



# THE HIGH SCHOOL COURSE DESCRIPTION GUIDE 2026–2027



*Learners inspiring learners to be  
inquisitive in life, principled in  
character, and bold in vision.*

This guide is intended to guide students and parents through the course selection process, which begins each year in January. The options for both core classes and electives for students at each grade level are below, as is an overview of the number of credits necessary for graduation for both the American and Brazilian Diplomas.

## HIGH SCHOOL CREDITS AND MINIMUM GRADUATION REQUIREMENTS

The American School of Brasilia believes deeply in the mission and philosophy of the International Baccalaureate Program. We, therefore, use the IB Program to ensure an engaging, rigorous, and balanced learning experience for all EAB graduates. In this way, we ensure that all EAB students leave the school able to analyze skillfully, think critically, synthesize information effectively, and engage their communities as global citizens.

Therefore, unless there are exceptional circumstances, all students in grades 11 and 12 are required to complete at least 4 International Baccalaureate (IB) classes to graduate. These include mandatory classes in both mathematics and English, with students free to pursue two IB courses of their choice.

To graduate from the American School of Brasilia a student must earn the American Diploma through the completion of the following courses:

- Complete 30 courses in grades 9–12;
- Earn 26 credits in the specific subjects below;
- Be enrolled in nine classes during grades 9 and 10;
- Students in grades 11 and 12 will automatically be enrolled in the full International Baccalaureate Diploma Programme;
- In exceptional circumstances, students and families may opt out of the IBDP.

In exceptional circumstances, the pathway to earning the American Diploma may be altered to accommodate extraordinary individual student needs. The High School Principal will make final decisions in such cases. To graduate with the Brazilian Diploma, students must earn 24 credits in the specific subjects listed below during grades 10–12.

The Brazilian Diploma is based on credits attained over three years, from grades 10–12. To graduate with the Brazilian Diploma, students must earn 24 credits by completing the requirements in the table below.

US Diploma Grades 9–12 26 Credits		Brazilian Diploma Grades 10–12		IB Diploma Grades 11–12
English	4	Portuguese	3	Studies in Language and Literature
Foreign Language	3	English (Foreign Language)	3	Studies in Language and Literature OR Language Acquisition
Math	4	Mathematics	3	Mathematics

Science	4	Science	3	Sciences
Social Studies	3	Social Studies (World Studies 10, IBSS11 or BSS11, IBSS12)	3	Individuals and Societies
Arts	1	Arts (IB Diploma Students are recommended to take this in grade 10, unless they intend to do IB Film, IB Theatre, or IB Visual Arts)	3	Arts
Physical Education	2	Physical Education	3	N/A
Electives	5	Philosophy/Sociology (IB TOK will fulfill this requirement.)	3	Diploma Core: Extended Essay, CAS and Theory of Knowledge

## Choosing Courses (Grades 11–12)

Most IB subjects are offered at both the Higher Level (HL) and Standard Level (SL). SL courses are academically rigorous and designed to provide a strong pre-university foundation, while HL courses are more in-depth and comparable to introductory university-level study, with additional content, instructional time, and assessment requirements. To be successful in an HL course, students should demonstrate strong foundational knowledge from their Grade 9 and 10 coursework (e.g., Integrated Science or equivalent), as well as consistent academic habits, including organization, time management, and independent study skills, as evidenced by previous school reports.

The charts below outline the High School course structure for Grades 9–12 across the American, Brazilian, and International Baccalaureate programs. Beginning in Grade 11, the **full International Baccalaureate Diploma Programme (IBDP)** is the school's default academic pathway. Students are therefore expected to select one course from each of the six IB subject groups, in addition to completing the three core components: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS).

Our program is designed to prepare and support all students to successfully complete the full IBDP. Through careful course placement, ongoing academic monitoring, and a range of student support structures, we aim to ensure that each student is appropriately challenged and supported throughout the programme.

In some cases, and following a collaborative review process involving the school, the student, and their family, an alternative pathway may be considered if it is determined to be in the student's best educational interest. These decisions are made thoughtfully and on an individual basis.

Please refer to the graduation requirements listed above for additional details on course expectations and successful program completion.

## Grade Nine

American/International		Brazilian	
English	English 9 Elective: Creative Writing	English	English 9 Elective: Creative Writing
Math	Integrated Math 1/2	Math	Integrated Math 1/2
Social Studies	World Studies 9	Social Studies	World Studies 9
Sciences	Integrated Science 9	Sciences	Integrated Science 9
Portuguese	PLA 1 PLA 2 PLA 3 PLA Transitions	Portuguese	Portuguese 9
Arts	Whole World Ready  Electives: Art Themes Band Choir Design Digital Media Film Studies Robotics Theatre	Arts	Whole World Ready  Electives: Art Themes Band Choir Design Digital Media Film Studies Robotics Theatre
Physical Education	PE	Physical Education	PE

## Grade Ten

American/International		Brazilian	
English	English 10 Elective: Creative Writing	English	English 10 Elective: Creative Writing
Math	Foundations of Mathematics Integrated Math 3	Math	Foundations of Mathematics Integrated Math 3
Social Studies	World Studies 10	Social Studies	World Studies 10 Philosophy & Sociology 10
Sciences	Integrated Science 10	Sciences	Integrated Science 10
Portuguese	PLA 1 PLA 2 PLA 3 PLA Transitions	Portuguese	Portuguese 10
Arts	Art Themes Band Choir Design Digital Media Film Studies Robotics Theatre	Arts	Art Themes Band Choir Design Digital Media Film Studies Robotics Theatre
Physical Education	PE	Physical Education	PE

## Grade Eleven: Full IB Diploma

International		Brazilian	
Group One: English	IB English A Language and Literature HL Y1 IB English A Language and Literature SL Y1 IB English A Literature HL Y1 IB English A Literature SL Y1	Group One: English	IB English A Language and Literature HL Y1 IB English A Language and Literature SL Y1 IB English A Literature HL Y1 IB English A Literature SL Y1
Group Two: Language Acquisition	IB English B HL Y1 IB English B SL Y1 IB Portuguese B SL Y1 IB Portuguese B HL Y1 IB Spanish ab initio SL Y1	Group Two: Portuguese	IB Portuguese B SL Y1 IB Portuguese B HL Y1 IB Portuguese A Language and Literature SL Y1 IB Portuguese A Language and Literature HL Y1
Group Three: Individuals and Societies	IB Business Management HL Y1 IB Business Management SL Y1 IB Economics HL Y1 IB Economics SL Y1 IB Environmental Systems & Societies SL Y1 IB Global Politics SL Y1 IB Global Politics HL Y1 IB Psychology HL Y1 IB Psychology SL Y1	Group Three: Individuals and Societies	IB Brazilian Social Studies SL Y1 IB Business Management HL Y1 IB Business Management SL Y1 IB Economics HL Y1 IB Economics SL Y1 IB Environmental Systems & Societies SL Y1 IB Global Politics SL Y1 IB Global Politics HL Y1 IB Psychology HL Y1 IB Psychology SL Y1
Group Four: Sciences	IB Biology HL Y1 IB Biology SL Y1 IB Chemistry HL Y1 IB Chemistry SL Y1 IB Environmental Systems & Societies SL Y1 IB Environmental Systems & Societies HL Y1 IB Physics HL Y1 IB Physics SL Y1 IB Design Technology HL Y1	Group Four: Sciences	IB Biology HL Y1 IB Biology SL Y1 IB Chemistry HL Y1 IB Chemistry SL Y1 IB Environmental Systems & Societies SL Y1 IB Environmental Systems & Societies HL Y1 IB Physics HL Y1 IB Physics SL Y1 IB Design Technology HL Y1 IB Design Technology SL Y1

	IB Design Technology SL Y1		
Group Five: Math	IB Math Analysis and Approaches HL Y1 IB Math Analysis and Approaches SL Y1 IB Math Applications and Interpretation HL Y1 IB Math Applications and Interpretation SL Y1	Group Five: Math	IB Math Analysis and Approaches HL Y1 IB Math Analysis and Approaches SL Y1 IB Math Applications and Interpretation HL Y1 IB Math Applications and Interpretation SL Y1
Group Six: Arts (Optional)	IB Film Studies HL Y1 IB Film Studies SL Y1 IB Theatre HL Y1 IB Theatre SL Y1 IB Visual Arts HL Y1 IB Visual Arts SL Y1	Group Six: Arts (Optional)	IB Film Studies HL Y1 IB Film Studies SL Y1 IB Theatre HL Y1 IB Theatre SL Y1 IB Visual Arts HL Y1 IB Visual Arts SL Y1
Core	IB Theory of Knowledge Y1	Core	IB Theory of Knowledge Y1
Phys Ed	NA	Phys Ed	PE
Brazilian Social Studies	NA	BSS	Brazilian Social Studies

## Grade Twelve: Full IB Diploma

International		Brazilian	
Group One: English	IB English Language and Literature HL Y2 IB English Language and Literature SL Y2 IB English Literature HL Y2 IB English Literature SL Y2 IB English B HL Y2 IB English B SL Y2	English	IB English Language and Literature HL Y2 IB English Language and Literature SL Y2 IB English Literature HL Y2 IB English Literature SL Y2 IB English B HL Y2 IB English B SL Y2

<p>Group Two: Language Acquisition</p>	<p>IB Portuguese B SL Y2 IB Portuguese B HL Y2 IB Spanish ab initio SL Y2</p>	<p>Group Two: Portuguese</p>	<p>IB Portuguese B SL Y2 IB Portuguese B HL Y2 IB Portuguese A Language and Literature SL Y2 IB Portuguese A Language and Literature HL Y2</p>
<p>Group Three: Individual and Societies</p>	<p>IB Business Management HL Y2 IB Business Management SL Y2 IB Economics HL Y2 IB Economics SL Y2 IB Environmental Systems &amp; Societies SL Y2 IB Global Politics SL Y2 IB Global Politics HL Y2 IB Psychology HL Y2 IB Psychology SL Y2</p>	<p>Social Studies</p>	<p>IB Brazilian Social Studies SL Y2 IB Business Management HL Y2 IB Business Management SL Y2 IB Economics HL Y2 IB Economics SL Y2 IB Environmental Systems &amp; Societies SL Y2 IB Global Politics SL Y2 IB Global Politics HL Y2 IB Psychology HL Y2 IB Psychology SL Y2</p>
<p>Group Four: Sciences</p>	<p>IB Biology HL Y2 IB Biology SL Y2 IB Chemistry HL Y2 IB Chemistry SL Y2 IB Physics HL Y2 IB Physics SL Y2 IB Environmental Systems &amp; Societies SL Y2 IB Environmental Systems &amp; Societies HL Y2 IB Design Technology HL Y2 IB Design Technology SL Y2</p>	<p>Sciences</p>	<p>IB Biology HL Y2 IB Biology SL Y2 IB Chemistry HL Y2 IB Chemistry SL Y2 IB Physics HL Y2 IB Physics SL Y2 IB Environmental Systems &amp; Societies SL Y2 IB Environmental Systems &amp; Societies HL Y2 IB Design Technology HL Y2 IB Design Technology SL Y2</p>
<p>Group Five: Math</p>	<p>IB Math Analysis and Approaches HL Y2 IB Math Analysis and Approaches SL Y2 IB Math Applications and Interpretation HL Y2 IB Math Applications and Interpretation SL Y2</p>	<p>Math</p>	<p>IB Math Analysis and Approaches HL Y2 IB Math Analysis and Approaches SL Y2 IB Math Applications and Interpretation HL Y2 IB Math Applications and Interpretation SL Y2</p>

Group Six: Arts	IB Film Studies HL Y2 IB Film Studies SL Y2 IB Theatre HL Y2 IB Theatre SL Y2 IB Visual Arts HL Y2 IB Visual Arts SL Y2 Or an additional Group 3 or Group 4 subject	Group Six: Arts	IB Film Studies HL Y2 IB Film Studies SL Y2 IB Theatre HL Y2 IB Theatre SL Y2 IB Visual Arts HL Y2 IB Visual Arts SL Y2 Or an additional Group 3 or Group 4 subject
Core	IB Theory of Knowledge Y2	Core	IB Theory of Knowledge Y2
Phys Ed	NA	Phys Ed	PE
Brazilian Social Studies	NA	BSS	Brazilian Social Studies

### Grade Twelve: IB Diploma Courses Track

International		Brazilian	
Group One: English	IB English Language and Literature HL Y2 IB English Language and Literature SL Y2 IB English Literature HL Y2 IB English Literature SL Y2 IB English B HL Y2 IB English B SL Y2 Elective: Creative Writing	English	IB English Language and Literature HL Y2 IB English Language and Literature SL Y2 IB English Literature HL Y2 IB English Literature SL Y2 IB English B HL Y2 IB English B SL Y2 Elective: Creative Writing
Language Acquisition	IB Portuguese B SL Y2 IB Portuguese B HL Y2 IB Spanish ab initio SL Y2	Group Two: Portuguese	IB Portuguese A Language and Literature SL Y2 IB Portuguese A Language and Literature HL Y2
Social Studies	IB Business Management HL Y2 IB Business Management SL Y2 IB Economics HL Y2 IB Economics SL Y2	Social Studies	IB Brazilian Social Studies SL Y2 IB Business Management HL Y2 IB Business Management SL Y2

Social Studies	IB Environmental Systems & Societies SL Y2 IB Global Politics SL Y2 IB Global Politics HL Y2 IB Psychology HL Y2 IB Psychology SL Y2	Social Studies	IB Economics HL Y2 IB Economics SL Y2 IB Environmental Systems & Societies SL Y2 IB Global Politics SL Y2 IB Global Politics HL Y2 IB Psychology HL Y2 IB Psychology SL Y2
Sciences	IB Biology HL Y2 IB Biology SL Y2 IB Chemistry HL Y2 IB Chemistry SL Y2 IB Physics HL Y2 IB Physics SL Y2 IB Environmental Systems & Societies SL Y2 IB Environmental Systems & Societies HL Y2 IB Design Technology HL Y2 IB Design Technology SL Y2	Sciences	IB Biology HL Y2 IB Biology SL Y2 IB Chemistry HL Y2 IB Chemistry SL Y2 IB Physics HL Y2 IB Physics SL Y2 IB Environmental Systems & Societies SL Y2 IB Environmental Systems & Societies HL Y2 IB Design technology HL Y2 IB Design technology SL Y2
Math	IB Math Analysis and Approaches HL Y2 IB Math Analysis and Approaches SL Y2 IB Math Applications and Interpretation HL Y2 IB Math Applications and Interpretation SL Y2	Math	IB Math Analysis and Approaches HL Y2 IB Math Analysis and Approaches SL Y2 IB Math Applications and Interpretation HL Y2 IB Math Applications and Interpretation SL Y2
Arts	IB Film Studies HL Y2 IB Film Studies SL Y2 IB Theatre HL Y2 IB Theatre SL Y2 IB Visual Arts HL Y2 IB Visual Arts SL Y2 Art Themes Band Choir Digital Media Film Studies Robotics Theatre	Arts	IB Film Studies HL Y2 IB Film Studies SL Y2 IB Theatre HL Y2 IB Theatre SL Y2 IB Visual Arts HL Y2 IB Visual Arts SL Y2 Art Themes Band Choir Digital Media Film Studies Robotics Theatre
Core	IB Theory of Knowledge Y2	Core	IB Theory of Knowledge Y2

Phys Ed	NA	Phys Ed	PE
Brazilian Social Studies	NA	BSS	Brazilian Social Studies

## Electives

*The electives below are projected offerings for the 2025–2026 school year. There is no guarantee of sufficient demand to run the course; therefore, the courses below may not be offered in the 2025–2026 school year.*

Art Themes  
 Band  
 Choir  
 Creative Writing  
 Design  
 Digital Media  
 Theatre  
 Advanced Robotics (8-12th Grade)  
 Film Studies

## **The High School English Program**

### **Overview:**

The High School English Program begins in grade 9 and culminates in one of three IB English courses in grades 11 and 12. In grades 11 and 12, all EAB students take IB English courses, so the goal of grades 9 and 10 is to prepare them for the rigor of these IB courses. Each course is designed to consolidate and extend the work of the previous year, allowing learners to develop in-depth knowledge and skills across the key areas: reading, writing, listening, speaking, and viewing. Students are encouraged to think critically, creatively, and collaboratively. They are encouraged to understand the real-world necessity for refined language arts skills.

### **Standards:**

Common Core (grades 9 and 10)  
 International Baccalaureate (grades 11 and 12)

### **English 9**

Grade 9 English aims to extend and develop the anchor standards and skills introduced in previous years, including reading and comprehending a range of increasingly complex literary and informational texts across diverse formats and media. Regarding the former, students will practice determining central ideas and themes, as well as analyzing the author’s literary strategies and the structure of texts. They will learn to produce clear and coherent writing in response, attending to the development of their own ideas, organization, and style. Creatively, students will read a

variety of narrative texts and learn to identify and subsequently use authorial techniques, with increased awareness of their effects. They will also encounter strategies for argumentative, analytical, and creative writing to complement the content and forms of the works read in class. Finally, students will participate in a range of conversations, collaborations, and discussions, as well as presentations appropriate to the task, purpose, and audience.

## **English 10**

Prerequisite: Successful completion of English 9.

Throughout the English 10 course, students develop their knowledge of textual elements and structures, enabling them to engage in close reading of increasingly complex texts. They develop analytical skills and strategies while exploring texts across a variety of genres, including literary, multimedia, and visual. As part of their development as thinkers, students write a variety of texts for different purposes and audiences. Throughout the course, students continue to deepen their argumentation skills, building evidence-based analytical arguments both orally and in writing. The course is designed to prepare students for IB English, whether they select IB Literature or IB Language and Literature.

## **IB English Language and Literature: Higher & Standard Level**

Prerequisite for grade 11: Successful completion of English 10.

Prerequisite for grade 12: Successful completion of the grade 11 course.

In this course, students study a wide range of literary and non-literary texts across various media. By examining communicative acts across various literary and non-literary forms and text types, students will investigate the nature of language itself and how it shapes and is shaped by identity and culture. The model for language A: English Language and Literature is the same at the HL and SL, but there are significant quantitative and qualitative differences between the levels.

Students who enjoy not only novels, plays, and poems but also analyzing films, song lyrics, and visual art are best suited to this class. They will develop their skills in critical thinking, analytical writing, and public speaking, preparing them to become global citizens who understand differing perspectives on important issues in our modern world and how these perspectives are revealed through literary and non-literary art.

## **IB English Literature: Higher & Standard Level**

Prerequisite for grade 11: Successful completion of English 10.

Prerequisite for grade 12: Successful completion of the grade 11 course.

In this course, students read and analyze a wide variety of exclusively literary texts from various countries, centuries, and genres. Our studies focus on three Areas of Exploration: Readers, Writers, and Texts; Time and Space; and Intertextuality. The model for Language A: English Literature is the same at SL and HL, with a few key

differences: the HL class reads three more texts over the course of the two years (ten texts at HL and seven at SL), writes one more essay on an unseen text during the IB exams, and completes an HL essay.

Students who love engaging with poetry, drama, prose fiction, and prose nonfiction - and who enjoy developing their empathy and critical thinking through engagement with diverse perspectives and experiences - are best suited to this class. They will develop their skills in oral and written literary analysis as well as their knowledge and understanding of how literary texts engage our minds and hearts, preparing them to leave high school as more compassionate and curious human beings.

## **The High School Portuguese Program**

### **Overview:**

O programa de Português privilegia seis áreas de habilidade—ouvir, falar, ler, escrever, observar e apresentar-, contempladas nos quatro domínios desenvolvidos no currículo: uso da linguagem e produção de texto, compreensão e interpretação, organização e coerência, e análise e avaliação. O objetivo do programa é criar um ambiente propício à investigação discente a fim de desenvolver seres humanos autônomos, capazes de agir e refletir de forma independente e colaborativa. As habilidades linguísticas desenvolvidas no currículo de Português equipam os alunos para compreender as demais disciplinas. Ao interagirem com textos literários e não-literários, os alunos poderão adquirir novas perspectivas sobre os mais diversos assuntos, proporcionando insights sobre fatores de ordem econômica, moral, social, filosófica, ambiental, cultural etc. Assim, ao criar um ambiente propício à leitura, à interpretação e ao debate dos mais variados gêneros textuais, contribui-se para a formação de cidadãos aptos a emitir opiniões bem fundamentadas, a tomar decisões, a raciocinar de forma ética e responsável.

### **Standards:**

National Brazilian Standards (BNCC)

### **Portuguese Grades 9-10**

Prerequisite for Portuguese 10: Successful completion of Portuguese 9.

O programa curricular do curso de Português 9-10 possibilita ao aluno desenvolver o domínio da expressão oral e escrita em situações de uso público da linguagem, levando em conta a situação de produção social e material do texto (lugar social do locutor em relação ao(s) destinatário(s); destinatário(s) e seu lugar social; finalidade ou intenção do autor; tempo e lugar material da produção e do suporte) e selecionar, a partir disso, os gêneros adequados para a produção do texto, operando sobre as dimensões pragmática, semântica e gramatical. No processo de leitura de textos escritos, espera-se que o aluno compreenda a leitura em suas diferentes dimensões – o dever de ler, a necessidade de ler e o prazer de ler.

## **IB Portuguese Language and Literature: Higher & Standard Level**

Prerequisite for grade 11: Successful completion of Portuguese 10.

Prerequisite for grade 12: Successful completion of the grade 11 course.

Prerequisite: first language speaker and teacher recommendation/ para brasileiros com recomendação do professor

O curso permite que o aluno estude, analise criticamente e compare textos literários e não-literários. Promove-se o contato com textos de diversas mídias, formatos, períodos, estilos e culturas. Tem como objetivo desenvolver, com profundidade, habilidades de escuta, fala, leitura, escrita, apresentação, interpretação, análise e avaliação. Outra intenção do curso é desenvolver a sensibilidade do aluno para apreciar as características estéticas dos textos e como elas contribuem para interpretações diversas. Busca-se, ainda, desenvolver a compreensão da relação entre textos e uma variedade de perspectivas, culturas, contextos e questões globais e locais. É do interesse do curso fomentar o interesse contínuo pelo estudo da língua portuguesa e da literatura.

## **The High School Portuguese Language Learner and Spanish Program**

### **Overview:**

For speakers and learners of Spanish and Portuguese, the intention of the course is to enable students to develop their reading, writing, listening, and speaking skills. As members of a linguistic community, students recognize their role and interact in a critical and instinctive way. Aspects emphasized in each course are grammar, vocabulary, and culture within a student's worldview. Immersion opportunities are provided in the Portuguese program, and cultural activities are offered to instill an understanding of Latin culture and language.

### **Standards:**

American Council on the Teaching of Foreign Languages (ACTFL) (Spanish and PLA)

### **PLA 1**

This course is designed to provide students with survival and beginning communication skills to engage in basic oral interactions in Portuguese, as well as writing and reading comprehension activities based on school and real-life contexts. Topics will include: beginning language skills, academic vocabulary, contextualized grammar, and a variety of aspects of Brazilian culture

### **PLA 2**

Prerequisite: Successful completion of PLA 1

This course is designed to provide students with intermediate-low communication skills to engage in more complex Portuguese oral interactions and writing and reading comprehension activities based on school and real-life

contexts. Topics will include intermediate-low language needs, academic vocabulary, contextualized grammar, and various aspects of Brazilian culture.

### **PLA 3**

Prerequisite: Successful completion of PLA 2

This course is designed to provide students with high-intermediate communication skills to engage in complex oral interactions in Portuguese, as well as writing and reading comprehension activities based on school and real-life contexts. Topics will include intermediate-level language needs, academic vocabulary, contextualized grammar, and various aspects of Brazilian culture.

### **PLA Transition**

Prerequisite: Successful completion of PLA 3

This course enables students to further develop their written and oral communication skills in Portuguese as they move towards a more native speaker level. Topics include advanced vocabulary and grammatical structure.

### **IB English B: Higher & Standard Level**

Prerequisite: This course is intended for students with specific needs for English acquisition.

The main focus of the course is on language acquisition and the development of English skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and will be related to the cultures concerned. The material chosen will enable students to develop mastery of language skills and intercultural understanding. Topics will include the development of receptive, productive, and interactive communicative skills within the scope of the five IB-predicted themes: identities, experiences, human ingenuity, social organization, and sharing the planet.

### **IB Portuguese B: Standard Level**

Prerequisite: Successful completion of PLA Transitions and teacher recommendation, AAPPL results, and/ or placement test.

Students who value connecting language to culture, love exploring diverse written and spoken materials (from everyday exchanges to literary texts), and seek to deepen their intercultural understanding are best suited to this class.

They will develop skills in mastery of language acquisition, receptive, productive, and interactive communicative competence, and deepen their knowledge and/or understanding of the complex relationship between language, cultural contexts, and global issues (Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet), preparing them to become confident, effective, and interculturally aware communicators ready for further academic study and global citizenship.

The Standard Level (SL) is ideal for students seeking a balanced workload and solid language proficiency to complement their other subjects. The course offers a broad foundation of knowledge, focusing on practical application and acquisition of the language across a standard range of contexts.

### **IB Portuguese B: High Level**

Prerequisite: Successful completion of PLA Transitions and teacher recommendation, AAPPL results, and/ or placement test.

Students who enjoy connecting language to culture, love exploring diverse written and spoken material (from everyday exchanges to literary texts), and value deepening their intercultural understanding are best suited to this class.

They will develop skills in mastery of language acquisition, receptive, productive, and interactive communicative competence, and deepen their knowledge and/or understanding of the complex relationship between language, cultural contexts, and global issues (Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet), preparing them to become confident, effective, and interculturally aware communicators ready for further academic study and global citizenship.

The Higher Level (HL) is recommended for students with a passion for languages or those planning to study languages or humanities at university, as it demands greater academic rigor. This level requires a deeper, more extensive study of the language, with greater emphasis on critical analysis of complex texts and the development of more sophisticated, nuanced expression.

### **IB Spanish ab initio: Standard Level**

Prerequisite: approximately two years or less of Spanish study

This is the first year of a two-year program. Although the main focus of the course is to teach students to speak, read, and write correctly, cultural aspects of the Hispanic/Latino world are also covered. Topics will include the development of receptive, productive, and interactive communicative skills in the scope of the five IB predicted themes: identities, experiences, human ingenuity, social organization, and sharing the planet.

## **The High School Social Sciences Program**

### **Overview:**

The aim of social studies education at EAB is to develop global citizens with a critical and creative understanding of the present as it is connected to the past. All courses strive to prepare reading, writing, research, speaking, listening, and critical thinking skills while investigating a variety of historical, social, political, philosophical, and economic topics.

## **Standards:**

American Education Reaches Out (AERO)  
C3 Framework  
Brazilian Ministry of Education Standards  
International Baccalaureate (grades 11 and 12)

## **Grade 9 & 10 World Studies**

Prerequisite for World Studies 10: Successful completion of World Studies 9.

Students entering these courses should have the following skills: critical reading and thinking skills, the ability to see multiple perspectives (especially in source material), a willingness to work hard on writing skills, and a joy of debate about how History affects today's world.

World Studies is a two-year sequence that tackles the human story from roughly 1492 to the present, with an overall focus on the impact of and reactions to globalization. In grade 9, we will start by looking at the world today and the question: how did we get here? For the rest of the course, we will work our way from the beginning of globalization and colonization, studying the impact of the Columbian and Trans-Atlantic trade of goods, people, ideas, and disease. This will lead us to study political and industrial revolutions that began in the mid-eighteenth century (a point when some historians consider the world to have entered the "modern" era) up to the start of the First World War. Grade 10 continues where Grade 9 left off: the First World War and the first attempts to create a new international order to maintain peace. Indeed, the focus of the year will be on the theme of peace and conflict as we work our way from the early twentieth century to the present. We will end with a close examination of the impact of, and reactions to, globalization in the world today. Throughout the grade 9–10 sequence, students will develop the following:

- A practical knowledge and understanding of historical, geographic, and political events and concepts
- Critical thinking, inductive, and deductive reasoning skills
- An ability to critically read and learn from, and evaluate both primary and secondary source material
- Essay writing and oral communication skills
- Time management, organizational, and study skills

Why you will enjoy this course: First and foremost, these classes will help students succeed in an ever-changing world. Global citizens must be aware of the world around them, be able to evaluate the values and limitations of the information they consume, and participate critically in society through effective communication skills such as writing and argumentative debate. Additionally, this class will instill the foundational skills necessary for IB Group 3 courses, including History, Global Politics, Economics, Business, BSS, and Psychology. The assessments will prepare students for success in the Social Sciences and in life.

## **IB Business Management: Higher & Standard Level**

Prerequisite for grade 11: Successful completion of Modern World Studies 10.

Prerequisite for grade 12: Successful completion of the grade 11 course.

Students entering this course should already possess a solid foundation of academic skills, including critical thinking, reading and writing, research, data interpretation, time management, organization, collaboration, and

communication. Throughout the course, students develop a range of essential skills, including conceptual understanding, application skills, analytical thinking, critical evaluation, decision-making and synthesis, research and data interpretation, and communication and presentation.

This course allows students to develop an understanding of business content, concepts, and tools. It focuses on real-world examples and case studies of businesses around the world. Students consider aspects of change, creativity, ethics, and sustainability as they examine how business decisions are made. Topics covered include finance and accounting, marketing, business management, human resource management, and operational management. In the second year, students will complete their only commentary for this course.

Students who value understanding how organizations operate, make decisions, and adapt to a constantly changing world are best suited to this class. They will develop skills in critical thinking, analysis, and decision-making while exploring real-world business issues across diverse industries. Through case studies and practical applications, students learn to connect theory to practice, strengthening their communication, research, and problem-solving abilities. This course equips them with the knowledge and skills essential for future studies in business, economics, and related fields.

### **IB Economics: Higher & Standard Level**

Prerequisite for grade 11: Successful completion of Modern World Studies 10.

Prerequisite for grade 12: Successful completion of the grade 11 course.

Students entering this course should already possess a solid foundation of academic skills, including critical thinking, reading and writing, research, data interpretation, time management, organization, collaboration, and communication. Throughout the course, students develop a range of essential skills, including a conceptual understanding of economic theories, the application and analysis of real-world economic issues, data interpretation using both qualitative and quantitative techniques, and the critical evaluation of economic information and policies. They also strengthen their argument construction and synthesis skills by examining different perspectives and formulating evidence-based policy recommendations. Additionally, students refine their communication and presentation abilities by producing well-structured written analyses and using economic diagrams to explain complex ideas clearly and effectively.

In the first year of the course, microeconomics and macroeconomics will be covered, in addition to students writing two commentaries, called internal assessments, linking current events to the economic theories learned. In the second year, international economics, development economics, and the theory of the firm will be covered, in addition to students completing the third commentary analyzing a current event. Students will be encouraged to think critically and develop themselves as independent learners. Economics is the science of choice and the allocation of scarce resources. Analysis and evaluation of the effect of policies and decisions on stakeholders, and of potential consequences, will be a major focus.

Students who are curious about how societies make decisions, allocate resources, and respond to global challenges are best suited to this class. They will develop skills in economic analysis, critical thinking, and data interpretation while exploring real-world issues such as inflation, inequality, and international trade. Through engaging discussions and the application of theory to current events, students strengthen their research, evaluation, and communication abilities. This course provides a strong foundation for understanding the forces that shape economies and prepares students for future studies in economics, business management, and related social sciences.

## **IB Psychology: Higher & Standard Level**

Prerequisite for grade 11: Successful completion of Modern World Studies 10.

Prerequisite for grade 12: Successful completion of the grade 11 course.

Students entering this course should possess skills in critical thinking, analytical writing, and evidence-based reasoning. Throughout the course, they will learn to interpret and analyze research data, evaluate research methodologies, synthesize findings across studies, and communicate complex psychological ideas clearly and effectively, both in writing and discussion.

Psychology is the systematic and scientific study of behavior and mental processes through the integration of biological, cognitive, and sociocultural perspectives. In this research-based course, students explore how and why people think, feel, and act as they do.

The course emphasizes conceptual knowledge, critical understanding, and the ability to connect theory to real-world behavior. Students will investigate key concepts such as bias, causality, change, measurement, perspective, and responsibility to critically examine different theories and empirical studies.

Through the study of both core content and applied contexts, such as *Learning & Cognition* and *Human Relationships*, students will develop the capacity to analyze psychological evidence, form logical arguments, and apply psychological concepts to real-world situations and ethical issues. The course builds transferable skills essential for academic success, including organization, reflection, collaboration, and clear communication of complex ideas.

## **IB Global Politics: Higher & Standard Level**

Prerequisite for grade 11: Completion of Modern World Studies 10.

Prerequisite for grade 12: Successful completion of the grade 11 course.

Students entering this course should have the following skills: a habit of following the news, practice and joy in discussing politics and current events, the ability to see an issue from multiple perspectives, and a strong foundation in argumentative essay writing.

The IB Global Politics course allows students to explore political issues, international patterns, and key concepts such as power, sovereignty, human rights, peace, and conflict through real-world case studies and analysis. Students evaluate political systems and actions at local, national, and global levels while developing critical thinking and intercultural understanding. They examine how topics such as borders, security, the environment, health, poverty, equality, technology, and identity shape contemporary politics and reveal the need for cross-border cooperation.

A standout feature of the course is the Engagement Project, where students research and engage with a political issue in their own community. Through experiential learning, they connect theories to real-world challenges, collaborate with stakeholders, and reflect on their actions in a final report. This process allows students to develop practical skills, explore their interests, and make meaningful contributions to their community.

Why you should choose this course: If you have ever wondered why the world feels so complex and chaotic, this course gives you the tools to actually understand it and the chance to do something about it. In Global Politics, you dive into big questions about power, conflict, and justice, discuss current news in an informed and civilized way, learn what experts think should change, and then test your own ideas by engaging directly with real issues in your community. It is a class for students who are curious, bold, and ready to explore how they can shape the world they live in.

## **Interdisciplinary Course (IB Group 3 & 4)**

### **IB Environmental Systems & Societies: Higher & Standard Level**

Prerequisite for Grade 11: Successful completion of Modern World Studies 10 and Integrated Science 10.

Prerequisite for Grade 12: Successful completion of the Grade 11 course.

A successful ESS student demonstrates curiosity, critical thinking, and strong analytical skills, able to collect, interpret, and evaluate both qualitative and quantitative data. Students learn to apply experimental, technological, and mathematical approaches from both the natural and social sciences to explore and solve real-world environmental challenges.

*Environmental Systems & Societies (ESS)* is an interdisciplinary course that explores the complex relationship between humans and the environment through both scientific and social lenses. Students investigate how environmental systems function, how human actions shape them, and how societies can move toward sustainable futures. Topics include the foundations of environmental systems; ecosystems and ecology; biodiversity and conservation; water, soil, and atmospheric systems; climate change and energy production; and human systems and resource use, all studied through scientific inquiry and ethical, cultural, and political perspectives that encourage critical thinking and responsible action.

This course meets the IB requirements for Group 3 (Individuals and Societies), Group 4 (Sciences), or both.

If you're passionate about the planet, sustainability, and how science and society intersect, ESS gives you the tools to understand and change the world around you. It's the perfect bridge between inquiry and action, ideal for students who want to make an impact locally and globally.

## **The High School Science Program**

### **Overview:**

In the High School at EAB, students have opportunities to explore, investigate, and solve problems in physics, chemistry, biology, environmental sciences, and design technology. Students understand relationships between scientific fields, applications, and the impact of scientific knowledge on society and the environment. Students

investigate and model patterns, systems, stability, change, structures, functions, and interactions. Students develop scientific skills in experimental design and evaluation, as well as data collection, organization, analysis, and writing.

### **Standards:**

Next Generation Science (NGSS, Grades 9 and 10)

International Baccalaureate (Grades 11 and 12)

### **Integrated Science 9**

Integrated Science 9 focuses on the study of energy across physics, biology, chemistry, and environmental science, emphasizing connections between disciplines. This year-long course aligns with Next Generation Science Standards (NGSS). Key topics include the conservation of energy in physics; energy changes in biological systems, such as the carbon cycle and ecosystems; and the use of energy resources in chemistry, including power plants, fuels, and energy transformations. The course also incorporates the Climate Connect project, which engages students in environmental research and conservation efforts to address global climate challenges. Through hands-on experiences and real-world applications, students will gain a strong foundation in energy concepts, sustainability, and environmental stewardship, equipping them to tackle global challenges with critical thinking and scientific expertise.

### **Integrated Science 10**

Integrated Science 10 is a two-credit rotation-based course where students study stability and change in biology, chemistry, and physics. In this course, students will learn the foundational content and laboratory skills across all three subjects, which will form the basis of their future studies. Students will work on developing skills, applying knowledge to a variety of familiar and unfamiliar questions, solving calculation-based problems, recognizing and labeling diagrams, engaging with scientific methods and tools, analyzing and interpreting data, and critically thinking to make connections between learned and prior knowledge.

### **IB Biology: Higher & Standard Level**

Prerequisite for Grade 11: Recommended completion of Integrated Math 3. Required successful completion of Integrated Science 10 with connections to Biology concepts, including but not limited to, energy transformations and chemical bonding. All Biology students are recommended to take IB Mathematics Applications and Interpretations SL or HL for knowledge of statistics.

Prerequisite for Grade 12: Successful completion of the Grade 11 course.

Biology is the scientific study of life, ranging from the molecules that make up living organisms to the interactions within entire ecosystems. This two-year course develops a broad and connected understanding of biological concepts through both classroom learning and hands-on investigation. Fieldwork and laboratory experiences are central throughout, giving students regular opportunities to design experiments, collect and analyze data, and apply the scientific method.

Year 1 of this two-year course provides the foundational principles of biology. Students begin by studying ecological systems and how energy, matter, and organisms interact within the environment, including the impact of human activity on ecosystems. The course introduces biochemistry, focusing on the structure and function of key biological molecules and metabolism. Units of study also include cell biology and techniques such as microscopy. In Year 2, students build on this foundation with more complex and interconnected topics, including human physiology, where students learn the interactions between body systems such as the nervous, circulatory, respiratory, immune, excretory, musculoskeletal, and reproductive systems. Genetics, growth, inheritance patterns, and the molecular basis of heredity form a foundation for understanding evolution and the evidence linking all life on Earth.

Students complete an Individual Investigation for the Internal Assessment, designing and conducting an original experiment and presenting their scientific findings in a formal report.

Students who succeed in this course develop strong skills in scientific reasoning, data analysis, and experimental design. They learn to communicate using precise academic language, interpret data using appropriate statistical tools, and evaluate the reliability and validity of scientific work. Curiosity, persistence, attention to detail, and a genuine interest in how living systems function are key traits of students who thrive in this program.

This course is ideal for learners who are eager to understand life at every scale, from the structure of a single cell to the complexity of global ecosystems, and who want to explore not just what we know in biology, but how scientific knowledge is built.

### **IB Chemistry: Higher & Standard Level**

Prerequisite for Grade 11: Recommended completion of Integrated Math 3. Required successful completion of Integrated Science 10 with connections to Chemistry concepts, including but not limited to, the atom, properties of matter, periodic table, and chemical bonding. Any IB Mathematics course is recommended.

Prerequisite for Grade 12: Successful completion of the Grade 11 course.

This two-year IB Chemistry course combines laboratory experiences with a deep exploration of core chemistry concepts, emphasizing both understanding and the ability to apply knowledge to challenging and unfamiliar test questions. Students will engage with a rigorous curriculum that fosters critical thinking and problem-solving skills. Through hands-on labs and the scientific method, they will refine practical techniques, culminating in a major lab project in Grade 12. The course covers key topics such as atomic structure, periodicity, stoichiometry, bonding, energetics, equilibrium, kinetics, acids and bases, electrochemistry, organic chemistry, and instrumental analysis. This program prepares students for advanced scientific study while equipping them to confidently tackle complex chemistry problems.

Students who are successful in the course will be able to apply broad knowledge of chemistry to both familiar and unfamiliar questions. The students attend closely to precise wording—reading questions carefully, responding to IB command terms accurately, and communicating clearly and concisely, using appropriate chemistry vocabulary. They will be able to solve multistep problems involving a range of complex chemistry concepts. Students who demonstrate resilience and perseverance when facing challenging, complex concepts will be more successful in completing the course.

Students who have an interest in the periodic table and how it expands beyond to different chemistry concepts, have a passion to think critically about new complex ideas, and apply their ideas to a variety of situations, should consider taking DP Chemistry. Students who completed Integrated Science 10 at EAB and felt successful and confident after completing Unit 3 - The Mole should consider DP Chemistry.

### **IB Physics: Higher & Standard Level**

Prerequisite for Grade 11: Required successful completion of Integrated Math 3 and Integrated Science 10 with connections to Physics concepts, including but not limited to motion, forces, waves, and electricity. It is recommended that all IB Physics students take IB Mathematics Analysis and Approaches HL or SL, or Mathematics Applications and Interpretations HL.

Prerequisite for Grade 12: Successful completion of the Grade 11 course.

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. In this two-year course, a concept-based program will support students' learning to understand and apply a range of physics concepts. This is an algebraic physics coverage - no calculus is needed for this course. Practical skills and the scientific method are integrated throughout the course, culminating in a Grade 12 lab. Themes covered include Space, Time, and Motion; the Particulate Nature of Matter; Wave Behavior; Fields; and Nuclear and Quantum Physics.

Students who enjoy learning why nature works the way it does, solving challenging problems whose solutions are not immediately obvious, and seeing how math can be applied as a tool to describe reality are best suited to this class. For students who completed Integrated Science 10 at EAB, the second physics unit on forces is intentionally designed as a preview of IB Physics. Students who enjoyed the learning, challenges, and problem-solving in the forces unit should consider taking this course. Students who are organized and proactive, resilient when facing challenging problems, and curious about the laws that govern the natural world will be successful in this course.

Throughout the two-year course, IB Physics students will develop their skills by applying physics concepts in both familiar and unfamiliar contexts to solve problems; demonstrating strong algebraic manipulation and vector skills; and analyzing, interpreting, and communicating data from a variety of graph types. They will be able to attend closely to precise wording, read questions carefully, respond to IB command terms accurately, and communicate clearly and concisely using appropriate scientific vocabulary and diagram conventions. Successful completion of this course is well-suited for students interested in pursuing future studies in engineering, the physical sciences, life sciences, and computer science and data science programs.

### **IB Design Technology: Higher & Standard Level**

Prerequisite for Grade 11: At least one year of a design course or teacher recommendation.

Prerequisite for Grade 12: Successful completion of the Grade 11 course.

DP design technology aims to develop internationally minded people whose enhanced understanding of design and current technologies can facilitate our shared guardianship of the planet and help create a better world.

In this two-year course, students learn to identify real-world problems, research user needs, and apply design thinking to create, test, and evaluate models, prototypes, and products that solve them. Through hands-on

projects, collaborative investigations, and critical reflection, students develop skills in empathy, inquiry, creative problem-solving, CAD, and modeling. Students who enjoy solving real problems for real people, asking *why*, exploring *how*, and designing things that fit real users will be well-suited to this class. They will apply theories and concepts to realize their own ideas using a variety of hands-on methods (3D printing, laser cutting, workshop tools, etc.)

Course content spans human factors and ergonomics, sustainable production, modeling and materials, innovation and design, and the broader social and ethical impacts of technology. Students taking the course at the Higher Level will also learn to analyze more complex design contexts, applying knowledge of structural, mechanical, and electrical systems, along with advanced modeling techniques.

## **The High School Mathematics Program**

### **Overview:**

Mathematics is a language and a tool for approaching and solving real-world problems, helping us understand the world around us. As a department, we work with students to help them learn important mathematical principles and how they connect to one another, to the world, and to their prior knowledge. EAB uses an integrated math approach, meaning that students are involved in all areas of mathematics each year.

### **Standards:**

Common Core (grades 9 and 10)

International Baccalaureate (grades 11 and 12)

### **Grade 9 Integrated Mathematics 1 & 2:**

This combined Integrated Math 1 and 2 course will enhance students' logical reasoning and algebraic and geometric thinking, serving as a solid foundation for further studies in mathematics by connecting concepts from these two domains. The course will cover essential skills such as solving equations and inequalities, including systems of equations and inequalities, as well as interpreting basic probability and statistical data. As they progress, they will graph and analyze various functions (linear, quadratic, and exponential), solve multi-step equations, and understand trigonometric functions. Additionally, students will apply the Pythagorean theorem to find distances and side lengths and perform operations with polynomials, including factoring. This comprehensive curriculum connects algebra and geometry while fostering critical thinking skills necessary for future mathematical challenges.

## **Foundations of Mathematics 10**

Prerequisite: Teacher recommendation upon completion of Integrated Mathematics 1& 2.

Required material: TI 84+ or TI-Nspire Graphing Calculator (Teachers will use the TI84+ for instruction.)

Topics covered include number operations, algebraic simplification, algebraic expansion and factorization, exponents and radicals, linear and quadratic equations, functional relationships, geometric properties, coordinate geometry, probability, right triangle trigonometry, probability sets, and Venn diagrams.

Students taking this course are working on their foundations in mathematics. Students taking this course will automatically be enrolled in IBAISL in their junior year. This course is filled based on recommendation only.

## **Grade 10 Integrated Mathematics 3**

Prerequisite: Successful completion of Integrated Mathematics 1&2.

Required material: TI 84+ or TI-Nspire Graphing Calculator (Teachers will use the TI84+ for instruction.)

Topics covered include: The main topic of the course is functions. Specifically, we will look at polynomial functions, rational functions, radical functions, exponential and logarithmic functions, trigonometric functions and their applications, non-right-triangle trigonometry, sequences and series, and probability and statistics. The course culminates with a final exam.

## **IB Math Analysis and Approaches: Higher & Standard Level**

Prerequisite for grade 11: Successful completion of Integrated Math 3 and a teacher recommendation.

Prerequisite for grade 12: Successful completion of the grade 11 course.

Required material: TI 84+ or TI-Nspire Graphing Calculator (Teachers will use the TI84+ for instruction.)

### **Course Topics:**

Descriptive and inferential statistics and probability; Modeling with linear, quadratic, exponential, trigonometric functions and polynomials in general; Geometry and its applications; Calculus (Derivatives and Integrals); Combinatorics in general (Permutation, Combination, etc.); Probability and Statistics; Exploring mathematical concepts in real-world contexts.

### **Differentiation between HL and SL:**

HL students will delve deeper into advanced topics such as Types of Proofs, Complex Numbers, Vectors in two and three dimensions, Differential Equations, and Maclaurin series.

Skills: In this course, students are expected to be independent learners, hard workers, and problem solvers, and to have strong algebraic skills (factoring, solving equations, etc.).

This course is for students who enjoy developing their mathematical skills to become fluent in constructing mathematical arguments and building strong mathematical thinking skills. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take the HL course will be those who like to be challenged and enjoy the rigor of mathematics and problem-solving outside of the box.

### **IB Math Applications and Interpretation: Higher & Standard Level**

#### Prerequisite for grade 11:

HL: Successful completion of Integrated Math 3 and teacher recommendation.

SL: Successful completion of Foundations of Mathematics 10 or Integrated Math 3.

#### Prerequisite for grade 12:

HL/SL: Successful completion of the Grade 11 course.

Required material: TI 84+ or TI-Nspire Graphing Calculator (Teachers will use the TI84+ for instruction.)

Course Topics: Descriptive and inferential statistics and probability; Modeling with linear, quadratic, exponential, and trigonometric functions; Geometry; Vectors, matrices, and graph theory (HL only), and their applications; Introduction to calculus and its practical uses (HL only); Exploring mathematical concepts in real-world contexts.”

This course helps students understand how mathematics explains the world around us and how it connects to different areas of life. It encourages students to see math as something meaningful and relevant beyond the classroom.

Students will explore how technology can support problem-solving and modeling, discovering how mathematical ideas apply in real situations.

Those taking the HL course are usually students who enjoy finding patterns, thinking critically, and pushing their understanding further. They will strengthen their mathematical fluency, learn to construct strong arguments, and develop confidence in solving challenging problems using various tools and technologies.

Differentiation between HL and SL: HL students will delve deeper into advanced topics such as differentiation and integration of various functions (calculus), explore more complex mathematical models, and are expected to complete a more rigorous internal assessment. SL students will focus on foundational applications and interpretations to ensure a strong grasp of key mathematical concepts.

# **The High School Arts Program**

## **Overview:**

The Upper School Arts Program helps fulfill the school's Mission and Vision by developing the artistic ability in every child. Through theory, application, practice, and performance, students explore the visual, digital, musical, and theatrical arts. To graduate from EAB, every student is required to earn at least one credit through the successful completion of classes in one of these four areas.

## **Standards:**

National Coalition for Core Arts Standards (NCCAS)

International Baccalaureate (grades 11 and 12)

## **IB Film: Higher & Standard Level**

Prerequisite for grade 11: Film Studies or teacher recommendation.

Prerequisite for grade 12: Successful completion of the grade 11 course.

Students who successfully complete the IB Film course are skilled filmmakers and confident storytellers, able to analyze and create compelling visual narratives with technical expertise and creative insight. They develop advanced skills in cinematic storytelling, technical filmmaking, critical analysis, and collaborative production. The course challenges students to develop an artistic voice, express personal perspectives through creative exploration, and acquire and develop critical thinking, reflective analysis, and the imaginative synthesis that is achieved through practical engagement in the art, craft, and study of film. Year 1 focuses on the technical aspects of film production, as well as on analyzing filmmakers' intentions, including one's own. Year 2 focuses on honing technical film production skills, continuing to build a portfolio of work that demonstrates a variety of abilities, collaborating with classmates on a 7-minute film (HL only), and completing a 10-minute comparative study of their choice. Students who enjoy bringing their imagination to life visually, experimenting with film techniques, and analyzing visual media will thrive in this course.

## **IB Theatre: Higher & Standard Level**

Prerequisite for grade 11: At least one year of a theatre course or teacher recommendation.

Prerequisite for grade 12: Successful completion of the grade 11 course.

IB Theatre SL requires students to undertake 3 modules: Collaborative Project, Research Presentation, and Director's Notebook. The HL course requires students to undertake the 3 Standard Level modules, plus one additional module: the Solo Theatre Project. These modules are designed to assess the student's holistic understanding of Theatre, not just acting! We study the work of theatre companies, world theatre traditions, and the entire process of taking a published play from page to stage. During this first year, we will develop skills in collaboration, directing, and design. It is a highly interactive class that encourages students to pursue their passions.

## **IB Visual Arts: Higher & Standard Level**

Prerequisite: At least one year of an art course or teacher recommendation.

Prerequisite for Grade 12: Successful completion of the Grade 11 course.

Students who are passionate about creating, curious about ideas, and eager to express their voice visually will thrive in IB Visual Arts. This challenging yet rewarding two-year course pushes students to explore their creative and cultural boundaries through sustained artistic inquiry. Although the course centers on art-making, it also requires strong writing and communication skills, as students must clearly explain their creative processes, research connections, and the meanings behind their work. Students who enjoy experimenting with materials, researching artists and cultural influences, and developing original ideas will find this course engaging and meaningful. It is a student-driven course that encourages independence, critical thinking, and creative risk-taking, and it aligns closely with the expectations of university-level art programs, particularly at the Higher Level. Success requires strong time management, consistent effort, and a willingness to take creative risks. By the end of the course, students will have developed a cohesive body of work that demonstrates both technical skill and conceptual depth, showcased through the Art-making Inquiries Portfolio, the Connecting or Projecting task, and a curated Exhibition of Resolved Artworks.

## **Elective: Art Themes**

Prerequisite: Middle School Art or equivalent

Art Themes is a year-long course designed for students who love to create, explore new ideas, and grow as artists. Whether you're new to art or have taken classes before, this course adapts to your level and helps you develop both confidence and skill. Students will explore a variety of art forms and techniques while investigating the work of past and contemporary artists for inspiration. Guided by the National Core Arts Standards (creating, presenting, responding, and reflecting), students will build their understanding of the elements and principles of design and learn how to use artistic vocabulary to discuss and critique artwork. Throughout the year, students will create projects in drawing, painting, printmaking, digital and graphic design, sculpture, clay, and mixed media, experimenting with materials such as graphite, charcoal, pastels, tempera, watercolor, acrylic paint, colored pencils, plaster, fabric, collage, and digital design tools. Students will strengthen key skills in creative problem-solving, visual communication, craftsmanship, and reflection, while developing their own artistic style. This course is perfect for students who are imaginative, open-minded, and excited to express themselves through art.

## **Elective: Choir**

Prerequisite: Middle School Choir or equivalent

In this class, you'll build on what you've already learned in choir. You'll practice singing with better tone, a wider vocal range, and stronger technique while improving your ability to read music and understand musical concepts. You'll also learn more about music history and theory.

Throughout the year, you'll work on listening carefully, blending your voice with others in an ensemble, and connecting what you learn in choir to other subjects. The course ends with two major performances—one at the end of each semester—and a special appearance at EAB's *Celebration of the Arts* in the second semester.

### **Elective: Band**

Prerequisite: Middle School Band or equivalent

EAB's High School Concert Band is a performance-based class for students who already play a band instrument. This is the top-level band at EAB, and members perform in concerts throughout the school year. These performances usually take place in the evening, and attendance is required because concerts count as major (summative) grades.

In this class, you'll strengthen your playing skills, learn how to rehearse in both large and small groups, and perform music from many different styles, genres, and time periods. You'll also work on tone quality, music reading, theory, and some background on the pieces you play.

Your progress will be graded based on the National Core Arts Standards and EAB's grading scale (1–7). Consistent participation, practice, and engagement in rehearsals are essential to your success and confidence as a musician.

### **Elective: Digital Media**

Students who successfully complete Digital Media are proficient digital creators and effective collaborators. They build practical skills in graphic design, layout, and multimedia storytelling through publication design. The ultimate goal for this year-long course is to produce EAB's schoolwide yearbook, *Zezena*. Students are guided in conceptualizing and developing a cohesive theme that reflects the school's spirit, culture, and memorable moments of the academic year. Emphasis is on developing graphic design skills with Adobe Photoshop, although there are many areas of a yearbook publication where students can contribute. Students who love design, technology, and working collaboratively will thrive in this course.

### **Elective: Film Studies**

Students who are film lovers and enjoy exploring diverse perspectives and debating ideas will thrive in this course. It explores the art and cultural significance of cinema and develops an understanding of film as a medium of expression and communication. It focuses on the genres and filmmakers that have shaped the medium, the ways in which films reflect and shape cultural identities, and the roles that film elements, such as cinematography and editing, play in creating meaning and effect. This year-long course aims to deepen students' appreciation for the art of cinema while also cultivating critical thinking skills and an understanding of the broader cultural and societal contexts in which films are created and consumed. Students will also learn the technical fundamentals and phases of filmmaking by producing their own films.

## **Elective: Theatre**

This course is for both beginning and experienced theatre students. At heart, all our work is ensemble-based and focused on collaboration. Students explore performance through improvisation, devising, and scripted processes. Students evolve as theatre-makers, not only actors. Students will perform to an audience of their peers and the wider community when possible. The course will also prepare students for IB Theatre. Most importantly, theatre is about having fun!

## **Elective: Design**

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation, and adaptation. This course will use the design cycle to structure students' natural creativity and imagination to envision and create solutions to design problems. To do this, students will define research problems through thorough investigation and then use the design cycle outline to introduce, test, and refine solutions to those problems. HS Design will use both traditional and technology-based means to model the design cycle.

## **Elective: Robotics**

Advanced Robotics (Grades 7-12) Ready to level up your robotics game? In this hands-on, fast-paced course, you'll design, build, and code advanced robots using real sensors, smart navigation, and creative problem-solving. You'll work as a team to take on real challenges, think like engineers, and prepare for school-wide and regional robotics competitions (National or International with regional wins). Whether you're dreaming of winning a tournament or building the next big thing, this class will sharpen your skills in coding, teamwork, innovation, and engineering. Let's build, compete, and create something amazing together!

# **The High School Brazilian Social Studies Program**

## **Overview:**

The aim of Brazilian Social Studies education at EAB is to develop citizens who understand Brazil's social, political, and cultural realities within both national and global contexts. Courses encourage students to think critically and creatively about the connections between Brazil's past and present, fostering awareness of how historical, economic, and social processes shape contemporary life. Students strengthen their reading, writing, research, speaking, listening, and critical-thinking skills while exploring key themes in Brazilian history, society, geography, and civic participation.

## **Standards**

National Brazilian Standards (BNCC)

## **IB Brazilian Social Studies: Standard Level**

Prerequisite for Grade 11: Successful completion of World Studies 10 and Filosofia/Sociologia 10.

Prerequisite for Grade 12: Successful completion of the Grade 11 course.

Students entering this course should have the following skills: a strong interest in Brazil, past and present; the ability to see an issue from multiple perspectives; a strong OPCVL; and a foundation in argumentative essay writing.

The IB Brazilian Social Studies course is a two-year exploration of Brazil's geography and history, organized into eight major topics that together provide a comprehensive view of the country's development and its role as a regional power. Students study the physical, political, social, economic, religious, technological, and cultural dimensions of Brazil, gaining insight into the forces that have shaped the nation across time and space.

Throughout the course, students investigate complex questions using historical and geographical methods, learning to evaluate different interpretations of the past and to analyze how human actions transform the physical environment. They develop an appreciation for Brazilian culture and society through both national and international perspectives, deepening their understanding of how Brazil is perceived globally.

Why you should choose this course: If you love Brazil and want to understand it more deeply, this course is for you. You will develop the analytical skills needed to succeed in Vestibular, while gaining a richer appreciation for Brazil's complexity, creativity, and potential. It is a course for students who are curious about their country, who want to stay informed and think critically, and who believe they can play a part in shaping a better future for Brazil.

## **Brazilian Social Studies 11 and 12**

Prerequisite for Grade 11: Successful completion of World Studies 10 and Filosofia/Sociologia 10.

Prerequisite for Grade 12: Successful completion of the Grade 11 course.

Students entering this course should have the following skills: a strong interest in Brazil, past and present; the ability to see an issue from multiple perspectives; OPCVL; and argumentative essay-writing skills.

This course is for grade 11–12 students who do not take IB Brazilian Social Studies SL and therefore must take this course. Students are guided through a course that helps them develop an appreciation of Brazilian culture and society through both historical and geographical lenses. An international perspective is included to make students aware of Brazil's role in the region and the world, and to highlight other societies' perceptions of this country.

Why you should choose this course: Designed for Brazilian students in grades 11 to 12 who did not select the IB Brazilian Social Studies course, this class helps you see Brazil with clarity and pride. You will explore how history and geography shape our culture and daily life, and you will gain a balanced international perspective on Brazil's role in the region and the world. It is a welcoming, well-structured course for students who want to think critically about Brazil, understand it more deeply, and feel more connected to the country they call home.

## **Filosofia/Sociologia 10**

O curso de Filosofia/Sociologia integra a área de Ciências Humanas e Sociais Aplicadas. Os alunos são guiados a ampliar suas capacidades de elaborar hipóteses e compor argumentos com base na sistematização de dados sobre fenômenos sociais, econômicos, culturais e políticos. Para tanto, propõe-se a análise de paradigmas que refletem pensamentos e saberes de diferentes grupos, povos e sociedades, levando em consideração suas formas de apropriação da natureza, de organização social e política, as relações de trabalho, os significados da produção de sua cultura material e imaterial, bem como suas linguagens. Nesse sentido, o exercício da reflexão visa estimular a compreensão da realidade social e a reflexão sobre os fundamentos da ética em diferentes culturas, enfatizando o respeito às diferenças (linguísticas, sociais, culturais, políticas, religiosas, étnico-raciais etc.), à cidadania e aos Direitos Humanos. Nesta perspectiva, os estudantes desnaturalizam condutas, relativizam costumes e percebem a desigualdade, o preconceito e a discriminação presentes em atitudes, gestos e silenciamentos, e avaliam as ambiguidades e contradições de políticas públicas, tanto de âmbito nacional quanto internacional. Assim, são incentivados a avaliar a importância de sua atuação como cidadão responsável e crítico, discutindo a natureza e as funções do Estado, bem como o papel de diferentes sujeitos e organismos no funcionamento social.

## **The High School Physical Education Program**

### **Overview:**

The US PE is a year-long course dedicated to maintaining and providing all students with a platform to develop and enhance their emotional, physical, technical, and tactical skills with the purpose of living an active and healthy life.

### **Standards:**

Shape America / BNCC (PROESP)

### **High School PE**

Physical education, as part of the learning experience, provides students with the opportunity to better understand the importance of maintaining a sound body (Physical Skill) and a sound mind (Psychological Skill).

Students will learn and develop basic concepts in fitness, wellness, nutrition, anatomy, and physiology to build a broader understanding of how to achieve optimal health and well-being.

This class will serve as a platform for students to engage in various physical, technical, and tactical activities, where they can reflect, problem-solve, and develop body awareness. This physical education course will help students develop habits that enable them to become fitter, healthier, and better critical thinkers.

Physical education is also a social tool that brings students from every background together to appreciate their differences and limitations. To that end, respect for diversity, equity, and inclusion will be paramount.

Students who enjoy, love, and value an active and social lifestyle are best suited for this class. Physical Education provides us all with crucially important opportunities to engage in so many physical activities, all of which mirror everyday life, and all of which are important for us, both physically and socially.

# **IB Core Requirements**

## **Overview:**

Students who follow the full IB Diploma programme must undertake the three essential IB core components, alongside the six subjects. It is required that students meet the core requirements.

## **IB Theory of Knowledge**

Theory of Knowledge is an epistemological course focused on critical thinking and inquiry into the process of knowing, rather than on learning a specific body of knowledge. Students will reflect on the nature of knowledge, make connections between areas of knowledge, and become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all Diploma Programme students. The overall aim of Theory of Knowledge (TOK) is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. The first year of the course focuses on the core theme of TOK, Knowledge and the Knower, as well as the two optional themes and three areas of knowledge. In the first year of TOK students also complete the TOK Exhibition, which focuses on how knowledge is represented in the world around us. The second year of TOK focuses on two areas of knowledge and provides a general review of the course in preparation for writing the TOK essay.

## **IB Creativity, Activity, and Service**

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student’s Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- Creativity: arts, and other experiences that involve creative thinking.
- Activity: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.
- Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity, and autonomy of all those involved are respected.

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed, but students need to document their activities and provide evidence that they have achieved eight key learning outcomes.

## **IB Extended Essay**

The extended essay is a required component of the IB Diploma Program. It is an independent, self-directed piece of research that culminates in a 4,000-word paper. The extended essay provides practical preparation for undergraduate research and offers students an opportunity to investigate a topic of special interest to them that is also related to one of their six DP subjects. Through the research process for the extended essay, students develop skills in formulating an appropriate research question, engaging in a personal exploration of the topic,

communicating ideas, and developing an argument. Participation in this process develops the capacity to analyze, synthesize, and evaluate knowledge.

Throughout the Extended Essay process, students complete formal reflections with their supervisors. All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 36.