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# High School Program Guide



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# High School Academic Program

The high school academic program is designed to prepare students with the necessary skills to make informed choices around their post-secondary futures and career options. 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.

The current timetable is designed around the following:

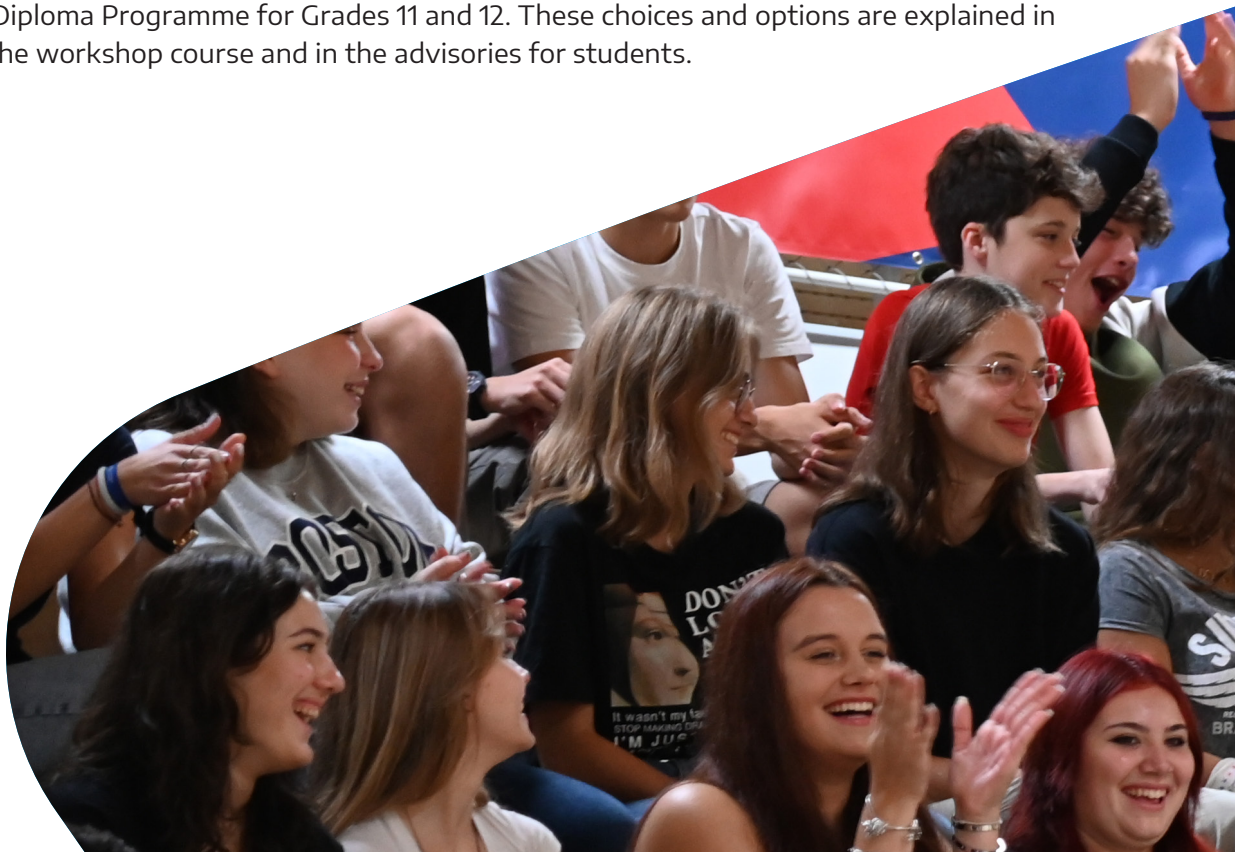
GRADES 6-10:	ELECTIVES AND EXPLORATION:	GRADES 11, 12:
A ten day fixed schedule with a combination of 80 and 40 min classes	4x80 min and 1x40 min classes over ten days	2x80 and 3x40 min over ten days
		80 min classes every other day

## Special Features

- Study hall for grades 6-9 once in the 10-day rotation
- A 'consultancy' period after homeroom advisory to support our PLC intervention model for focused student learning
- Workshop for Grade 10 focused on forward planning and thinking about academic and program choices leading into the last two years of high school
- "Frisory" is our advisory period every day for ten minutes and every Friday in the morning for 40 minutes as a community building and special activity time

In addition to credited course work, all prospective graduates must complete the Extended Essay requirement as well as the Creative Action Service (CAS) component. All IB DP candidates are assessed both internally at AISZ and externally by the IB Organization for the awarding of IB Diplomas.

AISZ is in the process of redesigning the choices for the American High School Diploma and the newly designed American Honors High School Diploma in addition to the International Baccalaureate Diploma Programme for Grades 11 and 12. These choices and options are explained in more detail in the workshop course and in the advisories for students.



## GRADE 9

Transitioning from middle school, this year will build on applying abstract thinking to more complex literacy skills and competencies across all subjects. Elective choices in languages and the arts become more specialized as students plan their final courses of study.

## GRADE 10

In this year, students prepare for their diploma pathway choice – either the IB DP or AISZ High School Diploma. Courses such as integrated math and science prepare the students for the depth of study necessary to excel in the IB courses. Students build on the skill sets of organized academic study and develop a highly sophisticated level of writing across the curriculum. Post-secondary and university planning begins in Grade 10.

## GRADE 11

In Grade 11, students continue their AISZ high school diploma study with IB certificate classes or the full IB DP. All students begin the Extended Essay and CAS requirements. This pivotal year is when focused university and post-secondary planning with families enters its final stages.

## GRADE 12

The culminating year of secondary school, students finalize their post-secondary options, wrap up their second year of study in the IB DP, and complete university applications. Students must satisfy all credit requirements in order to receive an AISZ diploma. All students complete the Extended Essay and CAS requirements. Final exams for the IB DP are in May with official results reported in July.



## PATHWAYS TO GRADUATION

AISZ HS Diploma + IB Diploma	AISZ HS Diploma + IB Course Certificates	AISZ HS Diploma +SAT/ACT
<ul style="list-style-type: none"> <li>Six IB Courses - usually three standard level (SL) and three higher level (HL)</li> <li>Full Extended Essay</li> <li>Creativity Activity Service (CAS)</li> <li>Theory Of Knowledge (TOK)</li> </ul> <p><i>IB Exams in May of their Graduating year</i></p> <p>Accepted by universities worldwide and required for universities in Switzerland, Denmark, Germany, the Netherlands (Research and University Colleges) Sweden, and the UK.</p>	<ul style="list-style-type: none"> <li>Six IB Courses</li> <li>Any mix of SL/HL (three SL + three HL recommended)</li> <li>Modified Extended Essay</li> <li>Creativity Activity Service (CAS)</li> <li>Option: Theory Of Knowledge (TOK)</li> </ul> <p><i>IB Certificates: students must take IB Exams in May of their Graduating year</i></p> <p>Accepted by universities in Croatia, Canada the Netherlands (Applied Sciences), some in the UK, and the USA.</p>	<ul style="list-style-type: none"> <li>Six IB Courses</li> <li>Any mix of SL/HL</li> <li>Modified Extended Essay</li> <li>Creativity Activity Service (CAS)</li> <li>Option: Theory Of Knowledge (TOK)</li> </ul> <p><i>Students take ACT or SAT*</i></p> <p>Accepted by universities in USA, Canada, some private EU and UK universities, and some Netherland (Applied Sciences) universities.</p> <p><i>*additional testing such as ACT/SAT may be required for university applications.</i></p>

Please note: AISZ Counselors advise students on pathways to graduation that reflect the best options for their future plans.

## IB DP AND AISZ DIPLOMA CORE

### IB DP Theory of Knowledge

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
11 - 12	N/A	0.6 credit 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 and AISZ Extended Essay requirements

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
11 - 12	N/A	uncredited AISZ graduation requirement

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. For high school diploma students, the EE includes some of the normal requirements, such as a focused research question, extensive academic research, and one-on-one support from a teacher supervisor. But the presentation of 2,000-3,000 words can be in the form of an essay or in some other media mode that would demonstrate the equivalence of 2,000 words and is agreed upon by the student and supervisor together. 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.

## IB DP and AISZ CAS requirements

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
11 - 12	N/A	uncredited AISZ graduation 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.

# Master Course List

- Elective courses are comprised of both Grade 9 and 10 students.
- Elective offerings may vary from year to year, depending upon the interest of students.
- IB courses are two-year courses, which means that students take the same courses in Grades 11 and 12.
- Each course is offered at the Standard Level (SL) and High Level (HL).

## English Language and Literature

Course	Credit	Grade
English 9	1	9
English 10	1	10
IB DP English A Literature SL	1	11 - 12
IB DP English A Literature HL	1	11 - 12
IB DP English B SL	1	11 - 12
IB DP English B HL	1	11 - 12

## Mathematics

Course	Credit	Grade
Mathematics 9	1	9
Mathematics 10	1	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

## Individuals and Societies

Course	Credit	Grade
Individuals and Societies 9	1	9
History of Ideas 10	1	10
Communication and Media Literacy-Elective	1	9
Personal Finance and Intro to Economics-Elective	0.5	9/10
Entrepreneurship and Introduction to Business-Elective	0.5	9/10
The Power of Voice - Elective	0.5	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

## Sciences

Course	Credit	Grade
Integrated Science 9	1	9
Integrated Science 10	1	10
Sports Science-Elective	0.5	9/10
Forensic Science - Elective	0.5	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 Environmental Systems and Societies SL	1	11 - 12
IB DP Physics SL	1	11 - 12
IB DP Physics HL	1	11 - 12



### Language Acquisition: World Languages

Course	Credit	Grade
French 9 (phases 1-5)	1	9
German 9 (phases 1-5)	1	9
French 10 (phases 1-6)	1	10
German 10 (phases 1-6)	1	10
IB DP French B SL	1	11 - 12
B DP French B HL	1	11 - 12
IB DP German B SL	1	11 - 12
IB DP German B HL	1	11 - 12
▪ IB DP French ab initio SL	1	11 - 12
▪ IB DP German ab initio SL	1	11 - 12
▪ IB DP Chinese ab initio SL	1	11 - 12
▪ IB DP Spanish ab initio SL	1	11 - 12
▪ IB DP Spanish B SL	1	11 - 12

- *These courses are taught in person or online (Pamoja Education) depending upon enrollment. If taught online, additional fees apply.*

### Home Languages

Course	Credit	Grade
Croatian Language & Literature 9	1	9
Independent Study Home Language 9 <i>Family provided tutor</i>	TBD	9
Croatian Language & Literature 10	1	10
Independent Study Home Language 10 <i>Family provided tutor</i>	TBD	10
IB DP Croatian A Literature SL	1	11 - 12
IB DP Croatian A Literature HL	1	11 - 12
▪ IB DP French A Literature SL	1	11 - 12
▪ IB DP French A Literature HL	1	11 - 12
▪ IB DP German A Literature SL	1	11 - 12
▪ IB DP German A Literature HL	1	11 - 12
▪ IB DP Chinese A Literature SL	1	11 - 12
▪ IB DP Chinese A Literature HL	1	11 - 12
IB DP Language A literature SL School-supported, self-taught home language course <i>Family provided tutor</i>	1	11 - 12

- *Must have 3 students for in-person classes to occur at AISZ*

### Arts: Performing Arts-Drama and Music

Course	Credit	Grade
Drama-Elective	0.5	9/10
Music	1	9
Music	1	10
IB DP Music SL	1	11 - 12
IB DP Music HL	1	11 - 12

### Arts: Visual Arts and Design

Course	Credit	Grade
Visual Arts	1	9
Visual Arts	1	10
Wood Design-Elective	0.5	9/10
Digital Design - Elective	0.5	9/10
Design Technology	1	10
IB DP Visual Arts SL	1	11 - 12
IB DP Visual Arts HL	1	11 - 12

### Physical and Health Education (PHE)

Course	Credit	Grade
PHE 9	1	9
PHE 10	1	10
Outdoor Education - Elective	1	9/10

### IB DP CORE

Course	Credit	Grade
IB DP Theory of Knowledge	1	11 - 12
Extended Essay	NC	11 - 12
CAS	NC	11 - 12

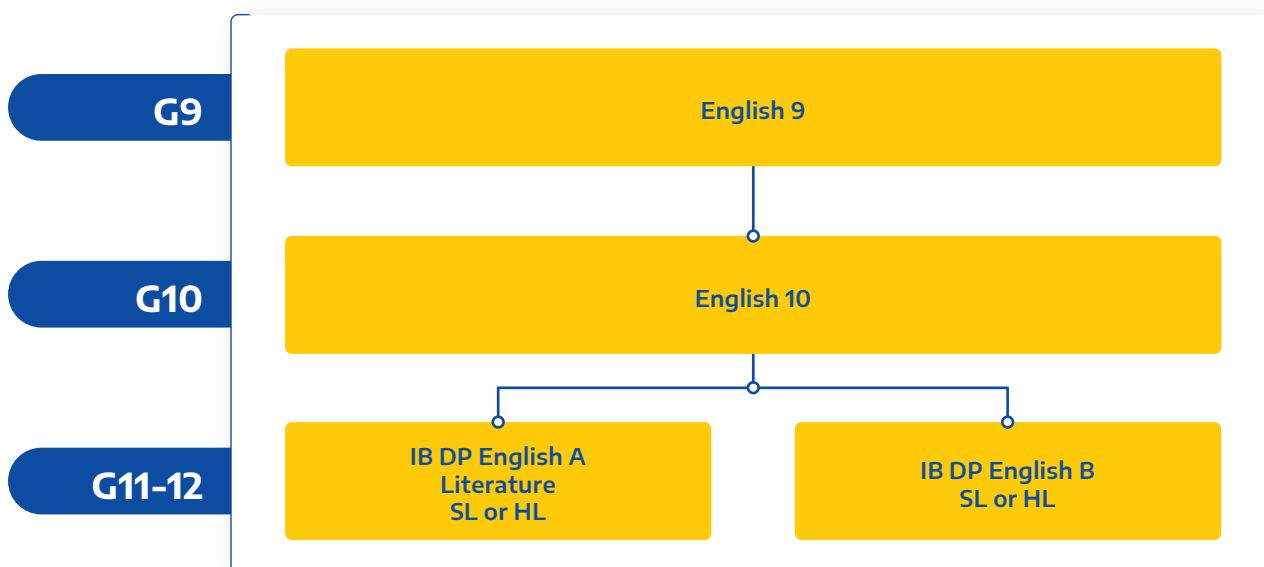
### AISZ Diploma CORE

Course	Credit	Grade
Modified Extended Essay	NC	11 - 12
CAS	NC	11 - 12

*NC = Not Credited yet required for both AISZ Diploma and IB DP Diploma*

# Course Descriptions

## ENGLISH LANGUAGE AND LITERATURE



### English Language and Literature 9

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9	N/A	1

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.

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.

## English Language and Literature 10

<b>GRADE LEVEL:</b>	<b>PREREQUISITE:</b>	<b>CREDIT VALUE:</b>
10	English 9	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

<b>GRADE LEVEL:</b>	<b>PREREQUISITE:</b>	<b>CREDIT VALUE:</b>
11 - 12	English 10	1 credit per year of study

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 nine 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 of study

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 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.

Higher Level students are required to read thirteen 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 B SL

**GRADE LEVEL:**

11 - 12

**PREREQUISITE:**WIDA and CEFR  
levels determine placement**CREDIT VALUE:**

1 credit per year of study

English B Standard Level is a language acquisition course designed for students with some previous experience with the English 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.

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).

## IB DP English B HL

**GRADE LEVEL:**

11 - 12

**PREREQUISITE:**

WIDA and CEFR levels determine placement

**CREDIT VALUE:**

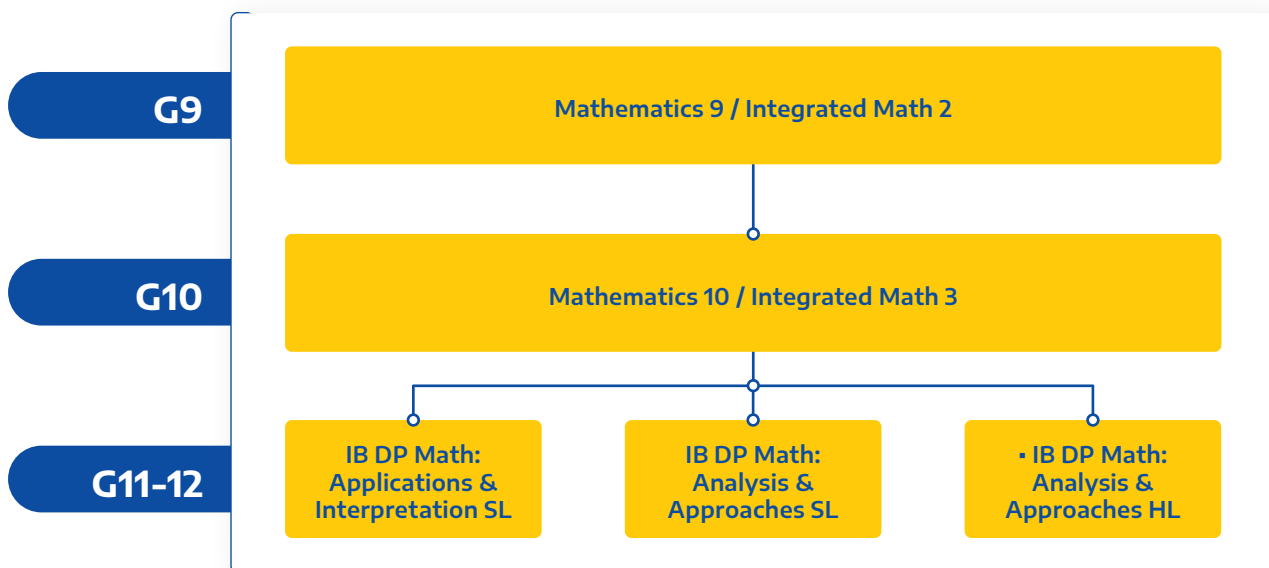
1 credit per year of study

English B Higher Level 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.

Both English B SL and HL students learn to communicate in English in familiar and unfamiliar contexts. The distinction between English B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive, and interactive skills. At HL, the study of two literary works originally written in English 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, analyze and evaluate arguments on a variety of topics relating to course content and English language culture(s).



# MATHEMATICS



▪ *Teacher referral preferred*

## Mathematics 9 / Integrated Math 2

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9	N/A	1

Mathematics 9 is written to align with the second of three courses in the integrated pathway from Open-up Resources based on the Common Core State Standards. The major focus of the course is to extend the mathematics that students learned in Math I, including working with quadratic, piecewise and absolute value functions, using rigid transformations and triangle congruence criteria to prove geometric relationships, examining the geometry of circles, and using conditional probability to make and evaluate decisions. Throughout the year students will create and engage in mathematical learning experiences based upon reasoning and sense-making, building perseverance and problem-solving skills, and rich in mathematical discourse.

## Mathematics 10 / Integrated Math 3

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
10	Mathematics 9	1

Mathematics 10 / Integrated Math 3 is designed to further develop analytical thinking and deductive reasoning among students so that they can solve extended problems. Emphasis is given to an in-depth understanding of concepts, together with meaningful acquisition and refinement of skills in the areas of advanced algebra, functions, modeling, geometry and trigonometry, and statistics and probability. Focus will be placed on mathematical communication skills with emphasis on describing how mathematics is related to a real-world context. Students will continue to develop their skills working with technology which will enhance their understanding of mathematics. Students are encouraged to make connections between topics, focusing on the mathematical processes involved rather than only focusing on the final solution.

## IB DP Mathematics: Applications and Interpretation SL

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
11 - 12	Mathematics 10	1 credit per year of study

Mathematics: Applications and Interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will explore 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 modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

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

This course is for students who do not plan on studying a mathematics based program at university.

## IB DP Mathematics: Analysis and Approaches SL

GRADE LEVEL:

11 - 12

PREREQUISITE:

Mathematics 10

CREDIT VALUE:

1 credit per year of study

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 explore 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.

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

This course is suitable for students not wanting to pursue a heavily based mathematics career. This course is great for students who plan to study for example Economics, Geography, and Chemistry.





## IB DP Mathematics: Analysis and Approaches HL

### GRADE LEVEL:

11 - 12

### PREREQUISITE:

Math 10 and  
teacher referral

### CREDIT VALUE:

1 credit per year of study

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 explore real and abstract applications of these ideas, with and without technology.

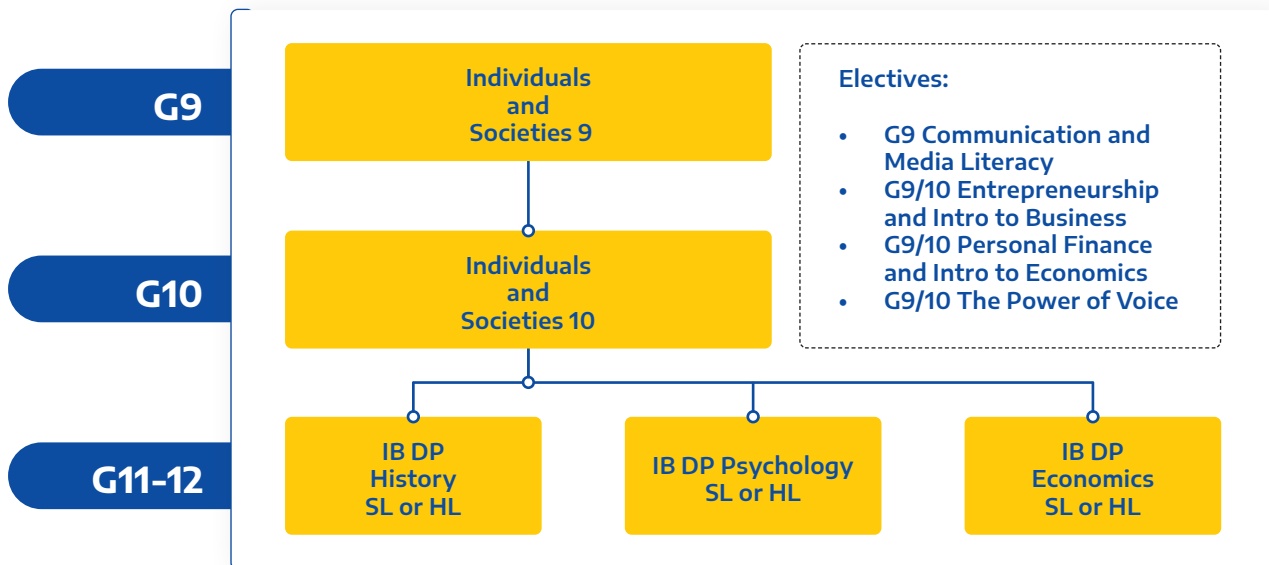
This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as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

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

The HL course differs from the SL course in the depth and complexity of problems and concepts. This course is for students interested in exploring real and abstract problems. This course is rigorous and is suitable for string mathematicians who plan on studying for example, Mathematics, Engineering, and some Physical Sciences.



# INDIVIDUALS AND SOCIETIES



## Individuals and Societies 9

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9	N/A	1

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: the Middle Ages, the Renaissance, the Reformation, as well as an independent historical inquiry unit.

## Individuals and Societies 10: : The History of Ideas

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
10	N/A	1

The History of Ideas course is a continuation of the grade 9 Individuals and Societies course in that it seeks to develop further the notion of what makes us modern, as well as deepen the students' conceptual understanding of the big ideas in history. To this end, students will explore the development of major political, economic, social, and cultural theories through history and investigate their impact on significant historical developments of the 19th and 20th centuries. In practical terms, students will collect, describe and analyze evidence (both primary and secondary); test hypotheses; and learn how to interpret increasingly complex information about the world around them.

## IB DP History: SL

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
11 - 12	N/A	1 credit per year of study

In History Standard Level, students gather knowledge and explore a range of historical concepts fostering a sense of inquiry. History is an interpretive discipline, allowing an opportunity for engagement with multiple perspectives and a plurality of 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. There are six concepts that have particular prominence in the course:

1. Change,
2. Continuity,
3. Causation,
4. Consequence,
5. Significance, and
6. Perspectives.

Students study a range of topics from 19th and 20th-century world history to develop their conceptual understanding and will be externally assessed at the end of the two-year course. Students will also complete an Internal Assessment component of the course which contributes 25% toward the final grade.

## IB DP History: HL

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
11 - 12	N/A	1 credit per year of study

In History Higher Level, students gather knowledge and explore a range of historical concepts fostering a sense of inquiry. History is an interpretive discipline, allowing an opportunity for engagement with multiple perspectives and a plurality of 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. There are six concepts that have particular prominence in the course:

1. Change,
2. Continuity,
3. Causation,
4. Consequence,
5. Significance, and
6. Perspectives.

Students study a range of topics from the 19th and 20th century world history as well as three topics from the history of Europe option to develop their conceptual understanding. Students will be externally assessed at the end of the two-year course and will also complete an internally assessed component of the course which contributes 25% towards the final grade.

## IB DP Economics SL

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
11 - 12	N/A	1 credit per year of study

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:	PREREQUISITE:	CREDIT VALUE:
11 - 12	N/A	1 credit per year of study

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:	PREREQUISITE:	CREDIT VALUE:
11 - 12	N/A	1 credit per year of study

Psychology is the rigorous and systematic study of mental processes and behavior. 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 behavior:

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

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. 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:	PREREQUISITE:	CREDIT VALUE:
11 - 12	N/A	1 credit per year of study

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

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

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. 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.

## Communication and Media Literacy - Elective

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9	N/A	Elective Credit 1

It is estimated by the Center for Media Literacy and Forbes Magazine that students between the ages of 12-18 are exposed to 4,000-10,000 media messages on a daily basis. Communication/Media Literacy is a 21st-century critical thinking course where learners gain experience disseminating messages for credibility, reliability, and validity. By the end of this course, students will develop analytical skills to appraise media messages for authorship, purpose, audience, etc. by safely and responsibly accessing a variety of media and texts from different media platforms with guidance. Students will also frequently develop media messages collaboratively and creatively for consumption and critique by other students while acting as responsible digital citizens.

## Entrepreneurship and Introduction to Business - Elective

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9/10	N/A	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. The 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, and personal and group projects, students have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. Students may enroll in this course once.

## Personal Finance and Introduction to Economics - Elective

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9/10	N/A	Elective Credit 0.5

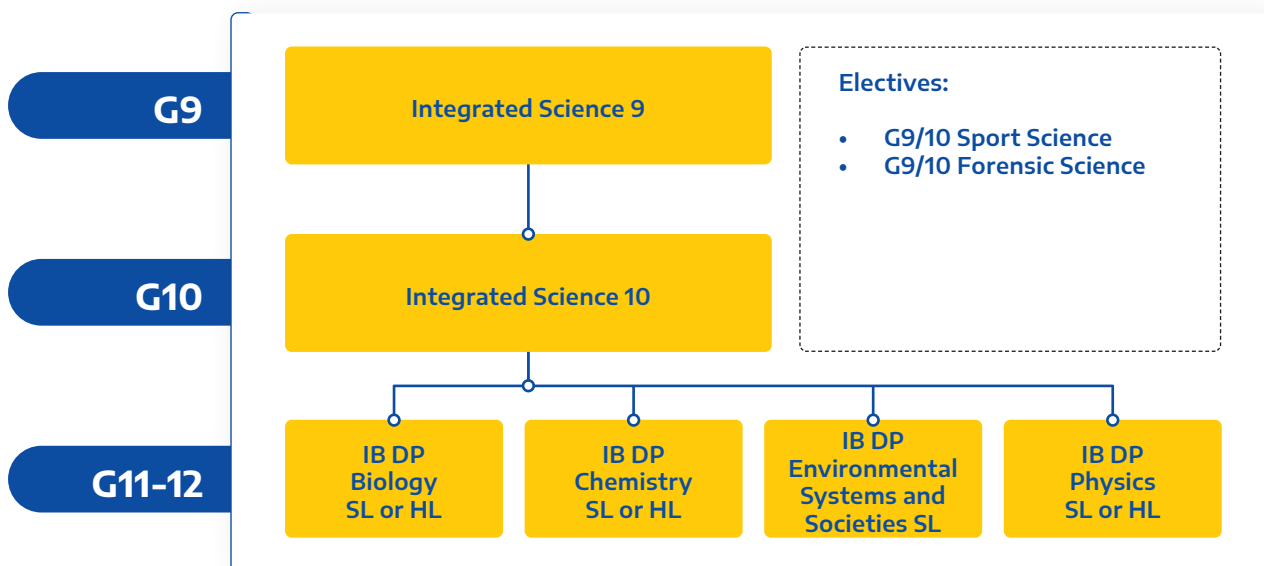
This elective course offers students the basics of economics and financial literacy. It is a simulation and inquiry-based course that gives students the opportunities to understand how the world around them works by learning about and applying basic economic concepts. Students will understand basic economic 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. Students may enroll in this course once.

## The Power of Voice: Speaking for Purpose and Audience - Elective

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9/10	N/A	Elective Credit 0.5

In a text-heavy, social media world, the art of speaking has been transformed from rooms to zooms as we try to capture attention, focus, and opinions across languages, cultures, and beliefs. In this semester-long seminar, students will learn the basics of critical speaking and listening skills. They will analyze exemplars and build their own self-introduction speech, informative speech, persuasive speech, and speech for special occasions. There will be opportunities to speak in front of live audiences and workshop their own academic presentations. This is an English learner-friendly class and is suited for all levels.

## SCIENCES



### Integrated Science 9

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9	N/A	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 the 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, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations.



## Integrated Science 10

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
10	N/A	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 and 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:	PREREQUISITE:	CREDIT VALUE:
11 - 12	Science 10	1 credit per year of study

In Biology Standard Level, students gather knowledge and develop a general understanding of the principles of the subject. There are four main biological concepts that run throughout the course:

1. Structure and function,
2. Universality versus diversity,
3. Equilibrium within systems,
4. Evolution.

These concepts serve as the main themes of the different topics making up the course. Over the two-year course, students will study cell and molecular biology, genetics, ecology, human physiology, evolution, and biodiversity. There will be one additional topic. 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 organized 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 of study

In Biology Higher Level, students gather knowledge and develop a general understanding of the principles of the subject. There are four main biological concepts that run throughout the course:

1. Structure and function,
2. Universality versus diversity,
3. Equilibrium within systems, and
4. Evolution.

These concepts serve as the main themes of the different topics making up the course. Over the two-year course students will study cell and molecular biology, genetics, ecology, human physiology, evolution, and biodiversity, these topics are the same as the core content. However, Higher Level students will also study the following: nucleic acids, metabolism, cell respiration, photosynthesis, plant and animal physiology, genetics and evolution, as well as one option. 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 organized 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 of study

In Chemistry Standard Level, students gather knowledge and develop a general understanding of the principles of the subject. This is done by examining a series of topics over the two-year period. These include stoichiometry, bonding, and organic chemistry (which collectively cover about 40% of the course), together with smaller units on atomic structure and periodicity, kinetics, energetics, acids and bases, equilibrium and oxidation, and reduction. There will be one additional Option topic. 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 organized to benefit the most from the internal assessment activity.

## IB DP Chemistry HL

**GRADE LEVEL:**

11 - 12

**PREREQUISITE:**

Science 10

**CREDIT VALUE:**

1 per year

In Chemistry Higher Level, students gather knowledge and develop a general understanding of the principles of the subject. This is done by examining a series of topics over the two-year period. These include stoichiometry, bonding, and organic chemistry, together with units on atomic structure and periodicity, kinetics, energetics, acids and bases, equilibrium and oxidation, and reduction. Higher Level candidates cover the same topics as Standard Level but in greater depth. There will be one additional Option topic. 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 organized to benefit the most from the internal assessment activity.

## IB DP Environmental Systems and Societies (ESS) SL

**GRADE LEVEL:**

11 - 12

**PREREQUISITE:**

Science 10

**CREDIT VALUE:**

1 per year

In Environmental Systems and Societies (ESS) Standard Level, students gather knowledge and develop a general understanding of the principles of the subject. ESS is an interdisciplinary, complex course aimed at providing students with the conceptual framework, factual knowledge, and analytical skills that are necessary in order to deal critically with a rapidly changing world. Students will study seven obligatory topics over two years, exploring issues related to ecosystems, biodiversity, and conservation. As well as learning specific subject content, students are also required to apply scientific knowledge and critical thinking skills to solve problems and complete self-designed investigations. The demands of the investigations are high, students are expected to explain, illustrate and evaluate problems using the scientific method, and inquiry skills. They are encouraged to develop solutions to environmental issues from a personal, community, and global scale. Students must be highly motivated and well organized to gain the most from the internal assessment investigation.

## IB DP Physics SL

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
11 - 12	Science 10	1 per year

In Physics Standard Level, students gather knowledge and develop a general understanding of the principles of the subject. This is done by examining a series of topics over the two-year period. These include measurement, mechanics, circular motion, energy production, waves, electricity and magnetism, and atomic and particle physics. There will be one additional Option topic. 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 organized to benefit the most from the internal assessment activity.

## IB DP Physics HL

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
11 - 12	Science 10 & teacher referral preferred	1 per year

In Physics Higher Level, students gather knowledge and develop a general understanding of the principles of the subject. This is done by examining a series of topics over the two-year period. These include measurement, mechanics, circular motion, energy production, waves, electricity and magnetism, and atomic and particle physics. Higher Level candidates cover the same topics as Standard Level, but in greater depth with respect to the final three listed above. There will be one additional Option topic. 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 organized to benefit the most from the internal assessment activity.

## Sports Science – Elective

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9/10	N/A	Elective Credit 0.5

Sports Science, a one-semester elective, 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.

## Forensic Science - Elective

**GRADE LEVEL:**

9/10

**PREREQUISITE:**

N/A

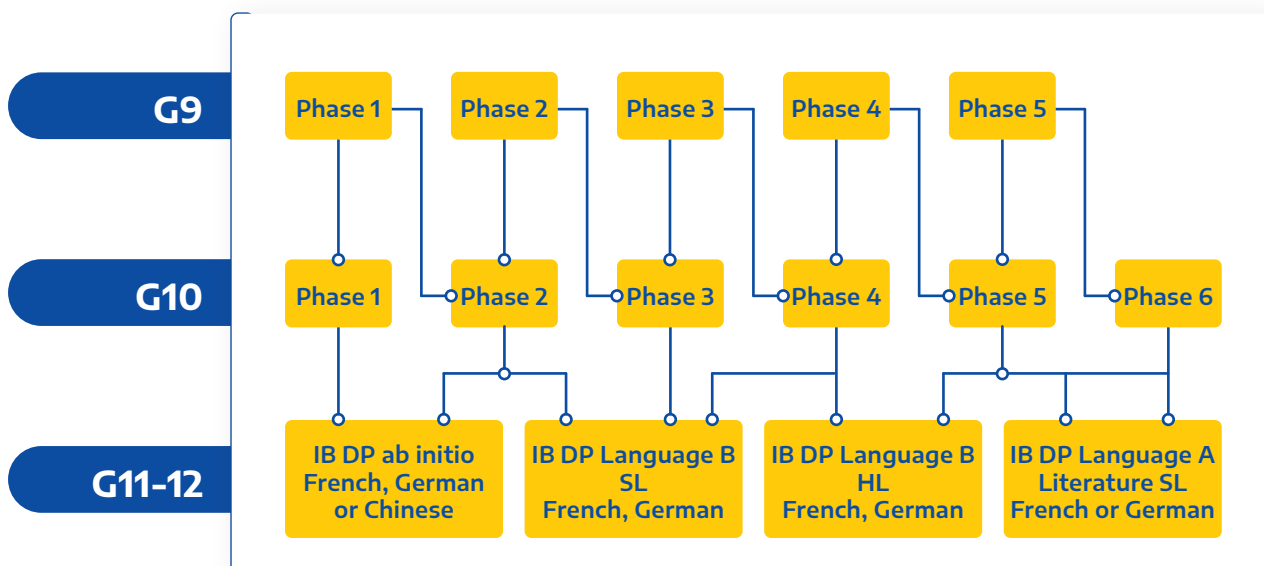
**CREDIT VALUE:**

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.



## WORLD LANGUAGE ACQUISITION



### World Languages 9&10 - French or German

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9/10	N/A	1 credit per year of study

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 contexts, 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 register (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 register 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 register 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 register 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:	PREREQUISITE:	CREDIT VALUE:
11 - 12	Students with little or no experience with the language (including World Language Phase 1 or 2)	1 credit per year of study

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

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
11 - 12	World Language Phase 3 or higher. Phase 2 with teacher's recommendation.	1 credit per year of study

Language B Standard Level is a language acquisition course designed for students with some previous experience with 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.

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, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).



## IB DP Language B: HL

### GRADE LEVEL:

11 - 12

### PREREQUISITE:

World Language  
Phase 4 or higher

### CREDIT VALUE:

1 credit per year of study

Language B Higher Level 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.

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.

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, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).



## 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 of study

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.

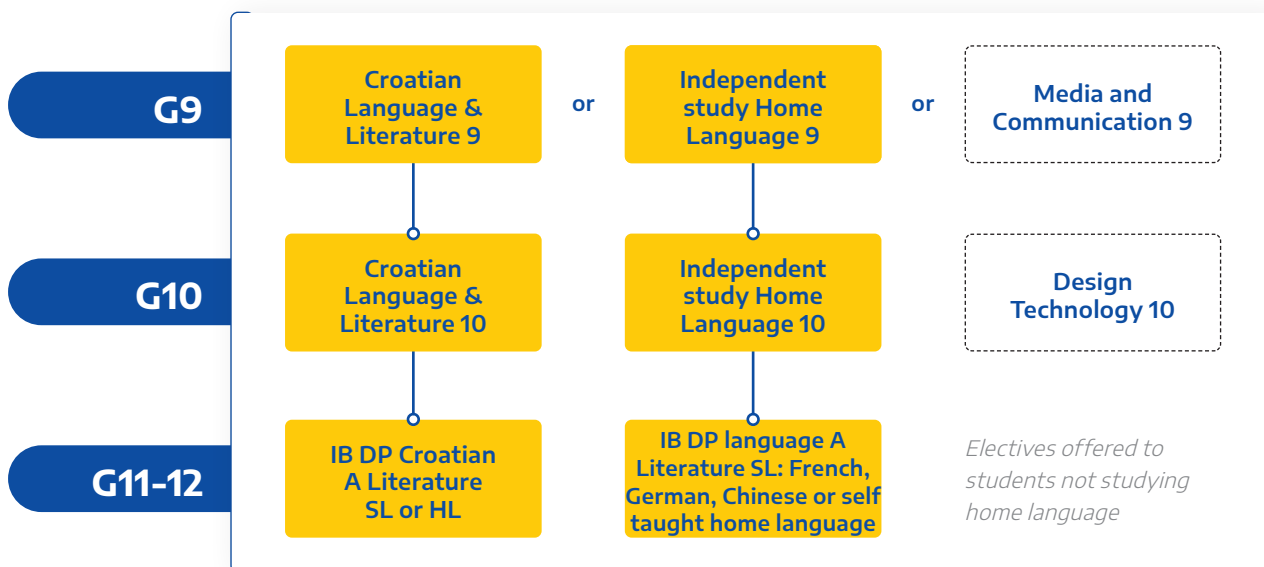
These areas of exploration allow students to learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history.

Standard Level students are required to read nine 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, German, and Chinese Language A classes (condition on number of interested students) and students can take self-taught Language A classes in many other languages.

## HOME LANGUAGES

AISZ values all languages and cultures represented by our multicultural and multilingual student body. Our aim is to support students' developing fluency and academic language skills in multiple languages. Students expand and deepen their knowledge of their own and their peers' languages and cultures through one of the proposed courses:



### Croatian Language and Literature 9

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9	sustained study of Croatian language and literature	1

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 that introduce students to the conventions of genre (prose, drama, poetry, and non-fiction).

## Croatian Language and Literature 10

<b>GRADE LEVEL:</b>	<b>PREREQUISITE:</b>	<b>CREDIT VALUE:</b>
10	sustained study of Croatian language and literature	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 develops students' understanding of how the conventions of genre shape the meaning of a text.

## IB DP Croatian A: Literature SL

<b>GRADE LEVEL:</b>	<b>PREREQUISITE:</b>	<b>CREDIT VALUE:</b>
11 - 12	sustained study of Croatian language and literature	1 credit per year of study

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: Literature HL

**GRADE LEVEL:**

11 - 12

**PREREQUISITE:**

sustained study of  
Croatian language and literature

**CREDIT VALUE:**

1 credit per year of study

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. 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.



## Independent Study Home Language 9 and 10

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
11 - 12	sustained study of Home language and literature	non-credited course

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 online 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.

## IB DP Language A: Literature SL French, German, Chinese, or any self-taught home language

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
11 - 12	Home Language or World Language Phase 5 or 6	1 credit per year of study

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 nine 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.

## ARTS: PERFORMING ARTS-DRAMA AND MUSIC

### Drama

**GRADE LEVEL:**

9/10

**PREREQUISITE:**

N/A

**CREDIT VALUE:**

0.5 credit 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.



## Music

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9/10	N/A	0.5 credit 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:	PREREQUISITE:	CREDIT VALUE:
11 - 12	N/A	1 credit per year of study

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:	PREREQUISITE:	CREDIT VALUE:
11 - 12	N/A	1 credit per year of study

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.



## ARTS: VISUAL ARTS AND DESIGN

### Visual Arts

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9/10	N/A	0.5 credit per semester

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 IB DP Visual Arts.

The focus of Semester 1 is on colour theory and on developing a purposeful artistic palette. While studying the way colour has been used during various major movements in art history, students will create a portfolio of observational paintings in acrylics, watercolour, and oil sticks. The portfolio will demonstrate the technical skills learned and convey clear artistic intentions.

Semester 2 is dedicated to developing skills in working with clay, using coil, slab, wheel, and glazing techniques. A collection of functional vessels will be created in addition to an independent artwork in clay. This is followed by a project which involves using non-traditional three-dimensional materials.

### IB DP Visual Arts SL

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
11 - 12	N/A	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. Students are required to investigate the following:

- Visual Arts in Context
- Visual Arts Methods
- Communicating Visual Arts

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 a work of art, to conduct research on artists and historical movements, and to effectively communicate a concept through their artwork. Most of the artwork produced this year is teacher-led, with students gaining more 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 for their upcoming exhibition, and prepare for their final assessments by completing the Comparative Study and Process Portfolio. 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.

## IB DP Visual Arts HL

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
11 - 12	N/A	1 credit per year of study

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. Students are required to investigate the following:

- Visual Arts in Context
- Visual Arts Methods
- Communicating Visual Arts

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In Grade 12, students will continue to build upon the body of artwork they began to create in Grade 11 for their upcoming exhibition, and prepare for their final assessments by completing the Comparative Study and Process Portfolio. 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 Technology

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
10	N/A	Elective Credit 1

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.



## Wood Design - Elective

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9/10	N/A	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 - Elective

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9/10	N/A	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.

# PHYSICAL AND HEALTH EDUCATION

## Physical and Health Education 9

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
9	N/A	1

Physical Education classes in Grade 9 are more designed to practice and develop skills in activities that will help students maintain fitness throughout their life. Early in the fall students' fitness levels will be assessed in the following areas: cardiovascular endurance, flexibility, muscular strength, and muscular endurance. Students set personal fitness goals.

Students in Grade 9 health will understand health concepts and be able to explain how active living and healthy eating contribute to their physical and mental health. For the Personal Safety strand, students will understand the benefits and risks of using electronic communication technologies.

In Grade 9 students will focus on the social factors that may influence substance use, and understand resilience, and making healthy choices related to alcohol, drugs, and tobacco. Students will apply their knowledge of sexual health and safety including a strong understanding of the concept of consent and sexual limits.

## Physical and Health Education 10

GRADE LEVEL:	PREREQUISITE:	CREDIT VALUE:
10	N/A	1

The Physical Education Grade 10 course is designed to fulfill the growth, developmental, and behavioral needs of each student through physical activity and movement. Students in Grade 10 Health will understand health concepts related to nutrition and the relationship between physical activity, a healthy diet, rest, and weight management. Building on the Grade 9 personal safety strand, students will demonstrate an understanding of factors that enhance mental health and emotional well-being. Students will understand addictive behaviors and the impact related to substance abuse. The sexual health component includes students describing misconceptions about sexuality and how these may cause harm. They will understand the factors that influence sexual decision-making and how to use decision-making and communication skills effectively to support responsible choices.

## Outdoor Education - Elective

GRADE LEVEL:

9/10

PREREQUISITE:

N/A

CREDIT VALUE:

Elective Credit 0.5

Outdoor Education is a semester-long active course that will enable students to thrive in the outdoors. Outdoor Education students utilize the great outdoors as an extended classroom and incorporate several skills to learn how to live an active and healthy lifestyle. Students build leadership skills, excursion and trip planning skills, wilderness, navigation, survival, and camping skills. The course goals of Outdoor Education are to prepare the students for a lifetime of safe, fun, and sustainable outdoor adventures. The aims are to provide an opportunity to discover new interests and talents, a tool to develop essential skills for life and work, improve self-esteem and build confidence, and most importantly, have a fun time socializing outside of the classroom with friends. Students will be challenged mentally, physically, socially, and emotionally.





### **Contact Us**

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