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aes

American Embassy School

An International Community

High School Course Catalog 2021-2022

AMERICAN EMBASSY SCHOOL

New Delhi, India



High School Course Catalog 2021–2022

MESSAGE FROM THE ADMINISTRATION

Dear HS Students and Parents:

The Course Catalog provides official course registration information to assist in the process of high school course requests for the upcoming school year. This course catalog and the section entitled Frequently Asked Questions will provide all students and families with substantive information to consider during the course selection process.

AES has offered the IB Diploma program since 1982, and these offerings continue to evolve, continuing to provide students with a rich selection of IB courses for a school our size. AES also offers some AP courses and an extensive range of school-based courses, ensuring every student an appropriately challenging pathway to earning a US high school diploma.

Please read this catalog carefully for all of the background information it provides. Subsequent to that are the all-important conversations involving students, parents, teachers, counselors, the IB/AP Coordinator, and the administration. Be proactive about participating in the discussions regarding course choices. Think about your plans and goals, because the courses you choose will contribute significantly to building your future.

Please let us know if you have any questions.

Sincerely,

Iftekhar Syed
Principal

Derwin Kitch
Assistant Principal

MESSAGE FROM THE COUNSELORS

Dear Students,

This booklet contains a description of the high school academic courses offered at the American Embassy School. It is intended to help you in planning your program of study in a way that will allow you to meet AES graduation requirements and pursue your interests.

When selecting a course, be sure to find out as much as you can about the objectives and requirements. Working in collaboration with your teachers, we will be happy to assist you. Use the information on the following pages to help answer these important questions:

- Am I meeting my credit requirements for graduation?
- Am I choosing courses that are appropriate to my abilities and interests?
- Have I considered potential university entrance requirements and possible career paths in making my selections?
- Is my program for the next year appropriately challenging?
- Am I taking advantage of all academic opportunities being offered to me at the American Embassy School?
- Have I balanced my time between classes and extracurricular activities?

During high school, you are laying the foundation for your future academic and working career. It is a time of hard work and increasing responsibility. We are here to help you achieve success during these important years.

Sincerely,

Cristina Alcoz
Counselor
Grades 9-12 (A-H)

Alan Graveson
Counselor
Grades 9-12 (I-O)

Richard Thompson
Counselor
Grades 9-12 (P-Z)

Angela Mack, Counselor- Social & Emotional Well-being

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FREQUENTLY ASKED QUESTIONS

How do I decide which courses I should take?

It is important to discuss your choices with teachers, counselors, and parents.

Will I get all of the courses I request?

There are no guarantees that all courses described in this course catalog will run during SY21-22. Scheduling conflicts, low enrollment, resource limitations, or staffing changes may result in a decision to discontinue a course or to limit the number of sections. If an alternative choice is necessary, students will be notified by their counselor to consider options sometime in May.

What happens if I miss the deadline?

Your requests will not be included in the development of the master schedule.

Are students permitted to have more than one study period per semester?

All students in 9th, 10th, and 11th grade are required to take seven courses each semester. Full IB Diploma students will have six IB subject classes plus the IB Core class. Grade 12 students who are not doing the full IB Diploma may take six or seven courses each semester.

May I take a course online?

A maximum of six students will be approved for an online course with Virtual High School (VHS). A student may take only one online course per year. Information about the online program can be found in this course catalog. A Grade 10 student considering the IB Diploma may wish to discuss online options through Pamoja Education with the counselor and Ms. Hjellming. Pamoja Education courses are only available for IB Diploma candidates and families may be responsible for the tuition fees each year.

Whom do students approach if they have an interest in pursuing the IB Diploma?

A current Grade 10 student who would like to pursue the full IB Diploma program at AES will make an appointment through the HS office to discuss this option before course requests are due for the following year. Students and families should meet with the Academic Counselor first, then Ms. Hjellming, the IB DP Coordinator.

May a Grade 12 student take an IB Year 1 course?

A Grade 12 student may take an IB Year 1 course, as space and scheduling allow. That student must fulfill all course requirements.

Are Grade 11 students enrolled in an IB Year 1 course expected to take both years of the course?

Yes. Students commit to completing both years of each IB course, including all IB assessments (including May exams). All students will register to be assessed by the IB and fees are not included in tuition.

What are the placement procedures for IB and AP courses?

AES practices a policy of open enrollment in these courses. Students who have completed the requirements are encouraged to participate in these programs. The high school counselors and IB/AP Coordinator are available to guide students in their course and program selections. Requirements are included in this catalog. Any questions about appropriate placement will be resolved by the counselor after deliberation with the appropriate teacher(s), administration, and the IB/AP Coordinator.

What is the purpose of course requirements?

Requirements indicate any background needed to be properly prepared for taking a new course. They help ensure that students are prepared for understanding the concepts and their applications at a more difficult level.

Are AES grades used for course requirements?

No. Success in prior courses should always be a consideration when making course requests. In many cases, the grade level of the student and/or completion of the previous course will be the requirements. All course placements (registrations) are conditional upon sustained performance throughout the second semester and will be reviewed by the counselor at the end of the second semester.

Is there a limit to the number of IB Higher Level or AP classes students are allowed to take?

Students are not permitted to take more than three IB HL or AP courses in any combination each school year. Although a few exceptions have been made for IB Diploma candidates in the past, we have consulted with universities and we will no longer consider exceptions to this policy. Students should consult with their counselor for various ways to strengthen their university applications.

Are all IB & AP courses weighted?

No. For the Class of 2022 and beyond, there is no weighting and GPA as a part of the grading scale.

Are 9th and 10th graders permitted to take IB or AP courses?

IB and AP courses are generally taken by Grade 11 and 12 students. AP US History, AP Art History, AP Statistics, and AP Calculus AB are also offered to grade 10 students. It is possible that some Grade 10 students may enroll in an IB course depending on their language level. More specific questions can be directed to the counselor.

Are students enrolled in IB or AP courses expected to sit the exams for those courses?

Yes, the expectation is that a student in any IB Year 2 or AP class will register for the IB/AP exams and submit all required assessments to the IB.

May a student take an IB exam without taking the IB course?

No. The IB requires that students be enrolled in the course in order to sit an examination. Each course has more required assessments beyond the May exams.

Are families responsible for the cost of the exam fees for AP exams and for IB exams?

Yes. Fees are not included in tuition. Fees rise slightly from year to year, and parents may request the current year's fees from the IB/AP Coordinator.

Are students permitted to take AP exams, even if they are not enrolled in that AP course?

Although it is not common, students may be granted permission by the IB/AP Coordinator to take an AP exam if they are not enrolled in the course. Preparation for an AP exam requires an extensive, independent time commitment on the student's part. Interested students must meet with their counselor and the IB/AP Coordinator to discuss their assumptions and goals. Other factors that will be considered include: review of Learning Habits performance, a strong academic record, exam scheduling, impact on attendance in AES classes, counselor input, teacher input, etc. Approval by the IB/AP Coordinator is required.

If a student who sits for an AP exam is not enrolled in an AP course, will the AP course title appear on that student's transcript?

No. Only courses taught at AES will appear on a student's transcript.

May students take Theory of Knowledge (TOK), even if they are not full IB Diploma candidates?

No. The structure of TOK as part of a two-year course (IB Core/TOK) is designed for greater support of IB Diploma candidates and would be difficult to schedule for other students. If you wish to discuss an online TOK course, please see the IB/AP Coordinator.

Does AES offer ELD support in high school?

Yes. AES supports ELLs (English Language Learners) in English Language Development (ELD) classes designed for grades 9 and 10. Monitored support for identified grade 11 and grade 12 students is offered to those in need of more support.

Can I receive credit if I take a class more than once?

Yes. The following classes can be repeated: Personal Fitness, Concert Band, Concert Choir, Concert Strings, Guitar Performance, Internship and Independent Study. However, some of these classes may have limitations regarding the number of times they can be repeated for credit.

AES HIGH SCHOOL GRADUATION REQUIREMENTS

Students receive 0.5 credit for semester courses and 1 credit for year-long courses. In order to graduate from AES, a student must meet the following requirements:

A. English	4 credits (one year of English is required in grades 9, 10, 11 and 12)
B. Social Studies	3 credits (1 credit of US History is required for US passport holders –students may fulfill this requirement by taking US and Modern World History or AP US History)
C. Mathematics	3 credits
D. Science	2 credits
E. Physical Education	2 credits (including 0.5 credit of Health)
F. World Language	2 credits (2 consecutive years in the same language)
G. Fine Arts	1.5 credits
H. Electives	5.5 credits
Total	23 credits

Credits earned in subject areas “A” through “H” beyond what is required for graduation are applied as elective credits. Students are also required to participate in the high school Minicourse program each year they are in attendance at AES.

All students in grades 9, 10, and 11 are required to take seven courses each semester. Students in grade 12 are not required to take seven classes but are encouraged to do so.

While taking into account course credits earned at previous schools, students entering AES as 10th, 11th, or 12th graders are required to complete AES credit distribution requirements stipulated above to the fullest extent possible. Distribution of the required credits will be determined by the high school counselor in consultation with the principal.

HIGH SCHOOL DIPLOMA

All high school students are required to pursue the AES American high school diploma. Courses for the AES diploma are university-preparatory in nature and are skill-oriented, demanding courses. Meeting the graduation requirements for the AES diploma successfully prepares students to meet the academic challenges of competitive universities.

Integrated into this curriculum are courses that also prepare students for external examinations in the International Baccalaureate (IB) and Advanced Placement (AP) programs. IB and AP courses typically cover content taught in first-year university courses. They are challenging courses that place heavy demands on students' time and energy. The IB and AP programs are widely recognized as being rigorous university-preparatory programs. Universities all over the world generally view successful completion of IB and AP courses as a good indication of the student's potential for academic success. Some universities may require the IB Diploma for admission. Families should work with the counselor and conduct their own research.

AES practices a policy of open enrollment in these courses. Students who meet the requirements are encouraged to participate in these programs. The high school counselors and the IB/AP Coordinator are available to guide students in their course and program requests. It is important that students and their parents are aware of the requirements for an AES High School diploma.

Exceptions to Graduation Requirements

In case of exceptional circumstances, a particular graduation requirement may be waived.

Such circumstances may include:

- physical disabilities
- documented learning difficulties
- scheduling conflict
- difficulty in meeting the requirements for graduation due to differences in the student's previous school program
- difficulty in meeting the residence requirement due to pressing family need or any other emergency

The final decision and permission to waive a particular graduation requirement will be made by the director on a recommendation from the high school principal.

Graduation Attendance Requirement

Students who intend to graduate from AES must be in full attendance for two consecutive semesters prior to graduating.

Certificate of Attendance

If a student does not meet all of the credit requirements for the American Embassy School diploma, a Certificate of Attendance - not a high school diploma - may be awarded. This requires the principal's approval. Twelfth graders in good standing who receive a Certificate of Attendance may be permitted to participate in the high school graduation ceremony at the discretion of the director.

UNIVERSITY ENTRANCE REQUIREMENTS

It is important for students to begin their university planning early in their high school careers. Since each university establishes its own particular requirements, it is important to follow the guidelines given on the websites of every university under consideration.

Students considering attending non-American universities are advised to learn what the admission requirements are of those universities and how IB, AP and standardized examination results are evaluated for admission. Knowing admissions requirements well in advance can help in making appropriate course selection decisions.

Generally, minimum US university entrance requirements are:

A. English	4 years
B. Social Studies	3 years
C. Mathematics	4 years
D. Science	3 years
E. World Language	2 years (of the same language)
F. Fine Arts	1 year

Although these are minimum requirements, selective universities expect capable students to go beyond the minimum requirements, taking challenging courses commensurate with their abilities and interests.

The counselors are available to assist students in planning their university preparatory programs.

OVERVIEW OF THE IB DIPLOMA PROGRAM

International Baccalaureate Diploma Program (IB DP)

Founded in 1968, the IB Diploma Program is a challenging two-year curriculum, primarily aimed at students in the last two years of high school. It leads to a qualification that is widely recognized by the world's leading universities.

The IB's mission statement complements AES's: "The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." (<http://www.ibo.org/about-the-ib/mission/>).

Candidates for the IB Diploma study six subjects selected from the various subject groups, three subjects at Higher Level (HL) and three subjects at Standard Level (SL). Diploma candidates also participate in three components that are at the core of the program:

- The Extended Essay (EE) offers students the opportunity to investigate a topic of individual interest, and allows students to develop the independent research and writing skills expected at university.
- Theory of Knowledge (TOK) is an interdisciplinary course designed to explore the ways of knowing across disciplines and to foster an appreciation of a variety of cultural perspectives.
- The Creativity, Activity, Service (CAS) program encourages students to be involved in artistic pursuits, sports, and community service. The program fosters students' awareness and appreciation of life outside the academic arena.

Students in grades 11 and 12 may enroll as full IB Diploma Candidates (six subjects and the IB Core class which supports the three core elements) or as Course Candidates for individual IB courses. Students in grade 10 may also enroll in select SL IB courses if they have met the necessary requirements. However, only exams taken in the last two years of high school can apply toward an IB Diploma.

Students are not permitted to take more than three IB HL/AP courses in any combination each school year. All students in an IB class are expected to register for and sit the exams, regardless of their status as Course or Diploma candidates. For US universities the IB Diploma is not a requirement for admission, although course credit or advanced standing may be granted for scores of 5, 6, or 7 for Higher Level subjects and some Standard Level subjects.

Some European universities require students educated in international schools with the IB Diploma Program to present an IB Diploma for admission and certain programs of study may require particular subjects and levels, as well as a minimum level of achievement in those subjects. Students who do not complete the IB Diploma have to find other pathways to university in Europe and those options may be more limited. See your counselor for more information if you are not doing the full IB.

Students interested in participating in the IB program are advised to check directly with universities to determine how IB completion and results are recognized. For information on IB recognition at various universities worldwide, the IB has a searchable database: <http://www.ibo.org/country>. Students wishing to pursue the IB Diploma must coordinate their academic plans with the counselor and the IB/AP Coordinator to ensure that all requirements for the IB Diploma are met. Additional information can also be obtained at the official IBO website <www.ibo.org>

To receive the IB Diploma students must, during a two-year period:

- successfully complete six externally examined courses. Three courses must be at a higher level (HL) with the remaining at the standard level (SL).
- successfully complete the Theory of Knowledge course, part of the IB Core/TOK class.
- write an Extended Essay of no more than 4000 words.
- meet the Creativity, Activity, and Service experience requirements, provide reflections and evidence on the learning outcomes, and complete a CAS Project.



Group 1 Studies in Language & Literature	Group 2 Language Acquisition ^{2 3}	Group 3 Individuals & Societies	Group 4 Sciences	Group 5 Mathematics	Group 6 The Arts
English A Language & Literature SL/HL English A Literature SL/HL Self Taught Language A Literature SL ¹	French ab initio SL French B SL/HL Mandarin ab initio SL ⁴ Mandarin B SL Spanish ab initio SL Spanish B SL/HL	Economics SL/HL Environmental Systems & Societies (ESS) SL ⁵ History SL/HL Psychology SL/HL	Biology SL/HL Chemistry SL/HL Computer Science SL/HL Environmental Systems & Societies (ESS) SL ⁵ Physics SL/HL	Analysis & Approaches SL/HL Applications & Interpretation SL	Music SL/HL Theater SL/HL Visual Arts SL/HL

1. Self-taught Language A: Literature – for native or near native speakers. If students choose English A SL or HL AND Self-taught SL, they do not have to take a Group 2 course, and they may earn a bilingual IB Diploma.
2. Language Acquisition – Language B courses are for students with some background in the target language (not for native speakers of the target language)
3. Language ab initio – language acquisition course for students with little or no experience in the target language
4. Mandarin ab initio: Students selecting this course may have some previous exposure to Mandarin and will complete a language competency assessment to determine level placement.
5. Environmental Systems & Societies meets the requirements of Group 3 and/or Group 4 through a single subject. A sixth subject must then be chosen to meet the requirements of the Diploma.

IB Self-taught Language A Literature SL

The Self-taught Language A course is only offered by IB as an SL and is intended for native or near-native speakers of languages other than English. Although modified for independent study, the Self-taught course follows the Language A Literature SL course quite closely. Students choosing this option should feel confident in their ability to read, write, speak, and analyze literature in the target language and in their ability to work independently to set and meet goals, complete the assessments, and meet deadlines. They should be co-enrolled in English Literature (SL or HL) or English Language & Literature (HL). All Self-taught students within one language and IB cohort must follow the same syllabus of texts. Self-taught Language A will appear as a pass/no-credit class on the AES transcript; however, it will not be included in the GPA nor impact eligibility. A pass is conditional on students regularly meeting with the IB Coordinator and making progress toward completion of the course. Families are required to arrange for a tutor in the Self-taught language. For additional questions, please consult the IB/AP Coordinator.

IB Online: Pamoja Education

Pamoja courses at AES are only available to full IB Diploma candidates and students must understand this is a two-year commitment to an online program.

There are narrow windows to dropping a Pamoja subject, and any subject changes may jeopardize continuing in the IB Diploma Program. Pamoja's policies are independent of AES, so any decision by Pamoja to discontinue working with a student is beyond our control. Should someone be expelled from a Pamoja course, they cannot continue in the IB Diploma Program but can keep other individual subjects and will become an IB Course candidate. Official results documents from IB do not indicate that an IB course was studied online. Any Diploma candidates interested in a Pamoja course must inform their counselor and go through a screening process led by the IB/AP Coordinator to determine the appropriateness of that course of study and AES may limit the number of students who can enroll through Pamoja. An ideal Pamoja candidate has a strong academic record and exhibits consistent areas of strength in all AES Learning Habits.

Course Candidates

Students may select a variety of IB courses offered at AES without doing all of the required components of the Diploma. They are considered individual Course candidates and will earn a grade from the IB for those subjects. Students should be aware that universities may not recognize SL subjects for credit or placement.

Advanced Placement (AP) Courses

In Advanced Placement (AP) courses, students take external examinations developed by the College Entrance Examination Board (CEEB) at the end of each course of study. A score of 4 or 5 on an examination may earn the student course credit or advanced standing upon entering university. Interested students are advised to check with universities in their home countries to determine how AP examinations are evaluated. For further information please contact the IB/AP Coordinator. Additional information can be obtained at the official AP website <<http://apcentral.collegeboard.com>>. Students wishing to take an AP exam at AES in a subject not appearing in their schedule will need to demonstrate strong preparation and learning habits. Approval rests with the IB/AP Coordinator. The IB curriculum is not identical to the AP curriculum. Students will need to do additional independent study prior to taking the AP exam. The time and commitment needed for such additional preparation will differ from subject to subject, and from student to student. Interested students should seek the advice of a subject teacher about what resources and assistance may be available, and what additional preparation may be needed for an AP exam. Highly selective US universities have told our counselors that full IB Diploma students taking additional AP exams to improve their applications may wish to reconsider; those students are already doing a highly rigorous academic program and should consider being more attentive to the benefits of other aspects of their lives, like CAS, instead of pursuing additional exams. Fees for AP exams are set by the College Board and families are responsible for those fees.

AP Courses Offered at AES in SY21-22

AP Art History
AP Calculus AB
AP Statistics
AP US History

COURSE DESCRIPTIONS

ENGLISH

English 9

Requirements	none
Duration	1 year
Units of credit	1

Through the study of novels, plays, short stories, poetry, informational texts, and novellas, students will clearly, confidently, and responsibly present ideas through a variety of media, enabling them to make connections between literature and their personal lives. Students will develop analytical skills, and will hone their reading, writing, and speaking abilities. Engagement and participation are central to the course.

English 10

Requirements	grade 10 status; English 9
Duration	1 year
Units of credit	1

English 10 fosters enjoyment of various types of literature and challenges students to read, write, and think critically. Students will learn how to express ideas through formal and informal writing and speaking. Students will also understand that language is a powerful tool and that everything they write involves the desire to persuade. They will practice expressing these ideas in speaking and in writing: both expository/analysis and argumentative.

English: Advanced Themes in Language and Literature

Requirements	grade 11 or 12 status; English 10
Duration	1 year
Units of credit	1

In Advanced Themes in Language and Literature, themes of democracy and citizenship will be explored with an emphasis on media ethics. Students will also focus on the critical study of literature and film through oral presentations, academic and creative writing tasks. Throughout this course, students will conduct skillful research in order to develop meaningful writing. Assessments are based on Common Core State Standards.

English: Advanced Topics in Language and Literature

Requirements	grade 11 or 12 status; English 10
Duration	1 year
Units of credit	1

Advanced Topics in Language and Literature is focused on exploring how language is used to inform an understanding of the human condition. Texts and topics are centered on the power of language, including topics of identity, power, and compassion. Students will develop a perceptive understanding of argumentation and persuasive techniques through writing exercises and textual analysis while actively engaging in the writing and speaking process. Assessments are based on Common Core State Standards.

IB English A Language and Literature Standard Level Year 1

Requirements	grade 11 or 12 status; English 10
Duration	1 year
Units of credit	1

This IB Year 1 course is designed for students who wish to develop skills in textual analysis and the understanding of both literary and nonfiction texts such as essays, news articles, speeches, and poetry. Students will explore the various elements of carefully crafted language, function, and style in both written and oral formats, skills useful to future study in the areas of research, journalism, and mass communication. In addition, students will explore how these texts connect to global topics of interest.

IB English A Language and Literature Higher Level Year 1

Requirements	grade 11 or 12 status; English 10
Duration	1 year
Units of credit	1

This IB Year 1 course is designed for students who wish to develop skills in textual analysis and the understanding of both literary and nonfiction texts such as essays, news articles, speeches, and poetry. Students will explore the various elements of carefully crafted language, function, and style in both written and oral formats, skills useful to future study in the areas of research, journalism, and mass communication. In addition, students will explore how these texts connect to global topics of interest. Though both SL and HL are challenging, Higher Level Language and Literature students examine more texts and have more rigor in the rubrics than Standard Level.

IB English A Literature Standard Level Year 1

Requirements	grade 11 or 12 status; English 10
Duration	1 year
Units of credit	1

The aims of this course are to broaden students' knowledge of literature, strengthen their analytical writing skills, develop their ability to evaluate critically what they read and write, develop their powers of expression in both oral and written communication, and promote an international perspective of literature through comparative studies. This course expects that students are comfortable with the themes and content of university-level literature.

IB English A Literature Higher Level Year 1

Requirements	grade 11 or 12 status; English 10
Duration	1 year
Units of credit	1

The aims of this course are to develop students' critical reading skills and their powers of expression in both oral and written communication. The course promotes an international perspective through comparative literary studies and a lifelong appreciation of literature. The students of IB English Higher Level examine more texts and have more extensive writing assignments than they would in IB English Standard Level. Expectations for maturity and skill levels are very high, emulating the experience of a first-year university course in literary analysis.

IB English A Language and Literature Standard Level Year 2

Requirements	grade 12 status; IB English Language and Literature SL Y1
Duration	1 year
Units of credit	1

This IB Year 2 course continues the Year 1 exploration of nonfiction and literary texts. Students will analyze texts such as advertisements, news articles, propaganda, drama, and novels for the nuances of language and literary devices and how this conveys meaning. Written and oral tasks will prepare students for the internal and external IB exams that will be submitted to IB during this year.

IB English A Language and Literature Higher Level Year 2

Requirements	grade 12 status; IB English Language and Literature HL Y1
Duration	1 year
Units of credit	1

This IB Year 2 course continues the Year 1 exploration of nonfiction and literary texts. Students will analyze texts such as advertisements, news articles, propaganda, drama, and novels for the nuances of language and literary devices. Written and oral tasks will prepare students for the internal and external IB exams that will be submitted to IB during this year. Though both SL and HL are challenging, Higher Level Language and Literature students examine more texts and have more rigor in the rubrics than Standard Level. Written and oral tasks will prepare students for the internal and external IB exams that will be submitted to IB during this year.

IB English A Literature Standard Level Year 2

Requirements	grade 12 status; IB English Literature SL Y1
Duration	1 year
Units of credit	1

Year 2 of this course continues to broaden students' knowledge of literature, strengthen their analytical writing skills, develop their ability to evaluate critically what they read and write, develop their powers of expression in both oral and written communication, and promote an international perspective of literature through comparative studies. This course expects that students are comfortable with the themes and content of university-level literature.

IB English A Literature Higher Level Year 2

Requirements	grade 12 status; IB English Literature HL Y1
Duration	1 year
Units of credit	1

Year 2 of this course continues to develop students' critical reading skills and their powers of expression in both oral and written communication. The course promotes an international perspective through comparative literary studies and a lifelong appreciation of literature. The students of IB English Higher Level examine more texts and have more extensive writing assignments than they would in IB English Standard Level. Expectations for maturity and skill levels are very high, emulating the experience of a first-year university course in literary analysis.

WORLD LANGUAGES

French I

Requirements	counselor review
Duration	1 year
Units of credit	1

The first year of French aims to provide a foundational introduction to functional vocabulary, cultural information and basic grammatical structures. The course develops capacity in speaking, writing, listening and reading while introducing students to Francophone culture. This course is open to students who have little or no previous experience in French.

Mandarin I

Requirements	counselor review
Duration	1 year
Units of credit	1

The first year of Mandarin aims to provide students with basic skills in listening, speaking, reading and writing, and prepares students for further study of the Mandarin language. At level 1, Hanyu Pinyin (the pronunciation system from China) is taught as a beginning tool to learn the target language. This will be reinforced with the learning of basic Chinese characters so students can begin to function in a Chinese speaking country. Students can expect to learn Chinese characters as part of the course requirement. The course also introduces students to Chinese culture and history. This course is open to students who have little or no previous experience in Mandarin.

Spanish I

Requirements	counselor review
Duration	1 year
Units of credit	1

The first year of Spanish aims to provide a foundational introduction to functional vocabulary, cultural information and basic grammatical structures. The course develops capacity in speaking, writing, listening and reading while introducing students to Spanish Speaking culture. This course is open to students who have little or no previous experience in Spanish.

French II

Requirements	French I or an equivalent level of proficiency
Duration	1 year
Units of credit	1

The second-year French course aims to expand on each of the four skills of listening, speaking, reading and writing developed in French I, with a continuing emphasis on using the language. Students will expand their vocabulary and repertoire of grammatical structures. French is the primary language of instruction in the classroom.

Mandarin II

Requirements	Mandarin I or an equivalent level of proficiency
Duration	1 year
Units of credit	1

The second year of Mandarin expands on each of the four skills of listening, speaking, reading and writing developed in Mandarin I, with a continuing emphasis on using the language in interesting and meaningful ways. The second-year completes the coverage of the seven-course themes, namely, the individual, education, education and work, town and services, food and drink and health and emergencies. Listening and speaking skills continue to be the main focus in Mandarin Chinese II, but reading and writing without Pinyin are required as well. In addition, one of the key purposes of this course is to give students an insight into Chinese culture, values and way of life. Chinese is the primary language of instruction in the classroom.

Spanish II

Requirements	Spanish I or an equivalent level of proficiency
Duration	1 year
Units of credit	1

The second year Spanish course expands on each of the four skills of listening, speaking, reading and writing developed in Spanish I, with a continuing emphasis on using the language in interesting and meaningful ways. The second year completes the introduction to the essential grammatical structures and tenses of Spanish as well as to the basic vocabulary. The reading program serves to reinforce the structures and vocabulary as well as to develop comprehension skills. The course also aims to familiarize the student with certain aspects of Spanish and Latin American cultures. Spanish is the primary means of instruction within the classroom.

French III

Requirements	French II or an equivalent level of proficiency
Duration	1 year
Units of credit	1

French III provides review and application of skills developed in the first two years. Students will be exposed to a variety of media on a diversity of topics that relate to the topics studied in the IB program. Emphasis is given to vocabulary building through reading authentic French texts, to sustained oral participation, and to the development of task-specific writing strategies.

During class time, French will be used extensively by both the instructor and students. This course prepares students to enter IB French B SL Year 1; however, in rare circumstances, a student who successfully complete French III may be eligible to enter IB French B SL Year

Mandarin III

Requirements	Mandarin II or an equivalent level of proficiency
Duration	1 year
Units of credit	1

Mandarin III provides a further development of the four basic skills of reading, writing, speaking and listening with a continuous emphasis on using the language in class. Both the instructor and students will use Mandarin in the class, except for linguistic and grammatical explanations. The course proposes to further expand the topics studied in Mandarin II and to explore new themes such as environment and travel and leisure. Insights on culture and festivals are offered across levels. The teacher will provide students with a diversity of authentic material such as short stories, short movies and extracts of newspapers. Students can choose either typing characters or handwriting characters to prove their writing competence.

Spanish III

Requirements	Spanish II or an equivalent level of proficiency
Duration	1 year
Units of credit	1

Spanish III provides a review of foundational skills developed in the first two years widening their application to a variety of texts and situations and adding details to the structures. Students will be exposed to a variety of media on a diversity of topics that relate to the topics studied in the IB program. Emphasis is given to vocabulary building through reading authentic Spanish texts and through using Spanish as creatively as possible. Spanish & Latino culture in the various Spanish-speaking countries is highlighted through the reading of leveled novels in this course. Spanish will be used by both the instructor and students within the classroom setting. Students who successfully complete Spanish III and need to complete the IB course may be eligible to enter Spanish IB SL Year 2.

IB French ab initio Standard Level Year 1

Requirements	grade 11 status; counselor review
Duration	1 year
Units of credit	1

IB French ab initio is a two-year language program designed for students with no previous experience in the target language with a focus on 5 prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet.

The first year of French *ab Initio* aims to provide a foundational introduction to functional vocabulary, cultural information, and basic grammatical structures. The course develops capacity in speaking, writing, listening and reading while introducing students to Francophone culture. This course is open to students who have no previous experience in the target language and is offered at the Standard Level (SL) only.

IB French B Standard Level Year 1

Requirements	grade 10, 11 or 12 status; French III or an equivalent level of proficiency
Duration	1 year
Units of credit	1

This course is aimed for students with some previous learning of French in a school environment (3 to 5 years). It is not a course designed for native or close to native speakers. Students will develop all four language learning skills (reading, speaking, writing, and listening) by exploring a diversity of current topics through a variety of authentic media. The study of grammar and writing conventions is integrated in the course work. Oral participation is an essential element of this course. French will be used by both the instructor and students within the classroom setting.

IB French B Higher Level Year 1

Requirements	grade 11 or 12 status; IB French B SL Y1 or an equivalent level of proficiency
Duration	1 year
Units of credit	1

This course is aimed for students with some previous learning of French in a school environment (3 to 5 years). It is not a course designed for native or close to native speakers. Students will continue to develop all four language learning skills (reading, speaking, writing, and listening) by exploring a diversity of current topics through a variety of authentic media. Please note that this class features a literary component. Oral participation and written expression are essential elements of this course. A wide range of texts, including literature, is studied to develop a variety of communicative skills. A systematic review of grammar and structure is integrated in the course work. French will be used by both the instructor and students within the classroom setting.

IB Mandarin *ab initio* Standard Level Year 1

Requirements	grade 11 status; counselor review
Duration	1 year
Units of credit	1

This course is for students who wish to communicate in Mandarin in a variety of everyday situations.

While providing a solid framework in terms of grammar and vocabulary, the Mandarin ab initio course is organized into a number of cultural and thematic topics related to three themes: individual and society, leisure and work, urban and rural environment in which grammatical structures and vocabulary can be practiced. The topics provide students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students are enabled to communicate and interact appropriately in a defined range of everyday situations.

IB Mandarin B Standard Level Year 1

Requirements	grade 10, 11 or 12 status; Mandarin III or an equivalent level of proficiency
Duration	1 year
Units of credit	1

This course is designed for students who have some previous learning of the Mandarin language. The course aims to develop students' language skills and intercultural understanding through the study of a range of written and spoken language materials.

IB Spanish ab initio Standard Level Year 1

Requirements	grade 11 or 12 status; counselor review
Duration	1 year
Units of credit	1

IB Spanish ab initio is a two-year language program designed for students with no previous experience in the target language with a focus on 5 prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The first year of Spanish ab Initio aims to provide a foundational introduction to functional vocabulary, cultural information, and basic grammatical structures. The course develops capacity in speaking, writing, listening and reading while introducing students to Spanish Speaking culture. This course is open to students who have no previous experience in the target language and is offered at the Standard Level (SL) only.

IB Spanish B Standard Level Year 1

Requirements	grade 10, 11, or 12 status; Spanish III or an equivalent level of proficiency
Duration	1 year
Units of credit	1

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

IB Spanish B Higher Level Year 1

Requirements	grade 11 or 12 status; IB Spanish B SL Y1 or equivalent level of proficiency.
Duration	1 year
Units of credit	1

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

At HL, students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

IB French ab initio Standard Level Year 2

Requirements	grade 12 status; IB French ab initio SL Y1 or an equivalent level of proficiency
Duration	1 year
Units of credit	1

IB French ab initio is a two-year language program designed for students with no previous experience in the target language with a focus on 5 prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet.

The second-year French ab initio course aims to expand on each of the four skills of listening, speaking, reading and writing with a continuing emphasis on using the language. Students will expand their vocabulary and repertoire of grammatical structures. French is the primary language of instruction in the classroom.

IB French B Standard Level Year 2

Requirements	grade 11 or 12 status; IB French B SL Y1 or an equivalent level of proficiency
Duration	1 year
Units of credit	1

Students will further develop all four language learning skills (reading, speaking, writing, and listening) by exploring a diversity of current topics through a variety of authentic media. The study of grammar and writing conventions is integrated in the course work. Oral participation is an essential element of this course. French will be used by both the instructor and students within the classroom setting.

IB Mandarin ab initio Standard Level Year 2

Requirements	grade 12 status; Mandarin ab initio SL Y1 or an equivalent level of proficiency
Duration	1 year
Units of credit	1

The second year of the Mandarin ab initio course expands on each of the four skills of listening, speaking, reading and writing developed in Mandarin ab initio Standard Level Y1, with a continuing emphasis on using the language in interesting and meaningful ways. The second-year completes the introduction to the essential grammatical structures and tenses of Chinese as well as to the basic vocabulary. The reading program serves to reinforce the structures and vocabulary as well as to develop comprehension skills. This course provides extra practice to candidates in order to prepare them for the externally assessed Written Assignment and the Internal Assessment (oral) in March.

IB Mandarin B Standard Level Year 2

Requirements	grade 11 or 12 status; IB Mandarin B SL Y1 or an equivalent level of proficiency
Duration	1 year
Units of credit	1

Students will further develop all four language learning skills (reading, speaking, writing and listening) within the required core and option topics.

IB Spanish ab initio Standard Level Year 2

Requirements	grade 12 status; Spanish ab initio SL Y1
Duration	1 year
Units of credit	1

IB Spanish ab initio is a two-year language program designed for students with no previous experience in the target language with a focus on 5 prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The second-year Spanish ab initio course aims to expand on each of the four skills of listening, speaking, reading and writing with a continuing emphasis on using the language. Students will expand their vocabulary and repertoire of grammatical structures. Spanish is the primary language of instruction in the classroom.

IB Spanish B Standard Level Year 2

Requirements	grade 11 or 12 status; IB Spanish B SL Y1 or equivalent level of proficiency
Duration	1 year
Units of credit	1

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

IB Spanish B Higher Level Year 2

Requirements	grade 12 status; IB Spanish B HL Y1 or an equivalent level of proficiency
Duration	1 year
Units of credit	1

Spanish will be used by both the instructor and students within the classroom setting. External assessment at HL consists of exercises to demonstrate an understanding of texts based on the core themes and also an extended written passage. Internal assessment for HL tests students' abilities in listening and speaking in a genuine conversation format. Internal assessment consists of an individual oral based on a passage from a novel read throughout the course.

SOCIAL STUDIES

World History

Requirements	none
Duration	1 year
Units of credit	1

This Grade 9 course's key objectives are to explore key themes of world history, including interactions with the environment, cultures, state-building, economic systems and social structures, from the Early River Valley Civilization period to the Industrial Revolution. In this course students will be given the opportunity to gain an understanding and appreciation of India's culture and heritage. A strong focus in the course will be understanding India and its people through the comparative study of other cultures around the world. There will be a strong emphasis on developing social studies skills such as evaluation of sources, reading, writing and oral presentation. The course will involve inquiry-based explorations.

US and Modern World History

Requirements	World History
Duration	1 year
Units of credit	1

This Grade 10 course's key objectives are to globally explore the progression and development of the modern world including interactions with the environment, state-building, economic systems and social structures, from the age of Revolution to the present. In this course students will be given the opportunity to gain an understanding and appreciation of both the United States and India's culture and heritage. There will be a strong emphasis on developing social studies skills such as evaluation of sources, reading, writing, and speaking skills. The development of analytical and research skills and fostering an understanding of the historical origins of contemporary issues are integral aspects of the course.

AP Art History

Requirements	grade 10, 11 or 12 status
Duration	1 year
Units of credit	1

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art-making, and responses to art. Through investigation of diverse artistic traditions from prehistory to present, from European, Asian, African and American traditions, the course fosters an in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing an understanding of individual works and interconnections of art-making processes and products throughout history. Artistic skill or experience is not necessary to take this course. This is not a studio art course, and does not emphasize the creation of art, but rather understanding world history through the lens of art and culture.

Any US citizen choosing to take this course in 10th grade needs to speak to their counselor about the implications for the university. This course may not satisfy the requirements of US history experience for US citizens.

AP United States History

Requirements	grade 10, 11, or 12 status
Duration	1 year
Units of credit	1

This course is for students interested in learning how to reason historically about continuity and change over time and how to make comparisons among various historical developments in different times and places. AP US History focuses on developing students' abilities to think conceptually about US history from approximately 1491 to the present including study of the American identity, economic and social life, political change and continuity, and the US's role in the world. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. (adapted, The College Board, AP US History Course Description, effective 2014) Note: this course satisfies the US History graduation requirement for students of US citizenship.

International Relations

Requirements	grade 11 or 12 status
Duration	1 year
Units of credit	1

This is a year-long course divided into coverage of discrete content areas in each semester. The first semester covers basic theories, principles and concepts of international relations such as elements of national power, national sovereignty, national interests, the balance of power, multi-polarity, supranational political organizations, IGOs, NGOs, MNCs/TNCs and the like. This is the theoretical foundation needed to develop an understanding of the conduct of international relations over the last 100 years with changing contexts that surround the movement of peoples, goods and ideas as human societies move inexorably toward greater interconnectedness and globalization. The second semester covers modern belief systems: religions and ideologies. Specific religions such as Judaism, Islam, and Christianity with their fundamentalist modern-day look will be covered. Specific "isms" such as imperialism, socialism, fascism, capitalism/liberalism in their different national guises will be studied as well. The focus is on the role and impact of such belief systems on the conduct of international relations. Current events and case studies such as the Arab-Israeli conflict may serve as springboards to examine the role of belief systems in impacting the nature and course of relations between nation-states.

IB Economics Standard Level Year 1

Requirements	grade 11 or 12 status
Duration	1 year
Units of credit	1

"Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world" (IB Economics Guide, p 7., 2020). Economics is the study of scarcity and the methods by which choices are made in the satisfaction of unlimited human wants. The first year of this course emphasizes the foundational economic theories of microeconomics and macroeconomics. Economic theories are studied and applied to real-world issues and connected to nine key concepts.

The course places an emphasis on an inquiry-based approach to teaching and learning. Students will learn how to write Paper 1: an Extended Response assessment as required by the IB. Additionally, students will complete one or two of the three commentaries required for the Internal Assessment. The commentary is an economic analysis of a news article based on one of the key concepts.

IB Economics Higher Level Year 1

Requirements	grade 11 or 12 status
Duration	1 year
Units of credit	1

The Higher Level course varies from Standard Level in the recommended teaching hours (240, 150), the extra depth and breadth required (extension material for HL only), and the nature of the examination questions. Both SL and HL students develop quantitative skills, but HL students will need to further develop these, as appropriate, in analyzing and evaluating economic relationships in order to provide informed policy advice. These skills are specifically assessed in HL paper 3. (IB Economics Guide, p 7. 2020)

IB Economics Standard Level Year 2

Requirements	grade 12 status; IB Economics SL Y1
Duration	1 year
Units of credit	1

The second year of this course emphasizes the economic theories of international trade, and development economics. Students will continue to apply economic theory to the real world. The ethical dimensions involved in the application of economic theories and policies permeate throughout the course as students are required to consider and reflect on human end-goals and values. Students will learn how to write Paper 2 assessments as required by the IB. Additionally, students will complete one Internal Assessment involving writing an economic analysis of a news article regarding International Trade.

IB Economics Higher Level Year 2

Requirements	grade 12 status; IB Economics HL Y1
Duration	1 year
Units of credit	1

The second year of this course emphasizes the economic theories of international trade and development economics. HL students will also learn Theory of the Firm during the second semester of year 2. Students will continue to apply economic theory to the real world. The ethical dimensions involved in the application of economic theories and policies permeate throughout the course as students are required to consider and reflect on human end-goals and values. Students will learn how to write Paper 2 assessments as required by the IB. Additionally, students will complete one Internal Assessment involving writing an economic analysis of a news article regarding International Trade. Students will continue to learn and practice mathematical and graphing skills relevant to the Paper 3 requirements.

IB History Standard Level Year 1

Requirements	grade 11 or 12 status
Duration	1 year
Units of credit	1

This IB History course includes a prescribed subject, The Move to Global War, and one World History topic, Authoritarian States (20th C), which includes the study of authoritarian leaders from different regions. Students will begin a historical investigation for their internal assessment which illustrates the skills of historical investigation: source evaluation, analysis of evidence, and reflection. The focus of the course is to gain historical acumen: to be better able to critically assess and evaluate evidence used to justify historical interpretations of mainstream, revisionist and post-revisionist perspectives. Students are expected to read and write extensively in this course.

IB History Higher Level Year 1

Requirements	grade 11 or 12 status
Duration	1 year
Units of credit	1

This IB History course includes a prescribed subject, The Move to Global War, and one World History topic- Authoritarian States (20th C), which includes the study of authoritarian leaders from different regions. In addition, students will do an in-depth regional study on the History of India in the 19th century. Students will begin a historical investigation for their internal assessment which illustrates the skills of historical investigation: source evaluation, analysis of evidence, and reflection. The focus of the course is to gain historical acumen: to be better able to critically assess and evaluate evidence used to justify historical interpretations of mainstream, revisionist and post-revisionist perspectives. Students are expected to read and write extensively in this course.

IB History Standard Level Year 2

Requirements	grade 12 status; IB History SL Y1
Duration	1 year
Units of credit	1

This is a continuation of the IB History HL Year 1 course which includes the study of one World history topic, Independence Movements (1800-2000), from different regions including India (Asia) and Algeria (Africa). In addition, students will do an in-depth regional study on the History of the Indian subcontinent in the 20th Century. Students will revise and complete a historical investigation for their internal assessment which illustrates the skills of historical investigation: source evaluation, analysis of evidence, and reflection. The focus of the course continues to be to gain historical acumen: to be better able to critically assess and evaluate evidence used to justify historical interpretations of mainstream, revisionist and post-revisionist perspectives.

IB History Higher Level Year 2

Requirements	grade 12 status; IB History HL Y1
Duration	1 year
Units of credit	1

This is a continuation of the IB History HL Year 1 course which includes the study of one World history topic, Independence Movements (1800-2000), from different regions including India (Asia) and Algeria (Africa). In addition, students will do an in-depth regional study on the History of the Indian subcontinent in the 20th Century. Students will revise and complete a historical investigation for their internal assessment which illustrates the skills of historical investigation: source evaluation, analysis of evidence, and reflection. The focus of the course continues to be to gain historical acumen: to be better able to critically assess and evaluate evidence used to justify historical interpretations of mainstream, revisionist and post-revisionist perspectives.

IB Psychology Standard Level Year 1

Requirements	grade 11 or 12 status
Duration	1 year
Units of credit	1

The IB Psychology course is the systematic study of behaviour and mental processes. IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. They will gain a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course. In Semester 1, SL students will learn about the three levels of Psychological analysis: biological, cognitive and sociocultural. In Semester 2, they will have a choice to study one of the following topics in depth: abnormal psychology, developmental psychology, health psychology, psychology of human relationships. Students will learn how to complete a Paper 1 which focuses on the three levels of analysis. They will also learn how to answer Paper 2 questions which are from each of the four psychology topics listed above.

IB Psychology Higher Level Year 1

Requirements	grade 11 or 12 status
Duration	1 year
Units of credit	1

See general description of IB Psychology SL above. In Semester 1, HL students will learn about the three levels of Psychological analysis: biological, cognitive and sociocultural. In Semester 2, they will have a choice to study two of the following topics in depth: abnormal psychology, developmental psychology, health psychology, the psychology of human relationships. Students will learn how to complete Paper 1 which focuses on the three levels of analysis. They will also learn how to answer more rigorous Paper 2 questions which are from each of the four psychology topics listed above.

IB Psychology Standard Level Year 2

Requirements	grade 12 status; IB Psychology SL Y1
Duration	1 year
Units of credit	1

In year 2 of the IB Psychology course, students will focus on studying the extension topics: abnormal psychology and human Relationships. They will practice paper 2 assessments involving writing essays about these topics. On their Paper 2 in May, they will only be required to answer a question about one of these topics. Additionally, students will finalize their IA reports for submission based on a group experiment conducted during year 1.

IB Psychology Higher Level Year 2

Requirements	grade 12 status; IB Psychology HL Y1
Duration	1 year
Units of credit	1

In year 2 of the IB Psychology course, students will focus on studying the extension topics: abnormal psychology and human relationships. They will practice paper 2 assessments involving writing essays about both of these topics. HL students will also practice reading and evaluating research studies as part of their Paper 3 requirement. Additionally, students will finalize their IA reports for submission based on a group experiment conducted during year 1. Students will also revise and prepare for their IB exams (Paper 1, 2, and 3) culminating in May. HL students will be required to cover some extension topics such as animal research and qualitative research methods. Both SL and HL students will replicate an experiment and complete a full report as part of their IA requirement.

SCIENCE

Biology

Requirements	none
Duration	1 year
Units of credit	1

This Grade 9 course offers an introduction to the basic principles of biology and ecology through a mix of theoretical and practical studies. The course offers scientific skills essential for further study in the biological sciences, practical knowledge, and critical thinking. Students will use the scientific method and conduct research and improve scientific fluency. The role of technology in experimentation is encouraged through the use of computers, data loggers and specialized equipment. The range of topics covered will include cell biology, molecular biology, genetics, biochemistry, ecology, and human physiology.

Physics and Chemistry

Requirements	Biology
Duration	1 year
Units of credit	1

The aim of this course is to familiarize students with the basic scientific concepts and to develop the critical thinking skills that are the foundations of modern chemistry and physics. The course stresses the scientific process including data collection, analysis and reporting in writing, graphs, charts and tables, as well as problem-solving and decision-making. The role of technology in experimentation is encouraged through the use of computers, data loggers and specialized equipment. Emphasis is placed on developing skills and strategies used in upper-level science courses through an examination of chemistry and physics topics that are relevant to everyday life. This course completes the strong foundation for subsequent science courses.

Anatomy & Physiology

Requirements	Grade 11 or 12 status
Duration	1 year
Units of credit	1

Anatomy and Physiology are for 10th, 11th, or 12th-grade students. This class is designed to introduce students to the study of structures and functions of the human body. Emphasis is placed on relating the suitability of structure to function to general principles within each organ system, and then to the body as a single functional unit. Students will be introduced to basic terminology in the field of anatomy, a short review of the chemical basis of life and cellular and tissue structures and functions, and the detailed study of structure and physiology of the different organ systems that make up the human body. The course will also introduce students to some common diseases and medical conditions and applications involving each of the organ systems covered. The students, at the end of the year, should have basic knowledge of human anatomy - gross and microscopic, internal and external - and the understanding of how these parts interact with each other for the body to function properly and maintain homeostasis.

IB Biology Standard Level Year 1

Prerequisite	grade 11 or 12 status; Physics and Chemistry
Duration	1 year
Units of credit	1

This course covers the relationship of structure and function at all levels of complexity. Students learn about evolution and diversity, cell biology, molecular biology, and genetics in year one. The focus of the course is the relationship of structure to function that operates at all levels of complexity from atoms and molecules to the ecosystem and biosphere. Students will also engage in practical laboratory investigations to further their understanding of and learning about biology, and students will design and conduct their individual IAs before the end of year one. Concurrently, students will participate in the Group 4 project. Throughout this challenging course, students become aware of how scientists work and communicate with each other.

IB Biology Higher Level Year 1

Requirements	grade 11 or 12 status; Physics and Chemistry
Duration	1 year
Units of credit	1

This course is intended to provide a thorough understanding of biology. The course surveys all of biology, including biochemistry, cell structure/function, photosynthesis, respiration, human anatomy and physiology, DNA and genetics, evolution, plant anatomy/physiology, and ecology. In year one, students learn about evolution and diversity, cell biology, molecular biology, and genetics. Students will use university-level resources appropriate to the IB HL syllabus; approximately 25% of class time is spent in laboratory activities. Students will design and conduct their individual IA's before the end of year one. Concurrently, students will participate in the Group 4 project. The emphasis of the course is to develop critical thinking and analytical skills beneficial for success at higher levels of study.

IB Chemistry Standard Level Year 1

Requirements	grade 11 or 12 status; Physics and Chemistry
Duration	1 year
Units of credit	1

This course provides an opportunity to the student for an in-depth study of the fundamental principles and applications of chemistry. Year 1 of the course covers the core topics of stoichiometry, atomic theory, periodicity, bonding, energetics, kinetics, and equilibrium. It provides a foundation in chemistry for students intending to take more advanced courses in science-related fields. Students will develop skills in laboratory work, as well as data analysis and interpretation. Concurrently, students will participate in the Group 4 project.

IB Chemistry Higher Level Year 1

Requirements	grade 11 or 12 status; Physics and Chemistry
Duration	1 year
Units of credit	1

This course provides an opportunity to the student for an in-depth study of the fundamental principles and applications of chemistry. The course will cover the same topics as the SL course but in much greater depth. Year 1 of the course covers the core topics of stoichiometry, atomic theory, periodicity, bonding, energetics, kinetics, and equilibrium. It provides a foundation in chemistry for students intending to take more advanced courses in science-related fields. Students will develop skills in laboratory work, as well as data analysis and interpretation. Concurrently, students will participate in the Group 4 project.

IB Environmental Systems and Societies (ESS) Standard Level Year 1

Requirements	grade 11 or 12 status; Physics and Chemistry
Duration	1 year
Units of credit	1

This course provides students with a coherent perspective of the inter-relationships between environmental systems and societies; one that will enable students to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Further, the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific method. Studied topics include environmental belief systems, ecosystems, human carrying capacity and resource use, conservation and biodiversity, air, water, and soil pollution management, and global warming. ESS is an IB transdisciplinary course that satisfies the requirements for Group 3 and/or Group 4.

IB Physics Standard Level Year 1

Requirements	grade 11 or 12 status; Physics and Chemistry
Duration	1 year
Units of credit	1

This course provides an opportunity for an in-depth study of the fundamental principles and applications of physics without the use of Calculus. The emphasis in the course is placed on the development of problem-solving skills. Students will develop skills in laboratory work as well as data analysis and interpretation. Core topics covered in the two-year course include mechanics, thermal, waves, electricity, magnetism, circular motion, gravitation, and modern physics. Concurrently, students will participate in the Group 4 project.

IB Physics Higher Level Year 1

Requirements	grade 11 or 12 status; Physics and Chemistry
Duration	1 year
Units of credit	1

This course provides an opportunity to the student for an in-depth study of the fundamental principles and applications of physics without the use of calculus. Emphasis is placed on the development of problem-solving skills. It provides a foundation in physics for students intending to take more advanced courses in science-related fields. Students will develop skills in laboratory work, as well as data analysis and interpretation. Core topics covered in the two-year course include mechanics, thermal, waves, electricity, magnetism, circular motion, gravitation, and modern physics. Additional Higher Level (AHL) topics include wave phenomena, fields, electromagnetic induction, and quantum physics. Concurrently, students will participate in the Group 4 project.

IB Biology Standard Level Year 2

Requirements	grade 12 status; IB Biology SL Y1
Duration	1 year
Units of credit	1

In this course students learn about ecology, human physiology and one other option in year two. The focus of the course is the relationship of structure to function that operates at all levels of complexity from atoms and molecules to the ecosystem and biosphere. Students will also engage in practical laboratory investigations to further their understanding of and learning about biology. Throughout this challenging course, students become aware of how scientists work and communicate with each other.

IB Biology Higher Level Year 2

Requirements	grade 12 status; IB Biology HL Y1
Duration	1 year
Units of credit	1

This course is intended to provide a thorough understanding of biology. Students learn about, ecology, human physiology and one other option in year two. Students will use university-level resources appropriate to the IB HL syllabus; approximately 25% of class time is spent in laboratory activities. The emphasis of the course is to develop critical thinking and analytical skills beneficial for success at higher levels of study.

IB Chemistry Standard Level Year 2

Requirements	grade 12 status; IB Chemistry SL Y1
Duration	1 year
Units of credit	1

This course provides an opportunity to the student for an in-depth study of the fundamental principles and applications of chemistry. Year 2 of the course covers the core topics of acids and bases, electrochemistry, and organic chemistry, as well as one option topic. The internal assessment will be completed this year, a draft report submitted for comments, and a final draft submitted to the IBO.

IB Chemistry Higher Level Year 2

Requirements	grade 12 status; IB Chemistry HL Y1
Duration	1 year
Units of credit	1

This course provides an opportunity to the student for an in-depth study of the fundamental principles and applications of chemistry. Year 2 of the course covers the core topics of acids and bases, electrochemistry, and organic chemistry, as well as one option topic. The internal assessment will be completed this year, a draft report submitted for comments, and a final draft submitted to the IBO.

IB Environmental Systems and Societies (ESS) Standard Level Year 2

Requirements	grade 12 status; IB ESS SL Y1
Duration	1 year
Units of credit	1

This course provides students with a coherent perspective of the inter-relationships between environmental systems and societies; one that will enable students to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Further, the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific method. Studied topics include environmental belief systems, ecosystems, human carrying capacity and resource use, conservation and biodiversity, air, water and soil pollution management, and global warming. ESS is an IB transdisciplinary course that satisfies the requirements for Group 3 and/or Group 4.

IB Physics Standard Level Year 2

Requirements	grade 12 status; IB Physics SL Y1
Duration	1 year
Units of credit	1 per year

This course continues the Year 1 core topics as well as one option topic determined by the instructor (Relativity, Engineering Physics, Imaging, Astrophysics). Students in Year 2 also complete their individual investigations.

IB Physics Higher Level Year 2

Requirements	grade 12 status; IB Physics HL Y1
Duration	1 year
Units of credit	1

This course continues the Year 1 core and AHL topics as well as one option topic determined by the instructor (Relativity, Engineering Physics, Imaging, Astrophysics). Students in Year 2 also complete their individual investigations.

COMPUTER SCIENCE

Design Technology

Requirements	none
Duration	1 semester
Units of credit	0.5

Design Technology is a problem-solving, activity-based course of study. Practical and investigative work centers on developing skills and ideas, understanding what constitutes a good design, learning about properties of materials, mechanisms, control systems and production techniques, as they apply to constructing a product. This course offers semester project options. These can be to design for disability, design for a purpose, design for pleasure. By the end of the course, each student will have designed one prototype of a product for a known client. Examples include a utility box, automata, and wearable devices.

Game Programming

Requirements	none
Duration	1 semester
Units of credit	0.5

This coding course results in an understanding of logical problem solving through the process of designing and building games. Students will use higher-order thinking skills to construct appropriate algorithms to create and code different types of strategy games, collaborating and working in teams. This course is for any student with a creative and logical mindset.

Robotics I

Requirements	none
Duration	1 semester
Units of credit	0.5

In this course students gain an understanding of robots and their application in the real world. Students will acquire basic skills in assembly, machining processes, simple electronic circuit building and programming. They get introduced to 3D modeling tools and design fundamentals. Collaborating and working in teams is an important skill that they learn as they construct, assemble and program different robots – non-programmable robots, programmable robots, and manual control robots.

Robotics II

Requirements	Robotics I
Duration	1 semester
Units of credit	0.5

In this course students will learn about the microcontroller, basic programming techniques and applications including sensor feedback loops and control system design. Some specific topics covered will be mobile robots, control design, actuators and sensors, wireless networking, task modeling, human-machine interface, and embedded software. Designed as an interactive approach to applied learning, students will explore the fields of science, technology, engineering and math. Students will become familiar with the basics of drone systems, robotics, and programming in a team based environment.

IB Computer Science Standard Level Year 1

Requirements	grade 11 or 12 status
Duration	1 year
Units of credit	1

The first year of this course focuses on the core IB Computer Science curriculum, starting with computer architecture and system fundamentals. Students are introduced to programming fundamentals and problem-solving skills in a high level programming language. The focus of the course is on developing computational thinking and learning about algorithms including boolean logic and network systems. Efficient design, structured programming technique and evaluation of testing strategies is emphasized. Students complete a GUI based programming project and IB group 4 project by year end. There are strong similarities between SL and HL in Year 1, with the main differentiation between the two occurring in Year 2; please see the HL Year 2 description for details.

IB Computer Science Higher Level Year 1

Requirements	grade 11 or 12 status
Duration	1 year
Units of credit	1

The first year of this course focuses on the core IB Computer Science curriculum, starting with computer architecture and system fundamentals. Students are introduced to programming fundamentals and problem-solving skills in a high-level programming language. The focus of the course is on developing computational thinking and learning about algorithms including boolean logic and network systems. Efficient design, structured programming techniques and evaluation of testing strategies are emphasized. Students complete a GUI-based programming project and an IB group 4 project by year-end. There are strong similarities between SL and HL in Year 1, with the main differentiation between the two occurring in Year 2; please see the HL Year 2 description for details.

IB Computer Science Standard Level Year 2

Requirements	grade 12 status; IB Computer Science SL Year 1
Duration	1 year
Units of credit	1

In the second year, students focus on complex algorithms and data structures and work on their IB Internal Assessment. Students demonstrate problem-solving skills in a high-level programming language through a real-world coding project. Students will understand what leads to the development of a functional product. Efficient design, structured programming techniques, evaluation of testing strategies and the ethical and social impact of technology is emphasized. Students showcase their innovative skills as they decompose a system gaining an understanding of algorithms that influence the way it functions.

IB Computer Science Higher Level Year 2

Requirements	grade 12 status; IB Computer Science HL Year 1
Duration	1 year
Units of credit	1

In the second year, students focus on complex algorithms using abstract data structures (option D), resource management, control systems, IB case study, and work on their IB Internal Assessment. Students develop a functional product for an identified client. Efficient design, structured programming techniques including recursive thinking, evaluation of testing strategies and ethical & social impact of technology is emphasized. Students showcase their innovation and skills as they decompose a system, gaining an understanding of algorithms that influence the way the system functions. Higher Level students learn more topics than Standard Level and go deeper into the syllabus option selected by AES. They also explore a case study published by the IB at the beginning of Year 2 that will be the Paper 3 exam in May.

MATHEMATICS

Calculator requirements

A graphing calculator is required for every math course. The calculator should be on the approved list for IB or AP exams. Class instruction will primarily use the TI-84 or TI-Nspire CX; CAS (Computer Algebra System) calculators are NOT allowed in IB/AP examinations.

HS Math 1

Requirements	none
Duration	1 year
Units of credit	1

This Grade 9 course, thorough investigations and explorations, integrate algebraic, statistical, and geometric topics. Students engage in reasoning, problem-solving, and mathematical modeling by collaborating and communicating mathematically with their peers. Students also have opportunities to develop procedural fluency through rigorous practice. Major topics include investigating patterns in linear, exponential and quadratic functions, solving equations and systems of equations, mathematical modeling and linear regression, quadratic functions, coordinate geometry, trigonometric ratios, and probability.

HS Math 2

Requirements	HS Math 1
Duration	1 year
Units of credit	1

The course focuses heavily on mathematical reasoning and proof. Major topics include reasoning through proof, rational exponents, solving linear and complex inequalities in one variable, similarity and congruence in triangles and polygons, polynomial functions, rational functions, modeling using periodic functions (trigonometry), radians, properties of logarithms, inverse functions, composite functions and function transformations. This course prepares students for further IB Math courses. Students will complete a trigonometric modeling project formalizing their learning through a math paper.

AP Calculus AB

Requirements	grade 11 and 12 status
Duration	1 year
Units of credit	1

This is a university-level calculus course designed to meet the Advanced Placement curricular requirements for Calculus AB (equivalent to a one-semester university course).

The major topics of this course are limits, derivatives, integrals, and the Fundamental Theorem of Calculus. We will investigate and analyze course topics using equations, graphs, tables, and words, with a particular emphasis on a conceptual understanding of calculus. Applications, in particular to solid geometry and physics, will be studied where appropriate.

AP Statistics/Statistics

Requirements	Math 2
Duration	1 year
Units of credit	1

AP Statistics and Statistics are offered concurrently and provide an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. Students learn through investigations and simulations, complete projects involving data collection and analysis, and use technology to problem-solve. Students can opt-in to the AP Statistics course where additional work will prepare them for the AP Statistics exam.

IB Mathematics: Applications and Interpretation Standard Level Year 1

Requirements	grade 11 or 12 status; Integrated Math 3
Duration	1 year
Units of credit	1

This course is designed for students who enjoy mathematics best when seen in a practical context. Students will explore the power of technology alongside exploring mathematical models. The topics for the Year 1 program include Arithmetic and Geometric sequence and series and their financial applications; laws of exponents, 10-base and natural log; modeling and interpreting linear, exponential, natural logarithm, cubic and simple trigonometric functions; Surface area and volume of 3D solids and their compositions; right-angled and non-right-angled trigonometry including bearings and angles of elevation and depression, Voronoi diagram; sampling techniques, descriptive statistics, Pearson's and Spearman's correlation coefficients. In addition, students will initiate some investigation and research on their Mathematical Exploration paper, which is internally assessed and externally moderated by the IBO.

IB Mathematics: Analysis and Approaches Standard Level Year 1

Requirements	grade 11 or 12 status, Integrated Math 3
Duration	1 year
Units of credit	1

This course is designed for students who enjoy mathematical problem solving and generalization. The year 1 program of this course is also recommended for non-IB students who wish to complete a course in precalculus and will prepare students for the AP Calculus class.

The topics for the year 1 program include arithmetic and geometric sequences and series and their applications; logarithms and exponentials; equations and inequalities, properties of functions and their graphs, including composite, inverse, the identity, rational, exponential, logarithmic and quadratics; transformation of graphs; right-angled and non-right-angled trigonometry including bearings and angles of elevation and depression, Pythagorean identity, double angle identities for sine and cosine, composite trigonometric functions, solving trigonometric equations; descriptive and bivariate statistics, probabilities, Tree and Venn diagrams, Independent and mutually exclusive events, and conditional probabilities. Students will initiate some investigation and research on their Mathematical Exploration paper, which is internally assessed and externally moderated by the IBO.

IB Mathematics: Analysis and Approaches Higher Level Year 1

Requirements	grade 11 or 12 status, Integrated Math 3
Duration	1 year
Units of credit	1

This course is intended for students who enjoy abstract mathematical thinking and problem-solving, and are highly motivated. The HL sequence includes all of the material in IB Mathematics: Analysis and Approaches Standard Level (SL), as well as a substantial amount of additional material. The course is a very demanding one, requiring students to study a broad range of mathematical topics with more rigor than they may have experienced in the past. Students who wish to study mathematics in a less rigorous environment should opt for one of the other math classes offered. The Analysis and Approaches HL Year 1 additional topics among others include the complex numbers and proof by induction, the factor and remainder theorems, inverse trigonometric function and compound angle identities, Bayes theorem, integration by substitution and parts from the calculus, etc.

IB Mathematics: Applications and Interpretation Standard Level Year 2

Requirements	grade 12 status; Integrated Math 3
Duration	1 year
Units of credit	1

This course is designed for students who want to enjoy mathematics best when seen in a practical context. They will explore the power of technology alongside exploring mathematical models. Year 2 introduces topics from analytical statistics, probability, and differential and integral calculus. A requirement of the course is an extended, independent project on a topic selected by the student. An IB-approved graphing calculator is required (see calculator requirements note).

IB Mathematics: Analysis and Approaches Standard Level Year 2

Requirements	grade 12 status; IB Mathematics: Analysis and Approaches SL Y1
Duration	1 year
Units of credit	1

Analysis and Approaches SL course is designed for those students who enjoy mathematical problem solving and generalization. The Year 2 topics include topics of calculus such as limits and convergence, continuity and differentiation including analyzing the graphical behavior of functions, rules of differentiation, application of derivatives, and definite and indefinite integration. Furthermore, the material of the first year will be reviewed in preparation for the IB examination in May. A major mathematical exploration (Internal Assessment) is required as part of this course. All students enrolled in this course are expected to sit the external exams in May. An IB-approved graphing calculator is required. See calculator requirements note.

IB Mathematics: Application and Interpretation Higher Level Year 2

Requirements	grade 12 status; IB Mathematics: Application and Interpretation HL Y1
Duration	1 year
Units of credit	1

This course is designed for students who want to pursue the IB diploma and enjoy mathematics best when seen in a practical context. They will explore the power of technology alongside exploring mathematical models. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, economics, psychology, and design, for example. Year 2 introduces topics from analytical statistics, probability, volumes of revolution, setting up and solving models involving differential equations using numerical and analytic methods, slope fields, coupled and second-order differential equations in context. A requirement of the course is an extended, independent project on a topic selected by the student. An IB-approved graphing calculator is required (see calculator requirements note).

IB Mathematics: Analysis and Approaches Higher Level Year 2

Requirements	grade 12 status; IB Mathematics: Analysis and Approaches HL Y1
Duration	1 year
Units of credit	1

This course is intended for students who enjoy abstract mathematical thinking and problem-solving, and are highly motivated. The Mathematics Analysis and Approaches HL Year 2 some of the additional topics include probability distributions, probability density functions, convergence and divergence, limits and L'Hopital's rule, differential equations and Euler's method, Maclaurin series, etc. Furthermore, the material of the first year will be reviewed in preparation for the IB examination in May. A major mathematical exploration is required as part of this course. An IB-approved graphing calculator is required. See calculator requirements note.

VISUAL ARTS

Art Foundations

Requirements	none, grade 9, 10, 11 & 12 status
Duration	1 semester
Units of credit	0.5

Art Foundations explores creative design challenges using both 2D and 3D media such as drawing, painting, sculpture and printmaking. Student artists build technical skills, engage in thoughtful research and develop their powers of observation. It provides a solid foundation for understanding and producing meaningful artworks. An integral component of the course is the visual journal student artists use to support studio projects, explore media and document research. Art Foundations expands and deepens personal knowledge of art history and contemporary arts as well as ways avenues of creating art.

Studio Art

Requirements	none, grade 9, 10, 11 & 12 status
Duration	1 year
Units of credit	1

During this year-long course, student artists engage with a variety of art media and visual problem-solving challenges. In developing one's creative voice, students investigate concepts through expressive artmaking, expanding technical ability as well as for analytic and interpretive skills. Supporting the studio process, students use the visual journal to thoroughly explore project ideas, research contexts of artmaking and personal reflection. Integrated Art expands and deepens personal knowledge of art history and contemporary arts as well as methods of making art.

Media Design

Requirements	none, grade 9, 10, 11 & 12 status
Duration	1 semester
Units of credit	0.5

Focusing on technology as the tool for creative visual thinking and art-making, student artists explore digital platforms for expressive artworks designed around important ideas. Topics include effective composition development, illustration techniques, image manipulation, graphic design and visual literacy. Throughout the course, students keep a digital portfolio/journal to document their studio practices, historical and contemporary research, reflective writing and creative experiences.

Advanced Media Design

Requirements	Media Design or equivalent, grade 9, 10, 11 & 12 status
Duration	1 semester
Units of credit	0.5

Designed to provide higher-level digital media image creation, Advanced Media Design projects address specific design challenges while leaving space for individual interpretation. Advanced methods are employed for visual design and communication. Throughout the course, students keep a digital portfolio/journal to document their process and engage in reflective writing as well as researching historical and contemporary digital arts creatives.

Photography

Requirements	none, grade 9, 10, 11 & 12 status
Duration	1 semester
Units of credit	0.5

This course assists student image-makers to develop fine art photographs using design concepts such as effective composition. Students will learn fundamental techniques for composing, capturing, archiving, manipulating, and editing images. Students evaluate images through technical, artistic and historic understandings of photography as an art form. The study of photographers and artists past and present is integrated into the course. The digital portfolio/journal supports personal interpretation, studio practice, meaningful research and reflective writing.

Advanced Photography

Requirements	Photography or equivalent, grade 9, 10, 11 & 12 status
Duration	1 semester
Units of credit	0.5

Advanced Photography encourages further artistic and aesthetic development. Student image-makers learn advanced techniques for composing, capturing, archiving, manipulating, and editing photographs. The sustained investigation is emphasized for upper-level students into image application such as layout, poster and branding design. The study of past and contemporary art and photographers assists in developing a personal voice through image capturing.

Sculpture

Requirements	none, grade 9, 10, 11 & 12 status
Duration	1 semester

Units of credit 0.5

Investigating various sculpture media and techniques for creating three-dimensional forms, students develop artmaking and imaginative expression skills. 3-D media may include paper or cardboard, found objects or purpose-made items, fibers or textiles, self-hardening clay and ceramic clay, etc. Projects include creating both abstract and representational forms. A visual journal is kept to plan studio projects, conduct contemporary and art history research as well as engage in personal reflection.

Advanced Sculpture

Requirements Sculpture or equivalent, grade 9, 10, 11 & 12 status
Duration 1 semester
Units of credit 0.5

A continuation of Sculpture, this course builds on previous experience with three-dimensional media by student artists. Working within course topics or concepts under consideration, advanced students may propose imagery in self-chosen media. With support from the visual journal for studio planning, research and reflection, strengthening the development of personal voice and vision at an advanced level is the desired outcome.

Advanced Studio Art 1

Requirements one full year of visual arts, open to grade 11 and 12
Duration 1 year
Units of credit 1

With exposure to a wide variety of media and techniques, student artists enhance artwork development with the independent application through expressive and meaningful images. Visual Journal practices support studio projects and emphasize knowledge through artist and historic research, studio development and thoughtful reflection. Careful observation and regular studio critiques encourage peer support, visual understanding and expansion of understanding in the language of the art world. Student artists participate in an exhibition highlighting the developments and accomplishments of the year.

Advanced Studio Art 2

Requirements Advance Studio Art Year 1 or equivalent, open to grade 12
Duration 1 year
Units of credit 1

Advanced Studio Art 2 is an extension of Advanced Studio Art 1 culminating in a portfolio of artwork focused on imagery and topics of personal interest. The Visual Journal continues to support the development of studio projects and media exploration. Student artists engage with a deep investigation into concepts regarding symbolism, culture and art history. An exhibition of artworks and year-end portfolio reflect personal connections and creative expression.

IB Visual Arts Standard Level Year 1

Requirements	one full year of visual arts, open to grade 11 and 12
Duration	1 year
Units of credit	1

IB Visual Arts is a course of extensive and rigorous engagement with studio artworks, contemporary and art history research, art analysis and cultural explorations. Student artists create imaginative and expressively powerful art of a high technical and aesthetic standard. Artwork is supported through a visual journal documenting deep research on topics demonstrating critical, conceptual and technical understanding. Semester One specific assignments gradually evolve into self-directed media and topics of individual interest in Semester Two. Regular studio critique with student artist peers develops visual vocabulary alongside building studio rapport. Three areas make up assessment components; a Comparative Study, a Process Portfolio and an Exhibition portfolio. In Year 1, Standard Level and Higher Level vary slightly more or slightly less in the amount of assessed material. The content of the material is the same.

IB Visual Arts Higher Level Year 1

Requirements	one full year of visual arts, open to grade 11 and 12
Duration	1 year
Units of credit	1

IB Visual Arts is a course of extensive and rigorous engagement with studio artworks, contemporary and art history research, art analysis and cultural explorations. Student artists create imaginative and expressively powerful art of a high technical and aesthetic standard. The artwork is supported through a visual journal documenting deep research on topics demonstrating critical, conceptual and technical understanding. Semester One specific assignments gradually evolve into self-directed media and topics of individual interest in Semester Two. Regular studio critique with student artist peers develops visual vocabulary alongside building studio rapport. Three areas make up assessment components; a Comparative Study, a Process Portfolio and an Exhibition portfolio. In Year 1, Standard Level and Higher Level vary slightly more or slightly less in the amount of assessed material. The content of the material is the same.

IB Visual Arts Standard Level Year 2

Requirements	IB Visual Arts SL Y1; open to grade 12
Duration	1 year
Units of credit	1

IB Visual Arts Year 2 is an extension of Year 1 culminating in a significant collection of artwork focused on imagery and topics of personal interest to each student artist. In addition to planning and presenting an exhibition, students prepare an e-portfolio for examination including the Comparative Study, Process Portfolio and Exhibition artworks. In Year 2, Standard Level and Higher Level vary slightly more or slightly less in the amount of assessed material. The content of the material is the same. While expanding communication through visual expression, student artists bring to life ideas and experiences in the context of the world arts scene.

IB Visual Arts Higher Level Year 2

Requirements	IB Visual Arts SL Y1; open to grade 12
Duration	1 year
Units of credit	1

IB Visual Arts Year 2 is an extension of Year 1 culminating in a significant collection of artwork focused on imagery and topics of personal interest to each student artist. In addition to planning and presenting an exhibition, students prepare an e-portfolio for examination including the Comparative Study, Process Portfolio and Exhibition artworks. In Year 2, Standard Level and Higher Level vary slightly more or slightly less in the amount of assessed material. The content of the material is the same. While expanding communication through visual expression, student artists bring to life ideas and experiences in the context of the world arts scene.

PERFORMING ARTS

MUSIC

Concert Band

Requirements	grade 9, 10 11, or 12 status; experience on a band instrument (flute, oboe, clarinet, bass clarinet, bassoon, saxophone, trumpet, French horn, trombone, baritone/euphonium, tuba, percussion) is preferred
Duration	1 year
Units of credit	1

Concert Band is open to all students, but experience is preferred. Concert Band emphasizes ensemble, chamber, and solo experience, as well as an exploration of a variety of repertory. The course will also emphasize improving instrument playing techniques and overall musicianship. There will be two mandatory concerts, a musical service at HS Graduation, and there may be additional performing opportunities throughout the year. Concert Band members are required to attend all scheduled rehearsals and performances, including after school or on weekends. Concert Band members may also audition to participate in the MESAC Fine Arts Festival, AMIS Honor Band, or other opportunities.

Guitar Performance

Requirements	none
Duration	1 semester
Units of credit	0.5

The Guitar Performance class is for a varied level of guitar players - beginning through proficient. Students use traditional music notation and tablature to play solo or accompany themselves and others in different genres of music. This instrumental music course is designed to introduce students to a detailed understanding of theoretical concepts, performance (solo, ensemble, and accompaniment) and musical literacy by learning to play the guitar in various styles. Musical styles covered are traditional folk songs, blues basics, classical guitar, rock and pop. Students would learn about the history and development of the guitar as an acoustic and electric instrument.

Concert Strings

Requirements	Experience on a violin, viola, cello or double bass is preferred
Duration	1 year
Units of credit	1

Concert Strings is an instrumental music class designed to improve overall musicianship as an individual and a group with a focus on creating, performing and responding.

This class introduces students to various aspects of music theory, world music, ear training, music history, performance, and ensemble skills in a hands-on creative and active way. The study includes large ensemble playing, solo and small ensemble playing and sessions in active music listening, creating and theory. There will be two mandatory concerts and additional performing opportunities throughout the year.

Concert Choir

Requirements	none
Duration	1 year
Units of credit	1

The HS Concert Choir is open to all high school students with or without previous choral experience. It is designed to develop and improve the vocal techniques as well as the musical and performance skills of the students. The main focus of this course is to create and develop a healthy, beautiful singing tone by developing and deepening the understanding of how the voice works. In addition to singing, this class introduces students to various aspects of music theory and history, music appreciation, and ear training. The study includes large ensemble singing, solo and small ensemble singing. Choir members may also audition to participate in the Honor Choir and MESAC fine arts festivals.

IB Music Standard Level Year 1

Requirements	grade 11 status; 1-2 years of experience (a student with no prior training must take outside lessons in any instrument or focus on voice in class)
Duration	1 year
Units of credit	1

IB Music SL is designed for students coming from any musical tradition with at least 1-2 years of music experience in any instrument or voice, in any style. A student with no prior training in music will need to be taking outside lessons to learn an instrument or focus on voice within the class. Throughout the course, students embody three roles: the researcher, the creator, and the performer. The exploration of diverse musical material is focused through the lenses of sociocultural and political expression, listening and performance, dramatic impact movement entertainment, and music technology in the electronic and digital age. Year 1 begins with specific assignments that gradually evolve into more independent projects over the course of two years. There are no external exams in the revised IB Music program (first exams in 2022).

IB Music Higher Level Year 1

Requirements	grade 11 status; 1-2 years of experience (a student with no prior training must take outside lessons in any instrument or focus on voice in class)
Duration	1 year
Units of credit	1

IB Music HL is designed for students coming from any musical tradition with at least 1-2 years of music experience in any instrument or voice, in any style. A student with no prior training in music will need to be taking outside lessons to learn an instrument or focus on voice within the class. Throughout the course, students embody three roles: the researcher, the creator, and the performer. The exploration of diverse musical material is focused through the lenses of sociocultural and political expression, listening and performance, dramatic impact movement entertainment, and music technology in the electronic and digital age. Year 1 begins with specific assignments that gradually evolve into more independent projects over the course of two years. Students in HL should expect to spend more time on the course than an SL student, including on an HL-only assignment: a continuous multimedia presentation documenting a real-life project. There are no external exams in the revised IB Music program (first exams in 2022).

IB Music Standard Level Year 2

Requirements	grade 12 status; IB Music SL Y1
Duration	1 year
Units of credit	1

During the second year, Standard Level students focus their learning on prescribed works, the Musical Links Investigation (MLI), musical perception/analysis, completing their Performance requirements or Creating requirements (for SL Creating students - two pieces of coursework), and preparing for the listening paper (Paper 1). Students of IB Music SL are also expected to take advantage of opportunities outside of class to improve themselves musically. They may take this course in conjunction with one of the school's large ensembles (Concert Choir, String Ensemble or Concert Band), or enroll in a formal AES choral or instrumental extracurricular program.

IB Music Higher Level Year 2

Requirements	grade 12 status; IB Music HL Y1
Duration	1 year
Units of credit	1

During the second year of the IB Music program the HL students focus their learning on prescribed works, Musical Links Investigation (MLI), musical perception/analysis, completing their Solo Performance and Creating requirements, and preparing for the listening paper (Paper 1). Students of IB Music HL are also expected to take advantage of opportunities outside of class to improve themselves musically. They may take this course in conjunction with one of the school's large ensembles (Concert Choir, String Ensemble or Concert Band), or enroll in a formal AES choral or instrumental extracurricular program.

THEATER

Introduction to Theater

Requirements	none
Duration	1 semester
Units of credit	0.5

Introduction to Theater is designed to provide students with an overview of all the elements of theater. Students will focus on the following areas: acting skills and techniques, the origins of theater, the many diverse styles and the many technical aspects of theater. No prior experience is required to take this class, but students must be willing to take risks both onstage and off.

Advanced Theater

Requirements	Introduction to Theater or equivalent
Duration	1 semester
Units of credit	0.5

Advanced Theater is designed to give students the opportunity to develop more advanced performance skills and to increase their knowledge about the world of theater. Among other performance styles, students may study method acting, political theater and improvisation. Students will also develop a more detailed understanding of and appreciation for the wide variety of historical and emerging theater styles and traditions. This is an advanced class where students are expected to push themselves in their performance work and in their research and analysis of theatrical styles and production elements.

Movie Making

Requirements	grade 10 status; Introduction to Theater or equivalent
Duration	1 semester
Units of credit	0.5

Movie Making is designed to give students the opportunity to develop filmmaking and storytelling skills through the medium of the camera. Students will learn basic technical skills such as scriptwriting, storyboarding, operating a video camera, directing actors, recording sound, setting up lighting, and editing in post-production. Students will also develop a more detailed understanding of and appreciation for the wide variety of historical and emerging filmmaking styles and traditions

IB Theatre Standard Level Year 1

Requirements	grade 11 or 12 status with prior theater and stage experience. This experience may come in the form of the semester-long Introduction to Theater, Advanced Acting or through instructor-approved practical experience (acting or stagecraft for full-length productions).
Duration	1 year
Units of credit	1

IB Theatre Standard Level Year 1 promotes a balanced understanding of many theatrical disciplines including play analysis, theory, production, direction and performance. Students will document their work in a journal and be exposed to theater genres from outside their own culture. In this first year of IB Theatre, students will cover Shakespeare, group projects, in-class scene work, improvisation, directing and acting techniques. Acting will be primarily based on Adler and Meisner's method acting exercises. Standard level students may plan on completing one major IB assessment per semester, such as the Research Project and Director's Notebook.

IB Theatre Higher Level Year 1

Requirements	grade 11 or 12 status with prior theater and stage experience. This experience may come in the form of the semester-long Introduction to Theater, Advanced Acting or through instructor-approved practical experience (acting or stagecraft for full-length productions).
Duration	1 year
Units of credit	1

IB Theatre promotes a balanced understanding of many theatrical disciplines including play analysis, theory, production, direction, statuson and performance. Students will document their work in a journal and be exposed to theater genres from outside their own culture.

Students should expect to encounter university-level examination of theater arts and practices and should realize the academic and artistic demands involved. HL and SL students study the same material with the exception of an additional section for HL students: Creating theater based on theater theory. HL students will present a solo theater piece (4-8 minutes) based on aspects of a theater theorist. In this first year of IB Theatre, students will cover Shakespeare, group projects, in-class scene work, improvisation, directing and acting techniques. Acting will be primarily based on Adler and Meisner method acting exercises.

IB Theatre Standard Level Year 2

Requirements	grade 12 status; IB Theatre SL Y1
Duration	1 year
Units of credit	1

IB Theatre SL Year 2 promotes a balanced understanding of many theatrical disciplines including play analysis, theory, production, direction and performance. Students will document their work in a journal and be exposed to theater genres from outside their own culture. In this second year of IB Theatre, students will cover similar material to Year 1 but with greater depth and student autonomy. Acting will be primarily based on Adler and Meisner's method acting exercises. Standard Level students should plan on completing one major IB assessment in the Fall such as the Internal Assessment: Collaborative Project.

IB Theatre Higher Level Year 2

Requirements	grade 12 status; IB Theatre HL Year 1
Duration	1 year
Units of credit	1

This course promotes a balanced understanding of many theatrical disciplines including play analysis, theory, production, direction and performance. Students will document their work in a journal and be exposed to theater genres from outside their own culture. In this second year of IB Theatre, students will cover similar material to Year 1 but with greater depth and student autonomy. Acting will be primarily based on Adler and Meisner method acting exercises. Higher Level students should plan on completing one major IB assessment in the Fall such as the Internal Assessment: Collaborative Project and then the additional IB Solo Project in the spring. With four major assessments instead of three, HL students have a higher volume of work but each assessment's percentage of the final grade is less than in SL.

PHYSICAL EDUCATION AND HEALTH

Health and Physical Education I

Requirements	none
Duration	1 year
Units of credit	1

Health and Physical Education I is a holistic Physical & Health Education program centered on the development of essential life skills. This inclusive curriculum encourages participation and enjoyment in physical activity where students develop knowledge, attitudes and movement competence. Our program provides authentic and relevant learning experiences for students to enhance social, emotional, and physical wellbeing. Upon completion of the Physical & Health Education program at AES. Students are encouraged to become critical thinkers, able to make informed decisions to enhance lifestyle choices supporting themselves and others through life-course.

Health and Physical Education II

Requirements	Grade 9 status
Duration	1 year
Units of credit	1

Health and Physical Education II is a holistic Physical & Health Education program centered on the development of essential life skills. This inclusive curriculum encourages participation and enjoyment in physical activity where students develop knowledge, attitudes and movement competence. Our program provides authentic and relevant learning experiences for students to enhance social, emotional, and physical wellbeing. Upon completion of the Physical & Health Education program at AES. Students are encouraged to become critical thinkers, able to make informed decisions to enhance lifestyle choices supporting themselves and others through life-course.

Personal Fitness

Requirements	Grade 11 or 12 status
Duration	1 semester
Units of credit	0.5

This course is designed for students who would like to learn about both fitness and wellness as it pertains to lifestyle changes. The class is based on the HELP philosophy (H is for health; E is for everyone; L is for a lifetime lifestyle change and P is for personal). The focus will be on developing habits for a healthy lifestyle and the positive changes that occur as a result of adopting these habits. Self-management strategies are presented to guide students in planning their fitness activities. The menu for student options may include health goals and concepts, strength and muscular endurance training, cardiovascular fitness, aquatic exercises, stretching techniques, relaxation response, stress management, and active recreational pursuits.

Advanced Personal Fitness

Requirements	Personal Fitness
Duration	1 semester
Units of credit	0.5

Advanced Personal Fitness is a course offered to build on the foundation set by the Introductory Personal Fitness Course. In this course, students will gain an understanding of experiencing different forms of fitness and wellness. Students undergo various fitness tests, analyze the data, create SMART Goals and design an individualized training program that is specific for their individual needs. Assessments are based around muscular anatomy, using the SMART Goal framework to create goals and plan workouts designed and based on student individual needs. Self-management strategies are presented to guide students in planning their fitness activities.

ADDITIONAL CLASSES

Learning Support

Requirements	Referral from Student Services Team
Duration	1 year
Units of credit	1

The Learning Support program and class is designed to assist those students who need individualized support and additional skill-building to develop effective learning strategies, organization and study habits. The program and class promote habits of independence and personal responsibility essential to academic success. Therefore, the objectives of the program are for the student to 1) gain an understanding of his/her individual learning style (as well as areas of strength and challenge), 2) develop active and effective strategies related to this learning style, 3) practice self-advocacy skills for effective communication with teachers, and 4) prioritize, plan and manage schoolwork. Learning support is a Pass/No Credit course.

English Language Development (ELD) 9

Requirements	grade 9 status; WIDA score
Duration	1 year (depending on WIDA scores and when all exit criteria have been met, in rare circumstances a student might be recommended to exit at the end of Semester 1).
Units of credit	1

This class aims to help non-native English speakers acquire and refine the English skills necessary to do well in all their academic content area courses. Each class supports heterogeneous proficiency levels and all grade 9 students are required to take English, Math, Science, and Social Studies as their core academic load. The school uses the World-class Instructional Design & Assessment (WIDA) screening and placement program for admission and for transitioning from middle school to high school. The ELD class in grade 9 is mandatory for those students not meeting qualifying WIDA scores and is taken in lieu of World Language. Exiting from ELD 9 is done after serious consideration of the following: a student's present WIDA scores, consultation with the ELD teacher, feedback from teachers in the core classes (English, Math, Science, and Social Studies), and in consultation with the counselor.

English Language Development (ELD) 10

Requirements	grade 10 status; WIDA score
Duration	1 year (depending on WIDA scores and when all exit criteria have been met, in rare circumstances a student might be recommended to exit at the end of Semester 1).
Units of credit	1

This class aims to help non-native English speakers acquire and refine the English skills necessary to do well in all their academic content area courses. Each class supports heterogeneous proficiency levels and all grade 10 students are required to take English, Math, Science, and Social Studies as their core academic load. The school uses the World-class Instructional Design & Assessment (WIDA) screening and placement program for admissions. The ELD class in grade 10 is mandatory for those students not meeting qualifying WIDA scores and is taken in lieu of World Language. Exiting from ELD 10 is done after serious consideration of the following: a student's present WIDA scores, consultation with the ELD teacher, feedback from teachers in the core classes (English, Math, Science, and Social Studies), and in consultation with the counselor.

IB Self-taught Language A Literature SL Year 1

Requirements	grade 11 status; enrollment in either IB Literature HL/SL or IB Language & Literature HL
Duration	1 year
Units of credit	1

The Self-taught Language A course is only offered by IB as an SL and is intended for native or near-native speakers of languages other than English. Although modified for independent study, the Self-taught course follows the Language A Literature SL course quite closely. Students choosing this option should feel confident in their ability to read, write, speak, and analyze literature in the target language and in their ability to work independently to set and meet goals, complete the assessments, and meet deadlines. Self-taught Language A will appear as a Pass/No Credit class on the AES transcript. A pass is conditional on students regularly meeting with the IB/AP Coordinator and making progress toward completion of the course. All students are required to engage a tutor in the language of study, and the tutor will also report on progress to the IB Coordinator. For additional questions, please consult the IB Coordinator.

IB Self-taught Language A Literature SL Year 2

Requirements	grade 12 status; enrollment in either IB Literature HL/SL or IB Language & Literature HL; IB Self- taught Language A SL Y1
Duration	1 year
Units of credit	1

The Self-taught Language A course is only offered by IB as an SL and is intended for native or near-native speakers of languages other than English. Although modified for independent study, the Self-taught course follows the Language A Literature SL course quite closely. Students choosing this option should feel confident in their ability to read, write, speak, and analyze literature in the target language and in their ability to work independently to set and meet goals, complete the assessments, and meet deadlines. Self-taught Language A will appear as a Pass/No Credit class on the AES transcript. A pass is conditional on students regularly meeting with the IB/AP Coordinator and making progress toward completion of the course. All students are required to engage a tutor in the language of study, and the tutor will also report on progress to the IB Coordinator. For additional questions, please consult the IB Coordinator.

IB Core/Theory of Knowledge Year 1

Requirements	grade 11 status; IB Diploma candidates only
Duration	1 year
Units of credit	1

The IB Core class is designed to support the core requirements for the IB Diploma: Theory of Knowledge (TOK), Creativity-Activity-Service (CAS), and the Extended Essay (EE). This course is offered solely on a Pass/No Credit basis. Theory of Knowledge is cross-disciplinary and over two years covers a core theme (Knowledge and the Knower), two optional themes, and five Areas of Knowledge. The TOK Exhibition (the internal assessment) is completed at the end of Year 1. Various lessons regarding CAS and the EE will be presented periodically by the IB Core teacher, IB/CAS Coordinator and the IB Librarian. The IB Core/TOK teacher also acts as the CAS Advisor. The CAS focus for Year 1 will be on launching the CAS program with the IB/CAS Coordinator and having each student maintain a CAS portfolio on ManageBac (required by IB to meet CAS requirements). Students should aim to complete a CAS project before the end of the year. The EE focus for Year 1 will be on understanding the scope and demands of an Extended Essay, exploring possible subjects of interest, and deciding on an EE subject. By the end of the year, students will have worked with an advisor, finalized a Research Question, undertaken research, collected data, drafted an outline, and begun writing with the goal of writing a complete draft of the essay prior to the beginning of the Year 2.

IB Core/Theory of Knowledge Year 2

Requirements	grade 12 status; IB Diploma candidates only; IB Core/TOK Year 1
Duration	1 year
Units of credit	1

Independent Study allows a student to do independent research and study in an area of the curriculum that is of special interest to them. This work is done with the supervision of a faculty member in high school. It involves in-depth, organized study and requires a high level of maturity and persistence to complete. Students normally opt for independent study to more deeply explore a topic of interest from an AES course or subject. It is not intended as an alternate means of gaining credit for coursework already offered in our curriculum or as a substitute for credit required for graduation. Grading is on a Pass/No Credit basis.

A student interested in pursuing an independent study must consult with his/her counselor during the first week of the semester. Following initial approval by the student's counselor, an Independent Study form should be completed and submitted to the high school principal. The form specifies procedures and requirements.

Student Internship

Requirements	grade 11 or 12 status
Duration	1 semester
Units of credit	0.25

Student Internship is an individualized learning/service experience for which a student may earn academic credit. It is primarily task or work-oriented. The internship requires that the student work under the supervision of an on-campus adult at school for the duration of each class period during the semester/year. Student interns often work in one of the school libraries, the Health Office, or a middle or elementary school classroom. At the conclusion of the semester, the student will be evaluated by his/her supervisor and receive a Pass or No Credit basis, as appropriate. IB Diploma candidates have the option of using a student internship to meet CAS learning outcomes. A student wishing to apply for an internship must discuss the proposal with his/her counselor and follow the procedures listed on the Student Internship form available in the counseling office.

Additional Online Education at AES

Requirements	grade 10, 11, or 12 status; counselor and principal review
Duration	1 semester or 1 year (depends on course)
Units of credit	0.5 per semester

Online learning has the potential to give students access to a diverse array of courses not offered here at AES and to provide an innovative and creative alternative to traditional courses. AES maintains an online subscription with an accredited online high school known as Virtual High School (VHS). We approve a maximum of six students for participation. Students should choose VHS courses that are university preparatory in nature and that best support them for their higher education plans. Online courses cannot replace AES courses to satisfy graduation requirements. Parents may be required to pay any course fees with online options. An ideal candidate for an online has a strong academic record and exhibits consistent areas of strength in all AES Learning Habits. Students interested in this option should discuss it with their counselor.

+91.11.2688.8854

aes.ac.in

 **@americanembassyschoolnewdelhi**

 **@aesdelhi**

 **@aesdelhi**

Chandragupta Marg, Chanakyapuri, New Delhi- 21

