

S I N C E 1 9 8 1



American International School of Guangzhou

# AISG Academic Program Catalog

Grades 9-12

2024-2025

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## 1 Academic Programs

The American International School of Guangzhou (AISG) Upper Secondary School comprises Grades 9-12. The curriculum is designed to prepare students for Upper Secondary School graduation and entrance into university/college education. AISG is officially accredited through the Western Association of Schools and Colleges (WASC). To graduate, students must accumulate 24 credits over four years in specified subject areas and elective courses.

## 2 Graduation Requirements

Listed below are the requirements for earning credits for graduation as approved by the AISG Board of Governors. To graduate from AISG, a student must earn credits in the following categories and accumulate the total credit requirement. A minimum of six credits must be earned from AISG to receive an AISG diploma.

Subject Area	Required Credits
English	4 credits
Mathematics	3 credits
Individuals and Societies	3 credits
Science	3 credits
Health and Physical Education	2 credits
Fine Arts	1 credit
World Languages	2 credits (2 consecutive years of the same language)
Electives*	6 credits
Total	24 credits

\*Electives are a course that 1) are offered but do not fit into one of the above categories or 2) a course that is over the graduation requirements in any category. For example, AISG requires three mathematics credits to graduate; the fourth credit in this area would automatically be an elective credit.

For more information about AISG's Graduation Policy, please see [here](#).

## 3 Community Action and Service Requirement

Community Service is a requirement for graduation at AISG. Upper Secondary School students have different service requirements depending on their school year and enrollment in IB. Grade 9 students must participate in at least one club and work on two Learning Outcomes, and three in Grade 10. Grade 11 and 12 students not enrolled in the IB Diploma Programme should fulfill all learning outcomes between August of their Junior year and March of their Senior year and belong to at least one club during that period. IB students should complete CAS as per IB CAS guidelines.

## 4 AISG Upper Secondary Pathways and Course Designations

The American International School of Guangzhou believes in providing differentiated opportunities and environments for learning that respond to individual strengths and areas for growth of our students. To support this belief, we provide students with various academic pathways.

Grade 11 and 12 classes include students taking Higher Level (HL), Standard Level (SL), and AISG Upper Secondary Credit Courses. Students may take some courses at the IBDP level and some at the AISG Diploma level (IBDP/AISG Course Pathway), all courses at the IBDP level (IBDP Full Diploma Pathway), or all courses at the AISG Diploma level (AISG Course Pathway). The AISG Diploma courses follow SL content while allowing teachers to provide differentiation.

AISG communicates the pathways to our Upper Secondary students and caregiver population as part of the IB Course Selection process. The IBDP Coordinator and counselors are available for further information regarding our pathways. For additional details about AISG's graduation requirements, please see below.

	<b>IBDP Full Diploma Pathway</b>	<b>IBDP/AISG Course Pathway</b>	<b>AISG Course Pathway</b>
<b>Overview</b>	A demanding, wide-ranging, highly academic program, leading to both the full IBDP Diploma and the accredited Upper Secondary Diploma.	A challenging, broad-based and balanced program, leading to externally assessed certificates and the accredited Upper Secondary Diploma.	An accessible, rigorous, internally assessed selection of courses leading to the accredited Upper Secondary Diploma.
<b>Pathway is designed for</b>	<p>Academically high achieving students able to balance a demanding workload.</p> <p>Students who are independent, monitoring their own learning.</p> <p>Students who enjoy a challenging workload, are self-directed learners, and have a passion for academics.</p> <p>Students who need the full IBDP to enter the university or post-secondary institution of choice.</p>	<p>Students seeking challenge from external courses in some areas.</p> <p>Students who are independent, monitoring their own learning.</p> <p>Students whose post-secondary educational choices may benefit from supplementing their AISG Diploma courses with specific IBDP courses that match their goals.</p> <p>Students who have specific interests in courses that will match and help them to achieve their future goals.</p>	<p>Students able to meet the school's rigorous expectations in a range of credit-bearing AISG courses.</p> <p>Students who are applying to universities that do not require any IBDP courses or students who are planning to attend non-university, post-secondary education.</p> <p>Students who enjoy learning but seek a less academically-orientated pathway where they can balance learning and their own interests related to their future goals.</p>
<b>Key Aspects</b>	<p>Students must take 6 courses: 3 at HL and 3 at SL.</p> <p>IB DP courses are 2-year courses.</p> <p>Students need to gain 24 points overall and 12 points in their HL subjects.</p> <p>Students must complete Creativity Activity and Service (CAS), Theory of Knowledge, and the Extended Essay.</p>	<p>Students must take at least 6 courses per semester at AISG.</p> <p>Students may choose as many or as few IBDP courses as they would like to.</p> <p>IB DP courses are 2-year courses.</p> <p>AISG courses are single year courses. Students may choose to take 2 years of one course. If taking two 1-year courses, the student will join the Year 1 class of that course.</p>	<p>Students must take at least 6 courses per semester at AISG.</p> <p>IB Coursework (Internal Assessment) is replaced by AISG project-based work assessment in each AISG course.</p> <p>AISG courses are single year courses. Students may choose to take 2 years of one course. If taking two 1-year courses, the student will join the Year 1 class of that course.</p>
<b>Assessment</b>	All final assessments are externally marked or moderated by the IBO.	All final IBDP assessments are externally marked or moderated by the IBO.	Students complete AISG end-of-semester exams.

	The externally assessed final examinations cover material from Grade 11 and Grade 12.	The externally assessed final examinations cover material from Grade 11 and Grade 12.  AISG course assessments are internally developed, cover material from one school year, and are assessed by the grade level teachers.	AISG course assessments are internally developed, cover material from one school year, and are assessed by the grade level teachers.  Students will be assessed based on classwork, project-based learning, and semester exams.
<b>Diploma</b>	The diploma is awarded by the International Baccalaureate.  The Upper Secondary Diploma is awarded by AISG.	Individual course certificates are awarded by the International Baccalaureate.  The Upper Secondary Diploma is awarded by AISG.	The Upper Secondary Diploma is awarded by AISG.
<b>Exams</b>	SL/HL End-of-Semester Exams in Spring in Grade 11 covers Year 1 course content.  SL/HL Mock Exams in February of Year 2 cover two years of course content.  SL/HL DP Exams in April/May of Year 2.	SL/HL Semester Exams in Spring in Grade 11 cover Year 1 course content.  SL/HL Mock exams in February of Year 2 cover two years of course content  SL/HL DP exams in April/May of Year 2. OR AISG semester exams for AISG Courses.	Students will complete AISG semester exams only.  Grade 12 students will sit AISG exams in December and final exams in May.
<b>Transcripts</b>	The IBDP course title designation will appear on the transcript. Students will receive an IBDP transcript.  AISG credit is earned with a grade of 3.	The IBDP course title designation will appear on the transcript. OR AISG Grade 11 and 12 course titles will appear on the transcript.  AISG credit is earned with a grade of 3.	AISG Grade 11 and 12 course titles will appear on the transcript.  AISG credit is earned with a grade of 3.

## 4.1 International Baccalaureate Diploma Programme - Full Diploma

A student taking the complete Diploma Programme must take three courses at the standard level (SL) and three at a higher level (HL). Students must complete all the course components (Internal Assessments, written tasks, oral presentations, commentaries) and the IBDP final exams at the end of the two years of study. Students are also required to complete the Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS). The IBDP course titles will appear on the transcript.

## 4.2 International Baccalaureate Diploma Programme – Course Certificates

A student may choose to complete individual IBDP subject courses at a standard level or higher level but decide not to complete the requirements of the full Diploma Programme. Students completing all the components and the final exam for a course may be awarded a certificate from the IB. The IBDP course title designation will appear on the transcript.



Note: If a student completes all the components of an IBDP course but chooses not to complete the final exam, they will not be eligible for an IBDP certificate. The IB course title designation will appear on the transcript if they have completed all the course components.

## 4.3 AISG Courses

A student may select the AISG pathway meaning that all courses and components are internally set and assessed. AISG courses are developed based on adapted IB SL content. The IBDP course title designation will not appear on the transcript as the student has not completed all the course requirements for the IBDP. However, students opting for this pathway will earn an AISG Upper Secondary credit and be prepared to receive an AISG Diploma.

All AISG courses are single year but can be continued for a second year. If a student wishes to change their subject for Year 2, they will join the Year 1 class of that course.

## 5 Course Registration

In the Spring of each year, students are asked to choose courses for both semesters of the next school year. During the registration process, teachers will advise students on which courses are best for them based on their abilities, performances, and future plans. Before signing up for a course, students should be sure to understand what the prerequisites and course expectations are. Students prepare to select courses for the coming school year in spring, and choices made in Grades 9, 10, and 11 will impact the options available later.

## 6 Drop/Add Procedures

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

## 7 Academic Departments and Course Descriptions

### 7.1 Group 1: Language and Literature – English

#### 7.1.1 *Philosophy: Aims and Beliefs*

The AISG English Language Arts program believes that language is power: students who are responsible, effective, and nuanced communicators can use this power to drive positive change in the world around them. A language-rich, student-centered learning environment supports multiple literacies, engages and empowers students, and develops lifelong readers and writers. Instruction emphasizes student voice, choice, and emerging identities as readers and writers. The exploration of diverse perspectives allows students to demonstrate empathy, appreciate a variety of worldviews, and engage in productive and respectful discourse. We are committed to a curriculum which seeks to promote anti-racism and anti-bias. At AISG, translanguaging and metalinguistic

awareness is essential for our students to build skills in English while honoring their various backgrounds. When students are encouraged to use their full language repertoire for learning, they develop a deeper understanding of key terms and concepts. We believe in a workshop-based approach. Each lesson has an intentional structure which places the learner at the center with regular opportunities to confer and receive feedback tailored to their unique aims and needs. Direct instruction is primarily delivered through a targeted mini-lesson which leads into small group and independent practice. Within the parameters of the units of study, student choice is honored and encouraged. We believe in building a community of readers and writers by regularly sharing work and reflecting on our learning.

## 7.1.2 MYP English Language and Literature 9

### **GRADE 9**

English 9 is an introduction to high-school-level literary study. Students will explore literary and non-literary texts, developing creative and analytic skills. Readings will include literary texts (such as novels, plays, and poems) and non-literary texts (such as infographics, PSAs, and film); these explorations will facilitate conversations about theme, character, literary devices, and analytical skills. With various assessment techniques, including written essays, oral presentations, and creative projects, students will express mastery of ideas and skills learned in the course.

## 7.1.3 MYP English Language and Literature 10

### **GRADE 10**

#### **Prerequisite: English 9**

This course includes a variety of genres and skills designed to prepare students for the IB curriculum and beyond. Students will explore fiction (such as plays, and novels) and non-fiction texts (such as memoirs, journalism, and image analysis), developing strong analytical skills to produce written and oral literary analyses. Students will also strengthen their oral presentation and technology integration skills through individual and group projects designed to showcase each student's strengths and mastery of the MYP criteria. Students will be required to read independently and reflect on their reading, allowing them to develop their ability to analyze a text and express their analysis.

## 7.1.4 DP English Language and Literature HL

### **GRADES 11 and 12**

#### **Prerequisite: Teacher Recommendation**

IB Language and Literature is a two-year investigation of the power and possibilities of language in all its variety. Approximately half of the texts studied will relate to language topics, and the other half will comprise literary selections. Both language and literature texts will be examined through three Areas of Exploration: a) Readers, writers, and texts; b) Time and space; and c) Intertextuality: connecting texts. Students will individually select issues of global importance to examine through their shared and individual readings and apply course texts to various IB assessments. At the Higher Level, students will read six literary texts and explore a much greater variety of texts and language topics than in the SL course described above. They will complete a fifteen-minute oral discussion and a 1500-word essay and prepare for two written examinations at the end of the two-year course. All students will create portfolios containing their written tasks, both creative and analytic, for a variety of purposes and audiences.

## 7.1.5 DP English Language and Literature SL

### **GRADES 11 and 12**

IB Language and Literature is a two-year investigation of the power and possibilities of language in all its variety. Approximately half of the texts studied will relate to language topics, and the other half will comprise literary selections. Both language and literature texts will be examined through three Areas of Exploration: a) Readers, writers, and texts; b) Time and space; and c) Intertextuality: connecting texts. Students will individually select issues of global importance to examine through their shared and individual readings and apply course texts to various IB assessments. At the Standard Level, students will read four literary texts, complete a fifteen-minute oral discussion, and prepare for two written examinations to be taken at the end of the two-year course. All students will create portfolios containing their written tasks, both creative and analytic, for a variety of purposes and audiences.

## 7.1.6 AISG English Language and Literature Year 1

### **GRADE 11 or 12**

AISG Language and Literature (Year 1) investigates the power and possibilities of language in all its variety. Since this class is not focused on preparing for IB examinations, there will be a wider variety of assessment types to allow students to demonstrate learning. Approximately half of the texts studied will relate to language topics, and the other half will comprise literary selections. Both language and literature texts will be examined through three Areas of Exploration: a) Readers, writers, and texts; b) Time and space; and c) Intertextuality: connecting texts. Students will individually select issues of global importance to examine through their shared and individual readings and apply course texts to various assessments. For year one, students will read four literary texts and will complete a fifteen-minute oral discussion as a focus. All students will create portfolios containing their written tasks, both creative and analytic, for a variety of purposes and audiences.

## 7.1.7 AISG English Language and Literature Year 2

### **GRADE 12**

#### **Prerequisite: AISG English Language and Literature Year 1**

AISG Language and Literature (Year 2) continues the investigation of the power and possibilities of language in all its variety. Since this class is not focused on preparing for IB examinations, there will be a wider variety of assessment types to allow students to demonstrate learning. Approximately half of the texts studied will relate to language topics, and the other half will comprise literary selections. Both language and literature texts will be examined through three Areas of Exploration: a) Readers, writers, and texts; b) Time and space; and c) Intertextuality: connecting texts. Students will individually select issues of global importance to examine through their shared and individual readings and apply course texts to various assessments. For year two, students will focus on comparative thinking and writing when examining texts. All students will create portfolios containing their written tasks, both creative and analytic, for a variety of purposes and audiences.

## 7.1.8 DP English Literature HL

### **GRADES 11 and 12**

#### **Prerequisite: Teacher Recommendation**

The course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature is an exploration of how it

represents the complex pursuits, anxieties, joys, and fears human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to understanding and interpreting literary works. This course emphasizes exploring a full variety of novels, poems, plays, short stories, and non-fiction writings from around the world to examine the commonalities of existence and identity. Texts selected will be examined through three Areas of Exploration: a) Readers, writers, and texts; b) Time and space; and c) Intertextuality: connecting texts. Students at the Higher Level will be engaged in carefully reading 13 selected literary works to sharpen their critical analysis skills and appreciation of the writer's craft. They will learn to use language clearly, coherently, and effectively in writing and oral expression.

## 7.1.9 MYP DP English Literature SL

### **GRADES 11 and 12**

The course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature is an exploration of how it represents the complex pursuits, anxieties, joys, and fears human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to understanding and interpreting literary works. This course emphasizes exploring various novels, poems, plays, short stories, and non-fiction writings worldwide to examine the commonalities of existence and identity. Texts selected will be examined through three Areas of Exploration: a) Readers, writers, and texts; b) Time and space; and c) Intertextuality: connecting texts. Students at the Standard Level will carefully read nine selected literary works to sharpen their critical analysis skills and appreciation of the writer's craft. They will learn to use language clearly, coherently, and effectively in writing and oral expression.

## 7.1.10 AISG English Literature Year 1

### **GRADES 11 or 12**

This one-year course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature is an exploration of how it represents the complex pursuits, anxieties, joys, and fears to which human beings are exposed in daily living. It enables an exploration of one of the more enduring fields of human creativity and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to understanding and interpreting literary works. This course emphasizes exploring a full variety of novels, poems, plays, short stories, and non-fiction writings from around the world to examine the commonalities of existence and identity. Texts selected will be examined through three Areas of Exploration: a) Readers, writers, and texts; b) Time and space; and c) Intertextuality: connecting texts. Students in this course will be engaged in carefully reading four selected literary works to sharpen their critical analysis skills and appreciation of the writer's craft. They will learn to use language clearly, coherently, and effectively in writing and oral expression.

## 7.1.11 AISG English Literature Year 2

### **GRADE 12**

**Prerequisite: AISG English Literature Year 1**

AISG English Literature (Year 2) continues the exploration of one of the more enduring fields of human creativity and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to understanding and interpreting literary works. This course will further explore a full variety of novels, poems, plays, short stories, and non-fiction writings from around the world to examine the commonalities of existence and identity. Texts selected will be examined through three Areas of Exploration: a) Readers, writers, and texts; b) Time and space; and c) Intertextuality: connecting texts. Students in this course will carefully read five selected literary works to sharpen their critical analysis skills and appreciation of the writer's craft. They will learn to use language clearly, coherently, and effectively in writing and oral expression. Since this class is not focused on preparing for IB examinations, there will be a wider variety of assessment types to allow students to demonstrate learning.

## 7.2 Group 1: Language and Literature – Chinese

### 7.2.1 *Philosophy: Aims and Beliefs*

The Chinese Language A program at the American International School of Guangzhou provides an important educational, social, and cultural experience for students who are native or near-native Chinese speakers. Our program promotes the development of 21st-century skills, including becoming effective communicators, critical thinkers, and active contributors to a global society through studying the Chinese language, literature, and culture. We aim to provide a differentiated learning experience in a safe and nurturing environment where students have some choice in their learning.

We believe that the best learning is derived from an inquiry-based curriculum which leverages meaningful and authentic contexts of both global and local significance. As an inquiry-based course, Chinese Language A encourages students to critically make meaning of information and to engage in a balance of collaborative and independent learning. We believe in meeting the needs of each learner in our classroom environment.

We believe in educating the whole child and so work in developing dispositions and literacy skills. As such, students in Chinese Language A are encouraged to use their language skills to make a difference in the world through activities which promote caring, service, and global awareness, while developing essential communication and collaboration skills.

We believe that Chinese Language A supports the acquisition of essential literacy skills in a language-rich environment. By developing these skills, students can express their ideas and opinions in a variety of written, visual, and oral formats to be future-ready.

We believe learning occurs best when students are actively involved in the assessment of their learning and that these assessments should be varied and used to meet all learners' needs. Authentic, varied, and frequent assessments are necessary to ensure each student's success in our program.

### 7.2.2 *MYP Chinese Language and Literature 9*

#### **GRADE 9**

This course is an introduction to an upper school-level literary study. Students will explore fiction and non-fiction texts, developing creative and analytic skills. Readings will include novels, short stories, poems, and articles. These explorations will facilitate conversations about themes, characters, literary devices, and analytical skills. Students will also strengthen their oral presentation and

technology integration skills through individual and group projects designed to showcase each student's strengths and talents. Students will be required to read independently and reflect on their reading, allowing them to develop their ability to analyze a text and express their analysis.

### 7.2.3 MYP Chinese Language and Literature 10

#### **GRADE 10**

##### **Prerequisite: Chinese 9**

This course includes a variety of genres and skills designed to prepare students for the International Baccalaureate Diploma Programme curriculum and beyond. Students will explore fiction and non-fiction texts, developing strong analytical skills to produce written and oral literary analyses. Students will also strengthen their oral presentation and technology integration skills through individual and group projects designed to showcase each student's strengths and talents. Students will be required to read independently and reflect on their reading, allowing them to develop their ability to analyze a text and express their analysis.

### 7.2.4 DP Chinese Language and Literature HL

#### **GRADES 11 and 12**

##### **Prerequisite: Teacher Recommendation**

DP Chinese Language and Literature is a two-year investigation of the power and possibilities of language in all its variety. Approximately half of the texts studied will relate to language topics, and the other half will comprise literary selections. Both language and literature texts will be examined through three Areas of Exploration: a) Readers, writers, and texts; b) Time and space; and c) Intertextuality: connecting texts. Students will individually select issues of global importance to examine through their shared and individual readings and apply course texts to various assessments. At the Higher Level, students will read six literary texts and explore a greater variety of texts and language topics than in the Standard Level course. They will complete a fifteen-minute oral discussion, an essay in 1450 – 1800 Chinese characters, and prepare for two written examinations at the end of the two-year course. All students will create portfolios containing their written tasks, both creative and analytic, for various purposes and audiences.

### 7.2.5 DP Chinese Language and Literature SL

#### **GRADES 11 and 12**

DP Chinese Language and Literature is a two-year investigation of the power and possibilities of language in all its variety. Approximately half of the texts studied will relate to language topics, and the other half will comprise literary selections. Both language and literature texts will be examined through three Areas of Exploration: a) Readers, writers, and texts; b) Time and space; and c) Intertextuality: connecting texts. Students will individually select issues of global importance to examine through their shared and individual readings and apply course texts to various assessments. At the Standard Level, students will read four literary texts, complete a fifteen-minute oral discussion, and prepare for two written examinations to be taken at the end of the two-year course. All students will create portfolios containing their written tasks, both creative and analytic, for various purposes and audiences.

### 7.2.6 AISG Chinese Language and Literature Year 1

#### **GRADE 11**

AISG Language and Literature (Year 1) investigates the power and possibilities of language in all its variety. Since this class is not focused on preparing for IB examinations, there will be a wider variety of assessment types to allow students to demonstrate learning. Approximately half of the texts studied will relate to language topics, and the other half will comprise literary selections. Both language and literature texts will be examined through three Areas of Exploration: a) Readers, writers, and texts; b) Time and space; and c) Intertextuality: connecting texts. Students will individually select issues of global importance to examine through their shared and individual readings and apply course texts to various assessments. For Year 1, students will read four literary texts and will complete a fifteen-minute oral discussion as a focus. All students will create portfolios containing their written tasks, both creative and analytic, for various purposes and audiences.

## 7.2.7 AISG Chinese Language and Literature Year 2

### GRADE 12

#### Prerequisite: AISG English Language and Literature Year 1

AISG Language and Literature (Year 2) continues the investigation of the power and possibilities of language in all its varieties. Since this class is not focused on preparing for IB examinations, there will be a wider variety of assessment types to allow students to demonstrate learning. Approximately half of the texts studied will relate to language topics, and the other half will comprise literary selections. Both language and literature texts will be examined through three Areas of Exploration: a) Readers, writers, and texts; b) Time and space; and c) Intertextuality: connecting texts. Students will individually select issues of global importance to examine through their shared and individual readings and apply course texts to various assessments. For Year 2, students will focus on comparative thinking and writing when examining texts. All students will create portfolios containing their written tasks, both creative and analytic, for various purposes and audiences.

## 7.3 Group 2: Language Acquisition

### 7.3.1 *Philosophy: Aims and Beliefs*

The AISG Language Acquisition program aims to develop communicators that are open-minded and who will make a positive impact on our global society. Students will be reflective inquirers passionate about language acquisition and can apply their skills in real-world contexts. We create environments that allow for innovative, student-centered teaching and learning which support risk-taking. By providing opportunities for practice, making mistakes, and learning from these mistakes with support and feedback, students can progress in their language acquisition. Additionally, we aim to inspire students to continually pursue language study, recognize the value of communicating in multiple languages, and appreciate other cultures. We believe that safe environments allow students to access language in different ways, and language acquisition should be available and viable for all students. Our program emphasizes celebrating what students "can do" at the level at which they can use the language in authentic, real-world contexts. Our role as educators is to provide innovative and dynamic learning experiences and assessments. In this interconnected and multilingual world, it is essential for students to effectively communicate with cultural understanding to construct a more connected and compassionate global society.

### 7.3.2 *MYP Chinese Language Acquisition Phase 1*

#### Grade 9 and/or 10

AISG language acquisition is structured in phases so that the complexity and range of language profiles that students bring to the classroom are acknowledged and fostered. Students will progress

through the levels of language acquisition when they are ready, with the anticipation that they will spend one or two years per level.

The goal is for a student in Emergent Chinese to engage in simple communication interacting with simple, authentic texts while developing listening, speaking, reading, and writing skills. Over one year, students will engage in the following units of study: I can Speak Chinese, My Friends, and Family, When I Grow Up, How do You Get There.

### 7.3.3 MYP Chinese Language Acquisition Phase 2

#### **Grade 9 and/or 10**

AISSG language acquisition is structured in phases so that the complexity and range of language profiles that students bring to the classroom are acknowledged and fostered. Students will progress through the phases of language acquisition when they are ready, with the anticipation that they will spend one or two years in this phase.

The goal is for a student in Chinese Phase 2 to engage in simple communication interacting with simple, authentic texts while developing listening, speaking, reading, and writing skills. Students will engage in the following units of study: A Taste of Fashion, Rain Rain Go Away, Just for Fun, and School Life.

### 7.3.4 MYP Chinese Language Acquisition Phase 3

#### **Grade 9 and/or 10**

AISSG language acquisition is structured in phases so that the complexity and range of language profiles that students bring to the classroom are acknowledged and fostered. Students will progress through the phases of language acquisition when they are ready, with the anticipation that they will spend two years in this phase.

The goal is for a student in Chinese Phase 3 to engage in simple and some complex communication interacting with simple and some complex authentic texts while developing listening, speaking, reading, and writing skills. Over two years, students will engage in the following units of study: Sick Day, Yum!, Shop till You Drop, It's Where You Live, Our Place in the World, Discover China, Generation Gap, and Serving our Communities.

### 7.3.5 MYP Chinese Language Acquisition Phase 4

#### **Grade 9 and/or 10**

AISSG language acquisition is structured in phases so that the complexity and range of language profiles that students bring to the classroom are acknowledged and fostered. Students will progress through the levels of language acquisition when they are ready, with the anticipation that they will spend two years per level.

The goal for a student in Chinese Phase 4 is to engage in complex communication interacting with various complex authentic texts while developing listening, speaking, reading, and writing skills. Over two years, students will engage in the following units of study: Celebrations, Festivals and Traditions, World Famous, Young Generation, The internet Era, My Career and Future Plan, Migration, Chinese Artistic Expressions, Peace and Conflict.

### 7.3.6 DP Chinese Language Acquisition HL

#### **Grades 11 and 12**



IBDP Chinese B HL course is a 2-year language acquisition course designed for students with some previous experience in Chinese. In the Chinese B HL course, students further develop their ability to communicate in Chinese by studying language, themes, and literature. In doing so, they also develop conceptual understandings of how language works, as appropriate to the course level. The curriculum centers on topics in Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. Chinese B HL students are also required to study two original Chinese literature works. This is a rigorous class using various sources and challenging students to acquire the breadth and depth of knowledge and skills needed to succeed at the diploma level. Spoken communication will be assessed through the internal (school) assessment and reading, listening, and writing abilities through the external (IBO) assessments. All students enrolled will sit the IB external exam at the end of Year 2.

### 7.3.7 DP Chinese Language Acquisition SL

#### **Grades 11 and 12**

IBDP Chinese B SL course is a 2-year language acquisition course designed for students with previous Chinese experience. In the Chinese B SL course, students further develop their ability to communicate in Chinese by studying language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the course level.

The curriculum centers on topics in Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. This is a rigorous class using various sources and challenging students to acquire the breadth and depth of knowledge and skills needed to succeed at the diploma level. Spoken communication will be assessed through the internal (school) assessment and reading, listening, and writing abilities through the external (IBO) assessments. All students enrolled will sit the IB external exam at the end of Year 2.

### 7.3.8 DP AISG Chinese Language Acquisition Year 1

#### **Grade 11 or 12**

The AISG Chinese Language Acquisition course is designed for students with previous experience with Chinese. Students further develop their ability to communicate in Chinese by studying language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the course level. The curriculum centers on topics in Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. This is a rigorous class using various sources and challenging students to acquire the breadth and depth of knowledge and skills needed to communicate at an advanced level.

### 7.3.9 DP AISG Chinese Language Acquisition Year 2

#### **Grade 12**

##### **Prerequisite: AISG Chinese Language Acquisition Year 1**

This course is a continuation of the AISG Chinese Language Acquisition Year 1 and is designed for students with previous experience with Chinese. Students further develop their ability to communicate in Chinese by studying language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the course level. The curriculum centers on topics in Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. This is a rigorous class using various sources and challenging students to acquire the breadth and depth of knowledge and skills needed to communicate at an advanced level.

## 7.3.10 DP MYP French Language Acquisition Phase 3

### Grade 9 and/or 10

AISG language acquisition is structured in phases so that the complexity and range of language profiles that students bring to the classroom are acknowledged and fostered. Students will progress through the levels of language acquisition when they are ready, with the anticipation that they will spend two years per level.

A student in Intermediate French aims to engage in simple and complex communication interacting with simple and some complex authentic texts while developing listening, speaking, reading, and writing skills. Over two years, students will engage in the following units of study: Vacations and Travel, Celebrations, Health, Education, Cultural Leisure and Entertainment, Francophonie, Technology, Shopping, and Consumption.

## 7.3.11 DP DP MYP French Language Acquisition Phase 4

### Grade 9 and/or 10

AISG language acquisition is structured in phases so that the complexity and range of language profiles that students bring to the classroom are acknowledged and fostered. Students will progress through the levels of language acquisition when they are ready, with the anticipation that they will spend two years per level.

The goal for a student in Advanced French is to engage in complex communication interacting with various complex authentic texts while developing listening, speaking, reading, and writing skills. Over the period of two years, students will engage in the following units of study: Young people today (Love, friendship, relationships, identity), Studies and the world of work, Truth and Images in the Media, Inequality, Rights and Social Engagement, The Environment, New Technology, and Scientific Innovation.

## 7.3.12 DP French Language Acquisition HL

### Grades 11 and 12

IBDP French B HL course is a 2-year language acquisition course designed for students with previous French experience. In the French B HL course, students further develop their ability to communicate in French by studying language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the course level.

The curriculum centers on topics in Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. This is a rigorous class using various sources and challenging students to acquire the breadth and depth of knowledge and skills needed to succeed at the diploma level. Written and spoken communication will be assessed through internal (school) and external (IBO) assessments. All students enrolled will sit the IB external exam at the end of Year 2.

## 7.3.13 DP French Language Acquisition SL

### Grades 11 and 12

IBDP French B SL course is a 2-year language acquisition course designed for students with previous French experience. In the French B SL course, students further develop their ability to communicate in French by studying language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the course level.

The curriculum centers on topics in Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. This is a rigorous class using various sources and challenging students to acquire the breadth and depth of knowledge and skills needed to succeed at the diploma level. Written and spoken communication will be assessed through internal (school) and external (IBO) assessments. All students enrolled will sit the IB external exam at the end of Year 2.

### 7.3.14 AISG French Language Acquisition Year 1

#### **Grade 11 or 12**

The AISG French Language Acquisition course is designed for students with previous experience with French. Students further develop their ability to communicate in French by studying language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the course level. The curriculum centers on topics in Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. This is a rigorous class using various sources and challenging students to acquire the breadth and depth of knowledge and skills needed to communicate at an advanced level.

### 7.3.15 AISG French Language Acquisition Year 2

#### **Grade 12**

##### **Prerequisite: AISG French Language Acquisition Year 1**

This course is a continuation of the AISG French Language Acquisition Year 1 and is designed for students with previous experience with French. Students further develop their ability to communicate in French by studying language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the course level. The curriculum centers on topics in Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. This is a rigorous class using various sources and challenging students to acquire the breadth and depth of knowledge and skills needed to communicate at an advanced level.

### 7.3.16 DP French ab initio SL

#### **Grades 11 and 12**

DP French ab initio SL is a two-year language acquisition course designed for students with no previous experience in – or very little exposure to – French. Ab initio students develop receptive, productive, and interactive skills while learning to communicate in French in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes, and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The language ab initio syllabus additionally prescribes four topics for each of the five themes, for 20 topics that will be addressed over the two years of the course. Written and spoken communication will be assessed through internal (school) and external (IBO) assessments. All students enrolled will sit the IB external exam at the end of Year 2.

### 7.3.17 AISG French ab initio Year 1

#### **Grade 11 or 12**

AISG French ab initio is a two-year language acquisition course designed for students with no previous experience in – or very little exposure to – French. Ab initio students develop receptive, productive, and interactive skills while learning to communicate in French in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes, and texts. There are five prescribed themes: identities, experiences, human ingenuity, social

organization, and sharing the planet. The language ab initio syllabus additionally prescribes four topics for each of the five themes, for 20 topics that will be addressed over the two years of the course. Written and spoken communication will be assessed through internal (school) exams and assignments.

### 7.3.18 AISG French ab initio Year 2

#### **Grade 11 or 12**

#### **Prerequisite: AISG French ab initio Year 1**

AISG French ab initio Year 2 is a continuation of the AISG French ab initio Year 1 course. Ab initio students will continue developing their receptive, productive, and interactive skills while learning to communicate in French in familiar and unfamiliar contexts. Throughout this course, students will develop the ability to communicate by studying language, themes, and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The language ab initio syllabus additionally prescribes four topics for each of the five themes, for 20 topics that will be addressed over the two years of the course. Written and spoken communication will be assessed through internal (school) exams and assignments.

### 7.3.19 MYP Spanish Language Acquisition Phase 3

#### Grade 9 and/or 10

MYP language acquisition is structured in phases so that the complexity and range of language profiles that students to the classroom are acknowledged and fostered. Students will progress through the levels of language acquisition when they are ready, with the anticipation that they will spend two years per level.

The goal is for a student in phase 3 Spanish to engage in simple and some complex communication interacting with simple and some complex authentic texts while developing listening, speaking, reading, and writing skills. Over two years, students will engage in the following units of study.

- Year A: Unit 1 – We are what we do
- Year A: Unit 2 – Travel
- Year A: Unit 3 – Health
  
- Year B: Unit 1 – Technology, Innovation
- Year B: Unit 2 – School Life and Values
- Year B: Unit 3 – Family and Relationships, Generations

### 7.3.20 MYP Spanish Language Acquisition Phase 4

#### **Grade 9 and/or 10**

MYP language acquisition is structured in phases so that the complexity and range of language profiles that students bring to the classroom are acknowledged and fostered. Students will progress through the levels of language acquisition when they are ready, with the anticipation that they will spend two years per level.

The goal is for a student in phase 4 Spanish to engage in complex communication interacting with various complex authentic texts while developing listening, speaking, reading, and writing skills.

Over two years, students will engage in the following units of study..

- Year A: Unit 1 - Healthy Habits
- Year A: Unit 2 - Social Media

- Year A: Unit 3 - Environment
- Year B: Unit 1 - Geographic Diversity and Culture, Value, and Beliefs
- Year B: Unit 2 - Future World
- Year B: Unit 3 - Media and Communication

## 7.3.21 DP Spanish Language Acquisition HL

### Grades 11 and 12

IBDP Spanish B HL course is a 2-year language acquisition course designed for students with some previous experience with Spanish. In the Spanish B HL course, students further develop their ability to communicate in Spanish by studying language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the course level.

The curriculum centers on topics in Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. This is a rigorous class using various sources and challenging students to acquire the breadth and depth of knowledge and skills needed to succeed at the diploma level. Written and spoken communication will be assessed through internal (school) and external (IBO) assessments. All students enrolled will sit the IB external exam at the end of Year 2.

## 7.3.22 DP Spanish Language Acquisition SL

### Grades 11 and 12

IBDP Spanish B SL course is a 2-year language acquisition course designed for students with some previous experience with Spanish. In the Spanish B SL course, students further develop their ability to communicate in Spanish by studying language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the course level.

The curriculum centers on topics in Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. This is a rigorous class using various sources and challenging students to acquire the breadth and depth of knowledge and skills needed to succeed at the diploma level. Written and spoken communication will be assessed through internal (school) and external (IBO) assessments. All students enrolled will sit the IB external exam at the end of Year 2.

## 7.3.23 AISG Spanish Language Acquisition Year 1

### Grade 11 or 12

The AISG Spanish Language Acquisition course is designed for students with previous experience with Spanish. Students further develop their ability to communicate in Spanish by studying language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the course level. The curriculum centers on topics in Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. This is a rigorous class using various sources and challenging students to acquire the breadth and depth of knowledge and skills needed to communicate at an advanced level.

## 7.3.24 AISG Spanish Language Acquisition Year 2

### Grade 12

This course is a continuation of the AISG Spanish Language Acquisition Year 1 and is designed for students with previous experience with Spanish. Students further develop their ability to

communicate in Spanish by studying language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the course level. The curriculum centers on topics in Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. This is a rigorous class using various sources and challenging students to acquire the breadth and depth of knowledge and skills needed to communicate at an advanced level

### 7.3.25 DP Spanish ab initio SL

#### **Grades 11 and 12**

DP Spanish ab initio SL is a two-year language acquisition course designed for students with no previous experience in – or very little exposure to – Spanish. Ab initio students develop receptive, productive, and interactive skills while learning to communicate in Spanish in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes, and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The language ab initio syllabus additionally prescribes four topics for each of the five themes, for 20 topics that will be addressed over the two years of the course. Written and spoken communication will be assessed through internal (school) and external (IBO) assessments. All students enrolled will sit the IB external exam at the end of Year 2.

### 7.3.26 AISG Spanish ab initio Year 1

#### **Grade 11 or 12**

AISG Spanish ab initio is a two-year language acquisition course designed for students with no previous experience in – or very little exposure to – Spanish. Ab initio students develop receptive, productive, and interactive skills while learning to communicate in Spanish in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes, and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The language ab initio syllabus additionally prescribes four topics for each of the five themes, for 20 topics that will be addressed over the two years of the course. Written and spoken communication will be assessed through internal (school) exams and assignments.

### 7.3.27 AISG Spanish ab initio Year 2

#### **Grade 12**

##### **Prerequisite: AISG Spanish ab initio Year 1**

AISG Spanish ab initio Year 2 is a continuation of the AISG Spanish ab initio Year 1 course. Ab initio students will continue developing their receptive, productive, and interactive skills while learning to communicate in Spanish in familiar and unfamiliar contexts. Throughout this course, students develop the ability to communicate through studying language, themes, and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The language ab initio syllabus additionally prescribes four topics for each of the five themes, for 20 topics that will be addressed over the two years of the course. Written and spoken communication will be assessed through internal (school) exams and assignments.

### 7.3.28 MYP English Language Acquisition Phase 3

#### **Grade 9**

MYP Language Acquisition is structured in phases so that the complexity and range of language profiles that students bring to the classroom are acknowledged and fostered. Students will progress

through the phases of language acquisition when they are ready, with the anticipation that they will spend around two years per phase. In Grade 11, students who take this course may study IBDP English B, AISG English Language Acquisition Year 1, or English A SL.

MYP English Language Acquisition Intermediate aims to engage students in simple and complex communication interacting with simple and complex authentic texts while developing listening, speaking, reading, and writing skills. Over two years, students will engage in the following units of study.

### 7.3.29 MYP English Language Acquisition Phase 4

#### **Grade 9 and/or 10**

MYP Language Acquisition is structured in phases so that the complexity and range of language profiles that students bring to the classroom are acknowledged and fostered. Students will progress through the phases of language acquisition when they are ready, with the anticipation that they will spend around two years per phase. In Grade 11, students who take this course may study IBDP English B, AISG English Language Acquisition Year 1, or English A SL.

MYP English Language Acquisition Intermediate aims to engage students in simple and complex communication interacting with simple and complex authentic texts while developing listening, speaking, reading, and writing skills. Over two years, students will engage in the following units of study.

### 7.3.30 DP English Language Acquisition HL

#### **Grade 11 or 12**

IBDP English Language Acquisition HL course is a 2-year language acquisition course designed for students with some previous experience with English. In the English Language Acquisition HL course, students further develop their ability to communicate in English by studying language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the course level. The curriculum centers on topics in Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. This is a rigorous class using various sources and challenging students to acquire the breadth and depth of knowledge and skills needed to succeed at the diploma level. Written and spoken communication will be assessed through internal (school) and external (IBO) assessments. All students enrolled will sit the IB external exam at the end of Year 2.

### 7.3.31 AISG English Language Acquisition Year 1

#### **Grade 11 or 12**

AISG English Language Acquisition Year 1 is designed for students with some previous experience with English. In the course, students further develop their ability to communicate in English by studying language, themes, and texts. The primary emphasis is developing productive (writing and speaking) and receptive (listening and reading) skills, while developing academic language.

The curriculum focuses on the language the students need in their final years of secondary school and beyond. Topics studied focus on the development of the students' identities and include specific academic and business English. Written and spoken communication will be assessed through internal assessments only. Students will not sit external examinations.

## 7.3.32 AISG English Language Acquisition Year 2

### Grade 12

#### Prerequisite: AISG English Language Acquisition Year 1

AISG English Language Acquisition Year 2 course is designed for students with previous English experience. This course builds on what was learned in the AISG English Language Acquisition Year 1 course. The course's primary emphasis is developing productive (writing and speaking) and receptive (listening and reading) skills, while developing academic language skills.

The curriculum focuses on the language the students need in their final years of secondary school and beyond. Topics studied focus on the development of the students' identities and include specific academic and business English. Written and spoken communication will be assessed through internal assessments only. Students will not sit external examinations.

## 7.4 Group 3: Individuals and Societies

### 7.4.1 *Philosophy: Aims and Beliefs*

The AISG Individuals and Societies program aims to develop critical and compassionate globally-minded citizens that engage in the world around them. We create a safe and nurturing environment in which students are engaged in meaningful inquiry. Multiple perspectives are explored in rich and dynamic learning environments which welcome uncertainty, foster curiosity, and inspire creativity and innovation. We aim to provide a differentiated learning experience where students have some choice in their learning. Risk-taking, failure, and reflection are recognized as integral parts of the learning process.

We believe that Individuals and Societies is transdisciplinary and that skills and conceptual understanding should be developed in authentic and meaningful ways. Students are encouraged to analyze, think critically, problem-solve, and collaborate as they explore contemporary and/or local. They adopt the roles of geographer, historians, and social scientist to develop an appreciation for cultures and traditions and an understanding of social responsibility. This provides the foundation for informed action.

### 7.4.2 *MYP Humanities 9*

#### Grade 9

Our program aims to develop critical, compassionate, globally-minded citizens that engage in the world around them. Grade 9 Humanities examines the world as it was, is, and will be. This examination is through different foci; history, geography, politics, economics, and international organizations and relations. Students will take charge of their learning in new and exciting ways, with student choice being an important part of the content. Using historical and current periods, a thematic case study-based approach to the different units will enable students to understand vital concepts deeper. A wide range of assessment techniques will challenge and engage students in demonstrating the depth of their learning, focusing on inquiry and practical, creative applications to demonstrate their conceptual understandings.

### 7.4.3 *MYP Humanities 10*

#### Grade 10

Our program aims to develop critical, compassionate, globally-minded citizens that engage in the world around them. Grade 10 Humanities is more than a history class; It is a transdisciplinary



examination of humans and how we interact with the world around us. Students will adopt the roles of geographers, historians, and social sciences to develop an appreciation and understanding of the legacies of the past, the challenges of the present, and the possibilities of the future. Through inquiry-driven lessons and diverse and dynamic assessments, students will develop the necessary critical thinking, analysis, writing, and problem-solving skills they need to thrive within the IB DP program during their final two years of high school. This course focuses mainly on the Anthropocene (or Modern Human) Era and heavily emphasizes inquiry and sustainability. Moments of time that will be scrutinized are Age of Exploration, Industrialization, WWI/WWII. Assessments are typically project-based, aiming to demonstrate understanding through various practical and creative applications. A comprehensive examination occurs at the end of year..

#### 7.4.4 DP History HL

##### **Grade 11 and 12**

IB DP Higher Level History is a two-year world history course based on a comparative and multi-perspective historical approach. It involves studying various types of history, including political, economic, social, and cultural, and provides a balance of structure and flexibility. The course encourages students to think historically, develop historical skills, and gain factual knowledge. It puts a premium on developing critical thinking skills and understanding multiple interpretations of history. This way, the course involves a challenging and demanding critical exploration of the past. DP History at AISG focuses on China and North Asia, examining China in the 20th century, World War 2 in the Pacific, Japan, and the rise of authoritarian leaders in different regions of the world in the early 20th century. The Internal Assessment is an investigation undertaken by the student on a topic of their choice of a historical event worthy of in-depth research and analysis. Students undertaking Higher Level history will also examine modern China and Japan during and after WW2, their impact on the world, and the impact of Japanese colonialism on Korea. Student assessment is primarily made through timed essay-style examinations.

#### 7.4.5 DP History SL

##### **Grade 11 and 12**

IB DP Standard Level History is a two-year world history course based on a comparative and multi-perspective historical approach. It involves studying various types of history, including political, economic, social, and cultural, and provides a balance of structure and flexibility. The course encourages students to think historically, develop historical skills, and gain factual knowledge. It puts a premium on developing critical thinking skills and understanding multiple interpretations of history. This way, the course involves a challenging and demanding critical exploration of the past. DP History at AISG focuses on China and North Asia, examining China in the 20th century, World War 2 in the Pacific, and the rise of authoritarian leaders in the early 20th century. The Internal Assessment is an investigation undertaken by the student on a topic of their choice of a historical event worthy of in-depth research and analysis.

#### 7.4.6 AISG History Year 1

##### **Grade 11 or 12**

AISG History is a one- or two-year course based on a comparative and multi-perspective historical approach. Students must complete year one as a prerequisite to completing year two of the course. Political, economic, social, and cultural history will provide a variety of perspectives and balance. The course encourages students to develop historical and critical thinking skills and to

think historically and conceptually while gaining factual knowledge. The course will involve a critical exploration of the 20th century. Year one focuses on the conflict and the move to war in Asia and Europe in the early 20th century. The primary assessment method is an essay-style examination, but there may also be opportunities for presentations and other projects.

## 7.4.7 AISG History Year 2

### Grade 12

#### Prerequisite: AISG History Year 1

AISG History is a one- or two-year course based on a comparative and multi-perspective historical approach. Students must complete year one as a prerequisite to completing year two of the course. Political, economic, social, and cultural history will provide a variety of perspectives and balance. The course encourages students to develop historical and critical thinking skills and to think historically and conceptually while gaining factual knowledge. The course will involve a critical exploration of the 20th century. Year 2 has authoritarian leaders and their impact as a central focus. The primary assessment method is an essay-style examination, but there may also be opportunities for presentations and other projects.

## 7.4.8 DP Psychology HL

### Grades 11 and 12

DP Psychology Higher Level is a two-year survey of the various factors that influence human behavior and the methods for collecting, analyzing, and evaluating information used in behavioral science. Year 1 of the course focuses on the Core Approaches to Understanding Behavior (Paper 1), including the Biological, Cognitive, and Sociocultural Approaches, and a major unit of study on Research Methodology. In addition, HL students will study the extension topics for each approach. Students will learn Research Methodology and all the Core Approaches. Topics within each of these study units will include terminology and concepts that define each set of behavioral factors, theories and models of behavior, evidence gained from a variety of research methods, critical evaluation of theories and evidence, and the methodological, gender-related, cultural, and ethical considerations that apply to behavioral science.

Core Approach Extension topics include:

- Biological Approach and HL extension - The role of animal-based research in psychology
- Cognitive Approach and HL extension - The influence of digital technology on cognitive processes
- Sociocultural Approach and HL extension - The effects of globalization on behavior

Year 2:

Students will explore the two DP options: Human Development and Human Relationships. The Internal Assessment (IA) will be conducted and completed during Year 2. The IA requires students to work in teams to conduct a psychological research study and individually write a report about their findings. This methodological focus will be further continued as students prepare for Paper 3 which requires students to evaluate and analyze an unseen research study

## 7.4.9 DP Psychology SL

### Grades 11 and 12

DP Psychology Standard Level is a two-year survey of the factors influencing human behavior and the methods for collecting, analyzing, and evaluating information used in behavioral science. Year 1 of the course focuses on the Core Approaches to Understanding Behavior (Paper 1), including the Biological, Cognitive, and Sociocultural Approaches, and a major unit of study on Research Methodology. Students will learn Research Methodology and all the Core Approaches. Topics within each of these study units will include terminology and concepts that define each set of behavioral factors, theories and models of behavior, evidence gained from a variety of research methods, critical evaluation of theories and evidence, and the methodological, gender-related, cultural, and ethical considerations that apply to behavioral science.

Year 2:

Students will explore one of the options, Human Relationships, in addition to all the Core Approaches. The Internal Assessment (IA) will be conducted and completed during Year 2. The IA requires students to work in teams to conduct a psychological research study and individually write a report about their findings. Human Relationships and the Internal Assessment are the focus of Year 2.

7.4.10 AISG Psychology Year 1

## Grade 11 or 12

AISG Psychology can be taken as a one- or two-year class. Year one will follow the IBDP Psychology course focusing on the core approaches to understanding behavior, including the Biological, Cognitive, and Sociocultural Approaches, and a major unit of study on Research Methodology. Student assessments will focus on terminology, understanding of theories, and practical application. Students are not required to learn the specific research studies of the IBDP Psychology program nor take the mock Paper 1 exam.

7.4.11 AISG Psychology Year 2

## Grade 12

### Prerequisite: AISG Psychology Year 1

AISG Psychology Year 2 will follow the IBDP Psychology course. A prerequisite for this class is any of the Year 1 Psychology courses. This course focuses on Developmental Psychology and the psychology of Human Relationships. Student assessments will focus on terminology, understanding of theories, and practical application. Instead of conducting the Internal Assessment, students will create a research presentation on a self-selected topic. Second semester, students will learn about conditioning (classical/operant) and abnormal psychology, while the IBDP students will focus on revision. Only motivated students and independent learners should take AISG Psych Year two, as much of the assignments and learning will be done independently.

7.4.12 DP Economics HL

## Grades 11 and 12

DP Economics is a two-year course that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. The economics course, at both SL and HL, uses economic theories, models, and key concepts to examine how these choices are made: at the level of producers and consumers in individual markets (microeconomics), at the level of the government and the national economy (macroeconomics) in year 1; and at an international level, where countries are becoming

increasingly interdependent (the global economy) in year 2. In addition, HL students will study the extension topics for each approach, including consumer behavior, market failure (asymmetric information, market power), money creation process, absolute and comparative advantage, Marshall-Lerner condition and J-curve, etc.

The DP economics course allows students to explore these models, theories, and key concepts and apply them using empirical data by examining six real-world issues. Through their inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behavior and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence, and intervention), students of the economics course will develop the knowledge, skills, values, and attitudes that will encourage them to act responsibly as global citizens. Three Internal Assessments (IA) will be completed at the end of year 2.

#### 7.4.13 DP Economics SL

##### **Grades 11 and 12**

DP Economics is a two-year course that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. The economics course, at both SL and HL, uses economic theories, models, and key concepts to examine how these choices are made: at the level of producers and consumers in individual markets (microeconomics), at the level of the government and the national economy (macroeconomics) in year 1; and at an international level, where countries are becoming increasingly interdependent (the global economy) in year 2.

The DP economics course allows students to explore these models, theories, and key concepts and apply them using empirical data by examining six real-world issues. Through their inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behavior and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence, and intervention), students of the economics course will develop the knowledge, skills, values, and attitudes that will encourage them to act responsibly as global citizens. Three Internal Assessments (IA) will be completed at the end of year 2.

#### 7.4.14 AISG Economics Year 1

##### **Grade 11 or 12**

AISG Economics is a one- or two-year course which follows the IBDP Economics course. It allows students to understand the complexities and interdependence of economic activities in a rapidly changing world. The economic course uses economic theories. Models and key concepts to examine how these choices are made; at the level of producers and consumers in individual markets (microeconomics). The topics of Microeconomics explored include market elasticity, and government intervention. Students' assessments focus on understanding theories and applying knowledge in the real world. Short-answer questions and case study are the main ways to test students' understanding.

#### 7.4.15 AISG Economics Year 2

##### **Grade 12**

##### **Prerequisite: AISG Economics Year 1**

AISG Economics follows the IBDP Economics course. Students must complete year one as a prerequisite to completing year two of the course. This class allows students to understand the complexities and interdependence of economic activities in a rapidly changing world. Students must complete year one as a prerequisite to completing year two of the course. The economic course uses economic theories, models and key concepts to examine how these choices are made at the level of the government and the national economy (macroeconomics). In year two, several topics in Macroeconomics are explored. Regarding Macroeconomics, students will learn about macroeconomic objectives, the economics of inequality and poverty, and demand-side vs. supply-side government policy.

Students' assessments focus on understanding theories and applying knowledge in the real world. Presentation and research projects are the main ways to test students' understanding.

#### 7.4.16 DP Business Management HL

##### **Grades 11 and 12**

DP Business Management is a two-year course designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts, and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs, or social entrepreneurs need to be confident, creative, and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes. Through exploring four interdisciplinary concepts: creativity, change, ethics, and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes, and decision-making in contemporary contexts of strategic uncertainty. Students examine how internal and external factors influence business decisions in an organization and how these decisions impact a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management. Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face the challenges and opportunities awaiting them in our ever-changing world.

#### 7.4.17 DP Business Management SL

##### **Grades 11 and 12**

DP Business Management is a two-year course designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts, and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs, or social entrepreneurs need to be confident, creative, and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes. Through exploring four interdisciplinary concepts: creativity, change, ethics, and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes, and decision-making in contemporary contexts of strategic uncertainty. Students examine how internal and external factors influence business decisions in an organization and how these decisions impact a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations

management. Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face the challenges and opportunities awaiting them in our ever-changing world.

## 7.4.18 AISG Business Management Year 1

### Grade 11 or 12

The AISG Business Management is a one- or two-year course designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts, and tools to assist with business decision-making. The curriculum follows the IB DP SL units and topics. Future employees, business leaders, entrepreneurs, or social entrepreneurs need to be confident, creative, and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes. Through exploring four interdisciplinary concepts: creativity, change, ethics, and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes, and decision-making in contemporary contexts of strategic uncertainty. Students examine how internal and external factors influence business decisions in an organization and how these decisions impact a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management. Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face the challenges and opportunities awaiting them in our ever-changing world. Student assessments will focus on terminology, understanding of theories, and practical application. This comes from essay-style examinations, presentations, and research projects.

## 7.4.19 AISG Business Management Year 2

### Grade 12

#### Prerequisite: AISG History Year 1

The AISG Business Management is a one- or two-year course designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts, and tools to assist with business decision-making. The curriculum follows the IB DP SL units and topics. Future employees, business leaders, entrepreneurs, or social entrepreneurs need to be confident, creative, and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes. Through exploring four interdisciplinary concepts: creativity, change, ethics, and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes, and decision-making in contemporary contexts of strategic uncertainty. Students examine how internal and external factors influence business decisions in an organization and how these decisions impact a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management. Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face the challenges and opportunities awaiting them in our ever-changing world. Student assessments

will focus on terminology, understanding of theories, and practical application. This comes from essay-style examinations, presentations, and research projects.

## 7.4.20 DP Environmental Systems and Societies HL

### Grades 11 and 12

The HL IB Environmental Systems and Societies course is designed to provide students with a comprehensive understanding of the complex relationship between human societies and the natural world. This interdisciplinary course combines scientific knowledge with social and cultural perspectives to explore the impact of human activity on the environment and the ways in which society can work towards sustainable development.

Throughout the course, students will develop their scientific skills and knowledge through the study of key environmental concepts such as ecosystems, biodiversity, climate change, and pollution. They will also explore the social and cultural factors that influence environmental decision-making, including the role of economics, politics, and ethics.

The course is structured around four key themes: systems and models, human populations, resources and sustainability, and environmental impacts and management. Through a range of case studies and practical investigations, students will develop their analytical and critical thinking skills, as well as their ability to communicate scientific ideas and arguments effectively.

The IB Environmental Systems and Societies HL course provides students with a holistic understanding of the complex relationship between human societies and the natural world and equips them with the skills and knowledge to become informed and active global citizens committed to sustainable development.

## 7.4.21 DP Environmental Systems and Societies SL

### Grades 11 and 12

As an interdisciplinary two-year course, students can study Environmental Systems and Societies (ESS) and have it count as either a group 3 or a group 4 course or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional Group 3 or 4 subjects. ESS is firmly grounded in a scientific exploration of environmental systems in their structure and function and the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment.

This course requires a systems approach to environmental understanding and problem-solving and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in various environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied, and dynamic. Understanding the complexity of these interactions is required for effective guardianship of the planet and sustainable and equitable use of shared resources.

Topics covered in the first year include human/ecological relationships, biodiversity, ecosystems and matter, and human population dynamics. Topics covered in the second year include water, the atmosphere, and climate change. Skills developed in this course include analyzing graphs, evaluating and building models, analyzing and evaluating case studies, and communicating

interconnected ideas in multiple formats. Students will be assessed through various formats, including essays, analyzing graphical data, recall of terms and topics, and laboratory work.

## 7.4.22 AISG Environmental Systems and Societies Year 1

### Grades 11 and 12

This course is designed for students seeking an interconnected approach to the impact of environmental, societal, and system relationships. Environmental Systems and Societies (ESS) is firmly grounded in a scientific exploration of environmental systems in their structure and function and the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment.

This one-year course requires a systems approach to environmental understanding and problem-solving and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in various environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied, and dynamic. Understanding the complexity of these interactions is required for effective guardianship of the planet and sustainable and equitable use of shared resources.

Topics covered in the first year include human/ecological relationships, biodiversity, ecosystems and matter, and human population dynamics. Skills developed in this course include analyzing graphs, evaluating and building models, analyzing and evaluating case studies, and communicating interconnected ideas in multiple formats. Students will be assessed through various formats, including essays, analyzing graphical data, recall of terms and topics, and laboratory work.

## 7.4.23 AISG Environmental Systems and Societies Year 2

### Grade 12

#### Prerequisite: AISG Environmental Systems and Societies Year 1

This course is designed for students seeking an interconnected approach to the impact of environmental, societal, and system relationships. Environmental Systems and Societies (ESS) is firmly grounded in a scientific exploration of environmental systems in their structure and function and the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment.

This one-year course requires a systems approach to environmental understanding and problem-solving and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in various environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied, and dynamic. Understanding the complexity of these interactions is required for effective guardianship of the planet and sustainable and equitable use of shared resources.

Topics covered in the second year include water, the atmosphere, and climate change. Skills developed in this course include analyzing graphs, evaluating and building models, analyzing and



evaluating case studies, and communicating interconnected ideas in multiple formats. Students will be assessed through various formats, including essays, analyzing graphical data, recall of terms and topics, and laboratory work.

## 7.5 Group 4: Sciences

### 7.5.1 *Aims and Beliefs*

The Science program at the American International School of Guangzhou provides constructive opportunities to nurture students' curiosity about the physical and natural world. We believe that scientific inquiry not only fosters curiosity and encourages the exploration of ideas but also recognizes that trial and error are integral to the learning process, ultimately leading learners to a deeper understanding of, and interest in, our world and beyond. Our aims are multifaceted: to foster environmental awareness and ethical responsibility in scientific engagement; to teach students how to use scientific evidence to support their positions while developing critical thinking skills; to enhance students' understanding of both the strengths and constraints of science; to equip students to handle unfamiliar situations with creative thinking and resilience; to provide opportunities for students to transfer their skills and knowledge; and to develop their technical skills in the sciences.

### 7.5.2 *MYP Science 9*

#### **Grade 9**

This one-year course introduces students to the methods, concepts, and ideas used in natural science investigations. The year's investigations focus on force and motion, waves and the electromagnetic spectrum, bonding, water, and cellular energetics. Students will investigate various phenomena and develop models that attempt to explain the principles underlying those phenomena. Models are tested through experimentation and analysis to develop a deeper and more complete understanding of the underlying scientific content. In addition, students will participate in the engineering and design cycle as they develop, construct, and refine solutions to overcome specific real-world problems associated with content areas investigated in the class.

Skills developed in this course include analyzing graphs, evaluating and building models, and communicating interconnected ideas in multiple formats. Students will be assessed through various formats, including essays, analyzing graphical data, recall of terms and topics, and laboratory work.

Together with Integrated Science 10, this class provides students with a solid understanding of the basic methods and reasoning used by scientists in investigations and gives them a firm foundation in the content needed to succeed in their IBDP science classes.

### 7.5.3 *MYP Science 10*

#### **Grade 10**

This one-year course continues to explore the methods, concepts, and ideas used in natural science investigations, focusing on human impacts, genetics, evolution, chemical reactions, and electricity. Throughout the year, students will study these units within the disciplines of Biology, Chemistry, Environmental Science, and Physics. They will investigate natural phenomena and develop models to explain the principles underlying these phenomena. These models are then tested through experimentation and analysis, deepening their understanding of the scientific content. Additionally, students will participate in the engineering and design cycle as they

develop, construct, and refine solutions to tackle specific real-world problems associated with the content areas explored in the course. Skills honed include analyzing graphs, evaluating and building models, and effectively communicating interconnected ideas across multiple formats. Assessments will vary, encompassing essays, presentations, data analysis, and laboratory work. This course, in conjunction with Science 9, equips students with a robust understanding of the scientific methods and reasoning needed to excel in their IBDP science classes.

## 7.5.4 DP Biology HL

### Grades 11 and 12

DP Biology HL is an intensive two-year course designed for students deeply interested in the biological sciences. This program emphasizes a thorough understanding of key biological concepts such as structure and function, matter and energy, and interdependent relationships within ecosystems. It covers advanced topics including inheritance, natural selection, evolution, and human physiology. A cornerstone of the HL course is the Internal Assessment (I.A.), which allows students to design and conduct their own experiments, fostering creativity and scientific inquiry. The course prepares students for external examinations through regular formal testing, ensuring they are well-prepared for higher education in biological sciences.

## 7.5.5 DP Biology SL

### Grades 11 and 12

DP Biology SL is a comprehensive two-year course that introduces students to the fundamental principles of biology. It explores essential concepts such as the structure and function of organisms, energy transformations, ecological interactions, genetics, evolution, and aspects of human physiology. The course is designed to cultivate an understanding of the biological world through a mix of theoretical knowledge and practical investigation. SL students focus on the same core areas as their HL counterparts, tailored to provide a focused and efficient exploration of biological sciences. The program includes an Internal Assessment (I.A.) that requires students to conduct independent experimental work, enhancing their practical skills and scientific reasoning. Formal tests are conducted throughout the course to prepare students for the final external examinations.

## 7.5.6 AISG Biology Year 1

### Grade 11 or 12

The AISG Diploma in Biology Year 1 is a one-year course tailored for students aiming to gain a solid grounding in biology within the framework of a standard high school education. The course covers fundamental biological concepts such as structure and function, matter and energy flows, ecosystems, genetics, evolution, and human physiology. It encourages students to explore these areas through both theoretical study and practical application. Differing from the DP courses, the AISG Diploma culminates in a formal lab report instead of an Internal Assessment, where students independently investigate a biological question, developing essential laboratory and reporting skills. This course is structured to provide students with comprehensive knowledge and practical experience, preparing them for their final examinations and future endeavors in the sciences or related fields.

## 7.5.7 AISG Biology Year 2

### Grade 12

**Prerequisite: AISG Biology Year 1**

The AISG Diploma in Biology Year 2 is a one-year course that follows on from the Year 1 course. The course goes more deeply into biological concepts such as structure and function, matter and energy flows, ecosystems, genetics, evolution, and human physiology. It encourages students to develop more advanced skills through both theoretical study and practical application. Similar to Year 1, the AISG Diploma culminates in a formal lab report where students independently investigate a biological question, further developing essential laboratory and reporting skills. This course is structured to culminate in comprehensive knowledge and practical experience that sets students up to specialise in biological fields during university.

## 7.5.8 DP Chemistry HL

### Grades 11 and 12

The DP Chemistry HL course is a 2-year in-depth study of physical and chemical phenomena investigated over two years. The HL Chemistry course is suitable for those interested in understanding the world around them. This science deals with the materials of the universe and the changes these materials undergo. Chemistry is primarily concerned with identifying patterns that allow us to explain matter at the microscopic level. This then allows us to predict and control matter's behaviour at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely on creative but rational thinking. Chemistry lies at the heart of our efforts to produce new materials that make our lives safer and easier, to produce new sources of energy that are abundant and non-polluting, and to understand and control the many diseases that threaten us and our food supplies.

This course introduces students to the major topics of general chemistry and provides a firm conceptual foundation.

The study of Chemistry develops problem-solving skills. Students will learn to tackle problems using systematic and logical approaches. The HL course also integrates conceptual and mathematical approaches with a significant emphasis on mathematical modeling and covers more conceptually complex content than the SL section.

Year one typically covers quantitative chemistry, atomic structure, periodicity, chemical bonding, energetics, equilibrium, and kinetics. Year two covers acids and bases, oxidation and reduction, and organic chemistry. All students taking this class will complete a significant independent research assignment in Year 2, combining their practical skills with independent research and formal scientific writing and data analysis.

Assessment is carried out regularly throughout the course, with regular summative written Topic Tests mirroring the format of the final DP exams. In addition, practical skills are assessed throughout the course, culminating in the externally assessed IA.

## 7.5.9 DP Chemistry SL

### Grades 11 and 12

The DP Chemistry SL course is a 2-year study of physical and chemical phenomena investigated over two years. The SL Chemistry course is suitable for those interested in understanding the world around them. This science deals with the materials of the universe and the changes these materials undergo. Chemistry is primarily concerned with identifying patterns that allow us to explain matter at the microscopic level. This then allows us to predict and control matter's behaviour at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely on creative but rational thinking. Chemistry lies at the

heart of our efforts to produce new materials that make our lives safer and easier, to produce new sources of energy that are abundant and non-polluting, and to understand and control the many diseases that threaten us and our food supplies.

This course introduces students to the major topics of general chemistry and provides a firm conceptual foundation.

The study of Chemistry develops problem-solving skills. Students will learn to tackle problems using systematic and logical approaches. The SL course provides students with a fundamental understanding of chemistry and experience of the associated skills.

Year one typically covers quantitative chemistry, atomic structure, periodicity, chemical bonding, energetics, equilibrium, and kinetics. Year two covers acids and bases, oxidation and reduction, and organic chemistry. All students taking this class will complete a significant independent research assignment in Year 2, combining their practical skills with independent research and formal scientific writing and data analysis.

Assessment is carried out regularly throughout the course, with regular summative written Topic Tests mirroring the format of the final DP exams. In addition, practical skills are assessed throughout the course, culminating in the externally assessed IA.

## 7.5.10 AISG Chemistry Year 1

### Grade 11 or 12

The AISG Chemistry Year 1 course involves the study of physical and chemical phenomena. The AISG Chemistry course is suitable for those interested in understanding the world around them. This science deals with the materials of the universe and the changes these materials undergo. Chemistry lies at the heart of our efforts to produce new materials that make our lives safer and easier, to produce new sources of energy that are abundant and non-polluting, and to understand and control the many diseases that threaten us and our food supplies.

This course introduces the fundamental topics of general chemistry and provides a foundation for the subject. The study of Chemistry helps to develop problem-solving skills. Students will learn to tackle problems using systematic and logical approaches with some mathematical modeling.

AISG Year 1 Chemistry typically covers quantitative chemistry, atomic structure, periodicity, chemical bonding, energetics, equilibrium, and kinetics. The course also includes several labs that will foster the development of general practical and interpersonal skills.

Assessment is carried out regularly throughout the course, with regular summative written Topic Tests that allow the student to demonstrate an understanding of the concepts covered. In addition, practical skills are assessed throughout the course, and students must demonstrate competency in a range of core skills.

## 7.5.11 AISG Chemistry Year 2

### Grade 12

#### Prerequisite: AISG Chemistry Year 1

The AISG Chemistry Year 2 course follows from Year 1 and continues with studying physical and chemical phenomena. The AISG Chemistry course is suitable for those interested in understanding the world around them. This science deals with the materials of the universe and the changes these materials undergo. Chemistry lies at the heart of our efforts to produce new materials that

make our lives safer and easier, to produce new sources of energy that are abundant and non-polluting, and to understand and control the many diseases that threaten us and our food supplies.

This course introduces the fundamental topics of general chemistry and provides a foundation for the subject. The study of Chemistry helps to develop problem-solving skills. Students will learn to tackle problems using systematic and logical approaches with some mathematical modeling.

AISG Year 2 typically covers acids and bases, oxidation and reduction, and organic chemistry. All students taking this class will complete an independent research assignment in Year 2, combining their practical skills with independent research and formal scientific writing and data analysis.

Assessment is carried out regularly throughout the course, with regular summative written Topic Tests that allow the student to demonstrate an understanding of the concepts covered. Practical skills and competencies are assessed through the independent research project.

## 7.5.12 DP Physics HL

### Grades 11 and 12

DP Physics is a two-year course for students wishing to explore the physical phenomena underpinning our Universe's nature. The main topics covered will be the study of motion, energy, electromagnetism, waves, and particle physics. Higher Level students will be exposed to concepts that will further stretch their knowledge of the cosmos and provide a deeper understanding of physical phenomena and applications. Students will develop skills in measurement, data analysis, problem-solving, and experimental design; softer skills include science communication and collaboration.

Assessment will occur throughout the year; formative assessment will be an ongoing process. Summative assessments will take place after topic completion and will be based on IB-style questions and laboratory reports. Furthermore, students will complete an Internal Assessment by independently investigating a phenomenon of their choice.

## 7.5.13 DP Physics SL

### Grades 11 and 12

DP Physics is a two-year course for students wishing to explore the physical phenomena underpinning our Universe's nature. The main topics covered will be the study of motion, energy, electromagnetism, waves, and particle physics. Students will develop skills in measurement, data analysis, problem-solving, and experimental design; softer skills include science communication and collaboration.

Assessment will occur throughout the year; formative assessment will be an ongoing process. Summative assessments will take place after topic completion and will be based on IB-style questions and laboratory reports. Furthermore, students will complete an Internal Assessment by independently investigating a phenomenon of their choice.

## 7.5.14 AISG Physics Year 1

### Grade 11 or 12

This Physics course at AISG spans a year, where students explore the physical phenomena that underpin the nature of our Universe. The main topics covered will be the study of motion, energy, and waves. Students will develop skills in measurement, data analysis, problem-solving, laboratory

instruments, and experimental design; softer skills include science communication and collaboration.

Assessment will occur throughout the year; formative assessment will be an ongoing process. Summative assessments will occur during and after topic completion and will be based on IB-style questions and laboratory reports. Furthermore, students will complete an Internal Assessment by independently investigating a phenomenon of their choice.

## 7.5.15 AISG Physics Year 2

### Grade 12

#### Prerequisite: AISG Physics Year 1

This Physics course at AISG spans a year and is available only to those students who have completed the year one Physics course. Students will continue to explore the physical phenomena underpinning our Universe's nature. The main topics covered will be the study of electromagnetism and particle physics. Students will develop skills in measurement, data analysis, problem-solving, laboratory instruments, and experimental design; softer skills include science communication and collaboration.

Assessment will occur throughout the year; formative assessment will be an ongoing process. Summative assessments will occur during and after topic completion and will be based on IB-style questions and laboratory reports. Furthermore, students will complete an Internal Assessment by independently investigating a phenomenon of their choice.

## 7.5.16 DP Computer Science HL

### Grades 11 and 12

The Computer Science course in the International Baccalaureate (IB) program is designed to equip students with a comprehensive understanding of computer science principles and programming skills. The curriculum covers a broad range of topics such as algorithms, data structures, programming languages, software engineering, databases, and computer systems. Throughout the course, students will develop their ability to design, implement, and evaluate computer programs and analyze and solve problems using computational thinking. In addition, they will enhance their skills in teamwork, communication, and project management. The course is divided into two levels: Standard Level (SL) and Higher Level (HL). SL students will cover the course's core topics, while HL students will delve deeper into additional topics. HL students will also complete a more extensive programming project. Overall, the Computer Science course in the IB program provides students with a solid foundation in computer science principles and skills, preparing them for further study in the field or for careers in technology.

During year 1 of this HL course, the student will develop computational solutions in the following areas:

Topic 1: System fundamentals, Topic 2: Computer organization, Topic 3: Networks, and Topic 6: Resource management. During year 2 of this HL course, the student will develop computational solutions in the following areas. Topics will include Topic 4: Computational thinking, problem-solving, and programming; Topic 5: Abstract data structures; and Topic 7: Control.

Students study one of the following options:

- Option A: Databases
- Option B: Modelling and simulation

- Option C: Web science
- Option D: Object-oriented programming (OOP)

Skills developed in this course include thinking procedurally, logically, concurrently, abstractly, recursively, and thinking ahead, utilizing an experimental and inquiry-based approach to problem-solving, developing algorithms and expressing them clearly, and appreciating how theoretical and practical limitations affect the extent to which problems can be solved computationally. During the course, the student will develop computational solutions. This will involve the ability to: identify a problem or unanswered question, design, prototype, and test a proposed solution, and liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Internal Assessment - The student will develop a computational solution during the course. This will involve the ability to identify a problem or unanswered question, design, prototype, and test a proposed solution, and liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments. Students will prepare for the IA project by determining the scope of their project completed in year 2.

Students are assessed through various formats, including essays, development of software solutions, and recall of terms and topics.

## 7.5.17 DP Computer Science SL

### Grades 11 and 12

The Computer Science course in the International Baccalaureate (IB) program is designed to equip students with a comprehensive understanding of computer science principles and programming skills. The curriculum covers a broad range of topics such as algorithms, data structures, programming languages, software engineering, databases, and computer systems. Throughout the course, students will develop their ability to design, implement, and evaluate computer programs and analyze and solve problems using computational thinking. In addition, they will enhance their skills in teamwork, communication, and project management.

During year 1 of this SL course, the student will develop computational solutions in the following areas: Topic 1: System fundamentals and Topic 2: Computer organization. During year 2 of this SL course, the student will develop computational solutions in the following areas: Topic 3: Networks and Topic 4: Computational thinking, problem-solving, and programming.

Students study one of the following options:

- Option A: Databases
- Option B: Modelling and simulation
- Option C: Web science
- Option D: Object-oriented programming (OOP)

Skills developed in this course include thinking procedurally, logically, concurrently, abstractly, recursively, and thinking ahead, utilizing an experimental and inquiry-based approach to problem-solving, developing algorithms and expressing them clearly, and appreciating how theoretical and practical limitations affect the extent to which problems can be solved computationally. During the course, the student will develop computational solutions. This will involve the ability to: identify a problem or unanswered question, design, prototype, and test a proposed solution, and liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Internal Assessment - The student will develop a computational solution during the course. This will involve the ability to identify a problem or unanswered question, design, prototype, and test a proposed solution, and liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments. Students will prepare for the IA project by determining the scope of their project completed in year 2.

Students are assessed through various formats, including essays, development of software solutions, and recall of terms and topics.

## 7.5.18 AISG Computer Science Year 1

### Grade 11 or 12

This course requires understanding the fundamental concepts of computational thinking and understanding how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a broad spectrum of knowledge and enables and empowers innovation, exploration, and the acquisition of further knowledge.

During year 1 of this SL course, the student will develop computational solutions in the following areas: Topic 1: System fundamentals and Topic 2: Computer organization.

Students study one of the following options:

- Option A: Databases
- Option B: Modelling and simulation
- Option C: Web science
- Option D: Object-oriented programming (OOP)

Skills developed in this course include thinking procedurally, logically, concurrently, abstractly, recursively, and thinking ahead, utilizing an experimental and inquiry-based approach to problem-solving, developing algorithms and expressing them clearly, and appreciating how theoretical and practical limitations affect the extent to which problems can be solved computationally. During the course, the student will develop computational solutions. This will involve the ability to: identify a problem or unanswered question, design, prototype, and test a proposed solution, and liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Students are assessed through various formats, including essays, development of software solutions, and recall of terms and topics.

## 7.5.19 AISG Computer Science Year 2

### Grade 12

#### Prerequisite: AISG Computer Science Year 1

This course requires understanding the fundamental concepts of computational thinking and understanding how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge and enables and empowers innovation, exploration, and the acquisition of further knowledge.

During year 2 of this SL course, the student will develop computational solutions in the following areas: Topic 3: Networks and Topic 4: Computational thinking, problem-solving, and programming.

Skills developed in this course include thinking procedurally, logically, concurrently, abstractly, recursively, and thinking ahead, utilizing an experimental and inquiry-based approach to problem-



solving, developing algorithms and expressing them clearly, and appreciating how theoretical and practical limitations affect the extent to which problems can be solved computationally. During the course, the student will develop computational solutions. This will involve the ability to: identify a problem or unanswered question, design, prototype, and test a proposed solution, and liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Students are assessed through various formats, including essays, development of software solutions, and recall of terms and topics.

## 7.5.20 DP Environmental Systems and Societies SL

### Grades 11 and 12

As an interdisciplinary two-year course, students can study ESS and have it count as either a group 3 or a group 4 course or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or 4 subject.

ESS is firmly grounded in a scientific exploration of environmental systems in their structure and function and the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment.

This course requires a systems approach to environmental understanding and problem-solving and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in various environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied, and dynamic. Understanding the complexity of these interactions is required for effective guardianship of the planet and sustainable and equitable use of shared resources.

Topics covered in the first year include human/ecological relationships, biodiversity, ecosystems and matter, and human population dynamics. Topics covered in the second year include water, the atmosphere, and climate change. Skills developed in this course include analyzing graphs, evaluating and building models, analyzing and evaluating case studies, and communicating interconnected ideas in multiple formats. Students will be assessed through various formats, including essays, analyzing graphical data, recall of terms and topics, and laboratory work.

## 7.5.21 AISG Environmental Systems and Societies Year 1

### Grade 11 or 12

This course is designed for students seeking an interconnected approach to the impact of environmental, societal, and system relationships. ESS is firmly grounded in a scientific exploration of environmental systems in their structure and function and the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment.

This one-year course requires a systems approach to environmental understanding and problem-solving and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting

in various environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied, and dynamic. Understanding the complexity of these interactions is required for effective guardianship of the planet and sustainable and equitable use of shared resources.

Topics covered in the first year include human/ecological relationships, biodiversity, ecosystems and matter, and human population dynamics. Skills developed in this course include analyzing graphs, evaluating and building models, analyzing and evaluating case studies, and communicating interconnected ideas in multiple formats. Students will be assessed through various formats, including essays, analyzing graphical data, recall of terms and topics, and laboratory work.

## 7.5.22 AISG Environmental Systems and Societies Year 2

### Grade 12

#### **Prerequisite: AISG Environmental Systems and Societies Year 1**

This course is designed for students seeking an interconnected approach to the impact of environmental, societal, and system relationships. ESS is firmly grounded in a scientific exploration of environmental systems in their structure and function and the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment.

This one-year course requires a systems approach to environmental understanding and problem-solving and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in various environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied, and dynamic. Understanding the complexity of these interactions is required for effective guardianship of the planet and sustainable and equitable use of shared resources.

Topics covered in the second year include water, the atmosphere, and climate change. Skills developed in this course include analyzing graphs, evaluating and building models, analyzing and evaluating case studies, and communicating interconnected ideas in multiple formats. Students will be assessed through various formats, including essays, analyzing graphical data, recall of terms and topics, and laboratory work.

## 7.6 Group 5: Mathematics

### 7.6.1 *Philosophy: Aims and Beliefs*

The AISG Mathematics program believes that everyone is a learner of mathematics. Our brains spark and grow when we make mistakes. We embrace these mistakes and the learning that comes from these experiences. We believe that students develop a growth mindset through authentic and real-world problems to overcome challenges. We believe that mathematicians go through a process when learning novel mathematical concepts that incorporate a concrete, pictorial, and abstract progression of learning. Within this process, we support students in communicating their ideas and engaging in constructive discourse. We believe that through inquiry, students have the agency to explore, extend, explain, and evaluate their mathematical thinking. We believe in ensuring culturally responsive mathematics education which empowers and affirms all identities and lived experiences.

The AISG Mathematics program aims to provide authentic learning experiences in which students take risks and apply their knowledge. We aim to provide rigorous and engaging learning opportunities, ensuring that we use tasks with multiple access points to meet each student's learning need challenge students' mathematical thinking. Technology is an essential tool in the teaching and learning of mathematics: it is used to support and enhance the understanding of mathematical concepts. We intentionally engage students in collaborative conversations to develop meaning and make thinking visible through models, pictures, numbers, words, and reflection. We aim to cultivate a mindset in which we are all mathematicians seeking a deeper understanding of our world.

## 7.6.2 MYP Mathematics 6

### Grade 6

MYP Mathematics 6 stresses the importance of mathematical exploration within the classroom. The program teaches and encourages students to become more adept at problem-solving, communicating mathematically, and integrating technology into their learning while laying foundations for the more abstract rigor of mathematics at higher grade levels. Throughout the year, students will develop the ability to reflect critically upon their own work and the work of others. Topics covered are number patterns, decimals, fractions, equations involving single variables, number theory (divisibility, Prime Factorization, LCM, GCF), statistics, probability, and appropriate geometric concepts.

## 7.6.3 MYP Mathematics 7

### Grade 7

MYP Mathematics 7 is a course where students will be taught and encouraged to become more adept at problem-solving, communicating mathematically, and integrating technology into their learning while laying the foundations for more abstract rigor of mathematics at the subsequent grade levels. More specifically, they will focus on four critical areas: (1) developing an understanding of and applying proportional relationships; (2) developing an understanding of operations with rational numbers and working with expressions, equations and inequalities; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

## 7.6.4 MYP Mathematics 8

### Grade 8

MYP Mathematics 8 begins a student's path into higher-level mathematical thinking. The course integrates grade-appropriate concepts of Algebra and Geometry, which are then continued in subsequent grade levels. Course topics include recognizing and developing linear and non-linear patterns using tables, graphs, and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students explore operations on algebraic expressions and apply mathematical properties to algebraic equations. They will also problem-solve using equations, graphs, and tables for exponential functions after investigating the various laws of exponents. Reinforcement of topics from two-dimensional geometry and transformations are integrated into this curriculum, as the Pythagorean Theorem and its applications.

## 7.6.5 MYP Mathematics 9

### Grade 9

MYP Mathematics 9 is a course that builds upon the foundation that students acquired in MYP Mathematics 8. There is a wide-reaching emphasis on various topics, including exponents; polynomials focusing more on quadratics; simple and conditional probability and its purpose in decision making; similarity leading to a discussion of right triangle trigonometry and the Pythagorean Theorem; and finally, radical functions. This course sees these units as heavily intertwined and not as stand-alone topics. Significant time will be dedicated to exploring the relationships and connections between each unit. Throughout the course, an emphasis will be placed on learning through inquiry, using various types of technology to enhance the learning process, making interdisciplinary connections to subjects in other courses, and determining the role and purpose of mathematics in the greater world. The recommended calculator is the TI-Nspire CX II, although other models are allowed, such as the TI-84 Plus CE. In case of doubts in relation to which calculator to purchase, talk to your math teacher. Assessment is standards-based, and assessment criteria and rubrics are used extensively.

## 7.6.6 MYP Mathematics 9 Extended

### Grade 9

MYP Mathematics 9 Extended is a course that builds upon the foundation students acquired in MYP Mathematics 8. This course is designed for students with a high mathematics ability and a strong interest in challenging themselves. There is a wide-reaching emphasis on various topics, including exponents, polynomials focusing more on quadratics; simple and conditional probability and its purpose in decision making; similarity leading to a discussion of right triangle trigonometry and the Pythagorean Theorem; and finally radical functions. This course sees these units as heavily intertwined and not as stand-alone topics. Significant time will be dedicated to exploring the relationships and connections between each unit. These topics will be similar to those covered in the MYP Mathematics 9 course; however, they will go into greater depth and detail and be significantly more rigorous. Additionally, students in this Extended course will be required to design, research, and analyze a novel mathematical question and present these findings in a research paper. Throughout the course, an emphasis will be placed on learning through inquiry, using various types of technology to enhance the learning process, making interdisciplinary connections to subjects in other courses, and determining the role and purpose of mathematics in the greater world. The recommended calculator is the TI-Nspire CX II, although other models are allowed, such as the TI-84 Plus CE. In case of doubts in relation to which calculator to purchase, talk to your math teacher. Assessment is standards-based, and assessment criteria and rubrics are used extensively.

## 7.6.7 MYP Mathematics 10

### Grade 10

This course continues to build upon the skills and concepts studied in MYP Mathematics 8 and MYP Mathematics 9 by developing and applying algebraic strategies to solve various problems. Exponential, logarithmic, and trigonometric functions are studied symbolically, graphically, and numerically with a rigorous approach. Topics from statistics and geometry are also taught. In addition to traditional strategies for solving equations and simplifying expressions, students will apply problem-solving methods using various technologies. A graphing display calculator is required in all math classes. The recommended calculator is the TI-Nspire CX II, although other models are allowed, such as the TI-84 Plus CE. This course is designed to provide students with the prerequisite

skills and conceptual framework necessary for further study in IB Applications and Interpretations SL or IB Analysis and Approaches SL. Assessment is standards-based, and assessment criteria and rubrics are used extensively.

## 7.6.8 MYP Mathematics 10 Extended

### Grade 10

MYP Mathematics 10 Extended continues to build upon the skills and concepts studied in MYP Mathematics 8 and MYP Mathematics 9 Extended by developing and applying algebraic strategies to solve various challenging problems. Polynomial, exponential, logarithmic, and trigonometric functions are studied symbolically, graphically, and numerically with a rigorous approach. Topics from statistics and geometry are also taught. Similar topics to MYP Mathematics 10 will be more in-depth and detailed. In addition to traditional strategies for solving equations and simplifying expressions, students will apply problem-solving methods using various technologies. A graphing display calculator is required in all math classes. The recommended calculator is the TI-Nspire CX II, although other models are allowed, such as the TI-84 Plus CE. In case of doubts in relation to which calculator to purchase, talk to your math teacher. This course is designed to provide students with the prerequisite skills and conceptual frameworks necessary for further study in any IBDP mathematics course at either standard or higher level. Assessment is standards-based, and assessment criteria and rubrics are used extensively.

## 7.6.9 DP Mathematics Analysis and Approaches HL

### Grades 11 and 12

**Prerequisite: MYP Mathematics 10 Extended and Teacher Recommendation.**

This course is appropriate for students who enjoy developing their mathematics to become fluent in constructing mathematical arguments. It is crucial that students taking this course have taken MYP Mathematics 10 Extended in the previous year. Students will explore real and abstract applications of mathematical ideas, with and without using technology. This subject is aimed at students studying subjects with substantial mathematical contents, such as mathematics, engineering, physical science, or higher-level economics. The course is extremely rigorous, and students who take this course should have strong algebraic skills, the ability to understand proofs, and enjoy spending time solving problems. There are 5 topics in IB Mathematics but they will be cover much more deeply at the HL level: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. A graphing display calculator (GDC) is required in all math classes. The recommended calculator is the TI-Nspire CX II, although other models are allowed, such as the TI-84 Plus CE.

## 7.6.10 DP Mathematics Analysis and Approaches SL

### Grades 11 and 12

This course is appropriate for students who enjoy developing their mathematics and want to become fluent in constructing mathematical arguments and develop strong skills in mathematical thinking. Students should also be interested in exploring real and abstract applications of these ideas, with and without using technology. Students who take Mathematics: Analysis and Approaches SL will be those who enjoy the thrill of mathematical problem-solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content, such as mathematics itself, engineering, physical sciences, or economics. Topics in this course include numbers and algebra, functions, geometry and trigonometry, statistics

and probability, and calculus. A graphing display calculator is required in all math classes. The recommended calculator is the TI-Nspire CX II, although other models are allowed, such as the TI-84 Plus CE. In case of doubts in relation to which calculator to purchase, talk to your math teacher.

## 7.6.11 DP Mathematics Applications and Interpretations SL

### Grades 11 and 12

This course is appropriate for students interested in developing their mathematics for describing our world and solving practical problems. Students should also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Applications will enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as the social sciences, natural sciences, business, psychology, and standard-level economics. Topics in all IB mathematics courses are the same: number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. A graphing display calculator is required in all math classes. The recommended calculator is the TI-Nspire CX II, although other models are allowed, such as the TI-84 Plus CE. In case of doubts in relation to which calculator to purchase, talk to your math teacher.

## 7.6.12 AISG Mathematics Applications and Interpretations Year 1

### Grade 11 or 12

This course is a differentiated version of DP Mathematics Applications and Interpretations SL. This course is oriented toward students interested in developing their mathematics to describe our world and solve practical problems. Students should also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Applications will enjoy mathematics best when seen in a practical context. This subject is aimed at students studying social sciences, natural sciences, business, psychology, and standard-level economics. Key topics include statistics, probability, and calculus. A project focused on mathematical modeling and statistics is a key course part. A graphing display calculator is required in all math classes. The recommended calculator is the TI-Nspire CX II, although other models are allowed, such as the TI-84 Plus CE. In case of doubts about which calculator to purchase, talk to your math teacher.

## 7.6.13 AISG Mathematics Applications and Interpretations Year 2

### Grade 12

#### Prerequisite: AISG Applications and Interpretations Year 1

This course is a continuation of AISG Mathematics Applications and Interpretations Year 1. This course is a differentiated version of DP Mathematics Applications and Interpretations SL. This course is oriented toward students interested in developing their mathematics to describe our world and solve practical problems. Students should also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Applications will enjoy mathematics best when seen in a practical context. This subject is aimed at students studying social sciences, natural sciences, business, psychology, and standard-level economics. Key topics include statistics, probability, and calculus. A project focused on mathematical modeling and statistics is a key course part. A graphing display calculator is required in all math classes. The recommended calculator is the TI-Nspire CX II, although other models are allowed, such as the TI-84 Plus CE. In case of doubts about which calculator to purchase, talk to your math teacher.

## 7.7 Group 6: The Arts

### 7.7.1 *Philosophy: Aims and Beliefs*

American International School of Guangzhou strongly believes that the Visual and Performing Arts (VPA) are essential for the holistic development of a child, providing opportunities for self-expression, exploring human nature, and promoting diversity and inclusivity. VPA recognize the validity of different perspectives and provide hands-on learning experiences through the strands of creating, responding, connecting, and presenting and are truly transdisciplinary. The Arts value problem-solving, the creative process, and product. They encourage both self and peer assessments and collaboration.

To achieve these beliefs, the Visual and Performing Arts department aims to nurture creativity, encourage lifelong learning, celebrate self and community, shape and empower students to take ownership of their learning, to become informed artists.

### 7.7.2 *MYP Theatre: Performance and Design*

#### **Grades 9, 10**

This one-year course develops the skills to create, perform, design, and direct theatre through investigating, developing, presenting, and critically evaluating theater pieces. Through exploring the concepts of identity, change, communication, and aesthetics, students will develop life and theatre skills: confidence, self-management, collaboration, creative problem-solving, and reflection. Some assessments for the students in the course include presenting and writing about the following: devising a collaborative performance, researching theater forms, and preparing a scripted performance.

### 7.7.3 *DP Theatre HL\**

#### **Grades 11 and 12**

**Prerequisite: MYP Theatre and/or Teacher Recommendation (prior learning is NOT mandatory, although beneficial)**

This two-year course is designed for students who want to experience theatre-making roles: performer, creator, director, and designer. As students inquire into what it means to be human, they are encouraged to “appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.” Some assessments for the students in the course include presenting and writing about the following: devising a collaborative performance, researching a world theater tradition, creating a production proposal, and performing solo work. By the end of the course, students will develop theatre and life skills: building confidence, engaging creatively, and working collaboratively.

### 7.7.4 *DP Theatre SL\**

#### **Grades 11 and 12**

**Prerequisite: MYP Theatre and/or Teacher Recommendation (prior learning is NOT mandatory, although beneficial)**

This two-year course is designed for students who want to experience theatre-making roles: performer, creator, director, and designer. As students inquire into what it means to be human, they are encouraged to “appreciate that through the processes of researching, creating, preparing,

presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.” Some assessments for the students in the course include presenting and writing about the following: devising a collaborative performance, researching a world theater tradition, creating a production proposal, and performing solo work. By the end of the course, students will develop theatre and life skills: building confidence, engaging creatively, and working collaboratively.

7.7.5 *AISG Theatre Year 1 or AISG Advanced Theatre Year 1\**

## **Grade 11 or 12**

### **Prerequisite: Teacher Approval and/or MYP Performance Theatre**

This one-year course is designed for students who want to experience various roles of theatre-making: performer, creator, director, and designer. As students inquire into what it means to be human, they are encouraged to “appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.” Some assessments for the students in the course include presenting and writing about the following: devising a mini-collaborative performance, performing a monologue, researching a world theater tradition, and keeping a theater journal. By the end of the course, students will develop theatre and life skills: building confidence, engaging creatively, and working collaboratively.

7.7.6 *AISG Theatre Year 2 or AISG Advanced Theatre Year 2\**

## **Grade 12**

### **Prerequisite: AISG Theatre Year 1**

This one-year course is designed for students who want to experience various roles of theatre-making: performer, creator, director, and designer. As students inquire into what it means to be human, they are encouraged to “appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.” Some assessments for the students in the course include presenting and writing about the following: devising a collaborative performance, creating a production proposal, and performing solo work. By the end of the course, students will develop theatre and life skills: building confidence, engaging creatively, and working collaboratively.

\* To create an ensemble, these Theatre classes will be taught synchronously for **2024-2025**.’

7.7.7 *MYP Studio Art*

## **Grade 9 or 10**

This year-long art course focuses on two-dimensional and three-dimensional media such as drawing, painting, collage, printmaking, mixed media, digital drawing, clay, found objects, and fiber arts. Throughout the course, students will explore a variety of media through a conceptual lens and document their planning and brainstorming, media explorations, and reflections throughout the process. Contextual art research will also include an analysis of the elements and principles of design and an exploration of relevant artists' cultural and historical contexts throughout art history. Students interested in studying fine art and design concepts may begin visual art portfolios from this course.



## 7.7.8 MYP Visual Storytelling

### Grade 9 or 10

This is a year-long project-based introduction to photography and digital filmmaking. Students will begin by learning how to operate DSLR cameras and Adobe photo manipulation software to create photography projects that address a variety of design challenges. They will also write, film, and edit short videos in various formats while learning cinematography skills that will help them produce more professional footage. Also, students will learn screenplay writing and have the chance to write and direct their own original films. They will have access to the school's equipment, including cameras, lights, tripods, microphones, green screens, and digital editing software. The course will also include contextual art research exploring film and photo techniques, artists, and movements, and the cultural and historical contexts in which they were created. Students must have their own DSLR camera for use in this course.

## 7.7.9 MYP Graphic Design

### Grade 9 or 10

This is a project-based yearlong introduction to visual communication. Students will use digital and traditional techniques to design logos, posters, print media, advertisements, product design, and 3D renderings. These skills come together in the form of various real-world design projects that utilize the elements and principles of design. Students will also take some time to learn about the history of graphic design and the designers that have shaped the world around us. Underlying all class projects is a strong emphasis on critical thinking and problem-solving. Projects will be done using traditional art tools and the Adobe Creative suite.

## 7.7.10 DP Visual Arts HL

### Grades 11 and 12

#### Prerequisite: MYP Visual Arts course and/or Teacher Recommendation

This course is intended for students with a serious interest in the visual arts and the ability to work independently on studio projects and research their chosen theme and interest. IB Visual Arts aims to enable students to enjoy lifelong engagement with the arts; become informed, reflective, and critical practitioners in the arts; understand the dynamic and changing nature of the arts; explore and value the diversity of the arts across time, place, and cultures; express ideas with confidence and competence; develop perceptual and analytical skills; make artwork that is influenced by personal and cultural contexts; become informed and critical observers and makers of visual culture and media; develop skills, techniques, and processes to communicate concepts and ideas.

## 7.7.11 DP Visual Arts SL

### Grades 11 and 12

#### Prerequisite: MYP Visual Arts course and/or Teacher Recommendation

This course is intended for students with a serious interest in the visual arts and the ability to work independently on studio projects and research their chosen theme and interest. IB Visual Arts aims to enable students to enjoy lifelong engagement with the arts; become informed, reflective, and critical practitioners in the arts; understand the dynamic and changing nature of the arts; explore and value the diversity of the arts across time, place, and cultures; express ideas with confidence and competence; develop perceptual and analytical skills; make artwork that is influenced by

personal and cultural contexts; become informed and critical observers and makers of visual culture and media; develop skills, techniques, and processes to communicate concepts and ideas.

## 7.7.12 MYP Choir

### Grade 9 and/or 10

This course is intended for learners who possess a love of singing and music-making. Although there are no formal prerequisites, knowledge of basic musical literacy is preferred. The MYP Choir aims to develop group performance skills by offering a variety of repertoire that encompasses a global music framework. Singers will learn to develop proper vocal techniques that lead to confident vocal production, tone quality, vowel treatment, articulation, and expression. Additionally, learners will study basic music theory, ear training, sight-reading, and compositional skills. Singers will also develop their ability to connect real-world examples to lyrical texts, musical genres, and compositional structures and respond to various choral music performances by reflecting on musical elements. The MYP Choir course may be repeated each year for credit and seeks to foster the joy of community and ensemble singing. The course provides learners with several performance opportunities throughout the year, including two major concerts that happen toward the end of each semester.

## 7.7.13 MYP Strings Ensemble

### Grade 9 and/or 10

The MYP String Ensemble is intended for learners who love music-making and is open to all students who have had previous experience playing a stringed instrument. Students are expected to be proficient players who can perform with sufficient technical skills in an ensemble. These skills will be further developed throughout the course. Additionally, learners will study music theory, ear training, sight-reading, and compositional skills. Students will also develop their ability to connect real-world examples to musical genres, historical contexts, and compositional structures and respond to various music performances by reflecting on musical elements. Students must have their own instruments to bring to class (except double basses and cellos, which will be made available at school for rehearsals). The MYP String Ensemble course may be repeated each year for credit and provides a framework that ensures meaningful musical growth. The course provides learners with several performance opportunities throughout the year, including two major concerts that happen toward the end of each semester.

## 7.7.14 MYP Wind Band

### Grade 9 and/or 10

The MYP Wind Band class is intended for learners who possess a love of music-making and is open to all students who have had previous experience playing a band instrument. Additionally, learners will study basic music theory, ear training, sight-reading, and compositional skills. Students will also develop their ability to connect real-world examples to musical genres, historical contexts, and compositional structures and respond to various music performances by reflecting on musical elements. The MYP Wind Band course may be repeated each year for credit. The course provides learners with several performance opportunities throughout the year, including two major concerts that happen toward the end of each semester.

## 7.7.15 DP Music HL

### Grades 11 and 12

#### Prerequisite: MYP Music course and/or Teacher Recommendation

DP Music HL aims for students to develop and affirm their unique musical identities while expanding and refining their musicianship. The course challenges them to engage practically with music as researchers, performers, and creators, driven by their unique passions and interests while broadening their musical and artistic perspectives. Students are encouraged to explore music in varied and sometimes unfamiliar contexts throughout the course. Additionally, students gain hands-on experience by experimenting with music while honing musical skills. Students also learn to critically communicate their artistic intentions and purpose through presenting samples of their musical work to others. Students are expected to present music at the IB Recitals and are encouraged to participate in a performance ensemble during their study block as a complimentary experience to this course. HL Music students will also undertake the Contemporary Music Maker – a collaborative effort that culminates in a continuous multimedia presentation documenting the student's real-life music project.

## 7.7.16 DP Music SL

### Grades 11 and 12

#### Prerequisite: MYP Music course and/or Teacher Recommendation

DP Music SL aims for students to develop and affirm their unique musical identities while expanding and refining their musicianship. The course challenges them to engage practically with music as researchers, performers, and creators and to be driven by their unique passions and interests while broadening their musical and artistic perspectives. Students are encouraged to explore music in varied and sometimes unfamiliar contexts throughout the course. Additionally, students gain hands-on experience by experimenting with music while honing musical skills. Students also learn to critically communicate their artistic intentions and purpose through presenting samples of their musical work to others. Students are expected to present music at the IB Recitals and to are encouraged to participate in a performance ensemble during their study block as a complimentary experience to this course.

## 7.8 Group 7: Physical and Health Education

### 7.8.1 *Philosophy: Aims and Beliefs*

The AISG Physical and Health Education program (PHE) aims to create an engaging environment focused on the dimensions of health and wellness. Students will gain the knowledge, skills, and confidence to be healthy active individuals. PHE is a mandatory K-10 program that prepares students to become physically literate individuals who can understand and maintain their physical, emotional, and social well-being. Through practice, refinement, and progress, students will develop a growth mindset in relation to their physical abilities. The course will focus on movement patterns, content knowledge, practice strategies, and interpersonal skills with movement and exercise serving as the medium for learning. Students will have the opportunity to engage in a range of health, fitness and game related activities that will build confidence and develop positive attitudes towards physical activity, which will encourage students to make healthy lifestyle choices.

### 7.8.2 *MYP Physical and Health Education 9*

#### Grade 9

This required one-year course builds on the foundation students acquired in MYP Physical and Health Education 8. Students will explore the dimensions of health, wellness, and active living by exploring relationships, change, communication, and development. Students will engage in Aquatics Skills, climbing, basketball, soccer, volleyball, softball, cricket, and table tennis. Health units will be incorporated over the year and will address the topics of sexuality, consent, body image, and decision-making. Students will be assessed on their movement patterns, interpersonal skills, content knowledge, and practice strategies. Students will demonstrate their learning through presentations, performances, projects, participation, teamwork, written work, and reflection.

### 7.8.3 MYP Physical and Health Education 10

#### **Grade 10**

This required one-year course builds on the foundation students acquired in MYP Physical and Health Education 9. Students will continue to develop their motor skills, fitness, sportsmanship, self-efficacy, and knowledge of healthy living. The key concepts of this course are relationships, change, communication, and development. Students will engage in dance, ultimate frisbee, soccer, aquatics skills, basketball, volleyball, and pickleball. Health units will be incorporated over the year and focus on exercise science. Students will be assessed on their movement patterns, interpersonal skills, content knowledge, and practice strategies. Students will demonstrate their learning through presentations, performances, projects, participation, teamwork, written work, and reflection.

### 7.8.4 Fit4Life

#### **Grade 11 and/or 12**

This year-long course is dedicated to exploring the topics of health and wellness and gives students the opportunity to engage in regularly scheduled physical activity. Students will be required to set personal fitness goals and develop a fitness plan to monitor growth and improvement in fitness. Students will have the opportunity to explore and pursue their own personal interests and follow teacher-led instruction and activities. Students will gain a deeper understanding and appreciation of the importance of adopting a healthy, active lifestyle. This course is for students in Grades 11 and 12 who do not have sufficient physical and health education credits from previous grades or for those who wish to continue their physical and health education out of interest. This course is pass/fail, and students will be assessed on their participation, performance, and understanding of exercise science.

## 7.9 Group 8: Design

### 7.9.1 Philosophy: Aims and Beliefs

MYP Design challenges all students to apply practical and creative thinking skills to solve design problems, explore the role of design in both historical and contemporary contexts, and consider their responsibilities when making design decisions and taking action.

Design focuses on a holistic design process rather than final products and solutions. The MYP uses the design cycle to structure:

- inquiry and analysis of design problems
- development and creation of feasible solutions
- testing and evaluating students' models, prototypes, products, or systems.

## 7.9.2 MYP Design 9

### Grade 9

Grade 9 Design students are challenged to apply practical and creative thinking skills to solve design problems. Over the academic year, students will complete units covering all aspects of the MYP Design Cycle, ultimately creating practical solutions to real-life problems. The tools, equipment, techniques, and resources vary depending on the unit. The primary skills will be used to engage in 3D digital design, product design, and digital design development. In all units of work, students are asked to identify important global contexts of a problem and develop creative and innovative solutions. The Design course is planned to create a balance between learning skills and acquiring knowledge and techniques. The main aim is to encourage curiosity, ingenuity, and resourcefulness. In Grade 9, students will explore the key concepts of development, communities, and communication.

## 7.9.3 MYP Design 10

### Grade 10

Grade 10 Design students will be challenged to apply practical and creative thinking skills to solve design problems. Over the academic year, students will complete units covering all aspects of the MYP Design Cycle, ultimately creating practical solutions to real-life problems. The tools, equipment, techniques, and resources vary depending on the unit. The primary skills will be used to engage in advanced 3D digital design and printing, advanced product design development, and an independent design project. In all units of work, students are asked to identify important global contexts of a problem and develop creative and innovative solutions. The Design course is planned to create a balance between learning skills and acquiring knowledge and techniques. The main aim is to encourage curiosity, ingenuity, and resourcefulness. In Grade 10, students will explore the key concepts of development, communities, and communication.

## 7.9.4 MYP Computer Science 10

### Grade 10

MYP Computer Science offers an in-depth examination of the intersection between computer science fundamentals and robotics. The first module explores the technical challenges and questions that arise from the need to represent digital information in computers. Students learn how complex information like numbers, text, images, and sound are represented in bits, how compression works, and the broader social impacts of digitizing the world's information. Subsequently, the curriculum delves into the intricate domain of robotics, encompassing essential facets such as robot architecture, kinematics, perceptual mechanisms, control systems, and programming techniques. Through a series of experiential learning opportunities including practical projects and simulations, students will acquire the proficiencies necessary to adeptly engineer, program, and govern robotic systems.

## 7.9.5 MYP Yearbook

### Grade 10

#### **Prerequisite: MYP Graphic Design, MYP Photography, and/or Teacher Recommendation**

Yearbook is an important part of building and celebrating school culture and identity. It provides students with the opportunity to leave a legacy for future generations of students. As a real project, the outcome must ensure a high level of quality, which requires a lot of commitment. Therefore, it is

important to take the time to ensure that the yearbook is the best it can be. Students who work on the yearbook learn valuable skills such as teamwork, project management, and design. The yearbook is a great way to showcase the school's unique culture and identity, and it is an important part of the school experience.

This course is designed to develop students' skills in yearbook production by providing experiences in selected aspects of publication. Students develop skills that include writing copy, captions, and headlines, digital photography, desktop publishing, and using appropriate technology tools for media production. The Yearbook is a remembrance of classes and events from the school year and serves as a way to promote the school's unique culture and identity to others. Yearbook is a course that requires a great deal of hard work, organization, and dedication, so only the most committed students should pursue this course.

## 7.9.6 MYP Journalism

### Grade 10

#### Prerequisite: Teacher Recommendation

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

## 7.10 Theory of Knowledge: IBDP Core

### 7.10.1 Theory of Knowledge 11

#### Grade 11

Theory of Knowledge 11 is required for IB Diploma candidates. The core questions probed throughout the course are, "What do I (we) know?" and "How do I (we) know?" The course begins with an examination of belief and knowledge. Sense perception, emotion, language, intuition, memory, faith, imagination, and reason are taught as Ways of Knowing (I.B. terminology). The courses then focus on the following Areas of Knowledge (IB terminology): mathematics, human sciences, natural sciences, history, art, indigenous knowledge systems, religious knowledge systems, and ethics. The purpose of TOK in the IB program is to provide students an opportunity to reflect upon their learning and knowledge rather than to receive formal academic instruction in classical epistemology.

### 7.10.2 Theory of Knowledge 12

#### Grade 12

#### Prerequisite: Theory of Knowledge 11

Theory of Knowledge 12 is a required course for the IB Diploma. Continued from the first half of the course (Theory of Knowledge 11), and Theory of Knowledge 12 focuses on creating and refining the required course assessments for the IB Diploma: the Theory of Knowledge presentation and the Theory of Knowledge essay. Building on the Ways of Knowing and Areas of Knowledge explored in the first half of the course, and continued in the second half of the course, students will generate a

presentation exploring the answer to their own question about knowledge. Students will also write and revise a personal essay in response to a prompt issued by IB during this part of the course.

## 8 Student Support Services Program

### 8.1 Learning Support

The AISG Learning Support program believes all learners belong and should experience equal opportunities to participate and engage in quality learning in an inclusive environment. We believe that children learn differently, and all have individual strengths and needs. Learning is considered from a strengths-based perspective. We believe in an inclusive classroom environment where students feel comfortable, confident, and engaged in learning. Education is enhanced by creating affirmative, responsive environments that promote a sense of belonging, safety, self-worth, and whole growth for every student. We work through a universal design model, proactively planning for diverse learners. We believe in early intervention and supporting students before more intensive interventions or assessments are required. Assessments should be reflective and multi-dimensional. We are a responsive community celebrating all learners.

The AISG Learning Support program aims to develop lifelong learners in an environment that meets all students' social, emotional, behavioral, and academic needs. We aim to create an environment that removes barriers and ensures that students are in the Least Restrictive Environment (LRE) to access and develop their strengths. We aim to provide a clear support structure that all teachers can use to enhance learning and empower students to engage in independent learning. We work through an equity-based lens where all students feel respected, valued, and connected.

### 8.2 English as an Additional Language (EAL)

The AISG English as an Additional Language (EAL) program believes in additive multilingualism and that students learn best using their full linguistic repertoire. We believe students should be supported in all their languages and in the language of instruction. Multilingual learners bring unique skills and knowledge to the school. We believe in inclusion: all teachers are teachers of language and students learn best when they learn language through content. All teachers should promote communication in all forms throughout the school community. We believe that a team approach is the best way to support student learning and EAL teachers work collaboratively with subject area teachers, administrators, and parents. Collaboration with teachers takes many forms including co-planning, coaching, co-teaching, modeling, and mentoring.

The AISG EAL program aims to strengthen our school's multilingual landscape and support the language year development of learners. We strive to be a multilingual and multicultural community that affirms and develops all languages of our learners. We do this because it is fundamental to the development of intercultural understanding. We foster academic independence in the language of instruction. We provide support and develop the capacity for all teachers in our school to effectively engage language learners.

### 8.3 Advisory Program

Secondary students have four 40-minute blocks each week dedicated to holistic development and community building in the Advisory Program. All students belong to an advisory group of 12 or fewer students which meets to connect and engage with Social-Emotional Learning (SEL) lessons, academic assistance, and community building. Fridays are a flexible day for grade-level activities,

assemblies, or other community-building activities. Advisors serve as an advocate and trusted adults and get to know the students as learners and as individuals throughout the year. The Advisory Program is created and guided by the counselors, Holistic Development Leaders for each grade level, advisors, and the Dean of Students.

### 8.3.1 *Role of the Advisor*

The Advisor is a caring adult who gets to know students as learners and as individuals and takes interest in their holistic development and well-being. The Advisor serves as an advocate for student advisees and is a bridge between parents, teachers, and administration when needed. The Advisor seeks to create a friendly and safe environment that enables students to feel free to express their concerns. Advisors play a critical role in student well-being because they may be the first to notice when a student needs support. Advisors do not provide psychological or crisis counseling, nor do they administer student discipline, but they may be part of a larger team providing support or monitoring a student when needed.

## 8.4 Counseling Program

The AISG Counseling Program aims to be comprehensive in scope, preventative in design, and developmental in nature. It is integral to the overall educational program and strives to reach every student to ensure success both in and outside the classroom.

The AISG Counseling program is founded on the belief that all students can be successful in school and life. It fosters the development of the whole child, including general wellness, and social, emotional, and mental health. Counselors are caring adults that advocate for children, and partner and support parents and teachers in the education and development of the child. The counseling program takes an individualized approach and believes that a range of approaches and strategies is most effective. Developing respect and understanding for cultural differences is a significant piece of the AISG counseling program.