



# Program Guide Yearly Master 2025-2026

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## Using Your Program Planning Guide

At the American International School of Zagreb, we believe that every student is unique. With access to over 80 college preparatory, support, and college-level courses, AISZ students can pursue pathways that meet their diverse needs and interests. Our American educational approach is reflected in our commitment to assisting students with developing programs of study that meet their academic and college goals, lead to a healthy lifestyle, and afford ample opportunities for them to personalize their education journey. This guide provides information about the courses offered along with information on how to select and complete our registration process. This guide also contains information about the minimum AISZ graduation requirements and the wide range of academic opportunities and five graduation pathways available at our school. As students begin choosing courses for next year and beyond, keep in mind that students will perform best when a program is selected that includes courses that are personally interesting and at an appropriate level of challenge. Current AISZ students are asked to carefully choose courses each spring for both semesters of the following school year. Students who are new to AISZ will meet with our admissions representative to select courses after enrollment. All members of the AISZ faculty are available to assist students and families as courses are selected for the next academic year. Please feel free to contact us. From multiple pathways to graduation, through foundation courses to electives and athletics, the high school experience is the culmination of a student's learning journey in and outside of the classroom. We look forward to another fantastic school year.

### School Leadership

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## New and Noteworthy

### **Unity Trips for Required Credit**

*Beginning in the 2025-2026, Unity Trips will be awarded .25 credit towards graduation. This credit represents the important learning in character and outdoor education that we seek to build in our students.*

### **IB English Language and literature SL Course for grades 11-12 Addition**

*We are proud to share that we are increasing the English course options available to our students. This exceptional opportunity will provide additional English options for our students to support their future plans.*

### **Electives Categorized as Subjects**

*Electives are now being categorized within subject areas. This categorization will assist students in bolstering their college admissions profiles and provide students with greater flexibility in meeting credit requirements.*

### **Character Values and Training**

*AISZ will continue to reinforce our newly established character values; Respect, Responsibility, Resilient, and Kind by working with external trainers, Status M and continuing our CharacterStrong Curriculum.*

### **Additional Time for Social Emotional Learning in Grades 6-9**

*We are pleased to share that students in grades 6-9 will have an additional block of time to engage with our CharacterStrong curriculum. This will include one additional period in the ten day rotation.*

### **Grade 9-10 Project Week**

*Grade 9-10 students will be able to build on their middle school project week with the addition of a high school project week this year; focusing on building strong inquiry skills and living our vision of experiencing the future today.*

### **Individualized Graduation Pathway**

*Select students seeking vocational and life skills training versus a college preparatory track may now graduate from AISZ with an Individualized Graduation Pathway.*

### **Extended Essay Changes for AISZ Diploma Students**

*Students on the AISZ Diploma graduation pathway will build their writing and literacy skills within their scheduled courses. The alternative Extended Essay will no longer be a graduation requirement.*



## GENERAL INFORMATION

### Course Selection

Courses will be chosen by students in the spring each year. Teachers, the IB Coordinator and College and Academic counselor will guide students through this process. It is important for students to engage in thoughtful planning of which courses they would like to take in alignment with their four-year graduation plan. To do this well, it is important for students and parents to learn about the variety of courses and work together in the spring to solidify the following year's course schedule for both semesters. The IB Coordinator and College and Academic counselor will meet with students and parents in the spring of their 10th grade year. Both will be available for questions from students and parents in any grade level. World Language teachers will recommend which World Language course a student should take each spring. The following is key information to consider as you review and select courses:

- Grade 9 and 10 must take Science, Math, English, Physical Education/Health, Individuals and Societies and one Art credit. This is the common core of the AISZ Diploma experience.
- Grade 9 and 10 students must select a foreign language each year.
- Grade 9 and 10 students must choose one credit of Art (Visual Arts, Performing Arts, Design or Music).
- Grade 11 and 12 courses are two-year courses, which means that students take the same course subject both years to increase depth of knowledge.
- Most IB courses are offered at the standard Level (SL) and High Level (HL). HL courses typically cover larger amounts of content.
- Elective offerings may vary from year to year, depending upon the interest of students and the rotation of electives.
- Some courses may not run if there is insufficient sign-up for them. Unless there are unique circumstances no course will run with less than 3 students. This is determined by the Upper School Principal.
- For grade 11 students, it is expected they will take a grade 11 level AISZ course in Math, Science, Individuals and Societies, and English. Students seeking a substitute for this course, virtually or by substituting credits taken in grade 9 or 10, must have permission to do so from the AISZ SST team. Please see the college and academic counselor for more information.
- With thousands of universities in the world, each with specific entrance requirements, it is important that students and parents work closely with the College and Academic counselor during course selection; especially at the end of their grade 10 year. As some universities and programs will have specific course requirements it is important that you make your post high school intentions known to the counselor as early as possible.





## AISZ Diploma Grade 11 & 12 Courses

Students pursuing the AISZ Diploma in grades 11 and 12 will participate in classes alongside IB students. The content they learn will be college preparatory high school level coursework, but they will not be bound by the same assessment and curriculum requirements mandated by the IB Diploma program. Their transcript will denote the course and the grade level. For example, in biology their transcript will read, “Grade 11 Biology.”

### New Students

New students will be assisted by the Admissions Manager in choosing their courses. Like returning students, they will have the opportunity to change courses at the beginning of the year.

### Course Changes

It is important that students and parents choose their courses each spring thoughtfully. There should be minimal course corrections at the start of each semester. Course corrections may only be made in the first two weeks of the semester. Please note the additional facts related to course changes:

- Course change requests should primarily be for where there is an error (i.e. missing course, duplicate class) or a level misplacement.
- Course changes are subject to availability in classes. For this reason, it is important that students choose courses in the spring that they intend to remain in for the entire school year.
- Seniors must list the courses for the entire senior year when they apply to most colleges. Should a correction in a senior’s second semester courses need to be made, colleges must be notified of those changes. Should it appear that a student is moving to an easier load in the final semester, it can reduce the chances of admission.
- Courses may only be changed in the first two weeks of the course. To correct or change a course, students should see the Upper School Principal’s Assistant for a schedule change request form. Schedule changes must be approved by the Academic and College Counselor and their teacher as per the form.

### Grading

- Students in the upper school are generally graded on a 1-7 basis based on their mastery of American Education Reaches Out (AERO) Standards and/or criteria aligned with the International Baccalaureate MYP Criteria to ensure continuation in the IB DP Programme."
- As a school that focuses on inquiry and application of learning grades are based on multiple criteria; not just subject knowledge. These may include criteria such as communication, analysis or critical thinking.
- Grades are calculated using a combination of the various criteria outlined for each course.



## Credits and Transcript

- In grades 9-12 students must earn a score of 3 or higher to gain credit towards graduation. Students who do not earn credit in a required course must work with the College and Academic Counselor to find an alternative way to earn the credit.
- All course grades are listed on the students' school transcript that is sent to universities for admissions purposes. Each semester (.5 credit) grade will be listed on the transcript.
- Students who choose not to participate in IB DP or IB Certificates will be awarded graduation credit on their transcript without the IB label.
- In alignment with most high performing international schools, AISZ does not record class rank, Grade Point Average (GPA) or identify a valedictorian or salutatorian.
- In some cases when required by universities (mostly American) or when needed for scholarships, AISZ can provide a GPA conversion for students. The GPA conversion is attached to the student's transcript as an addendum from the College and Academic Counselor. GPA calculations are only provided to grade 11 and 12 students and only to assist in college applications.
- All diploma pathway decisions, course selections, and any proposed course substitutions—such as virtual coursework or external certifications—must be discussed with and approved by the College and Academic Counselor. This ensures student schedules align with both AISZ graduation requirements and their future university goals.





## SCHEDULE

The current AISZ Upper School schedule is designed around a consistent ten day fixed schedule with a combination of 80 and 40 minute classes. Lunch times vary based on the student's grade level.

Grades 6-10	Electives and Exploration	Grades 11 and 12
4x80 and 1x40 minute classes over ten days with one advisory period and one consultation block	2x80 and 4x40 minute classes over ten days	80 minute classes every other day

Typical Student Schedule										
Period	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
1 8:00 - 8:40										
2 8:40 - 9:20										
Adv/Break 9:20 - 9:45	Advisory/Mid-Morning Break									
Consultation 9:45 - 10:20	Consultation Block									
3 10:20 - 11:00										
4 11:00 - 11:40										
5 11:40 - 12:45										
6 12:45-1:10										
7 1:10 - 1:50										
8 1:50 - 2:35										
9 2:35 - 3:15										

*Lunch block varies by grade*



## SPECIAL PROGRAMS

### Unity Trips

AISZ Unity Trips are an integral part of the AISZ mission of “Developing skills and character for futures rich with promise.” Unity Trips occur at the beginning of each school year and allow students to leave technology behind and focus on connecting with their classmates and the natural world.

Unity trips are a graduation requirement of all grade 9-12 students. Students will be graded on a pass or fail basis. The grade is based on their participation in our Unity Trip Outdoor Education curriculum and the student’s demonstration of our character values of Respect, Responsibility, Resilience, and Kindness during the excursions. Students will be awarded .25 credits per year which will be recorded on the transcript as pass or fail. Students must participate in these trips each year to graduate from AISZ. Students arriving to AISZ in grades 10-12 will have this .25 credit requirement waived for the years they were not present. This requirement begins in the 2025-2026 school year.

If for medical or other significant reasons a student cannot attend the trip, their parents must communicate in writing to the Upper School Associate Principal regarding the reason for their absence. Students not attending will be required to complete an alternate learning experience created in conjunction with the Upper School Associate Principal in order to receive their .25 credit. The focus of their alternate learning experience must be connected to outdoor education or the development of our character values of [Respect, Responsibility, Resilience or Kindness](#). They will also be required to attend school during Unity week to work on their alternative assignment.

### Creativity Activity Service (CAS)

CAS is organized around the three strands of Creativity, Activity, and Service and is an essential part of the AISZ experience. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning. CAS enables students to demonstrate attributes of the AISZ learner profile in real and practical ways, to grow as unique individuals, and to recognize their role in relation to others. Each individual student has a different starting point and different needs and goals. A CAS program is, therefore, individualized according to student interests, skills, values, and background.

The CAS graduation requirement at AISZ is an 18-month independent program in grades 11 and 12 to encourage students to participate in activities and programs outside of formal education and outside school hours. Students have autonomy and flexibility to decide how they want their 18 months to look like. They can choose to work on one project or choose to try multiple opportunities. The expectations are that students participate regularly, document their progress, incorporate all three strands, and meet the seven learning outcomes. The Creativity, Activity, or Service they choose is up to them. Additional information will be provided to students in grade 11 and 12 by the AISZ CAS Coordinator.



## **Advisory and Frisory**

AISZ uses a multi-tiered system of support (MTSS) approach to ensure that students can excel in their social, emotional, behavioral and academic pursuits. A key part of this approach are our Advisory and Frisory times. Advisory, held each day, is held in small teacher to student ratios so that teachers can get to know their students and support them. During Advisory time teachers discuss upcoming events in school, challenges students may be facing and also check on the academic and social emotional wellbeing of their students. During Frisory, held every other Friday, students participate in a schoolwide CharacterStrong curriculum that proactively teaches students social skills, reinforces our school values, and works to bring a strong sense of community into AISZ.

## **Consultation Block**

Part of our MTSS approach is being systematic about the needs of students. The approach works to ensure that if a student's need is not being met, we identify it and have a system to address it. This way no student falls through the cracks. During the consultation block students have multiple options. These include things such as formal interventions for gaps in learning, seeing teachers for academic assistance or extension, connecting with a counselor or working quietly to study or finish homework, to name a few. Consultation block has been well received and well utilized by our student body. If you need help, you will have available time and teachers to get it.

## **College and Academic Counseling**

AISZ is one of the few schools in Croatia that has a bespoke College Counselor to aid students in their transition to post secondary education. AISZ offers a robust College and Academic Counseling service to our students and parent community. The AISZ College and Academic Counselor will provide guidance to students to ensure they are prepared for college admissions to a best fit university in the future. In addition to meetings with the IB Coordinator and College and Academic Counselor each student will participate in the AISZ Workshop class. Workshop class prepares students for choosing their diploma pathway in grades 11 and 12 and for university and their post high school future. This course is taught by the college and university counselor and meets once every two weeks. No grade or credit is awarded for this course.

The College and Academic Counselor works closely with students from Grades 9 through 12, helping them align course selection with long-term goals and providing individualized advice tailored to a wide range of university systems, including the U.S., U.K., EU, Canada, and others. This early and ongoing support ensures that students are well-prepared for the demands of both their diploma pathway and future postsecondary plans.



## **Social Emotional Counseling**

Part of the AISZ system of support is having an experienced Social Emotional Counselor on faculty. The Social Emotional Counselor supports students and families with issues that may arise during the student's school journey. While the counselor does not provide long term therapeutic care, they are available to provide immediate support and resources to address problems. The Social Emotional Counselor also oversees the implementation of our proactive CharacterStrong curriculum, new student orientation, and social skills support.

## **AISZ DIPLOMA GRADUATION REQUIREMENTS**

The AISZ High School Diploma is the foundation for the student course of study at AISZ. All students will pursue this diploma at AISZ. Students must meet the credit requirements listed below to graduate. The AISZ Diploma is accredited for quality by the Middle States Association of Colleges and Schools and certifies student completion of a contemporary secondary school education. The Diploma may be used to gain access to universities and employment worldwide. As the variety and type of postsecondary education options varies greatly depending on the region, some universities may ask for additional requirements for admission. Our Academic and College Counselor will mentor students and families through the college admissions process to assist in this transition.

In order to graduate, students must have gained credit for the following courses (or course equivalents depending on their program) from Grades 9 - 12. Typically each course per semester is worth 0.5 credits in High School. Of the 24 credits, certain credits are required of all students to obtain their AISZ diploma. Students seeking additional diploma recognition (Honors, IB and Certificates) must meet additional specific requirements outlined in each program. Students must take 8 classes each semester in grade 9 and 10 and 6 in grades 11 and 12. Requests for lower class loads must be approved by the Support Services Team.



AISZ Minimum Diploma Requirements	
Course name	Credits
English	4
Mathematics	3
Sciences	3
Social Sciences	3
World Languages	2
Physical education & Health	2
Creative Arts (Performing, Visual, Technical)	1
Additional Courses	6
Unity Trip*	1
Creativity, Activity and Service (CAS)	0
Total credits	25

*\*The Unity Trip requirement will be phased in starting in 2025-2026. For example, a grade 12 student in 2025-2026 will only be required to complete .25 credits for graduation.*



## ADDITIONAL DIPLOMA PATHWAY INFORMATION

The following section provides information for students seeking a diploma qualification in addition to their AISZ Diploma. **These pathways are optional for students and not essential for college admission.** The options include the AISZ Honors Diploma, International Baccalaureate Diploma (IB/DP), AISZ Diploma with IB certificates and the Individualized Diploma Pathway. During the scheduling process, each student will meet with a counselor to answer their questions and provide guidance. Key aspects for those students who seek an additional diploma option are outlined below.

<b><i>AISZ Diploma (All Students)</i></b> <b><i>24 credits in certain areas of study</i></b>		
<b><i>AISZ Honors Diploma (optional)</i></b>	<b><i>IB Diploma (optional)</i></b>	<b><i>IB Course Certificates (optional)</i></b>
6 Pre-approved College Level Courses or Professional Level Certificates*  Any mix of AISZ course offerings  Pre-approved culminating Interdisciplinary Senior Project  Research Dissertation & Defense  Creativity, Activity, Service (CAS) or equivalency	6 IB Courses (usually 3 Higher level, 3 Standard level)  Full Extended Essay  Theory Of Knowledge (TOK)  Creativity, Activity, Service (CAS)  <i>IB Exams: Students must take IB Exams in May of their graduating year to gain the IB diploma</i>  IB Bilingual Diploma (Optional Add-on)	IB course plus certificate examination in any of their 6 courses  Any mix of IB SL/HL  Optional: Modified Extended Essay  Creativity, Activity, Service (CAS)  <i>IB Certificates: Students must take IB Exams in May of their graduating year to gain certificates</i>
<p>* The six courses and certificates must be pre-approved and aligned to the student's post secondary goals. The nature of the courses, examinations and performance will determine university acceptance of the diploma.</p> <p>Note: Given the varied admissions requirements for universities around the world, families should discuss post-secondary plans with the AISZ college and academic counselor before committing to a pathway.</p>		



## ADDITIONAL PATHWAY DESCRIPTIONS

AISZ prides itself on providing flexible options for graduation that best prepare students to navigate our ever changing world and to be well prepared for their university aspirations. Our course options in this guide further the American education ideals of innovation, choice, and personalization; supporting our vision of learners, “*Experiencing the Future Today.*” The following pathways are optional additions to our rigorous foundational college preparatory Diploma if students choose to participate in them.

### Option 1: AISZ Honors Diploma Addition

During the Spring of Grade 10 during the course selection process, students will have the option to enroll in the AISZ Honors Diploma Program in addition to their AISZ Diploma. This AISZ Honors Diploma program allows our students to learn deeply within areas of their interest and passion that are identified through an application process. The AISZ Honors Diploma addition allows a flexible and comprehensive way for our students to pursue domains that will enable focus, support post secondary pursuits, and enable them to connect and explore at the highest academic and co-curricular levels.

### AISZ Honors Diploma Key Components

The AISZ Honors Diploma is constructed on three pillars; rigorous academic coursework, the personalized senior project and the achievement of six external validations of learning. Together these three pillars ensure both a personalized experience and academic excellence. Honors Diploma credits approved by the academic/college counselor can be in lieu of the relevant subject area credits (e.g. an online business course in lieu of social sciences credit). Desire to participate in the Honors Diploma must be declared by the end of the first semester of grade 11 and all courses must be passed with a grade of 3 or higher to continue participation.

#### Pillar 1: Rigorous Coursework

Grade Level	Prerequisites	Credits
9-12	Completion of Prior Courses	24

The core of the Honors Diploma is based on the rigorous AISZ coursework (24 credits), coursework from approved accredited education institutions or the equivalent in professional certifications that are accepted in the Honors Diploma program application.

- 4 credits of English,
- 3 credits of math,





- 3 credits of social studies,
- 3 credits of science,
- 2 credit of world language,
- 8 additional arts, physical education (or equivalent), and electives credits,
- Six external validations of learning,
- Completion of an Interdisciplinary senior project,
- CAS or a component of their senior project that provides a benefit to the community.

It should be noted that the student's individual Honors Diploma plan will dictate how these credits are achieved.

## **Pillar 2: Six External Validating Metrics**

The presence of external metrics provides assurance to universities and workplaces that the student is performing academically and professionally at a high level of excellence. Students will work in conjunction with the Honors Diploma Coordinator to vet their proposed external metrics for rigor, quality, and alignment with the school's graduation requirements and post graduation goals. Expectations include:

- Identification of six external metrics to validate the rigor of the student's diploma work
- Validations may include but are not limited to:
  - College-level AISZ Advanced Topic courses,
  - Approved university credits,
  - Professional certifications (examples: cybersecurity, emergency medical technician, The Duke of Edinburgh),
  - Standardized assessments (ACT, SAT, AP exams, IB exams),
  - Externally validated portfolio or audition.

## **Pillar 3: The Personalized Senior Project**

The culmination of the student's honors diploma journey is creating, presenting, and defending a rigorous personalized senior project and associated dissertation. The senior project consists of:

- A 4000-word original dissertation or publication in an area of their interest and study,
- An authentic product, creation, or project aligned with the 4000-word research dissertation,
- Work validation through a process similar to AP Research course or the IB Extended Essay expectations,
- Presentation and oral defense of the project to a public review panel,
- May include extended professional immersion sabbatical (summer, semester or year),
- With pre-approval, the senior project may be taken for multiple credits in various subject areas.



To ensure students are eligible to apply to their desired university after graduation, planning for the AISZ Honors diploma will be done in conjunction with an academic and college counselor. This includes Honors Diploma structures that prepare them for the Croatian Matura exam or admission to UK and other universities. Note, any additional costs of external course and certificate completion will be the responsibility of the family. Students may not take both the IB Diploma and the Honors Diploma.

## Option 2: IB DP Diploma Program Addition

During the Spring of Grade 10 during the course selection process, students will have the option to enroll in the IB Diploma in addition to their AISZ Diploma. The IB Diploma Programme (DP) is a rigorous pre-university preparation programme designed for 16 to 19 year olds. The programme culminates with students sitting external examinations, the results of which may allow students to gain access to universities all over the world. In the 50 years since the Diploma Programme was created, its graduates have been well-prepared for university. For more information follow this [link to the IBO website](#).

The IB Diploma is a two-year programme with an international curriculum designed to give students learning experiences that emphasize *critical thinking, intercultural understanding, open-mindedness, principled action and respect for the diversity and commonality within the human family*. Students take courses from six groups of subjects, *gaining disciplinary strengths with methodology, knowledge, and conceptual understanding*. The Diploma Programme coursework is graded according to a criterion-based system, with well-defined levels of achievement addressing performance of knowledge, mastery, conceptual understanding, and skills pertinent to *both personal learning and subject-specific and disciplinary learning*.

Students completing the IB DP are expected to study six courses, three at standard level (SL) and three at higher level (HL). The courses are selected from the groups as shown below. All courses are scored on 1 - 7 scale:

- SL courses pass with a 3;
- HL courses pass with a 3, and with a total of 12 points;
- In order to pass the IB Diploma, students are expected to score a minimum total of 24 points, including 12 points at HL and 9 points at SL;
- As well as completing the six, academically challenging IB courses, IB DP students are also required to complete the IB Core requirements - [Extended Essay \(EE\)](#), [Theory of Knowledge \(TOK\)](#) and [Creativity, Activity and Service \(CAS\)](#);
- Students wishing to achieve a Bilingual Diploma usually take two Literature courses (*see above*), while all other Diploma requirements are the same.

AISZ is an IB World School, fully authorized by the International Baccalaureate Organisation and the certificates are issued by the IBO from Geneva in September following graduation. IB qualifications, and examination results are recognized and accepted by Universities around the World.



## IB Diploma Key Components

### IB DP Theory of Knowledge

Grade Level	Prerequisite	Credit Value
11-12	N/A	.5 credits per year

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. In TOK, students reflect on the knowledge, beliefs, and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students. The course centers on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?”. While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course. TOK is required for all IB DP candidates.

### IB DP Extended Essay requirements

Grade Level	Prerequisite	Credit Value
11-12	N/A	Uncredited requirement

The Extended Essay (EE) is a part of the core of the IB Diploma Programme, along with TOK and CAS. The EE is an independent research project formulated from a topic in one of the student’s academic classes.



## IB DP CAS Requirements

Grade Level	Prerequisite	Credit Value
11-12	N/A	Uncredited requirement

CAS is organized around the three strands of Creativity, Activity, and Service and it is at the heart of the IB DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS enables students to demonstrate attributes of the AISZ learner profile in real and practical ways, to grow as unique individuals, and to recognize their role in relation to others. Students develop skills, attitudes, and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities, and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment, and enjoyment. A meaningful CAS program is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS program is, therefore, individualized according to student interests, skills, values, and background.

At AISZ, CAS is an 18-month independent program to encourage students to participate in activities and programs outside of formal education and outside school hours. Students have autonomy and flexibility to decide how they want their 18 months to look. They can choose to work for 18 months on one project or choose to try multiple opportunities. The expectations are that students participate regularly, document their progress, incorporate all three strands, and meet the seven learning outcomes. The Creativity, Action, or Service they choose is up to them.

## IB DP Bilingual Diploma Addition

The IB offers an additional option for IB students who are multilingual. To be eligible for the IB Bilingual diploma, students must study Literature in two different languages or choose to take Literature in a language other than English. This addition is only available to students who successfully complete the full IB Diploma.

## Option 3: AISZ Diploma with IB Certificates Addition

Students who seek additional validation of their learning in addition to the AISZ Diploma but are not pursuing the full IB Diploma may wish to seek IB certificates in some of their grade 11-12 courses. To earn these certificates students must identify this desire to the IB coordinator in their junior year. Students must also complete all aspects of their IB courses and sit the corresponding IB exam and pass the course. Students who sign up for IB courses and follow the standard course curriculum will be prepared for these exams.



## Option 4: Individualized AISZ Diploma Pathway

Students on this pathway will graduate with an AISZ Diploma. Their coursework will be guided by an Individualized Learning Plan. This pathway is founded on the United States Common Core State standards with additional transition and life skills goals included in their programming. This pathway is available only to students with bona fide disabilities identified through an educational psychologist evaluation. This is not considered a traditional college preparatory program and the transcript will note that their curriculum was modified. To pursue this pathway, students and families must gain pre-approval from the AISZ Support Services Team and the high school principal.

## Master Course List

AISZ prides itself on offering a diverse list of course options for students. This is uncommon for a school of our size but is something we believe is an integral part of an American educational experience. To ensure a high level of rigor and consistency in our program some courses are required of each student. Please note required courses are identified in bold and noted in the Master Course List and the subject specific sections. IB courses are two years in length receiving 1 credit per year (2 total per course).

English Literature		
Course	Credit	Grade
<b>English 9</b>	<b>1</b>	<b>9</b>
<b>English 10</b>	<b>1</b>	<b>10</b>
IB DP English Language and Literature (SL)	1	11-12
IB DP English A Literature SL	1	11-12
IB DP English A Literature HL	1	11-12
IB DP English B Acquisition SL	1	11-12
IB DP English B Acquisition HL	1	11-12



Mathematics		
Course	Credit	Grade
<b>Integrated Math 2</b>	<b>1</b>	<b>9</b>
<b>Integrated Math 3</b>	<b>1</b>	<b>10</b>
Math Lab (By teacher recommendation)	.5	9-10
IB DP Math Analysis and Approaches SL	1	11-12
IB DP Math Analysis and Approaches HL	1	11-12
IB DP Math Applications and Interpretation SL	1	11-12

Sciences		
Course	Credit	Grade
<b>Science 9</b>	<b>1</b>	<b>9</b>
<b>Science 10</b>	<b>1</b>	<b>10</b>
*Sports Science	.5	9-10
*Environmental Science	.5	9-10
*Forensics	.5	9-10
IB DP Biology SL	1	11-12
IB DP Biology HL	1	11-12
IB DP Chemistry SL	1	11-12
IB DP Chemistry HL	1	11-12
IB DP Physics SL	1	11-12
IB DP Physics HL	1	11-12
IB DP Environmental Systems and Societies SL	1	11-12
IB DP Environmental Systems and Societies HL	1	11-12
<i>*Science electives in grade 9/10 are offered based on student interest and scheduling availability</i>		



Social Sciences		
Course	Credit	Grade
<b>Individuals and Societies 9</b>	<b>1</b>	<b>9</b>
<b>Individuals and Societies 10</b>	<b>1</b>	<b>10</b>
Power of Voice	.5	9-10
Personal Finance and Intro to Economics	.5	9-10
Entrepreneurship and Introduction to Business 1	.5	9-10
Entrepreneurship and Introduction to Business 2	.5	9-10
IB DP History SL	1	11-12
IB DP History HL	1	11-12
IB DP Economics SL	1	11-12
IB DP Economics HL	1	11-12
IB DP Psychology SL	1	11-12
IB DP Psychology HL	1	11-12

Physical and Health Education		
Course	Credit	Grade
<b>Physical and Health Education 9</b>	<b>1</b>	<b>9</b>
<b>Physical and Health Education 10</b>	<b>1</b>	<b>10</b>
Outdoor Education (Elective)	.5	9/10





Creative Arts - Music, Technology, Performing Arts, Visual Arts		
Course	Credit	Grade
Computer Aided Design <i>Elective</i>	.5	9/10
Design Lab	.5	9/10
Design Tech	.5	9/10
Drama 1	.5	9/10
Drama 2	.5	9/10
Media and Film	.5	9/10
Music 9	.5	9
Music 10	.5	10
Power of Voice	.5	9/10
Visual Arts	.5 or 1	9
Visual Arts	.5 or 1	10
Wood Design	.5	9/10
*Drama 3	.5	11/12
*Drama 4	.5	11/12
IB DP Music SL	1	11-12
IB DP Music HL	1	11-12
IB DP Visual Arts SL	1	11-12
IB DP Visual Arts HL	1	11-12
<i>*Available to students not participating in the IB DP Program and as schedule allows</i>		



World Languages - French		
Course	Credit	Grade
French	1	9
French	1	10
IB DP French B SL	1	11-12
IB DP French B HL	1	11-12
IB DP French ab initio SL	1	11-12

World Languages - German		
Course	Credit	Grade
German	1	9
German	1	10
IB DP German B SL	1	11-12
IB DP German B HL	1	11-12
IB DP German ab initio SL	1	11-12

World Languages - IB DP Course Options		
Course	Credit	Grade
<p>Some languages are available online through Pamoja Education. These courses count toward the IB Diploma and are taken virtually within the school day. Courses are taken at the parent's expense. Visit: <a href="https://pamojaeducation.com/ib-diploma">https://pamojaeducation.com/ib-diploma</a> for more information.</p>		



Home Language (Mother Tongue)		
Course	Credit	Grade
Croatian Language & Literature	1	9
*Independent Study Home Language (during school allocated time)	TBD	9
Croatian Language & Literature	1	10
Independent Study Home Language (during school allocated time)	TBD	10
IB DP Croatian A Literature HL	1	11-12
IB DP Croatian A Literature SL	1	11-12
IB DP French A Literature HL**	1	11-12
IB DP French A Literature SL**	1	11-12
IB DP German A Literature HL**	1	11-12
IB DP German A Literature SL**	1	11-12
IB DP Chinese A Literature HL**	1	11-12
IB DP Chinese A Literature SL**	1	11-12
IB DP Language A: literature school-supported self-taught home language course SL*	1	11-12
*Family-provided tutor at the family's expense. Credit is per principal approval.		

Additional IB Diploma Program Courses		
Creativity, Activity and Service Required of IB Diploma Candidates and AISZ Diploma Candidates	0	11-12
Theory of Knowledge (graded A-F) Required of IB Diploma Candidates	0	11-12



IB DP Online Courses		
Course	Credit	Grade
<p>Additional courses are available online through Pamoja Education. These courses count toward the IB Diploma and are taken virtually within the school day. Courses are taken at parent expense. Visit: <a href="https://pamojaeducation.com/ib-diploma">https://pamojaeducation.com/ib-diploma</a> for more information. If interested in these courses students should consult with the IB Coordinator for additional information.</p>		

Independent Study		
*Independent Study	0	11-12
*Independent Study courses must be approved by the College and Academic Counselor and the Support Services Team.		



## COURSE DESCRIPTION BY DEPARTMENT OR PROGRAM

Students may use the following section to find out more about their course choices. The course sign up process and specifics about these courses will be explained in greater depth each spring during the course sign up process.

### Core Subjects

#### Creative Arts - Music, Performing Arts, Technology & Visual Arts

Grade 9*
Digital Design (Elective)
Design Lab (Elective)
Drama 1 (Elective)
Media and Film (Elective)
Music (Elective)
Power of Voice (Elective)
Visual Arts 9 (Elective)
Wood Design (Elective)
Grade 10*
Digital Design (Elective)
Design Lab (Elective)
Drama 1 or 2 (Elective)
Media and Film (Elective)
Music (Elective)
Visual Arts 10 (Elective)
Wood Design (Elective)



Grade 11 and 12 (Options)		
Visual Arts SL/HL	Music SL/HL	**Drama - Independent Study
<ul style="list-style-type: none"> <li>- 1 credit of creative arts is required in grade 9/10 of Visual Arts, Drama, Music or Design</li> <li>- Students not participating in the full IB Diploma program may take Drama as an independent study course.</li> <li>- Note: Students not participating in Home Language or Croatian will be placed in Power of Voice, Media and Film, or Design.</li> </ul>		

## Creative Arts Course Descriptions

Visual Arts 9/10		
<b>Grade Level:</b> 9/10	<b>Prerequisite:</b> n/a	<b>Credit Value:</b> 0.5 credits per semester
<p>This course is offered in two semesters, giving students the opportunity to take a year-long course or to choose the semester that most interests them. The course is designed to prepare students for the option of continuing their art education in IBDP Visual Arts. The focus of Semester 1 is on developing skills in two-dimensional art-making forms and learning how to communicate artistic intentions. Semester 2 is dedicated to developing skills in three-dimensional art-making forms. Both semesters place emphasis on process and reflection, with the goal of encouraging students to think and create like artists.</p>		

IB DP Visual Arts SL		
<b>Grade Level:</b> 11 - 12	<b>Prerequisite:</b> n/a	<b>Credit Value:</b> 1 credit per year
<p>IB Visual Arts is a two-year, highly rigorous academic program that allows students to explore the subject of Visual Arts through both theoretical and art-making practice. Through creating, connecting, and curating, students develop their own lines of inquiry to guide them through the art-making process.</p> <p>In Grade 11, students will complete a series of introductory workshops that will develop their artistic skills in a variety of art-making forms, such as 2D, 3D, and lens-based media. They will learn how to analyze works of art, conduct research on artists and historical movements, and to effectively communicate their artistic intentions. Most of the artwork produced this year is teacher-led, scaffolding student independence as the year progresses.</p> <p>In Grade 12, students will continue to build upon the body of artwork they began to create in Grade 11, in preparation for their final assessments. It is important to note that the artwork created this year is entirely student-driven. A higher degree of self-motivation and commitment is expected.</p>		



## IB DP Visual Arts HL

**Grade Level:** 11-12

**Prerequisite:** n/a

**Credit Value:** 1 credit per year

IB Visual Arts is a two-year, highly rigorous academic program that allows students to explore the subject of Visual Arts through both theoretical and art-making practice. Through creating, connecting, and curating, students develop their own lines of inquiry to guide them through the art-making process.

In Grade 11, students will complete a series of introductory workshops that will develop their artistic skills in a variety of art-making forms, such as 2D, 3D, and lens-based media. They will learn how to analyze works of art, conduct research on artists and historical movements, and to effectively communicate their artistic intentions. Most of the artwork produced this year is teacher-led, scaffolding student independence as the year progresses.

In Grade 12, students will continue to build upon the body of artwork they began to create in Grade 11, in preparation for their final assessments. HL students are required to create a stand-alone work of art that is situated within a context of the student's choosing. It is important to note that the artwork created this year is entirely student-driven. A higher degree of self-motivation and commitment is expected.

The Visual Arts HL course expectations require HL students to demonstrate a greater degree of both research and artistic productions than SL students.

## Design and Technology

**Grade Level:** 10

**Prerequisite:** n/a

**Credit Value:** Elective Credit .5

This course, generally for students in grade 10 not taking Croatian language or other home language courses, is meant to solidify students' understanding and application of the design thinking process. Students will utilize inquiry skills to explore the topics and brainstorm and refine their designs using a variety of ideation strategies. Students will explore a variety of digital and hands-on skills and techniques, creating prototypes and products that address a number of hypothetical and real-world issues. Finally, students will evaluate the success of their products and process, as well as potential future impact of their products on themselves, others, and the world.

\*This course is offered during the Home Language Block.





## Power of Voice

**Grade Level:** 10

**Prerequisite:** n/a

**Credit Value:** Elective Credit .5

This course is designed to help students develop the confidence and skills necessary for effective oral communication. Through a variety of speaking and writing activities—including speeches, debates, and presentations—students will learn how to organize ideas clearly, use appropriate verbal and nonverbal techniques, and tailor messages to different audiences. Emphasis will be placed on performance skills, active listening, critical thinking, writing for the audience and respectful peer feedback. By the end of the course, students will be able to speak with clarity, persuasion, and confidence in both formal and informal settings.

## Wood Design

**Grade Level:** 9/10

**Prerequisite:** n/a

**Credit Value:** Elective Credit 0.5

This course further develops students' knowledge and understanding of the design cycle. Using a variety of short challenges and wood-based products, students will refine their application of the stages of the design cycle. They will analyze a wide range of existing products to help them develop and present their ideas. They will use a variety of different materials and tools, both hand and power, reviewing safe, effective, and efficient use. Finally, students will evaluate the success and impact of their work, including areas for improvement. This course is designed to ensure that students have a solid understanding of the design thinking processes, understand their personal and global responsibilities, as well as gain some important life skills.

## Digital Design

**Grade Level:** 9/10

**Prerequisite:** n/a

**Credit Value:** Elective Credit 0.5

In this elective course, students will utilize the design cycle to create unique digital and real products. Students will learn how to use sophisticated photo and publication editing software to create original images, while also reviewing basic design principles (color, shape, layout). The psychology behind certain design techniques will be discussed and students will apply these to their own products. Additionally, students will learn how to use 3D design software to develop their ideas and turn them into real products using the school's 3D printers. For each of the above topics and projects, students will be expected to analyze existing products, brainstorm and develop their ideas before they create them, and evaluate their products' success after they are finished, all important skills that will help them become successful in the future.



## Design Lab

**Grade Level:** 9/10

**Prerequisite:** n/a

**Credit Value:** Elective Credit 0.5

This course gives students a chance to take charge of their own learning and studying a subject that interests them in much more detail. Students will be advised through selecting a topic, related to one or more of their school subjects, that will help them focus their in-depth and original research. Through regular check-ins and a formal written report, students will document their research and project process that will be the basis for their course grades. Finally, students will share their project and their learning with a wider audience, relevant to what they created. As students pursue their dream, they will also develop and refine important executive functioning skills important for success in the IB Diploma and AISZ Honors programs, as well as later in life.

## Media and Film

**Grade Level:** 9

**Prerequisite:** n/a

**Credit Value:** Elective Credit 1

Media News Broadcasting is an exciting and dynamic subject designed to give students hands-on experience in the world of media production, journalism, and digital storytelling. Through this course, students step into the roles of reporters, producers, editors, and presenters, working together to create professional-quality news segments and broadcasts for the school community. Students will explore Developing the skills of media production, Programming, Editing and Script Writing, Directing, Production Management, Reporting and Public Speaking.

*\*This course is offered during the Home Language Block.*

## Music

**Grade Level:** 9/10

**Prerequisite:** n/a

**Credit Value:** 0.5 per semester

The acquisition of musical knowledge and skills is cumulative and sequential, based on the learning from earlier grades. Students consolidate their prior music learning through a variety of opportunities for listening, performing, and creating individually and in vocal and instrumental ensembles. Students will develop skills in an area of passion through inquiry projects, collaborate with the drama class in the production, gain a general knowledge of history, theory, and composition in preparation for the IB music course.



## IB DP Music SL

**Grade Level:** 11-12

**Prerequisite:** n/a

**Credit Value:** 1 credit per year

In IB Music SL, students develop and affirm their unique musical identities while expanding and refining their musicianship. Students will explore in varied and sometimes unfamiliar contexts, experiment to gain hands-on experience while honing musical skills, present samples of their musical work and learn to communicate critical artistic intentions and purpose. This music curriculum also reflects the substantial global increase in access to digital technologies, therefore students will engage with a range of technologies.

## IB DP Music HL

**Grade Level:** 11-12

**Prerequisite:** n/a

**Credit Value:** 1 credit per year

In IB Music SL, students develop and affirm their unique musical identities while expanding and refining their musicianship. Students will explore in varied and sometimes unfamiliar contexts, experiment to gain hands-on experience while honing musical skills, present samples of their musical work and learn to communicate critical artistic intentions and purpose. This music curriculum also reflects the substantial global increase in access to digital technologies; therefore students will engage with a range of technologies.

In Music HL, students have an additional task that will demonstrate knowledge and understanding of the core syllabus areas by formulating and communicating intentions for a project that is based on real-life practices of music-making, developing as a musician, and collaboration with others. This music-making component is 30% of their final assessment.



## Drama 1 & Drama 2

**Grade Level:** 9/10

**Prerequisite:** n/a

**Credit Value:** 0.5 per semester

Theatre is a powerful tool for influencing social change and is a very effective way in which students can explore how the arts can make the world a better place. Through exploring various forms of theatre, students will discover how they too can be effective in creating positive social changes. Students will undergo a journey of discovery into the world of theatre productions creating their own theatre company. They will discover the process by which original live theatre is created in an authentic manner. This unit will offer a range of opportunities for self-discovery and personal growth, in addition to developing key dramatic skills. It allows students to pursue their own personal theatrical interests and skills. Though this is a one-semester elective, students may take this course in both semesters as the content differs each semester.

## Drama Independent Study

**Grade Level:** 11 & 12

**Prerequisite:** n/a

**Credit Value:** Elective Credit .5 credit

The Independent Drama Program is a combination of individual research, creative exploration, and practical performance work, students investigate a range of theatrical traditions, techniques, and styles from diverse cultures and time periods. The program emphasizes independent learning, allowing students to design and pursue personalized projects, such as writing original plays, directing scenes, designing production elements, or critically analyzing performances. Students are encouraged to take intellectual and artistic risks as they reflect on the social, political, and ethical dimensions of theatre. They will document their process through reflective journals, research portfolios, and performance reviews, demonstrating growth as performers, creators, and informed global citizens. Students who have a passion for Drama and performance and are not taking the full IB Diploma can continue their studies in this course. Students in this course will provide leadership in our drama courses and productions to hone their skills and further enhance our AISZ productions. Due to the recursive nature of this curriculum students can take the course multiple times.



## English Language and Literature

Grade 9				
<b>English 9 (Required)</b>				
Grade 10				
<b>English 10 (Required)</b>				
Grade 11 and 12 (Options)				
English A: Literature SL	English A: Literature HL	English A: Language and Literature SL	English B: Language Acquisition SL	English B: Language Acquisition HL

### English Course Descriptions

English 9		
<b>Grade Level:</b> 9	<b>Prerequisite:</b> n/a	<b>Credit Value:</b> 1
<p>The Grade 9 Language and Literature course focuses on linguistic, analytical, and communicative skills in order to develop interdisciplinary understanding. Based on the AERO English Language Arts Standards, students develop skills in six domains: listening, speaking, reading, writing, viewing and presenting. Within the AERO framework, specific Power Standards have been identified that are key to the progression of skill-building within the course. The course includes a balanced study of genres and literary texts.</p> <p>Students interact with texts to generate moral, social, economic, political, cultural and environmental insights. Inquiry is an integral component of language learning and aims to support students' understanding by providing opportunities for independent and collaborative investigation. In grade 9, students build their writing skills to produce literary analysis essays. In the domain of reading, students read a variety of text types that introduce students to the conventions of the genre: drama, prose, nonfiction, and poetry.</p>		



## English 10

**Grade Level:** 10

**Prerequisite:** English 9

**Credit Value:** 1

The Grade 10 Language and Literature course focuses on linguistic, analytical, and communicative skills in order to develop interdisciplinary understanding. Based on the AERO English Language Arts Standards, students develop skills in six domains: listening, speaking, reading, writing, viewing and presenting. Within the AERO framework, specific Power Standards have been identified that are key to the progression of skill-building within the course. The course includes a balanced study of genres and literary texts.

Students interact with texts to generate moral, social, economic, political, cultural and environmental insights. Inquiry is an integral component of language learning and aims to support students' understanding by providing opportunities for independent and collaborative investigation. In grade 10, students build their writing skills to produce literary analysis essays. In the domain of reading, students read a variety of text types that introduce students to the conventions of the genre: drama, prose, nonfiction, and poetry.

## IB DP English A: Literature SL

**Grade Level:** 11-12

**Prerequisite:** English 10

**Credit Value:** 1 credit per year

In English Literature Standard Level, students focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. The texts studied are chosen from the IB prescribed reading list. The course is divided into three main Areas of Exploration:

1. Readers, writers, and texts,
2. Time and space,
3. Intertextuality: Connecting texts.

These areas of exploration allow students to learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history.

Standard Level students are required to read a minimum of seven works within the three areas of exploration of varying genre, time period, author gender and cultural context. Students will develop their ability to provide literary commentary on different literary forms, both in written form and orally. Students are assessed externally on literary analysis of an unseen text, and a comparative essay based on two works studied. Students will also complete an internal assessment component of the course which contributes 30% towards the final grade. The internal assessment is a prepared response that examines the ways in which a global issue is presented through the content and form of two of the works that are studied.



## IB DP English A: Literature HL

**Grade Level:** 11-12

**Prerequisite:** English 10

**Credit Value:** 1 credit per year

In English Literature Higher Level students focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. The studied texts are chosen from the IB prescribed reading list. The course is divided into three main areas of Exploration:

1. Readers, writers, and texts,
2. Time and space,
3. Intertextuality: Connecting texts.

These areas of exploration allow students to learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history.

Higher Level students are required to read a minimum of ten works within the three parts of varying genre, time period, author gender, and cultural context. Students will develop their ability to provide literary commentary on different literary forms, both in written form and orally. Students are assessed externally on literary analysis of two unseen texts of different literary forms, a comparative essay based on two works studied, and the Higher Level Essay which is an exploration of a line of inquiry in relation to a studied literary text or work. Students will also complete an internal assessment component of the course which contributes 20% towards the final grade. The internal assessment is a prepared response that examines the ways in which a global issue is presented through the content and form of two of the works that are studied, one written in the original language and one in translation.





## IB DP English A: Language and Literature SL

**Grade Level:** 11/12

**Prerequisite:** English 10

**Credit Value:** 1 credit per year

In English Language and Literature Standard Level, students will learn about both literary and non-literary texts, adopting a variety of approaches to textual criticism. Students will learn about the complex nature of language and explore its practical and aesthetic functions. Throughout the course students explore the various ways in which language choices, text types, literary forms, and contextual elements affect meaning. The literary texts studied are chosen from the IB prescribed reading list. The course is divided into three main Areas of Exploration:

1. Readers, writers, and texts,
2. Time and space,
3. Intertextuality: Connecting texts.

Standard Level students are required to read a minimum of four literary works within the three areas of exploration of varying genre, time period, author gender and cultural context. They are also required to study a variety of non-literary text types. Students will develop their ability to provide analytical commentary on different textual styles, both in written form and orally. Students are assessed externally on an analysis of an unseen non-literary text, and a comparative essay based on two literary works studied. Students will also complete an internal assessment component of the course which contributes 30% towards the final grade. The internal assessment is a prepared response that examines the ways in which a global issue is presented through the content and form of one literary and one non-literary text that are studied.

## IB DP English B SL or HL

**Grade Level:** 11-12

**Prerequisite:** WIDA levels to determine placement

**Credit Value:** 1 credit per year

English B Standard Level or Higher Level is a language acquisition course designed for students that have been engaged previously with English as an Additional Language and/or English acquisition. The entrance requirements for English B in lieu of English A are determined by the school and the student's academic history. This aligns to entrance requirements mandated by the International Baccalaureate program. Students further develop their ability to communicate through the study of language, themes, texts, and issues of global significance. There are five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet.

Students learn to communicate in English in familiar and unfamiliar contexts. The students are expected to develop receptive, productive, and interactive skills. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and English language culture(s). Note, this course is also available to native or near native speakers who are seeking the AISZ Diploma but not an IB Diploma or IB Certificates.



## Mathematics

Grade 9		
<b>Integrated Math 2 (Required)</b>		
Math Lab (By Teacher Recommendation)		
Grade 10		
<b>Integrated Math 3 (Required)</b>		
Math Lab (By Teacher Recommendation)		
Grade 11 and 12 (Options)*		
Math: Applications & Interpretations SL	Math: Analysis & Approaches SL	Math: Analysis & Approaches HL <i>*teacher recommendation preferred</i>

## Math Course Descriptions

Integrated Math 2 (Grade 9)		
<b>Grade Level:</b> 9	<b>Prerequisite:</b> n/a	<b>Credit Value:</b> 1
<p><b>Integrated Math 2</b> builds on the foundation of Integrated Math 1, focusing on deepening students' understanding of algebra, geometry, and probability through problem-based learning. Students explore quadratic functions and equations, analyze the structure of expressions, and study a variety of function types and their behaviors. Geometric concepts are developed further with an emphasis on similarity, right triangle trigonometry, and the properties of circles and other conic sections. Students also engage in hands-on investigations of measurement, angles, and shapes, and are introduced to the fundamentals of probability. The course emphasizes critical thinking, collaboration, and real-world application, helping students build strong mathematical reasoning skills in preparation for higher-level math courses.</p>		



Integrated Math 3 (Grade 10)		
<b>Grade Level:</b> 10	<b>Prerequisite:</b> Math 9	<b>Credit Value:</b> 1
<p><b>Integrated Math 3</b> builds upon the foundations laid in previous courses, guiding students through an in-depth exploration of advanced mathematical concepts. Students delve into functions and their inverses, logarithmic and polynomial functions, and rational functions and expressions. The curriculum emphasizes modeling with geometry, offering practical applications of geometric principles. Additionally, students engage with trigonometric functions, probability, and statistics, enhancing their analytical and problem-solving skills. This comprehensive approach ensures that students develop a robust understanding of mathematics, preparing them for future academic and real-world challenges.</p>		

Math Lab		
<b>Grade Level:</b> 9/10	<b>Prerequisite:</b> Teacher Recommendation	<b>Credit Value:</b> 1
<p>Math Lab serves multiple purposes including approaches that fill gaps in learning as well as extend learning for students. Math lab courses may be counted for math credit (in addition to but not as a substitute for Integrated math 9 &amp; 10). Math lab may not be recognized as a math credit for university admissions. Please speak with the College and Academic counselor with questions. Math lab is only available through teacher or administrator recommendation.</p>		



### IB DP Math: Applications and Interpretation SL

**Grade Level:** 11-12

**Prerequisite:** Math 10

**Credit Value:** 1 credit per year

Mathematics: applications and interpretation is 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.

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

### IB DP Math: Analysis and Approaches SL

**Grade Level:** 11-12

**Prerequisite:** Math 10

**Credit Value:** 1 credit per year

Mathematics: analysis and approaches is 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 technology.

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.



## IB DP Math: Analysis and Approaches HL

**Grade Level:** 11-12

**Prerequisite:** Math 10  
and teacher reference

**Credit Value:** 1 credit per year

Mathematics: analysis and approaches is 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 technology.

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

## Physical and Health Education

### Grade 9

#### Physical and Health Education (required)

Outdoor Education (Elective)

### Grade 10

#### Physical and Health Education (required)

Outdoor Education (Elective)



## Physical and Health Education Course Descriptions

### Physical and Health Education 9

**Grade Level:** 9

**Prerequisite:** n/a

**Credit Value:** 1

**Grade 9 Physical and Health Education** is designed to develop students' physical literacy, health knowledge, and personal well-being in alignment with SHAPE America standards. This course emphasizes skill development, fitness planning, and health education to promote lifelong active living. In the physical education component, students will engage in a variety of activities that enhance movement competence, teamwork, and personal fitness. They will set and work toward personal fitness goals, applying principles of training and self-assessment to foster lifelong health and wellness.

The health education component focuses on developing students' understanding of the connections between active living, nutrition, and overall well-being. Students will explore factors influencing substance use, including social pressures and risk behaviors, while developing strategies for resilience and informed decision-making regarding alcohol, drugs, and tobacco.

### Physical and Health Education 10

**Grade Level:** 10

**Prerequisite:** n/a

**Credit Value:** 1

**Grade 10 Physical and Health Education** is designed to support students' physical, cognitive, and social development through movement, health literacy, and wellness education. Aligned with SHAPE America standards, this course emphasizes the development of skills, knowledge, and behaviors that promote lifelong health and physical activity. In the physical education component, students will engage in diverse movement experiences that enhance physical competence, including personal fitness. They will apply principles of training, demonstrate responsible behavior in various activity settings, and develop strategies for maintaining an active lifestyle.

The health education component builds upon prior learning, deepening students' understanding of mental health, emotional well-being, and personal decision-making. Students will examine factors influencing nutrition and personal health choices, explore the impact of substance use, and analyze risk behaviors. Additionally, they will develop skills for responsible decision-making related to relationships and sexual health, including effective communication and strategies for personal safety.



Outdoor Education		
<b>Grade Level:</b> 9/10	<b>Prerequisite:</b> n/a	<b>Credit Value:</b> Elective Credit 0.5
<p><b>Outdoor Education</b> is a semester-long experiential course designed to equip students with the knowledge and skills necessary to engage confidently and responsibly in outdoor environments. Utilizing nature as an extended classroom, students will develop competencies in leadership, trip planning, navigation, wilderness survival, and camping. The course aims to foster a lifelong appreciation for outdoor activities while emphasizing safety, sustainability, and personal growth. Through hands-on experiences, students will cultivate problem-solving abilities, resilience, teamwork, and self-reliance. Additionally, Outdoor Education provides opportunities for students to explore new interests, enhance self-confidence, and develop skills that are valuable for both personal and professional life. Students will be challenged mentally, physically, socially, and emotionally as they engage in activities that promote well-being, environmental stewardship, and an active lifestyle.</p>		

## Science

Grade 9				
Science 9 (Required)				
Environmental Science (Elective)				
Sports Science (Elective)				
Grade 10				
Science 10 (Required)				
Environmental Science (Elective)				
Sports Science (Elective)				
Grade 11 and 12 (Options)				
Biology HL/SL	Chemistry HL/SL	Physics HL/SL <small>*HL, teacher recommendation preferred</small>	Environmental Societies HL/ SL	Systems and
<i>*Electives are offered depending on course sign-up</i>				



## Science Course Descriptions

### Science 9

**Grade Level:** 9

**Prerequisite:** n/a

**Credit Value:** 1

The coevolution of life and earth systems is best understood with an integrated approach. In this integrated science program, students will explore major scientific principles within chemical and biological systems in the universe. Students will start with the Big Bang and how all elements are created in the birth of stars. By understanding atomic structure and chemical reactions, students can begin to model how the molecules of life lead to the rich biodiversity and dynamic ecosystems of the earth. Finally, students will use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

NGSS Performance expectations allow learners to explain phenomena central to the sciences and blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge to explain real world phenomena in the physical, biological, and earth and space sciences. Students will demonstrate scientific understanding by developing and understanding models, planning and conducting investigations, analysing and interpreting data, using mathematical and computational thinking, and constructing explanations.

### Science 10

**Grade Level:** 10

**Prerequisite:** Science 9

**Credit Value:** 1

This course continues with the major scientific themes taught in grade 9 with the objective that by the end of the course students will have a broad understanding of science through a combined biological, chemical and physical approach built over a two year period. Students, in this second year of science, continue to discover important scientific content, develop basic scientific skills while exploring the universe, kinematics, basic Newtonian physics, energy, chemical processes and global environmental issues. Course activities include basic lab skills and involve significant work in research, writing and technological skills. Assessments are varied and allow students to demonstrate their understanding and extend their knowledge.





## IB DP Biology SL

**Grade Level:** 11-12

**Prerequisite:** Science 10

**Credit Value:** 1 credit per year

In Biology Standard Level students gather knowledge and develop a general understanding of the principles of the subject and the associated skills. The biology syllabus comprises of four themes, each made up of two concepts, the themes provide a lens to view the syllabus content.

**Theme A:** Unity and diversity

**Theme B:** Form and function

**Theme C:** Interaction and interdependence

**Theme D:** Continuity and change

The syllabus is further arranged by following four levels of biological organization, which also serve as conceptual lenses.

**Level 1:** Molecules

**Level 2:** Cells

**Level 3:** Organisms

**Level 4:** Ecosystems

Over the two year course students will study cell and molecular biology, genetics, ecology, human physiology, evolution and biodiversity amongst other topics. Guiding questions are used as signposts for lines of inquiry and linking questions allow students to apply concepts from one topic to another. The goal is to encourage students to develop networked knowledge. Students also complete an Internal Assessment component of the course, a long-term investigation designed and carried out by the student, which contributes 20% towards the final grade. Students will also participate in an interdisciplinary activity called the Group 4 Project. Students must be highly motivated and well organised to get the most from the internal assessment.



## IB DP Biology HL

**Grade Level:** 11-12

**Prerequisite:** Science 10

**Credit Value:** 1 credit per year

In Biology Higher Level students will increase their knowledge and understanding of the subject, practice and develop associated skills. This course provides a solid foundation for further study at university level. The biology syllabus comprises of four themes, each made up of two concepts, the themes provide a lens to view the syllabus content.

**Theme A:** Unity and diversity

**Theme B:** Form and function

**Theme C:** Interaction and interdependence

**Theme D:** Continuity and change

The syllabus is further arranged by following four levels of biological organization, which also serve as conceptual lenses.

**Level 1:** Molecules

**Level 2:** Cells

**Level 3:** Organisms

**Level 4:** Ecosystems

Over the two year course students will study cell and molecular biology, genetics, ecology, human physiology, evolution and biodiversity amongst other topics. Guiding questions are used as signposts for lines of inquiry and linking questions allow students to apply concepts from one topic to another. The goal is to encourage students to develop networked knowledge. Students also complete an Internal Assessment component of the course, a long-term investigation designed and carried out by the student, which contributes 20% towards the final grade. Students will also participate in an interdisciplinary activity called the Group 4 Project. Students must be highly motivated and well organised to get the most from the internal assessment.



## IB DP Chemistry SL

**Grade Level:** 11-12

**Prerequisite:** Science 10

**Credit Value:** 1 credit per year

Chemistry is primarily concerned with identifying patterns that allow us to explain matter at the microscopic level. This then allows us to predict and control matter's behaviour at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. Given the pattern-seeking nature of chemistry, the development of generalized rules and principles also plays an important part in knowledge production, as do the concrete statements provided by mathematical laws.

The SL course provides students with a fundamental understanding of chemistry and experience of the associated skills. These topics will be examined externally at the end of the two year course. Students will also complete an Internal Assessment component of the course, a long-term investigation designed and carried out by the student, which contributes 20% towards the final grade. There is also an interdisciplinary activity called the Group 4 Project. Students must be highly motivated and well organised to benefit the most from the internal assessment activity.

## IB DP Chemistry HL

**Grade Level:** 11-12

**Prerequisite:** Science 10

**Credit Value:** 1 credit per year

Chemistry is primarily concerned with identifying patterns that allow us to explain matter at the microscopic level. This then allows us to predict and control matter's behaviour at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. Given the pattern-seeking nature of chemistry, the development of generalized rules and principles also plays an important part in knowledge production, as do the concrete statements provided by mathematical laws.

As well as being conceptually more demanding, students will explore the HL content in greater depth. The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus. These topics will be examined externally at the end of the two year course. Students will also complete an Internal Assessment component of the course, a long-term investigation designed and carried out by the student, which contributes 20% towards the final grade. There is also an interdisciplinary activity called the Group 4 Project. Students must be highly motivated and well organised to benefit the most from the internal assessment activity.



## IB DP Environmental systems and societies SL

**Grade Level:** 11-12

**Prerequisite:** Science 10

**Credit Value:** 1 credit per year

The International Baccalaureate (IB) Standard Level (SL) Environmental Systems and Societies (ESS) course is an interdisciplinary program that combines aspects of biology, geography, and environmental science. This course challenges students to explore the complex interactions between environmental and social systems, fostering a deeper understanding of sustainability and environmental responsibility.

Success in IB SL ESS requires a commitment to consistent reading and active class participation. Students will investigate topics such as ecosystems, biodiversity, climate change, and resource management. To excel in this course, students must demonstrate proficiency in the following skills:

1. **Reading and Comprehension:** A significant portion of the course involves reading scientific articles, case studies, and textbook material. Students must be prepared to analyze complex information and retain key concepts through regular study and review.
2. **Memorization and Recall:** Students are required to learn and recall a wide range of scientific terminology, environmental processes, and case studies. Effective memorization strategies are crucial for success in assessments and exams.
3. **Critical Thinking and Analysis:** Students will evaluate environmental issues from multiple perspectives, developing informed opinions supported by evidence and scientific reasoning.
4. **Class Discussions and Participation:** Daily discussions are a key component of the course. Students are expected to engage actively by sharing ideas, debating environmental issues, and connecting scientific concepts to real-world challenges.
5. **Research and Investigation:** Students will undertake independent research projects and fieldwork to explore environmental systems firsthand, developing skills in data collection, analysis, and interpretation.
6. **Data Collection, Processing, Presentation, and Statistical Analysis:** Students will process and present their data during laboratory or field work investigations. They will also learn how to use various statistical analysis tools. Basic mathematical skills are needed.
7. **Communication:** Clear and effective communication is essential. Students must be able to express their understanding through essays, presentations, and structured arguments, using appropriate language and evidence.

The IB SL ESS course requires dedication, strong study habits, and a willingness to engage actively in classroom discussions. By developing these skills, students will build a solid foundation for understanding environmental challenges and contributing to sustainable solutions in their future academic and personal pursuits.



## IB DP Environmental systems and societies HL

**Grade Level:** 11-12

**Prerequisite:** Science 10

**Credit Value:** 1 credit per year

The International Baccalaureate (IB) Higher Level (HL) Environmental Systems and Societies (ESS) course is an interdisciplinary program that integrates environmental science with social perspectives. This rigorous course encourages students to explore the intricate balance between environmental sustainability and human development, fostering informed global citizens.

Success in IB HL ESS requires strong analytical skills, dedication to extensive reading, and active class participation. With expanded content and greater depth than the Standard Level course, HL ESS demands a higher level of critical thinking and independent study. Students will engage with complex environmental issues, such as climate change, pollution management, and biodiversity conservation, while also exploring social, political, and economic influences on these issues.

To excel in this course, students must develop proficiency in the following skills:

1. **Advanced Reading and Comprehension:** The HL course involves in-depth exploration of scientific research, case studies, and environmental reports. Students must actively engage with challenging texts and extract key information efficiently.
2. **Memorization and Concept Mastery:** The HL curriculum expands upon the core concepts of ESS, requiring students to recall detailed environmental processes, case studies, and key terminology with accuracy.
3. **Critical Thinking and Evaluation:** Students are required to assess environmental issues from multiple perspectives, analyzing causes, impacts, and possible solutions with depth and precision.
4. **Class Discussions and Debates:** Active participation in daily discussions is vital. Students must confidently express their viewpoints, engage in debates, and apply scientific evidence to support their arguments.
5. **Research and Investigation:** Independent inquiry is emphasized in the HL course. Students will undertake extensive research projects, conduct fieldwork, and apply scientific methodologies to collect and analyze data.
6. **Data Collection, Processing, Presentation, and Statistical Analysis:** Students will process and present their data during laboratory or field work investigations. They will also learn how to use various statistical analysis tools. Basic mathematical skills are needed.
7. **Communication and Presentation:** Students must clearly articulate their understanding of environmental concepts through structured essays, reports, and oral presentations, demonstrating strong argumentation and evidence-based conclusions.

IB HL ESS is a demanding yet rewarding course that requires dedication, self-discipline, and a proactive approach to learning. By mastering these skills, students will be well-prepared for further studies in environmental science, policy-making, and related fields, contributing to meaningful solutions for global environmental challenges.



## IB DP Physics SL

**Grade Level:** 11-12

**Prerequisite:** Science 10

**Credit Value:** 1 credit per year

The International Baccalaureate (IB) Standard Level (SL) Physics course offers students a comprehensive introduction to the fundamental principles of physics while maintaining a manageable scope for those pursuing a balanced academic schedule. Although the SL course includes fewer hours of content and laboratory activities than the Higher Level (HL) course, it remains a challenging and demanding program requiring dedication and strong conceptual understanding.

Success in IB SL Physics requires the development of analytical thinking and mathematical skills, albeit at a less intense level than the HL course. Students will explore key topics such as mechanics, waves, electricity, and atomic physics. To excel in these areas, students must develop proficiency in the following skills:

1. **Mathematical Application:** While the mathematical demands are somewhat reduced compared to HL Physics, students are still expected to use algebra and trigonometry to solve physics problems and apply quantitative reasoning effectively.
2. **Data Analysis:** Students will analyze experimental data, create graphs, and apply error analysis techniques to interpret results and draw meaningful conclusions.
3. **Critical Thinking:** The course emphasizes understanding scientific principles, identifying patterns in data, and forming logical explanations based on evidence.
4. **Problem-Solving:** Students will apply physics concepts to practical and theoretical scenarios, developing strategies to approach unfamiliar problems methodically.
5. **Practical Skills:** While fewer in number, laboratory activities are still essential for reinforcing concepts and developing precise measurement techniques. The Internal Assessment laboratory assessment will count as 20% of the overall grade for the course.
6. **Communication:** Students are encouraged to clearly express their understanding of physics concepts through written work and presentations, using appropriate scientific language and notation.

While the reduced content load may appeal to students seeking a less mathematically demanding course, IB SL Physics still requires strong problem-solving abilities and consistent effort. Students who find mathematics challenging may still face difficulties and should be prepared to develop their skills through practice and perseverance. With dedication, students can build a solid foundation in physics that prepares them for further studies in science, engineering, or related fields.



## IB DP Physics HL

**Grade Level:** 11-12

**Prerequisite:** Science 10 and teacher referral preferred

**Credit Value:** 1 credit per year

The International Baccalaureate (IB) Higher Level (HL) Physics course is a rigorous and challenging program designed for students with a strong interest in understanding the fundamental principles governing the natural world. This course combines theoretical knowledge with practical applications, developing both conceptual understanding and technical expertise.

Success in IB HL Physics requires a strong foundation in analytical thinking and mathematical skills. Students will engage with a variety of topics, including mechanics, thermodynamics, waves, electromagnetism, atomic physics, and modern physics. To excel in these areas, students must demonstrate proficiency in the following skills:

1. **Mathematical Reasoning:** Students will utilize algebra, trigonometry, and sometimes calculus to solve complex physics problems. This includes manipulating equations, performing unit conversions, and applying mathematical models to physical phenomena.
2. **Data Analysis:** Students will analyze experimental data using statistical tools, graphing techniques, and error analysis to draw meaningful conclusions from observations.
3. **Critical Thinking:** The course emphasizes evaluating scientific concepts, identifying relationships between variables, and constructing logical arguments based on evidence.
4. **Problem-Solving:** Students will apply physics principles to real-world scenarios, developing strategies to tackle unfamiliar problems through systematic reasoning and creative approaches.
5. **Practical Skills:** The course includes extensive laboratory work, where students will plan, execute, and analyze experiments while refining measurement techniques and improving precision. The Internal Assessment laboratory assessment will count as 20% of the overall grade for the course.
6. **Communication:** Students are expected to articulate their understanding of physics concepts clearly in written reports and oral presentations using appropriate scientific language and notation.

Students enrolling in IB HL Physics should possess a solid background in mathematics and demonstrate a commitment to developing their analytical skills through consistent practice and perseverance. By mastering these skills, students will be well-prepared for academic success in the course and future studies in science, engineering, and other technical fields.



### Sports Science Elective

**Grade Level:** 9/10

**Prerequisite:** n/a

**Credit Value:** Elective credit 0.5

Sports Science is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course with aspects of biological and physical science being studied in the specific context of sports, exercise, and health. The subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century.

### Environmental Science Elective

**Grade Level:** 9/10

**Prerequisite:** n/a

**Credit Value:** Elective credit 0.5

Our new one-semester elective, Environmental Science, is an experimental science course that combines academic study with the acquisition of practical and investigative skills. It is an applied science course where aspects of biological, chemical and physical science are studied in the specific context of ecosystems, conservation, and sustainability. The subject matter goes beyond the traditional science subjects to offer a deeper understanding of the environmental issues and challenges facing the world in the 21st century.

### Forensic Science Elective

**Grade Level:** 9/10

**Prerequisite:** n/a

**Credit Value:** Elective credit 0.5

Forensic Science, a one-semester elective, is a high-interest, inquiry-rich integrated science curriculum that emphasizes critical thinking and problem solving through the use of real-world forensic science methodologies. Forensic science as a discipline is a natural vehicle for students to practice science as inquiry. Students will explore types of evidence, and analyze crime scenes, fingerprints, fibers, toxicity, blood evidence, reliability of witnesses, and trace evidence. Though this is a one-semester elective, students may take this elective in both semesters as the content differs each semester.





## Social Sciences: Individuals and Societies

Grade 9		
Individuals and Societies 9: World History (Required)		
Personal Finance and Introduction to Economics		
Entrepreneurship and Introduction to Business		
Grade 10		
Individuals and Societies 10: World History (Required)		
Personal Finance and Introduction to Economics		
Entrepreneurship and Introduction to Business		
Grade 11 and 12 (Options)		
History SL/HL	Psychology SL/HL	Economics SL/HL

### Social Science Course Descriptions

Individuals and Societies 9: World History		
Grade Level: 9	Prerequisite: n/a	Credit Value: 1
<p>This course promotes student inquiry into politically, economically, socially, and culturally significant developments that have shaped and continue to shape the modern world. In order to be successful, the students will need to acquire a set of historical thinking skills, namely sourcing, contextualization, corroboration, and close reading while also beginning to appreciate that content and methodology of history can be debatable and controversial; hence they will practice the tolerance of uncertainty. Another of the overarching objectives of this course is to enhance the students' conceptual understanding of the big ideas in history (i.e. perspectives, change, continuity, causation, consequence, and significance). The students will accomplish these by studying a careful selection of topics that are chronologically sequenced beginning with the end of the Middle Ages, as well as an independent historical inquiry unit.</p>		



## Individuals and Societies 10: World History

**Grade Level:** 10

**Prerequisite:** World History 1

**Credit Value:** 1

This course is a continuation of the grade 9 course not only chronologically but also in that it seeks to further develop the notion of what makes us modern, as well as deepen the students' conceptual understanding of the big ideas in history (i.e. cause and effect, continuity and change, perspective, and significance) through inquiry and investigation of some of the major themes of the 19th and 20th century. Students collect, describe and analyze data used in studies of societies, test hypotheses, and learn how to interpret increasingly complex information, including original source material.

## IB DP History: SL

**Grade Level:** 11-12

**Prerequisite:** n/a

**Credit Value:** 1

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social, and cultural, and provides a balance of structure and flexibility. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social, and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past.



## IB DP History HL

**Grade Level:** 11-12

**Prerequisite:** n/a

**Credit Value:** 1

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social, and cultural, and provides a balance of structure and flexibility. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social, and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past.

## IB DP Economics SL

**Grade Level:** 11-12

**Prerequisite:** n/a

**Credit Value:** 1

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. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts 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); and at an international level, where countries are becoming increasingly interdependent (the global economy). Students explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues.



## IB DP Economics HL

**Grade Level:** 11-12

**Prerequisite:** n/a

**Credit Value:** 1

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. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts 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); and at an international level, where countries are becoming increasingly interdependent (the global economy). Students explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues.

HL students have additional perspectives, vocabulary, and diagrams that they are responsible for and also take three IB papers including the policy paper three, which is based on all units of the syllabus.



## IB DP Psychology SL

**Grade Level:** 11-12

**Prerequisite:** n/a

**Credit Value:** 1

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods, and understandings from a number of different disciplines. At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour:

- biological approach to understanding behaviour
- cognitive approach to understanding behaviour
- sociocultural approach to understanding behaviour.

The knowledge, concepts, theories, and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today.

The contribution and the interaction of the three approaches can be best understood through the options, which focus on areas of applied psychology. One of the following options will be studied in the SL course:

- abnormal psychology
- psychology of human relationships.

Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.



## IB DP Psychology HL

**Grade Level:** 11-12

**Prerequisite:** n/a

**Credit Value:** 1

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods, and understandings from a number of different disciplines. At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour:

- biological approach to understanding behaviour
- cognitive approach to understanding behaviour
- sociocultural approach to understanding behaviour.

The knowledge, concepts, theories, and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today.

The contribution and the interaction of the three approaches can be best understood through the options, which focus on areas of applied psychology. The following options will be studied in the HL course:

- abnormal psychology
- psychology of human relationships.

Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

## Personal Finance and Introduction to Economics

**Grade Level:** 9/10

**Prerequisite:** n/a

**Credit Value:** Elective Credit 0.5

This elective course offers to students the basics of economics and financial literacy. It is a simulation and inquiry based course that gives students the opportunities to understand how the world around them works by learning about and applying basic economic concepts. Students will understand basic economic terms such as producers and consumers, supply and demand, and scarcity. Students will demonstrate planning and money management skills and reflect on responsibility and decision making through projects, as well as begin to understand the role of financial institutions and government in markets.



## Entrepreneurship and Introduction to Business

**Grade Level:** 9/10

**Prerequisite:** n/a

**Credit Value:** Elective Credit 0.5

This elective course introduces students to the world of business. Students will understand basic principles of economic systems, business and organization types, labor market, types of remuneration and the importance of human capital. They will understand the roles of accounting, marketing, human resources, production, and the importance of ethics and social responsibility. They will compare ways in which businesses work in different national and international contexts. This course also focuses on the ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures. Through hands-on experiences, class discussions, personal and group projects, students have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

## AISZ Language Program Information

AISZ has been awarded the Program of Distinction for World Languages Award by the Middle States Accreditation agency. At AISZ, students develop their language proficiency in a world language (French or German) as well as in their home language/mother tongue. This is a substantial achievement for a small international school.

The AISZ Languages approach allows students to participate in three language programs: World Languages Acquisition (mandatory), Croatian Language (for native and near-native speakers), and other Home Languages study programs (for which the school offers scheduled allocations).

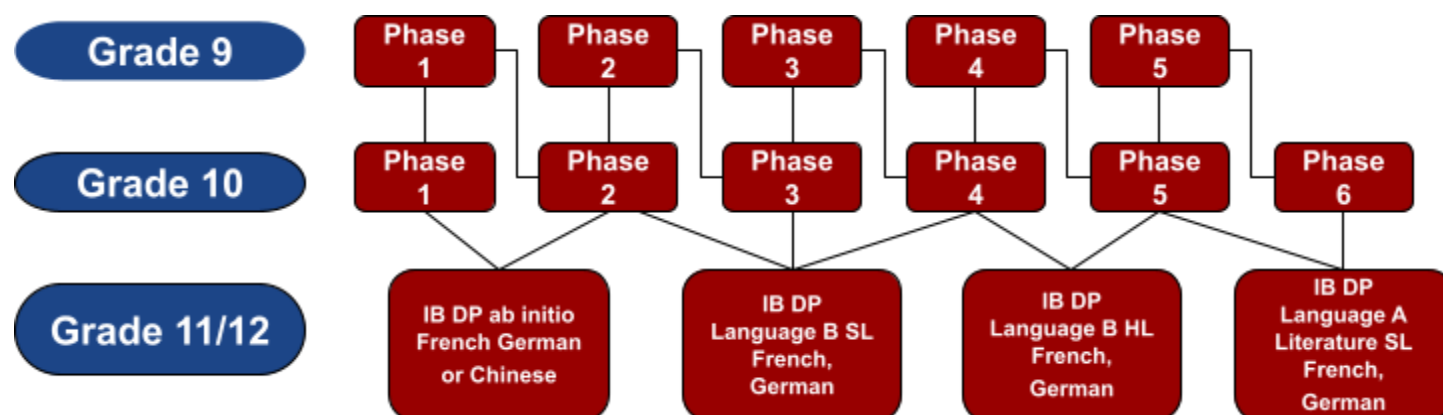
**World Language Acquisition Program** - The AISZ World Language Acquisition program offers students a choice between French and German. All students, regardless of their level, take either a French or German course.

**Croatian Language Program** - Our Croatian Language program is designed for students who are native or near-native speakers of Croatian. Students take Croatian classes during the Home Language Block and will continue Croatian language studies throughout their time at AISZ.

**Home and Other Language Program** - The Home and Other Language Study program allows students to independently study their native (home) language or any other language in which they are already proficient. In grades 11 and 12, a Chinese program for native speakers is also available. For additional information about all of these programs and how to access them, please see the following sections.



## World Language Program



Grade 9: French and German					
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	
Note: Students are placed in a phase based on their current level of language acquisition					
Grade 10: French and German					
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Note: Students are placed in a phase based on their current level of language acquisition					
Grade 11 and 12 (Options)					
Ab initio German French Chinese* Spanish*	Lang B SL French or German	Lang B HL French or German	SSST Lang A (Language and Literature) French, German and Chinese*		
*Chinese and Spanish Ab initio are currently available through Pamoja online at the parent's expense. Note: Please see the "Home Language" section for other selections **Class offerings are determined based on student numbers and teacher availability					





## World Language Course Descriptions

### Course Grade 9/10 World Language Acquisition: French or German

**Grade Level:** 9/10

**Prerequisite:** n/a

**Credit Value:** 1 credit per year

Students select either French or German as their World Language. The World Language Acquisition program follows a spiral/sequential curriculum which leads to the development of communicative proficiency. The program is divided into phases (levels). As students progress through the phases they are expected to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic situations, and for an increasing variety of audiences and purposes.

Linguistic and cultural contents follow the AERO standards as well as recommendations of the Common European Framework of Reference.

#### Phase 1

Students identify and recognize meaning and communicate in a limited range of everyday situations. They use basic vocabulary, understand, produce, and respond to simple short texts and interact in simple and rehearsed exchanges.

#### Phase 2

Students recognize and understand meaning and communicate in a limited range of familiar situations. They use basic language, understand, produce, and respond to simple texts and interact in simple rehearsed and some unrehearsed exchanges.

#### Phase 3

Students understand *meaning* and communicate in familiar and some unfamiliar situations, using appropriate registers (degree of formality) in a limited range of interpersonal and cultural *contexts*. They use language accurately, understand, produce, and respond to a limited range of texts and interact in rehearsed and unrehearsed exchanges.

#### Phase 4

Students construct and interpret meaning and communicate in familiar and unfamiliar situations, using appropriate registers in a range of interpersonal and cultural contexts. They use language accurately, understand, produce, and respond to a range of texts and engage actively with a range of audiences.



## Phase 5

Students construct and analyze meaning and communicate in social and some academic situations, using appropriate registers in a range of interpersonal and cultural contexts. They use language accurately and effectively, understand, produce, and respond to a range of texts and engage actively with a range of audiences.

## Phase 6 (Grade 10 only)

Students construct and analyze meaning and communicate in social and academic situations, using appropriate registers in a wide range of interpersonal and cultural contexts. They use language accurately and effectively, understand, produce, and respond to a wide range of texts and engage actively with a range of audiences.

## IB DP Ab initio French or German

**Grade Level: 11-12**

**Prerequisite:** Students with little or no experience with the language (including World Language Phase 1 or 2)

**Credit Value:** 1 credit per year

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts.

Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. While the themes are common to both language ab initio and language B, the language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.



IB DP Language B SL		
<b>Grade Level:</b> 11-12	<b>Prerequisite:</b> World Language Phase 3 or higher. Phase 2 with the teacher's recommendation.	<b>Credit Value:</b> 1 Credit per year
<p>Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes, and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet.</p> <p>Students learn to communicate in the target language in familiar and unfamiliar contexts. The students are expected to develop receptive, productive, and interactive skills. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse, and evaluate arguments on a variety of topics relating to course content and the target language culture(s).</p>		

IB DP Language B HL		
<b>Grade Level:</b> 11-12	<b>Prerequisite:</b> World Language Phase 4 or higher	<b>Credit Value:</b> 1 Credit per year
<p>Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes, and texts. There are five prescribed themes: Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet.</p> <p>Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive, and interactive skills.</p> <p>At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse, and evaluate arguments on a variety of topics relating to course content and the target language culture(s).</p>		



## IB DP Language A Language and Literature SL French or German

**Grade Level:** 11-12

**Prerequisite:** Home Language or  
World Language Phase 5 or 6

**Credit Value:** 1 Credit per year

*\*\*In person classes are in conditions to number of interested students*

In Language and Literature Standard Level students focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. The texts studied are chosen from the prescribed reading list. The course is divided into three main areas of exploration:

1. Readers, writers and texts,
2. Time and space,
3. Intertextuality: Connecting texts.

These areas of exploration allow students to learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history.

Standard Level students are required to read 9 works within the three areas of exploration of varying genre, time period, author gender, and cultural context. Over the two year course students complete 150 contact hours in the course. Within that time students will develop their ability to provide literary commentary on different literary forms, both in written form and orally. Students are assessed externally on literary analysis of an unseen text, and a comparative essay based on two works studied. Students will also complete an internal assessment component of the course which contributes 30% towards the final grade. The internal assessment is a prepared response that examines the ways in which a global issue is presented through the content and form of two of the works that are studied.

*\*\* In the IB DP program students can earn a bilingual diploma if they take two Language A classes.*



## Home Language Program

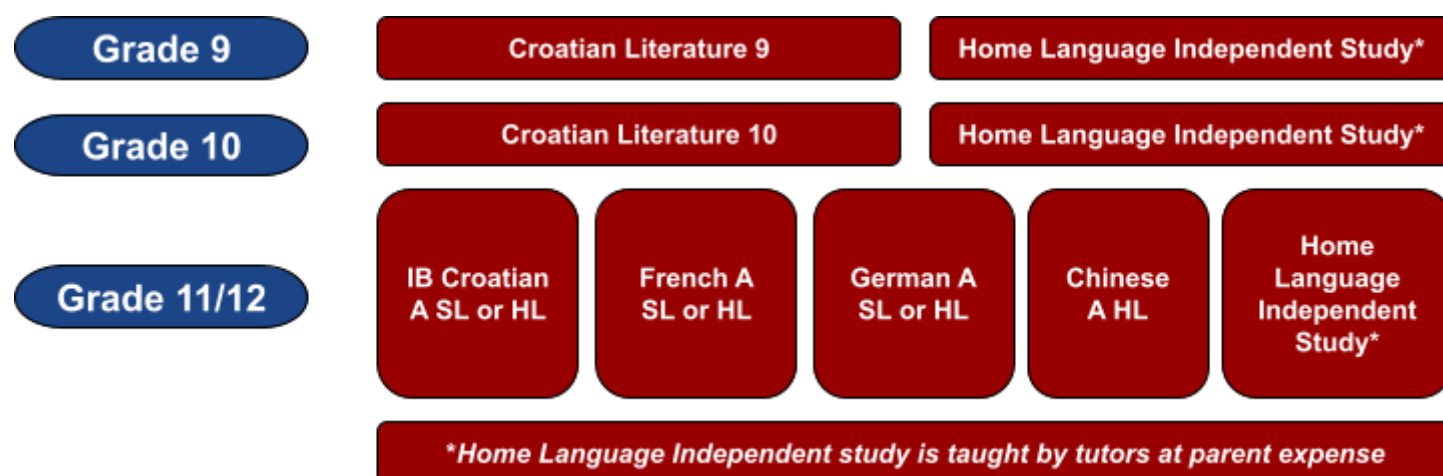
AISZ aims to support our students' developing academic language skills in multiple languages. We offer a framework for personalized learning of Home Language learning which include classes during and after school hours, as well as virtual, synchronous, and asynchronous formats.

Students in Grades 9 and 10 may choose to study their Home Language, if different from English, with an independent tutor or online study program. Applications to study in this program are coordinated through the Home Language Coordinator and are approved by the principal. While AISZ may provide recommendations for Home Language tutors, parents handle final arrangements and payments. The student's Home Language independent study plan will outline the focus of study, the learner expectations, and outcomes. Students who choose to study an independent home language have time allotted during the AISZ Home Language block to do so.

Home Language study in Upper School aligns with the Croatian Language and Literature block and may be noted on the student's academic transcript. If Home Language courses are approved to be added to the transcript, the credits will be listed as Home Language. For specific questions regarding either of these excellent programs please contact our World Languages Coordinator, Ms. Martina Saluzzo at [martina.saluzzo@aisz.hr](mailto:martina.saluzzo@aisz.hr). All Home Language courses must receive approval from the Upper School Principal and are subject to the chosen curriculum and credentials of the teacher.

In the IB DP program students can earn a Bilingual Diploma by taking two Language A (Language and Literature) courses.

### Home Language Program Pathways





## Home Language Course Offerings

<b>Grade 9</b>
Home Language - In-depth study of the student's home language* (Elective)
<b>Grade 10</b>
Home Language - In-depth study of the student's home language* (Elective)
<b>Grade 11 and 12 (Options)</b>
Home Language Independent Study
<i>*Home Language - Students in grade 11 and 12 may choose to continue their Home Language as an IB DP Language A SL Course.</i>
<i>*Home language study is taught during the school day by a tutor and is at the parent's expense. AISZ will assist families in attempting to locate an appropriate tutor. Students will earn AISZ world language credit for their learning.</i>

## Home Language Course Descriptions

Independent Home Language Studies 9 and 10		
<b>Grade Level:</b> 9 and 10	<b>Prerequisite:</b> continuation of home language taught in lower grades.	<b>Credit Value:</b> non-credited course <i>** For the course to be credited, it must be an accredited course overseen by a certified teacher, and approved by the US leadership team.</i>
<p>As AISZ aims to support our students' developing academic language skills in multiple languages, students in Grades 9 and 10 may choose to study their Home Language with an independent tutor or on-line study program. Applications to study in this program are coordinated through the Home Language Coordinator. The application and independent study contract is reviewed for final approval. The independent study plan outlines the focus of study, the learner expectations, and outcomes. Students who chose to study an independent home language have time allotted during the Home Language block.</p>		



## IB DP Language A: Any Home Language - School Supported Self-Taught

**Grade Level:** 11-12

**Prerequisite:** Home Language or World Language Phase 5 or 6  
*\*In-person classes are condition to the number of interested students*

**Credit Value:** 1 Credit per year

In Language and Literature Standard Level students focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. The texts studied are chosen from the prescribed reading list. The course is divided into three main areas of exploration:

1. Readers, writers and texts,
2. Time and space,
3. Intertextuality: Connecting texts.

These areas of exploration allow students to learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history.

Standard Level students are required to read 9 works within the three areas of exploration of varying genre, time period, author gender and cultural context. Over the two year course students complete 150 contact hours in the course. Within that time students will develop their ability to provide literary commentary on different literary forms, both in written form and orally. Students are assessed externally on literary analysis of an unseen text, and a comparative essay based on two works studied. Students will also complete an internal assessment component of the course which contributes 30% towards the final grade. The internal assessment is a prepared response that examines the ways in which a global issue is presented through the content and form of two of the works that are studied.

*\*\* In the IB DP program students can earn a bilingual diploma if they take two Language A classes. AISZ offers English, Croatian, French and German Language A classes (condition to number of interested students) and students can take a self-taught Language A class in many other languages.*



## Croatian Language Program

Grade 9
Croatian - Native Speakers (Elective)
Grade 10
Croatian - Native Speakers (Elective)
Grade 11 and 12 (Options)
IB DP Croatian Language A SL
IB DP Croatian Language A HL

Croatian Language and Literature 9		
<b>Grade Level:</b> 9	<b>Prerequisite:</b> sustained study of Croatian language and literature	<b>Credit Value:</b> 1
<p>The Grade 9 Croatian Language and Literature course focuses on linguistic, analytical, and communicative skills in order to develop interdisciplinary understanding. Based on the AERO Language Arts Standards, students develop skills in six domains: listening, speaking, reading, writing, viewing, and presenting. The course includes a balanced study of genres and literary texts. Students interact with texts to generate moral, social, economic, political, cultural, and environmental insights. Inquiry is an integral component of language learning and aims to support students' understanding by providing opportunities for independent and collaborative investigation. In grade 9 students build their writing skills to produce literary analysis essays. In the domain of reading students read a variety of text types which introduce students to the conventions of genre (prose, drama, poetry, and non-fiction).</p>		





## Croatian Language and Literature 10

**Grade Level:** 10

**Prerequisite:** native or near native Croatian language

**Credit Value:** 1

The Grade 10 Croatian Language and Literature course focuses on linguistic, analytical, and communicative skills in order to develop interdisciplinary understanding. Based on the AERO English Language Arts Standards, students develop skills in 6 domains: listening, speaking, reading, writing, viewing, and presenting. The course includes a balanced study of genres and literary texts. Students interact with texts to generate moral, social, economic, political, cultural, and environmental insights. Inquiry is an integral component of language learning and aims to support students' understanding by providing opportunities for independent and collaborative investigation. In grade 10 students continue building their writing skills to produce literary analysis essays. In the domain of reading students read a variety of text types which further develop students' understanding of how the conventions of genre shape the meaning of a text.



## IB DP Croatian Language A SL

**Grade Level:** 11/12

**Prerequisite:**

**Credit Value:** 1 credit per school year

In Croatian Literature Standard Level students focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. The texts studied are chosen from the prescribed reading list. The course is divided into three main areas of exploration: 1) Readers, writers and texts, 2) Time and space, 3) Intertextuality: Connecting texts. These areas of exploration allow students to learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. Standard Level students are required to read 10 works within the three areas of exploration of varying genre, time period, author gender and cultural context. Within the two years, students will develop their ability to provide literary commentary on different literary forms, both in written form and orally. Students are assessed externally on literary analysis of an unseen text, and a comparative essay based on two works studied. Students will also complete an internal assessment component of the course which contributes 30% towards the final grade. The internal assessment is a prepared response that examines the ways in which a global issue is presented through the content and form of two of the works that are studied.

## IB DP Croatian Language A HL

**Grade Level:** 11/12

**Prerequisite:**

**Credit Value:** 1 credit per school year

In Croatian Literature Higher Level students focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. The texts studied are chosen from the prescribed reading list. The course is divided into three main areas of exploration: 1) Readers, writers and texts, 2) Time and space, 3) Intertextuality: Connecting texts. These areas of exploration allow students to learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. Higher Level students are required to read 13 works within the three parts of varying genre, time period, author gender and cultural context. Within the two years, students will develop their ability to provide literary commentary on different literary forms, both in written form and orally. Students are assessed externally on literary analysis of two unseen texts of different literary forms, a comparative essay based on two works studied, and the Higher Level Essay which is an exploration of a line of inquiry in relation to a studied literary text or work. Students will also complete an internal assessment component of the course which contributes 20% towards the final grade. The internal assessment is a prepared response that examines the ways in which a global issue is presented through the content and form of two of the works that are studied.



## Additional Graduation Requirements

All AISZ grade 11 and 12 students are required to complete Creativity, Activity and Service (CAS). IB DP students are required to take Theory of Knowledge and complete an Extended Essay. AISZ Honors Diploma students must write an Honors Diploma specific version of the Extended Essay (Dissertation).

Grade 11 and 12		
*Creativity, Activity, Service (CAS) or Honors Diploma Equivalent	Extended Essay or Honors Diploma Project & Dissertation	Theory of Knowledge - IB DP students only
<i>*Required of all AISZ students for graduation</i>		

IB DP Theory of Knowledge		
Grade Level: 11-12	Prerequisite: n/a	Credit Value: 1
<p>The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. In TOK, students reflect on the knowledge, beliefs, and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students. The course centers on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?”. While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course. Students not participating in the IB Diploma are not required to take this course.</p>		

IB DP Extended Essay		
Grade Level: 11-12	Prerequisite: n/a	Credit Value: Uncredited requirement for for IB Diploma Students
<p>The Extended Essay (EE) is a part of the core of the IB Diploma Programme, along with TOK and CAS. Because we are an IB school, the EE is a graduation requirement for those students who are pursuing a high school diploma with or without IB course certificates. The EE is an independent research project formulated from a topic in one of the student's academic classes. A high school diploma student has the option of pursuing an IB course certificate for the EE, but in this case, the presentation must be 4,000 words in the form of a research essay.</p>		



## Honors Diploma Senior Project: Project, Dissertation and Defense

**Grade Level:** 11-12

**Prerequisite:** n/a

**Credit Value:** .5 for each

The culmination of student's participating in the AISZ Honors Diploma journey is creating, presenting, and defending a rigorous personalized senior project and associated dissertation. There are three parts to this:

The Senior Project - Students will decide on a senior project with the Honors Diploma Coordinator in an area of deep interest to them. They will conduct the project throughout the end of their junior and start of their senior years. Examples may include a performance, an original web app, a service project, an internship or other area of interest to them. This is a graded activity and will be shared during the candidates dissertation defense. If the Senior Project has some outward benefit to others it will count for the AISZ CAS graduation requirement. If there is no benefit to others (only an inward facing experience) - the student will need to participate in CAS.

The Senior Dissertation - The Honors Dissertation consists of a 4000-word (or longer) original body of research or publication in an area of their interest and study related to their senior project. It is similar to the IB Extended Essay and will follow the same timelines and general requirements with several key differences. Specifically, it must be original research, it can be in any area of interest (not just an IB subject), it can be of any length and it must be defended for credibility by a panel of experts and peers.

The Dissertation Defense - The dissertation defense is the culminating presentation of over two years of work. In this defense, students will share their senior project outcomes, explain the findings of their dissertation and field questions and feedback from experts and peers about their work. The defense should be of professional and academic level quality. After feedback and input is provided during the defense, final changes and alterations will be made to the dissertation before final submission for approval and grading is made.



## IB DP and AISZ CAS requirements

**Grade Level:** 11-12

**Prerequisite:** n/a

**Credit Value:** Uncredited AISZ graduation requirement

CAS is organized around the three strands of Creativity, Activity and Service and it is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS enables students to demonstrate attributes of the AISZ learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes, and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values, and background.

CAS (creativity, activity and service) is a requirement for all AISZ students. Students have to work on this for 18 months. Students choose a program that is a passion of theirs centered around the three stands. They may change their program for flexibility. It is about when they want to do it and what they want to do. Playing an instrument, playing a sport, participating in a community group, developing a website, volunteering at an elderly home, etc.

Students are to participate for 18 months outside of school hours (or during their flex blocks) in three strands of creativity, activity, service.

The idea of CAS is so students have an opportunity to do something outside of formalized academics. Participating regularly, have a balance between the three CAS strands, and have to meet the seven learning outcomes; throughout the 18 months:

1. Grown as a person
2. Overcame challenges and developed skills along the way
3. Show initiation and planning a project
4. Commitment and perseverance
5. One must be a group project to show collaborative skills
6. Engage with issues of global significance
7. Develop Ethics of choices and action - learning to be aware how their decisions influence others.

Keep a portfolio of their different CAS projects on ManageBac where progress is noted and learning targets are achieved.



## Learning Strategies

AISZ provides a Multi Tiered System of Support for the social emotional, behavioral, and academic needs of all our students. Through universal academic screeners such as the Measure of Academic Progress (MAP) test we may discover gaps in student learning that have occurred on their learning journey. In this case students may be placed in a learning strategies intervention during an elective block or in an IXL intervention during their consultation block. These interventions are intended to secure a student's foundational skills so they may thrive in their regular coursework.

Course: Learning Strategies		
<b>Grade Level:</b> 9/10	<b>Prerequisite:</b> Support Services Team Recommendation	<b>Credit Value:</b> .5 per semester
Learning Strategies is an intervention class that works to fill gaps in student's learning. Placement in Learning Strategies is based on recommendations from the AISZ Support Services Team to provide additional support in Math, Reading or Executive Functioning Skills. The course may be counted for math or English subject credit beyond grade 9 & 10 required courses if it is taught using explicit AERO standards (Tier 3 math or reading interventions). If not taught using standards, it is counted as general elective credit. In rare cases Learning Strategies may be used to replace required grade 9/10 English or Math Credit. This is done with recommendation and approval from the AISZ Support Services Team. The course can be taken multiple semesters.		



## English as an Additional Language (EAL)

AISZ recognizes the unique needs of students who are attending our English medium school but have not yet attained full proficiency in English. For these students they will be assessed using the WIDA proficiency test. If students are found to be needing additional assistance in the acquisition of the English language they will be placed in an English Acquisition Learner class.

### Course: English as an Additional Language Class

**Grade Level:** 9-12

**Prerequisite:** Based on student WIDA Score

**Credit Value:** .5 per semester

English as an Additional Language (EAL) class is an intensive support class to help students who are working to acquire English proficiency. The course works on reading, writing, speaking and listening skills in the English Language. Students are typically exited from the course once their average WIDA assessment score reaches an average of 5. EAL class is counted as a world language course as it is focused on a language that is not the student's primary language. The course is graded as pass or fail.



## Independent Study

It is recognized that not all learning occurs within the walls of our school. In some cases students will have the opportunity to pursue learning experiences that are of high academic value and significant interest for them that there is no AISZ course for. In these cases students can work with the Academic and College Counselor, in conjunction with the AISZ SST team to determine if AISZ credit can be awarded for these experiences.

Course: Independent Study		
<b>Grade Level:</b> 9-12	<b>Prerequisite:</b> Administrator Pre-Approval	<b>Credit Value:</b> .5 per semester
<p>In the event a student has a learning opportunity that they would like to be awarded credit for they must approach the College and Academic Counselor to consider next steps. Courses must be based on some sort of standard or professional criteria that can be graded. There is flexibility in this but the learning must be structured in some way. Approved courses will typically be monitored by the Honors Diploma Coordinator or other appropriate AISZ leader. They will be listed on the college transcript as Independent Study followed by the most closely applicable subject area. For example a science related experience would read “Independent Study: Science.” Courses will likely be graded as pass or fail with credit amount determined by the nature and duration of the experience. In some cases numeric or letter grades may be awarded if appropriate. This will be decided by the high school principal in conjunction with the AISZ Support Services Team. All Independent Study courses must be pre-approved by the Upper School Principal. The principal, as the caretaker of the integrity of the AISZ program the Upper School Principal, after consulting the Support Services Team, reserves the right to deny these requests. The decision is final and may not be appealed.</p>		

## Closing Thoughts

This brings the AISZ Program Guide to a close. We are excited to support you in your AISZ learning journey. Please do not hesitate to reach out to us with any questions or concerns that arise. We are here to help.

We hope you thoroughly enjoy the learning process throughout your four years at AISZ. The American High School experience is something empowering and unique. We sincerely believe there is something special about being an AISZ Bear. We think you will agree.