HIGH SCHOOL

PROGRAM OF STUDIES

2021-2022

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

AAS Mission

AAS empowers each student to:

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

in order to achieve individual academic and holistic excellence.

AAS Vision

All AAS students will thrive as innovative and agile learners,
using their experiences, abilities and talents to improve the world.

AAS Core Values

- Respect
- Integrity
- Courage
- Curiosity
- Care

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AAS MOSCOW HIGH SCHOOL

Dear Parents and Students of AAS High School.

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

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

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

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

THE ANGLO-AMERICAN SCHOOL OF MOSCOW DIPLOMA

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

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

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

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

Additional Graduation Requirements

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

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

THE INTERNATIONAL BACCALAUREATE DIPLOMA

Grades 11-12, International Baccalaureate Programme

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

IB Curriculum

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

Subject Area	Choices at AAS
Group 1: First Language	English, Russian, Self-Taught First Language (possible to study 2 first languages to earn a bilingual diploma)
Group 2: Language of Acquisition	French, Russian, Spanish, Self-Taught First Language
Group 3: Individuals and Societies	Economics, History, Psychology, Business Management
Group 4: Experimental Sciences	Biology, Chemistry, Physics, Environmental Systems and Societies (Grade 12 only) Sports, Exercise and Health Science (Grade 11 only)
Group 5: Mathematics	Applications and interpretation or Analysis and approaches
Group 6: Arts / Electives	Visual Arts, Theatre Arts, Music, Chemistry, Psychology, History, Self-Taught First Language, Spanish B, Business and Management, Economics and Sports, Exercise a Health Science (Grade 11 only).

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

Other Requirements

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

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

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

ENGLISH

Department Philosophy

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

English 9

1 year, 1.0 credit, Grade: 9

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

English 10

1 year, 1.0 credit, Grade: 10

Grade 10 students will work to improve skills in literary analysis through the study of texts representing several genres. Classic and contemporary works, as well as non-fiction, will be studied, with the goal of highlighting common themes and issues. Classes will focus on developing analytical skills through individual, paired, and group work. Developing oral fluency and a greater word knowledge base will be central to all activities during the year. Independent reading will also be set. Throughout the year students will regularly write a selection of essays including timed, in-class essay writing. Students will also produce a variety of creative writing assignments and participate in formalized discussions, debates and a range of learning activities.

IB English

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

IB English A: Literature (Standard and Higher Level)

2 years, 1.0 credit per year, Grade: 11 and 12
Prerequisite: Teacher approval for HL

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

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

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

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

English Department Electives

Creative Writing

1 semester, 0.5 credit, Grade: 9 - 12

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

Film Analysis

1 semester, 0.5 credit, Grade: 9 - 12

This course will examine cinema techniques, which allow this relatively new art form to influence individual opinions and cultures worldwide. The course will address, but not be limited to, the following topics: film genres, principles of film form, narrative and non-narrative film, cinematography, dimensions of film editing, functions of sound in film, analysis of film style, film history, and the nature of film as a cultural phenomenon. This course will focus on how filmmakers use the aforementioned techniques to create and communicate meaning to their audience.

Storytelling

1 semester, 0.5 credit, Grade: 9 - 12

This course will explore how storytelling can be used as a tool for social change. Students will learn about fundamental storytelling structures and devices, and examine how these techniques are used in different kinds of non-literary texts (documentary film, magazine articles, podcasts, spoken-word poetry, and comedy, to name a few). Students will then analyze how changemakers have used storytelling in texts to communicate global issues and inspire their audience to take action. The course will have a culminating project in which students create a non-literary text to communicate a global issue they're passionate about for a specific audience, and use the elements of storytelling to inspire their audience to take action.

Philosophy

1 semester, 0.5 credit, Grade: 9 - 12

This elective invites students to explore the history and application of logic, epistemology (the theory of knowledge), ontology (the nature of being) and ethics. The course com- prises three units:

Unit 1 - A History of Philosophy/Ideas: Using and referring to primary sources from the classical world i.e. Ancient Greece as the main emphasis of reading and discussion along with significant works by a selection of modern writers and thinkers.

Unit 2 - Philosophy in Films: Identifying and exploring how ideas, concepts and arguments from the field of Philosophy have been used in films from a variety of genres.

Unit 3 - Applied philosophy: An exploration and discussion of real-life and hypothetical situations, for example in the field of ethics.

Classroom activities and formal assessments will be primarily but not exclusively in the form of whole-class debates, reflections, group presentations and analytical essays. A love of learning is essential to successful completion of the work because the overall focus is essentially an exploration of the human condition; contributing as a globally-minded citizen and having a respect of self and others are implicit to all three units of this course.

Special Educational Needs (SEN)

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

English as an Additional Language (EAL)

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

Learning Support

The Learning Support program is designed to support the academic needs of students with diagnosed academic, behavioral, or health disabilities that interfere with their ability to access the AAS curriculum. Students work with a Learning Support Teacher to create individualized plans of support that may include annual goals and specific accommodations that they require in their classes. Through this program students also work to develop the critical skills of self-advocacy that they will require as the move on from AAS. Students in the High School requiring support through the Learning Support program may be supported through the Learning Resource Class (LRC), co-taught core classes, monitoring and check-ins with a Learning Support Teacher, or a combination each.

English as an Additional Language (EAL)

1 year, 1.0 credit per year, Grade: 9 and 10

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

Learning Support Class (LS)

1 year, 1.0 credit, Grade: 9-12

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

WORLD LANGUAGES

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

World Languages in the High School

In Grade 9 and 10, for French, Russian and Spanish, we offer four levels of study based on language proficiency. The four levels are: novice, intermediate low/mid, intermediate mid/high and advanced low. We also have classes in Russian as a first language at intermediate and advanced levels.

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

An example of World Languages progression is the following:

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

Some general guidelines for selecting the appropriate world language course:

- *Grade 9 and 10 language classes are based on ability level, not grade level.*
- *Students should work with teachers to ensure that they are in the language level that provides them with the best learning opportunity and the greatest potential for growth.*
- *Regardless of citizenship, students will not be permitted to take a language as a world language if they read, speak, write, or understand it at native or near-native level.*
- *In grades 11 and 12, 'Ab Initio' (Beginners), 'Standard Level', 'Higher Level' (Foreign Language) refer to International Baccalaureate Programs of Foreign Language Study*
- *Any student who has studied a foreign language previously will not normally be allowed to follow the Ab Initio Program, since this is a course only for total beginners.*
- *Students entering into either standard or higher level Language Studies must have two years or more of previous study of the language or must pass a proficiency exam.*

FRENCH

Intermediate Low/Mid French
1 year, 1.0 credit, Grade: 9 or 10

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

Intermediate Mid/High French
1 year, 1.0 credit, Grade: 9 or 10

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

Advanced Low French
1 year, 1.0 credit, Grade: 9 or 10

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

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

IB Standard Level French
1 year, 1.0 credit per year, Grade: 11 and 12
Prerequisite: Teacher approval

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

IB Higher Level French
2 years, 1.0 credit per year, Grades: 11 and 12
Prerequisite: Teacher approval

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

SPANISH

Novice Spanish
1 year, 1.0 credit, Grade: 9 or 10

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

Intermediate Low/Mid Spanish
1 year, 1.0 credit, Grade: 9 or 10

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

Intermediate Mid/High Spanish
1 year, 1.0 credit, Grade: 9 or 10

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

Advanced Low Spanish
1 year, 1.0 credit, Grade: 9 or 10

This advanced course is designed for students with a very strong background in the language. Students will continue to explore age and level appropriate themes by studying a variety of literary genres and media. During their explorations, they will continue to study and practice related grammar structures and vocabulary. The four language skills of reading, writing, listening and speaking will be developed equally to the point that students, in part, will be able to make oral presentations, engage in class discussions, understand a variety of written texts and write a variety of styles of texts (250-300 words). The program also includes study of Hispanic Literature.

IB Ab Initio Spanish
2 years, 1.0 credit per year, Grade: 11 and 12

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

IB Standard Level Spanish
2 years, 1.0 credit per year, Grade: 11 and 12
Prerequisite: Teacher approval

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

IB Higher Level Spanish
2 years, 1.0 credit per year, Grade: 11 and 12
Prerequisite: Teacher approval

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

RUSSIAN
as a Foreign Language

Novice High Russian
1 year, 1.0 credit, Grade: 9 or 10

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

Intermediate Low/Mid Russian
1 year, 1.0 credit, Grade: 9 or 10

This course is designed for students who have had one to two years of study in the language. It offers a more in-depth study of grammar; reading and writing based on every day language and culture, yet still focuses on oral skills. Students will be introduced to Russian literature and will develop the ability to hold 5 to10 minute conversations on a variety of topics, to extract information from a variety of written texts, and to write short texts in a variety of styles (100-200 words).

Intermediate Mid/High Russian
1 year, 1.0 credit, Grade: 9 or 10

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

Advanced Low Russian
1 year, 1.0 credit, Grade: 9 or 10

This advanced course is designed for students with a very strong background in the language. Students will continue to explore age and level appropriate themes by studying a variety of literary genres and media. During their explorations, they will continue to study and practice related grammar structures and vocabulary. The four language skills of reading, writing, listening and speaking will be developed equally to the point that students, in part, will be able to make oral presentations, engage in class discussions, understand a variety of written texts and write a variety of styles of texts (250-300 words). The progra m also includes the study of Russian literature.

IB Ab Initio Russian
2 years, 1.0 credit per year, Grade: 11 and 12

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

IB Standard Level Russian
2 years, 1.0 credit per year, Grades: 11 and 12
Prerequisite: Teacher approval

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

IB Higher Level Russian
2 years, 1.0 credit per year, Grade: 11 and 12
Prerequisite: Teacher approval

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

develops oral and written skills. As well as gaining deeper intercultural understanding, students will develop the ability to hold detailed conversations/discussions/debates, understand a variety of written texts, and write in a variety of styles of text.

RUSSIAN
as a Native Language

Russian for Native Speakers II (FL II)
1 year, 1.0 credit, Grade: 9 or 10

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

Russian for Native Speakers III (FL III)
1 year, 1.0 credit, Grade: 9 or 10

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

IB Russian A (Literature) (Standard and Higher Level)
2 years, 1.0 credit per year, Grade: 11 and 12
Prerequisite: Teacher approval

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

SELF-TAUGHT PROGRAM
in a language other than English

IB Literature (Self-Taught) (Standard Level only)
2 years, 1.0 credit per year, Grade: 11 and 12

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

SOCIAL STUDIES

Department Philosophy:

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

Social Studies 9

1 year, 1.0 credit, Grade: 9

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

Social Studies 10

1 year, 1.0 credit, Grade: 10

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

IB Business and Management (Standard Level and Higher Level)

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

Business management is a rigorous, challenging and dynamic discipline in the Individuals and Societies subject group. Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. Business management is, therefore, perfectly placed within the individuals and societies subject area: aiming to develop in students an appreciation both for our individuality and our collective purposes. All students have to complete an internal assessment which covers topics, within the course syllabus, that pertain to a real-life business. Both Standard Level and Higher Level students sit for two exams at the culmination of this two-year course.

IB Economics (Standard Level and Higher Level)

1 years, 1.0 credit per year, Grade:11 and 12

Students studying IB Economics will study 4 areas: 1. Introduction to Economics, 2. Microeconomics, 3. Macroeconomics, 4. The global economy Within these areas students will examine topics including: markets, measuring national income, unemployment and inflation, reasons for trade, economic integration, international trade organizations, sources of and barriers to economic growth and/or development. While there is a large amount of diagrammatic work in economics, the skill of analysis and the ability to synthesise information is a key part of the IB SL assessment.

The assessment for Economics SL consists of Paper 1, worth 30% of the final mark; Paper 2, worth 40% of the final mark; and the Internal Assessment consisting 3 commentaries of 800 words each written over the course of the 2-year programme.

The assessment for Economics HL consists of Paper 1, worth 20% of the final mark; Paper 2, which is worth 30% of the final mark; Paper 3, which is worth 30% of the final mark; and the Internal Assessment consisting of 3 commentaries of 800 words each written over the course of the 2-year programme.

IB History (Standard and Higher Level)

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

Students will study a selection of 20th century world topics that include: the collapse of Imperial Russia (1853-1917) and rise of the Bolsheviks (1917-1924). The causes and consequences of the First World War and Second World Wars, with particular emphasis on the part played by Italy, Germany, and Japan. The conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. Our focus will be on Lenin/Stalin, Hitler, and Nasser. The origins of, and superpower rivalries of the Cold War. The emphasis will be on the United States, Soviet Union, China, Egypt, and West/East Germany. The consolidation of the Soviet State from 1924 through the rise and fall of the Soviet Union up to 2000. Students will be required to use critical and creative thinking skills to analyze sources to determine their origin, purpose, value, and limitations vis-a-vis historical issues. More over, students will be required to demonstrate their understanding through class dis- cussions, presentations, and written exams. Furthermore, all students have to complete an inquiry-based investigation on an historical topic covered within the course outline. Standard Level students sit for two exams; Higher Level students sit for an additional paper.

IB Psychology (Standard and Higher Level)

2 years, 1.0 credit per year, Grade: 11 and 12
Prerequisite: Teacher approval for HL

The course is organized around several fields of psychological inquiry covering both academic and applied psychology. More academic psychology fields consist of the biological, cognitive, and sociocultural approaches, while applied psychology is inves- tigated through abnormal psychology and psychology of human relationships. In-depth investigation will cover topics such as cul- tural norms, depression, decisionaking, romantic relationships, and memory. In ad- dition, students will complete two Internal Assessments, one practice and one for IB submission. This will be a simple lab experi- ment to test particular aspects of human be- havior and will be marked according to the IB criteria and sent for moderation. There are some differences between the Higher Level (HL) and Standard Level (SL) curricula for IB Psychology. HL students will study additional extensions for the three approaches and complete both applied psychology topics. SL students will choose one of the two applied psychology topics. HL students will also be assessed on applied research methods. While this is a discussion-based course, most assessments will directly use IB marking criteria and be in the form of essay responses, mirroring the IB formal exam structure for the course.

SOCIAL STUDIES ELECTIVES

United States History

1 year, 1.0 credit, Grade: 9 - 12
(U.S. History can be taken in place of Social Studies 10)

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

Introduction to Business

1 semester 0.5 credit, Grade: 9 - 12

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

Introduction to Economics

1 semester, 0.5 credit, Grade: 9 - 12

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

Introduction to Politics

1 semester, 0.5 credit, Grade: 9 - 12

The course will serve as an introduction to the main Western political theories as well as the structures and systems that shape global politics and international relations. It has been designed to support and enhance the students' understanding of other Social Studies disciplines, particularly economics, geography and history. The course begins with an historical background to develop an understanding of the changing nature of world order since 1989; considering the end of the Cold War, the rise of US hegemony and the emergence of the BRIC countries as a global political force. Political theory will be introduced to help students underpin their thinking when examining the relationship between nation states and the individual and the state. By considering questions on the nature of democracy, the role of the individual and the right to dissent, students will develop an understanding of the political theories that shape our world today. The course will conclude with investigations related to Politics and International Relations considering the role of conflict in the modern world, world governance through organizations like the UN and issues such as Human Rights and poverty and development. The course will particularly suit students who have an interest in the world around them, enjoy discussion and argument and who like thinking for themselves. Academic skills developed will include research, the evaluation of evidence, and oral and written communication skills

Introduction to Psychology

1 semester, 0.5 credit, Grade: 9 - 12

The course will serve as an Introduction to the perspectives used in IB Psychology with a goal of encouraging interested students to explore the wider field of Psychology through IB Psychology in grades 11 and 12. The course will begin with an Introduction to Psychology as a science, its approaches and brief history, and then it will move on to a focus on the Biological perspective, the Socio-Cultural Perspective, and finish with a Project-Based Learning (PBL) approach to the Cognitive Perspective, where students will explore subjects such as learning, memory and thought, thinking and language, motivation and emotion. The course will be formatively and summatively assessed using Short Answer Questions (SAQs), Extended Response Questions (ERQs) as well as through rubrics based on best PBL practices.

SCIENCE

Department Philosophy:

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

Biology I

1 semester, 0.5 credit, Grade: 9 or 10

The Biology I course will investigate a range of topics related to the structure & function of living organisms and molecular genetics. Assessments will be made from practical laboratory work and reports, data analysis, quizzes, investigations and formal tests.

Biology II

1 semester, 0.5 credit, Grade: 9 or 10
Prerequisite: Biology I

The course will cover a range of topics related to natural selection & evolution and matter and energy flows in the context of ecology. Assessments will be made from practical laboratory work and reports, data analysis, quizzes, investigations and formal tests.

IB Biology

(Standard and Higher Level)
2 years, 1.0 credit per year, Grade: 11 and 12
Prerequisite: Teacher approval for HL

Students will study Biology from the uniing perspectives of structure and function, universality versus diversity, equilibrium and evolution, towards a holistic understanding of the diversity and complexity of life. Human impacts on the natural world receive significant attention. There are significant math studies in the area of descriptive and inferential statistics. Assessments will be made from practical laboratory investigations and reports, data analyses, quizzes, and formal tests (end of each topic).
As with the other sciences, students will design their own individual investigation and see it through from start to finish. This will take place in the 2nd semester of the course and will count as part of their IB assessment.

Chemistry I

1 semester, 0.5 credit, Grade: 9 or 10

Chemistry I is a semester-long, general chemistry course, which introduces students to the structure and organization of the elements and progresses on to bonding, chemical reactions and equations. Assessments will be made from practical laboratory work and reports, data analysis, AFLs, investigations and AOLs.

Chemistry II

1 semester, 0.5 credit, Grade: 9 or 10
Prerequisite: Chemistry I

Chemistry II is a semester-long chemistry course with a larger emphasis on investigative skills, calculations and manipulation of data. The Chemistry II course will cover:
Writing and balancing equations, Moles, Stoichiometry, Kinetics, and Energetics.
Assessments will be made from practical laboratory work and reports, data analysis, quizzes, investigations and formal tests (approximately five per semester).

IB Chemistry

2 years, 1.0 credit per year, Grade: 11 and 12
Prerequisite: Teacher approval for HL

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

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

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

As with the other sciences, students will design their own individual investigation and see it through from start to finish. This will take place in the 2nd semester of the course and will count as part of their IB assessment.

In the second year of the course, students will study deeper aspects of chemistry and how organic chemistry is used in the pharmaceu- tical and plastics industries. More advanced practical skills are required as aspects of chemical synthesis and analysis are covered.

IB Chemistry

(Standard and Higher Level) Year 2
1 year, 1.0 credit, Grade: 12
Prerequisite: Successful completion of IB Chemistry Year 1

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

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

Physics I

1 semester, 0.5 credit, Grade: 9 or 10

Physics I is a semester-long, general physics course. The Physics I course covers measure- ment and numeracy skills, forces, motion and energy. Assessments will be made from practical laboratory work and reports, data analysis, quizzes, investigations and formal tests.

Physics II

1 semester, 0.5 credit, Grade: 9 or 10
Prerequisite: Physics I

This course is designed to introduce students to observable phenomena in the world around them and offers opportunities to find explanations through investigations and laboratory analysis. The Physics II curriculum engages learners at many levels, linking direct practical experience with scientific ideas. Experimentation and modelling are used to develop and evaluate explanations, encouraging critical and creative thinking.
The course will cover topics related to forces and fields as well as waves. Assessments will be made from practical laboratory work and reports, quizzes, and formal tests.

IB Physics

(Standard and Higher Level)
2 years, 1.0 credit per year, Grade: 11 and 12
Prerequisite: Teacher approval for HL

Through the study of how the physical world behaves - described using mathematical relation- ships - students will learn why various events occur in the physical world, both microscopically and macroscopically, and be able to make predictions based on mathematical application of physical laws.
Practical work will be an important component of the course to emphasize the correlation between the theoretical and experimental aspects of Physics. Assessments will be made from practical laboratory work and reports, quizzes, investigations and formal tests (end of each topic). As with the other sciences, students will design their own individual investigation and see it through from start to finish. Students will also take part in a multi-disciplinary project, which will assess their ability to work as part of a team of scientists.

IB Sports, Exercise & Health Science

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

Sports, exercise and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings.

Topics for the two year course include:

- Anatomy (both SL & HL)
- Exercise physiology (both SL & HL)
- Energy systems (both SL & HL)
- Movement analysis (both SL & HL)
- Skill in sports (both SL & HL)
- Measurement and evaluation of human performance (both SL & HL)
- Optimizing physiological performance (both SL & HL)
- Psychology in sports (both SL & HL)
- Physical activity and health (both SL & HL)
- Nutrition for sports, exercise and health (both SL & HL)
- Further anatomy (HL only)
- The endocrine system (HL only)
- Fatigue (HL only)
- Friction and drag (HL only)
- Skill acquisition and analysis (HL only)
- Genetics and athletic performance (HL only)
- Exercise and immunity (HL only)

Assessments will be made from practical laboratory work and reports, data analyses, quizzes, essays and investigations, which will be done in class and at home. As with the other sciences, students will design their own individual investigation and see it through from start to finish.

MATHEMATICS

Department Philosophy:

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

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

Grade 9
Integrated Mathematics I (IM I)

1 year, 1.0 credit

Prerequisite: Successful completion of Math 8 or equivalent

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

Grade 9 and 10
IM IIA

1 year, 1.0 credit
Prerequisite: IM I or equivalent

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

The IM IIA course is tailored for students who are interested in pursuing IB Analysis and Approaches course in the IB Diploma Program. However, this class is not a prerequisite for the IB AA course. If you are unsure which course is right for you please speak to your math teacher or your counselor.

IM IIB

1 year, 1.0 credit
Prerequisite: IM I or equivalent

The Integrated Mathematics 2B course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling.

In the first semester students will develop their understanding of polynomial expressions, quadratic equations, and functions and compare their characteristics and behavior to those of linear and exponential relationships. Through solving quadratic equations students will be exposed to the real and complex number systems.

In the second semester students will develop their understanding of geometry through the study of similarity, right triangle relationships and non-right triangle trigonometry. This will lead them to analysis of 3 dimensional solids and the properties of circles and their applications in real life.

Throughout the course, students will be encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students will develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All assessments involve the use of technology.

The IM IIB course is tailored for students who are interested in pursuing IB Applications and Interpretation course in the IB Diploma Program. However, this class is not a prerequisite for the IB AI course. If you are unsure which course is right for you please speak to your math teacher or your counselor.

Grade 10
Integrated Mathematics III (IMIII)

1 year, 1.0 credit
Prerequisite: IM II or equivalent

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

IB Mathematics: Analysis and Approaches (Standard Level and Higher Level)

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

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

sequences and series at both SL and HL, and proof by induction at HL.

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

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

Mathematics: Applications and Interpretation (Standard level only)

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

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

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

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

COMPUTING & TECHNOLOGY

Digital Photography

1 semester, 0.5 credit, Grade: 9 - 12

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

Digital Video

1 semester, 0.5 credit, Grade: 9 - 12

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

Digital Media Production

1 semester, 0.5 credit, Grade: 9-12

This course is designed to give you an opportunity to access, analyze, evaluate and create messages in a variety of forms, with a focus on mass media. The course develops your skills and understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for the Arts, Media, Entertainment, and Esports

industries. You will further recognize current and cutting edge trends in technology-based art practices through interactions with local and regional professionals as well as develop a digital portfolio that reflects industry techniques and standards. Digital Media Production integrates skills of computer literacy, media literacy, technology, ethics, critical thinking, communication.

Introduction to Computer Science

1 semester, 0.5 credit, Grade: 9 - 12

The world is run by computers more and more, there is no better way to understand how a computer works than by learning how to program them. This elective will teach students how to do this, with the use of the programming language Java (widely used in the ICT industry). This will help students develop not only programming skills, but their system thinking skills as well.
This elective is open for both students with and without prior experience in computer programming. Students interested in taking the AP computer science exam outside of AAS can use this course as part of their preparation.

Robotics

1 semester, 0.5 credit, Grade: 9 - 12

Students will experience a hands-on introduc- tion to the basic concepts of designing, con- structing, and programming autonomous mo- bile robots. They will do so by building their own robots, partly from custom parts of their own design, and programming their robot in Java, a very powerful and widely used lan- guage in the ICT industry. Once the robots are done, they will compete against each other in a friendly competition.
Through this process, students will develop their creativity, problem-solving and collabo- ration skills. Learning outcomes will include a mixture of design, engineering, and computer science standards. The elective is open for both students with and without prior experi- ence in robotics.

PERFORMING & VISUAL ARTS

Department Philosophy:

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

3D Design
1 semester, 0.5 credit, Grade: 9 - 12

Design impacts all facets of our lives in the 21st century. 3D Design is a project-based course which introduces students to design thinking and 3D technology applications including TinkerCAD and SketchUp. Students will be trained in safety procedures in our The AAS Design Lab prior to accessing technology tools including the 3D printer and the Glowforge laser cutter.

ART Drawing
1 semester, 0.5 credit, Grade: 9 - 12

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

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

ART Painting
1 semester, 0.5 credit, Grade: 9 - 12

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

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

Contemporary Art
1 semester, 0.5 credit, Grade: 9 - 12

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

IB Visual Arts (Standard Level or Higher Level)

1 year, 1.0 credit per year, Grade: 11 and 12
Prerequisite: Successful completion of Studio Art I. Prior experience in art techniques and methods is suggested and recommendation from the art instructor.

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

This is a course designed for students with a serious interest in pursuing the visual arts and a high level of commitment to artmaking, graphic design, and art history research. Students are required to record their explorations in a visual journal, demonstrating reflection and technical skills developed while completing their artwork. From this visual journal, students will compile a digital Process Portfolio demonstrating sustained experimentation, exploration, and refinement of their artworks. The Comparative Study examines three works of Art History by artists

from diverse cultural backgrounds and time periods. Students then create a visual essay presenting their research and reflection. The course culminates in a Senior Exhibition of artwork curated by each student in the spring of their Grade 12 year.

Theatre 9/10: Acting & Performance

1 semester, 0.5 credit, Grade 9 or 10

How does an actor prepare? In this semester of theatre, we focus on the performer. How can we use our voice, face, gesture, and movement to communicate expressively. How does an actor work with costume, lighting and sound to support performance? Over the semester, we will explore realistic performance, expressive movement, acting styles, as well as techniques that extend the performer, such as masks and puppetry. Students will learn approaches to rehearsal and text analysis, leading to a range of individual and group performance pieces through the semester.

Theatre 9/10: Devising & Performance

1 semester, 0.5 credit, Grade 9-12

Lose the script! How do ensembles produce new works of theatre? In this semester, we will explore collaborative approaches to creating original performances. From improvisation and research into professional theatre-makers, students will explore a range of styles and techniques that go beyond traditional scripted drama. Students will explore physical approaches to theatre as well as historical forms. Student ensemble groups will produce a showcase piece for performance at the end of the semester.

IB Theatre Arts (Standard Level and Higher Level)

1 years, 1.0 credit per, Grade: 11 and 12

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

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

Choir

1 year, 1.0 credit, Grade: 9 - 12

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

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

Concert and Jazz Band

1 semester 0.5 credit, or 1 year 1.0 credit, Grade: 9 - 12.
Prerequisite(s): - Ability to read standard music notation, Be able to play a band or jazz band instrument (including piano, guitar and bass) at an 'intermediate' level.

Concert and Jazz Band students will perform music of a variety of styles from the Big Band and Wind Ensemble repertoire. The course is open to all experienced woodwind, brass, percussion, guitar, bass guitar, and piano players, who are able to read and play music at an intermediate level. Guitarists and pianists should expect to 'double' on tuned or auxiliary percussion when performing concert band repertoire.

While instrumental technique, ensemble skills, and improvisation are the central focus of the course, students also gain an understanding of music theory and music creating skills in a range of musical styles and contexts.

Introductory Guitar

1 semester, 0.5 credit, Grade: 9 - 12
Prerequisite(s): No electric guitars: Acoustic only. Instruments are provided by the school.

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

Percussion Ensemble

1 semester, 0.5 credit, Grade: 9 - 12

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

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

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

High School String Ensemble

1 Year, 1.0 credit, Grade: 9 - 12
Prerequisite(s): Students must own their own instrument or rent from AAS for the duration of the course. Please note that AAS is only able to offer the following instruments to rent: Violin, Viola and Cello.

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

Ensemble Performance

1 year, 1.0 credit Grade: 11 and 12
Prerequisite(s): Previous participation in a school wind ensemble or audition.

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

IB Music (Standard Level and Higher Level)

2 years, 1.0 credit per year, Grade: 11 and 12
Prerequisites: Prospective students must have a prior knowledge of music theory, including basic musical terminology and the ability to play an instrument and/or sing at an

intermediate level. Students who are wishing to study music at the Diploma level will be required to obtain a recommendation from a music teacher at AAS, or from a teacher at a previous school who can attest to their musical knowledge and ability level. Students are required to study and analyze a wide range of music from different parts of the world, as well as different musical cultures and time periods. They will also develop aural perception and an understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context.

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

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

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

PHYSICAL & HEALTH ED.

Students will take a PE for both semesters in grades 9 and 10. In place of HS PE, students can take the WSI and Lifeguarding course.

High School PE

1 semester, 0.5 credit, Grade: 9 - 10

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

Athletic Training & Coaching

1 semester, 0.5 credit, Grade 10-12

Grade 10, 11 & 12 students will have an opportunity to stay connected to PE. The course will include IN-class and OUT-of-class instructional time. Students will experience sports & activities that will keep them active in their post high school life. Guest instructors will be available to assist with tennis, golf, volleyball, fitness, first aid scenarios, athletic taping, etc.

Students will learn how to officiate a sport (soccer, volleyball or basketball) and collaborate with PE/Athletics to officiate skill appropriate friendly matches and will earn their First Aid/CPR certification. Each student will choose a school enhancement semester project. Options could range from ES or MS after school activity, assisting with a tournament or any other great idea a student may propose.

Water Safety Instructor and Lifeguarding

1 semester, 0.5 credit, Grade: 9 - 10

1 semester, 0.5 credit, Grade: 9 and 10
Prerequisite(s): This class can be taken as an alternative to High School PE. Students must be a minimum of 15 years of age on January 22, 2021 in order to enroll in this course. This Aquatics Elective contains a combined Water Safety Instructor & Lifeguarding certification program.

The first part of the elective covers the Water Safety Instructor certification. Students are trained to become a Water Safety Instructor (WSI) for Parent and Child Aquatics Levels 1 - 2, Preschool Aquatics Levels 1 - 3, Learn-to-Swim Levels 1 - 6, three adult courses as well as the Basic Water Rescue and Personal WaterSafety courses and more. WSI develops the understanding of how to use the course materials, how to conduct training sessions and how to evaluate participants' progress. The second part of the elective covers the Lifeguard certification and trains participants to be a Lifeguard for swimming pools. Coursework provides entry-level participants the knowledge and skills-set to prevent, recognize and respond to aquatic emergencies such as: provide care for breathing, cardiac emergencies, physical injuries and sudden illnesses. Students will participate in collaborative "hands-on" lifeguard scenarios in conjunction with the AAS Medical Office and Security teams.

After successfully completing the course and Red Cross examinations, participants will earn a dual ARCWater Safety Instructor and Lifeguarding Certificate. This certification is valid for 2 years and includes First Aid and CPR/AED for the professional rescuer.

Health Education

1 semester, 0.5 credit, Grade: 9 and 10

As an international learning community, AAS is committed to being a health-promoting school in which the whole community supports a holistic approach to health education. While parents have the fundamental responsibility for their children's health and education for healthy living, the schools' health curriculum will provide skills and information to help students make informed choices about their health and well being throughout their lives. Health encompasses the physical, mental, emotional, and social aspects of life. Through health education and school life, students will learn how to take care of themselves and others and respect differences within society. Assessment is based on a combination of tasks that include classwork and homework, quizzes, projects. Students are also evaluated on their classroom behavior, appropriate participation in discussions, and personal behavior in the health classroom. Students are required to take the Health course for one semester of Grade 9 or Grade 10. Students entering Grade 9 can opt to take the course in either grade. Students entering Grade 10, who have already taken a health class at AAS or the equivalent at another school, will not be required to take the health class in Grade 10.

Skills for Academic Success (SAS)

1 semester, 0.5 credit, Grade 9-12

Do you feel ready to handle the demands of high school? IB? University? Do you know that your planning or study skills aren't quite what they should be? If so, then this is the course for you. The SAS (Skills for Academic Success) course will teach students the critical executive function strategies that promote academic success and how to apply the concepts of positive psychology to your outlook on school and life to feel more content and better able to meet life's challenges.

By the end of the course, students will have a better understanding of themselves as learners and have a toolbox of strategies to assist them with their studies. Topics will range from time management and memory strategies to increasing optimism and finding self-direction and purpose. It is a course that is designed with the student at the heart and is all about a path to discovery and finding personal success.

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Global Online Academy (GOA)

AAS is proud to offer students a chance to take exciting online courses with students from around the world through Global Online Academy (GOA). GOA is an international consortium of member schools that design and offer classes to high school students. For the 2021-2022 school year, we are piloting GOA classes for elective credit for current grade 9 students entering grade 10 in 2021-2022 and current grade 10 students entering grade 11 in 2021-2022. These classes will be noted on the AAS transcript as pass/fail based on the students' performance in the course. There is no additional fee to families if their child chooses to take a GOA course. Finally, AAS's intention is that students taking a GOA will have an AAS teacher support them during the year in a class.

You can find the list of GOA courses offered HERE. There are three options for courses: Semester 1, Semester 2, and Yearlong. A form will be sent out to students to express an interest in taking a GOA course during the same window as AAS course sign up. High school leadership will confirm placement in the GOA course after reviewing the student's request and looking at the past success of the student's online experience.

If you have any further questions about GOA, please contact the GOA Site Director, Kirsten Welbes, at kirsten.welbes@aas.ru.

To help better understand GOA, please see information from GOA below.

What is Global Online Academy?

The mission of GOA is to reimagine learning to empower students and educators to thrive in a globally networked society. We deepen learning through courses that equip students with the knowledge, skills and dispositions to be successful in high school, college, career, and life.

Our organization expands educational opportunities for your child by making available the hallmarks of our 115+ member schools - teaching expertise and excellence. By banding together as a consortium, the schools that make up GOA are able to offer far more courses than any single school could offer on its own. Not only that, the global make-up and online format of our courses help students develop modern learning skills such as cross-cultural collaboration, time management, project planning, advocacy, and real world problem-solving.

How can I be sure this is a quality experience?

Your school has evaluated the GOA program and affirmed that the quality of instruction and student experience are equivalent in quality and experience to the courses offered on campus. GOA courses are observed and evaluated by our staff to ensure they meet the standards of our exemplary schools. All GOA teachers receive 60 hours of professional development prior to teaching a course.

AAS Moscow High School Course Planner 2020-2021

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