global politics and international relations. It has been designed to support and enhance the students' understanding of other Social Studies disciplines, particularly economics, geography and history. The course begins with an historical background to develop an understanding of the changing nature of world order since 1989; considering the end of the Cold War, the rise of US hegemony and the emergence of the BRIC countries as a global political force. Political theory will be introduced to help students underpin their thinking when examining the relationship between nation states and the individual and the state. By considering questions on the nature of democracy, the role of the individual and the right to dissent, students will develop an understanding of the political theories that shape our

world today. The course will conclude with investigations related to Politics and International Relations considering the role of conflict in the modern world, world governance through organizations like the UN and issues such as Human Rights and poverty and development. The course will particularly suit students who have an interest in the world around them, enjoy discussion and argument and who like thinking for themselves. Academic skills developed will include research, the evaluation of evidence, and oral and written communication skills

Introduction to Psychology

1 semester, 0.5 credit, Grade: 9 - 12

The course will serve as an Introduction to Psychology. It will utilize the framework of IB evaluation format to introduce students to using more advanced evaluative strategies. The course will begin with an Introduction to Psychology, its approaches and brief history and then will move on to study the Biological perspective, the Cognitive Perspective, and finish with the Socio-Cultural Perspective. Students will analyze various topics from the main approaches in order to understand the different viewpoints in the field. The students will use cultural, methodological, ethical and gender considerations to evaluate psychological concepts and theories. Students interested in the Social Sciences or considering taking IB Psychology in Grades 11 and 12 will greatly benefit from this elective.

Personal Finance and Investing

1 semester, 0.5 credit, Grade: 9 - 12

The first component, personal finance, will include short and long-term decision-making in regards to spending, savings, credit, loans, mortgages, and other types of banking services. The second component, financial investment, will involve students evaluating companies and their stocks. Students will also evaluate different financial instruments, for example: commodities, futures and options, and currencies. The financial investment component will rely on current events to put ideas into context.

SCIENCE

Department Philosophy:

Scientific study fosters in students a sense of wonder about their world; about who they are and about where they live. With each successive year, scientific concepts, knowledge, understanding and skills are mastered through active involvement and stimulation through inquiry. Students investigate and experiment to venture beyond what they know, with confidence and rigor. In doing this, they balance their creative impulse with their sense of order and reason. Students make connections between science disciplines, between other curriculum areas, and between their natural and made world. Ultimately, students are empowered to make informed choices about their futures and about the future of human-kind.

Biology I

1 semester, 0.5 credit, Grade: 9 or 10

Biology 1 is a semester-long, general biology course which can be taken alone or combined with Biology II as a preparation for IB Biology.

The Biology I course will cover: Natural Selection, Taxonomy, Kingdoms, Human Health and Bio-molecules. Assessments will be made from practical laboratory work and reports, data analysis, quizzes, investigations and formal tests (approximately five per semester).

Biology II

1 semester, 0.5 credit, Grade: 9 or 10

Prerequisite: Biology I

Biology II is a semester-long course with a strong emphasis on investigative skills. The biology content focus is on several of the more complex topics of Genetics, Cell Cycles, Movement of Molecules, DNA, Protein Synthesis and Ecology. The experiment skills focus is on statistical analysis and graphing data. Assessments will be made from practical laboratory work and reports, data analysis, quizzes, investigations and formal tests (approximately five per semester).

IB Biology

(Standard and Higher Level) Year 1

1 year, 1.0 credit, Grade: 11

Prerequisite: Teacher approval for HL

This is the first year of a two-year course International Baccalaureate Biology Program. Students will study Biology from the unifying perspectives of structure and function, universality versus diversity, equilibrium and evolution, towards a holistic understanding of the diversity and complexity of life. Human impacts on the natural world receive significant attention. There are significant math studies in the area of descriptive and inferential statistics. Assessments will be made from practical laboratory investigations and reports, data analyses, quizzes, and formal tests (end of each topic).

As with the other sciences, students will design their own individual investigation and see it through from start to finish. This will take place in the 2nd semester of the course and will count as part of their IB assessment. Towards the end of year 1, students will take part in a multi-disciplinary project, often referred to as the 'Group 4 project', which will assess their ability to work as part of a team.

IB Biology

(Standard and Higher Level) Year 2

1 year, 1.0 credit, Grade: 12

Prerequisite: Successful completion of IB Biology Year 1

The second year of the course is a continuation of the first year and is mandatory for completion of the course. In the second semester, significant time planned for a thorough review of both years prior to the IB external exams in May. Topics covered include:

- Human Health and Physiology
- Plant Science
- 1 Option Topic
- 1 Research Project (Internal Assessment)

Assessments will be made from practical laboratory investigations and reports, data analyses, quizzes, and formal tests (end of each topic). The High Level section of the course has a larger syllabus and moves at a faster pace than Standard Level.

Chemistry I

1 semester, 0.5 credit, Grade: 9 or 10

Chemistry 1 is a semester-long, general chemistry course, which introduces students to elements and the Periodic Table and progresses onto chemical reactions. The Chemistry 1 course will cover:

Features of the Periodic Table, Atomic structure, Groups of Elements, and Making & Breaking Compounds.

Assessments will be made from practical laboratory work and reports, data analysis, quizzes, investigations and formal tests (approximately five per semester).

Chemistry II

1 semester, 0.5 credit, Grade: 9 or 10

Prerequisite: Chemistry I

Chemistry II is a semester-long chemistry course with a larger emphasis on investigative skills, calculations and manipulation of data. The Chemistry II course will cover:

Writing and balancing equations, Moles, Stoichiometry, Kinetics, and Energetics.

Assessments will be made from practical laboratory work and reports, data analysis, quizzes, investigations and formal tests (approximately five per semester).

IB Chemistry

(Standard and Higher Level) Year 1

1 year, 1.0 credit, Grade: 11 or 12

Prerequisite: Teacher approval for HL

This is the first year of a two-year course based on the International Baccalaureate Chemistry program. Through study of the basic aspects of all chemistry topics and how these interlink and provide us with a complete picture of chemical nature, students will learn why chemical reactions take place, and to predict the amounts produced and used during a chemical change, the length of time taken for this change and the amount of energy produced by it. Students will learn to carry out a range of practical techniques to verify these predictions. The course will begin with some familiar topics and slowly lead to more demanding concepts:

- Stoichiometry, Energetics
- Atomic Theory, Kinetics
- Periodicity, Equilibrium
- Structure and Bonding

Assessments will be made from practical laboratory work and reports, data analyses, quizzes, investigations and formal tests (end of each topic), which will be done in class and at home. Students will keep a logbook of all practical assignments and copies of laboratory reports that will comprise a 'practical portfolio' over the two years of the program.

As with the other sciences, students will design their own individual investigation and see it through from start to finish. This will take place in the 2nd semester of the course and will count as part of their IB assessment. Towards the end of year 1, students will take part in a multi-disciplinary project, often referred to as the 'Group 4 project', which will assess their ability to work as part of a team.

IB Chemistry

(Standard and Higher Level) Year 2

1 year, 1.0 credit, Grade: 12

Prerequisite: Successful completion of IB Chemistry Year 1

In the second year of the course, students will study deeper aspects of chemistry and how organic chemistry is used in the pharmaceutical and plastics industries. More advanced practical skills are required as aspects of chemical synthesis and analysis are covered. In addition to this, year 11 concepts are revisited with the aim of creating a more in-depth knowledge of the forces that control chemical behavior. Assessments will be made from practical laboratory work and reports, data analyses, quizzes, investigations and formal tests (approximately three per quarter).

The High Level section of the course has a larger syllabus and moves at a faster pace than Standard Level.

Physics I

1 semester, 0.5 credit, Grade: 9 or 10

Physics I is a semester-long, general physics course. The Physics 1 course covers measurement and numeracy skills, thermal physics, waves (sound and light) and simple electric circuits. Assessments will be made from practical laboratory work and reports, data analysis, quizzes, investigations and formal tests (approximately five per semester).

Physics II

1 semester, 0.5 credit, Grade: 9 or 10

Prerequisite: Physics I

The study of Science in Physics II fires students' curiosity about phenomena in the world around them and offers opportunities to find explanations through investigations and laboratory analysis. The Physics II curriculum engages learners at many levels, linking direct practical experience with scientific ideas. Experimentation and modelling are used to develop and evaluate explanations, encouraging critical and creative thinking. Students learn how the creative application of scientific ideas can bring about technological developments and its effects on society.

The Physics II course will cover:

- Kinematics (This will include velocity, acceleration and momentum)
- Dynamics (This will include Newton's laws and forces)
- Work, energy and power (This will include energy transformations and efficiency)

Assessments will be made from practical laboratory work and reports, data analysis, quizzes, investigations and formal tests (approximately five per semester).

IB Physics

(Standard and Higher Level) Year 1

1 year, 1.0 credit, Grade: 11

Prerequisite: Teacher approval for HL

This is the first year of a two-year course based on the International Baccalaureate Physics program. Through the study of how the physical world behaves - described using mathematical relationships - students will learn why various events occur in the physical world, both microscopically and macroscopically, and be able to make predictions based on mathematical application of physical laws.

Lab investigations this year may include:

- Determining the acceleration of free-fall experimentally
- Applying the calorimetric techniques of specific heat capacity or specific latent heat experimentally
- Investigating at least one gas law experimentally
- Investigating the speed of sound experimentally
- Determining refractive index experimentally
- Determining internal resistance experimentally

Topics of study this year include:

- Measurements and uncertainties (SL and HL)
- Foundations of Mechanics (SL and HL)
- Wave motion (SL and HL)
- Thermodynamics (SL and HL)
- Electricity and Magnetism
- Wave Phenomena (HL)
- Fields (HL)

Practical work will be an important component of the course to emphasize the correlation between the theoretical and experimental aspects of Physics. Assessments will be made from practical laboratory work and reports, data analyses, quizzes, investigations and formal tests (end of each topic), which will be done in class and at home. Students will keep a log-book of all practical assignments and copies of laboratory reports that will comprise a practical portfolio' over the two years of the program.

As with the other sciences, students will design their own individual investigation and see it through from start to finish. This will take place in the 2nd semester of the course and will count as part of their IB assessment. Towards the end of year 1, students will take part in a multi-disciplinary project, often referred to as the 'Group 4 project', which will assess their ability to work as part of a team.

IB Physics

(Standard and Higher Level) Year 2

1 year, 1.0 credit, Grade: 12

Prerequisite: Successful completion of IB Physics Year 1

The second year of the course continues to build and further develop the topics introduced in Grade 11. The study of IB Physics engages students to analyze, interpret, and apply scientific information concerning the Physical Sciences using qualitative and quantitative approaches for scientific inquiry. Application of the fundamentals learned in the

previous year will further develop the student's ability to explain the world around them using a mathematical approach to the theoretical concepts studied in Physics.

Lab investigations this year may include:

- Investigating half-life experimentally (or by simulation)
- Investigating Young's double-slit experimentally
- Investigating a diode bridge rectification circuit experimentally
- Investigating one or more of the factors that affect resistance experimentally

Topics to be studied include:

- Circular motion and gravitation (SL and HL)
- Atomic, nuclear and particle physics (SL and HL)
- Energy production (SL and HL)
- Electromagnetic induction (HL)
- Quantum and nuclear physics (HL)
- Option SL and HL: engineering physics

Throughout the Internal Assessment, students reviewed and practiced methods of precise measurement, reproducible experimentation and complex mathematical relationships focusing on graphical understanding, interpretation and analysis. At the end of IB Physics program, students will be able to use a range of scientific methods and techniques to develop and test ideas and explanations and to plan and carry out practical and investigative activities, both individually and in groups.

IB Environmental Systems and Societies (Standard Level) Year 1

1 year, 1.0 credit, Grade: 11

This course is the first part of a two-year course based on the International Baccalaureate Environmental Systems and Societies program. As a transdisciplinary subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) and those associated with group 3 (individuals and societies). In the first year, students study the interrelationships between environmental systems and societies. By designing and conducting experimental investigations and creating models and flow charts, students will learn how energy and matter pass through ecosystems and how they are regulated through the living and non-living system. Students will also learn about the impact of various human influences on these flows. Topics this year may include:

Topics this year may include:

- Foundations of environmental systems and societies
- Ecosystems and ecology
- Biodiversity and conservation
- Water and aquatic food production systems and societies

Assessments will be made from practical laboratory work and reports, data analyses, quizzes, essays and investigations, which will be done in class and at home. As with the other sciences, students will design their own individual investigation and see it through from start to finish. This will take place in the 2nd semester of the course and will count as part of their IB assessment. Towards the end of year 1, students will take part in a multi-disciplinary project, often referred to as the 'Group 4 project', which will assesses their ability to work as part of a team.

IB Environmental Systems and Societies (Standard Level) Year 2

1 year, 1.0 credit, Grade: 12

Prerequisite: Successful completion of IB Environmental Systems and Societies Year 1

The concepts studied in the previous year are applied more closely to the impact of humans on the environment and the student's attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they will make in their own lives. Students will develop the ability to apply their understanding of the environment and equilibrium to unfamiliar situations and discuss and analyze environmental phenomena in the context of sustainability.

Topics this year may include:

- Soil systems and terrestrial food production systems and societies
- Atmospheric systems and societies
- Climate change and energy production
- Human systems and resource use

Assessments will be made from practical laboratory work and reports, data analyses, quizzes, essays and investigations, which will be done in class and at home. An internal investigation and the group 4 project which were completed in year 1 will account for 25% of the IB grade.

MATHEMATICS

Department Philosophy:

Mathematics helps us to make sense of our world providing a precise means of communication, using numbers, symbols and shapes. It is a powerful language used to explain, predict and represent events and tackle problems in everyday life. Logical thinking, organizational thought and other skills taught in mathematics can be applied to other disciplines. Exposure to many mathematical topics helps students acquire the skills needed to prepare for future mathematics courses and to meet the challenges encountered after they leave the Anglo-American School. It is our intention to provide students with the opportunity to develop the practical skills and understanding of concepts that allows them to experience pleasure, success and enjoyment in mathematical explorations.

Mathematics Grade 9 is available at two levels and Mathematics Grade 10 is available at three levels of ability. Each student is assigned to the course that best suits the individual needs of the student. The same core topics are covered in Grades 9 and 10; however, the depth to which any topic will be studied varies. Students following the HL course will cover additional topics in Grade 10.

Grade 9

Integrated Mathematics I (IM I)

1 year, 1.0 credit

Prerequisite: Successful completion of Math 8 or equivalent

The fundamental purpose of Mathematics I is to deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Grade 9 & 10

Integrated Mathematics II (IM II)

1 year, 1.0 credit

Prerequisite: IM I or equivalent equivalent

The focus of Mathematics II is on quadratic expressions, equations, and functions;

comparing their characteristics and behavior to those of linear and exponential relationships. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. Students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Grade 10

Integrated Mathematics III (IM III)

1 year, 1.0 credit

Prerequisite: IM II or equivalent

It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses. Students will expand their repertoire of functions to include polynomial, rational, trigonometric and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

IB Mathematics: Analysis and Approaches

2 year, 1.0 credit per year, Grade: 11 & 12

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as

fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, *Mathematics: analysis and approaches* has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students who choose *Mathematics: analysis and approaches* at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take *Mathematics: analysis and approaches* at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Mathematics: Applications and Interpretation

2 year, 1.0 credit per year, Grade: 11 & 12

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. *Mathematics: applications and interpretation* will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose *Mathematics: applications and interpretation* at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take *Mathematics: applications and interpretation* at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

COMPUTING & TECHNOLOGY

Media Design

1 semester, 0.5 credit, Grade: 9 - 12

This Media Design course will be exploratory in nature. Students will research concepts in media and design as well as the role media plays in society. Students will design graphically appealing presentations utilizing their preferred presentation software including Windows Movie Maker, iMovie, Adobe Premiere, and Final Cut. Students will learn the art of collecting images through digital photography. Publications will be created and enhanced using programs such as Publisher, InDesign, and Adobe Photoshop. More advanced students will have the option of creating 3D images using Blender.

Yearbook

1 year, 1.0 credit, Grade: 9 - 12

Open to all grade levels, students may take this class for one, two or three years, continuing to develop their skills in writing, photography, reporting, designing and publishing using advanced Nikon digital cameras, Adobe Photoshop and Adobe InDesign. The intent of this class is to produce the material required to send to the printer for the school yearbook. Students participating in this class must be prepared to put in whatever time is required to see that the book is completed; however, once the book is sent to the publisher, the remainder of the year may be used to prepare for final exams. Students will also be expected to cover school events as photographers and reporters, sometimes necessitating time put in after school or on the occasional weekend. A dedicated and cooperative spirit is of the utmost importance.

Digital Photography

1 semester, 0.5 credit, Grade: 9 - 12

This Photography course will introduce students to the art of collecting images through digital photography and photo editing. Students will learn to use digital

cameras on both the automatic and manual settings; and explore aperture, shutter speed and depth of field. Photo essays will be created using students preferred presentation software including Windows Movie Maker, iMovie, Adobe Premiere, and Final Cut. The course begins with the history of photography and the development of photography skills, then progresses towards the application of skills into projects and moving photo essays

Digital Video

1 semester, 0.5 credit, Grade: 9 - 12

This is an entry level digital video production course that introduces students to video technology and editing software. Films and video are studied to analyze cinematography, and develop an awareness of social, political, economic and historical influences in film. Students will learn to use a variety of video and digital cameras for shooting video, and will learn basic editing techniques. The course will be project based with students creating their videos in their preferred presentation software including Windows Movie Maker, iMovie, Adobe Premiere, and Final Cut. The course begins with the history of film and the development of camera and editing skills, then progresses towards the application of skills in creating videos and films.

Tech Explorations

1 Semester, 0.5 credit, Grade: 9 - 12

The Tech Explorations course allows students to explore different technology subjects in an independent, modular learning environment. Using online educational sites such as UDACITY and Khan Academy students can select online courses that meet their interests while exploring new fields in technology. Programming, animation and web design are just a few of the courses available. Students will complete the courses in the computer lab, with a teacher facilitating and guiding them through their units. This is a great course for self-motivated students who want to challenge themselves with new technology objectives. Because of the nature of the course, students may be able to finish more than one module in a semester.

ONLINE OPTION AVAILABLE



Introduction to Computer Science

1 semester, 0.5 credit, Grade: 9 - 12

This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. The course covers the basic building blocks of programming along with other central elements of computer science, giving students a strong foundation in the tools used in computer science. The primary language students will be learning and using during the course is Python.

AP Computer Science in Java (online)

1 year; 1 credit, Grade: 10 & 11

The CodeHS AP Java course is a year-long online course designed to help students master the basics of Java and equip them to successfully pass the AP Computer Science A Exam (additional cost and exam taken off-site) at the end of the school year. All learning materials and resources teachers and students need for a successful year-long AP Java course can be found on the CodeHS website. The curriculum has been pre-approved as meeting or exceeding the curricular expectations colleges and universities have for this subject.

Students will enroll in specific section of AP Computer Science in Java at codehs.com. Student progress will be monitored by an AAS teacher, who can serve as a resource. The students taking the course may be called together for support or meet periodically as a cohort, particularly later in the year for exam preparation.

Students may enroll in this as an entirely online course, even as an extra course beyond a full class load. Or if students want to commit specific time in their schedule to this course, they can enroll in Tech Explorations (normally a 1 Semester course) for a full year.

PERFORMING & VISUAL ARTS

Department Philosophy:

The High School Performing and Visual Arts Department offers a wide variety of creative programs and electives for students to explore. The Arts are fundamental for intellectual growth and the development of creative exploration. Through the study of visual art, music and theatre, students will develop a greater understanding of their world and its rich cultural history. Through a common language embraced by the Arts, students will come to understand the culture in which they live and the culture of others. Students' individual talents are developed as they problem solve, create, and perform using the language of artistic expression.

ART Drawing

1 semester, 0.5 credit, Grade: 9 - 12

- Materials: Students are expected to provide certain art materials and maintain a developmental workbook.

During this course, students will learn about a variety of drawing techniques through history and will use focused art history lessons to create their own artistic responses. Students will develop observational skills in traditional drawing media and also develop critical thinking and research skills. Individual creativity will be highly encouraged.

ART Painting

1 semester, 0.5 credit, Grade: 9 - 12

- Materials: Students are expected to provide certain art materials and maintain a developmental workbook.

During this course, students will learn about a variety of painting techniques throughout history and will use focused art history lessons to create their own artistic responses. Students will develop observational skills in traditional painting media and also develop critical thinking and research skills. Individual creativity will be highly encouraged.

World Art

1 semester, 0.5 credit, Grade: 9 - 12

A survey of art and visual culture from around the world from prehistory to postmodernism; this course also presents an introduction to a variety of methods by which art and visual culture are customarily understood. This course has a combination of projects (to allow students to apply and synthesize what they've learned). These projects will be inspired by cultures from around the world through history and will be created by the student in a wide variety of two-dimensional and three-dimensional materials and techniques.

Contemporary Art

1 semester, 0.5 credit, Grade: 9 - 12

This course examines the emergence of Modern art in the 19th century and traces the development of the visual arts through until today's digital age. This course is dominated by a number of 'isms' and we will examine the diverse outlooks of both art "movements" and individual artists. Through learning about contemporary art, the students will be able to apply and synthesize their knowledge in order to create their own works of art in the class which reflect what they learned.

IB Visual Arts (Standard Level) Year 1

1 year, 1.0 credit, Grade: 11 or 12

Prerequisite: Successful completion of Studio Art I and/or II. Prior experience in art techniques and methods is strongly advised and recommendation from the art instructor.

- Materials: Students are expected to supply a certain amount of their own art materials for this course.

Students will study the Elements of Art and the Principles of Design and learn how to apply them successfully to their art. Students are expected to work outside of class time, maintain a studio portfolio and research workbook. Through studio work and the development of research notebooks, students will show growth and commitment through the study of art and present an interrelationship between their research and their artistic production. Students should have created many works of art that can contribute to the total number of pieces needed for their final assessment at the end of Year 2.

IB Visual Arts (Higher Level) Year 1

1 year, 1.0 credit, Grade: 11 or 12

Prerequisite: Successful completion of Studio Art I and/or II. Prior experience in art techniques and methods is suggested and recommendation from the art instructor.

- Materials: Students are expected to supply a certain amount of their own art materials for this course.

Students will study the Elements of Art and the Principles of Design and how to apply them successfully to their art. Students are expected to work outside of class time, maintain a studio portfolio and research workbook. Students should have created many works of art that can contribute to the total number of pieces needed for their final assessment at the end of Year 2.

IB Visual Arts (Standard Level) Year 2

1 year, 1.0 credit, Grade: 12

Prerequisite: Successful completion of SL Year 1.

- Materials: Students are expected to supply a certain amount of their own art materials for this course.

This is the second year of a two-year course based on the International Baccalaureate Visual Arts Program. Students will continue to express themselves artistically using a variety of media, applying the Elements of Art and the Principles of Design to work developed from their own interests with guidance from the instructor. Students will know the general history of art and artistic styles / periods as it applies to their art theme(s), and be able to verbally explain how their art was created from its conception in the Research Workbooks to the studio process to the final analysis of each work using artistic terminology. Students in Grade 12 will be expected to be independently motivated and establish creative goals. Students should have a minimum of twenty works of art related to one or more themes that will be used for their final examination in the spring.

IB Visual Arts (Higher Level) Year 2

1 year, 1.0 credit, Grade: 12

Prerequisite: Successful completion of HL Year 1.

- Materials: Students are expected to supply a certain amount of their own art materials

for this course.

This is the second year of a two-year course based on the International Baccalaureate Visual Arts Program. Students will continue to express themselves artistically using a variety of media, applying the Elements of Art and the Principles of Design to work developed from their own interests with guidance from the instructor. Students will know the general history of art and artistic styles / periods as it applies to their art theme, and be able to verbally explain how their art was created from its conception in the research work books to the studio process to the final analysis of each work using artistic terminology in all phases. Students in grade 12 will be expected to be independently motivated and establish creative goals. Students should have a minimum of twenty works of art related to one or more themes that will be used for their final examination in the spring.

Acting and Ensemble

1 Semester, 0.5 credit, Grade: 9, 10, 11

Come to a class that buzzes with creativity, has a lot of social interaction and guarantees to improve your performance skills. Acting and Ensemble is a project based class where students often work together to devise performance pieces. Every project is designed to build performance skills such as creating character through voice and movement, building an effective ensemble, and telling interesting stories.

Theatre Connoisseur

1 Semester, 0.5 credit, Grade: 9, 10, 11

This course is designed for students that have had some type of previous experience in a drama or theatre course and want to further develop their love for the theatre. Students will get a glimpse of all aspects that go into making a theatre production including acting, design, directing and theatre history. This course is intended to prepare potential candidates for IB Theatre Arts.

IB Theatre Arts (Standard Level) Year 1

1 year, 1.0 credit, Grade: 11 or 12
Prerequisite: Drama I and/or II

In this first year of the IB Theatre program,

students will explore their ability to be creative, to communicate in dramatic form and to be challenged and extended through theoretical and practical application of theater technique. Students will explore world theater both in class and through various opportunities to participate in IB TAPS and other external workshop experiences. Students also must participate in one external school play in order to complete the IB requirements.

IB Theatre Arts (Higher Level) Year 1

1 year, 1.0 credit, Grade: 11 or 12
Prerequisite: Drama I and/or II

In this first year of the IB Theatre program, students will explore their ability to be creative, to communicate in dramatic form and to be challenged and extended through theoretical and practical application of theater technique. Students will explore world theater both in class and through various opportunities to participate in IB TAPS and other external workshop experiences. Students also must participate in one external school play in order to complete the IB requirements.

IB Theatre Arts (Standard Level) Year 2

1 year, 1.0 credit, Grade: 12
Prerequisite: Successful completion of SL Year 1

Continuing from the first year, students will develop ensemble work in class and in production. In this second year, students will manifest their theoretical and practical theater explorations through a Research Investigation, a Practical Play Proposal and an Independent Project. To supplement the first year experiences, students can elect to participate in IB TAPS and other external workshop opportunities. Students are required to participate in two external productions in order to fulfill the requirements of the IB program.

IB Theatre Arts (Higher Level) Year 2

Prerequisite: Successful completion of HL Year 1

Continuing from the first year, students will develop ensemble work in class and in production. In this second year, students will manifest their theoretical and practical

theater explorations through a Research Presentation, the Director's Notebook, a Collaborative Project and a Solo Presentation. To supplement the first year experiences, students can elect to participate in IB TAPS and other external workshop opportunities. Students are required to participate in two external productions in order to fulfill the requirements of the IB program.

Choir

1 year, 1.0 credit, Grade: 9 - 12

High School Choir provides an opportunity to students who wish to study music and improve their singing voices through the ensemble performance of choral music. Choral music of various styles will be performed by the class, with at least three (after school) public performances scheduled during the school year.

Basics of music theory, part reading, vocal techniques and choral techniques will be studied, as well as discussions related to the historical context of the choral repertoire. Performance protocol and vocal health will also be addressed in this class.

Wind Ensemble

1 year, 1.0 credit, Grade: 9 - 12

Prerequisite(s): Audition or previous concert band experience with teacher recommendation

Wind Ensemble students will perform music of a variety of styles on band instruments. The course is open to all experienced concert woodwind, brass and percussion players. While instrumental technique and ensemble skills are a primary focus of the course, students also gain a thorough understanding of music theory, composition skills and wind band history. Regular instrumental practice of at least one hour per week is a requirement of the course, and students should expect written assignments in music theory, composition and wind band history topics.

Introductory Guitar

2nd semester only, 0.5 credit,
Grade: 9 - 12

Prerequisite(s): No electric guitars: Acoustic only. Instruments are provided by the school.

This is an exploratory course dealing with the techniques and styles of acoustic guitar playing. Students will have hands-on experience with chords, plucking, and reading notes as well as tablature. Studies will be done through a variety of styles of music, from folk to rock and roll.

Percussion Ensemble

1 semester, 0.5 credit, Grade: 9 - 12

Students in Percussion Ensemble will learn to perform a variety of styles of music on all types of percussion instruments. Students who sign up for this course should expect to perform for peers and the public approximately one time per month. It is strongly recommended, though not required, that students have previous experience with music notation.

In this course, students will learn to play both nonpitched percussion (drum set, concert snare drum, concert bass drum and auxiliary instruments) and pitched percussion instruments (mallet percussion such as marimbas, vibraphones, xylophones and glockenspiel [concert bells], and timpani [kettle drums]), both alone and with others in an ensemble format. Students will also learn to perform music for nontraditional and nonWestern percussion instruments, including pieces that incorporate body percussion and non Western percussion instruments such as the djembe and Latin percussion instruments.

In conjunction with learning performance techniques, students will learn basic music theory and develop their music notation reading ability, regardless of previous experience with notation. The course will also explore the history and origin of various percussion instruments and styles of percussion music. Finally, students will compose and perform their own short pieces for a percussion instrument of their choice.

Jazz Band

1 semester, 0.5 credit, Grade: 9 - 12

Prerequisite(s): Ability to read music, previous instrumental experience

This course is a performance-based class rooted in the jazz and big band traditions. Students will explore the medium of jazz as a form of musical expression. An emphasis will be placed on improvisatory

techniques. Basic jazz composition will also be explored. The major of the course will be spent rehearsing and performing as a large group, and at other times students will perform in small combos of mixed instrumentation. Relevant jazz history, performers, and albums will be studied in detail.

High School String Ensemble

1 Year, 1.0 credit, Grade: 9, 10, 11, 12

Prerequisite(s): Students must own their own instrument or rent from AAS for the duration of the course. Please note that AAS is only able to offer the following instruments to rent: Violin, Viola and Cello.

This course can be taken as a full year or as a single semester course. High school string ensemble is open to all intermediate/advanced string players – violin, viola, cello and double bass. The course provides an opportunity for students to continue to study music and improve their playing skills in an ensemble setting. Ensemble skills, specific instrumental technique, musical literacy and historical awareness will be developed through the performance of a variety of literature. Students will be required to participate in at least two (after school) public performances scheduled during the year.

Ensemble Performance

1 year, 1.0 credit Grade: 11 - 12

Prerequisite(s): Previous participation in a school wind ensemble or audition.

Students in Ensemble Performance continue to develop their performance skills in the AAS Music Program. Students fully participate in either Choir, Wind Ensemble or Strings, but focus their studies only on course standards relating to performance and music notation reading. Students in Ensemble Performance continue to participate in a large musical ensemble throughout their entire high school career, demonstrating dedication to the art of music and a commitment to their own learning. This class is open to students who have previously participated in a school music course. Students requesting participation in the course who have musical experience but who have not participated in a school ensemble class program will be evaluated

on a case-by-case basis after discussion with and an audition by the relevant teacher.

IB Music (Standard Level and Higher Level)

2 year, 2.0 credits, Grade: 11 and 12

Prerequisites: Prospective students must have a prior knowledge of music theory, including basic musical terminology and the ability to play an instrument and/or sing at an intermediate level. Students who are wishing to study music at the Diploma level will be required to obtain a recommendation from a music teacher at AAS, or from a teacher at a previous school who can attest to their musical knowledge and ability level.

Students are required to study and analyze a wide range of music from different parts of the world, as well as different musical cultures and time periods. They will also develop aural perception and an understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context.

Students' success is measured by combining grades on both external and internal assessments. The external assessment (50%) comes in two forms, a listening paper (30%) and a musical links investigation (20%). The two and a half hour listening paper is based on musical perception - analysis, examination, comparing and contrasting pieces of music. Section A relates to two prescribed works that will be studied in depth over the two year course.

Section B relates to music from different times and places. The musical links investigation is a written media script of 2,000 words.

For the internal assessment (50%) students choose one of three options - Creating: students create two 3 – 6 minute pieces. Solo performing: Students must submit a program of contrasting pieces in any style of music that is 15 minutes in length. Group performing: Throughout the two year course, a 20 - 30 minute sample of the group's performances, which have

been performed in front of a public audience will be submitted for assessment.

PHYSICAL & HEALTH ED.

Students will take HS PE for one or two semesters. In addition to HS PE, students can take HS PE Fitness.

High School PE

1 semester, 0.5 credit, Grade: 9 - 10

The Physical Education curriculum is designed to encourage a commitment to a life-long, healthy lifestyle by promoting personal, social, intellectual, mental, and physical well being. Through regular participation in Physical Education, students develop self confidence and skills within a safe environment. Moreover, students develop creativity, tolerance, self esteem, leadership, and body awareness in this balanced program. Students at the Anglo-American School advance at a pace that both challenges them and enhances their own personal development.

High School PE Fitness

1 semester, 0.5 credit, Grade: 9 - 10

The Physical Education curriculum is designed to encourage a commitment to a life-long, healthy lifestyle by promoting personal, social, intellectual, mental, and physical well-being. Through regular participation in Physical Education, students develop self-confidence and skills within a safe environment. The focus will be on Fitness, examining a variety of training methods (Cross-fit, Interval, Circuit, Flexibility and Strength). The students will experience several different training options and then will design and implement their own Fitness Program.

Health Education

1 semester, 0.5 credit, Grade: 9 - 10

As an international learning community, AAS is committed to being a health-promoting school in which the whole community supports a holistic approach to health education. While parents have the fundamental responsibility for their children's health and education for healthy living, the schools' health curriculum will provide skills and information to help students make informed choices about

their health and well being throughout their lives. Health encompasses the physical, mental, emotional, and social aspects of life. Through health education and school life, students will learn how to take care of themselves and others and respect differences within society. Assessment is based on a combination of tasks that include classwork and homework, quizzes, projects. Students are also evaluated on their classroom behavior, appropriate participation in discussions, and personal behavior in the health classroom. Students are required to take the Health course for one semester of Grade 9 or Grade 10. Students entering Grade 9 can opt to take the course in either grade. Students entering Grade 10, who have already taken a health class at AAS or the equivalent at another school, will not be required to take the health class in Grade 10.

Online Courses

For grade 10 students AAS offers online classes which will run synchronously with semester courses. The two options this year are: Tech Explorations and Introduction to Economics. Online classes enable students to have more access to a variety of courses, provide an opportunity to personalize their learning, and learn how to interact with a virtual community while still having a faculty member in the building to provide face-to-face support.

The skills learned in an online class at AAS Moscow will help prepare students for future learning environments. There will be a questionnaire for students who would like to take an online course to determine the best learning environment to meet the learner's needs.



AAS Moscow High School Course Planner 2019-2020

Subject	Credits	Grade 9	Grade 10	Grade 11	Grade 12
English	4.0				
Foreign Language	3.0				
Social Studies	3.0				
Science	3.0				
Math	3.0				
Visual & Performing Arts	2.0				
Physical Education	2.0				
Health	0.5				
Electives	5.5				