



High School Course Catalog

2020 – 2021



Message from the Principal

Dear Parents and Students,

The focus of the AIS West High School is to teach our students to be dynamic and thoughtful problem solvers, to prepare them for college or university studies, and to develop honest, compassionate, and caring citizens of the 21st century international community.

With that said, it is extremely important that you—the student—with the help of your parents and counselors, plan your academic future carefully and thoughtfully. College opportunities open and close based on your High School tenure. This Program of Studies booklet will assist you in putting together a rigorous, academically challenging schedule for next year. Everything from graduation requirements to course descriptions can be found here for your convenience. Please take the time to review your decisions with your parents, teachers, and counselor.

Additionally, and in keeping with the 21st century emphasis of our school, all students are still expected to bring with them to all classes a tablet or laptop. All teachers utilize online resources; all class materials and various assignments are posted to Google Classroom and each teacher utilizes the functionality of the Google suite to provide feedback and assess learning. Our classrooms will be outfitted with the necessary electricity and connectivity points for your device(s). Technology and education are now synonymous, and as we prepare our learners for their future, technology must be front and center - driving instruction and assessing learning!

Your future is yours; do right in its planning, and it will serve you well.

Respectfully,

Mark Tennant

Secondary School Principal

Message from the Counseling Office

As we begin the school year, the Guidance Department at AISW would like to welcome back all our students from what was hopefully a healthy, restful, and productive summer. Additionally, we would like to extend a warm welcome to all of our incoming freshmen and transfer students. We are glad each of you has chosen AISW and we look forward to working with all of you throughout the year.

We strive for excellence, and in doing so, we hope to provide your student with the help and support that will ensure their educational needs are met.

The philosophy of counseling at AISW is based on the recognition of the dignity and worth of each student. Counseling is concerned with the individual, and his or her spiritual, educational, vocational, personal, and social needs. It is a continuous (grades 9-12) process within the school. We view counseling as a team effort which consists of counselors, administrators, teachers, support staff, parents and students.

Each student at AISW is assigned a specific counselor. This is done in order to make the transition to high school as seamless as possible, as well as provide consistency throughout the years with any academic, social, moral, and emotional issues a student may encounter. During the school year, a student may be asked to meet with his or her counselor for a variety of reasons including but not limited to the following:

Student-Athlete advice and monitoring Course selection

- Social and peer issues Conflict resolution Career counseling
- Academic progress/difficulties
- College counseling and placement
- Academic progress/difficulties s
- Scheduling Tutoring services

Every effort is made by the department to meet as often as possible with each student and be accessible to them at all times. Parents and guardians are also welcomed to meet with the counselors via appointment to discuss any concerns they may have.

I look forward to the new school year, as well as to meeting all of you both in and around school, as well as at the various counseling related functions we sponsor. If at any time you have a question, please do not hesitate to contact us and we'll be glad to help.

Respectfully,

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AISE – WEST Mission

The American International School in Egypt – West (AISE-W) provides a comprehensive and rigorous American and international education that fosters informed and engaged local, regional and global citizenship. We inspire students to be lifelong learners who contribute positively within a diverse and changing world.

AISE – Graduation Requirements

AIS West requires a minimum of 26 high school credits, taken in Grades 9 through 12 inclusively, to graduate. A class that meets 120 hours in one academic school year earns one credit. The courses listed below are required to achieve graduation at the high school level. The courses must be completed successfully, with a D-, to earn credit.

English ***4 credits***

Social Sciences ***4 credits***

History, civics, Business, Economics, or Psychology

Natural Sciences ***4 credits***

Biology, Physical Science, Applied Science, Chemistry or Physics

Mathematics ***4 credits***

World Languages ***4 credits***

Arabic, Arabic as a Foreign Language, French, or Spanish

Fine Arts ***1 credit***

Art, Drama, Music, or Band

Physical Education ***1 credit***

Health, PE, Team Sports, or Dance

Elective Course ***4 credits***

Intro to Economics, Sociology, Psychology, Creative Writing, Computer or Business

Community Service

50 hours is a requirement that must be met for graduation

At the successful completion of the above, graduating students will receive an American high school diploma. Additionally, students may also earn course certificates or the full diploma from the International Baccalaureate Organization.

American Diploma Program of Studies

English Program of Studies

Grade 9 English Required

Grade 9 English is a mandatory high school English course. Students identify and explain literary terms in their own writing and in their own writing and in their analysis of significant literary works. Students meet increased requirements for research to use print, electronic databases, online resources, and MLA style to cite reference sources. Topics covered:

What is Literature?

Genres: Play, novels, short stories, poetry, and non-fiction

- Elements of Literature: Characterization, Text Structure, Authors Purpose, Intended Audience, Cultural Impact, Context

Reading Requirements

- Students will be required to read at least two assigned books and one play
- Students will be assigned shorter works to supplement the longer texts

Writing Requirements

- Students will be expected to write two major essays by the end of the year.
- Students will complete a research paper by the end of term two.
- Students will be expected to write shorter essays, commentaries, stories, editorials, and short stories as part of the assigned classwork.

Grade 10 English

Grade 10 English is a mandatory high school English course. A grade ten student reads, analyzes and evaluates literary and nonfiction texts from a variety of eras and cultures. The student studies the important work of authors, poets, and playwrights of various historical periods and critiques their works, using analysis to improve writing skills. The student continues to build research skills by crediting sources and presenting information in correct manuscript (MLA) format appropriate for content. Topics covered:

What is Literature?

Genres: Play, novels, short stories, poetry and non—fiction.

- Elements of Literature: Character Development, Literary Devices, Audience, Reaction, Author, Purpose, Genre Identification and Stylistic Features of Writing.

Reading Requirements:

- Students will be required to read at least three assigned books and one play.
- Students will be assigned shorter works to supplement the longer texts.

Writing Requirements:

- Students should be able to combine the rhetorical strategies of narration, exposition, persuasion, and description to write essays of 1,500 words in length.
- In addition, Grade 10 English students can write and deliver increasingly sophisticated research reports.
- Students will be expected to write shorter essays, commentaries, stories, editorials and short stories as part of the assigned class work.

Grade 11 English

Required

Grade 11 English is a mandatory high school English course. Students analyze and evaluate texts ranging from classical to contemporary American literature. Students also create their own literary pieces applying their knowledge of various literary techniques reflecting a particular objective. Students meet increased requirements for research and use print, electronic databases, online resources, and MLA style to cite reference sources.

What is Literature?

Genres: Plays, novels, short stories, poetry, and non-fiction. Elements of

- Literature: figures of speech, imagery, character interactions, point of view, symbolism & allegory, irony, narrator & voice.

Reading Requirements:

- Students will be required to read at least two assigned novels.
- Students will be assigned shorter works to supplement the longer texts.

Writing Requirements:

- Students will be assigned two literary analysis essays ranging from 1000 – 1500 words.
- Students will complete a research paper ranging from 2200 – 2500 words.
- Students will write short essays, commentaries, text analysis, and argumentative essays as part of their assigned work.

Grade 12 English Grade 12 English is a mandatory high school English course, focusing on British literature. Students master organizational skills, audience awareness, appropriate vocabulary and grammar, and both verbal and nonverbal presentation skills to plan and deliver effective oral presentations. Students study and create their own literary narratives. Students analyze as well as evaluate literature, with attention to classic works. The student demonstrates advanced knowledge of grammatical conventions through writing, editing, and speaking. By the end of Grade 12 English, students should be comfortable writing a 2,500 - word research paper using MLA format.

Required

What is Literature?

Genres: Literary narrative, epic poetry, novel, and drama

- Elements of Literature: Characterization, Rhetorical Structure, Author's Purpose, Intended Audience, Cross-cultural Connections, Narrative Elements, Poetic Elements, and Dramatic Elements

Reading Requirements:

- Students will be required to read at least one assigned novel, one epic poem, and one play. Students will be required to read a variety of short literary narratives.

Writing Requirements:

- Students will be expected to write at least one each of the following: narrative essay, creative essay, thematic commentary, and textual analysis.
- Students will be expected to complete a research paper.

Presentation Requirements:

- Students will be expected to present their creative essays.
- Students will be expected to create and present at least one visual presentation.

Mathematics Program of Studies

Grade 9 Math

This course equips students with fundamental mathematical skills.

Required

It builds confidence and encourages an appreciation of mathematics in students

Prerequisite:

who do not anticipate a need for mathematics in their future studies. It is designed

Algebra II

to further prepare students for the IB SL course in grades 11 and 12. For the most

part calculations are not complex, but instead require a solid understanding of

math concepts. A student must develop skills necessary to apply these concepts

to a wide variety of practical problems. This course is integrated in nature and

includes topics from Algebra, Geometry, Statistics, Probability, Logical

Reasoning, and Discrete Mathematics.

Algebra

- Quadratics Factorization and Equations
- Linear Simultaneous Equations
- Rational Equations
- Substituting into and Changing the Subject of a Formula
- Indices and Radicals
- Rules of Exponents and of Radicals
- Rationalize Denominators

Geometry

- Distances and Mid-points
- Equation of a Straight Line
- Transformations

Logical Reasoning

- Reasoning
- Inductive and Deductive

Vectors

- Vectors Representation & Operations

Statistics

- Descriptive Statistics
- Probability

Financial Mathematics

- Basic Business Calculations

Sets and Venn Diagrams

- Set Notation
- Using Venn Diagrams to Represent Real Life Situations

Trigonometry

- Right Angled Triangle Trigonometry Including 3D Questions
- Word Problems on Trigonometry

Math Honors 9 Designed to prepare students for the IB Mathematics HL courses in grades 11 and 12. It caters to students who anticipate they will need a strong mathematical background in preparation for future studies. Students most likely to select this course will be those who expect to go onto study in fields that have a significant mathematical content, for example, engineering, computer programming, science, physics, chemistry, economics, psychology and business administration. The Honor Math class is a demanding course and looks to challenge students who seek a deeper knowledge of mathematics. It is presumed that students entering this course have a solid grounding in algebra.

Algebra

- Quadratic Factorization and Equations and Inequalities
- Systems of Inequalities and Equations
- Substituting into and Changing the Subject of a Formula
- Indices and Radicals
- Rules of Exponents and of Radicals
- Rationalize Denominators

Financial Mathematics

- Basic Business Calculations

Coordinate Geometry

- Distances and Mid-points
- Equation of a Straight Line

- Transformations
- Point of Intersection

Statistics

- Using Venn Diagrams to Represent Real Life Situations
- Descriptive Statistics and Probability

Trigonometry

- Right Angled Triangle Trigonometry Including 3D Questions
- The Sine and Cosine Rules
- Word Problems on Trigonometry

Logical Reasoning

- Reasoning
- Inductive and Deductive

Prerequisite: Department decision by teacher recommendation

Grade 10 Math

Required

This course equips students with fundamental mathematical skills. It builds confidence and encourages an appreciation of mathematics in students who do not

Prerequisite:

Grade 9 Math

anticipate a need for mathematics in their future studies. It is designed to further prepare students for the IB SL course in grades 11 and 12. For the most part calculations are not complex, but instead require a solid understanding of math concepts. A student must develop skills necessary to apply these concepts to a wide variety of practical problems.

This course is integrated in nature and includes topics from Algebra, Geometry, Statistics, Probability, Logical Reasoning, and Discrete Mathematics.

Algebra

- Quadratics Factorization
- Systems of Linear Equations
- Solving Inequalities
- Quadratic Functions
- Polynomial Functions
- Exponential Functions
- Coordinates & Lines

Statistics, Probability

- Variability

- Probability

Geometry

- Geometry of Polygons
- Congruence & Similarity
- Transforming Graphs
- Triangular Trigonometry

Discrete Mathematics

- Sequences & Series

Math Honors 10

Integrated Math 2 Honor is designed to prepare students who intend to enroll in IB Mathematics HL in grade 11. It caters to students who anticipate they will need a strong mathematical background in preparation for future studies. Students most likely to select this course will be those who expect to go on to study in fields that have a significant mathematical content, for example, engineering, computer programming, science, physics, chemistry, economics, psychology and business administration. This is a demanding course and looks to challenge students who are talented in mathematics. It is presumed that students entering this course have a strong grounding in algebra and geometry. The primary focus of this course is Advanced Algebra. This course is both fast paced and in depth. It considers such topics as linear equations, systems of equations, polynomials, sequences, complex numbers, quadratic relations, logarithms, probability, and

trigonometry.

Algebra

- Quadratics Factorization
- Simultaneous Equations
- Solving Inequalities
- Polynomial Functions
- Coordinates & Lines
- Powers, Roots, & Radicals

Statistics, Probability

- Variability
- Standard Deviation
- Probability

- Exponential & Logarithmic Functions
- Rational Equations & Functions
- Quadratic Relations & Conic Sections

Discrete Mathematics

- Sequences & Series

Trigonometry

- Graphs, Identities, & Equations

Prerequisite: Department decision by teacher recommendation

Math Studies

Grade 11/12

Math Studies is a two-year program that provides continued development and reinforcement of mathematics necessary for students to have the skills to function in their personal and professional lives, and reinforces mathematical reasoning and problem-solving skills necessary for successful completion of the SAT.

Math Studies I: This course reinforces the use of skills in a wide range of problem solving situations and provides extensive standardized testing skills. Topics covered include algebra and functions, geometry and measurement; data analysis and statistics; probability; discrete mathematics. trigonometry and elements of business math.

Math Studies II: This course is designed to prepare students for roles as business leaders by developing abilities and skills that are part of any business environment. The content includes mathematical operations related to accounting, banking and finance, and marketing.

Students ***must*** have either a scientific or graphing calculator.

Science Program of Studies

Biology

Required in Grade 9

Scientific Calculator

Is Required

This course offers students an insight into the living world. It allows students to analyze how living things interact with each other and with other non-living elements that constitute an organism's environment. This subject also looks at the basic structure of all life, the cell, and how cells are involved transport processes and protein synthesis. The course will cover topics such as evolution, classification, ecology, biodiversity, cytology and genetics. Students will learn how to write formal laboratory reports. It is expected that students have access to a computer / laptop, printer, and internet at home to be successful in this course.

Physical Science

Required in Grade 10

Scientific Calculator

Is Required

Physical Science is an introduction to the conceptual foundations of both Physics and Chemistry. This course is designed to provide students a platform on which they can further study these disciplines during years 11 and 12. After an introduction to measurement, significant digits and the metric system, students will explore mechanic concepts, vectors, Newton's Laws and forces that surround us. They will then spend time on energy, learning about energy transformations, kinetic and potential energy, heat and basic electricity and magnetism. Students will also study how atoms interact to form various substances, as well as the periodic table, physical and chemical changes, temperature and heat. A variety of chemical reactions will be studied as students learn how to write and balance chemical equations. Throughout the semester, students will be exposed to a variety of laboratory experiments. They will be given the opportunity to explore various aspects of the scientific method and be taught how to plan experiments, present and analyze their data as well as draw conclusions and evaluate their results.

Chemistry

Fulfills a
Science

Requirement for
Graduation

Scientific Calculator***Is Required***

Grade 11

Chemistry is a college preparatory course in which 11th grade students study all major topics in chemistry, including the study of matter, energy, the structure of the atom, stoichiometry, gas behavior, thermodynamics, and acid/base theory. Students are expected to utilize their algebraic skills while examining mathematical properties of chemical reactions while gaining conceptual understandings of chemical systems. Students participate in a variety of labs and demonstrations to gain a thorough knowledge of chemistry. Chemistry emphasizes qualitative and quantitative study of substances and the changes that occur in them, use of safety procedures and sound lab technique, and technology where feasible. Students are encouraged to use the language of chemistry, discuss problem-solving techniques, and communicate effectively in the lab and classroom.

Applied Science

Fulfills Science

Requirement for
Graduation

Grade 12

Grade 12 Applied Science course: A one year course preparation studying General Scientific facts and skills that high school students must master. The course is an amalgamation between Environmental Science (Global warming, Greenhouse effect, Pollution and recycling) and Physics theories and principles (Newton's laws, Thermal Energy, Energy resources, renewable and non-renewable sources of Energy). The course provides opportunities for scientific study and creativity within a global context that will stimulate and challenge students and it characterizes science and technology together. It develops an ability to, analyze, evaluate, and synthesize scientific information.

Social Science Program of Studies

20th Century

World History

Required in

Grade 9

20th Century World History is a mandatory high school social studies course in grade nine. Students study major themes in the 19th and 20th century world history, including the impact of nationalism and imperialism. In addition, students investigate the causes and effects of twentieth century conflicts, including the First and Second World Wars, the Cold War, and the changing nature of warfare. Special emphasis is also placed on the emergence and ideologies of single party states in Germany, Italy, the Soviet Union, and China. Students also examine the phenomena of economic interdependence, the human impact on the environment, terrorism, and globalization in the post-World War II period. Students in Modern World History will study primary documents and develop their critical thinking skills. Students will read and interpret a wide variety of historical sources, including primary sources, and will be encouraged to develop and share their own perspectives.

Comparative

Government

& Economics

Required in

Grade 10

In this course, students will learn the kinds of things that average, reasonably educated citizens around the world should know about how governments and economies work. It introduces basic concepts of Political Science and Economics, but also includes topics on Geography, History, and Society. The overall goal is to understand how human societies structure themselves: how they set up systems to control, take care of, and work with each other (we call this ‘politics’ or ‘governance’), and how they decide to manage and share their resources (known as ‘economics’). Although parts of the course are intellectual, meaning students need to understand ideas and concepts and do some critical thinking, a lot of it is practical, and prepares students to do normal things better, like read/watch the

news, talk about current events, and organize ideas clearly.

The nature of the course is cumulative and comparative. The first unit introduces Demography, Economics, and Government Systems, and the concepts learned there are then applied to case studies of countries. Each of the following units therefore, covers a single country, but as the course moves on, students are expected to be able to make comparisons between all the countries that have been studied.

***Introduction to
Business***

The objective of this course is for students to get an introduction to business principles and skills, and to establish the foundation for business application in the highly competitive world that awaits them.

Elective:

Grades 9-12 Five main topics are explored:

1. Business Objectives and the external
 2. Environment Human Resources
 3. Marketing
 4. Accounting and Finance
 5. Operations Management
-

***Introduction to
Economics***

Economics is the study of how individuals and nations make decisions about the use of resources to satisfy their wants and needs. Students in Economics discover how fundamental economic concepts directly relate to individuals, their community, the world, and the interrelated nature of the three using simulations, projects, and other assignments. Additionally, students will conduct investigations to learn how the physical and human geography of a region can impact economic realities. Studied in an historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement, and method.

Elective:

Grades 9-12

Students will study five major economic themes or topics: interactions among individuals, groups, and institutions; how people create and change structures of

power, authority, and governance; how people organize for the production, distribution, and consumption of goods and services; relationships among science, technology and society; and global connections and interdependence.

***Introduction to
Psychology***

Elective:

Grades 9-12

Psychology is an elective course offered to students in Grades 9 and 10, which explains human behavior and mental processes. The course is studied through various perspectives inclusive of, but not limited to: biological, cognitive, sociocultural, developmental, health, human relations and sport psychology.

Students will achieve a greater understanding of themselves and appreciate both the diversity and the complexity of human behavior.

Business Studies

Grades 11/12

Fulfills a social sciences requirement for graduation

This two-year course aims to give students an enriched understanding of how businesses are set up, and how different business departments (human resources, finance, marketing and operations) should function to remain successful in a highly competitive world.

Students will learn how business decisions are made and will understand how organizational planning tools are used to ensure that business objectives are met.

Students will explore and evaluate the strengths, weaknesses, opportunities and threats that characterize real businesses, and will link what they learn in class to how actual businesses have dealt with political, economic, social and technological changes.

Psychology

Fulfills social sciences for graduation

In this two-year course, students examine behavior and mental processes through various perspectives inclusive of, but not limited to: biological, cognitive, sociocultural, developmental, health, human relations, abnormal, and sport Psychology. Students also present topics of special interest to the class, assess class

Grades 11-12

learning through pre and post-tests, conduct experiments, write up reports, learn to apply statistics to research, and are part of competitions. Students will achieve a great understanding of themselves and appreciate both the diversity and the complexity of human behavior.

Arabic Program of Studies

Arabic 9-12

Meets world language requirement

Arabic 9-12 courses are considered a preparation for students who plan to enter one of the private or public universities within the Republic of Egypt and comply with the requirements of the Ministry of Education. Such preparation culminates in students writing the Thannawia Amma Exam as a way of qualifying for Egyptian government university entrance.

Each course is composed of integrated units to develop all language learning skills. Each course includes analytical study of Arabic literature, both modern and classical, introduces students to more advanced grammatical and linguistic rules, and gives students the opportunity to become involved in mock exam writing.

Arabic as a Foreign Language

Students in these courses are non-native speakers and may be placed at the appropriate level based on a placement test as well as previous knowledge of Arabic.

Elective: Meets world language requirement

Beginning students engage in conversational Arabic and begin to write in Arabic. Students who have acquired fluency at the beginning level continue to build their proficiency in reading, writing, and speaking Arabic. Students who have mastered basic reading and writing go on to advanced reading and writing as well as lectures in special topics. The goal is for students to be able to communicate with ease and clarity with native speakers.

World Languages Program of Studies

French/Spanish Introduction to Language In this course, students begin their study of the language through listening, speaking, reading and writing activities based on pedagogically proven methods of foreign language instruction.

Elective: Grades 9-12 In the first semester, topics may include greetings, numbers 0-30, likes & dislikes, leisure activities, physical descriptions, family and pets. Second semester topics may include school subjects, the calendar, telling time, sports, weather and foods. Through these topics students learn to express themselves using an ever-increasing vocabulary, present tense verbs, articles and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind.

Throughout the course, students are introduced to the culture, people, geographical locations and histories of the countries where the language is spoken.

Students will:

1. Understand and respond to simple short spoken texts
2. Communicate information in a limited range of everyday situations
3. Use language appropriate to a very limited range of interpersonal and cultural contexts
4. Use some aspects of register in formal and informal oral communication
5. Use basic vocabulary accurately
6. Interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation

French/Spanish

Intermediate

Elective:

Grades 9-12

This course is a continuation of the Introduction course, with the goal of helping students improve their skills in the language. Students will increase their command of the language through listening, speaking, reading and writing activities based on pedagogically proven methods of foreign language instruction.

In the first semester, topics may include meals and food, family, giving dates, and numbers. Second semester, topics may include clothing and shopping, places and events, getting around in town or in a restaurant. Could also include describing a house, household items and furniture.

Through the wide-ranging topics, students learn to express themselves using an ever-increasing vocabulary, present and some past tense verbs, articles, adjectives, and increasingly complex grammatical structures. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course to help the learner focus on the culture, people, geographical locations and histories of the countries where the language is spoken.

Students will:

1. Understand and respond to a limited range of spoken texts.
2. Communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations.
3. Request and provide information in familiar and some unfamiliar situation.
4. Use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences.
5. Use appropriate register in formal and informal oral communication.
6. Use language accurately.
7. Interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation.

Prerequisite:

Successful completion of Language G8

Successful completion of Introduction class in High School at AIS Level placement exam (for students new to AIS)

French/Spanish***Advanced***

Grade: 9-12

This course is a continuation of the Intermediate class and is designed to help the student continue learning the language. In this course, students practice listening, speaking, reading and writing skills through activities based on pedagogically proven methods of foreign language instruction.

In the first semester, students may study daily routine, activities, camping & nature, parts of the body and health. In the second semester, the topics may be movies, books and television, vacations, back to school and professions. Through these topics students learn to express themselves using an ever-increasing vocabulary and the present, past, future and conditional-tense verbs, as well as articles and adjectives. Increasingly complex grammatical structures are introduced and practiced in innovative and interesting ways.

Throughout the course, students learn about the culture, people, geographical locations and histories of the countries where the language is spoken.

Students will:

1. Understand, interpret and respond to a range of spoken texts.
2. Communicate information, ideas and opinions in familiar and unfamiliar situations.
3. Request and provide information in a range of spoken contexts
4. Use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences
5. Use appropriate register in formal and informal oral communication.
6. Use language accurately
7. Engage actively in oral production using comprehensible pronunciation and intonation

Prerequisite:

Successful completion of Intermediate in High School
Level placement exam (for students new to AIS)

Performing Arts Program of Studies

Concert Band

Instrument Fees:

2,000 LE

Grades: 9-12

Any student wishing to be a member of the concert band must have at least six months experience playing an instrument. Concert Band members are required to perform in concerts and festivals throughout the year. Most rehearsals will be during the school day but there may be an occasional practice after school as needed, and attendance at sectionals is also required when necessary. Classroom activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, integration of other applicable disciplines such as sight-reading and correct response to a conductor's suggestions.

Students study a varied repertoire of appropriate concert band literature. There is periodic classroom assessment to student progress. It is expected that all band members practice outside of class a minimum of three times per week for thirty minutes. If a student does not own his/her own instrument, then a school instrument may be provided for a cost of **2,000 le** for the year. This covers normal wear and tear, repairs and consumable items (i.e. reeds, valve oil etc.)

Requires minimum 6 months of experience on an instrument

Concert Choir

The beginning-level ensemble of the AIS West HS Choral Program. Students will learn a broad range of choral repertoire and to perform on several occasions

throughout the year. At the beginning of the year, students will perform in class to determine their vocal range. The students will work on basic vocal technique, warm-ups, sight reading, and ear training exercises to perform a vast array of musical styles from classical to pop, to jazz. Many songs will be sung a cappella and all of the repertoire will be in three and four-part harmony. The singers will have opportunities to solo in class, as well as during performances. The Choir is an integral part of the AIS West community and will perform at a variety of events throughout the year. *Previous choral experience is preferred but not required.*

Dance

Elective:

Grades 9-12

This is a one-semester course that gives students the opportunity to experience the excitement of Dance by studying several different genres. This course is designed for students who enjoy dancing and may not necessarily have any prior experience in Dance. Students will develop their Dance knowledge by performing, choreographing and analyzing different styles of dance, which may include jazz, Charleston, folk dance and Bollywood.

Intro to Drama

Grades 9-12

This one-year course is designed to familiarize students with theatre, its intent, structure, effectiveness, and value. Class work focuses on student performance through demonstration of various acting skills including improvisation, voice, and movement. Continuous emphasis will be made to develop awareness and self-expression, and to increase general knowledge of theatre. Students learn to interact with others on a stage, to identify the elements of a play, and to overcome stage fright.

Intermediate &

Advanced

Drama

This course is designed for students who have successfully completed the appropriate previous Theatre class and are seeking a deeper knowledge of theatre. Students will create, perform, analyze, and critique dramatic performances, developing a broader worldview that includes global issues and traditions, and theatre theories. The student will demonstrate artistic discipline to achieve an ensemble in rehearsal and performance.

Drama Studies

This one-year class is designed to show students how film is a form of literature. By viewing classic and modern American films, students will learn that good film, like good literature, has certain elements in common. Students will learn to recognize film genres, be expected to understand literary elements, and develop an appreciation for the interaction of film elements. Using all of this knowledge, students will analyze and critique films studied in class. ***Open to grades 11-12***

Fine Arts Program of Studies

Highschool Art***Elective:******Grades: 9-11***

The purpose of this course is to introduce students to the languages, concepts, and practices of art through visual and art historical perspectives. Students will be engaged in discussion about the elements of art, such as content, composition, style, method and materials. Students will also be introduced to all the visual art practices, including drawing and painting, sculpture, printmaking, photography, conceptual art, earthworks, as well as craft.

Advanced Art/***Pre-IB Art******Elective:******Grades 10-12***

This is a course for serious art students who plan on enrolling in the IB Visual Arts 2-year program. It is also for students who are interested in developing a Portfolio for entry into a post-secondary art program, or who are simply interested in pursuing art at an advanced level. Entry into this course requires previous art experience, a serious commitment to developing skills and creativity, and the capacity to work independently. In this course, students can expect to experience a range of project-based art processes including drawing, painting, sculpture, printmaking, and clay work, through both fine and applied arts practices. The course will also have a strong art history component.

Stagecraft**Elective:****Grades 10 - 12**

This is an elective course for students in grades 10---12. Students in Stagecraft 1 will learn the basics of operating the various technical aspects of the AIS West Auditorium. This course will focus on operating the light board and soundboard, as well as basic tool operations. The class will be practical and hands on, preparing students to assist with the production of school performances, assemblies, and programs.

Electives

Creative Writing

Grades 9-12

This course will strive to develop students' understanding of the world around them. To ensure all students receive a well-rounded, standard-based curriculum, the common core standards will be used to guide the course curricula.

Creative Writing Course description:

- Appreciate cultures and social structure.
- Develop an understanding of the role of the individual in society and how they impact each other.
- Develop an understanding for inequalities in society.
- Develop an understanding for cultural conformity and adaptation.

Intro to**Sociology**

Grade 9-12

This course will strive to develop students' understanding of the world around them. To ensure all students receive a well-rounded, standard-based curriculum, the common core standards will be used to guide the course curricula.

Creative Writing Course description:

1. Appreciate cultures and social structure.

2. Develop an understanding of the role of the individual in society and how they impact each other
3. Develop an understanding for inequalities in society.
4. Develop an understanding for cultural conformity and adaptation.

Physical Education Program of Studies

Physical Education

***Elective:
Grade: 9-12***

Students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities — games, sports, dance, and recreational pursuits. They demonstrate the ability to use basic skills, strategies, and tactics. Students demonstrate more specialized knowledge in identifying and applying key movement concepts and principles. They assess and develop a personal physical activity program aimed at improving their skill performance. They apply their understanding of personal fitness to lifelong participation in physical activity. Students demonstrate independence of others in making choices, respect all others, avoid conflict, but can resolve it appropriately, and use elements of fair play and ethical behavior in physical activity settings. Students demonstrate the ability to plan for and to improve components of fitness and to achieve and maintain a health, enhancing level of personal fitness..

Team Sports I

Grades 9-12

This elective is for student athletes to improve their various skills in three major team sports: Semester 1 – Football; Semester 2 – Volleyball and Basketball. These sports are played at local CISSA Tournaments as well as METS International Tournaments. Students can use what they learn in competitions to test their

ability.

The course covers the following topics:

1. Sports specific skills- Indoor and Outdoor
2. Nutrition specific to the sports Weights
3. Training related to the sports officiating
4. Fitness Training related to the sports
5. Coaching younger students in the sports

Technology Program of Studies

***Computers/
Yearbook***

Computer develops an understanding of the computer and its capabilities, while providing students with advanced skills in the following applications: The Microsoft Office Suite, Introduction to web design using HTML and Dreamweaver to provide a foundation in concepts of authoring for the world-wide web; desktop publishing skills using MS Publisher; an introduction to computer graphics using Adobe Photoshop.

Elective:

Grades: 9-12

By the end of the course the student is expected to:

Define, discuss, and understand the concepts of word processing, spreadsheets, databases, presentations using PowerPoint, web authoring and design, computer graphic design and desktop publishing. Student will create and explore elements of the Microsoft Office Suite, Adobe Dreamweaver, Adobe Photoshop and MS Publisher.

Programming

Grades 10-12

Designed to introduce the concepts of computer programming using Java, focusing on developing the student's analytical thinking and problem-solving skills and techniques. The history of programming, the study of various programming languages and the impact they have on the development of technology in

business, the Internet and computer games.

By the end of the course the student is expected to:

1. Use the algorithmic approach to solve problems to process data and discover new information, the analysis of potential solutions
2. Solve problems that involve variables, conditional statements, looping, file input and output, methods.
3. Use of data structures to organize large sets of data.
4. Explore concepts of object-oriented programming
5. Understand classes and methods supporting OOP.
6. Use program applications and applets producing both text and graphic output, extensively. (GUIs)
7. Translate solutions into computer programs using Java through the IDE Creator.
8. Students will be able to create major computer project by the end of this course.

International Baccalaureate Diploma

The IB Diploma Programme is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. It has been designed to address the intellectual, social, emotional, ethical and physical well-being of students. It leads to a qualification (the IB diploma) that is widely recognized by the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

1. Study at least two languages and increase understanding of cultures, including their own
2. Make connections across traditional academic disciplines and explore the nature of knowledge through the program's unique theory of knowledge course
3. Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
4. Enhance their physical and interpersonal development through creativity, activity and service.

IB Core Requirements

The three core requirements for all IBDP candidates, are:

Extended Essay

The extended essay has a prescribed limit of 4,000 words. It offers the opportunity to

investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university.

Theory of Knowledge (TOK)

The interdisciplinary TOK course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives

Creativity Activity & Service (CAS)

Participation in the school's CAS program encourages students to be involved in artistic pursuits, and sports and community service work, thus fostering students' awareness and appreciation of life outside the academic arena.

Group 1: Language A

IB English A Language & Literature
HL/SL

English A Language and Literature course focuses on the study of a variety of texts produced in English. These texts are central to an active engagement with English and English---speaking cultures and to how we see and understand the world in which we live. The course aims to develop skills of textual analysis and the understanding that texts, both literary and non---literary, can be seen as autonomous yet simultaneously related to culturally---determined reading practices. IB English A Language and Literature recognizes that Diploma Program students may have complex language profiles and may need opportunities to study English without solely focusing on English literature.

Part 1: Language in Cultural Context

Students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts the world, and how language shapes both individual and group identities. Themes: Language and Power, Language and Gender, Language and Identity.

Part 2: Language and Mass Communication

Students consider how the production and reception of texts is influenced by the

medium through which they are delivered. Themes: Race, Class, Gender, Language and Mass Media. Students will be studying many aspects of the mass media.

Part 3: Literature – Texts and Contexts

Literary texts are not created in a vacuum but are influenced by social context, cultural heritage and historical change. Students are encouraged to consider how texts build upon and transform the inherited literary and cultural traditions.

Theme: Individual and Society.

Part 4: Literature – Critical Study

Close reading is considered to be a core skill in the understanding and interpretation of literature. By looking closely at the detail of literary texts, students develop awareness of their rich complexities and the intricacies of their construction. Studying translated texts encourages students to reflect on their own cultural assumptions through an examination of work produced in other languages and cultures.

Key Features of the Curriculum and Assessment Models

Available at higher and standard levels.

- Higher level study requires a minimum of 240 class hours, while standard level study requires a minimum of 150 class hours
- Students study 6 works at higher level and 4 works at standard level from a representative selection of genres, periods and places.
- Students develop the techniques needed for the critical analysis of communication, becoming alert to interactions between text, audience and purpose.
- An understanding of how language, culture and context determine the construction of meaning is developed through the exploration of a wide of texts, some of which are studied in translation.

Students are assessed through a combination of formal examination, written coursework and oral activities. The formal examination comprises two essay papers, one requiring the analysis of unseen literary and non-literary texts, and the other a response to a question based on the literary works studied. Students also produce written tasks in a variety of genres, and perform two oral activities presenting their analysis of work read.

For students to be successful (earn at least a 4) in this course, we recommend:

HL students should have a minimum B+ in English 10.

SL students should have a minimum of B- in English 10.

IB Arabic A Arabic Language and Literature A is a two-year course for students who have
Language & Literature strong Language acquisition. The course is divided into 4 parts: Language in
HL/SL cultural context, Language and mass communication, Literature- texts and
contents, and Literature critical studies.

Group 2: Language B

IB Arabic B Arabic Language B is a two-year course for students with some background in
Language & Culture the target language. While acquiring a language, students will explore the
HL/SL culture(s) connected to it. The Focus of the course is language acquisition and
intercultural understanding. The Language B Syllabus approaches the learning of
language through meaning. Through the study of the core and the options at SL
and HL, plus two literary works at HL, students build the necessary skills to reach
the assessment objectives of the language B Course through the expansion of their
receptive, productive and interactive skills. SL And HL Are differentiated by the
recommended number of teaching hours (150 Hours at SL--- 240 Hours at HL),
the depth of syllabus coverage, the study of literature at HL, and the level of
difficulty and demands of assessment and assessment criteria. The topics common
to both levels are divided into three areas: Communication and media, Global
issues, and Social relationships.

***IB French/
Spanish B:
Language & Culture***

HL/SL

In the language B course, students develop the 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. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of two literary works is required at HL.

A key aim of the language B course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process. As appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, and social and self-management skills.

Students will:

- Understand, interpret and respond to a range of spoken texts
- Communicate information, ideas and opinions in familiar and unfamiliar situations
- Use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences
- Use appropriate register in formal and informal oral communication
- Use language accurately
- Engage actively in oral production using comprehensible pronunciation and intonation

- Prescribed themes. Five prescribed themes are common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

1. Identities
2. Experiences
3. Human ingenuity
4. Social organization
5. Sharing the planet

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP

IB French/

Spanish Ab Initio:

SL Grade: 11-12

The IB Language Ab Initio is a language-learning program designed to be studied over two years at the standard level by students who have had no or very little previous experience learning the language. The course is designed to provide students with basic communication skills. They discuss common topics, read and understand limited types of text and write conversational and narrative compositions.

Students write in multiple formats with attention to language, message and context. Speaking and listening skills are taught through picture descriptions and simulated conversations. The course focuses on themes including identities, experiences, human ingenuity, and social organization and sharing the planet. In Year 2, the course continues to teach basic communication skills with the same themes and focuses on listening, speaking, reading and writing skills. Students are introduced to the cultures of the countries where the language is spoken and must show an understanding of those cultures.

Students will:

- Understand, interpret and respond to a range of spoken texts.
- Communicate information, ideas and opinions in familiar and unfamiliar situations.

- Request and provide information in a range of spoken.
- Use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences.
- Use appropriate register in formal and informal oral communication.
- Use language accurately
- Engage actively in oral production using comprehensible pronunciation and intonation.

Prerequisites:

No previous knowledge of the language

Maximum one Introduction year of language study in High School

IMPORTANT NOTE: The language ab initio course is designed for students with little or no prior experience of the language. If a student enters Ab-Initio under-declaring their capacity, when detected, the student will be transferred immediately to another language level and reported to the IB Coordinator.

Group 3: Individuals and Societies

***IB Business
Management***

HL/SL

The business management course is designed to develop students’ knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national, and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows

students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well -informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

The aims of the business management course at HL and SL are to:

- Encourage a holistic view of the world of business
- Empower students to think critically and strategically about individual and organizational behavior
- Promote the importance of exploring business issues from different cultural perspectives
- Enable the student to appreciate the nature and significance of change in a local, regional and global context
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
- Develop an understanding of the importance of innovation in a business environment.

Key Features of the Assessment Model

External assessment for HL and SL students consists of two written examination papers. Paper one is based on a pre-seen case study issued in advance, and paper two consists of structured questions based on stimulus material and an extended response question that assesses students' understanding of the key concepts of the course.

Internal assessment for HL students is a research project and for SL students a written commentary. In both tasks, students study real world business organizations. These are internally marked by subject teachers and then externally moderated by IB examiners.

IB Economics

Economics is an exciting, dynamic subject that 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. The Diploma Programme (DP) economics course allows students to explore these models and theories, and apply them, Nature of the subject using empirical data, through the examination of the following six real-world issues which are posed as economic questions:

- How do consumers and producers make choices in trying to meet their economic objectives?
- When are markets unable to satisfy important economic objectives—and does government intervention help?
- Why does economic activity vary over time and why does this matter?
- How do governments manage their economy and how effective are their policies?
- Who are the winners and losers of the integration of the world's economies?
- Why is economic development uneven?

Economic theory suggests that the material well-being of societies is related to the quantity of goods and services that are available to that society. As a result, economic growth and increased efficiency have become prominent goals.

However, there are two important global economic issues related to these goals and the choices made by economic agents. These are the ways in which economic activity impacts the environment, and the challenges facing the world in terms of fair access to resources, goods and services. When exploring these significant global issues, sustainability and equity become key concepts for DP economics students to understand.

In all areas of economic activity, the economic agents can be divided up into the private sector (consumers and producers) and the public sector (governments). To different extents and with different outcomes, the public sector in any economy assumes some responsibility for monitoring and regulating the behaviour of the private sector. This government intervention is a significant concept that appears throughout the course and students are expected to critically evaluate the balance between the market forces of the private sector and intervention by governments. Given the rapidly changing world, economic activity and its outcomes are constantly in flux. Therefore, students are encouraged, throughout the course, to research current real-world issues. Through their own inquiry, it is expected that students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

Distinction Between SL and HL:

The HL course in economics differs from the SL course in economics in terms of the:

- recommended hours devoted to teaching (240 hours for HL compared to 150 hours for SL)
- extra depth and breadth required (extension material for HL only)
- nature of the examination questions. Both SL and HL students develop quantitative skills, but HL students will need to further develop these as appropriate, in analysing and evaluating economic relationships in order

to provide informed policy advice. These skills are specifically assessed in HL paper 3

IB History

HL/SL

IB History is a two-year course that explores important themes in world history. Major themes and areas of study will include: Rights and Protests (US Civil Rights Movement and South Africa); Authoritarian States and Rulers (Pinochet, Hitler, and Nasser) and Causes and Effects of 20th Century Wars (Arab-Israeli, Falklands/Malvinas, and Vietnam). In the Higher-Level course, students will focus on modern Africa and the Middle East (1800–2000).

This course will allow students to develop the skills of source evaluation from a critical perspective, examining issues from all positions, research and academic writing. Students are required to complete an internal assessment source evaluation research paper.

IB Psychology

HL/SL

Psychology is defined as the scientific study of behavior and mental processes.

Having its roots in both the natural and social sciences, a variety of research methods and applications have evolved into gaining a deeper understanding of human behavior in the context of the individual, group and society. Psychology provides a foundation for analyzing, understanding and interpreting human behavior.

IB Psychology seeks to examine the role and interaction of the biological, cognitive and socio-cultural dimensions of human behavior. Students investigate how psychological inquiry and research is conducted, with an emphasis on critical thinking and ethical considerations concerning research methodology and application. With this, students appreciate the discipline and gain a deeper understanding of themselves as well as of the diversity of human behavior.

All students at the Higher and Standard Level will be expected to demonstrate the following:

1. Knowledge and Comprehension of Specified Content
 - Key terms and concepts in psychology

- Psychological research methods
 - Psychological theories and research studies
 - Biological, cognitive and socio-cultural levels of analysis
2. Application and Analysis
 - Use examples of psychological research and psychological concepts to formulate an argument in response to a specific question
 - Analyze qualitative psychological research in terms of methodological, reflexive and ethical issues involved in research (HL only)
 3. Synthesis and Evaluation
 - Evaluate psychological theories and empirical studies
 - Discuss how biological, cognitive and socio-cultural levels of analysis can be used to explain behavior
 - Evaluate research methods used to investigate behavior
 4. Selection and Use of Skills Appropriate to Psychology
 - Experimental design, data collection and presentation, data analysis and interpretation
 - Write an organized response

IB Psychology covers the following topics:

1. Core Units (compulsory for both HL and SL)
 - Biological Level of Analysis
 - Cognitive Level of Analysis
 - Socio-cultural Level of Analysis
2. Options (One option is required for SL and two options are required for HL)
 - Abnormal psychology
 - Developmental psychology
 - Health psychology
 - Psychology of human relationships
3. Research Methodology (compulsory for both SL and HL) Ethics
4. Experimental Study (compulsory for both SL and HL)
 - Students will design, conduct, analyze and produce a report on a simple psychological experiment.

For students to be successful (earn at least a 4) in this course, we recommend:

HL Psychology – Minimum of B- in English/CGE/Math 10.

SL Psychology – Minimum of C in English/CGE/Math 10.

Group 4: Experimental Sciences

IB Biology

This two---year course prepares students for the external IBO Biology exam at either SL or HL level.

The biology course is organized by topics, SL students study six topics and HL students study a further five, with some of these taking the first six topics to greater depth. In addition to this, both SL and HL students study two out of a choice of seven (at SL) or five (at HL) option topics. There are four basic biological concepts that run throughout: (a) structure and function, (b) universality versus diversity, (c) equilibrium within systems, and evolution. These four concepts serve as themes that unify the various topics that make up the three sections of the course: the core, the additional higher level (AHL) material and the

options.

Biology students at SL and HL undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied. While the skills and activities related to biology are common to both SL and HL students, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth. Students are assessed both externally and internally. The external assessment of biology consists of three written papers. Internal assessment accounts for 24% of the final assessment and consists of the interdisciplinary group 4 project and a mixture of both short-term and long-term investigations. The internal assessment allows students to demonstrate not only their scientific knowledge but also personal skills and manipulative skills. Student work is internally assessed by the teacher and externally moderated by the IB.

Key features of the curriculum and assessment models:

Available at both SL and HL

The minimum prescribed number of hours is 150 SL and 240 HL

- Biology students at SL and HL undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied.
- While the skills and activities related to biology are common to both SL and HL students, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth.
- An experimental approach to the course delivery is emphasized.
- Students are assessed both externally and internally.

The external assessment of biology consists of three written papers. In paper 1 there are 30 (at SL) or 4 (at HL) multiple-choice questions. Paper 2 has two sections; section A contains one data-base question and several short-answer questions on the core (and HL material at HL), which are all compulsory. Paper

2, section B consist of one extended-response question on the core from a choice of three at SL and two extended-response questions in the core and the AHL from a choice of four at HL. Paper 3 consists of several compulsory short-answer questions in each of the two options studied. HL there is one extended-response question in each of the two options studied.

Internal assessment accounts for 24% of the final assessment and consist of the interdisciplinary group 4 project and a mixture of both short-term and long-term investigations. The internal assessment allows students to demonstrate not only their scientific knowledge bur also personal skills and manipulative skills. Student work is internally assessed by the teacher and externally moderated by the IB.

For students to be successful (earn at least a 4) in this course, we recommend:

HL Biology: Minimum of B- in English 10; B in Science / Math 10

SL Biology: Minimum of C in English / Science / Math 10

IB Chemistry

HL/SL

Scientific Calculator

Required

This two-year course prepares students for the external IBO Chemistry exam at either SL or HL level. The distinction between SL and HL is one of breadth and depth. The chemistry course is organized by topics, with SL students having to study eleven topics and higher level (HL) students having to investigate nine of these topics to a greater depth. Both SL and HL students are responsible for covering one of four option topics. While the skills and activities related to chemistry are common to both SL and HL students, students at HL are required to study some topics in greater depth and to study extension material of a more demanding nature in the common options.

Students are assessed both externally and internally. External assessment consists of three written papers and provides opportunities for students to display their scientific understanding through the application, use, analysis and evaluation of scientific facts, concepts, methods, techniques and explanations. Internal assessment accounts for 24% of the final assessment and consists of an interdisciplinary project, a mixture of both short- and long-term practicals/investigations/labs and subject-specific projects. The internal

assessment allows students to demonstrate not only their scientific knowledge but also personal skills and manipulative skill

Key features of the curriculum and assessment models:

- Available at both standard level (SL) and higher level (HL)
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- While the skills and activities related to chemistry are common to both SL and HL students, students at HL are required to study some topics in greater depth and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth.
- An experimental approach to the course delivery is emphasized.
- Students are assessed both externally and internally
- External assessment consists of three written papers and provides opportunities for students to display their scientific understanding through the application, use, analysis and evaluation of scientific facts, concepts, methods, techniques and explanations.
- Internal assessment accounts for 24% of the final assessment and consists of an interdisciplinary project, a mixture of both short- and long-term practical/investigations/labs and subject-specific projects. The internal assessment allows students to demonstrate not only their scientific knowledge but also personal skills and manipulative skills.

For students to be successful (earn at least a 4) in this course, we recommend:

HL Chemistry: Minimum of B in Science 10; B- in H Math 10 Or B in Math 10

SL Chemistry: Minimum of C in Science 10; C in H Math 10 Or C+ in Math 10

IB Physics

HL/SL

Graphing & Scientific

Calculators Required

This two---year course prepares students for the external IBO Physics exam at either SL or HL level. The distinction between SL and HL is one of breadth and depth. The physics course is organized by topics, with SL students having to study eleven topics and higher level (HL) students having to investigate nine of these topics to a greater depth. Both SL and HL students are responsible for covering two of seven option topics. While the skills and activities related to physics are common to both SL and HL students, students at HL are required to study some topics in greater depth and to study extension material of a more demanding nature in the common options.

Students are assessed both externally and internally. External assessment consists of three written papers and provides opportunities for students to display their

scientific understanding through the application, use, analysis and evaluation of scientific facts, concepts, methods, techniques and explanations. Internal assessment accounts for 24% of the final assessment and consists of an interdisciplinary project, a mixture of both short- and long-term practicals/investigations/labs and subject-specific projects. The internal assessment allows students to demonstrate not only their scientific knowledge but also personal skills and manipulative skills. Students selecting IB Physics must be concurrently enrolled in Math SL or HL. Math HL is strongly advised for registration in Physics HL.

Key features of the curriculum and assessment models:

- Available at both SL and HL
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Physics students at SL and HL undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied.
- While the skills and activities related to physics are common to both SL and HL students, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth.
- An experimental approach to the course delivery is emphasized
- The external assessment of physics consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 has two sections; section A contains one data-based question and several short-answer questions on the core (and Additional Higher Level (AHL) material at HL), which are all compulsory. Section B consists of one extended-response question on the core from a choice of three at SL, and two extended-response questions on the core and the AHL from a choice of four at HL. Paper 3 consists of several compulsory short-answer questions in each of the two options studied. In addition, at HL there is one extended-response question in each of the two options studied.
- Internal assessment accounts for 24% of the final assessment and consists of the interdisciplinary group 4 project and a mixture of both short-term and long-term investigations. The internal assessment allows students to demonstrate not only their scientific knowledge but also personal skills and manipulative skills. Student work is internally assessed by the teacher and externally moderated by the IB.
- Approach to planning, data collection, data analysis, and evaluate their work with a critical mind. The culmination of approximately sixty hours of laboratory work, forty hours for the standard level, will provide a portfolio of investigations that will be used to award 20% of the student's

IB assessment for physics. The other 80% will come from three external exams.

For students to be successful (earn at least a 4) in this course, we recommend:

HL Physics: Minimum of B in Science 10; B- in Math 10 Or B in Math 10

SL Physics: Minimum of C in Science 10; C+ in Math 10

IB Computer

Science

HL/SL

The computer science course aims to provide opportunities for study and creativity within a global context that will stimulate and challenge students. It also enables students to apply and use a body of knowledge, methods and techniques that characterize computer science. The course focuses on demonstrating initiative in applying thinking skills critically to identify and resolve complex problems and engender an awareness of the need for effective collaboration in resolving complex problems. The intention is to develop logical and critical thinking as well as experimental, investigative and problem-solving skills while raising awareness of the moral, ethical, social, economic and environmental implications of using science and technology.

The assessment component in computer science aims that the students Know, understand and apply the relevant facts and concepts, appropriate methods and techniques, computer science terminology and methods of presenting information. Students will also Construct, analyze and evaluate success criteria, solution specifications including task outlines, designs and test plans. Finally, students will demonstrate the personal skills of cooperation and perseverance as well as appropriate technical skills for effective problem-solving in developing a specified product.

THE COURSE OUTLINE

All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed in this guide. Students are also required to be familiar with the topics listed as prior learning.

<i>SL and HL Topic</i>	<i>Teaching Hours</i>
<i>Core syllabus content:</i> Topics will be studied including some practical work	

Topic 1: System Fundamentals	20
Topic 2: Computer Organization	6
Topic 3: Networks	9
Topic 4: Computational Thinking, Problem Solving, and Programming	45
Option D: Object-oriented Programming (OOP)	30(SL)/45(HL)
Internal Assessment	30
Group 4 Project	10

<i>HL Extension</i>	<i>Teaching Hours</i>
Topic 5: Abstract Data Measures	23
Topic 6: Resource Management	8
Topic 7: Control	14
Case Study	30
SL Total Teaching Hours	150
HL Total Teaching Hours	240

For students to be successful (earn at least 4) in this course, we recommend:

Minimum of B+ in Math 10 and B+ in Science 10, and teacher recommendation.

Group 5: Mathematics

IB Math Analysis and Approaches HL/SL

Math Analysis and Approaches at SL and HL is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization. Analysis and approaches reflects the emphasis on calculus and on algebraic, graphical and numerical

approaches.

This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

***IB Math
Applications and
Interpretation***
HL/SL

Math Applications and interpretation SL and HL is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context. Applications and interpretation emphasizes the applied nature of the subject, and also that interpretation of results in context is an important element of the subject. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.

Assessments & Weighting

External Assessment:

Mathematics: Analysis and approaches SL will be assessed with two written papers. Each paper will consist of a section A (short questions) and a section B (long questions). Paper 1 will be without the use technology and paper 2 will allow the use of a graphical calculator.

Mathematics: Applications and interpretation SL will be assessed with two written papers both of which will require the use of the technology in the form of a graphical calculator. Paper 1 will consist of short questions and paper 2 will consist of longer questions.

Both HL courses will be assessed in a similar way to their corresponding SL courses on papers 1 and 2, and in addition will have a paper 3.

Internal Assessment:

Internal assessment is an integral part of the course and is compulsory for all students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught.

Group 6: The Arts and Electives

IB Theatre

HL/SL

Theatre from 4 different perspectives: Performer, Director, Designer and Creator.

This is done through the study of different world theatre practices, theatre theories and theorists, the study of play texts, viewing of live professional theatre through at least one field trip abroad, and the creation of their own works of theatre. HL and SL students are evaluated in the second year of the course through 3 tasks: a Director's Notebook, a Research Presentation, and a Collaborative Project. HL students complete an additional task, the Solo Theatre

piece. These tasks are in lieu of a written exam and account for students' final grades in the course.

For students to be successful in this course, we recommend:

HL Theater: Minimum of B- in English

SL Theater: Minimum of C in English

IB Visual Arts

HL/SL

The IBDP Visual Art course is designed as a foundation course for portfolio development for those wishing to pursue art or art-related subjects as part of their post-secondary career focus. This traditional course offers studio-based skill development opportunities through personalized works of art involving traditional and emerging technologies, tools, and techniques. Students will use the creative process to produce effective art works and use the critical analysis process when evaluating their own work and the work of others. Students wishing to take this course are advised to have taken art courses in grades 9 and 10. Technical ability with regards to drawing is a must, as is an applied skill in any other art form. This is a rigorous college preparatory course.

For students to be successful (earn at least a 4) in this course, we recommend:

HL Art: Minimum of B in Pre-IB Art or A- in Visual Arts; B- in English

SL Art: Minimum of B- in Pre-IB Art or B in Visual Arts; C in English

Theory of Knowledge: IB Core Requirement

Theory of

Knowledge

(TOK)

Grades: 11 and 12

The aim of Theory of Knowledge (TOK) is to increase students' understanding of what they have learned in their other IB classes. Its primary function in the IB Programme is to ensure that the students reflect upon their existing knowledge and become critical thinkers. The secondary function of TOK is to promote the integration of what the students know and, in a more general way, what they have experienced. The TOK course is not a philosophy class, but rather it requires teachers and students to ask themselves questions about the fundamental

nature of different types of knowledge. Such reflections foster intellectual modesty in students by showing them the limitations of knowledge. In addition, students realize that opinions and beliefs are not knowledge, nor do they lead to truth. Finally, through critical reflection students are encouraged to become seekers of knowledge throughout their lives.
