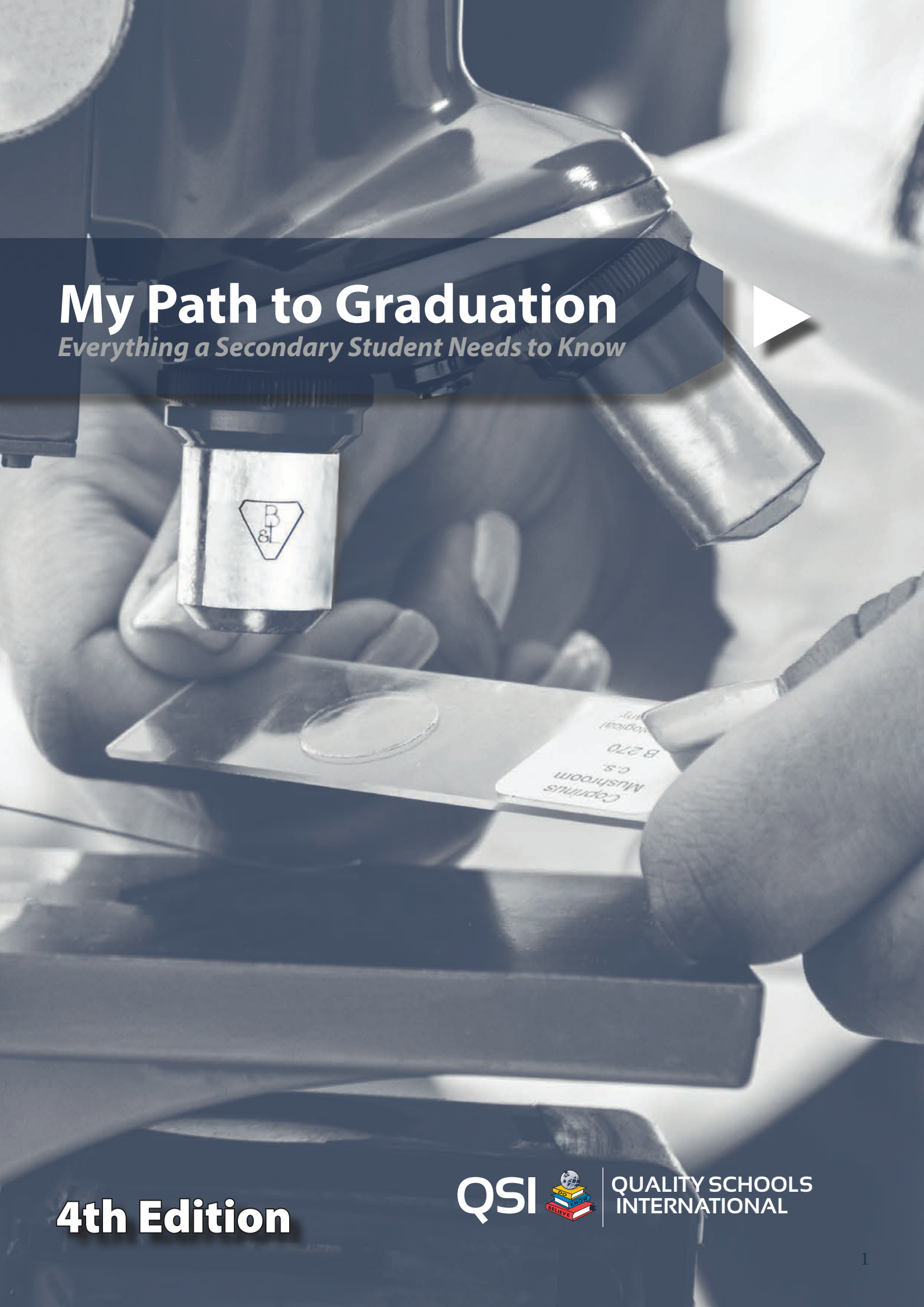


My Path to Graduation

Everything a Secondary Student Needs to Know

4th Edition

QSI QUALITY SCHOOLS INTERNATIONAL

Table of Contents

Welcome to Quality Schools International!

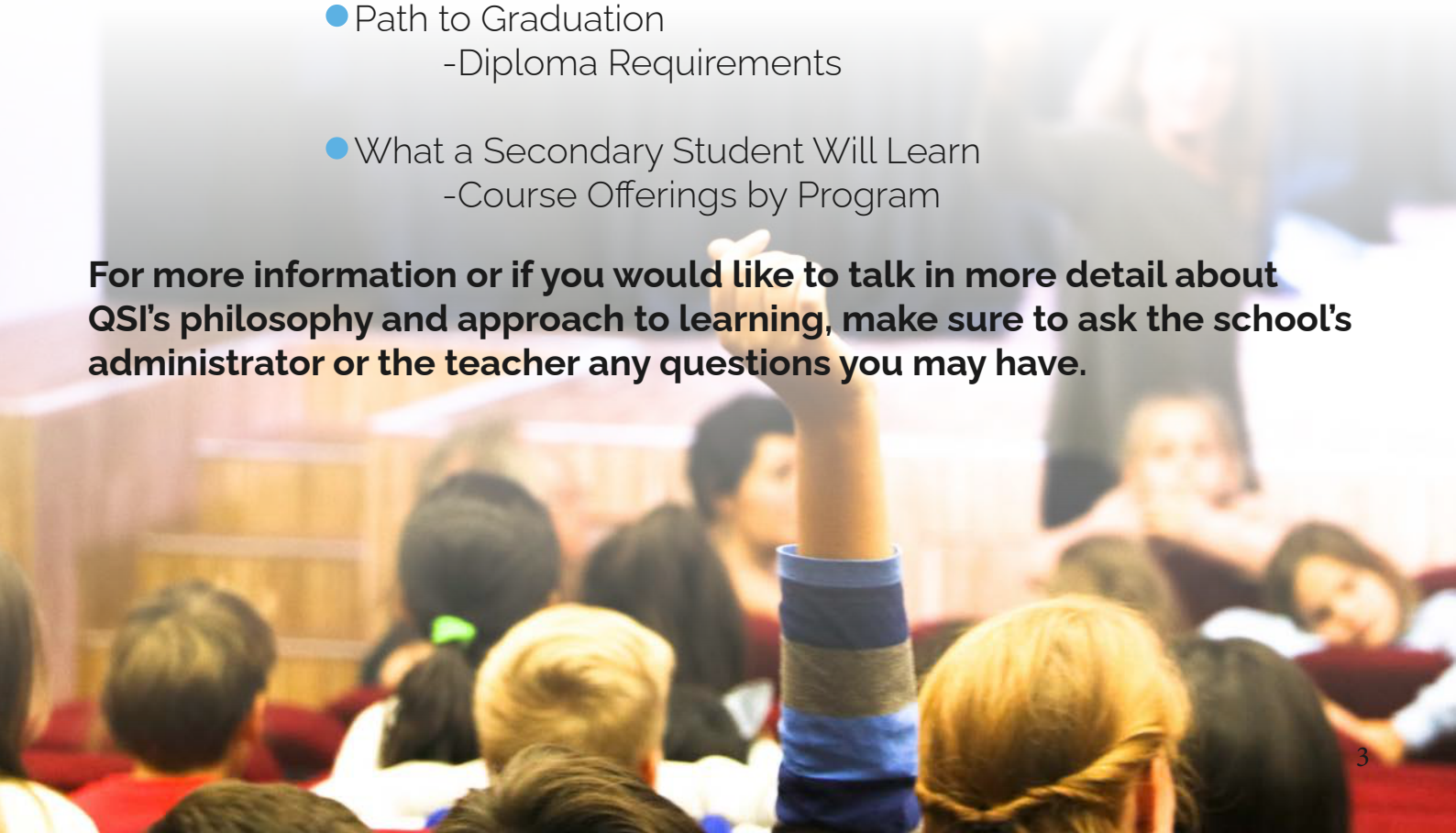
Welcome to Quality Schools International! This school is part of QSI, a group of schools that offers high-quality education throughout Asia, Europe, Africa, and the Americas. With more than thirty years in international education, we offer the same educational model, curriculum, and materials throughout our schools.

This booklet informs you about what a Secondary level student (equivalent to 9th to 12th grade in the USA and Year 10 to Year 13-upper 6th in the UK) will be learning in school. Our classrooms bring hands-on and minds-on learning to our students. Our teachers empower students to learn about things as they investigate the world around them.

Here we will present the five unique components of being a student in a QSI school.

- Building Character and a Culture of Success
  - -Success Orientations
- Model of Education
  - -Mastery Learning
- Methods to Measure Success
  - -Evaluation
- Path to Graduation
  - -Diploma Requirements
- What a Secondary Student Will Learn
  - -Course Offerings by Program

For more information or if you would like to talk in more detail about QSI's philosophy and approach to learning, make sure to ask the school's administrator or the teacher any questions you may have.



Success Orientations

Building Character and a Culture of Success

Success is so much more than getting A's and B's. We understand how important it is for students to develop the many good habits and skills that lead to being successful. QSI wants all students to grow in leadership, confidence, creativity, and the capacity to collaborate with others. We teach and help students to be trustworthy, independent, responsible, concerned for others, kind and polite, successful group members, and able to appreciate the environment around them, We call these the ***Success Orientations.***

Trustworthiness...

...means students tell the truth and are honest about their interactions. It means that someone, like a friend or a teacher, can trust the students and count on them to do the right thing.

Responsibility...

...means students come to school on time, prepared, and ready to learn each day. It also means they bring homework, materials, and books to school when needed and do their best consistently in every class, every day.

Concern for Others...

...means students accept other people no matter where they are from or what their beliefs are. It means that students include others in their activities and help friends or others who may be sad or hurt. Students show others their care and concern for others through acts of sharing and moments of empathy.

Kindness and Politeness...

...means students are kind and polite to everyone at school, not just teachers and friends, but also others who might not be their friends. It also means they are helpful and patient with everyone.

Group Interaction...

...means students work well with others in class and in small groups. They cooperate with those in the group and work on ways to solve problems, find positive solutions, and develop collaborative skills. It also means they listen to others and their ideas even if they disagree.

Aesthetic Appreciation...

...means students respect the spaces that they use in the school, such as their cubby/ locker, classroom, hallway, or cafeteria. It means that they take care of the environment inside and outside the school by picking up trash and cleaning up after themselves. It also means students respect how other people create their ideas, not just in art and music, but in every class.

Independent Endeavor...

...means teachers assign students work and students then do it by themselves. They pay attention to personal work and stay focused on the task at hand. Teachers can trust students to do the work independently and to the best of their ability. Students may pursue an interest beyond curricular expectations to further increase their understanding of the topic.

Mastery Learning

Education That Makes Sense

QSI utilizes the Mastery Learning model when teaching students in our schools. It is a well-researched practice with strong evidence for being highly effective where students learn more information than traditional school methods which receive a percentage grade to pass and move on. Mastery Learning is not a new concept but is starting to become the model for schools looking to reach all students in a more engaging and meaningful way. The idea is simple. In a traditional school, students can pass their courses and miss 40%, 30%, 20%, 10%, and even 5% of the course content. In Mastery Learning schools, we care about the students mastering 100% of the course content. We believe that these gaps in learning, if left unchecked, turn into deficits, difficulties, and frustrations in learning in the future.

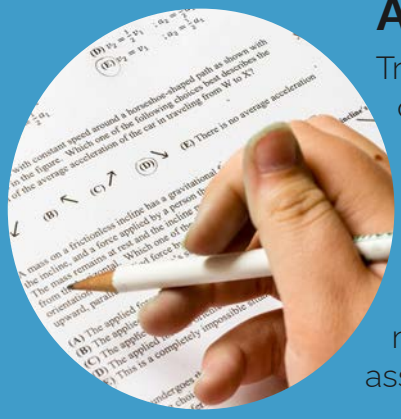
Time is a Resource

Most education programs have some system of separating students based on academic achievement. It is acceptable for most school systems to teach all students the same things, to give identical exams to assess student learning, and then to observe, record, and report the differences in student achievement. In this scenario, performance becomes the focused variable. In mastery learning, time becomes the focused variable and changes with the intention of increasing all student performance. Time is not an indicator OF success but a tool FOR success. As such, it becomes one of the most valuable tools for students and teachers. All students are different and enter the classroom with varying levels of language fluency, emotional intelligence, work ethic, curiosity, aptitude for their studies, and degrees of content comprehension. It stands to reason that not all students will be able to reach a high standard of performance at the same time. As a result of varying the time indicator for success, more students are able to demonstrate proficiency and achievement at higher levels throughout the year. As the quality and quantity of time work together to provide a positive learning environment, there is a shift in the perception of time. It is now used as a tool FOR learning that simultaneously develops and promotes a growth mindset. This shift in mindset leads to a solid foundation of learning and a healthy perspective of success that will benefit students throughout their education and careers.

Instruction at the Appropriate Level

We believe that ***success builds upon success.*** When students master all the learning objectives in one unit, they move onto the next unit. Learning at a level that is too easy may lead to boredom, and learning at a level that is too difficult often leads to frustrations. When students come to a QSI school for the first time, they will take placement assessments in mathematics, reading, and writing. After our initial placement assessment, it may be necessary to do follow up assessments. This process helps the school ensure that students are placed at the right level for successful learning. Teachers use a variety of instructional strategies to ENGAGE all students as they explore the content within each unit.

Assessment FOR Learning



Traditional education systems often identify the gaps without any plan or process to fill them. Mastery learning adheres to the principle that students must demonstrate proficiency or mastery in knowledge, content, and skills. If a student is not able to demonstrate mastery, he or she is provided with additional and differentiated support to first re-learn the material and is then reassessed on it. This cycle continues, similar to one-on-one tutoring until the learner has achieved true mastery. In this way, QSI uses assessment FOR learning, rather than just assessment OF learning.

Methods to Measure Success

Evaluation

When students finish studying a unit in a course, they will get a grade. Grading in QSI is different than in traditional schools. We don't use percentages when we assign grades. We use rubrics and make sure students master all of the learning objectives at a B level. These rubrics define what an A and a B look like for each learning objective. We call these objectives TSWs (The Student Will). Students must master all the TSWs in a unit. If students do not master a specific TSW, the teacher will work and support students using different methods to reteach until students attain mastery.

Teachers will ask students to demonstrate what they know in a variety of ways. This can be done by the following:

- projects
- paper tests
- interviews to explain what they know or have investigated
- portfolios, etc.

QSI teachers encourage students to demonstrate learning in many ways, ensuring enduring understanding and a sense of success.

QSI Grade Definitions

Grades Indicating Mastery

A: The student mastered all the TSWs and consistently demonstrated higher-order thinking in their learning and made connections across subjects.

B: The student mastered all the TSWs and used many new skills to show their thinking.

Grades Indicating "Not Yet"

P: The student is currently engaged in learning this unit. Students may also be actively working on a previously taught unit to work towards mastery. (P=in Progress)

H: The unit is on hold and the student will come back to this unit because they need more time to demonstrate mastery. (H=on Hold)

W: The student is no longer engaged in this course or unit. (W=Withdrawn)

Grades Indicating Insufficient Effort

D: The student did not try as hard as expected. They gave up during the unit and stopped working. "D" grades are never given without student and parent communication or the opportunity for students to make-up the work. (D=Deficient)

Transfer Students

Some Common Questions

When students transfer into QSI schools, parents can expect there to be a student/family interview and tour, a discussion about courses taken previously, as well as a series of assessments. Each QSI school has its own placement and assessment procedures. These assessments will help place the student correctly into QSI classes. Here are some commonly asked questions parents ask during the transfer process:

What documents does the school need from my child's previous school?

QSI needs official academic records for all years of secondary education (equivalent of USA Grade 9 and higher). Students who completed high school credit courses such as Algebra I in 13 YO (equivalent of USA Grade 8) will need to provide a middle school transcript that identifies the course as high school credit. If possible, include an end of year report or transcript that lists final grades for each course. Narrative reports from teachers are also encouraged if available. If the student has additional testing (MAP, PSAT, etc.), please submit copies of these scores with your admission materials.

For students diagnosed with a learning support need, parents will need to provide documentation of the previous school's learning support plan and any relevant professional reports before being admitted to the school. It is highly recommended that records that are not in English or the local language be translated into English.

What is GPA and how does QSI calculate it?

Grade point average (GPA) is the sum of all course grades throughout a student's secondary school career divided by the total number of credits. You will find a GPA reported by each year of secondary as well as a cumulative GPA on your transcript. Many high schools that follow a US-accredited curriculum report grades on a 4.0 scale. The top grade, an A, equals a 4.0.

QSI calculates the GPA by adding the GPA of each unit and averaging them together and then dividing by the total number of completed units of the course (note: most yearlong QSI courses have a total of 10 units.). Each mastered unit receives a grade of A or B. Example: In a course where a student earns 6 As and 4 Bs, the GPA would be 3.60.

That would be 6 x 4.0= 24 and 4 x 3.0 = 12. 24 + 12 = 36 divided by 10 units equals 3.60. The GPA for this course would be 3.60. The GPA of each course is averaged together to create a cumulative GPA for all mastered units at the secondary level. The calculation would be as follows: 6 x 4.0 = 24 and 4 x 3.0 = 12; 24 +12 = 36; 36 divided by 10 units equals 3.60. Each course in turn has its GPA averaged together to create a cumulative GPA for all coursework completed at a secondary level.

For students transferring into a QSI school, we will report all their transfer courses and grades on our transcript. However, QSI only reports cumulative GPA from courses completed in a QSI school. It is best to include official transcripts for all secondary schools attended when applying to university to show an official record of all courses taken, not just courses recorded as transferred on the QSI transcript.

Does QSI weight their classes?

QSI does not "weight" secondary courses. Weighting a grade means adding an extra point or fraction of a point to course grade based on the difficulty of the course. Given that most universities recalculate grades for admissions and scholarship review, there is not a competitive advantage for grade weighting.

Path to Graduation

Diploma Requirments

The Quality Schools International Secondary curriculum and course offerings are comprised of a required program of studies that prepares students for university entrance. Electives are designed to enhance our program and to allow students the flexibility to discover and nurture their abilities and interests.

There are four years in our Secondary program. Students starting in their first year of Secondary with QSI will start from the beginning of our program typically when they are 14 years of age and graduating when they are 18 years of age. Students transferring into our Secondary program will have their previous school transcripts/records evaluated to determine where they should be placed. All new students will also undergo a wide-range of assessments to make sure that the correct placement is assigned. Our Secondary program accepts students who are still learning English. However, it may take some students learning English longer to complete our program requirements.

Secondary Program by year:

- Secondary I or Sec I
  - equivalent to US Grade 9 (Freshman) or UK Year 10
- Secondary II or Sec II
  - equivalent to US Grade 10 (Sophomore) or UK Year 11
- Secondary III or Sec III
  - equivalent to US Grade 11 (Junior) or UK Year 12 (lower 6th)
- Secondary IV or Sec IV
  - equivalent to US Grade 12 (Senior) UK Year 13 (upper 6th)

QSI offers different types of diplomas:

For students graduating by June 2027:

- Academic Diploma
- General Diploma
- Academic Diploma with Honors

Details about each of these diplomas are found on the following pages.

For students graduating after June 2027:

- Diploma
- Diploma with Honors

Details about each of these diplomas are found on the following pages.

Academic Diploma Requirements

Total 240 Credits
(230 credits of required courses below + 10 credits extra electives)

**(This is only for students graduating by June 2027.
For students graduating after 2027 see pages 83-84.)**

Academic Diploma: This diploma is earned with a minimum completion of 240 QSI units in the following areas of concentration: English - 80 units, Mathematics - 30 units, Science - 30 units, Cultural Studies - 40 units, Physical Education and Health - 20 units, Languages other than English - 20 units , Creative and Applied Arts - 10 units, and 10 elective units.

English (80 credits)	Literature 1 Writing 1 Technology 1	Literature 2 Writing 2	American Literature	British Literature Research
Mathematics (30 credits)	Algebra 1	Geometry	Mathematics Elective	
Science (30 credits)	Physical Science	Biology	Science Elective	
Cultural Studies (40 credits)	World Geography	Modern World History	US History	Economics World Governments
Personal Health (20 credits)	Physical Education	Health & Fitness 1		
Languages Other than English (20 credits)	L.O.E. Elective	L.O.E. Elective		
Creative & Applied Arts (10 credits)	Arts Elective			

Academic Diploma with Honors: This diploma is earned with completion of ***all*** Academic Diploma requirements and successful completion of two AP (Advanced Placement) courses or two full IB (International Baccalaureate) courses at Higher Level (HL).

General Diploma Requirements

Total 220 Credits
(170 credits of required courses below + 50 credits extra electives)

**(This is only for students graduating by June 2027.
For students graduating after 2027 see pages 83-84.)**

General Diploma: This diploma is earned with a minimum completion of 220 QSI units in the following units of concentration: English - 50 units, Mathematics - 20 units, Science - 20 units, Cultural Studies - 30 units, Physical Education and Health - 20 units, Languages other than English - 20 units , Creative and Applied Arts - 10 units, and 50 elective units.

English (50 credits)	Literature 1 Writing 1 Technology 1	Literature 2 Writing 2	
Mathematics (20 credits)	Algebra 1	Mathematics Elective	
Science (20 credits)	Physical Science or Science Applications	Biology or Environmental Science	
Cultural Studies (30 credits)	World Geography	Modern World History	Cultural Studies Elective
Personal Health (20 credits)	Physical Education	Health & Fitness 1	
Languages Other than English (20 credits)	L.O.E. Elective	L.O.E. Elective	
Creative & Applied Arts (10 credits)	Arts Elective		

The General Diploma is typically available to students who experience English language difficulties, time constraints, or other challenges that make it impractical to pursue an Academic Diploma. IB Diploma students may choose to pursue the General Diploma due to the additional time and academic requirements of the IB Diploma Program. Please note that students earning a General Diploma are also accepted at top universites around the world. Universities look for rigor in student course work not the name on the diploma earned at the school. Consultation with the school counselor or administration on Graduation Pathways is important to ensure that future needs and goals of the student are planned accordingly.

Additional Diplomas

Students in QSI schools have the opportunity to earn two additional Diplomas if they meet the requirements of the outside issuing body. Students must meet QSI Graduation Requirements in addition to the requirements for the additional diploma.

AP Capstone Diploma ™
To earn an Advanced Placement Capstone Diploma, AP requires students to take six AP courses: AP Seminar, AP Research, and four other AP courses of their choosing. Students must score 3 or higher in all 6 AP Exams. Currently 15 QSI schools offer AP Seminar and AP Research on site. Students at other QSI schools may choose to take this program through QSI Virtual School (QVS).

IB Diploma Programme
To earn an International Baccalaureate Diploma, IB requires students to take 6 IB courses over a 2 year period and take externally and internally evaluated IB exams and essays. If students meet the passing scores, IB will issue them an IB Diploma.

Students meeting QSI graduation requirements and the additional diploma requirements will be offered two diplomas. In some cases, the AP and IB courses can substitute for QSI graduation requirements.

Additional Credits

Often, a student enrolled in QSI will earn more than the necessary credits and requirements for each of our diplomas. We strive to ensure that students meet our requirements but also meet their own university and personal learning goals.

What a Secondary Student Will Learn

Course Offerings by Program

QSI Curriculum Development

QSI Curriculum is developed by a trained team of QSI teachers who dedicate their time and efforts to improving the education of our students by using time-tested pedagogy as well as the latest research-based practices (e.g., 21st Century skills) into our carefully crafted courses. They align the curriculum to various standards found in the United States, such as Common Core, NGSS, etc. The textbook that support our curriculum are also from the United States. We monitor the effectiveness of our program by considering internal feedback from our professional educators as well as feedback from external tools such as the NWEA's MAP Growth assessments in Reading, Language Usage, and Mathematics. These computer-based, adaptive assessments are given to our students in the fall and the spring. We use the data to inform our instruction and evaluate our program.

Courses Throughout the School Year

There are seven programs of study: English, Mathematics, Science, Cultural Studies, Personal Health, Creative and Applied Arts, and Languages Other Than English (LOE). Students are required to take courses in each program of study to graduate. These courses all encourage our students to collaborate, think critically, communicate effectively, and use creativity in their learning. While all the above-listed programs (except LOE) are taught in English, each QSI school also offers various opportunities to learn additional languages. These language options vary by school and are referred to in the course list on page 63.

English Language Support

For students to be successful in our Secondary program, they will need to be proficient in English. To determine English level, we assess students before they enter the Secondary program to ensure that they are placed correctly according to their English level. If students need more time to develop their English level, our program is flexible enough to support these students. Students ***not yet*** at the necessary English language proficiency to take Secondary level Literature and Writing classes can enroll in the Intensive English program. This program does not earn credits to count towards graduation requirements and is not on the official transcript we send to universities. Progress in Intensive English can be monitored on the status report. However, students still mastering English can enroll in courses that do count towards graduation requirements while they are also taking Intensive English. The following programs offer courses that do not require such a high level of English to demonstrate mastery: Creative and Applied Arts, Personal Health, and Mathematics.

Please note that it may take more time to graduate if a student enters the school and still needs to master English skills to be at the Secondary level. Our core graduation requirement for the general diploma is 50 units of high-level English literature and writing.

Curriculum Organization

Each course has a set of units outlined that need to be mastered. Subjects contain both essential and selective units. Essential units (ex. E01, E02, E03, etc.) must be taught. Selective units (ex. S01, S02, S03, etc.) are teacher-chosen units that fill out the course and vary from year to year.

Success Orientations, Social Emotional, and Child Protection Protection Lessons (EMPOWER Program)

QSI is committed to teaching students habits and skills that help them to build character, manage emotional and social situations, and keep themselves safe. Our EMPOWER Program has a full range of lessons on Child Protection that we teach students of all ages. We have also developed specific, age-appropriate lessons for Success Orientations and Social Emotional Development. More information the EMPOWER Information Pamphlet is available at the school.

Course Prerequisites

A pre-requisite is a requirement before a course can be taken. Examples of pre-requisites may include a course, skill level, minimum grade, or instructor approval. Pre-requisites are listed in course descriptions, and students should be aware of them when making course selections.

Advanced Placement (AP)

QSI offers the Advanced Placement Program (AP), which is developed by College Board, in all of our schools, either in-person or virtually through our online school, QVS. These internationally recognized advanced courses are equivalent to first-year university courses and are intended for students who possess proven ability, interest, and motivation to handle the extra workload and study requirements. Students enrolled in AP classes are expected to complete the corresponding College Board external exams in May. These exams are scored on a 1-5 scale. Depending on the institution, scores of 4 or 5 can result in a college or university awarding credit, exemption from courses, or advanced standing. Many European and UK universities also use AP exam scores to meet entrance requirements. Students should research individual universities to understand their policies regarding admissions criteria and potential awarding of credit for AP courses. Students considering AP courses should seek advice from parents, the course teacher, current students enrolled in the AP course(s) of interest, and their school counselor or academic advisor prior to enrollment. Please note that there is a fee for each AP exam that is paid for by the student.

International Baccalaureate Diploma Programme (IBDP)

Six QSI schools* offer International Baccalaureate (IB) courses and the IB Diploma Programme (IBDP). In order to participate, a student must attend one of the QSI IB-approved schools. This internationally recognized advanced program is available exclusively as a two-year commitment in the Secondary III and Secondary IV years. Each course will require two years of coursework for completion, as well as an exit exam. These exams are scored on a 1-7 scale. IB certificates can be earned for individual courses, or students can earn the IB Diploma by completing the full program. The IBDP requires students to participate in courses from 6 subject groups, plus the IB Core, throughout the Secondary III and Secondary IV years. Each course in IB has two levels of instruction offered: Standard Level (SL) and Higher Level (HL). Many universities around the world will factor these scores into their admissions process and can result in a college or university awarding credit, exemption from courses, or advanced standing. Many universities around the world also use IB scores to meet entrance requirements. Students should research individual universities to understand their policies regarding admissions criteria and potential awarding of credit for IB certificates or the IB Diploma. Students considering IB courses or the IBDP should seek advice from parents, the course teacher, current IB students, the IB Coordinator, and their School Counselor prior to enrolling for Secondary III courses.

**The six QSI Schools that offer the IB Diploma Programme are Kyiv International School, QSI International School of Bratislava, QSI International School of Haiphong, QSI International School of Shenzhen, and Tirana International School.*

Secondary Courses Offered in QSI Schools

**The following pages show all the courses offered across QSI. Not all courses in this catalog are offered in all QSI schools. For more information about specific courses, contact your school directly.*

English

Program of Study

English Pathways & Courses

QSI offers a variety of English courses to meet graduation requirements in addition to offering a variety of options for study. Below are some example pathways from the English program that students might take to earn an Academic Diploma (one of the three types of graduation diplomas offered by QSI). Please refer to the Graduation Requirements section of this document for the courses required for each diploma. Elective and AP courses provide flexibility in how students can meet graduation requirements and university/personal goals. Students should coordinate with the school counselor or designated graduation advisor to ensure they take the courses required to graduate with their chosen diploma. Please note that not all QSI schools offer the IB Diploma Programme.

All courses are full-year, completing 10 units of study unless otherwise indicated in the course description. Ten units = 1 Carnegie Unit (which is equivalent to 1 US High School credit)

	Secondary I	Secondary II	Secondary III	Secondary IV
Pathway 1	Literature 1 Writing 1	Literature 2 Writing 2	American Literature	British Literature Research
Pathway 2	Literature 1 Writing 1	Literature 2 Writing 2	AP Language & Composition	AP Literature & Composition Research
IB Pathway	Literature 1 Writing 1	Literature 2 Writing 2	IB Language & Literature* IB Literature*	IB Language & Literature* IB Literature*
Electives (Can be taken any year)	Genre Studies Media & Publications	Creative Writing Study Skills	AP Seminar+	AP Research+

+AP Seminar and AP Research are required courses of the AP Capstone Diploma.
*See page 16 for schools that offer IB Diploma Programme..

QSI Required Courses

**Please refer to the Graduation Requirements (p 10-11) to see the courses required for each diploma type.*

Course Name: **Literature 1**
Prerequisite: 13-Year-Old Literature or equivalent level English course

Course Description: Literature I is typically the first literature course in a student's secondary education. This course offers students the opportunity to develop their reading and analytical skills bridging Middle School and Secondary expectations. In Literature I, students will analyze a variety of text types from a diverse array of eras and cultures. At the completion of this course, students should be able to analyze works critically, to identify and explain literary elements, to write articulate analyses, and to demonstrate appropriate speaking and listening skills. Throughout the course, students will be challenged to think critically, to work collaboratively, and to develop and articulate individual interpretations of texts. Most units in the Literature I course are arranged according to text type (genre) to give students many opportunities to study and apply increasingly advanced skills to a wide variety of texts.

Course Name: **Writing 1**
Prerequisite: 13-Year-Old Writing or equivalent level English course

Course Description: Writing I is a composition course that seeks to extend all students' growth from the Middle School level. Students are encouraged to experience the enjoyment of writing and understand how to craft well-supported, structured, academic compositions. As students broaden their competence in delivering information, showing analysis, and producing creative pieces, students will enhance their development in and understanding of writing. In this course students will be composing personal narratives, expositions, arguments, synthesis essays, literary analysis, and poetry, providing students opportunities to write creatively, informatively, persuasively, and analytically. A key focus of this course will be grammar practice and development through a yearlong unit that will be connected to the essential composition units. Additionally, there are selective units that allow students to practice writing speeches, editorials, and formal correspondence. Students will be encouraged to extend their writing practice beyond this course, engaging in collaborative opportunities with other subjects.

Course Name: Literature 2
Prerequisite: Literature I or equivalent level English course

Course Description: Like Literature I, Literature II involves the analysis of a variety of text types and authors from a diverse array of eras and cultures. In general, this course places emphasis on global voices in literature thereby fostering a more international understanding of the literary canon. As students progress through the course, they should continue to develop the ability to infer themes in the texts at ever-greater levels of nuance and complexity. Students will also begin to build an understanding of the complexity involved in skillful characterization. Throughout the course, students will be challenged to think critically, to work collaboratively, and to present interpretations to the class. By the end of this course, all students should be confident in defending interpretations of theme and discussing the way authors use literary elements and techniques in a variety of texts. Most units in Literature II are arranged according to text type (genre) providing students many opportunities to study and apply increasingly advanced skills to a wide variety of texts.

Course Name: Writing 2
Prerequisite: Writing I or equivalent level English course

Course Description: Writing II offers students the opportunity to refine their writing skills in preparation for upper level and advanced courses in Secondary. It involves both academic and non-academic types of writing, including expository, argument, narrative, and creative writing. Students will also create and present clear and effective presentations and speeches. At the completion of this course students should be able to write and speak clearly and effectively for any on-level course in upper Secondary and be ready to tackle the advanced writing that is required in AP and IB courses – if that is the route they choose to take. Throughout the course, students will be challenged to communicate clearly, work collaboratively, and to produce precise and coherent writing.

Course Name: American Literature
Prerequisite: Writing II and Literature II

Course Description: American Literature is an upper-level English literature course students typically take after Literature II and Writing II, the prerequisites to both American Literature and British Literature. In this course, students examine the development of American literature from the founding of the United States until today. To explore these distinct American voices, students read and analyze a variety of texts and genres including journals, personal narratives, documents, speeches, short stories, plays, poetry, and novels. Students and teachers should note the influence of social changes on literary elements and themes, as well as how they change and evolve from era to era. Examination of the evolution of themes and literary elements is an important part of the course, but so are other skills such as contextual awareness, critical thinking, rhetorical analysis, presentation skills, creativity, and formal writing.

Course Name: British LIterature
Prerequisite: Writing II and Literature II

Course Description: British Literature is an upper-level English literature course students typically take after American Literature; Literature II and Writing II are prerequisites to both American Literature and British Literature. The course offers a comprehensive historical outline of the major British literary periods and challenges students to employ a variety of close reading strategies and critical thinking skills to create authentic interpretations of texts, to recognize how historical, cultural, and social realities have influenced literature, and to appreciate the art and craft of literature. Students will read and analyze poetry, drama, essays, and narrative prose and will complete written and oral assignments that center on periods of the British literary experience. Upon completion of the course, students will be able to speak authentically about British literature from the Middle Ages to the post-modern and post-colonial period.

Course Name: Research Project
Prerequisite: Writing II and Literature II

Course Description: Research is designed to prepare students for writing research reports at the college/university level. Students are challenged to employ and develop critical thinking and collaborative skills as they move through the research process. This process is identified as: topic selection, review of literature, identification of a research problem, formulation of a research question, development of primary research methodology, data gathering and analysis, and finally, the communication of findings in a report and oral presentation. This course is designed to be taken by students in their Secondary IV year.

General Electives

Course Name: Genre Studies
Prerequisite: None

Course Description: Genre Studies aims to further develop a student's love of reading and writing in multiple contexts. The course highlights and examines the exciting role effective language plays in communicating in all genres of writing found in both fiction and nonfiction. Students develop effective reading comprehension habits that will enable them to navigate any text successfully. Additionally, students examine technical, creative, and rhetorical choices of authors to attain an important grasp on the writer's intent/purpose, reliability, and effectiveness. The course skills, concepts, and themes allow ongoing cross-curricular connections and build on the student's personal and cultural experiences. In Genre Studies, reading becomes a collaborative process with time for critical thinking and discussion. The selection of the genres to be studied is wide and diverse, offering students the opportunity to interact with various fields of literature & writing. At the heart of the course is the aim to strengthen and improve a student´s English and reading skills, and overall love of reading.

Course Name: Creative Writing
Prerequisite: None

Course Description: The Creative Writing course builds on the skills acquired in Writing I and Writing II courses. It expands the genres of writing students engage with, allowing them to further explore genres both familiar and unfamiliar to them. A special focus of the course is on types of writing not usually addressed in their previous writing courses such as songwriting, social media, copywriting, graphic narrative, etc. At the conclusion of the course students are strongly encouraged to complete a final project such as a portfolio or literary magazine that compiles carefully selected pieces, they have created over the course of the year to display those pieces publicly.

Course Name: Study Skills
Prerequisite: None

Course Description: This course is designed to assist students in their acquisition of general study and classroom skills. Special focus is placed on developing and strengthening the skills of organizing, note-taking, reading critically, test-taking, writing, evaluating information sources, stress management, and social interactions in the classroom. This class is often especially useful for secondary students new to QSI schools or students who desire more practice with study skills.

Course Name: Media and Publications 1
Prerequisite: None

Course Description: Media and Publications I is a production class that teaches the aspects of organizing, researching, writing, and editing student publications. The units are designed to allow for the class to produce any of a variety of school publications: newspaper, yearbook, literary magazine, or other print and non-print media, with an emphasis on understanding ethics, responsible journalistic practices, and journalistic writing. The course also guides students to be active media consumers and offers them an understanding of the role that media plays in both reflecting and shaping culture.

Course Name: Media and Publications 2
Prerequisite: Media and Publications 1

Course Description: Media & Publications II is a production class that builds on the skills taught in the prerequisite course. The course is for students who have mastered the fundamental aspects of journalism ethics, writing, layout, and publishing in a student newspaper, yearbook, or other print and non-print media. An advanced curriculum in journalism education should include units in the foundations of journalism, which are designed to promote prerequisite intellectual and craft skills.

AP Electives

Course Name: **AP English Literature and Composition**
Prerequisite: Literature 2 and Writing 2 (As recommended by AP, students must be able to read college-level texts and write grammatically correct, complete sentences.)

Course Description: The AP English Literature and Composition course provides the following literacy components: the experience of literature, the interpretation of literature, and the evaluation of literature. Students use literary analysis to examine, interpret, discuss, and write about works of prose and poetry. They will also deepen their understanding of literature by completing informal writing tasks such as free-writing, response writing, and annotation. Formal writing assignments will focus on the critical analysis of literature and will include expository, analytical, and argumentative essays. In addition to these writing tasks, students will prepare for the course final exam by writing essay responses under time constraints.

Course Name: **AP English Language and Composition**
Prerequisite: Literature 2 and Writing 2 (As recommended by AP, students must be able to read college-level texts and write grammatically correct, complete sentences.)

Course Description: The AP English Language and Composition course is a college level course that builds on the skills learned in Writing 1 and Writing 2 courses. Students in this course spend time analyzing the writing of others as well as creating their own written work. Key ideas focus on understanding the rhetorical situation writers are in and the choices they make, creation of clear claims and supporting evidence, organizing arguments in a logical way, and analyzing stylistic rhetorical choices that writers make. As with all AP classes, students have the option to take the course final exam to earn possible college credit.

Course Name: AP Seminar (AP Capstone Schools Only)
Prerequisite: Literature 1 and Writing 1

Course Description: This course will equip students with the skills to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students will have the opportunity to explore real-world issues from multiple perspectives and consider varied points of view to develop a deep understanding of complex issues and topics in order to make connections between these issues and everyday life. Students gain a rich appreciation and understanding of issues by reading articles, listening to speeches or broadcasts, and experiencing artistic and literary works. The primary goals of the AP Seminar course are to help students understand how to study an issue from multiple perspectives, evaluate source information, and then develop and communicate a logical, evidence-based point of view effectively. Students will practice and apply these skills through the exploration of complex topics and by examining a variety of often divergent or competing perspectives.

Course Name: AP Research (AP Capstone Schools Only)
Prerequisite: AP Seminar

Course Description: AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology, employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. This fulfills the Research Project graduation requirement.

IB Electives

IB courses are **only** offered at the five QSI schools that are authorized to deliver the IB Diploma Programme. These schools are Kyiv International School, QSI International School of Bratislava, QSI International School of Haiphong, QSI International School of Shenzhen, and Tirana International School.

Course Name: **IB Language A: Literature**
Prerequisite: Literature 1 & 2 and Writing 1 & 2

Course Description: In this course, students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and literary textuality, and the relationship between literature and the world. Distinction between SL and HL: The model for language A is the same at SL and HL, but there are significant quantitative and qualitative differences between the levels. SL students are required to study 9 works, while HL students are required to study 13. In paper 1, both SL and HL students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both literary extracts or texts. In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary text or work. The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of literary study.

Class: Two-year course offered for Secondary III and IV only

Course Name: **IB Language A: Language and Literature**
Prerequisite: Literature 1 & 2 and Writing 1 & 2

Course Description: In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis, among others. Distinction between SL and HL: The model for language A is the same at SL and HL, but there are significant quantitative and qualitative differences between the levels. SL students are required to study 9 works, while HL students are required to study 13. In paper 1, both SL and HL students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both literary extracts or texts. In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary text or work. The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of literary study.

Class: Two-year course offered for Secondary III and IV only

Mathematics

Program of Study

Mathematics Pathways & Courses

QSI offers a variety of Mathematics courses to meet graduation requirements in addition to offering a variety of options for study. Below are some example pathways from the Mathematics program that students might take to earn an Academic Diploma (one of the three types of graduation diplomas offered by QSI). Please refer to the Graduation Requirements section of this document for the courses required for each diploma. Elective and AP courses provide flexibility in how students can meet graduation requirements and university/personal goals. Students should coordinate with the school counselor or designated graduation advisor to ensure they take the courses required to graduate with their chosen diploma. Please note that not all QSI schools offer the IB Diploma Programme.

All courses are full-year, completing 10 units of study unless otherwise indicated in the course description. Ten units = 1 Carnegie Unit (which is equivalent to 1 US High School credit)

	Secondary I	Secondary II	Secondary III	Secondary IV
Pathway 1	Algebra 1	Geometry	Algebra 2	Precalculus
Pathway 2 Algebra (in 13 year old)	Geometry	Algebra 2	Precalculus	AP Calculus AB
IB Pathway Algebra (in 13 year old)	Geometry	Algebra 2	IB Math Analysis & Approaches* IB Math Application & Interpretation*	IB Math Analysis & Approaches* IB Math Application & Interpretation*
Electives (Can be taken any year)	Consumer Mathematics	Mathematics Applications	AP Statistics	AP Calculus BC

*See page 16 for schools that offer IB Diploma Programme.

QSI Required Courses

**Please refer to the Graduation Requirements p 10-11. to see the courses required for each diploma type.*

Course Name: Algebra 1
Prerequisite: 12-Year-Old Mathematics course with/Algebra Readiness Assessment or Foundations of Algebra-13

Course Description: The course focuses predominantly on linear, piecewise, exponential and quadratic functions. Polynomials and factoring are also explored in great detail. There is a strong emphasis on real-life problem solving and mathematical modeling, with the goal of developing an understanding of the relationship between data, graphs, and equations. The emphasis is not only on mathematical procedure but on understanding, as well. Students will learn to communicate mathematically and be able to justify the processes they use and the conclusions they reach.

Course Name: Geometry
Prerequisite: Algebra 1

Course Description: Geometry is an extension of algebraic principles to systems of lines and two or three-dimensional figures of coordinate planes and space. It is also an analysis of the logical relationships for these systems and figures in both coordinate and non-coordinate representations. This course provides practical solutions to problems of measurement and relationships while forming a foundation for advanced mathematics. Active engagement with the exploratory activities and investigative materials in a collaborative setting is the way the course is structured in order to develop a growth mindset towards learning and applying Mathematics.

General Electives

Course Name: Algebra 2
Prerequisite: Algebra 1

Course Description: The Algebra 2 course extends students' understanding of functions and real numbers and increases the tools the students have for modeling the real world. The course includes a review of linear equations and inequalities as well as the study of quadratic, exponential, logarithmic, polynomial, and trigonometric functions and their inverses. In the Algebra 2 course, students are expected to engage in math modeling and hands-on activities with an emphasis on graph analysis and problem-solving. New topics will be introduced in a variety of methods, including self-discovery activities, group projects, presentations, and class discussions. Technology will be used to introduce and expand upon the areas of study listed above.

Course Name: Precalculus
Prerequisite: Algebra 2

Course Description: The Precalculus course is designed to continue to expand students' knowledge of functions and polynomials as they apply to real-world situations. The course includes a review of sequences and series as well as polynomial, rational, exponential, logistic, logarithmic, and trigonometric functions and their inverses. In the Precalculus course, students are expected to engage in mathematical modeling with an emphasis on exploring and extending the ideas learned in Algebra 2..

Course Name: Personal Finance
Prerequisite: None

Course Description: This course is designed to provide an opportunity for students to develop foundational personal finance knowledge and money management fundamentals as they get ready to embark on adulthood. The Personal Finance course helps students build the financial know-how to be successful with making personal financial choices. Students learn about money-saving options involving credit and loans with interest, the basics of mortgages, investments, insurance, and taxes. The course also connects and expands the students' skills in statistical data analysis. Each of the units is designed to incorporate the necessary mathematical calculations as well as in-depth projects that allow the students to research and explore real-world applications that will impact their adult lives.

Course Name: Statistics
Prerequisite: Algebra 1

Course Description: In this course, the student will learn how to collect data, calculate values that describe the set of data, and decision-making based on comparing the calculated values to acceptable ranges. This process is the introduction to a much more complicated mathematical realm known as Data Science. Students can use this course as a Mathematics elective or as a "springboard" into AP Statistics.

AP Electives

Course Name: AP Statistics
Prerequisite: Algebra 1 (If time allows, Statistics is a beginner Statistics course.)

Course Description: Advanced Placement (AP) Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course is designed to prepare students for advanced studies in mathematics at the university level. Students cultivate their understanding of statistics using technology, investigations, problem-solving, and writing as they explore concepts like variation and distribution, patterns and uncertainty, and data-based predictions, decisions, and conclusions. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis testing. Students will use a TI-83/84 graphing calculator, Fathom and Minitab statistical software, and other Web-based java applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data. The course provides a useful visual organization that correlates with the AP Statistics curricular components, including: Sequence of units, along with approximate weighting and suggested pacing; Progression of topics within each unit; Spiraling of the big ideas and course skills across units.

Course Name: AP Calculus AB
Prerequisite: Precalculus

Course Description: The primary objective of the course is to provide a fundamental understanding of Differential and Integral Calculus. In order to meet this objective, the course will develop a student's comprehension of calculus by incorporating graphical, analytical, numerical, and verbal representations of calculus. The course covers the material usually taught in a one-semester college Calculus course (i.e., Calculus I) and is ideal for students not planning on taking Calculus II in college. The course is designed to follow the topic outline explicitly stated in the College Board Course Description Manual for Calculus AB.

Course Name: AP Calculus BC
Prerequisite: Precalculus

Course Description: The primary objective of the course is to provide a fundamental understanding of Differential and Integral Calculus. In order to meet this objective, the course will develop a student's comprehension of calculus by incorporating graphical, analytical, numerical, and verbal representations of calculus. This course covers the material taught in AP Calculus AB as well as additional functions and series. It is equivalent to a full-year college Calculus course and is ideal for students planning on majoring in an area that requires both Calculus I and II. The course is designed to follow the topic outline explicitly stated in the College Board Course Description Manual for Calculus BC.

IB Electives

IB courses are **only** offered at the five QSI schools that are authorized to deliver the IB Diploma Programme. These schools are Kyiv International School, QSI International School of Bratislava, QSI International School of Haiphong, QSI International School of Shenzhen, and Tirana International School.

Course Name: **IB Mathematics: Applications and Interpretation**
Prerequisite: SL- Algebra, Geometry, Algebra 2 HL- Algebra, Geometry, Algebra 2, and Precalculus

Course Description: This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course, such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics Applications and Interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

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

Class: Two-year course offered for Secondary III and IV only

Course Name: **IB Mathematics: Analysis and Approaches**
Prerequisite: SL- Algebra, Geometry, Algebra 2; HL- Algebra, Geometry, Algebra 2 and Precalculus.

Course Description: This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture, and proof, for instance, the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

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

Class: Two-year course offered for Secondary III and IV only

Science

Program of Study

Science Pathways & Courses

QSI offers a variety of Science courses to meet graduation requirements in addition to offering a variety of options for study. Below are some example pathways from the Science program that students might take to earn an Academic Diploma (one of the three types of graduation diplomas offered by QSI). Please refer to the Graduations Requirements section of this document for the courses required for each diploma. Elective and AP courses provide flexibility in how students can meet graduation requirements and university/personal goals. Students should coordinate with the school counselor or designated graduation advisor to ensure they take the courses required to graduate with their chosen diploma. Please note that not all QSI schools offer the IB Diploma Programme.

All courses are full-year, completing 10 units of study unless otherwise indicated in the course description. Ten units = 1 Carnegie Unit (which is equivalent to 1 US High School credit)

	Secondary I	Secondary II	Secondary III	Secondary IV
Pathway 1	Physical Science	Biology	Chemistry	Physics
Pathway 2	Physical Science	Biology	Chemistry AP Biology	AP Chemistry
IB Pathway	Physical Science	Biology	IB Biology* IB Chemistry* IB Physics* IB Sports Exercise Health Science*	IB Biology* IB Chemistry* IB Physics* IB Sports Exercise Health Science*
Electives (Can be taken any year)	Science Applications	Microbiology Environmental Science	AP Biology AP Environmental Science	AP Chemistry AP Physics

*See page 16 for schools that offer IB Diploma Programme.

QSI Required Courses

**Please refer to the Graduation Requirements p 10-11. to see the courses required for each diploma type.*

Course Name: Physical Science
Prerequisite: Algebra (previously or concurrently)

Course Description: The purpose of this course is to provide students with an introduction to the concepts in chemistry and physics and will also provide the foundation for further study in both subjects. Students are expected to participate fully in classroom activities, discussions, and laboratory exercises. Laboratory activities are an essential part of each outcome, both as demonstration and participation exercises. Students normally engage in this course during their first year of secondary, although exceptional students may be enrolled earlier with the consent of both the instructor and administration.

Course Name: Biology
Prerequisite: Physical Science

Course Description: This course emphasizes cell biology, genetics with particular attention to the expanding realm of molecular biology, and human systems. The content for this course includes biological structures and functions, processes and cycles, and systems. Emphasis is placed on explanation, description, analysis, and laboratory study. Skills in observation, experimental design and analysis, dissection, and the use of the microscope are developed throughout the course. Although not specifically mentioned in each unit, teachers are encouraged to address laboratory skills and data analysis, as appropriate, in performing laboratory exercises. The course is intended to provide the student with a basic knowledge of biology, leading to further study at the secondary or university level.

General Electives

Course Name: Chemistry
Prerequisite: Algebra and Physical Science

Course Description: This course will provide students with the skills and knowledge necessary to think scientifically and pursue further interests in the field of chemistry. Students will be expected to participate fully in classroom discussions, activities, and laboratory exercises, as well as use the text and other available resources in order to become independent, lifelong learners. Emphasis will be placed on scientific inquiry, data analysis, problem-solving, laboratory experimentation, and concepts of chemistry.

Course Name: Physics
Prerequisite: Geometry and Algebra 2 (previously or concurrently)

Course Description: Conceptual physics is an approach to physics that will stimulate higher-level cognitive skills and encourage students to see science everywhere. The three-step learning cycle in conceptual physics first builds understanding through exploration, develops comprehension through demonstrations and thought-provoking questioning, and finally has students apply what they have learned through a variety of inquiry-based activities. Conceptual physics is designed to prepare students for advanced studies in science at the university level, and it provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving using algebra and trigonometry.

Course Name: Science Applications
Prerequisite: None

Course Description: Science Applications is a course that uses Next Generation Science Standards (NGSS) as a foundation and provides students the opportunity to explore and apply scientific and engineering principles with a variety of hands-on approaches. Essential unit topics include the role of senses in perception, time-keeping devices, ecological applications, bridge building, measurement systems, simple machines, and flight. Selective units allow students to pursue areas of interest, including forensic science, pinhole photography, mineralogy, and engineering design.

Course Name: Environmental Science
Prerequisite: Physical Science

Course Description: Environmental Science is intended to serve as an introduction to the basic environmental issues that face humankind today and to present an opportunity to explore these issues and formulate opinions. Environmental Science serves as an alternative for students wanting more application within a QSI science course. The subject matter includes the complex interactions of earth's living and nonliving resources found in units covering air, water, soil, and energy as well as biomes, biodiversity, and ecology. Also explored is our impact on the planet with units on populations, cities, and waste, and finally, our attempts to deal with this impact with units on policy, economics, and urban planning.

Course Name: Microbiology
Prerequisite: Physical Science

Course Description: The Microbiology course was designed to provide students with a comprehensive introduction to the microbial world, emphasizing both foundational knowledge and real-world applications. The course explores the diversity, structure, and function of microorganisms—including bacteria, archaea, fungi, algae, and viruses. Throughout the course, students engage in laboratory investigations, collaborative projects, and data interpretation activities that promote scientific inquiry. The course emphasizes both the curiosity-driven nature of microbiology and its practical significance in public health, ecology, and biotechnology.

AP Electives

Course Name: AP Biology
Prerequisite: Biology (as recommended by AP) and Chemistry (previously or concurrently)

Course Description: AP Biology is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their freshman year. This science course is for students who are highly motivated and have a strong interest in science. Major topics of study include biochemistry, cells, cellular energetics, genetics, evolution, classification, organism structure/function, and ecology. As in college biology, the AP Biology course is designed to have both a lecture and a lab component. Labs conducted by AP Biology students are the equivalent of those experienced by college biology students.

Course Name: AP Chemistry
Prerequisite: Biology and Chemistry (as recommended by AP)

Course Description: The AP Chemistry course is designed to assist students in the pursuit of active, inquiry-based learning and problem-solving. Though using formulas and the recollection of facts are natural parts of the study of chemistry, this course focuses more on a conceptual understanding of chemical concepts and the development problem-solving skills. Students are assisted in this pursuit through an inclusive, hands-on laboratory component of the course. Each unit includes suggested laboratory assignments which will provide the student opportunities to practice laboratory skills, develop an appreciation for chemistry in practice, and solidify chemical concepts through application.

Course Name: AP Physics 1
Prerequisite: Geometry and Algebra 2 (previously or concurrently)

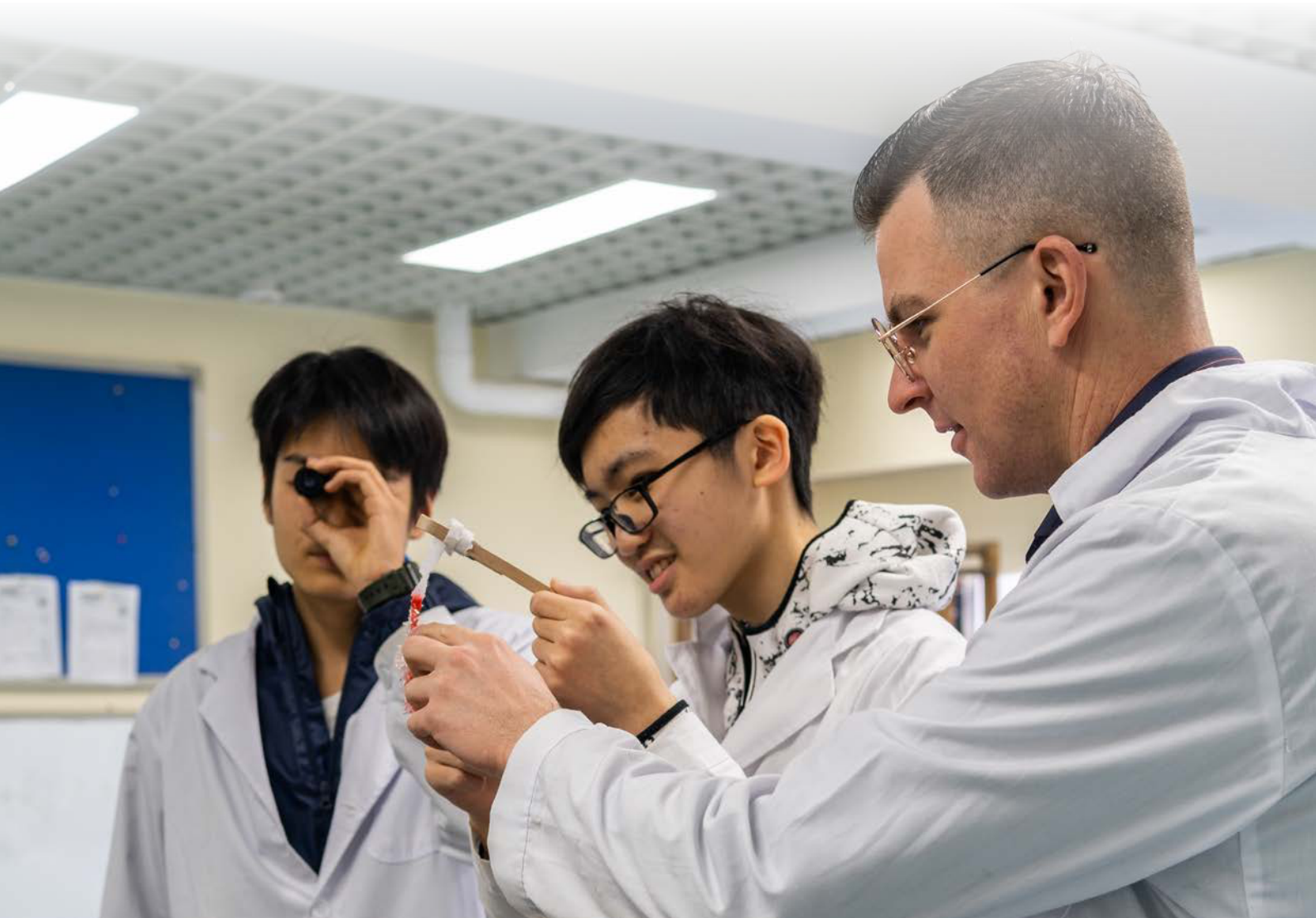
Course Description: The premise of the AP Physics 1 course is to mirror the expectations, rigor, and content of a first-semester introductory college-level physics course by exposing students to a broader range of instructional activities. The course is designed to be taught over a full academic year to enable students to develop and refine a deeper understanding of the content and strategies of inquiry and critical thinking required of any post-secondary science course. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy and power, mechanical waves, and sound. It also introduces electric circuits.

Course Name: AP Physics 2
Prerequisite: Algebra 2 and Physics or AP Physics 1

Course Description: AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

Course Name: AP Environmental Science
Prerequisite: Physical Science and Biology (as recommended by AP)

Course Description: This course is designed to be the equivalent of an introductory college-level course in environmental science. Thus, it is a rigorous course stressing scientific principles and analysis with a laboratory component. AP Environmental Science is an introduction to the basic environmental issues and accompanying scientific principles that face the world today and is an opportunity to explore these issues using scientific inquiry, research, and discussion, leading to the formulation of opinions and solutions.



IB Electives

IB courses are **only** offered at the five QSI schools that are authorized to deliver the IB Diploma Programme. These schools are Kyiv International School, QSI International School of Bratislava, QSI International School of Haiphong, QSI International School of Shenzhen, and Tirana International School.

Course Name: **IB Biology**
Prerequisite: SL-Physical Science and Biology; HL- Physical Science, Biology, and Chemistry (can be doubled up in Secondary II)

Course Description: This course is designed to vigorously integrate experimentation and practical application in all topics. Students in this course are challenged in their factual knowledge of biology, are exposed to the nature of science as a way of knowing, and are trained to design, evaluate, and analyze data. Major topics of study will include Cell Biology, Molecular Biology, Genetics, Ecology, Evolution, Biodiversity, and Human Physiology. Higher level students will also study, Metabolism, Plant Biology, and Animal Physiology. All students will select an option for further investigation from Neurobiology, Biotechnology, Ecology, or Human Physiology. The course is designed to have lectures, lab components, and projects as expected in advanced level courses. Students are expected to demonstrate critical thinking skills throughout the course and independent time management planning. Laboratory work forms an integral part of this course.

Class: Two-year course offered for Secondary III and IV only

Course Name: **IB Chemistry**
Prerequisite: SL-Physical Science and Biology; HL- Physical Science, Biology, and Chemistry (can be doubled up in Secondary II)

Course Description: IB Chemistry is an experimental science that combines academic study with the acquisition and development of practical and investigational skills. This two-year course aims to balance the needs of a content-oriented syllabus with the development of the critical-thinking skills required by the experimental scientist. Topics include periodicity, chemical reactions, acids and bases, electrochemistry, organic chemistry, equilibrium, and rates of reactions. The course reflects the need to ensure that the qualifications will be met for students wishing to enter university study in the sciences; it will also develop students' investigational skills in the use of the scientific method, involving the formation, testing, and modification of a hypothesis through observation and measurement, under the controlled conditions of an experiment. The course will also allow students to develop their problem-solving and analytical skills, as well as provide opportunities for students to become more aware of the moral, ethical, social, economic, and environmental implications of using science and technology. Laboratory work forms an integral part of the course.

Class: Two-year course offered for Secondary III and IV only

Course Name: **IB Physics**
Prerequisite: SL-Physical Science, Biology, Algebra, and Geometry; HL- Physical Science, Physics, Algebra, Geometry, and Advanced Mathematics I.

Course Description: The purpose of this two-year course is to provide students with an understanding of both the theoretical and practical nature of physics and to increase facility in the use of mathematics, which is the language of physics. This course will provide students with the opportunity to explore physics as it was developed historically from about Galileo's time up to the present. Topics included are motion, forces, momentum, heat, electromagnetism, particle physics, astronomy, and relativity. A key objective is to challenge students to think about how physical principles have been applied to construct and alter the material world to suit our needs. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic, and environmental implications of the work of physicists. These concerns have become more prominent as our power over the environment has grown. Students will also explore the international context within which physics exists and examine issues from more than one side. Laboratory work forms an integral part of this course.

Class: Two-year course offered for Secondary III and IV only

Course Name: **IB Sports, Exercise and Health Science**
Prerequisite: Physical Science and Biology

Course Description: Sports, exercise, and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise, and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise, and health in the 21st century. Apart from being worthy of study, SEHS is good preparation for courses in higher or further education related to sports fitness and health and serves as useful preparation for employment in sports and leisure industries.

This course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology, and nutrition, which are studied in the context of sports, exercise, and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise, and health relative to the individual and in a global context.

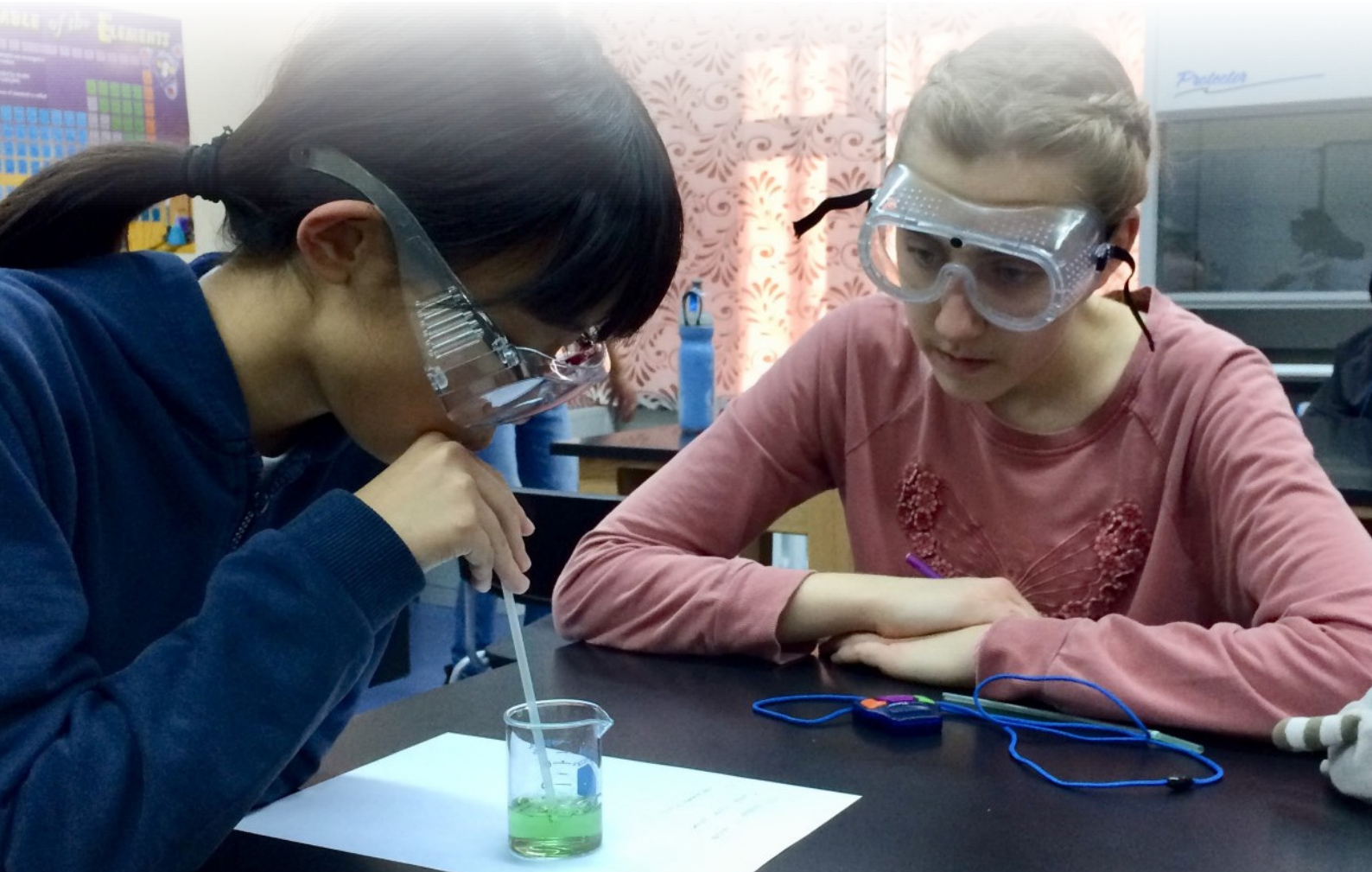
Class: Two-year course offered for Secondary III and IV only

Course Name: **IB Environmental Systems and Societies**
Prerequisite: Physical Science and Biology

Course Description: Students will be provided with a coherent perspective of the interrelationships between environmental systems and societies, one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. The teaching approach is such that students can evaluate the scientific, ethical, and socio-political aspects of issues. Students will be able to study this course successfully with no specific previous knowledge of science or geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods is essential.

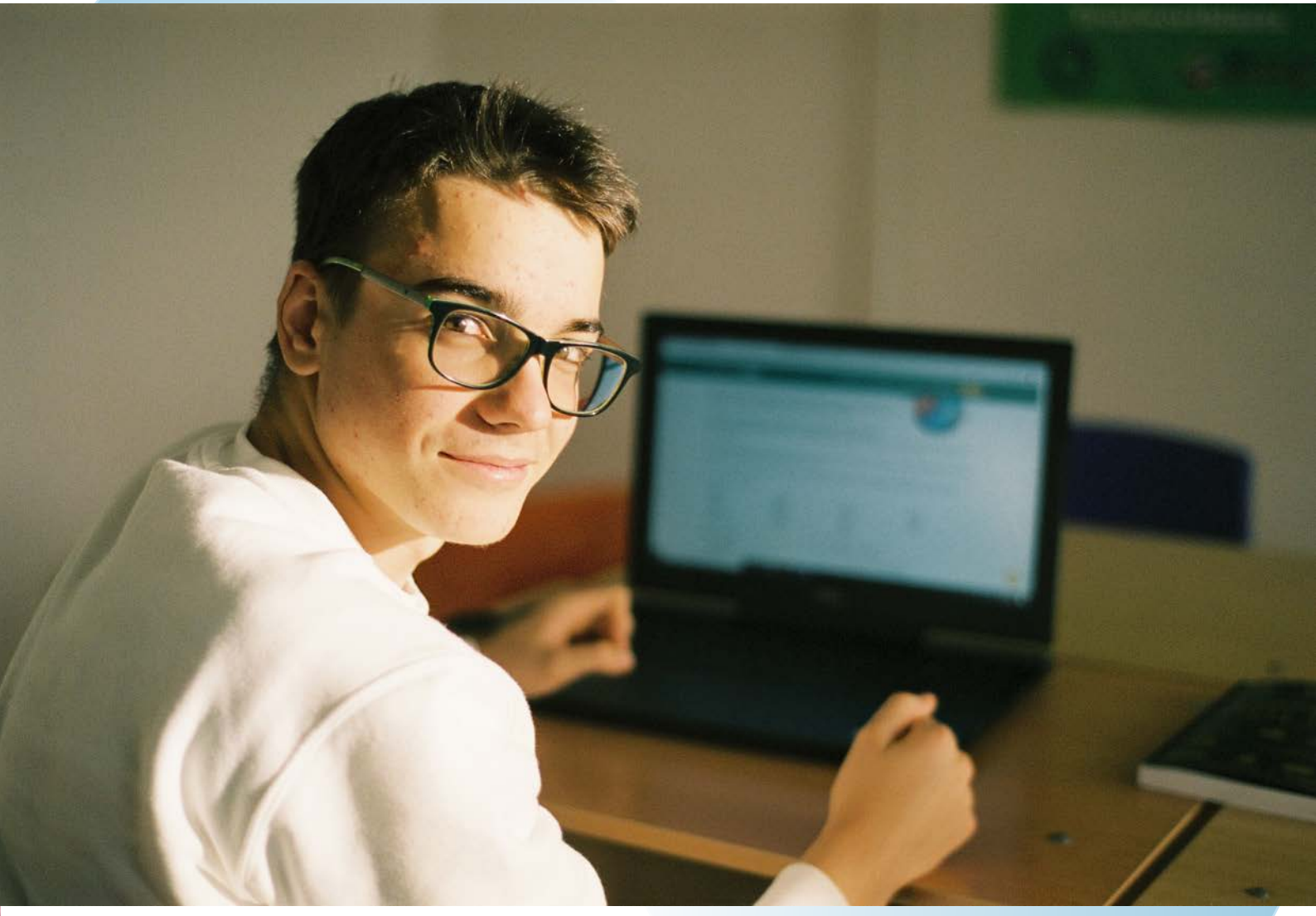
ES&S is one of two interdisciplinary courses offered in the Diploma Programme. Because it is an interdisciplinary course, students can have it count as either a Group 3: Individuals and Societies or Group 4: Sciences course, or both. This gives students the opportunity to study (an) additional subject(s) from any group.

Grade Level(s): Two-year course offered for Secondary III and IV only



Cultural Studies

Program of Study



Cultural Studies Pathways & Courses

QSI offers a variety of Cultural Studies courses to meet graduation requirements in addition to offering a variety of options for study. Below are some example pathways from the Cultural Studies program that students might take to earn an Academic Diploma (one of the three types of graduation diplomas offered by QSI). Please refer to the Graduations Requirements section of this document for the courses required for each diploma. Elective and AP courses provide flexibility in how students can meet graduation requirements and university/personal goals. Students should coordinate with the school counselor or designated graduation advisor to ensure they take the courses required to graduate with their chosen diploma. Please note that not all QSI schools offer the IB Diploma Programme.

All courses are full year, completing 10 units of study unless otherwise indicated in the course description. Ten units = 1 Carnegie Unit (which is equivalent to 1 US High School credit)

	Secondary I	Secondary II	Secondary III	Secondary IV
Pathway 1	World Geography	Modern World History	USA History	Economics World Governments
Pathway 2	World Geography	AP World History	AP US History	Economics World Governments
IB Pathway	World Geography	Modern World History	IB Economics* IB History* IB Psychology* IB Business Management*	IB Economics* IB History* IB Psychology* IB Business Management*
Electives (Can be taken any year)	Global Issues Psychology	AP Human Geography+ AP Psychology	International Relations AP Economics	AP Comparative Gov & Politics

+Taking AP Human Geography in Secondary I is only for students who meet certain criteria and with parent permission. See school for details.
*See page 16 for schools that offer IB Diploma Programme.

QSI Required Courses

**Please refer to the Graduation Requirements p 10-11. to see the courses required for each diploma type.*

Course Name: World Geography
Prerequisite: None

Course Description: World Geography outlines the geographic perspectives, content knowledge, and skills required for students to become geographically informed persons. During the course, students will explore the world through thematic units, leading them to a better understanding of the interconnectedness of the world in which they live. Using 21st century skills and the Inquiry ARC, students will identify and analyze global issues, ask probing and important questions, work collaboratively to gather, and evaluate sources, make claims supported by evidence, and take informed action to positively influence individuals as well as institutions both large and small.

Course Name: Modern World History
Prerequisite: None

Course Description: The Modern World History course builds on the historical foundation established in the 12/13 Cultural Studies I and II courses as it explores important historical topics beginning with influential revolutionary movements of the late 18th century and culminating with the changes and challenges of the early 21st century. The course uses an inquiry-based approach in which students explore questions, gather, and evaluate evidence, make historical claims, and take informed action based on their findings. The 21st century skills of creativity, communication, critical thinking, and collaboration are woven throughout the course as students work individually and as groups to explore questions and advance the answers they discover.

Course Name: USA History
Prerequisite: None

Course Description: The US History course explores the history of the United States of America using a thematic approach. Themes include immigration, the American character, conflict, and the struggle for equality, along with reform, economics, foreign policy, and cultural pastimes. Taken together they present a strong semblance of both the country's past and present. Within the context of each theme, students will investigate and debate important political documents, legislation and social movements that have contributed to both continuity and change over time as they examine the long-term development of the country from the colonial period through the recent past. Using an inquiry-based model of learning, students will pose questions, evaluate sources, and develop claims that aim to support or challenge impressions that have been shaped over time.

Course Name: Economics
Prerequisite: None

Course Description: The Economics course provides students with a broad introduction to the field of economics- on the microeconomic and macroeconomic level. Because economic decision-making requires students to gain an understanding about the ways in which individuals, businesses, governments, and societies allocate limited resources in a wide variety of contexts, this course enables students to develop an economic way of thinking to interpret how the world works. Students in this course will use an inquiry model of learning to ask important questions, examine and evaluate sources, create answers to their questions, and take informed action based on their findings. Students will also have the opportunity to take part in the Stock Investing Project as part of the course – the aim of which is to provide practical investing experience.

Course Name: World Governments
Prerequisite: None

Course Description: World Governments provides students with a framework to compare how governments and political systems operate around the world. The different government models and political systems are examined as students are prompted to think critically about the strengths and weaknesses of each. This course enables students to reflect about their home countries or wherever they may be living as they consider how different political institutions function. The inquiry process is used to ensure students ask probing questions, think critically while evaluating sources, communicate their answers to questions, and creatively take informed action based on their findings.

General Electives

Course Name: International Relations
Prerequisite: World Geography and World History

Course Description: This course is designed to give students an understanding of the international world they are growing up in. Students will learn about historical developments, modern institutions, and the theoretical frameworks that make up the field of international relations and diplomacy. Four conceptual essential units are following by a project-based unit (E05), in which students will dig deeper into various world issues and report their findings. Selective units in this course provide opportunities for experiencing international diplomacy, allowing students to debate and develop resolutions to solve world problems. This course can be taken half a year for 5 units or a full year for 10 units.

Course Name: Psychology
Prerequisite: None

Course Description: Psychology is the study of human behavior and mental processes. This course will provide you with an introduction to the field of psychology. We will explore the past, present, and future of this ever-expanding discipline. Key areas of study include: the history of the development of psychology, research method, biological and neurological bases of behavior, sensation and perception, states of consciousness, cognition, memory, learning, motivation, emotion, development across the lifespan, personality, abnormal psychology, treatment of psychological disorders and social psychology.

Course Name: Global Issues
Prerequisite: World Geography and World History

Course Description: This course is designed to give students an overview of current world issues in our globalized society. Students will gain an understanding of the various problems, including their causes and effects. After a conceptual introduction to the topic of challenges in a globalized world, students will study specific issues more in-depth. The essential units focus on problems resulting from and related to poverty, communication technology, political change, and the environment. After completing these 5 essential units, selective units can be chosen that cover other related issues; and/or students can take the opportunity to analyze potential solutions for such issues, trying to work towards a better-globalized society in the future. This course can be taken half a year for 5 units or a full year for 10 units.

AP Electives

Course Name: AP Human Geography
Prerequisite: Literature I and Writing I (previously or concurrently) (As recommended by AP, students must be able to read college-level texts and write grammatically correct, complete sentences.)

Course Description: The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards and relies heavily on college-level texts, primary source documents, and outside readings. If Secondary I students want to enroll in AP Human Geography, they need to meet a set of criteria and have a signed letter from parents. This course fulfills the World Geography graduation requirement.

Course Name: AP World History
Prerequisite: Literature I and Writing I (As recommended by AP, students must be able to read college-level texts and write grammatically correct, complete sentences.)

Course Description: The AP World History Modern course is an academic, yearlong course with an emphasis on non-western history from 1200 to the present. The AP College Board has organized the course into four historical time periods (Period 1: 1200-1450, Period 2: 1450-1750, Period 3: 1750-1900, and Period 4: 1900-Present) while these four time periods are further divided into nine subtopics that are designed to be examined through a thematic approach: Humans and the Environment, Cultural Developments and Interactions, Governance, Economic Systems, Social Interactions and Organization, and Technology and Innovation. The course relies heavily on college-level texts, primary source documents, and outside readings. Special emphasis is given to historical writing through essay and document-based questions as well as historical thinking skills and reasoning processes. This course fulfills the Modern World History graduation requirement.

Course Name: AP African American Studies
Prerequisite: Literature I and Writing I (As recommended by AP, students must be able to read college-level texts and write grammatically correct, complete sentences.)

Course Description: AP African American Studies is a course that explores the experience of African Americans from the early African kingdoms up until the present time. The course approaches this through a blended study of the history, culture, arts, society, and religion of African Americans over the centuries. Special emphasis is placed on source analysis and the course includes an individual project of interest where students must analyze sources, present their findings, and orally defend their argument.

Course Name: AP United States History
Prerequisite: Literature II and Writing II (previously or concurrently) (As recommended by AP, students must be able to read college-level texts and write grammatically correct, complete sentences.)

Course Description: The AP US History course is an academic, yearlong course with an emphasis on United States of America history from around 1491 to the present. The AP College Board has organized the course into nine historical time periods (Period 1: 1491-1607, Period 2: 1607-1754, Period 3: 1754-1800, Period 4: 1800-1848, Period 5: 1844-1877, Period 6: 1865-1898, Period 7: 1890-1945, Period 8: 1945-1980, and Period 9: 1980-present). These periods are examined through the lens of the following themes: American and National Identity, Work, Exchange and Technology, Geography and the Environment, Migration and Settlement, Politics and Power, America in the World, American and Regional Culture, and Social Structures.
The course relies heavily on college-level texts, primary swwource documents, and outside readings. Special emphasis is given to historical writing through essay and document-based questions as well as historical thinking skills and reasoning processes. This course fulfills the US History graduation requirement.

Course Name: AP Macroeconomics
Prerequisite: Advanced Mathematics I (As recommended by AP, students must be able to read college-level texts and write grammatically correct, complete sentences.)

Course Description: The AP Macroeconomics course is a college-level course that studies the economy as a whole. Major topics addressed include the following: national income, price-level determination, economic performance measures, the financial sector, government stabilization policies, economic growth, and foreign exchange markets. Throughout the course students use a variety of data including graphs, charts, and reports to explore and explain economic concepts. Participants also have the option to take part in the Stock Investment Unit which provides them with real-world experience investing in the stock market.

Course Name: AP Microeconomics
Prerequisite: none

Course Description: The AP Microeconomics course is a college-level course that studies the individual decisions that occur in an economy. Topics include how product and factor markets work, how income is distributed, and how governments promote efficiency and equity in the economy. Throughout the course students use a variety of data including graphs, charts, and reports to explore and explain economic concepts. Participants also have the option to take part in the Stock Investment Unit which provides them with real-world experience investing in the stock market.

Course Name: AP Comparative Government and Politics
Prerequisite: Modern World History (As recommended by AP, students must be able to read college-level texts and write grammatically correct, complete sentences.)

Course Description: AP Comparative Government and Politics is a year-long university-level course. The foundation of the course is a set of five "big ideas" that spiral through each of the units: Power and Authority, Legitimacy and Stability, Democratization, Internal/External Forces, and Methods of Political Analysis. The course builds skills in disciplinary practices of concept application, country comparison, data analysis, source analysis, and argumentation, which are practiced within the content units. The United Kingdom, Mexico, Nigeria, Russia, China, and Iran are the six "course countries" analyzed during the year. The course culminates in the external AP exam consisting of multiple-choice and free-response questions. This course may substitute for World Governments to fulfill requirements for the Academic Diploma.

Course Name: AP European History
Prerequisite: Literature II and Writing II (As recommended by AP, students must be able to read college-level texts and write grammatically correct, complete sentences.)

Course Description: Advanced Placement European History is a course designed for serious history students willing to experience the demands of a college class in secondary school. The course covers the major socio-economic, political, and religious dynamics of European history from the High Renaissance (1450) to the collapse of monolithic communism in Eastern Europe (1989). The class is based on college history curricula and is designed to give high school students a thorough understanding of modern European history, as well as the opportunity to experience the challenges and rigors of a college class. The major themes covered include: The Renaissance & Reformation, the Wars of Religion, the Age of Louis XIV, Peter the Great and Russia, the Enlightenment, the French Revolution and Napoleonic Wars, the Congress of Vienna and the Revolutions of 1848, the Roots of European Nationalism, World War I, the Russian Revolution, the Rise and Fall of Fascist States, World War II, Communist Europe, and the Collapse of the Soviet Union.

Course Name: AP Psychology
Prerequisite: Literature II and Writing II (As recommended by AP, students must be able to read college-level texts and write grammatically correct, complete sentences.)

Course Description: AP Psychology is an academic, year-long course providing a broad introduction to the field of psychology, one of the social sciences. We will explore the past, present, and future of this ever-expanding discipline. Key areas of study include history and the major contributors to the development of psychology; research methods, data collection, analyses, and ethics; approaches to studying human behavior and mental processes; biological and neurological bases of behavior; the systems of sensation and perception; states of consciousness; cognition, memory, and learning; motivation, and emotion; development across the lifespan; personality; abnormal psychology and treatment of psychological disorders; and social psychology. These key areas will provide the content for preparing to take the AP Psychology exam. In addition, we will explore health psychology, applications in the field, and the scholarly dissemination of information from academic journal articles.

IB Electives

IB courses are **only** offered at the five QSI schools that are authorized to deliver the IB Diploma Programme. These schools are Kyiv International School, QSI International School of Bratislava, QSI International School of Haiphong, QSI International School of Shenzhen, and Tirana International School.

Course Name: IB Business Management
Prerequisite: Literature II and Writing II (As recommended by AP, students must be able to read college-level texts and write grammatically correct, complete sentences.)

Course Description: Business management is a rigorous, challenging, and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profitmaking, risk-taking, and operating in a competitive environment characterize most business organizations.

Although business management shares many skills and areas of knowledge with other humanities and social sciences, it is distinct in a number of ways. For example, business management is the study of decision-making within an organization, whereas economics is the study of scarcity and resource allocation, both on micro and macro levels. Business management examines the use of information technology in business contexts, whereas information technology in a global society (ITGS) critically examines its impact on other fields, such as health and government.

Class: Two-year course offered for Secondary III and IV only

Course Name: IB Economics
Prerequisite: SL-Physical Science, Biology, Algebra, and Geometry; HL- Physical Science, Physics, Algebra, Geometry, and Advanced Mathematics I.

Course Description: The Economics course allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories to examine the ways in which 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)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labor and capital (the global economy).

The choices made by economic agents (consumers, producers, and governments) generate positive and negative outcomes, and these outcomes affect the relative well-being of individuals and societies. As a social science, economics examines these choices through the use of models and theories.

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.

Class: Two-year course offered for Secondary III and IV only

Course Name: IB History
Prerequisite: World Geography and Modern World History

Course Description: The History course is designed in such a way as to explicitly reinforce the emphasis on the development of international-mindedness. For example, one of the key concepts that weaves throughout the course is perspectives and, more specifically, an emphasis on encouraging students to appreciate multiple perspectives. In addition, all students are required to study case studies and examples from different regions of the world, with comparison of such examples helping to ensure that the course adopts a transnational perspective. Teachers also have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course appropriately meets their students' needs and interests regardless of their location or context. Throughout the course, students have the opportunity to explore historical events that have played a key role in shaping the world today, deepening their understanding of the complex and interconnected nature of past and present events. For example, students explore historical examples of many of the global challenges facing the world today, such as conflict, rights, and governance. This helps to meet one of the central aims of the course—to increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Class: Two-year course offered for Secondary III and IV only

Course Name: IB History
Prerequisite: World Geography and Modern World History

Course Description: The History course is designed in such a way as to explicitly reinforce the emphasis on the development of international-mindedness. For example, one of the key concepts that weaves throughout the course is perspectives and, more specifically, an emphasis on encouraging students to appreciate multiple perspectives. In addition, all students are required to study case studies and examples from different regions of the world, with comparison of such examples helping to ensure that the course adopts a transnational perspective. Teachers also have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course appropriately meets their students' needs and interests regardless of their location or context. Throughout the course, students have the opportunity to explore historical events that have played a key role in shaping the world today, deepening their understanding of the complex and interconnected nature of past and present events. For example, students explore historical examples of many of the global challenges facing the world today, such as conflict, rights, and governance. This helps to meet one of the central aims of the course—to increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Class: Two-year course offered for Secondary III and IV only

Course Name: IB Global Politics
Prerequisite: World Geography and Modern World History

Course Description: In this course, students will explore the fundamental political concepts of power, equality, sustainability, and peace. These concepts are applied across a variety of contexts using the case study method, fostering understanding of the local, national, international, and global facets of political activity. Use of case studies provides a connection between concrete examples and abstract principles. As stated in the Global Politics subject guide, the course is structured around four core units with a central unifying theme of "people, power, and politics." The three components of the theme are fundamental to the understanding of the complex global political landscape faced in the 21st century.

The course is designed for students from a wide variety of linguistic and cultural backgrounds. The expectation is that these students will have strong receptive, productive and interactive skills. Students must complete all units in Writing II and Literature II (or a course of an equivalent level) to enroll in IB Global Politics.

Class: Two-year course offered for Secondary III and IV only

Course Name: **IB Psychology**
Prerequisite: World Geography and Modern World History

Course Description: Psychology is the rigorous and systematic study of mental processes and behavior. It is a complex subject that draws on concepts, methods, and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behavior on its own as human beings are complex animals with highly developed frontal lobes, cognitive abilities, involved social structures, and cultures. The study of behavior and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognizing that behavior is not a static phenomenon, it is adaptive, and as the world, societies, and challenges facing societies change, so does behavior.

Class: Two-year course offered for Secondary III and IV only

Course Name: **IB Environmental Systems and Societies**
Prerequisite: World Geography and Modern World History

Course Description: Students will be provided with a coherent perspective of the interrelationships between environmental systems and societies, one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. The teaching approach is such that students can evaluate the scientific, ethical, and socio-political aspects of issues.

Students will be able to study this course successfully with no specific previous knowledge of science or geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods is essential.

ES&S is one of two interdisciplinary courses offered in the Diploma Programme. Because it is an interdisciplinary course, students can have it count as either a Group 3: Individuals and Societies or Group 4: Sciences course, or both. This gives students the opportunity to study (an) additional subject(s) from any group.

Class: Two-year course offered for Secondary III and IV only

Course Name: **IB Theory of Knowledge**
Prerequisite: none

Course Description: Theory of Knowledge (TOK) explores questions about knowledge and about the process of knowing. There are three foundational questions: What do we know? How do we know it? What does it mean that we know it that way? TOK emphasizes comparisons and connections between areas of knowledge, and trains students to become more aware of their own perspectives as well as those of others. This course is taken over a period of two years. It is required for students seeking to complete the full-IB Diploma Program (IBDP) and is only open to IBDP students. IB TOK is an IB Core course. *Two-year course required for full-IB Diploma Program students. Students not engaging in the full IBDP may not take this course.*

Class: Two-year course offered for Secondary III and IV only

Creative & Applied Arts

Program of Study

Creative & Applied Arts Pathways & Courses

QSI offers a variety of Creative and Applied Arts courses to meet graduation requirements in addition to offering a variety of options for study. Below are some example pathways from the Arts program that students might take to earn an Academic Diploma (one of the three types of graduation diplomas offered by QSI). Please refer to the Graduations Requirements section of this document for the courses required for each diploma. Elective and AP courses provide flexibility in how students can meet graduation requirements and university/personal goals. Students should coordinate with the school counselor or designated graduation advisor to ensure they take the courses required to graduate with their chosen diploma. Please note that not all QSI schools offer the IB Diploma Programme.

All courses are full-year, completing 10 units of study unless otherwise indicated in the course description. Ten units = 1 Carnegie Unit (which is equivalent to 1 US High School credit)

	Secondary I	Secondary II	Secondary III	Secondary IV
Electives (Can be taken any year but level I in any course needs to be completed before enrolling in level II, etc.)	Art 1 Instrumental Music 1 Vocal Music 1 Dramatic Arts 1 Photography 1	Art 2 Instrumental Music 2 Vocal Music 2 Dramatic Arts 2 Photography 2	Art 3 Instrumental Music 3 Vocal Music 3	Art 4 Instrumental Music 4 Vocal Music 4
AP Pathway	Students are expected to engage in Art or Music level I or II to gain experience before AP level.	AP 2D Art & Design AP Art History	AP 3D Art & Design	AP Drawing AP Music Theory
IB Pathway	Students are expected to engage in Art or Music level I or II to gain experience before IB level.	Students are expected to engage in Art or Music level I or II to gain experience before IB level.	IB Film** IB Visual Arts** IB Theatre** IB Music**	IB Film** IB Visual Arts** IB Theatre** IB Music**

*See page 16 for schools that offer IB Diploma Programme.

QSI Courses

**Please note that QSI requires all students to minimally enroll in one full course equivalent to 10 units in the Creative and Applied Arts Program of Study.*

Course Name: Art 1
Prerequisite: none

Course Description: The Secondary Art I course is designed for the secondary student preparing to take IB or AP Art along with the student choosing art as an elective for first-time exposure in the secondary years. The course is presented to promote visual arts literacy to the student as well as the artistic process. Students are engaged in creating art while analyzing and interpreting art and art history. This course is modeled on the National Core Arts Standards for the Visual Arts. These standards are based on the artistic process of creating, presenting, responding, and connecting with artistic ideas and works of art.

Course Name: Art 2
Prerequisite: Art 1

Course Description: Art II is designed for the student continuing art as an elective in the secondary years, as well as the secondary student preparing to take IB or AP Art. The course is intended to build upon the foundations of visual arts literacy. This is accomplished by creating, analyzing, and interpreting art and art history.

Course Name: Art 3 or 4
Prerequisite: Art 1 or Art 2

Course Description: Art III and Art IV are intended to build upon visual arts literacy and artistic perception for the student while refining previously acquired skills in the following areas: creative art process, analyzing and interpreting art and art history. Students have the opportunity to take a more independent approach when producing original and creative works.

Course Name: Dramatic Arts 1
Prerequisite: none

Course Description: The Dramatic Arts I course is a Fine Art elective. The course possesses two dimensions for the students; a series of units advancing the development of dramatic acting and a series of units designed to assist in creating a theatrical product. Students will work diligently during the first six units to develop their skills as actors, then apply those skills to a school or class production. Process and product are the two key components of the course. The

course will introduce various facets of theatre, including acting, production, and postproduction work within a set of essential and selective units. The main focus, though, is on the methods and the general practice of the dramatic arts. All students who elect to take this class must be aware that they will participate in a class or school performance, either onstage or backstage, with preproduction, production, and possibly postproduction involvement.

Course Name: Dramatic Arts 2
Prerequisite: Dramatic Arts 1

Course Description: The Dramatic Arts I course is a Fine Art elective. The course possesses two dimensions for the students; a series of units advancing the development of dramatic acting and a series of units designed to assist in creating a theatrical product. Students will work diligently during the first six units to develop their skills as actors, then apply those skills to a school or class production. Process and product are the two key components of the course. The course will introduce various facets of theatre, including acting, production, and postproduction work within a set of essential and selective units. The main focus, though, is on the methods and the general practice of the dramatic arts. All students who elect to take this class must be aware that they will participate in a class or school performance, either onstage or backstage, with preproduction, production, and possibly postproduction involvement. Since this is the second year for the students, emphasis will be added on acting theory, dramatics arts history, and theater production responsibility. Students will fine tune and progress in more sophisticated ways as they develop their dramatic arts skills.

Course Name: Dramatic Arts 3 or 4
Prerequisite: Dramatic Arts 2 or Dramatic Arts 3

Course Description: Dramatic Arts III and Dramatic Arts IV provide students the ability to further develop acting skills and to try new or build upon technical skills used to create theatrical productions. The courses will build on previous Dramatic Arts units, including theatre history, acting, production, and postproduction work. These courses allow students to dig deeper by allowing students to direct shows and run all creative aspects of production, from prop construction to sound design. All students who elect to take this class must be aware that they will participate in a class or school performance, either onstage or backstage. This is an advanced course that requires students to have ownership of the full production process through the development of leadership skills in each design area of a production.

Course Name: Instrumental Music 1
Prerequisite: none

Course Description: Secondary Instrumental Music I is a course designed to introduce instrumental music. In this course, the student will be introduced to basic music theory and to the practical aspects of playing an instrument. The student will be able to choose and must provide his/her own instrument, though some schools provide the larger instruments such as a tuba and percussion.

Course Name: Instrumental Music 2
Prerequisite: Instrumental Music 1

Course Description: Secondary Instrumental Music II is a course that allows students to continue to develop technique, quality, tone, and enjoyment on his/her individual instrument. Music theory development will coincide with the practical aspects being taught. The normal prerequisite is the successful completion of some instrumental program, particularly Instrumental Music I. This course is also designed to allow for a progressive instrumental music experience (band or orchestra), being followed by Instrumental Music III and IV.

Course Name: Instrumental Music 3
Prerequisite: Instrumental Music 2 or demonstrated proficiency

Course Description: Secondary Instrumental Music III is a course designed to continue student development in instrumental music. In the course, the student will continue to develop advanced techniques. The quality of music and tone will become more refined, and the student will continue to enjoy his/her instrument. Music theory will coincide with the practical aspects being taught in each unit. This course is also designed to allow for a progressive instrumental music experience (band or orchestra), being followed by Instrumental Music IV.

Course Name: Instrumental Music 4
Prerequisite: Instrumental Music 3 or demonstrated proficiency

Course Description: Secondary Instrumental Music IV is a course designed to continue student development in instrumental music. In the course, the student will continue to develop advanced techniques. The quality of music and tone will become more refined, and the student will continue to enjoy his/her instrument. Music theory development will coincide with the practical aspects being taught in each unit.

Course Name: Vocal Music 1
Prerequisite: none

Course Description: Secondary Vocal Music I is designed to introduce the student to the basic skills of vocal music. In this course, the student will be introduced to basic music concepts and to the practical aspects of voice training. The student will develop his/her singing voice by singing alone and participating in an ensemble. The student will develop his/her music reading skills, basic knowledge of music history, knowledge of genres and styles, self-discipline, concentration, group interaction skills, and understanding of music concepts.

Course Name: Vocal Music 2
Prerequisite: Vocal Music 1

Course Description: Secondary Vocal Music II is designed to continue the development of a student's basic skills of vocal music. In this course, the student will build upon the skills acquired in Secondary Vocal Music I and develop more advanced skills in basic music theory and the aspects of voice training and singing in a choir. The student will demonstrate a deeper understanding of the elements of music, such as melody, harmony, rhythm, and pitch. The student will acknowledge historical and cultural connections and describe stylistic and cultural characteristics in a vocal work. The course will also focus on the components of artistic performance. The student is expected to develop more independence and confidence in his/her vocal music skills.

Course Name: Vocal Music 3
Prerequisite: Vocal Music 2 or demonstrated proficiency

Course Description: In this course, the student will build upon the skills acquired in Secondary Vocal Music II. The student will develop more advanced skills in music theory and the aspects of voice training. The student will demonstrate a deeper understanding of the elements of music, such as melody, harmony, rhythm, and pitch. The student will sing in a more complex ensemble and demonstrate understanding of the components of artistic performance. The student will acknowledge historical and cultural connections and describe stylistic and cultural characteristics in a vocal work. The course will also focus on concert behavior and etiquette. The student is expected to develop more independence and confidence in their vocal music skills.

Course Name: Vocal Music 4
Prerequisite: Vocal Music 3 or demonstrated proficiency

Course Description: Secondary Vocal Music IV is designed to continue the development of vocal/ensemble techniques. In this course, the student will build upon the skills acquired in Vocal Music III and develop more advanced vocal/ensemble techniques, as well as demonstrate understanding of music management and aspects of creating a concert program. The student will focus on developing leadership qualities and independence in music performance.

Course Name: Film
Prerequisite: none

Course Description: Film is a Creative and Applied Arts elective that offers an immersive introduction to the world of filmmaking. Students will learn the language of film and explore every stage of production from concept development to final editing. Through hands-on projects, students will develop practical skills in a variety of filmmaking roles, including writing, directing, camera work, editing, and more. This course emphasizes both process and product, and students will reflect on their projects and receive constructive feedback for continuous improvement. Active participation in class discussions and positive collaboration are both essential for success in this course.

Course Name: Photography 1
Prerequisite: none

Course Description: This course is designed for the secondary student pursuing Photography as an elective for first-time exposure in the secondary years. Students may engage in this course in any secondary year and are not required to have previous knowledge. The basics of digital photography are stressed in five Essential Units and the Elements and Principles of Art and Design in 9 Selective Units. Photographic history and the study of important photographers, past and present, are stressed in all units. Standard rules and interpretations of photographic ethics and international copyright laws should be stressed and understood by the student and teacher in every unit. Experimentation is encouraged and expected in all units, especially in the selective units.

The course will provide basic knowledge and experience in communicating with photographic images and the photographic process. It will provide practical skills in various types of photographic work and develop the capacity for creative imaging.

Course Name: Photography 2
Prerequisite: Photography 1

Course Description: The Photography II course builds off the skills and knowledge learned and applied in Photography I. The course is designed around essential photography skills: equipment, post-processing, environment, and presentation. After review of these key skills, students pursue various photographic genres, including portraiture, still life, event photography, sports photography, photojournalism, and travel photography. In every unit, students will reflect on their progress as a photographer, critiquing their own work as well as that of others.

AP Electives

Course Name: AP 2-D Art and Design
Prerequisite: Art 1 and Art 2 or demonstrated proficiency

Course Description: The Advanced Placement 2D Art and Design course is a university-level course for highly motivated students interested in investigating artistic materials, processes, and ideas in order to design and create multiple works of art. Students will develop their skills in two-dimensional mediums such as graphic design, photography, collage, printmaking, and others as they learn the principles of 2-D design. Students will compile a portfolio of work to demonstrate inquiry through the art and design process. The portfolio will include works of art and design, process documentation, and written information about the works presented.

Course Name: AP 3-D Art and Design
Prerequisite: Art 1 and Art 2 or demonstrated proficiency

Course Description: The Advanced Placement 3D Art and Design course is a university-level course for highly motivated students interested in investigating artistic materials, processes, and ideas in order to design and create multiple works of art. Students will develop their skills in three-dimensional mediums such as sculpture, architectural models, metalwork, ceramics, glasswork, and others as they learn the principles of 3-D design. Students will compile a portfolio of work to demonstrate inquiry through the art and design process. The portfolio will include works of art and design, process documentation, and written information about the works presented.

Course Name: AP Drawing
Prerequisite: Art 1 and Art 2 or demonstrated proficiency

Course Description: The Advanced Placement Drawing course is a university-level course for highly motivated students who are interested in investigating artistic materials, processes, and ideas in order to design and create multiple works of art. Students will develop skills that focus on and explore various drawing techniques. Students will compile a portfolio of work to demonstrate inquiry through the art and design process. The portfolio will include works of art and design, process documentation, and written information about the works presented.

Course Name: AP Art HIstory
Prerequisite: Literature 2 and Writing 2 (previously or concurrently)

Course Description: AP Art History is a university-level course that engages students in an in-depth analysis of works of visual art. Students investigate 250 works of art chosen by College Board which span a historical time period from global prehistoric time to the present. Students will consider cultural perspectives, materials, processes, techniques, purpose, and audience as they conduct visual and contextual analysis of each piece. In addition to knowledge and interpretation skills, students will practice writing about art by responding through various types of expressions and written prompts.

Course Name: AP Music Theory
Prerequisite: Vocal Music 1 or Instrumental Music 1 or demonstrated proficiency

Course Description: AP Music Theory is an introductory college-level course that covers topics such as: musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. The student's ability to read and write musical notation is fundamental to such a course. It is also strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument. Motivated students and even those with limited background knowledge can benefit from this course. The student will develop the ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score.

IB Electives

IB courses are **only** offered at the five QSI schools that are authorized to deliver the IB Diploma Programme. These schools are Kyiv International School, QSI International School of Bratislava, QSI International School of Haiphong, QSI International School of Shenzhen, and Tirana International School.

Course Name: IB Film
Prerequisite: none

Course Description: IB Film students explore, critique, and practice filmmaking in five roles: cinematography, editing, writing, directing and sound design. Emphasis is placed on technical aspects (correct use of equipment, terminology, organization, etc.), film history (significant films and filmmakers who added to the development of theories, tools, equipment and artistic approaches), and film analysis (understanding the impact creative decisions have on a film text's meaning).

Class: Two-year course offered for Secondary III and IV only

Course Name: IB Theatre
Prerequisite: Drama 1 and Drama 2 or demonstrated proficiency

Course Description: The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors, and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and contextualize their work. The theatre course encourages students 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.

Class: Two-year course offered for Secondary III and IV only

Course Name: IB Visual Arts
Prerequisite: none

Course Description: The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Class: Two-year course offered for Secondary III and IV only

Languages Other Than English

Program of Study

Languages Other Than English Pathways & Courses

QSI offers a variety of language courses to meet graduation requirements in addition to offering a variety of options for study. Below are some example pathways from the LOE program that students might take to earn an Academic Diploma (one of the three types of graduation diplomas offered by QSI). Please refer to the Graduations Requirements section of this document for the courses required for each diploma. Elective and AP courses provide flexibility in how students can meet graduation requirements and university/personal goals. Students should coordinate with the school counselor or designated graduation advisor to ensure they take the courses required to graduate with their chosen diploma. *Please note that not all QSI schools offer the IB Diploma Programme.*

All courses are full-year, completing 10 units of study unless otherwise indicated in the course description. Ten units = 1 Carnegie Unit (which is equivalent to 1 US High School credit)

	Secondary I	Secondary II	Secondary III	Secondary IV
Pathway 1 QSI Schools offer a variety of Languages Other Than English (LOE) which could include: Spanish, French, German, Russian, Chinese, etc (depending on the school location).	**Language 1**	**Language 2**	**Language 3**	**Language 4**
AP Pathway	Students are expected to engage in two to three years of L.O.E. to prepare for AP-Level language classes.	Students are expected to engage in two to three years of L.O.E. to prepare for AP-Level language classes.	Students are expected to engage in two to three years of L.O.E. to prepare for AP-Level language classes.	**AP Chinese** **AP French** **AP German** **AP Spanish**
IB Pathway	Students benifit from engaging in two years of L.O.E. experience before starting the IB Language program.	Students benifit from engaging in two years of L.O.E. experience before starting the IB Language program.	**IB Language B*** **IB Ab Initio***	**IB Langauge B*** **IB Ab Initio***

*See page 16 for schools that offer IB Diploma Programme.

Our students come to school knowing one or more languages. The LOE program builds on this by teaching students new languages. The program develops an international mindset in students which is an awareness, appreciation, and acceptance of other cultures and their differences. This allows students to develop an understanding and respect for others and allows them to be interculturally competent and prepared for the 21st century.

Strengths of the QSI Nonnative LOE Program

Aligned to CEFR Standards: The Common European Framework of Reference for Languages (CEFR) is a well-respected and widely-used set of standards for foreign language learning.

Multiple levels, allowing students to be placed by language level rather than age/grade: This ensures students are being challenged to improve without being overwhelmed or bored by material that is too easy.

AP and IB Preparation: Students in secondary LOE classes who want to take AP and IB languages are supported with an additional selective unit that prepares them for these programs. (Note the IB program is not available in all QSI schools.)

QSI schools offer a variety of different languages in their schools depending on where the school is located. See below for a list of languages offered in a variety of schools. For clarity of what languages are offered in a specific QSI school, contact school administration.

- Chinese
- French
- German
- Italian
- Kazakh
- Korean
- Kyrgyz
- Portuguese
- Russian
- Slovak
- Spanish
- Thai
- Ukrainian
- Vietnamese

QSI Required Courses

**Please refer to the Graduation Requirements p 10-11. to see the courses required for each diploma type.*

Course Name: **Language 1 (CEFR A1)** (e.g., Chinese 1, French 1, Spanish 1, etc.)
Prerequisite: None

Course Description: Secondary Language-1 is designed for students new to the target language. This course is at the very beginning level. In the Secondary Language-1 course, students will form foundational communication skills in the target language as they progress through thematic units. The first half of the course will focus on basic communication topics such as greetings, the classroom, living in a city, family, and special holidays. As the course progresses, students will begin exploring real-life topics such as life at home, seasons and sports, activities, shopping, and transportation. Through listening to a variety of media and participating in simple dialogues and group discussions related to unit topics, students will develop oral comprehension and fluency and form a basic command of vocabulary. While the main focus in Secondary Language-1 is meant to be placed on listening and speaking skills, students will also begin to develop basic reading and writing skills in the target language while maintaining a limited focus on grammar. By the end of the course, students will be able to recognize the target language alphabet, decode simple words, and read short paragraphs. They will also be able to write a paragraph with 5-7 simple sentences.

Course Name: **Language 2 (CEFR A2)** (e.g., Chinese 2, French 2, Spanish 2. etc.)
Prerequisite: Lanaguage 1 (A1)

Course Description: Secondary Language-2 is designed to immerse students in a variety of engaging themes that reflect everyday life and global experiences. Students will explore the world around them through topics like vacations, healthy habits, animals, cultures, and future dreams. Through listening to simple conversations, speaking in short dialogues, reading easy texts, and writing basic paragraphs, students will build their language skills essential for real-life situations. Throughout the course, a strong focus will be placed on fostering collaboration, creativity, and critical thinking, enabling students to not only communicate effectively but also present their ideas confidently. By the end of the course, students will be reading short, simple texts and writing short pieces (at least 1 or 2 paragraphs) to express information, experiences, and opinions.

Course Name: **Language 3 (CEFR B1)** (e.g., Chinese 3, French 3, Spanish 3, etc.)
Prerequisite: Lanaguage 2 (A2)

Course Description: In the Secondary Language-3 course students will explore cultures and societies from the target language country or countries through a variety of engaging topics, such as the evolution of traditions, fashion trends, and future career possibilities. Students will investigate how food, travel, and literature connect people across time and place, developing a deeper understanding of global perspectives and personal experiences. Through listening to various media, speaking in discussions, reading a variety of texts, and writing essays, students will enhance language skills essential for communicating effectively in real-world contexts. The course emphasizes collaboration as students work together on projects, creativity in expressing their ideas, critical thinking while analyzing cultural differences, and presentation skills when sharing their insights. By comparing practices in their home or host country and target language cultures, students will gain confidence in using the language in a changing world. By the end of the course, students will be able to read a variety of short texts that grow in complexity compared to the previous language courses. They will also be able to write a 3-paragraph essay in the target language.

Course Name: **Language 4 (CEFR B1+)** (e.g., Chinese 4, French 4, Spanish 4, etc.)
Prerequisite: Lanaguage 3 (B1)

Course Description: In the Secondary Language-4 course, students will explore a wide range of themes, including families and communities, beauty and aesthetics, food and well-being, and science and technology. Students will develop their language skills by listening to a variety of media, participating productively in conversations, reading authentic texts, and writing longer essays. They will compare cultures, reflect on personal and global changes, and analyze how these topics connect to their lives and the future. The course fosters collaboration through group projects, critical thinking while evaluating global issues, creativity in expressing unique perspectives, and presentation skills when sharing their findings with others. By engaging with real-world themes, students will gain the ability to communicate effectively in different situations. This learning journey prepares them to use the target language with confidence in an increasingly complex world. By the end of the course, students will be able to read longer texts from different genres. They will also be able to write a 5-paragraph essay in the target language.

AP Electives

Course Name: **AP Chinese Language and Culture**
Prerequisite: Chinese 4 or demonstrated proficiency

Course Description: The Advanced Placement Chinese Language and Culture course is a university-level course taught primarily in the Chinese language. It is equivalent to an advanced university Chinese language course, so students should have competence in reading, writing, and speaking Chinese as prerequisites for the course. Using real-world scenarios, students learn vocabulary and language structures and practice communicating effectively in the Chinese language. Chinese cultural practices, history, traditions, and perspectives are woven into the course to ensure students appreciate and understand not only the language but also its cultural context.

Course Name: AP French Language and Culture
Prerequisite: French 4 or demonstrated proficiency

Course Description: The Advanced Placement French Language and Culture course is a university-level course taught primarily in the French language. It is equivalent to an advanced university French language course, so students should have competence in reading, writing, and speaking French as prerequisites for the course. Using real-world scenarios, students learn vocabulary and language structures and practice communicating effectively in the French language. French cultural practices, history, traditions, and perspectives are woven into the course to ensure students appreciate and understand not only the language but also its cultural context.

Course Name: AP German Language and Culture
Prerequisite: German 4 or demonstrated proficiency

Course Description: The Advanced Placement German Language and Culture course is a university-level course taught primarily in the German language. It is equivalent to an advanced university German language course, so students should have competence in reading, writing, and speaking German as prerequisites for the course. Using real-world scenarios, students learn vocabulary and language structures and practice communicating effectively in the German language. German cultural practices, history, traditions, and perspectives are woven into the course to ensure students appreciate and understand not only the language but also its cultural context.

Course Name: AP Spanish Language and Culture
Prerequisite: Spanish 4 or demonstrated proficiency

Course Description: The Advanced Placement Spanish Language and Culture course is a university-level course taught primarily in the Spanish language. It is equivalent to an advanced university Spanish language course, so students should have competence in reading, writing, and speaking Spanish as prerequisites for the course. Using real-world scenarios, students learn vocabulary and language structures and practice communicating effectively in the Spanish language. Spanish cultural practices, history, traditions, and perspectives are woven into the course to ensure students appreciate and understand not only the language but also its cultural context.

IB Electives

IB courses are **only** offered at the five QSI schools that are authorized to deliver the IB Diploma Programme. These schools are Kyiv International School, QSI International School of Bratislava, QSI International School of Chengdu, QSI International School of Haiphong, QSI International School of Shenzhen, and Tirana International School.

Course Name: **IB Language ab initio**
Prerequisite: none

Course Description: Language ab initio is a language acquisition course designed for students with no prior experience of the target language or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only. Because of the inherent difficulty of defining what constitutes "very limited exposure" to a language, it is not possible to list specific conditions such as the number of hours or the nature of previous language instruction; however, it is important to note that any student who is already able to understand and respond to spoken and written language on a range of common topics is not to be placed in language ab initio as this would not provide an appropriate academic challenge, nor is it fair for those students who are genuine beginners of the language. A list of languages offered for Language ab initio in QSI is based on the individual school.

Class: Two-year course offered for Secondary III and IV only

Course Name: **IB Language B**
Prerequisite: at least 1-2 years' experience in the language of choice expected

Course Description: Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Most language B subjects are available at both SL and HL. Students will engage in learning receptive, productive, and interactive skills for acquiring a language. A list of languages offered at language B SL and HL in QSI is based on the individual school.

Class: Two-year course offered for Secondary III and IV only

Personal Health

Program of Study

Personal Health Pathways & Courses

QSI offers courses in Personal Health to provide students an opportunity to learn about a variety of fitness activities while building a foundation for future success with a healthy lifestyle. Students are required to enroll in Physical Education and Health and Fitness 1 to meet graduation requirements. Students can take additional units in Physical Education as time allows.

All courses are full-year, completing 10 units of study unless otherwise indicated in the course description. Ten units = 1 Carnegie Unit (which is equivalent to 1 US High School credit)

Pathway 1	Secondary I	Secondary II	Secondary III	Secondary IV
	Health and Fitness 1	Personal Health Elective		
Electives (Can be taken any year)	**Health and Fitness 2**	Physical Education and Wellness can be taken any year. PE can be taken more than one year.		

QSI Required Courses

**Please refer to the Graduation Requirements p 10-11. to see the courses required for each diploma type.*

Course Name: Health and Fitness 1
Prerequisite: none

Course Description: Health and Fitness 1 is a course in which students learn about the benefits of a healthy, physically active lifestyle and how to incorporate this into their everyday lives. The students will learn the relationship between health and fitness. These units have both fitness and health-related components. Students will participate in physical activity, engage in self-assessment, set goals, design health and fitness plans, and present a wellness portfolio. The portfolio will contain artifacts that show their development and growth during the school year.

Course Name: Physical Education
Prerequisite: none

Course Description: Physical Education is a course that is comprised of 3 different sections: Lifetime Sports, Team Sports, and In-Depth Sport.

Lifetime Sports units will focus on activities that are generally considered to be individual and/or recreational. The student will participate in various individual and team sports that promote sportsmanship, cooperation, and overall knowledge and appreciation of sport and fitness as a component of a healthy lifestyle. Throughout QSI's physical education curriculum, the main focus continues to be physical activity and health for life.

Team Sports units will focus on how to play a variety of team sports and activities. The student will participate in various team sports that promote sportsmanship, cooperation, and overall knowledge and appreciation of the sport. Furthermore, the student will demonstrate social skills related to team-based sports by participating as a team player.

In-Depth Sports units will focus on assisting students with advanced skills and knowledge of a sport. Some units enhance their skill, strategy, and referring knowledge in selected sports from the Team Sports and Lifetime Sports units. Many units specify a school tournament or event that the student helps manage. A select few of the units are intended to support individuals in obtaining certifications or basic instruction that is beyond the scope of PE. The aim of the course is to develop a higher level of appreciation for participation, reiterating teamwork and sportsmanship.

In this class, students may explore one or more units from one or each of these sections.

General Electives

Course Name: Health and Fitness 2
Prerequisite: Physical Education and Wellness

Course Description: Health and Fitness 2 builds upon the concepts and skills introduced in both the Physical Education and Health and Fitness 1 courses. The student continues to learn about the benefits of a healthy, physically active lifestyle and how to incorporate this into their everyday lives. Participation in physical activity, demonstration of appropriate sportsmanship behaviors, self-assessment, goal setting, design, and implementation of a fitness program are all key components of this course. Planning, record-keeping, and reflection are used in the creation of a year-long fitness portfolio documenting the student's learning and application of course material.

Technology

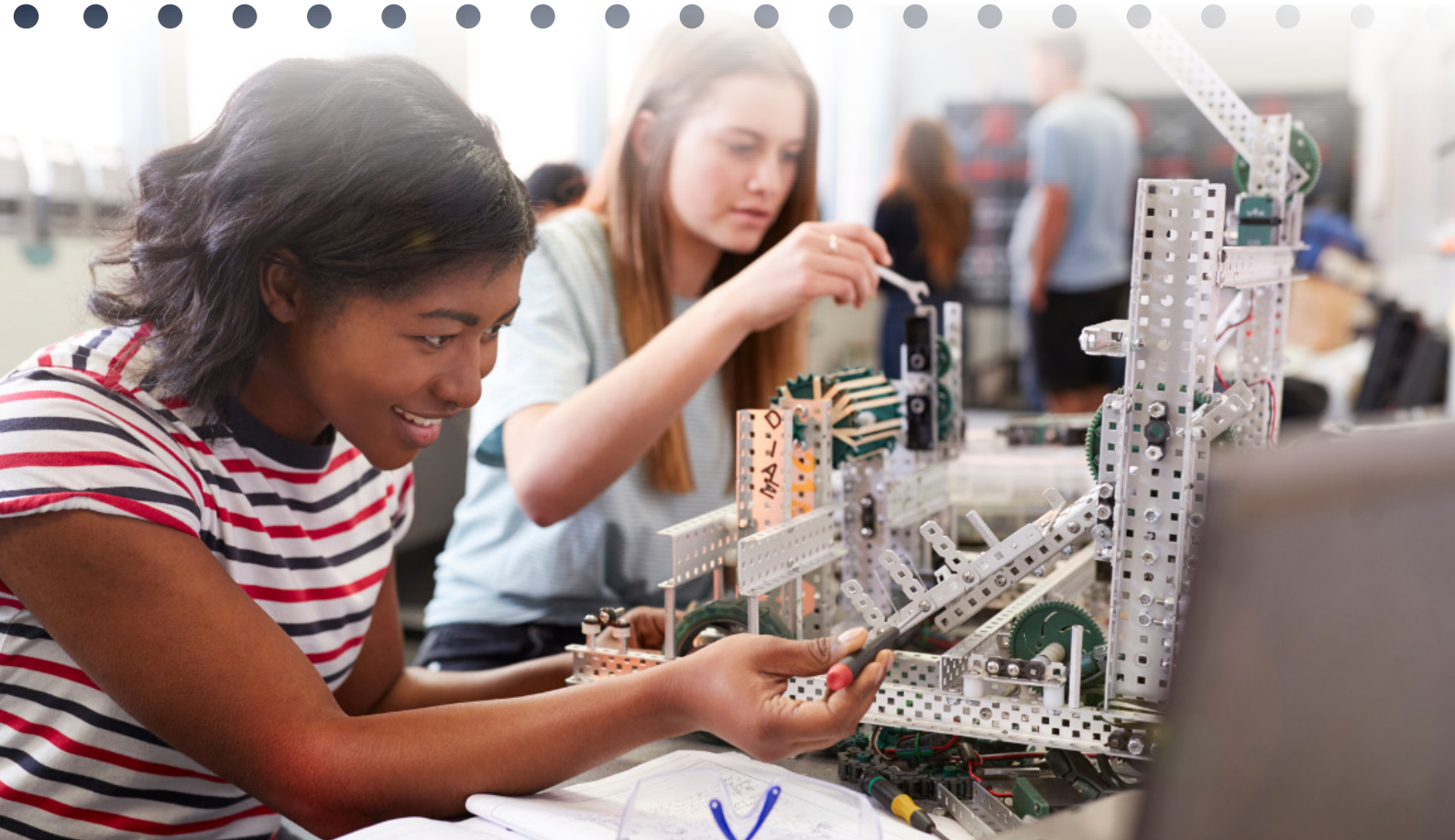
Program of Study

Technology Pathways & Courses

The Technology Curriculum at QSI is a launchpad for developing innovative, ethically aware, and global-minded learners. We prepare students to both use technology and shape the future with it. Our technology classrooms are alive with energy and engagement as students use tools to create, collaborate, think critically, and build solutions. Throughout this process students develop an ethical mental framework to guide them as they navigate todays and tomorrow's challenges.

All courses are full-year, completing 10 units of study unless otherwise indicated in the course description. Ten units = 1 Carnegie Unit (which is equivalent to 1 US High School credit)

	Secondary I	Secondary II	Secondary III	Secondary IV
Pathway 1	Technology 1			
Pathway 2	Technology 1	Foundations of AI (QVS)	AP Computer Science Principles	AP Computer Science A
Electives (Can be taken any year)	Technology 2 Web Design (QVS) Foundations of AI (QVS)	Fundamentals of Cybersecurity (QVS) Intro to Python Programming (QVS)	AP Computer Science Principles	AP Computer Science A IB Computer Science



General Electives

Course Name: Technology 1
Prerequisite: none

Course Description: QSI Secondary Technology 1 is designed to give students the basic skills in technology to support the needs of the student in gaining success in other QSI courses at the secondary level. Skills, responsibilities, and applications such as keyboarding, digital citizenship, productivity software, presentation, and programming are the essential basics found in the QSI Secondary Technology course.

Class: Secondary I-IV

Course Name: Technology 2
Prerequisite: Technology 1

Course Description: Technology 2 is designed for the secondary student who wants to explore more advanced topics in technology. Examples of possible topics to be covered include programming, robotics, film, or other advanced topics in hardware or software. Secondary Technology is a prerequisite for this course. This is an advanced course designed for students who have a passion for computer technology. Students should have ideas for projects and areas of interest, as well as approval from their technology teacher, before beginning the course. This course can be taken individually or as a small group.

Class: Secondary I-IV

Course Name: Intoduction to Python Programming (QVS)
Prerequisite: none

Course Description: Python is among the most popular programming languages in use today. In this course, students will use Python to learn the fundamental components and structures of programming in a high-level and versatile way that will allow them to apply the same concepts in other programming languages and even everyday life. They will start off with basic building blocks on a visual platform to get a handle on executing code before diving into programming from scratch in the console and tackling a diverse range of algorithmic problems. Through these units, students will pick up many skills, with the most notable being computational thinking; the ability to take large problems and break them down into abstract, approachable, and piecemeal steps that can be replicated and, perhaps more importantly here, read by a computer. Students will also gain skills in problem-solving and creativity as they learn to develop new algorithms to accomplish varied tasks. While mathematical skills will also be at work here, students will be learning to leverage the computer to do the heavy lifting for them – a great reason, in itself, to join the course and get started with Python! This course is meant for students new to programming or those who have experience in another programming language wanting to expand their skills to Python.

Course Name: Web Design (QVS)
Prerequisite: none

Course Description: This course introduces students to the basics of web design. The course balances both instruction and hands-on application, allowing students to immediately put into practice what they are learning about. The course addresses the essential web design tools of HTML, CSS, and Bootstrap which are then used in increasing complexity to create a variety of projects which showcase the student's new technical skills. Students also spend time exploring UI/UX principles, including fixing errors to ensure that a user's experience is streamlined, efficient, and achieves the intended goals of the web designer.

Course Name: Fundamentals of Cybersecurity (QVS)
Prerequisite: none

Course Description: In recent years, cybersecurity has become a key consideration for governments, organizations, and individuals alike. From collection of personal data during everyday Internet usage to ransomware bringing critical facilities to a halt, the rapid expansion of technology has introduced users to a wide range of new risks and threats. This course will introduce students to the security of data, devices, and computing systems while teaching them how to identify vulnerabilities, evaluate risks, and mitigate threats. Through these lessons, students will gain both technical and non-technical skills and knowledge providing a holistic understanding of digital security. There are no formal prerequisites for this course, but basic computer literacy (e.g. web browsing and application use, file https://qms20.qsi.org/ords/r/qms/qms-login/login?session=202246138621974 management, Office software, diagramming, etc.) will be required to complete tasks and assignments. Furthermore, while no programming knowledge is required for this course, knowledge of any common programming language is likely to help students gain further insight into some cybersecurity concepts.

Course Name: Foundations of Artificial Intelligence (QVS)
Prerequisite: none

Course Description: Artificial Intelligence (AI) has been around for several decades but in recent years, it has become ubiquitous; it is in our phones, watches, household appliances, and has now made an appearance in almost every popular application in some form or another. And of course, there are the LLMs (e.g. ChatGPT) which many of us have become more than familiar with. Many experts have made comparisons of these advancements with the invention of the printing press, electricity, and even fire. This course introduces the foundational ideas behind AI through a mix of technical and non-technical topics. It begins with definitions, considerations, and an exploration of the field, applications, subsets, and ethics of AI where students will gain the skills and knowledge to identify and evaluate various forms of AI. This knowledge is then connected to digital data after which students are introduced to the Python programming language and are tasked with applying their technical knowledge to developing programs using the concepts of AI. While mathematical skills will be at work here, students will be learning to leverage the computer to do the heavy lifting for them. Thus, while foundational knowledge of algebra will be helpful, it is not a requirement. This course is meant for students new to AI topics and programming or those who have experience in another programming language wanting to expand their skills to AI topics and applications of AI in Python.

AP Electives

Course Name: AP Computer Science Principles
Prerequisite: Technology 1 (QSI Requirement) and Algebra (College Board Requirement)

Course Description: QSI Secondary AP Computer Science Principles course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large sets of data to analyze, visualize, and draw conclusions from trends. This course is unique in its focus on fostering creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, to work individually and collaboratively to solve problems, to discuss and write about the importance of these problems and the impacts on their community, society, and the world.

Course Name: AP Computer Science A
Prerequisite: Algebra 1 and Algebra 2 (recommended- previously or concurrently)

Course Description: QSI Secondary AP Computer Science A course is for the students who are planning to major in computer science or other technical fields such as engineering, electronic engineering, or mechanical engineering. This course emphasizes programming methodology, procedural abstraction, and in-depth study of algorithms, data structures, and object-oriented programming, as well as three structured lab components provided by College Board for a minimum of 20 hours of hands-on lab experiences integrated throughout the course.

Course Name: **IB Computer Science**
Prerequisite: SL- Algebra, Geometry, Algebra 2 HL- Algebra, Geometry, Algebra 2 and Precalculus

Course Description: Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The Diploma Programme computer science course is engaging, accessible, inspiring and rigorous. It has the following characteristics (as taken word for word from the IB Computer Science Guide, p.4):

- draws on a wide spectrum of knowledge
- enables and empowers innovation, exploration and the acquisition of further knowledge
- interacts with and influences cultures, society and how individuals and societies behave
- raises ethical issues
- is underpinned by computational thinking.

Computational thinking involves the ability to:

- think procedurally, logically, concurrently, abstractly, recursively and think ahead
- utilize an experimental and inquiry-based approach to problem-solving
- develop algorithms and express them clearly
- appreciate 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
- liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

The International Baccalaureate Organization. (2012). Computer science guide: First examinations 2014.

Class: Two-year course offered for Secondary III and IV only

QSI Virtual School

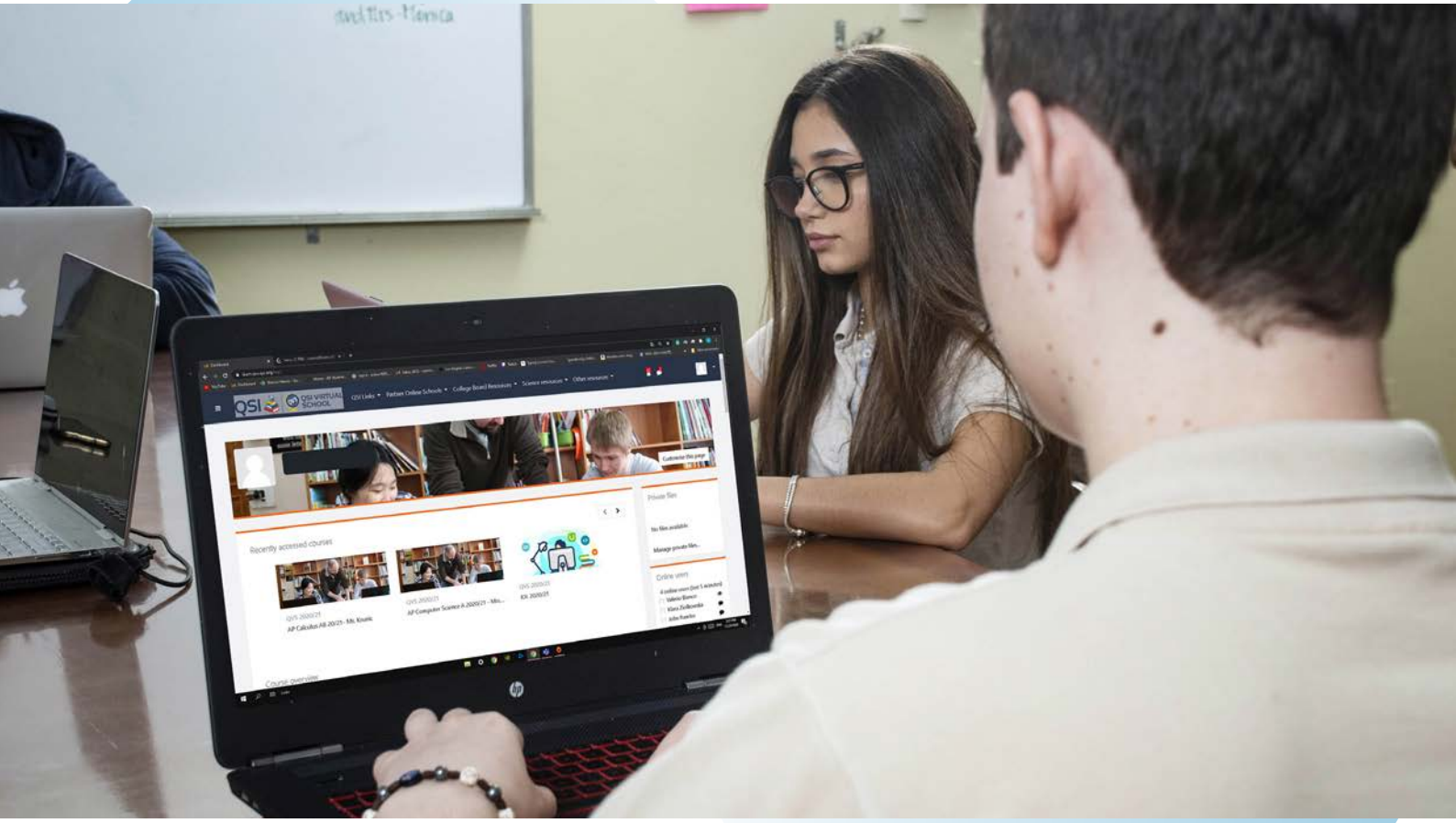
Offering Choices for all QSI Schools

Offering Choices for all QSI Schools

QSI operates an online school called QSI Virtual School (QVS). It serves all QSI schools by providing QSI and AP courses online using the QSI Mastery Model of Learning. QVS supports QSI schools around the world by providing courses that aren't available on campus; often this is due to school size, class size, scheduling conflicts, or student interest. Beginning in the fall of 2023, QVS will expand to offer a full-time program to students worldwide. The extensive catalog of QVS courses ensures that students have access to the courses they want and need.

Since the fall of 2021, QVS has offered the Advanced Placement Capstone Diploma courses (AP Seminar and AP Research) to interested QVS students. This prestigious program challenges students to further deepen their research, academic writing, and public speaking skills. (See page 12 for AP Capstone Diploma* Program information).

To learn more about how QVS operates in QSI and what courses are offered by QVS please visit: ***https://qvs.qsi.org/***.



Diploma Requirements

Total 220 Credits
(170 credits of required courses below + 50 credits extra electives)

(This is only for students graduating after June 2027.)

Diploma: This diploma is earned with a minimum completion of 220 QSI units in the following units of concentration: English - 40 units, Mathematics - 20 units, Science - 20 units, Cultural Studies - 30 units, Personal Health - 20 units, Languages other than English - 20 units , Creative and Applied Arts - 10 units, Technology - 10 units, and 50 elective units.

English (40 credits)	Literature 1 Writing 1	Literature 2 Writing 2	
Mathematics (20 credits)	Algebra 1	Mathematics Elective	
Science (20 credits)	Biology	Science Elective	
Cultural Studies (30 credits)	World Geography	Modern World History	Cultural Studies Elective
Personal Health (20 credits)	Health and Fitness 1	Personal Health Elective	
Languages Other than English (20 credits)	L.O.E. Elective	L.O.E. Elective	
Creative & Applied Arts (10 credits)	Arts Elective		
Technology (10 credits)	Technology Elective		

Diploma with Honors Requirements

Total 240 Credits

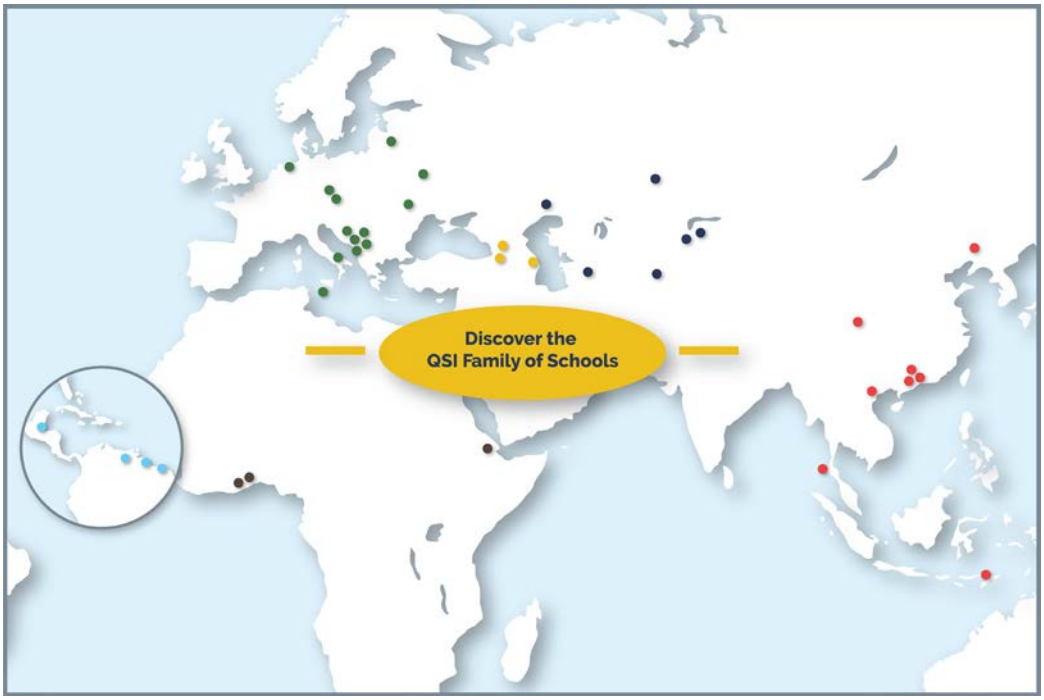
(230 credits of required courses below + 10 credits extra electives)

(This is only for students graduating after June 2027.)

Diploma with Honors: This diploma is earned with a minimum completion of 240 QSI units in the following areas of concentration: English - 70 units, Mathematics - 30 units, Science - 30 units, Cultural Studies - 40 units, Personal and Health - 20 units, Languages other than English - 20 units , Creative and Applied Arts - 10 units, Technology - 10 units, and 10 elective units.

Diploma with Honors diploma requires 4 Advanced Placement (AP) or 2 Higher Level IB courses.

English (70 credits)	Literature 1 Writing 1	Literature 2 Writing 2	English Elective	English Elective Research
Mathematics (30 credits)	Algebra 1	Geometry	Mathematics Elective	
Science (30 credits)	Biology	Chemistry or Physics or AP Science	Science Elective	
Cultural Studies (40 credits)	World Geography	Modern World History	Cultural Studies Elective	Economics World Governments
Personal Health (20 credits)	Health and Fitness 1	Personal Health Elective		
Languages Other than English (20 credits)	L.O.E. Elective	L.O.E. Elective		
Creative & Applied Arts (10 credits)	Arts Elective			
Technology (10 credits)	Technology Elective			



QSI Established Schools in...

1971
Yemen, *SANAA*

1991
Albania, *TIRANA*

1992
Ukraine, *KYIV*

1993
Belarus, *MINSK*
Kazakhstan, *ALMATY*

1994
Azerbaijan, *BAKU*
Kyrgyzstan, *BISHKEK*
Slovakia, *BRATISLAVA*
Turkmenistan, *ASHGABAT*

1995
Armenia, *YEREVAN*
Georgia, *TBILISI*

1996
North Macedonia, *SKOPJE*
Moldova, *CHISINAU*

1997
Bosnia & Herzegovina, *SARAJEVO*

1999
China, *ZHUHAI*

2000
Thailand, *PHUKET*

2001
China, *SHENZHEN*

2002
China, *CHENGDU*

2004
China, *DONGGUAN*
Tajikistan, *DUSHANBE*
Venezuela, *EL TIGRE*

2005
Timor-Leste, *DILI*
Italy, *BRINDISI*
Kazakhstan, *NUR-SULTAN*
Vietnam, *HAIPHONG*

2006
Montenegro, *PODGORICA*

2007
Kazakhstan, *ATYRAU*
Malta, *MOSTA*

2011
Belize, *BELMOPAN*

2012
Benin, *COTONOU*
China, *SHENYANG*
Hungary, *PÁPA*

2015
Germany, *MÜNSTER*
Kosovo, *PRISTINA*

2016
Djibouti, *DJIBOUTI*

2018
Suriname, *PARAMARIBO*

Quality Schools International (QSI), a nonprofit foundation, receives invitations to open schools from embassies, businesses, and agencies around the world. QSI responds to the needs of expatriates and host country nationals seeking a quality, progressive, English-language, North-American style, international education.

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QSI QUALITY SCHOOLS INTERNATIONAL