AISL

American International School of Lagos

HIGH SCHOOL PROGRAM GUIDE

2023-24

AISL
American International School of Lagos

Established
1963

High School Program Guide 2022 - 2023

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Letter from the Middle/High School Principal
AISL High School Program Overview
Course Offering Overview By Department
- English
- Social Studies
- Science
- Mathematics
- Performing Arts
- Visual Arts
- Dance
- Physical Education
- World Language
- English Department
  - English 1 7010 & Social Studies 7310
  - English II 7021
  - English III 7030
  - English IV 7040
  - IB English SL I 7031 / IB English SL II 7041
  - IB English HL I 7032/ IB English HL II 7042
- English Language Learning Department
  - Eng Communication 1 7012
  - Eng Communication 2 7020
- Math Department
  - Integrated Math 9 7113
  - Integrated Math 9 Extended 7114
  - Integrated Math 10 7120
  - Integrated Math 10 Extended 7121
  - Applied Mathematics A
  - Applied Mathematics B
  - IB Math Applications and Interpretations SL I 7133 / II 7143
  - IB Math Analysis and Approaches SL I 7135 / II 7145
  - IB Math Analysis and Approaches HL I 7136 / II 7146
- Science Department
  - Chemistry I 7220
  - IB Chemistry SL I 7230/ IB Chemistry SL II 7240
  - IB Chemistry HL I 7233/ IB Chemistry HL II 7243
  - Biology I 7210
  - IB Biology HL I 7234/ IB Biology HL II 7244
  - Physics I 7221
  - IB Physics SL I 7232 / IB Physics SL II 7242
  - IB Physics HL I 7235 / IB Physics HL II 7245
- Social Studies Department
  - Social Studies 7310 & English 1 7010
  - Modern World & US History 7321
  - IB Psychology SL I 7333 / IB Psychology SL II [add number]
  - IB Psychology HL I 7336 / IB Psychology HL II [add number]

- IB Economics SL I 7332/ IB Economics SL II 7343
- IB Economics HL I 7334/ IB Economics HL II 7344

World Languages Department
- French Beginner 7410, Spanish Beginner 7411 or Arabic Beginner 7450
- French Intermediate 7430, Spanish Intermediate 7438, or Arabic Intermediate
- French Advanced 7440 or Spanish Advanced 7442
- IB French Ab I 7433/ IB French Ab II 7446
- IB Spanish Ab I 7436/ IB Spanish Ab II 7448
- French B SL I 7432/ IB French B SL II 7447
- IB Spanish B SL I 7435/ IB Spanish B SL II 7443
- IB French B HL I 7434/ IB French B HL II 7441
- IB Spanish B HL I 7437/ IB Spanish B HL II 7445

Performing Arts Department
- Theatre Arts 7552
- High School Concert Band 7550
- High School Choral Arts 7554

Visual Arts Department
- Art Foundation 1 7510
- IB Art SL I & II 7530 & 7540 / IB Art HL I & II 7531 & 7541

Health and Physical Education Department
- HPE I 7610/ HPE II 7620
- Self Defense I 7631
- Sports Training I 7630

Additional Courses
- TOK I/ TOK II 7331/7341 (Theory of Knowledge I and II)
- Junior Seminar 7931
- Individualized Learning
- English as an Additional Language

Letter from the Middle/High School Principal

August, 2023

Dear Students and Parents,

The American International School of Lagos High School Program Guide has been designed to be an essential resource to provide clarity pertaining to programming as well as a tool to assist in planning the academic program in the high school.

This handbook contains descriptions of subjects offered in grades 9 through 12 as well as the various units of inquiry that make up each subject area's program of learning. This will help prospective parents understand how AISL curriculum will be viewed in relation to a current system of study and will also be an important reference for students when planning the schedule of courses for the upcoming year.

Please do not hesitate to consult with me, the IBDP Coordinator and/or our school's academic counselor in order to make the best decisions in the course selection process.

Best regards,

Kathleen Bowin
Middle/High School Principal
kbowin@aislagos.org

AISL High School Program Overview

The AISL High School is committed to helping all students in Grades 9-12 *be the best versions of themselves so they can joyously soar on their own paths of learning, growing, leading, and contributing as world citizens*. The High School realizes this commitment by offering a broad and balanced curriculum with a strong academic foundation. All AISL students have the opportunity to earn the American High School Diploma and/or the International Baccalaureate Diploma Program. The AISL High School program is designed to support students as they develop their abilities to think critically, to communicate effectively, and to learn independently. Each year AISL graduates are accepted at selective colleges and universities around the world.

As stated in the AISL Vision Statement, the High School is designed to equip students with the knowledge, skills, and attitudes necessary to create a just and sustainable world.

AISL Diploma Program

AISL is a dual-diploma school, in that we are accredited by the Middle States Association to offer a US high school diploma (which we call the AISL Diploma), as well as being authorized to offer the International Baccalaureate Diploma.

Students who want to receive the AISL Diploma, must meet AISL's High School graduation requirements. They take the same academic classes and electives in ninth and tenth grades as all other students. In eleventh and twelfth grades, students have the following options with their core classes: Enroll in a class for an IB Certificate at Higher or Standard Level, or take the class at the AISL Diploma level. An AISL Diploma level class has the same standards of an IB Standard Level class, but all assessments in an AISL Diploma class are internal, devised by the teacher. Students following the AISL Diploma path may also take High School elective and PE classes.

The AISL Diploma pathway is best for students planning to attend college in the United States, at less-selective universities in Canada, and US-accredited universities in Europe. It is difficult, and sometimes not possible, to attend a university in the UK, Europe, or Asia with a US high school diploma.

High School Grades 9-10

Core Courses

Students in Grades 9-10 are required to take the following courses:

- English
- Sciences
- Mathematics
- Social Studies
- Health/Physical Education

World Languages

Students in Grades 9-10 have the opportunity to study one of the following World Languages:

- French
- Spanish

Elective Courses

In addition to the core courses and modern languages, Grades 9-10 are able to take one year elective courses in the following areas:

- Arts including:
  - Band
  - Theatre Arts
  - Visual Arts
  - Dance

- Integrated Sciences

- Other electives:
  - STEAM
  - Technology (Computer Science)

International Baccalaureate Diploma Programme

AISL offers the International Baccalaureate Diploma Programme (IBDP) to students in Grades 11-12. The IB DP is a challenging, externally assessed and moderated, two-year course of study. Academically comprehensive and globally recognized, the IB Diploma programme prepares students for entry to university systems all over the world. It is a philosophically coherent program of studies that seeks to develop in students not only a respect for intellectual rigor in the arts and sciences but also an appreciation of internationalism, global awareness, and social service. The IB Diploma curriculum is made up of the DP core and six subject groups. More in-depth information about the IB Diploma Programme at AISL can be found here.

DP Core

Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills. The three required core components are:

- **Theory of Knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- **The Extended Essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- **Creativity, Activity, Service**, in which students complete a project related to those three concepts.

Six Subject Groups

To obtain the IB Diploma, students must satisfy the curricular requirements of six IB subjects taken concurrently during the last two years of high school.

Group 1: Studies in language and literature
Group 2: Language acquisition
Group 3: Individuals and societies
Group 4: Sciences
Group 5: Mathematics
Group 6: The Arts or Other

Other - Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students will take some subjects at higher level (HL) and some at standard level (SL). Each student is required to take at least three (but not more than four) subjects at higher level, and the remaining at standard level in order to earn an IB Diploma.

IBDP Certificate Candidates

Students may enroll in one or more IBDP subjects, either at a higher level (HL) or standard level (SL), as a part of their regular high school program and earn a certificate in that subject based upon successful completion of the course and the exams.

Pamoja and Online Learning

AISL offers online learning opportunities to enhance the IB Diploma Program through Pamoja. Pamoja is the only provider approved by the International Baccalaureate Organization to teach courses online for the IB Diploma. Pamoja provides a broad selection of courses across the IB Diploma core and the six subject groups, open to schools who offer the Diploma Programme. Our online courses cover the same course content and prepare students for the same assessments as traditional face-to-face IB DP courses. You may click here to find out more about IB courses offered through Pamoja.

School Support Self Taught Languages

If a student is interested in pursuing the IB Diploma, and wishes to study a Language A in their native language (other than English), AISL supports students through the School Supported Self Taught Program (SSST). This is a two year course in Literature for Language A and is available for students to study at Standard Level (SL) only. Students and parents need to find a tutor that would be available to support the student in their own language. Students who wish to study a Language A in their native language should consult with the IB Diploma Coordinator.

Visit the IB website to learn more about the philosophy underpinning the IB Diploma Programme.

AISL High School Diploma Requirements

All AISL High School students are required to earn a minimum of 26 credits in order to earn an AISL High School Diploma. Each one credit earned is equivalent to satisfactorily completing a full year class. Specific credit requirements include:

English	4 credits
Math	3 credits
*World Languages	3 credits
Sciences	3 credits
Social Sciences	3 credits
Health and Physical Education	2 credits
The Arts	2 credits
Additional Courses	5 credits
Total:	**25 credits**

*Study of English - English Language Learners (ELLs) who are enrolled in English as an Additional Language (EAL) class may use that second English class to fulfill the world languages requirement.

Student Support Services

The High School embraces diversity and is committed to supporting the learning needs of all students. Our Student Support Service Program strives to ensure that all students have equitable access to learning and opportunities to set goals and pursue different pathways to achieve goals. Through an inclusive and nurturing educational environment, students are encouraged to become independent, lifelong learners in a global society.

English as an Additional Language

High School students who are non-native speakers of English and have gaps in their social and academic English language skills receive support in the classroom or in small groups outside of the classroom in order to access the AISL curriculum. They will be enrolled in English Communication 1, a pass/fail course with credit.

Learning Support

High School students who receive Tier 3 support receive targeted support in small groups outside of the classroom in order to access the AISL curriculum. Students with an educational-psychological assessment indicating the need for accommodations, receive accommodations for instruction and assessment.

Counseling

Counseling services (MS/HS Counselors and IB Coordinator) are available to provide High School students with academic counseling/course selection, social and emotional support, and career/university advising and guidance. AISL has an experienced MS/HS University and Academic Counselor who works closely with students and their parents, assisting in all areas of the college search and application process.

Other Programs

The following programs are designed to support student achievement, well being, and success in the High School.

Advisory

The Advisory Program is a support system designed to help students feel a sense of belonging and connection to the High School. Each student is assigned to a teacher/ advocate who is responsible for overseeing that student's total performance and involvement in the High School. This program is enriched through lessons and special programs focused on self concept/identity, relationship building, responsible decision making, conflict resolution, service learning, etc.

Students meet in small grade-level groups with an Advisor regularly once each week, designated by their House. During these times, students are engaged in a structured set of activities designed to develop their sense of independence, responsibility, and belonging as well as discuss and learn about social emotional development and current, relevant topics. With strong connections to an adult who a student believes really cares about them, students are more likely to learn the executive function skills that will support their future success. Advisory not only makes a significant impact on individual students, it also helps to support a positive overall school climate.

Afterschool Athletics/Activities

The High School has a vibrant co-curricular program designed to meet the passions, interests and needs of students. Each semester, High School students have an opportunity to participate in a variety of after school activities, which include intramural sports, games, digital media, art, drama, and music. Through the Western African International School Activities League (WAISAL), High School students also have opportunities to participate in athletic competitions, art festivals and leadership workshops with students attending other international schools in West Africa. For questions about after school athletics / activities contact Steve Liss, Activities Director sliss@aislagos.org.

Global Online Academy (GOA)

Global Online Academy (GOA) is an international consortium of leading independent schools that offers rigorous online courses and unites behind a common mission: to reimagine learning to empower students and educators to thrive in a globally networked society.

Through GOA, AISL has both expanded the elective course offerings available to AISL students in Grades 9-12 and provided our students the unique opportunity to connect with students from across the country and around the world. (See MS/HS Student-Parent Handbook for registration guidelines and procedures) We also join a network of leading independent schools that is proactively defining this niche, creating new learning environments, developing a global community, and leveraging technology and modern learning skills to help students connect, share and learn. Click here to discover more about GOA course offerings and read the GOA Course Request Overview. For questions about GOA contact Andy Mennick, MS/HS University and Academic Counselor amennick@aislagos.org.

Service Learning

Through the Service Counsel, High School students have an opportunity to work with their peers, teachers, and advisors on projects that have a positive positive impact on the school campus as well as local and global communities. Through service learning, our high school students begin to develop an understanding about what it means *to create a just and sustainable world*. For questions about

Service Learning contact Natalie Gilbert, ngilbert@aislagos.org High School CAS and Service Learning Coordinator.

Technology Integration/Digital Citizenship

Students used technology in the High School to amplify learning and increase their abilities to communicate, collaborate, express themselves creatively, think critically, and solve problems. Students leverage technology - hardware and applications - to enhance their understanding of content areas, connect to their learning community, and understand the world around them. Students are creators of content, not just consumers of content, finding original ways to demonstrate their learning through new tools. High School students also learn what it means to be a responsible digital citizen.

The partnership between school and family is essential to the success of a High School student. We look forward to working in partnership to ensure that your child feels included, challenged and successful in our High School

Junior Seminar

Junior Seminar is designed to provide IB DP students with resources, support, and experiences that will assist them in solidifying academic and interpersonal skills for IB DP success, along with orienataion to the Extended Essay and CAS. Junior Seminar also includes time for career exploration, and the start of understanding the college admissions process. This course is required for eleventh grade students but does not receive academic credit.

Course Offering Overview By Department

ENGLISH
English I
English II
English III
English IV
IB English Literature SL I & II
IB English Literature HL I & II

ENGLISH LANGUAGE LEARNING
Eng Communication 1
Eng Communication 2

SOCIAL STUDIES
Social Studies
Modern World & US History
IB Psychology SL I & II
IB Psychology HL I & II
IB Economics SL I & II
IB Economics HL I & II

SCIENCE
Integrated Science 9
Integrated Science 10 (from 2024)**
Chemistry I (until 2024)
IB Chemistry SL I & II
IB Chemistry HL I & II
IB Biology SL I & II
IB Biology HL I & II
Physics I (until 2024)
IB Physics SL I & II
IB Physics HL I & II
Environmental Science I

MATH
Integrated Math 9
Integrated Math 10
Integrated Math 10 Extended
Applied Mathematics A
Applied Mathematics B
IB Math Applications and Interpretations SL I & II
IB Math Analysis and Approaches SL I & II
IB Math Analysis and Approaches HL I & II

PERFORMING ARTS
Dance*
Theatre
Advanced Theatre
High School Band
High School Choir
High School

VISUAL ART
Art Foundations I & II
IB Art SL I & II
IB Art HL I & II

WORLD LANGUAGE - FRENCH
French Beginner
French Intermediate
French Advanced
IB French Ab Initio I & II
IB French B SL I & II
IB French B HL I & II

WORLD LANGUAGE - SPANISH
Spanish Beginner
Spanish Intermediate
Spanish Advanced
IB Spanish Ab Initio I & II
IB Spanish B SL I & II
IB Spanish B HL I & II

HEALTH AND PHYSICAL EDUCATION
HPE I
HPE II
Self Defense
Sports Training

REQUIRED IB COURSE
TOK I / TOK II
^ Junior Seminar

ADDITIONAL COURSES
^^Individualized Learning
^^English as an Additional Language

Notes

^ Semester-long course

^^SSS courses

* May count towards PE credits required for graduation

** Not offered in 2023-2024

English

The English program at AISL includes reading, writing, and the creative and analytical acts involved in producing and comprehending texts. Learners also use oral and written language to make sense of the world, and to communicate, problem solve, and participate in decision-making. The American Education Reaches Out (AERO) English Language Arts Standards drive the development of the key skills, strategies and understandings of the essential and relevant components of 2st century literacy, so students can:

- Engage thoughtfully and critically with a wide variety of literary and informational media
- Make meaning, ask questions, and express ideas while listening, reading, and viewing
- Use language and literacy purposefully across a variety of authentic contexts to make connections, amplify experience, broaden perspective, design and share information for global communities, and reach audiences
- Communicate ideas clearly and articulately through speaking, writing, and representing
- Develop proficiency with the tools of technology
- Build relationships with others to pose and solve problems collaboratively and cross-culturally
- Manage, analyze, and synthesize multiple streams of simultaneous information

	English - Reading & Writing
9th	• Identity • Ethics & Technology • Social Movements • Urban Visions
10th	• Short Stories • Reading Circles: A selection of YA novels • Novel Study: Fiela's Child by Dalene Matthee • Novel Study: Purple Hibiscus, by Chimamanda Ngozi Adichie • Reading Comprehension and Academic Vocabulary

Social Studies

The AISL Social Studies program provides diverse, authentic and transferable opportunities for our Eagles to develop important skills and understandings to better comprehend the historical and current nature of the world as well as their role as global citizens of a culturally diverse, equitable, inclusive and just society in an interdependent world who can make a positive difference.

The AERO Social Studies Standards drive the development of the key skills and understandings through eight distinct concepts: Time, Continuity and Change, Connections and Conflict, Geography, Culture, Society and Identity, Government, Production, Distribution and Consumption, and Science, Technology and Society. Through intentionally-designed units of study, learners are able to:

- Engage in inquiry and conduct research
- Draw evidence-based conclusions
- Critically and creatively apply knowledge and concepts to solve complex, authentic, 'wicked' problems now and in the future

The social studies units below integrate key literacy, math and, where relevant, science standards to ensure a rich and meaningful learning experience.

	Social Studies
9th - Social Studies	• Identity • Ethics & Technology • Social Movements • Urban Visions (Geography)
10th - Modern History	• US Civil Rights Movement • Zionism, the Creation of Israel and the Arab-Israeli Conflict • The British in India • Ancient India to 1756 • Viewpoints and Conflict

In the IB Diploma Program, AISL offers two courses in the Social Studies curriculum: Psychology and Economics, both at Standard Level (SL) and Higher Level (HL).

	Psychology
11th	• Introduction to Psychology and Quantitative Research methods • Cognitive Approach to Behavior • Biological Approach to Behavior • Memory
12th	• Biological Approach to Human Behavior • Neurotransmitters • Human Relationships • Socio-cultural Approach to Behavior
	Economics
11th	• Introduction to Economics - Key concepts and history • Microeconomics

	○ Supply, Demand, and Equilibrium ○ Critique of the rational consumer and producer (HL) ○ Government intervention ○ Market Failure - ■ Externalities, public goods, common pool resources ■ Asymmetric information (HL) ■ Competitive structure (HL) ● Macroeconomics ○ Aggregate Demand and Supply and Equilibrium ○ Measuring the economy ○ Macroeconomic objectives and inequality ○ Macroeconomic Policy
12th	● Macroeconomics Project ● Global Economy ○ Trade and Protectionism ○ Economic Integration ○ Exchange rates ○ Balance of Payments ○ Economic growth and development

Science

The program is driven by the Next Generation Science Standards (NGSS) with attention paid to the three dimensions of learning: the fundamental science and engineering practices, developing knowledge of the cross-cutting concepts that are foundational to science disciplines and disciplinary core ideas.

With the scientific inquiry cycle at the heart, learning is student-driven, hands-on and is centered around 'phenomena' that spark students' curiosity and wonder. Students will ask questions, construct explanations, plan and carry out investigations and engage in arguments from evidence, and apply and transfer their understanding through authentic, performance-based tasks and assessments. For engineering, the students explore real-life problems and take action through investigating, testing and iterative designing. Other fundamental practices developed through the curriculum include:

- developing and using models,
- using mathematical and computational thinking,
- data collecting, interpreting and analyzing
- obtaining, evaluating, and communicating information.

The science units below integrate key literacy, math and social studies standards, where relevant, to ensure a rich and meaningful learning experience for students.

	Integrated Science
Grade 9	Biology ● Characteristics and Chemistry of Life ● Molecules of Life ● Genetics ● Ecology ● Evolution Physics ● Measurements ● Kinematics & Dynamics ● Temperature & Heat ● Waves ● Electricity ● Magnetism ● Atomic & Nuclear Physics Chemistry ● Atomic structure ● Simple chemical reactions and stoichiometry ● Energetics ● Kinetics ● Climate change
Grade 10	To begin in 2024

	Biology
Grade 9	Biology not offered.
Grade 10	Biology not offered.
Grade 11	• Cell Biology • Molecular Biology • Genetics • Ecology • Evolution
Grade 12	• Human Physiology • Plant Biology • Neurobiology and Behavior • Internal Assessment

	Physics
Grade 9	Physics not offered.
Grade 10	• Measurements • Kinematics & Dynamics • Temperature & Heat • Waves • Electricity • Magnetism • Atomic & Nuclear Physics
Grade 11	• Measurements & Uncertainties (SL & HL) • Mechanics (SL & HL) • Thermal Physics (SL & HL) • Oscillations & Waves (SL & HL) • Electricity & Magnetism (SL & HL) • Circular Motion & Gravitation (SL & HL) • Atomic, Nuclear & Particle Physics (SL & HL)
Grade 12	• Energy Production (SL & HL) • Internal Assessment (SL & HL) • Wave Phenomena (HL only) • Fields (HL only) • Electromagnetic Induction (HL only) • Quantum & Nuclear Physics (HL only) • Astrophysics (SL & HL)

<table>
<tr><th></th><th colspan="2">Chemistry</th></tr>
<tr><td>Grade 9</td><td>Chemistry not offered.</td><td></td></tr>
<tr><td rowspan="2">Grade 10</td><td colspan="2">Chemistry I
The relationship between the structure of matter and its chemical and physical properties is introduced to develop an understanding of the physical processes observed on a daily basis. Topics that are explored include: modern atomic theory, quantitative description of chemical processes, the periodic properties of matter, the physical structure of matter; including the bonding of molecules, the role of energy in reactions, factors that influence the speed of reactions, factors that influence the completeness of a chemical reaction, and the properties of acids and bases. Developing skills in designing and performing laboratory experiments is a key focus.</td></tr>
<tr><td colspan="2">• Atomic structure
• Simple chemical reactions and stoichiometry
• Energetics
• Kinetics
• Climate change</td></tr>
<tr><td>IBDP - SL & HL</td><td>IB Chemistry SL I/IB Chemistry SL II
In this course, students will further investigate how the structure of atoms and molecules determines the physical and chemical properties of matter. Students will study topics in quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, organic chemistry, and oxidation and reduction. An additional topic beyond the core is required and students will study “Medicinal Chemistry” to meet this requirement. The students also develop skills in conducting laboratory experiments and evaluating the results conducting a minimum of 40 hours of laboratory work over the two year period. During IB Chemistry II Students will also conduct an Internal Assessment laboratory project comprised of approximately 10 hours of individual research and a 7-12 page formal report which constitutes 20% of their IB score.</td><td>IB Chemistry HL I 7233/ IB Chemistry HL II 7243
This course studies the topics listed above in IB Chemistry SL I to a greater extent and depth. The HL course also involves a more mathematical description of chemical processes. These students will have completed a minimum of 60 hours of laboratory work over the two year period. The majority of these students will be expected to include science as a major component of their university studies.</td></tr>
<tr><td>Grade 11</td><td colspan="2">All topics except Stoichiometry have an SL section and an additional HL section.

• Atomic structure
• Measurement and Uncertainty
• Stoichiometry
• Bonding
• Periodicity
• Energetics
• Kinetics</td></tr>
<tr><td>Grade 12</td><td colspan="2">• Equilibrium</td></tr>
</table>

	• Acids and Bases • Redox • Organic • Analytical • Internal Assessment

Integrated Mathematics

The AISL Mathematics program is driven by the AERO Mathematics Standards which places emphasis on the conceptual underpinnings of mathematics as part of developing a deep understanding of mathematical strands rather than solely arithmetic. Mathematical understanding involves students:

- engaging in relevant, authentic, rich tasks that invite inquiry and investigation
- posing questions to identify and solve problems using a variety of tools and strategies
- using math practices to solve problems and justify answers
- Strengthening and employing fluency of procedural skills (operations, tools, strategies)
- discovering multiple methods for seeking solutions
- developing critical, creative, logical and computational thinking
- communicating mathematical ideas with accuracy, precision and clarity

9th	• Significant Figures and Scientific Notation • Index Laws • Radicals • Linear Equations and Inequations • Algebraic Expansion and Factoring • Coordinate Geometry • Simultaneous Linear Equations • Right Triangle Trigonometry • Congruence and Similarity • Deductive Geometry • 2D and 3D Measurement • Statistics
9th +	• Significant Figures and Scientific Notation • Index Laws • Radicals • Linear Equations and Inequations • Algebraic Expansion and Factoring • Coordinate Geometry • Simultaneous Linear and Non-Linear Equations • Right Triangle Trigonometry • Congruence and Similarity • Deductive Geometry • Geometric Proofs • 2D and 3D Measurement and Problem Solving • Statistics • Comparing Numerical Data
10th	• Index Laws and Radicals • General Functions • Quadratic Functions and Equations

	• Exponential Functions and Equations • Sets and Probability • Sequences and Series • Trigonometry
10th +	• Index Laws and Radicals • Functions • Quadratic Functions and Equations • Probability • Algebraic Fractions • Exponential Functions and Equations • Logarithms • Sequences and Series • Advanced Trigonometry • Circle Geometry • Inequalities • 2D and 3D Geometry • Polynomial Functions

Performing Arts

Length: Year

The Performing Arts program at AISL follows the National Core Arts Standards which define artistic literacy and clarify connections between the arts and 21st century skills. By nature of living in a country that is rich with culture as well as being a school serving students of multiple nationalities, AISL celebrates our rich diversity through the expression of human creativity and imagination.

The Performing Arts course incorporates dance/movement, music (instruments, singing), and theatre. Through a variety of opportunities, Eagles artistically express their interpretation of the world around them where they are able to Create, Present, Respond and Connect. Students are given opportunities for student choice, student voice, and Student Directed Learning (SDL) throughout the courses.

The performing arts units below ensure a rich and meaningful learning experience for the students.

	Performing Arts (Year Long Course)
Grades 9, 10, 11, 12 (mixed classes)	Year Long Overarching Program- Creating and Building an Ensemble Units consist of: **Dance/Movement:** Cultural Dance Modern Dance World Dance Ballroom Dance **Music:** Choral Speaking Choir Singing Duet/Solo Singing Instrument Playing **Theatre:** Improvisation Devising Theatre Physical Theatre Monologues,Duologues <u>Semester 1 1st half</u> Exploring the Performing Arts disciplines - Dance/Movement, Music (singing, playing

	instruments), Theatre Semester 1 2nd half Quality skills, knowledge, and attitudes for performance Semester 2 1st half Creating Performances with an intended purpose and intended audience Semester 2 2nd half Expressing Social, Emotional and Mental Health Issues in Performing Arts (all Performing Arts disciplines)

Visual Arts

The Performing and Visual Arts program at AISL follows the National Core Arts Standards which define artistic literacy and clarify connections between the arts and 21st century skills. By nature of living in a country that is rich with culture as well as being a school serving students of multiple nationalities, AISL celebrates our rich diversity through the expression of human creativity and imagination. Through a variety of mediums, Eagles artistically express their interpretation of the world around them through a variety of visual and performing arts where they are able to:

- Create
- Present
- Respond
- Connect

	Visual Arts
Graphics and Digital Art	The Graphic Art and Digital Art class for 9th grade is a comprehensive course that aims to introduce students to the world of visual communication, creativity, and digital media. Through hands-on projects and exploration of various techniques and tools, students will develop their artistic skills, understanding of design principles, and proficiency in digital art software.
	• Introduce and develop students' understanding of the basic principles of design, including color theory, composition, visual storytelling, and visual communication. • Familiarize students with a range of traditional and digital art techniques and mediums as well as the use of digital tools and software commonly employed in graphic design, such as Adobe Photoshop, Illustrator, and InDesign. • Explore different forms of digital art, including digital painting, illustration, photo manipulation, and graphic design. • Explore different forms of graphic art, including typography, logo design, and poster design. • Explore different techniques of fine arts, drawing, painting, printmaking. • Cultivate creativity, critical thinking, and problem-solving skills through art projects and exercises. • Foster an appreciation for art history and contemporary art movements in relation to graphic design, digital art and fine arts. • Encourage collaboration, peer feedback, and constructive critique sessions. • Provide opportunities for self-expression and personal growth through creative exploration.
Media & Fine Arts	The Media and Fine Arts class for 10th grade offers students the opportunity to explore the world of visual arts through a combination of traditional and digital mediums. This interdisciplinary course combines elements of fine arts, media studies, and creative expression. Students will engage in hands-on projects, critical analysis, and discussions to develop their artistic skills, gain an understanding of various media forms, and explore the ways in which media influences and reflects society.

	• Introduce students to the principles, techniques, and concepts of both traditional and digital arts. • Develop students' artistic skills through exploration of **drawing, painting**, **sculpture**, **photography, computer graphics** and **digital art**. • Familiarize students with the historical and cultural contexts of fine and media arts. • Encourage critical thinking, creativity, and problem-solving skills through art projects and media analysis. • Foster an appreciation for diverse artistic expressions and encourage individuality in artistic exploration. • Promote collaboration, peer feedback, and constructive critique sessions to enhance artistic growth. • Develop students' ability to analyze and interpret media artworks, recognizing their social, cultural, and historic significance. • Support the development of a portfolio showcasing students' artistic growth and accomplishments.
IB Art I/II	**Theoretical practice (the critic)** Using investigative strategies, critical thinking, comparative analysis and reflection, students will examine various art forms and artists from different times, places and cultures. They will investigate different techniques and processes, enquiring into their contextual evolution. They will explore ways of communicating knowledge in both visual and written forms. **Art-making practice (the maker)** Through exploration and experimentation students will discover and apply a variety of artistic techniques. They will develop their own concepts throughout this explorative process and, with reflection and self-evaluation, produce a considered body of work. **Curatorial practice (the curator)** Through careful, informed viewing of artworks and exhibitions students will develop an ability to formulate their own considered response. They will begin to articulate your intentions for developing and displaying their own work. They will also consider the relationship between artist and audience and what it means to exhibit work; learn to select and present their own work effectively; and articulate intentions and the connections between their artworks.
SL/HL	The course may be taken at Standard Level (SL) or Higher Level (HL). There are additional assessment requirements for HL: students explore art-making techniques in more depth and breadth and produce a larger, more considered body of work, with added awareness of the viewer's relationship. They also reflect more on how other artists have influenced their own work.

Dance

Learning in physical education is driven by the National Physical Education Standards (SHAPE), which focus on leading students to:

- establish habits for good health,
- develop fundamental and advanced motor skills
- improve self-confidence
- increase levels of physical fitness that are associated with high academic achievement.

Additionally, it encourages Eagles to develop personal and social behaviors, including self-management, sportsmanship, problem-solving, safety and communication skills that encourage respect for self and others. Similarly, the patterns of physical activity acquired during childhood and adolescence are likely to be maintained throughout our graduates' lifespan, providing physical, mental, self-expression and social benefits.

<table>
<tr><td></td><td></td></tr>
<tr><td rowspan="2">Dance</td><td>Semester I: Introduction to Dance
This course is designed for any student who would like to use the assets of dance to improve physical "fitness" and to develop the confidence and ability to dance either for fun or as a performer. This course combines fitness, dance technique, and dance choreography.
The class is designed to improve physical skills such as, posture, strength, flexibility and balance, as well as introduce choreographic and improvisational techniques. Students will learn the techniques and vocabulary for various types of dances, including Contemporary dance, Caribbean dances, African styles and others.
Students will incorporate what they have learned into creative dance choreography (Solo Composition).
Appropriate injury prevention techniques will be explored along with aspects of the anatomy and nutrition.
Students will perform for each other in class and have the option to perform at the school show.

Semester II: Dance II
Dance II is designed to increase their knowledge and skills. The course continues to focus on "fitness", dance, choreography, various styles of dance, and body mechanics techniques, but at a more complex level. Students will be expected to master more detailed technique, will explore creative choreographic expression more deeply, and will accomplish and assimilate dance skills at a more rapid pace. Students will also be asked to provide more in-depth choreography analysis and to use more complex choreographic forms in their own work. Students will incorporate skills and knowledge to create a Group Composition.</td></tr>
<tr><td>The main topics / areas of focus are
● Technique
● Performance</td></tr>
</table>

	• Composition

Physical Education

Learning in physical education is driven by the National Physical Education Standards (SHAPE), which focus on leading students to:

- establish habits for good health,
- develop fundamental and advanced motor skills
- improve self-confidence
- increase levels of physical fitness that are associated with high academic achievement.

Additionally, it encourages Eagles to develop personal and social behaviors, including self-management, sportsmanship, problem-solving, safety and communication skills that encourage respect for self and others. Similarly, the patterns of physical activity acquired during childhood and adolescence are likely to be maintained throughout our graduates' lifespan, providing physical, mental, self-expression and social benefits.

	Physical Education
HPE1	• Team and individual sports / fitness activities • Mental health • Health check ups • Environmental health • Sleep • Conflict • HIV/AIDS • Chronic disease • Nutrition • Eating disorders • Dehydration • Drug abuse • Ergogenic drugs
HPE2	
Sports Training & Self-Defense	• Team and individual sports /fitness activities • Human anatomy & physiology • Illness & disease • Food & nutrition • Principles of training • Illegal drug use • Ergogenic drug use • Sporting injuries • Principles of Self Defense: • Avoidance • Awareness • Choice of defense • Hand to hand combat techniques from Karate, Judo, Aikido and Jujitsu. • The use of common implements for self-defense. • Fitness and conditioning for self-defense. • Studies on: Peer pressure, Road rage, Drugs and violence, Sexual harassment, internet safety, Kidnapping etc.

World Language

Learning a world language has the power to foster an understanding of the interrelation of language, culture and human nature. At the most basic level, it teaches and encourages respect for other peoples by expanding one's view of the world, liberalizing one's experiences, and inviting more flexibility and tolerance. At AISL, the ACTL World Language Standards provide the skills and understandings for students to:

- Communicate ideas through spoken language, in writing and through presentation
- Comprehend spoken language and written texts
- Communicates with cultural competence regarding cultural artifacts, practices, and beliefs of the language.

Students follow the placement guidelines, see the HS Language Placement (Grades 9-10) for further information.

Grade Level	World Language
	Spanish - Beginner
Spanish - Novice	• Unit 1: Mi identidad cultural (Who am I?) • Unit 2: El colegio (What is school for?) • Unit 3: Las rutinas (Why do we need routines?) • Unit 4: Mi casa y my barrio (How is the world around me organized?) • Unit 5: Nuestras relaciones (How do we relate to others?)
Spanish - Intermediate	• Unit 1: El español en el mundo (How do we communicate?) • Unit 2: Los factores que influyen en una buena salud (How can I achieve a healthy lifestyle? • Unit 3: Fiestas y celebraciones (Why do we celebrate certain life events?) • Unit 4: La solidaridad y el servicio a la comunidad (What do we do for the people that surround us?) • Unit 5: ¿Eres víctima del consumismo? (How essential are the things we buy and consume?)
Spanish - Advanced	• Unit 1: La tecnología (What changes have the technological advances caused in the way we live nowadays?) • Unit 2: Nuestro planeta, la tierra. (What actions and attitudes affect the environment?) • Unit 3: La educación para todos (What is the impact of culture in the structure of education?) • Unit 4: La creatividad (How important is creativity in a society?) • Unit 5: La inmigración en el contexto hispanohablante (How do migration processes affect people and their relationships?).

Grade Level	World Language
	French - Beginner
Grade 9 & 10 (mixed classes)	• Unit 1: Mon identité culturelle (Who am I?) • Unit 2: L'école (What is school for?) • Unit 3: Les routines (Why do we need routines?) • Unit 4: Ma maison et mon voisinage (How is the world around me organized?) • Unit 5: Nos relations (How do we relate to others?)

French - Intermediate	• Unit 1: Le français dans le monde (How do we communicate?) • Unit 2: Les facteurs qui influencent une bonne santé (How can I achieve a healthy lifestyle? • Unit 3: les vacances et les fêtes (Why do we celebrate certain life events?) • Unit 4: La solidarité et le service à la communauté (What do we do for the people that surround us?) • Unit 5: Es-tu victime de la consommation? (How essential are the things we buy and consume?)
French - Advanced	• Unit 1: La tecnologíie (What changes have the technological advances caused in the way we live nowadays?) • Unit 2: Notre planète, la Terre (What actions and attitudes affect the environment?) • Unit 3: L'éducation pour tous (What is the impact of culture in the structure of education?) • Unit 4: La créativité (How important is creativity in a society?) • Unit 5: L'immigration dans le contexte francophone (How do migration processes affect people and their relationships?)

Grades 9 & 10: AP Computer Science A

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Grade Level	Technology
Grades 9 & 10	AP Computer Science A (Length: 2 Semesters) 1. Primitive Types 2. Using Objects 3. Boolean Expressions & if Statements 4. Iteration 5. Writing Classes 6. Array 7. ArrayList 8. 2D Array 9. Inheritance 10. Recursion

English Department

English 1 7010 & Social Studies 7310

Prerequisite: None
Length: One year
Credit: One full credit for English; one full credit for Social Studies
Description: This course combines English and Social Studies through the project-based learning framework. This cross-curricular approach is designed to develop a process for problem solving and inquiry. It seeks to develop independent thinkers and autonomous learners while fostering the 21st-century skills of critical thinking, communication, creativity, and collaboration. Projects are guided by essential questions that are designed to be authentic and applicable in real-world contexts. Students direct their own learning as they seek to find their own solutions or answers to the question. Each project includes integrated novel and poetry studies, related to the theme of the project. Students are introduced to visible thinking routines to cultivate the development of their critical thinking skills and to deepen content learning. They will also develop their research and writing skills (narrative, expository and persuasive) throughout each of the projects.

English II 7021

Prerequisite: Successful completion of English I
Length: One year
Credit: One full credit
Description: English II is an IB-preparatory, literature-based course focused on the reading of various literary genres, including but not limited to short novels, essays, drama, and poetry. The overall aims of the course are to develop the power of oral and written expression and to encourage a personal connection to literature through reading and analysis. Students utilize visible thinking routines to cultivate the development of their critical thinking skills and to deepen content learning. English II prepares students for success in the IB program, expanding students' ability to actively process their thinking and problem solving, foster a creative mindset, and articulate their learning orally and in writing.

English III 7030

Prerequisite: Successful completion of English II
Length: One year
Credit: One full credit
Description: This course focuses on challenging texts in multiple genres and historical periods from internationally acclaimed authors. The student will develop a global perspective on the human experience and a personal appreciation of literature. Students learn the language of literary analysis in order to be able to systematically analyze a writer's style, use of structure and content. Vocabulary development and improving writing skills will be a central focus throughout this course.

English IV 7040

Prerequisite: Successful completion of English III
Length: One year
Credit: One full credit
Description: This course builds on the existing curriculum of English III by adding authors and works in poetry, short stories, essays, drama, and film. Students are expected to master the skills for literary analysis and written composition and also to enrich their English language versatility through the study of vocabulary.

IB English SL I 7031 / IB English SL II 7041
Prerequisite: Successful completion of English II
Length: Two Years
Credit: One full credit per year
Description: This course focuses on challenging texts in multiple genres and historical periods from international authors. The IB student will develop a global perspective of the human experience and a personal appreciation of literature. Students learn the language of literary analysis in order to be able to systematically analyze a writer's style, use of structure and content. The IB II course builds on the existing curriculum by adding authors and works in poetry, short stories and essays. Students are expected to master the skills for literary analysis, written composition and oral presentation.

IB English HL I 7032/ IB English HL II 7042
Prerequisite: Successful completion of English II
Length: Two Years
Credit: One full credit per year
Description: This course focuses on challenging texts in multiple genres and historical periods from international authors. The IB student will develop a global perspective of the human experience and a personal appreciation of literature. Students learn the language of literary analysis in order to be able to systematically analyze a writer's style, use of structure and content. At this level, students take on additional coursework in preparation for the higher-level exams. Students are expected not only to increase organizational and analytical writing skills but are also expected to complete sophisticated comparisons of authors and works. This course adds requirements and course load to the standard level IB English II course.

<u>English Language Learning Department</u>
English Communication Courses or courses taken in the English Language Learning Department do not count towards the 4 credits needed for English in order to graduate. They may count as elective courses.

Eng Communication 1 7012
Prerequisite: None
Length: One Year
Credit: One full Elective credit
Description: The English Communication 1 course is designed to help students reach grade-level proficiency in English Literature, as well as enhance and improve their oral and written English communication skills. To achieve this goal, students will read and discuss a variety of grade-level texts. They will produce oral and written responses. This course will help them improve their organizational and analytical writing skills.

Eng Communication 2 7020
Prerequisite: None

Length: One Year
Credit: One full Elective credit
Description: The English Communication 2 course is designed to further enhance Eng Com 1 skills and help students reach the required grade-level proficiency in English Literature in preparation for AIS diploma & IB. To achieve this goal, students will read and discuss a variety of grade-level texts. They will produce oral and written responses. This course will help them improve their organizational and analytical writing skills.

Math Department

Integrated Math 9 7113
Prerequisite: Successful completion of 8th-grade mathematics course
Length: One Year
Credit: One full credit
Description: Integrated Math 9 is a problem-solving and applications based course. The course combines aspects of algebra, functions, geometry, trigonometry, and statistics, allowing students to extend their thinking and understanding and apply it in a variety of contexts. Technology will be used to develop and enhance student understanding of major concepts in mathematics. The major course content includes linear equations and inequalities; coordinate geometry; data modeling and statistics; geometry and right triangle trigonometry, exponents and exponential functions; and an introduction to quadratic functions. A TI-NSpire (non-CAS) calculator is required for this course. Students who successfully complete the Integrated Math 9 course will be eligible to move on to the Integrated Math 10 course the following year.

Integrated Math 9 Extended 7114
Prerequisite: Successful completion of 8th-grade mathematics course, students must fulfill AISL entry requirements with teacher recommendation
Length: One Year
Credit: One full credit
Description: The contents of this course will follow the Integrated Math 9 course above but taught at a higher level that includes more in-depth analysis in preparation for the Integrated Math 10 Extended course. There will be commonalities with the standard math course but with some additional content and a focus on problem-solving and proofs. A TI-NSpire (non-CAS) calculator is required for this course.

Integrated Math 10 7120
Prerequisite: Successful completion of Integrated Math 9 or similar mathematics course
Length: One Year
Credit: One full credit
Description: Integrated Math 10 is the continuation of the Integrated Math 9 course and is the final step in the preparation for the IB Mathematics courses offered at AISL. It is a course that focuses on functions and their applications. Problem-solving and effective use of technology is emphasized throughout the course. The major course content includes quadratic functions; functions and their transformations; exponential and logarithmic functions; trigonometry and trigonometric functions; and probability. A TI-NSpire (non-CAS) calculator is required for this course. Students who successfully complete the Integrated Mathematics 10 course will be fully prepared for one of the IB Mathematics courses offered at AISL, depending on the level of achievement, mathematical abilities, and the approaches to learning demonstrated throughout the course.

Integrated Math 10 Extended 7121
Prerequisite: Successful completion of Integrated Math 9, students must fulfill AISL entry requirements with teacher recommendation
Length: One Year
Credit: One full credit
Description: The contents of this course will follow the Integrated Math 10 course above but taught at a higher level that includes more in-depth analysis in preparation for the IB's higher-level courses. There will be commonalities with the standard math course but with some additional content and a focus on problem-solving. A TI-NSpire (non-CAS) calculator is required for this course.

Applied Mathematics A
Prerequisite: Successful completion of Math 10, students must fulfill AISL entry requirements with teacher recommendation.
Length: One Year
Credit: One full credit
Description: The Grade 11 and Grade 12 Applied Mathematics A courses aims to deepen students' foundational understanding of algebra, geometry and number by focusing on applied math concepts. Through real-world applications, students will explore topics such as emphasizing the practical use of mathematical concepts. Additionally, this course will emphasize problem-solving skills, critical thinking, and effective communication in mathematics. By the end of the course, students will have a deeper grasp of foundational math principles. This course has a business focus.

Applied Mathematics B
Prerequisite: Successful completion of Math 10, students must fulfill AISL entry requirements with teacher recommendation.
Length: One Year
Credit: One full credit
Description: The Grade 11 and Grade 12 Applied Mathematics B course aims to deepen students' foundational understanding of algebra, geometry and number by focusing on applied math concepts. Through real-world applications, students will explore topics such as emphasizing the practical use of mathematical concepts. Additionally, this course will emphasize problem-solving skills, critical thinking, and effective communication in mathematics. By the end of the course, students will have a deeper grasp of foundational math principles. This course has a financial literacy focus.

IB Math Applications and Interpretations SL I 7133 / II 7143
Prerequisite: Successful completion of Math 10, students must fulfill AISL entry requirements with teacher recommendation.
Length: Two Years
Credit: One full credit per year
Description: This course is designed for students who enjoy solving practical problems using mathematics and using mathematics to describe and model the real world. The course is most suitable for those students who are interested in harnessing the power of technology alongside exploring mathematical models and who enjoy the more practical side of mathematics. The five core topics are Number and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, and Calculus. There will also be 30 hours of the course devoted to investigative, problem solving, and inquiry activities culminating in a written exploration that involves investigation, problem-solving and modeling skills. This course is ideal for students who wish to gain understanding and competence in how math relates to the real world and to other subjects. A TI-NSpire (non-CAS) calculator is required for this course.

IB Math Analysis and Approaches SL I 7135 / II 7145
Prerequisite: Successful completion of Math 10, students must fulfill AISL entry requirements with teacher recommendation.
Length: Two Years
Credit: One full credit per year
Description: This course is intended for students who wish to pursue studies in mathematics or subjects that have a large mathematical content at university; it is for students who enjoy developing mathematical arguments, problem-solving and exploring real and abstract

applications, with and without technology. The five core topics are Number and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, and Calculus. There will also be 30 hours of the course devoted to investigative, problem solving, and inquiry activities culminating in a written exploration that involves investigation, problem-solving and modeling skills. This course differs from Applications and Interpretations as it will include non-calculator based assessments and considers formal argument and proof and involves contexts developed purely within the domain of mathematics. It is ideal for students who wish to study math as a subject in its own right or to pursue their interests in areas related to mathematics. A TI-NSpire (non-CAS) calculator is required for this course.

IB Math Analysis and Approaches HL I 7136 / II 7146
Prerequisite: Successful completion of Math 10, students must fulfill AISL entry requirements with teacher recommendation.
Length: Two Years
Credit: One full credit per year
Description: This is a challenging course that requires very strong algebra and analytical skills. Students will be faced with situations in which they have to create equations from very unfamiliar situations. 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 with and without technology. The five core topics are Number and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, and Calculus. There will also be 30 hours of the course devoted to investigative, problem solving, and inquiry activities culminating in a written exploration that involves investigation, problem-solving and modeling skills. This course differs from Applications and Interpretations as it will include non-calculator based assessments and considers formal argument and proof and involves contexts developed purely within the domain of mathematics. It is ideal for students who wish to study math as a subject in its own right or to pursue their interests in areas related to mathematics. A TI-NSpire (non-CAS) calculator is required for this course.

Science Department

Chemistry I 7220

Prerequisite: Successful completion of Integrated Math 9 (Recommended 4 or better)
Length: One Year.
Credit: One full credit
Description: Chemistry 1 introduces students to the relationship between the structure of matter and its chemical and physical properties. It is a constructivist approach so that students develop a better understanding of the physical processes they observe on a daily basis. Topics that are explored include: modern atomic theory, quantitative description of chemical processes, the periodic properties of matter, the physical structure of matter; including the bonding of molecules, the role of energy in reactions, factors that influence the speed of reactions, and the factors that influence the completeness of a chemical reaction. Students will also develop skills in designing and performing laboratory experiments.

IB Chemistry SL I 7230/ IB Chemistry SL II 7240

Prerequisite: Successful completion of Chemistry I (Recommended 4 or better) and Integrated Math 10 (Recommended 4 or better)
Length: Two Years.
Credit: One full credit per year
Description: In this course, students will further investigate how the structure of atoms and molecules determines the physical and chemical properties of matter. Students will study topics in quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, organic chemistry, and oxidation and reduction.The students also develop skills in conducting laboratory experiments and evaluating the results conducting a minimum of 40 hours of laboratory work over the two year period. During IB Chemistry II Students will also conduct an Internal Assessment laboratory project consisting of approximately 10 hours of individual research and a 3000 word formal report which constitutes 20% of their IB score.

IB Chemistry HL I 7233/ IB Chemistry HL II 7243

Prerequisite: Successful completion of Chemistry I (Recommended 5 or better) and Integrated Math 10 (Recommended 4 or better)
Length: Two Years.
Credit: One full credit per year
Description: This course studies the topics listed above in IB Chemistry SL I to a greater extent and depth. The HL course also involves a more mathematical description of chemical processes. These students will have completed a minimum of 60 hours of laboratory work over the two year period. The majority of these students will be expected to include science as a major component of their university studies.

Grade 9 Integrated Science

Prerequisite: None
Length: One Year
Credit: One full credit
Description: Throughout the year, students will study concepts related to biology, chemistry, and physics. Students will delve into the key characteristics of life shared by all living things and investigate how these characteristics contribute to the diversity and complexity of life on Earth. The chemistry unit delves into the fundamental structure of an atom, as well as chemical bonding, chemical equations, and stoichiometry. Students will tie together chemistry and biology through the exploration of the structure, function, and the significance of biological molecules in cellular processes, energy storage, and genetic

information. In the physics unit, students explore Newton's Second Law of Motion, as well as conservation of momentum and electricity and magnetism. Throughout the course, hands-on experiments and projects will provide students with the opportunity to develop scientific research skills. **IB Biology HL I 7234/ IB Biology HL II 7244**
Prerequisite: Successful completion of Biology I and Chemistry I.
Length: Two Years
Credit: One full credit per year
Description: The course includes studies in cell anatomy, the chemistry of life, molecular biology, theoretical and applied genetics, evolution, ecology, classification, diversity. There will also be a ten-hour group research project in the second semester, as well as a substantial amount of laboratory work. Current developments in biology will be considered as they arise. IB HL Biology is for students who are strong in science and may be considering studying a biology-related degree at university. Students might consider taking IB Chemistry concurrently and would benefit from having taken Chemistry 1. It will help to be conversant with a number of chemical principles both for the IB HL Biology course and for most biology-related undergraduate studies at university.

The 2nd year of the course follows studies in human health and physiology, including nutrition, transport system, defense against disease, gas exchange, homeostasis and reproduction, respiration, photosynthesis, advanced genetics, genetic engineering, plant science, and one further option chosen from a selection. There will be substantial laboratory work. Current developments in biology will be considered as they arise. Students who take this course will be expected to sit for the IB HL examination. IB Biology II also requires an Internal Assessment Laboratory project consisting of approx. 10 hours of individual research and a 7-12 page formal report.

Physics I 7221
Prerequisite: Successful completion of Integrated Math 9.
Length: One Year
Credit: One full credit
Description: Physics I is an introduction to physical principles and provides a foundation for more advanced high school studies. Great emphasis is placed on laboratory work and problem-solving skills, including gathering and presenting data from experimental work and the analysis and evaluation of these results. Topics include measurement and density, thermal properties of matter, energy and heat transfer, magnetism, and interaction with electricity, electrostatics and domestic electricity, the study of energy concepts, atomic and nuclear physics, electricity, waves and optics, and mechanics. To improve scientific literacy connections are made between science concepts and technology-related issues in society.

IB Physics SL I 7232 / IB Physics SL II 7242
Prerequisite: Successful completion of Physics I & Integrated Math 10
Length: Two Years
Credit: One full credit per year
Description: IB Physics SL is the first of a two-year IB Physics sequence, designed to prepare students for the (IB) exam in physics (SL). It covers the "core" which comprises Mechanics (Linear motion, Forces, Work, Momentum, Newton's laws, Circular motion, electricity, magnetism, and atomic and nuclear physics, and Energy/Power) Waves, Thermal physics and Energy/Climate change. There is an emphasis on problem-solving, numerical manipulation, and laboratory skills. The SL students are required to have completed 40 hrs of laboratory investigations by the end of the 2nd year. All the standards set by IB are strictly followed, for successful completion of the program. Mathematical competence is essential

for success in this course.

IB Physics HL I 7235 / IB Physics HL II 7245
Prerequisite: Highly successful in Physics I & Integrated Math 10
Length: Two Years
Credit: One full credit per year
Description: IB Physics HL is the second of the two-year sequence, building upon topics covered in the SL course. The HL topics include fields, wave phenomena, electromagnetic induction, and quantum & nuclear physics. HL students are required to have completed 60 hrs of laboratory investigations by the end of the 2 years. All the standards set by IB are strictly followed, for successful completion of the program. Mathematical competence is essential for success in this course.

Social Studies Department

Social Studies 7310 & English 1 7010

Prerequisite: None
Length: One year
Credit: One full credit for English; one full credit for Social Studies
Description: This course combines English and Social Studies through the project-based learning framework. This cross-curricular approach is designed to develop a process for problem solving and inquiry. It seeks to develop independent thinkers and autonomous learners while fostering the 21st-century skills of critical thinking, communication, creativity, and collaboration. Projects are guided by essential questions that are designed to be authentic and applicable in real-world contexts. Students direct their own learning as they seek to find their own solutions or answers to the question. Each project includes integrated novel and poetry studies, related to the theme of the project. Students are introduced to visible thinking routines to cultivate the development of their critical thinking skills and to deepen content learning. They will also develop their research and writing skills (narrative, expository and persuasive) throughout each of the projects.

Social Studies 7321

Prerequisite: Successful completion of Grade 9 Social Studies
Length: One Year
Credit: One full credit
Description: This is a one-year survey course that emphasizes key events and developments in World and U.S History that have influenced both people and places in subsequent eras. The course includes, but is not limited to, a study of the impact of the Enlightenment and the French and American Revolutions upon 19th century Europe and the United States. The course examines the origins and consequences of liberalism, nationalism, capitalism, communism and fascism and the impact these ideologies, and others, have had on the social, economic and political landscape of Europe and the United States in the late 19th and 20th Century. Topics include but are not limited to, the Industrial Revolution, the World Wars and the Cold War.

IB Psychology SL I 7333 / IB Psychology SL II [add number]

Prerequisite: None
Length: Two Years
Credit: One full credit per year

Description: The IB Psychology course examines the interaction of a variety of influences on human behavior. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied.

The Year One course includes an Introduction and Historical Study of the Scientific Methods of Psychology, a study of biological influences, a study of cognitive influences, and a study of socio-cultural influences, as well as a focus on the Psychology of Human Relationships option. The Internal Assessment requirements will also be initiated.

IB Psychology HL I 7336 / IB Psychology HL II [add number]

Prerequisite: None
Length: Two Years
Credit: One full credit per year

Description: The IB Psychology course examines the interaction of a variety of influences on human behavior. Students undertaking the course can expect to develop an understanding

of how psychological knowledge is generated, developed and applied.

The Year One course includes an Introduction and Historical Study of the Scientific Methods of Psychology, a study of biological influences, a study of cognitive influences, and a study of socio-cultural influences, as well as a focus on the Psychology of Human Relationships and the Abnormal Psychology options. The Internal Assessment requirements will also be initiated. In addition, the Higher Level course will begin to explore elements of Qualitative Research Methodology.

IB Economics SL I 7332/ IB Economics SL II 7343

Prerequisite: Successful completion of Math 10
Length: Two Years
Credit: One full credit per year
Description: This course will provide students with an understanding of how individuals, organizations, societies, and regions organize themselves in the pursuit of economic objectives. The course is a two-year sequence beginning with an introduction to the topic, followed by microeconomics, macroeconomics, and the global economy. Throughout the course, students will be encouraged to apply economic theory to diverse global issues and events in order to analyze and evaluate possible outcomes. For IB credit, students will complete 3 pieces of internal assessment and take the IB SL Economics exams at the end of the second year.

IB Economics HL I 7334/ IB Economics HL II 7344

Prerequisite: Successful completion of Math 10, with math teacher input.
Length: Two Years
Credit: One full credit per year
Description: This course will provide students with an understanding of how individuals, organizations, societies, and regions organize themselves in the pursuit of economic objectives. The course is a two-year sequence beginning with an introduction to the topic, followed by microeconomics, macroeconomics, and the global economy. The HL course will cover some topics in more depth than in the SL course, looks at several additional topics such as market structure, and is more quantitative. Students will be encouraged to apply economic theory to diverse global issues and events in order to analyze and evaluate possible outcomes. For IB credit, students will complete 3 pieces of internal assessment and take the HL Economics exams at the end of the second year.

World Languages Department

Students taking IB French and IB Spanish will be encouraged to purchase their novels from our bookstore so that they are able to highlight, underline and take notes directly on the text.

French Beginner 7410, Spanish Beginner 7411 or Arabic Beginner 7450
Prerequisite: 5 and/or below
Length: One Year
Credit: One full credit
Description: This course is an introduction to the study of either French, Spanish, or Arabic and its culture. The emphasis is placed upon the development of the four skills of listening, speaking, reading and writing within a given context extending outside of the classroom when possible. There is a general introduction to the culture, its products, perspectives, and practices. This course also provides students with opportunities to further develop their core skills and to participate in more advanced conversational situations. Students will be able to compose simple and more advanced sentences, which narrate, describe, and summarize familiar topics. The focus is placed on using the language and communicating in a concise and organized way, both in speaking and in writing.

French Intermediate 7430, Spanish Intermediate 7438, or Arabic Intermediate
Prerequisite: Successful completion of French Beginner, Spanish Beginner, Arabic Beginner Length: One Year
Credit: One full credit
Description: This course allows students to expand their core skills as they create with the language and become familiar with short novels, authentic materials and various forms of media. Students begin to expand their communication and social interaction demands as they explore more complex topics within the target culture. They begin to actively practice communication strategies for listening, reading, oral interaction, writing, and interactive skills. They identify the main ideas and significant details in discussions, presentations and written texts.

French Advanced 7440 or Spanish Advanced 7442
Prerequisite: Successful completion of French Intermediate or Spanish Intermediate
Length: One Year
Credit: One full credit
Description: The focus is on the revision and expansion of more complex grammatical structures in order to increase the communication of more complex ideas and comprehension of more difficult texts. Authentic topics such as global issues, communication & media, and social relations are integrated into the units and students will begin to explore a wider and greater range of authentic materials and will be reading short novels as well as some literature. They continue to actively apply communication strategies for listening, reading, oral interaction, writing, and interactive skills and are more successful at doing so. The student is expected to complete a wider variety of written tasks than previously expected.

IB French Ab I 7433/ IB French Ab II 7446
Prerequisite: No more than two years of French study
Length: Two Years
Credit: One full credit per year
Description: This two-year IB course provides an opportunity for highly motivated students

to begin the study of language and reach a High-Novice/Intermediate level by the end of the second year. The course moves quickly and covers a vast number of IB topics (and vocabulary related to those topics) while focusing on building written communication, spoken interaction, and reading for meaning and understanding skills. Using a whole range of French authentic resources and texts as a stimulus for communication, students are asked to actively learn and use communicative strategies to be successful. During the first year and second year, students are introduced to IB ab initio level texts and exam questions in preparation for the success on the IB examination.

IB Spanish Ab I 7436/ IB Spanish Ab II 7448
Prerequisite: No more than two years of Spanish study
Length: Two Years
Credit: One full credit per year

Description: This two-year IB course provides an opportunity for highly motivated students to begin the study of language and reach a solid High-Novice/Intermediate level by the end of the second year. The course moves quickly and covers a vast number of IB topics (and vocabulary related to those topics) while focusing on building written communication, spoken interaction, listening comprehension and reading text-handling skills for meaning and understanding. Using a whole range of Spanish authentic resources and texts as a stimulus for communication, students are asked to actively learn and use communicative strategies to be successful. During the first year and second year, students are introduced to IB ab initio level texts and exam questions in preparation for the success on the IB examination.

French B SL I 7432/ IB French B SL II 7447
IB Spanish B SL I 7435/ IB Spanish B SL II 7443
Prerequisite: Successful completion of either French III or Spanish III
Length: Two Years
Credit: One full credit per year

Description: This two-year IB course is designed for motivated students with some previous experience in the language and provides an opportunity for students to reach a more advanced level of proficiency. The course moves quickly and covers a vast number of IB topics (and vocabulary related to those topics) while focusing on building written communication, spoken interaction, listening comprehension and reading text-handling skills for meaning and understanding. Using a whole range of French or Spanish authentic resources and texts as a stimulus for communication, students are asked to actively learn and use communicative strategies to be successful. During the two-year program, students actively work with IB standard- level texts and questions to achieve communicative competence in a range of situations.

IB French B HL I 7434/ IB French B HL II 7441
IB Spanish B HL I 7437/ IB Spanish B HL II 7445
Prerequisite: Successful completion of either French IV or Spanish IV
Length: Two Years
Credit: One full credit per year

Description: This two-year IB course is designed for highly motivated students with extensive experience in the language. and provides an opportunity for students to reach an advanced level of proficiency in a wider range of situations. The course moves quickly and covers a vast number of IB topics (and vocabulary related to those topics) while focusing on building written communication, spoken interaction, and reading for meaning and understanding skills. Using a whole range of French or Spanish authentic resources and texts as a stimulus for communication, students are asked to actively learn and use

communicative strategies to be successful. During the two-year program, students actively work with IB standard- level texts and questions to achieve communicative competence in a range of situations. This higher-level course differs in that students are exposed to a larger variety of literary texts and are expected to write in more depth with a wider breadth of language.

Performing Arts Department

Theatre Arts 7552
Prerequisite: None
Length: One Year course. (repeatable course)
Credit: One full credit per year.

Description: The Theatre Arts course is designed to introduce students to the fundamentals of theatrical performance, production, and analysis. Typically, the course covers a wide range of topics related to theatre, including improvisation, acting techniques, monologues, duologues, scene work, directing, and theatre production skills. The second semester will focus on physical theatre, devising original theatre pieces, as well as immersive theatre.
Students will be encouraged to bring real world issues to the stage in order to promote social and emotional awareness as well as to educate audiences.

High School Concert Band 7550
Prerequisite: Minimum of two years' performance experience on a band instrument, or with the director's approval
Length: One Year (repeatable course)
Credit: One full credit

Description: The Band is designed for students with experience playing woodwind, brass, or percussion instruments. The course will develop students' ability in reading, interpreting, and understanding written musical notation through the preparation of music for performance. The course also focuses on developing students' understanding of the elements of music, music history and context, and self-evaluation of musical performances. Students will prepare music from a wide variety of musical genres and styles for multiple performances throughout the school year.

High School Choral Arts 7554
Prerequisite: None
Length: One Year (repeatable course)
Credit: One full credit

Description: The High School Choral Arts course is designed to develop students' vocal and musicianship skills, as well as understand and appreciate a variety of choral music styles. Choral Arts encompasses a broad curriculum, based on authentic choral arts practices from different cultures. Students will develop individual and ensemble vocal techniques as well as music theory, breathing techniques, sight-reading, and other related topics. As the course progresses, students will learn more complex vocal techniques, such as vowel and consonant modification, dynamic control, and harmonic blending with other voices in the ensemble. They may also study more difficult choral repertoire from various genres and historical periods, ranging from classical to contemporary. Overall, the High School Choral Arts course provides students with a solid foundation in vocal and musical skills, as well as an understanding and appreciation of choral music.

Visual Arts Department

Art Foundation 1 7510
Prerequisite: None
Length: One Year
Credit: One full credit
Description: Art Foundation 1 is a one-year course that provides a foundation for the introductory exploration and development of skills, techniques, multimedia characteristics, art-making processes, and the development of artistic creativity. Students gain knowledge, understanding, and experience with manipulating new artistic practices associated with a range of media, skills, methods, techniques, and processes in both two- and three-dimensional media. Students explore the characteristics and challenges associated with a variety of materials and art-making forms ranging from drawing, painting, printmaking, collage, sculpture, ceramics, one- and two-point perspective, typography, and more. Fundamental concepts of the Elements of Art and Principles of Design will be introduced, practiced, and reinforced with focused content naturally embedded to support visual literacy, art vocabulary, art theory and practice, and creative problem-solving.

Art Foundation 2 7520
Prerequisite: Foundation 1
Length: One Year
Credit: One full credit
Description: Art Foundation 2 is a one-year course continuum of Art 1 that sharpens, hones and challenges students' skills, techniques, understandings of specific individual media, art-making processes, and further development of creative expression and intentions through a documented process in a visual arts journal. Endless opportunities are afforded throughout the year as students gain deeper knowledge and understanding of artistic practices associated with a range of media, skills, methods, processes, and techniques in both two- and three-dimensional media. Students explore the characteristics, opportunities, and limitations of a variety of media including drawing, painting, printmaking, collage, sculpture, ceramics, decorative arts, architecture, graphic design, and photography. Fundamental concepts will be practiced and reinforced with focused content naturally embedded to support visual literacy, subject-specific language, art theory and practice, creative problem solving, and research. Students will take a tour of the art world exploring: art history, artists, art movements and perspectives, paintings, artifacts, sculptures, art criticism, political, social and historical context, and function and purpose all of which lead to international-mindedness and personal self-reflection. Students can expect art-making, rigorous integration of art literacy, cross-curricular connections integrating art history, investigation of community and cultures, and the exploration of lifelong learning and careers in the visual arts.

IB Art SL I & II 7530 & 7540 / IB Art HL I & II 7531 & 7541
Prerequisite: Successful completion of Art Foundation 1 or Art Foundation 2
Length: Two Years
Credit: One full credit per year
Description: The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically

reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture. The new course has three components:

Part 1 - Comparative study –20%
This is an independent, visual and written critical and contextual investigation in which students explore and compare three different artworks from contrasting cultural contexts (local, national, international and/or intercultural).

Part 2 - Process portfolio – 40%
Students are required to compile carefully selected materials, documenting evidence of their sustained experimentation, exploration, manipulation and refinement of a range of art-making activities during the development of a coherent body of resolved artworks over the two-year course.

Part 3 - Exhibition – 40%
This final exhibition of a coherent selected body of work showing evidence of students' technical accomplishments and decision-making processes. Additionally, the selection and arrangement of the exhibition, exhibition text, and curatorial rationale exemplify their understanding of the use of materials, ideas, and practices appropriate to visual communication. The audience will have an opportunity to speak with the students to learn about the challenges, triumphs, innovations, and issues that have impacted the artist's intentions, their selections and the final presentation of their artworks.

Process Journal - Throughout the course, students are required to maintain a process JOURNAL. Students should be encouraged to find the most appropriate ways of recording their development and have free choice in deciding what form the visual arts journal should take. The aim of the visual arts journal is to support and nurture the acquisition of skills and ideas, to record developments, and to critique challenges and successes. It is expected that much of the written work submitted for assessment tasks at the end of the course will have evolved and been drawn from the contents of the visual arts journal. Although sections of the journal will be selected, adapted and presented for assessment the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course and ultimately produces the process portfolio. Students undertaking the course will be expected to include art as a major component of their university studies.

Health and Physical Education Department

HPE I 7610/ HPE II 7620
Prerequisite: None
Length: One Year each
Credit: One full credit per year
Description: AISL integrates both Health and Physical education into the HPE courses. AISL believes that participation in Physical Education is an essential part of each student's overall education. The Physical Education (PE) teacher provides a sequential program of motor skill development and sports knowledge in a variety of settings that address students' needs and potential. The program strives to increase personal fitness while at the same time encouraging students to become life-long participants in physical activity.

In grades 9 and 10, the program prepares students to be self-committed to physical education through participation in a wide range of activities and sports as well as with the introduction of standardized fitness assessment. Acquisition of knowledge goes beyond rules and regulations to include sport-specific fitness, tactics, and strategies, as well as officiating and etiquette. While skill development and team play is assessed, the major focus in all units is attitude, participation, and effort. Opportunities are provided for students to develop their cooperation and communication skills. Finally, students are empowered to improve their individual fitness.

Health is a compulsory element of the HPE course. Health classes are designed to provide students with the tools for making health-enhancing decisions. Students work to understand the impact of health issues on their wellbeing and others. Through the development of critical thinking skills, students are also introduced to and made aware of health issues that affect various people around the world.

efense I 7631
Prerequisite: None
Length: One Year
Credit: One full credit per year (0.5 credit per semester)
Description: This class will cover the basic principles of martial arts and key concepts in self-defense. Students will cover all the material required to advance in the martial arts ranks, however, attempting to advance in rank through the testing system is optional.

Health is a compulsory element of the Self Defense course. Health classes are designed to provide students with the tools for making health-enhancing decisions. Students work to understand the impact of health issues on their wellbeing and others. Through the development of critical thinking skills, students are also introduced to and made aware of health issues that affect various people
around the world.

Sports Training I 7630
Prerequisite: None
Length: One Year
Credit: One full credit per year (0.5 credit per semester)
Description: This class covers the various aspects of fitness training and conditioning. Students will increase their fitness levels through a variety of training methods. Students will be expected to design their own training programs that will meet their personal fitness goals.

Health is a compulsory element of the Personal Fitness and Conditioning course. Health classes are designed to provide students with the tools for making health-enhancing decisions. Students work to understand the impact of health issues on their wellbeing and others. Through the development of critical thinking skills, students are also introduced to and made aware of health issues that affect various people around the world.

Additional Courses

TOK I/ TOK II 7331/7341 (Theory of Knowledge I and II)
Prerequisite: None
Length: Two Semesters (2nd Sem Junior / 1st Sem Senior)
Credit: One-half credit per semester
Description: Theory of Knowledge is designed to give students an opportunity to reflect upon the nature of knowledge, and to reflect on how we know what we claim to know. Successful completion of the Theory of Knowledge is a requirement for earning an International Baccalaureate diploma.

Students are expected to engage in a thoughtful and purposeful inquiry into different ways of knowing, and into different areas of knowledge. The foundation of the course is an examination and consideration of "knowledge questions", in which students are required to consider concepts such as evidence, the nature of knowledge, judgment, and meaning. The student will need to demonstrate an understanding of the eight ways of knowing (reason, intuition, memory, sense perception, faith, language, emotion, and imagination) and six areas of knowledge (Mathematics, Arts, Natural Sciences, Human Sciences, History, and Ethics).

To meet the requirements of the International Baccalaureate, students must complete an internal and external assessment. The internal assessment consists of an oral presentation that will be made after the completion of the TOK II (12th Grade) semester. The marks awarded by the teacher for the presentation will then be submitted to the IBO for moderation. The external assessment consists of an essay (1,600 words, maximum) which is completed at the mid-point of the TOK II semester, and submitted to IBO for grading. To meet the AIS Lagos course requirements, students will need to engage in discussions and presentations, as well as keep up with all reading and composition assignments and exercises.

Junior Seminar 7931
Prerequisite: None. All AISL students in their Junior Year are enrolled in this course.
Length: One Semester
Credit: No Credit Given
Description: Junior Seminar is a non-credit, non-graded course designed to prepare students for college and career choices, IB extended essay supervision, and CAS and Service Learning reflections.

Individualized Learning
The Individualized Learning class is designed to provide targeted and intensive support to identified individuals. Students in Individualized Learning receive an Individualized Learning Plan with personalized learning goals. The classes involve small-group and individualized instruction. Individualized Learning classes are staffed by teachers who are trained to intensify and target instruction.
The is a core content course for students enrolled in Student Support Services. This is not an elective course.

English as an Additional Language

The English as an Additional Language (EAL) class is designed to provide targeted and intensive English support to identified individuals. In the EAL class, students who are not yet able to access age appropriate, academic language in English. The class is structured to provide students with a variety of language learning activities in listening, speaking, reading, and writing. Students in EAL receive an EAL Plan with personalized learning goals.

The is a core content course for students enrolled in Student Support Services. This is not an elective course.