



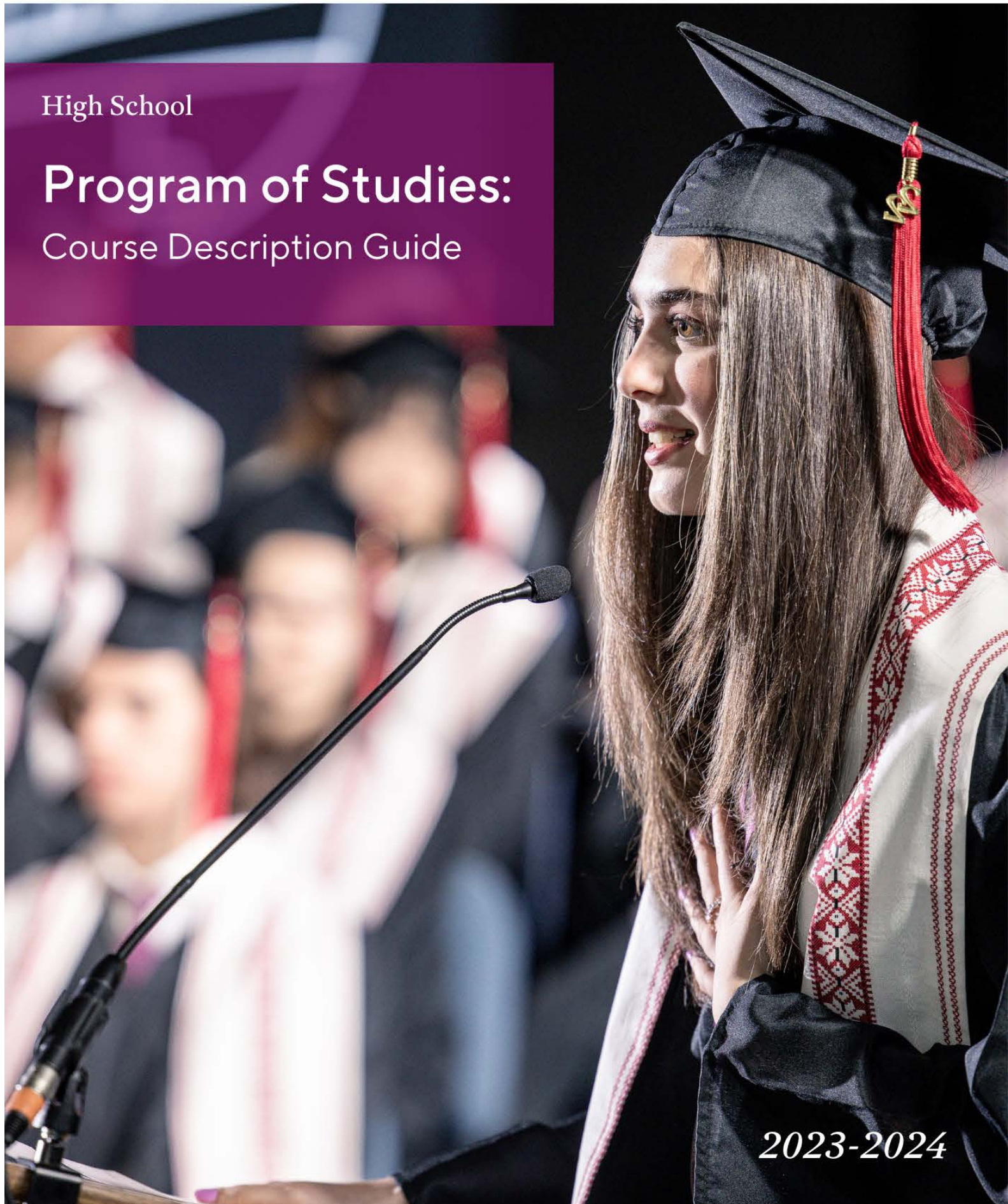
AISB

AMERICAN INTERNATIONAL
SCHOOL OF BUDAPEST

“Your bridge
to the world.”

High School

Program of Studies: Course Description Guide



2023-2024

TABLE OF CONTENTS

TABLE OF CONTENTS	1
MISSION, VISION, AND VALUES	2
WELCOME	3
DIPLOMA PATHWAYS	5
SAMPLE COURSE PROGRESSIONS	9
ENGLISH	12
WORLD LANGUAGES	16
SOCIAL STUDIES	20
SCIENCE	25
MATHEMATICS	30
ARTS, TECHNOLOGY, AND DESIGN	35
PHYSICAL EDUCATION	44
LANGUAGE AND LEARNING SUPPORT	46
PERSONALIZED LEARNING	49
IB DIPLOMA CORE	54
INNOVATION DIPLOMA COURSES	57

Headings in the Table of Contents are hyperlinks. Click on them to jump to a section of the handbook!



MISSION, VISION, AND VALUES

AISB Mission

We empower learners
to build their futures
and contribute
to a better world.

AISB Vision

Future-ready, today.

AISB Values

Excellence, Wellbeing, Inclusion, Growth, Global Citizenship

We pursue **EXCELLENCE** in all that we do.

We uphold high standards and act with integrity.

We invest in ourselves and take pride in our pursuits.

Our resilience is built through failure, perseverance, and achievement.

We promote **WELLBEING** so people flourish*.

We flourish when we have a purpose and feel safe, valued, and connected.

We emphasize kindness to ourselves and each other.

We are at our best when we maintain a healthy balance in our lives.

We design learning that challenges each individual to **GROW**.

Each of our learners is supported and stretched to reach their fullest potential.

Learning is about continuous adaptation and growth; it brings joy and meaning to our lives.

Learning is engaging when it is relevant and authentic.

We commit to **INCLUSION*** so that everyone belongs.

Our diversity is our strength. Each and every voice matters.

We respect and embrace our uniqueness, ensuring equity and access for all our students.

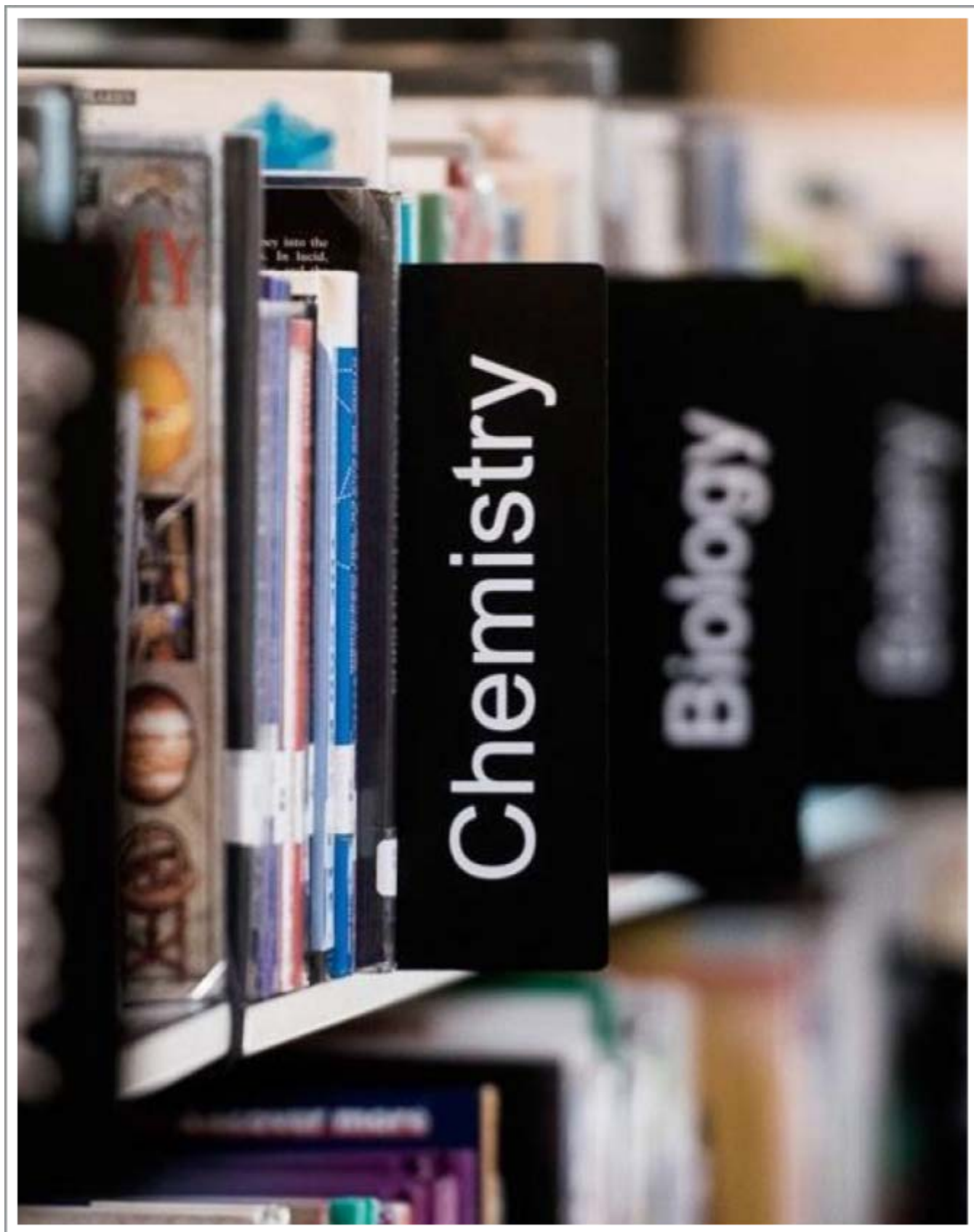
We are a caring community where everyone can find their place now and always.

We develop **GLOBAL CITIZENS** to make a positive impact together.

We act because we care.

We achieve more when we work together towards a more sustainable future.

We empower our learners to be catalysts of positive change in our community and beyond.



From the Principal

Thank you for carefully reviewing the Course Description Guide as you consider your choices for next year. This course guide provides useful information to help you choose challenging and engaging courses, while simultaneously allowing you to plan long term to meet your goals for university and beyond.

AISB offers many courses, and a choice of academic pathways, so it is important to take your time, do your research and talk to your teachers, your counselor and your parents, all of whom can offer you good advice and different perspectives. When deciding on your academic program, it is important to first think carefully about your own interests, skills and strengths, and try and balance your selections to include courses you are most excited about, those that will help you meet your goals, and also consider the impact your selection has on your school life in general. Choosing a program that is too challenging can make you feel you have "no time" to participate in co-curricular activities, yet we believe that you do not have the time to miss them! Our co-curricular program is integral to your high school experience.

Students are typically enrolled in eight academic courses which normally include: English, world languages, social studies, science, mathematics, physical education, arts, and electives. Creativity, Activity and Service (CAS) is also a graduation requirement, ensuring that the education you pursue challenges you academically, helps you grow in character as a person and instills in you values and qualities that will make you a responsible and caring member of the community. Central to success in whatever path students choose to pursue within and beyond the classroom are the AISB Learning Identities, a set of behaviors and dispositions that enable students to become independent, open minded critical and creative thinkers, lifelong learners and caring, ethical and active contributors to their learning and to the greater community.

Students who successfully complete our credit requirements graduate with an AISB High School Diploma. In addition to the AISB Diploma, students may choose to complete the Innovation Diploma or the International Baccalaureate (IB) Diploma. Each of these provides benefits designed to meet the needs and interests of a wide variety of students. We look forward to helping you design your pathway to success.

Each person's path may look a little different. What is most important is choosing courses that interest you because, even when challenging, we can often rise to the occasion if we are truly engaged. I wish you a great 2023-24 school year!

Graham Maclure
High School Principal



DIPLOMA PATHWAYS

AISB offers a rigorous curriculum based on an American educational model within an international approach and context. As part of our vision to empower learners to become “future-ready, today”, students at AISB have three options to achieve their high school diploma: the American High School (AISB) Diploma, the Innovation Diploma, and the International Baccalaureate (IB) Diploma. The school looks to match students to the most appropriate programs for their abilities and needs. Creativity, Activity, and Service (CAS) outcomes are an annual requirement beginning in grade 9 for all diploma pathways.

 AISB Innovation Diploma*	 IB Diploma*
 AISB Diploma	

**In both enhanced pathways, students are awarded both the AISB Diploma and the more rigorous diploma that they have earned.*

AISB Diploma

The AISB Diploma is an American High School Diploma based on a rigorous curriculum as part of a well-rounded education. In order to achieve the AISB Diploma, students must demonstrate proficiency in essential literacy, numeracy, communication, and critical thinking skills as they complete the required credits outlined below. Students are also required to complete the High School advisory curriculum and all grade level requirements for the school's Creativity, Activity, Service (CAS) Learning outcomes.

Credits Required for the AISB Diploma:

Arts	2 credits
English	4 credits
Mathematics	3 credits
Physical Education	2 credits
Science	3 credits
Social Studies	3 credits
World Language	3 credits
Other courses / electives	4 credits
CAS Requirements	Documented Learning Outcomes

AISB Innovation Diploma: *In addition to the requirements of the AISB Diploma, students can achieve this distinction by completing specific innovation courses and specialized experiences designed to help them explore their purpose.*

In order to pursue the Innovation Diploma, students choose an area of focus and design a personalized plan with their counselor and the Learning Pathways Coordinator. Earning the Innovation Diploma includes the following requirements (in addition to the AISB Diploma requirements):

Introduction to Innovation	1 course (0.5 credits)
Internship	1 course (0.5 credits)
Integrated (PBL) Courses	2 integrated courses (2 credits)
Specialization Courses	3 different courses** (at least 1.5 credits)
Capstone Project	1 course during senior year (1 credit)

***To gain deep understanding into an area of interest, students need to take at least 3 courses in that specialization. These courses could be AISB courses, IB Diploma courses, online courses, or any combination of these. The goal is that students explore their specialization from a variety of lenses.*

The Innovation Diploma empowers students to solve authentic problems using concepts from multiple disciplines. As a result, students need to take two integrated courses (e.g., English, Design & The Imperfect Art of Living; Science, Art, & Innovation Studio) to see the natural interplay between these subject areas. Students in these courses also have increased agency over their learning to explore their purpose and contribute beyond the classroom through project-based learning.

Students who enroll in the Innovation Diploma also take a semester-long internship connected to an area of interest that they chose. In addition to gaining valuable experience in the world of work, students also design their resume, learn to write a cover letter, and hone their interview skills. The Innovation Diploma culminates in a capstone project in grade 12. The capstone project gives students full autonomy to apply what they have learned in their Innovation Diploma courses and lead a project that contributes to the AISB community. At the end of the capstone experience, students will deliver a presentation showcasing their learning and the value it has brought to others.

Every Innovation Diploma is personalized to a student's interests and needs. Some examples of focus areas for the Innovation Diploma are listed below. Please note that all AISB credits must still be completed, and the list of ideas for each area below are not all required; they are examples only.

Business / Finance	Students develop business acumen by pursuing courses in the areas of Intro to Finance, Intro to Investments, Intro to Branding and Marketing, Graphic Design, Psychology, Communication, Innovation and Entrepreneurship, Sustainability, International Relations, Intro to Blockchain and Cryptocurrency, How to Argue Well, iOS App Design, Business Studies, IB Business Management, IB Economics, etc. They might apply their learning by leading a Young Entrepreneurs club or by starting their own business.
Hospitality	Students develop their understanding of the hospitality industry by pursuing opportunities such as Psychology, International Relations, Problem Solving, Communications, Entrepreneurship, Intro to Branding and Marketing, Health and Wellbeing, Languages, or Culinary Arts. They could apply their learning by participating in an externship or summer internship in a local hotel under the guidance of an expert in the field.
Innovation and Design	Students develop their understanding of technology, innovation, and design by pursuing courses such as Design Technology; Programming; Computer Science; Innovation Studio; English, Design & The Imperfect Art of Living; Coding; Computational Thinking; Analyzing Data; Game Design and Development; Intro to Artificial Intelligence; Intro to Blockchain and Cryptocurrency; Problem Solving with Engineering and Design; Cybersecurity; Global Health, etc. They could apply their learning

by designing an innovative solution to a current real-world problem.

Language and Communication

Students further develop their proficiency in multiple languages, including their home language, by studying those languages and courses related to Linguistics, Communication, Language through Culture, Creative Writing, Journalism, Public Speaking, Problem Solving, etc. Students decide the best way to demonstrate their intended outcomes. A student who is focused on journalism, for example, may choose to demonstrate their writing / speaking ability by taking part in a news broadcast. A student focused on language learning may choose to demonstrate proficiency in another language by completing a recognized high level assessment in the target language (e.g., DELE, DALF, IB Language A, IB Language B) and apply their learning by using multiple languages in their portfolio and exhibition on a topic of personal importance.

Law

Students develop their understanding of legal thinking by pursuing courses such as Intro to Legal Thinking, Prisons and the Criminal Justice System, Applying Philosophy to Global Issues, Psychology, Communication, Business, Business Problem Solving, Entrepreneurship, Sustainability, Economics, International Relations, How to Argue Well, IB social studies or science courses, etc. They could apply their learning by participating in an externship or summer internship in a local law firm under the guidance of an expert in the field.

Leadership

Students develop their understanding of leadership from a variety of perspectives by pursuing courses in the areas of Psychology, History, Communication, International Relations, Problem Solving, How to Argue Well, Sustainability, Health and Wellbeing, Global Activism, etc. They might gain practical experience and apply their learning by working with the JUMP Foundation or leading a group to accomplish a goal of personal importance.

Performing Arts

Students develop their skills in and understanding of the performing arts by pursuing courses such as Intro to Theatre, Advanced Theatre, Theatre Design and Production, Band, Rock Band, Music Technology, Arts Entrepreneurship, IB Theatre or Music, etc. They could gain practical experience by participating in public performances such as the High School Musical and apply their learning by participating in an externship or summer internship in a local theatre under the guidance of an expert in the field.

STEAM

Students develop their understanding of Science, Technology, Engineering, Arts, and Mathematics (STEAM) through courses such as Innovation Studio, Design Technology, Programming, Computer Science, Coding, Problem Solving with Engineering and Design, Architecture, Data Visualization, Computational Thinking, Analyzing Data, Game Design and Development, Game Theory, Intro to Artificial Intelligence, Number Theory, Linear Algebra, iOS App Design, Medical Problem Solving, Bioethics, Global Health, IB science or math courses, etc. They might apply their learning by developing a solution to a current real-world problem.

Sustainability

Students develop their understanding of sustainability measures through courses such as Climate Change and Global Inequality, Entrepreneurship in a Global Context, Global Health, Applying Philosophy to Global Issues, Innovation Studio, IB social studies or science courses, etc. They might apply their learning by developing a solution to a current real-world problem.

Visual Arts

Students develop their understanding of the visual arts by pursuing courses such as Intro to Art, Advanced Art, Intro to Photography, Advanced Photography, Innovation Studio, Video Production, Theatre Design and Production, Arts Entrepreneurship, Architecture, Filmmaking,

Intro to Branding and Marketing, Graphic Design, iOS App Design, IB Visual Arts or Film, etc. While applying their learning, students might design a portfolio to gain acceptance to a prestigious art school.

IB Diploma: *In addition to the requirements of the AISB Diploma, students complete the IB Diploma Program requirements.*

The International Baccalaureate (IB) Program is a comprehensive and rigorous two-year, pre-university curriculum which includes six classes, at least three of which are studied at higher level, and completion of the IB Core requirements (CAS, EE, TOK). Students who successfully complete two Language A courses can also achieve a bilingual diploma. To earn the IB Diploma, students must also complete a set of internal and external assessments in their chosen subject areas. The IB Diploma is recognized as one of the most challenging international high school curricula in the world and is required by some universities for admission. Please check with your counselor to determine if your university plans will require the IB Diploma.

Requirements for the IB Diploma:

Group 1	Studies in Language and Literature
Group 2	Language Acquisition
Group 3	Individuals and Societies (Social Studies)
Group 4	Science
Group 5	Mathematics
Group 6*	The Arts
Theory of Knowledge	Two semesters of TOK, including successful completion of the TOK Exhibition and TOK Essay
Extended Essay	Successful completion of an independent, self-directed piece of research, finishing with a 4,000-word essay
CAS Requirements	Successful completion and documentation of Learning Outcomes

**Students may opt to study an additional science, individuals and societies, or language course instead of a course in the arts.*



SAMPLE COURSE PROGRESSIONS

	Grade 9 8 courses	Grade 10 8 courses	Grade 11 6+ courses	Grade 12 6+ courses
English Req Credits: 4	English 9	English 10 (Standard or Honors)	1 credit	1 credit
World Languages Req Credits: 3	1 credit	1 credit	1 credit	Required for IB DP
Social Studies Req Credits: 3	Social Studies 9	Social Studies 10	1 credit	Required for IB DP
Science Req Credits: 3	Science 9	Science 10	1 credit	Required for IB DP
Mathematics Req Credits: 3	Math 9 (Standard or Honors)	Math 10 (Standard or Honors)	1 credit	Required for IB DP
Arts Req Credits: 2	1 credit	1 credit	As needed to make a full schedule. IB DP students take TOK / IB Skills.	As needed to make a full schedule. IB DP students take TOK / IB Skills.
Physical Education Req Credits: 2	PE 9	PE 10		
Electives As needed to complete 24 credits	1 credit	1 credit		
Other			HL Extension required for IB DP	HL Extension required for IB DP

Sample Schedule A (AISB Diploma)

	Grade 9	Grade 10	Grade 11	Grade 12
English	English 9	English 10 Standard	IB Language & Literature SL	IB Language & Literature SL
WL	Spanish 1	Spanish 2	Spanish 3	Spanish 4
Social Studies	Social Studies 9	Social Studies 10	IB Psychology SL	IB Psychology SL
Science	Science 9	Science 10	IB Computer Science SL	IB Computer Science SL
Mathematics	Math 9 Standard	Math 10 Standard	Applied Mathematics	Study Hall
Arts	Intro to Photography	Advanced Photography	Study Hall	GOA: Graphic Design GOA: Architecture
PE	PE 9	PE 10	Lifetime Fitness	Lifetime Fitness
Electives	Programming	Video Production	GOA: Race and Society GOA: Applying Philosophy	Innovation Studio

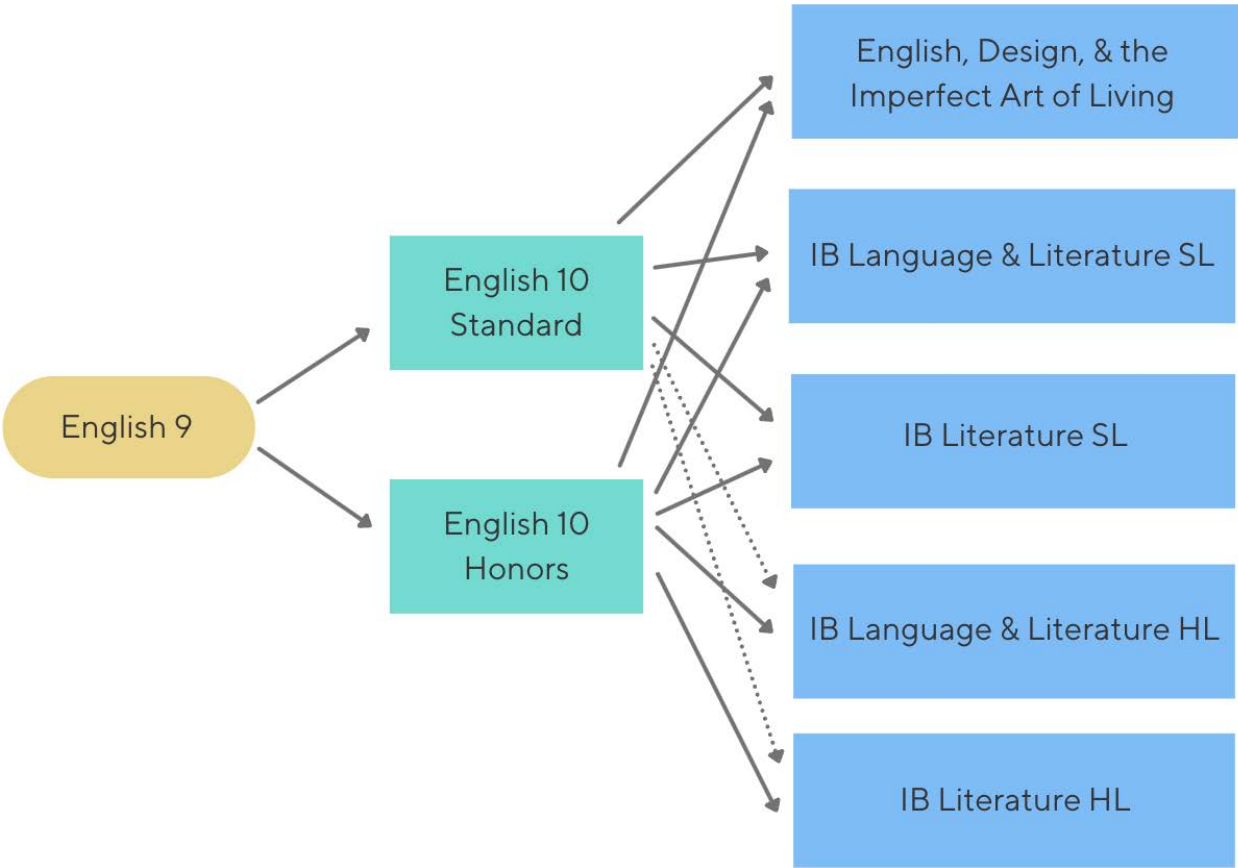
Sample Schedule B (AISB Diploma + Innovation Diploma & Specialization in Business)

	Grade 9 8 courses	Grade 10 8 courses	Grade 11 6+ courses	Grade 12 6+ courses
English	English 9	English 10 Standard	English, Design, & the Imperfect Art of Living (Integrated)	Innovation & Entrepreneurship (Integrated)
WL	EAL	Language A Hungarian	IB Hungarian SL	IB Hungarian SL
Social Studies	Social Studies 9	Social Studies 10	IB Business HL	IB Business HL
Science	Science 9	Science 10	Systems Science	Advanced Art
Mathematics	Math 9 Standard	Math 10 Standard	IB Math Applications & Interpretation SL	IB Math Applications & Interpretation SL
Arts	Intro to Art	Business Studies*	Introduction to Innovation / Internship*	Capstone Project
PE	PE 9	PE 10	HL Extension / Lifetime Fitness	HL Extension / Lifetime Fitness
Electives	Intro to Photography	GOA: Intro to Finance GOA: Business Problem Solving	GOA: Intro to Branding and Marketing GOA: Personal Finance	GOA: Microeconomics GOA: Entrepreneurship in a Global Context

*Business Studies and Intro to Innovation are not Arts credits. This student has multiple arts credits and is taking Business Studies for their Specialization.

Sample Schedule C (AISB Diploma + IB Diploma)

	Grade 9 8 courses	Grade 10 8 courses	Grade 11 6+ courses	Grade 12 6+ courses
English	English 9	English 10 Honors	IB Literature HL	IB Literature HL
WL	French 3	French 4	IB French B HL	IB French B HL
Social Studies	Social Studies 9	Social Studies 10	IB History SL	IB History SL
Science	Science 9	Science 10	IB Biology SL	IB Biology SL
Mathematics	Math 9 Standard	Math 10 Standard	IB Math Analysis & Approaches SL	IB Math Analysis & Approaches SL
Arts	Intro to Theatre	Advanced Theatre	IB Theatre HL	IB Theatre HL
PE	PE 9	PE 10	HL Extension / Lifetime Fitness	HL Extension / Lifetime Fitness
Electives	Music Tech	GOA: Arts Entrepreneurship GOA: Intro to Finance	TOK / IB Skills	TOK / IB Skills



.....➔ Only with teacher recommendation.

**English 9:
Literature as
Resistance -
Exposures to
truths**

Prerequisites: Grade 8 English Language Arts
Required for students in Grade 9
Length: Yearlong

In an often troubled and divided world, the study of texts can often bridge the seeming divide between not only who we are and what we are as individuals within a complex larger community, but more importantly, *how* and *why* we are. The English 9 course is designed for students to explore and empower themselves with the skills of literacy. Our global-minded investigation is guided by the question: How and why do individuals adopt, adapt, or resist ideas within their society? Through critical reading and writing activities, we aim to find answers to such oddities as “how and why do the majority of youth wear the same three brands of shoes, listen to the same genres, and have the same political ideologies?” Students write disruptive narrative, impactful literary, critically-minded expository, and provocative pieces with an emphasis on strengthening comprehension and analysis skills. The ultimate goal is to have a more focused understanding of ourselves and our place within the universe. Arguably, in the future, interpersonal communication skills will not just be an asset but a life-saving skill. In this vein, students will examine the visual and literary world around them, aiming to not only uncover the injustices that literature can reveal, but to see the world from vastly different perspectives... to such an extent that the so-called lines between good

and evil, beautiful and ugly, right and wrong become, for a moment at least, blurred.

**English 10
Standard:
A journey of
self-exploration**

Prerequisites: English 9
Open to: Grade 10
Length: Yearlong

How can literature help offer a roadmap for us to understand ourselves as we grapple with our place in society? This course explores the ever-changing dynamic relationship between a person and the greater world as we investigate how an individual's choices are shaped, challenged, or reinforced by the paths (literal and metaphoric) that they travel. Through texts as varied as those including battles with mythological creatures, ambitious people who deceive others to usurp the throne, and real-life individuals who survived Auschwitz, we will analyze characters' choices and how their personal challenges help to shape their identity and worldview. By the end of this journey of self-discovery, students will have developed in their skills of critical analysis, essay writing, and formal and informal public speaking. They will also deepen their understanding of the path that they are traveling and how it is shaping their own identity – just like the characters we read about.

**English 10
Honors:
A journey of
self-exploration**

Prerequisites: English 9
Guidelines for success: Grade of 5 or higher in English 9 or Teacher Recommendation
Open to: Grade 10
Length: Yearlong

How can literature help offer a roadmap for us to understand ourselves as we grapple with our place in society? This course explores the ever-changing dynamic relationship between a person and the greater world as we investigate how an individual's choices are shaped, challenged, or reinforced by the paths (literal and metaphoric) that they travel. Through texts as varied as those including battles with mythological creatures, ambitious people who deceive others to usurp the throne, and real-life individuals who survived Auschwitz, we will analyze characters' choices and how their personal challenges help to shape their identity and worldview. By the end of this journey of self-discovery, students will have developed in their skills of critical analysis, essay writing, and formal and informal public speaking. They will also deepen their understanding of the path that they are traveling and how it is shaping their own identity – just like the characters we read about.

The Honors course shares the same anchor texts as the standard 10 course, but moves at a more rapid pace as it includes supplementary texts; it is designed for avid readers who confidently anticipate enrolling in Higher Level IB English classes.

**IB Language
and Literature
English
Standard and
Higher Level,
Years 1 & 2:
Mirrors and**

Prerequisites: English 10
Guidelines for success in HL: Grade of 5 or higher in English 10 Honors and a grade of "Meeting" or higher in the Learning Identities or Teacher Recommendation.
Open to: Grades 11 - 12
Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

How do texts give us insight into the universal ideas about our humanity? How does language challenge or reinforce our ways of thinking? The Language and Literature course offers opportunities for students to explore how texts, like mirrors and windows, can reflect their own identities and relationships, as well as provide

Windows into Ourselves

insight into the worlds of others. A diversity of texts across time, space, culture, and language are investigated - from literary genres such as novels, short stories, poetry, or plays to non-literary texts, including advertisements, political cartoons, or online media. Through provocative discussion and critically-focused writing, students are challenged – intellectually, personally, and culturally – to grapple with some of the complexity of the human condition, as they sharpen their analytical skills and expand their presentation abilities.

Students in HL Language and Literature study a minimum of 6 literary texts and a diverse range of non-literary works (over the two years), while SL students study a minimum of 4 literary works and a diverse range of non-literary bodies of work. Both HL and SL courses have two essay-style exams and an oral activity presenting their analysis of a literary and non-literary body of work. HL students have the opportunity to analyze a question of their choice through the additional written coursework requirement of a 1200 - 1500 word essay.

IB Literature English Standard and Higher Level, Years 1 & 2: Literature and the Larger Conversation

Prerequisites: English 10

Guidelines for success in HL: Grade of 5 or higher in English 10 Honors and a grade of “Meeting” or higher in the Learning Identities or Teacher Recommendation.

Open to: Grades 11 - 12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

Have you ever wondered how literature has recorded and impacted world culture, philosophy, and values over the centuries? To what extent has literature shaped how we understand ourselves and the human experience? IB Literature is designed for students who enjoy the artistic and political craft of literature. Foundationally, we start by developing sensitivity to nuance and style in authorial choices. Students are then challenged to reflect on the role of cultural assumptions through a variety of social and political lenses as they interact with literary genres from different cultures and periods: including poetry, novels, drama, and non-fiction. Students engage in the detailed analysis of literary works and then articulate, through writing and discussion, their individual critical responses and understandings of larger, intertextual conversations. The class empowers students to confront the ways that literature reflects, constructs, and critiques social and historical narratives; to consider the power of literature in building and deconstructing social and cultural identities; and to appreciate the craft of the artists while evaluating their impact on the larger conversations of civilization.

Over the two years, students in HL Literature explore a minimum of 13 literary texts, while SL students study a minimum of 9 literary texts. Both HL and SL courses have two essay-style exams (seen and unseen texts) and an oral activity presenting their analysis of a work originally written in English and a work in translation. HL students have the opportunity to analyze a question of their choice through the additional written coursework requirement of a 1200 - 1500 word essay.

English, Design, & the Imperfect Art of Living

Prerequisites: English 9

Integrated: This course integrates English & Design Thinking

Open to: Grades 11 - 12 (Grade 10 by application)

Length: Yearlong

Type of Credit: English or Elective credit

How do we design meaningful lives in such an uncertain world? This is the problem we tackle in the Imperfect Art of Living; and we'll use concepts from literature,

psychology, philosophy, and design thinking to help us solve it. Whatever country you were born in, whatever your social class is, and whatever your long-term goals and aspirations are, this question will surface at some point. Our goal is to provide you with tools that will help you live more purposefully and meaningfully. And, since this course is used by other international schools around the world, we will also connect you with other thoughtful teenagers who will help you all grapple with this question in a more authentic and engaging way. The Imperfect Art of Living can be taken in place of grade 10 English (by application only), and it is one of the integrated courses that can fulfill the requirements of the Innovation Diploma.

GOA Options

Prerequisites: As determined by the course

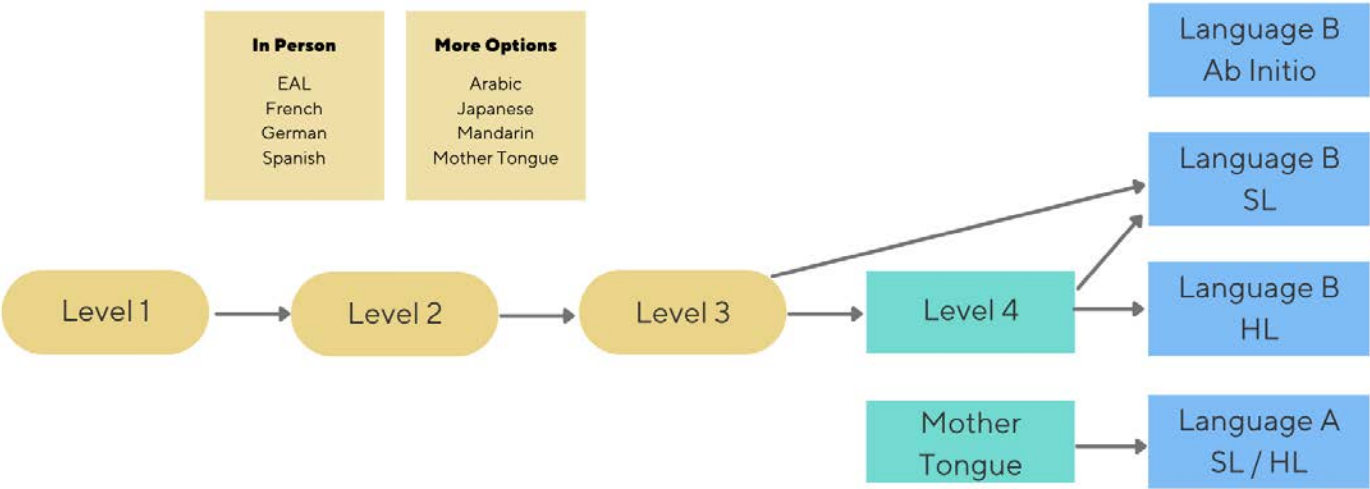
Open to: Grades 10-12. Grade 9 with Teacher Recommendation

Length: GOA Courses are typically one semester. Students register for two courses to complete their yearlong schedule.

Students may also pursue courses in fiction and non-fiction writing through Global Online Academy (see “Personalized Learning” in this guide).



WORLD LANGUAGES



Level I French, German, Spanish

Prerequisites: None
Open to: Grades 9-12 (NB: Grade 8 students may also be enrolled.)
Length: Yearlong

The objective of the Level I World Language course is to introduce students to the basics of the language and the cultures that speak it. It assumes that the students have minimal or no prior knowledge of the language and culture. We will address all four areas of language development: reading, listening, writing, and speaking. Students will focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. Instruction is given primarily in the target language and in a variety of contexts to encourage fluency and meet the needs of students.

Level II French, German, Spanish

Prerequisites: Satisfactory completion of the Level I or Grade 8 Novice class in the same language
Open to: Grades 9-12 (NB: Grade 8 students may also be enrolled.)
Length: Yearlong

The objective of the Level II World Language course is to further develop students' fluency and refine their understanding of grammar in the target language. We will address all four areas of language development: reading, listening, writing, and speaking. In addition to communicating about their daily lives, students will also explore other topics of relevance, read material on familiar themes, and write longer compositions. Instruction is given primarily in the target language and in a variety of contexts to encourage fluency and meet the needs of students with a diversity of skill levels.

Level III French, German, Spanish

Prerequisites: Satisfactory completion of the Level II or Grade 8 Intermediate High class in the same language

Open to: Grades 9-12

Length: Yearlong

The objective of the Level III World Language course is to further develop students' fluency and refine their understanding of grammar in the target language. Students are called upon to demonstrate increased aptitude in the skills of reading, listening, writing, and speaking. Students continue to read and respond verbally and in writing to a wide range of written and audiovisual products of the target culture(s) (e.g., newspapers, magazines, films, Internet sites and applications. Students will write well-organized compositions on age-appropriate topics of interest as well as create and present posters, videos, multimedia presentations, or reports about age-appropriate personal or cultural themes. Instruction is given primarily in the target language and in a variety of contexts to encourage fluency and meet the needs of students.

Level IV French, German, Spanish

Prerequisites: Satisfactory completion of the Level III class in the same language

Open to: Grades 9-12

Length: Yearlong

The goal of the Level IV World Language course is for students to acquire both written and oral fluency and to prepare for the HL IB Language B course. Students will exchange and discuss opinions with fluid use of the target language on a variety of topics as well as write organized texts in a variety of formats. Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied. Extensive experience in using the language is combined with the examination of the practices and perspectives of the contemporary target culture through the media of newspapers, magazines, literature, film, and Internet sites. Instruction is given primarily in the target language and in a variety of contexts to encourage fluency and meet the needs of students.

Self-Taught Language A (Mother Tongue) Options

Prerequisites: Near native fluency, including academic language for use in literary analysis in the target language and a grade of "Meeting" or higher in the Learning Identities

Open to: Grades 9-12

Length: Yearlong

Students have the option to complete a literature course in their mother tongue as a "school-supported self-taught" (SSST) class, meaning students work with an approved tutor in the target language who supports the student through the course in conjunction with an experienced Language A teacher from the school. Scheduling of the course may look different depending on student needs and logistical considerations. Some options that AISB students have had in the past include: a Hungarian class with a Hungarian literature teacher as one block in the schedule; a block treated as "independent study" in which the student has time to dedicate to studying their mother tongue, and they meet with a tutor via Zoom or on campus, as arranged. The Self-Taught Language A class is an excellent option to maintain and improve one's home language and can be used to prepare for the IB SSST Language A Literature class in grades 11-12. Interested students should contact their counselor to learn more about this option.

IB Ab Initio
**(French,
German,
Spanish)**
Standard Level,
Years 1&2

Prerequisites: Little or no previous knowledge of the target language.

Note: Students who have successfully studied the equivalent of two years of the target language are not eligible for the Ab Initio class in that language unless extraordinary circumstances apply. Exceptions to this can be made by the High School Principal.

Open to: Grades 11-12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

IB Ab Initio is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. The AB Initio course is divided into five themes: identities, experiences, human ingenuity, social organization, and sharing the planet. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive, and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. The Ab Initio course is available at SL only.

IB Language B
**(French,
German,
Spanish)**
**Standard and
Higher Level,**
Years 1&2

Prerequisites: Adequate proficiency in the target language. For students at AISB, this is generally after the level III course in the target language.

Guidelines for success:

- **SL:** Successful completion of **Level III** in the target language or Teacher recommendation
- **HL:** Grade of 5 or higher in **Level IV** in the target language and a grade of "Meeting" or higher in the Learning Identities or Teacher recommendation

Open to: Grades 11-12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

The range of purposes and situations for using language in the language B courses extends well beyond those for Language Ab Initio. At both levels of Language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics related to course content. The Language B course is divided into five themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The study of two literary works originally written in the target language is required in the HL class only. The distinction between SL and HL can also be seen in the level of competency the student is expected to develop in receptive, productive, and interactive skills in the target language and the level of difficulty and requirements of the assessment tasks and criteria.

IB Language A
Literature
Standard Level,
Years 1&2

Prerequisites: Near native fluency, including academic language for use in literary analysis in the target language and a grade of "Meeting" or higher in the Learning Identities

Open to: Grades 11-12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

The Standard Level Language A course is "school-supported self-taught" (SSST), meaning students work with an approved tutor in the target language who supports the student through the course in conjunction with an experienced Language A teacher from the school. This course is intended for students who wish to improve their fluency in their mother tongue (home language) and learn in depth about the respective literature and culture. The course is automatically available in 55 languages and available by special request and may be studied in any language with a sufficiently developed written literature. At AISB students have

successfully completed this course in Hungarian, Chinese, Korean, German, Italian and Russian in the past years. The course introduces students to the analysis of literary texts and is one way in which the IB's policy of mother tongue entitlement is delivered. The SSST Language A Literature course is available at SL only. Students successfully completing the course are eligible for the IB Bilingual Diploma.

As in IB English Literature, the course is organized around three "areas of exploration" which raise students' awareness of how literary texts and their interpretations are shaped by cultural and historical contexts, how readers can open up multiple meanings through creative and critical responses, and how texts are shaped by their connections to other texts and traditions. Because of this similarity, students can effectively transfer knowledge and skills between both courses. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

Self-taught students read nine works. Of these nine works,

- a minimum of four are written in the language studied by authors on the reading list
- a minimum of three are works in translation written by authors on the reading list.

Works are selected to cover three major literary genres, three periods and three places.

The school must ensure that undertaking the language at this level is a viable task for the candidate, taking into consideration factors such as the student's motivation, capacity as an independent learner, previous academic experience in the study of literature and his/her present and future needs. Interested students should contact their counselor to learn more about this option.

GOA Options

Prerequisites: As determined by the course

Open to: Grades 10-12. Grade 9 with Teacher Recommendation

Length: GOA Language and Culture courses are yearlong.

Students may pursue language acquisition courses in **Japanese** or **Arabic** through Global Online Academy (see "Personalized Learning" in this guide).

Other Online Options

Prerequisites: As determined by the course

Open to: Grades 10-12

Length: Yearlong. (Note: All IB courses are taken for 2 years to obtain IB credit.)

Students may also pursue [Ab Initio Mandarin](#) at the Standard Level through Pamoja Education (see "Personalized Learning" in this guide).

SOCIAL STUDIES

Required	GOA Options		More Options
Social Studies 9 Social Studies 10	Entrepreneurship in a Global Context Microeconomics Macroeconomics Business Problem Solving Personal Finance Intro to Investments Intro to Branding & Marketing Climate Change and Global Inequality Gender & Society Religion & Society Applying Philosophy to Global Issues	International Relations Intro to Legal Thinking Prisons and Criminal Justice Systems 9/11 in a Global Context Genocide & Human Rights Race & Society Intro to Psychology Positive Psychology Social Psychology Developmental Psychology Abnormal Psychology Neuropsychology	IB Information Technology in a Global Society (SL/HL) IB Philosophy (SL) AP US History AP US Government Other AP Courses
In Person			
Business Studies IB Business Management (SL/HL) IB Economics (SL/HL) IB Environmental Systems (SL) IB Geography (SL/HL) IB History (SL/HL) IB Psychology (SL/HL)			

Social Studies 9 **Prerequisites:** Grade 8 Social Studies
Required for students in Grade 9
Length: Yearlong

Social Studies is a course designed to help students investigate different perspectives as they seek to understand the complexity of our world, to learn from our past, and to improve our future. Students explore case studies from the early modern, modern, and contemporary world through the disciplines of civics, economics, geography, and history. They investigate questions, consider possible solutions and consequences, evaluate and use evidence, and communicate and act upon what they learn in order to become knowledgeable and active global citizens. Students contextualize stories and events in order to provide a framework for understanding the causes and effects of the events that have shaped our world. Attention is given to evaluating and synthesizing information from various sources and perspectives in order to develop a strong argument and communicate findings clearly.

Social Studies 10 **Prerequisites:** Social Studies 9
Required for students in Grade 10
Length: Yearlong

Social Studies is a course designed to help students investigate different perspectives as they seek to understand the complexity of our world, to learn from our past, and to improve our future. Students explore case studies from the early modern, modern, and contemporary world through the disciplines of civics, economics, geography, and history. They investigate questions, consider possible

solutions and consequences, evaluate and use evidence, and communicate and act upon what they learn in order to become knowledgeable and active global citizens. Students contextualize stories and events in order to provide a framework for understanding the causes and effects of the events that have shaped our world. Students apply their deeper understanding of social studies concepts on a global scale as they develop the skills necessary for further success not just in education, but also in life.

Business Studies

Prerequisites: Social Studies 9

Open to: Grades 10-12

Length: Yearlong

The main aim of the course is to provide students with an understanding of contemporary business principles and practices. In terms of content, students will examine the basic qualities of business organizations, external influences on business activity, financial issues, production methods, the key aspects of marketing, and the role of human resource management. The skills focus will be analysis of business situations, decision making, and the presentation of information in a variety of situations – on an individual basis and as a member of a group. When possible, we will look at case studies, undertake simulations and problem solving exercises. Students will use a variety of sources to increase their knowledge and understanding of business concepts and practices.

IB Business Management Standard and Higher Level, Years 1&2

Prerequisites: Social Studies 10

Guidelines for success in HL: Grade of 5 or higher in Social Studies 10 and a grade of “Meeting” or higher in the Learning Identities or Teacher Recommendation.

Open to: Grades 11 - 12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

The Business Management course is a demanding, yet dynamic curriculum designed to meet the current and future needs of students who wish to build knowledge of business theory and an understanding of the concepts and tools needed for business decision making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes and helps students improve their critical thinking, technical, analytical and decision-making skills necessary to thrive in the business world.

This course empowers students to explore four interdisciplinary concepts - creativity, change, ethics and sustainability - from a business perspective. It enables students to think critically and strategically about individual and organizational behavior. It emphasizes the importance of exploring business issues through different cultural perspectives and promotes awareness of social and ethical factors in the making of business decisions.

Students will examine how business decisions are influenced by internal and external factors and will explore real-life businesses and their decisions in the face of issues/problems. Specific topics of exploration will include but are not limited to:

- The structure and organization of modern business
- Human resource management

- Business finance and accounting
- The role of marketing
- Operations management

IB Economics Standard and Higher Level, Years 1&2

Prerequisites: Social Studies 10

Guidelines for success in HL: Grade of 5 or higher in Social Studies 10 and a grade of “Meeting” or higher in the Learning Identities or Teacher Recommendation. Strong numeracy skills and confidence. Concurrent enrollment in Math Analysis (AA) SL/HL or Math Applications (AI) HL is required for HL Economics.

Open to: Grades 11 - 12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

The main focus of any introductory course in Economics is to achieve an understanding of how individuals and societies organize themselves to use scarce resources to achieve economic goals. The course will examine four main areas: introduction to economics, microeconomics, macroeconomics, and the global economy. Students will gain an awareness of the key ideas and views in each topic and will examine economic events critically. Links between economic theory and economic realities will be a constant aim of the course. The course includes both internal and external assessments. For the internally assessed component of the course, the students will complete a portfolio of commentaries on recent economic articles.

In terms of skills, students will develop their abilities to define, apply, analyze, and evaluate economic theories and economic events and developments in the world around them. They will be able to express economic concepts through the use of graphs and explanations. They will also spend a considerable amount of time reading articles and analyzing and evaluating the economic actions contained in the articles. Considering how important economics is to the interconnected global world, students will leave this course with a more informed perspective on many of the key issues and problems facing the world today.

IB Environmental Systems and Societies Standard Level, Years 1&2

Prerequisites: Social Studies 10 and Science 10

Open to: Grades 11 - 12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

Type of credit: Science or social studies

The primary intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies – one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach therefore is conducive to students evaluating the scientific, ethical, and socio-political aspects of issues.

The ESS course is an IB transdisciplinary subject, so students taking this course will satisfy the requirements for both Group 3 (Individuals and Societies) and Group 4 (Experimental Sciences) of the IB hexagon, allowing them to choose another subject from any of the 6 groups to complete the sixth subject for the IB Diploma. Please speak with your counselor to determine if this should count as a science or a social studies credit for the AISB Diploma.

IB Geography **Standard and** **Higher Level,** **Years 1&2**

Prerequisites: Social Studies 10

Guidelines for success in HL: Grade of 5 or higher in Social Studies 10 and a grade of “Meeting” or higher in the Learning Identities or Teacher Recommendation.

Open to: Grades 11 - 12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places, on a variety of scales and from different perspectives.

Geography as a subject is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The course integrates physical, environmental and human geography, and students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines, helping students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Students at both SL and HL are presented with a common core and optional geographic themes. HL students also study the HL core extension. Although the skills and activity of studying geography are common to all students, HL students are required to acquire a further body of knowledge, to demonstrate critical evaluation and to further synthesize the concepts in the HL extension.

IB History **Standard and** **Higher Level,** **Years 1&2**

Prerequisites: Social Studies 10

Guidelines for success in HL: Grade of 5 or higher in Social Studies 10 and a grade of “Meeting” or higher in the Learning Identities or Teacher Recommendation.

Open to: Grades 11 - 12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

The aim of this course is to explain trends and developments in history as well as evaluate and understand the themes of continuity and change through time and individual historical events. The course curriculum is concerned with individuals and societies in the political, social, and economic context. The class seeks to promote the acquisition and understanding of historical knowledge in breadth and in depth, and from different cultures. It fosters an appreciation of history as a discipline, including the nature and diversity of its sources, methods, and interpretations. Students are encouraged to reflect on the role of the historian, and all students are expected to gain an understanding of and respect for people and events in cultures different from their own. A lasting interest in history is also a desired piece of the course.

In order to achieve the above, students will study aspects of twentieth century history including the events and impact of the two World Wars, the events of the inter-war years, the rise of Communism and the Soviet Union, the development of Fascism as a political force in interwar Europe, the reasons for and the events of the Cold War and its impact on nations throughout the world, and the rise and rule of single party state rulers such as Mussolini, Stalin, Hitler, Mao Zedong.

IB Psychology Standard and Higher Level, Years 1&2

Prerequisites: Social Studies 10

Guidelines for success in HL: Grade of 5 or higher in Social Studies 10 and a grade of “Meeting” or higher in the Learning Identities or Teacher Recommendation.

Open to: Grades 11 - 12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

The IB Psychology course is designed to allow for in-depth analysis, evaluation and consolidation of learning. The overall aim of the course is to give students a deeper understanding of the nature and scope of psychology. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behavior. The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behavior and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course.

GOA Options

Prerequisites: As determined by the course

Open to: Grades 10-12. Grade 9 with Teacher Recommendation

Length: GOA Courses are typically one semester. Students register for two courses to complete their yearlong schedule.

Students may pursue a wide variety of specialized courses related to social studies through Global Online Academy (see “Personalized Learning” in this guide). Some examples include Introduction to Finance, Business Problem Solving, Entrepreneurship in a Global Context, Gender & Society, Climate Change and Global Inequality, International Relations, Positive Psychology, Introduction to Investments, etc.

Other Online Options

Prerequisites: As determined by the course

Open to: Grades 10-12

Length: As determined by the course (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

Students may also take Advanced Placement (AP) courses such as AP US History or AP US Government through a partner provider (see “Personalized Learning” in this guide).

Students may also pursue the following IB DP courses through Pamoja Education (see “Personalized Learning” in this guide).

- IB Philosophy [SL](#)
- Digital Society [SL/HL](#)

SCIENCE

Required	In Person Options	GOA Options
Science 9 Science 10	Systems Science Science, Art, & Innovation Studio IB Biology (SL/HL) IB Chemistry (SL/HL) IB Computer Science (SL/HL) IB Environmental Systems & Societies Systems (SL) IB Physics (SL/HL)	Bioethics Global Health Medical Problem Solving I Medical Problem Solving II Problem Solving with Engineering & Design

Science 9

Prerequisites: Grade 8 Science
Required for students in Grade 9
Length: Yearlong

Science 9 is a required course for Grade 9 students and is aligned with the Next Generation Science Standards (NGSS). The course emphasizes an inquiry approach to science utilizing modeling, practical investigations, and student-driven inquiry. All life and Earth processes have their foundation in matter and how it interacts, is constructed, and is altered. Students will explore the origins of all matter and energy and how this is important in the balance and sustainability of ecosystems. Students will investigate the energy balance on Earth and analyze the cause and effect relationships of changes. An understanding of the properties of matter will be applied to evaluate new and innovative uses of materials. The study of concepts from life, Earth and space, and the physical sciences lays a foundation for deeply understanding the driving principles that allow matter to exist and function as it does in the universe. By the course's end, students can expect to have developed a variety of investigative skills and a level of scientific literacy that will help them better understand the world around them.

Science 10

Prerequisites: Science 9
Required for students in Grade 10
Length: Yearlong

Science 10 is a required course for Grade 10 students and is aligned with the Next Generation Science Standards (NGSS). In this course, students will explore natural phenomena and current events to develop a deeper understanding of the driving forces behind change on our planet. Students will develop and use models, design and conduct investigations, and analyze data to make sense of the natural world. Topics of study include delving into Newton's Laws with a culminating engineering project, investigating chemical reactions and why they occur, investigating homeostasis in the human body through a medical problem-solving lens, and considering human impact at a global and local level to evaluate strategies by which to live more sustainably. By the end of this course, students can expect to

have developed various investigative skills and a level of scientific literacy to better understand our real world systems.

Systems Science: Earth, Space, and the Environment

Prerequisites: Science 9

Open to: Grades 10-12

Length: Yearlong

This course provides the opportunity to develop knowledge and understanding about the relationships between the structure, processes, and resources on Earth and other solar bodies. A systems science approach will be taken to the course where interactions and relationships between and within Earth and space systems are studied. Emphasis is placed on laboratory and field experiences. In addition to ecology topics, basic physics and chemistry concepts will be emphasized in the course. This course requires the student to learn independently as well as cooperatively. This course is designed to meet the NGSS Earth and Space Science Disciplinary Core Ideas and the Science and Engineering practices. This class fulfills AISB graduation requirements as a third experimental science credit.

Science, Art, & Innovation Studio

Prerequisites: Science 9

Integrated: This course integrates Science & Art

Open to: Grades 11 - 12 (Grade 10 by application)

Length: Yearlong

Type of Credit: Science or Arts credit

Options: Course may be repeated for credit with teacher approval.

This STEAM course is a 21st Century learning experience that guides student collaboration, communication, critical thinking and creativity. Historically art has played a minor role in STEAM classrooms, typically relegated to aesthetics, but this course will allow space for the artistic act to lead the path to discovery. The course aims to address content standards in science, technology, engineering, art and math through hands-on real world projects. Students will use a variety of tools including 3D printers, laser cutters, industry software, virtual reality, and more. Concepts in the course will include discussions on meaning, practical design solutions, and how to inspire real change in the world. Projects may include: architecture, kinetic sculptures, AI generated art, performance art, video game design, and experimental drawing. Innovation Studio cannot be taken in place of grade 10 science, but it can serve to fulfill a third science credit, and it is one of the integrated courses that can fulfill the requirements of the Innovation Diploma.

IB Biology Standard and Higher Level, Years 1&2

Prerequisites: Science 10

Guidelines for success in HL: Grade of 5 or higher in Science 10 and a grade of "Meeting" or higher in the Learning Identities or Teacher recommendation

Open to: Grades 11-12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

This advanced level course introduces the principles and concepts of biology (the study of life and living organisms) with an emphasis on basic biochemistry, cell structure and function, metabolism and energy transformations, genetics, ecology, biodiversity, evolution, classification, plants (HL), and animal physiology. Despite its rigor, the course is primarily a survey course, covering all of the major themes and subdisciplines of biology. Students may take the course for one year (non-IB) or two years of higher or standard level IB. The higher level is a significantly more

demanding course than the standard level, both in regards to conceptual understanding and workload. The higher level course investigates each topic in much more detail, as in a first year university level biology course, whereas the standard level surveys the topics at a typical high school level. The higher level course also involves the additional topic of plant science, and there are 20 more lab hours required in the HL course. This course is an excellent course of study for students interested in pursuing the study of medicine, pharmacology, microbiology, bioengineering, or environmental sciences at the university level.

IB Chemistry **Standard and** **Higher Level,** **Years 1&2**

Prerequisites: Science 10

Guidelines for success in HL: Grade of 5 or higher in Science 10 and a grade of “Meeting” or higher in the Learning Identities or Teacher recommendation. Concurrent enrollment in Math Analysis SL/HL or Math Applications HL is required for HL Chemistry.

Open to: Grades 11-12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

Chemistry is the study of matter and its changes. The chemical and physical changes matter undergoes as well as the energy involved in these changes will be considered in this course. Students will learn how to answer general questions about everyday observations with detailed explanations of what is happening at the molecular level. The course will cover a broad range of topics, with the understanding acquired in one topic being applied to the next. The course will focus on building an understanding of the concepts, presenting clear explanations, and problem solving as well as on laboratory investigations. Students may take this course for one year (non-IB) or two years at the IB higher or standard level. The SL and HL courses cover the same topics; however, the HL course is more demanding in terms of material, depth of coverage, and mathematical ability required. The course has a strong laboratory component, for which students must complete an individual investigation. This course is usually required for students interested in pursuing medicine, biology, or the physical sciences at the university level.

IB Computer **Science** **Standard and** **Higher Level,** **Years 1&2**

Guidelines for success in SL: Concurrent enrollment in Math Analysis SL/HL or Math Applications HL - OR - Completion of a Programming course and concurrent enrollment in any IB Math course.

Guidelines for success in HL: Completion of a Programming course and a grade of “Meeting” or higher in the Learning Identities or Teacher recommendation. Concurrent enrollment in Math Analysis (AA) SL/HL or Math Applications (AI) HL is required for HL Computer Science.

Open to: Grades 11-12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

Credit Earned: Typically, students must complete both years of IB Computer Science in order to earn one (1.0) AISB elective credit and one (1.0) AISB science credit. With counselor and principal approval, the course may be pursued for science credit only.

The course draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration, and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society, and how individuals and societies behave. It is aimed at preparing students for the IB Computer science SL/HL assessment. Students at SL and HL in Computer Science study a common core consisting of four topics (system fundamentals; computer organization; networks; and computational thinking, problem solving and programming), object-oriented programming, and one piece of internally assessed work, which includes a computational solution. The HL course has three additional elements: three further topics (abstract data structures, resource management, control), additional and more demanding content for object-oriented programming, and an

additional externally assessed component based on a pre-seen case study on an organization or scenario.

IB Environmental Systems and Societies Standard Level, Years 1&2

Prerequisites: Social Studies 10 and Science 10

Open to: Grades 11 - 12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

Type of credit: Science or social studies

The primary intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies – one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach therefore is conducive to students evaluating the scientific, ethical, and socio-political aspects of issues.

The ESS course is an IB transdisciplinary subject, so students taking this course will satisfy the requirements for both Group 3 (Individuals and Societies) and Group 4 (Experimental Sciences) of the IB hexagon, allowing them to choose another subject from any of the 6 groups to complete the sixth subject for the IB Diploma. Please speak with your counselor to determine if this should count as a science or a social studies credit for the AISB Diploma.

IB Physics Standard and Higher Level, Years 1&2

Prerequisites: Science 10

Guidelines for success in HL: Grade of 5 or higher in Science 10 and a grade of “Meeting” or higher in the Learning Identities or Teacher recommendation. Concurrent enrollment in Math Analysis SL/HL or Math Applications HL is required for SL and HL Physics.

Open to: Grades 11-12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself. The course contains concepts ranging from classical Newtonian mechanics to modern physics. To understand the various concepts in physics, both models and hands-on practical laboratory work are used. Mathematical equations are used to describe and deepen understanding of physics. The objective of the course is for students to learn the concepts and principles of physics. Students will also develop critical thinking and problem solving skills in the application of the concepts in laboratory activities. Students may take this course for one year (non-IB) or two years at the IB higher or standard level. The SL and HL courses cover the same topics; however, the HL course is more demanding in terms of material and depth of coverage. The HL course also requires additional lab hours and investigations. Physics is an experimental science, and students will be required to maintain a record of their laboratory work. This course is an excellent course of study for students interested in pursuing engineering or the physical sciences at the university level.

GOA Options

Prerequisites: As determined by the course

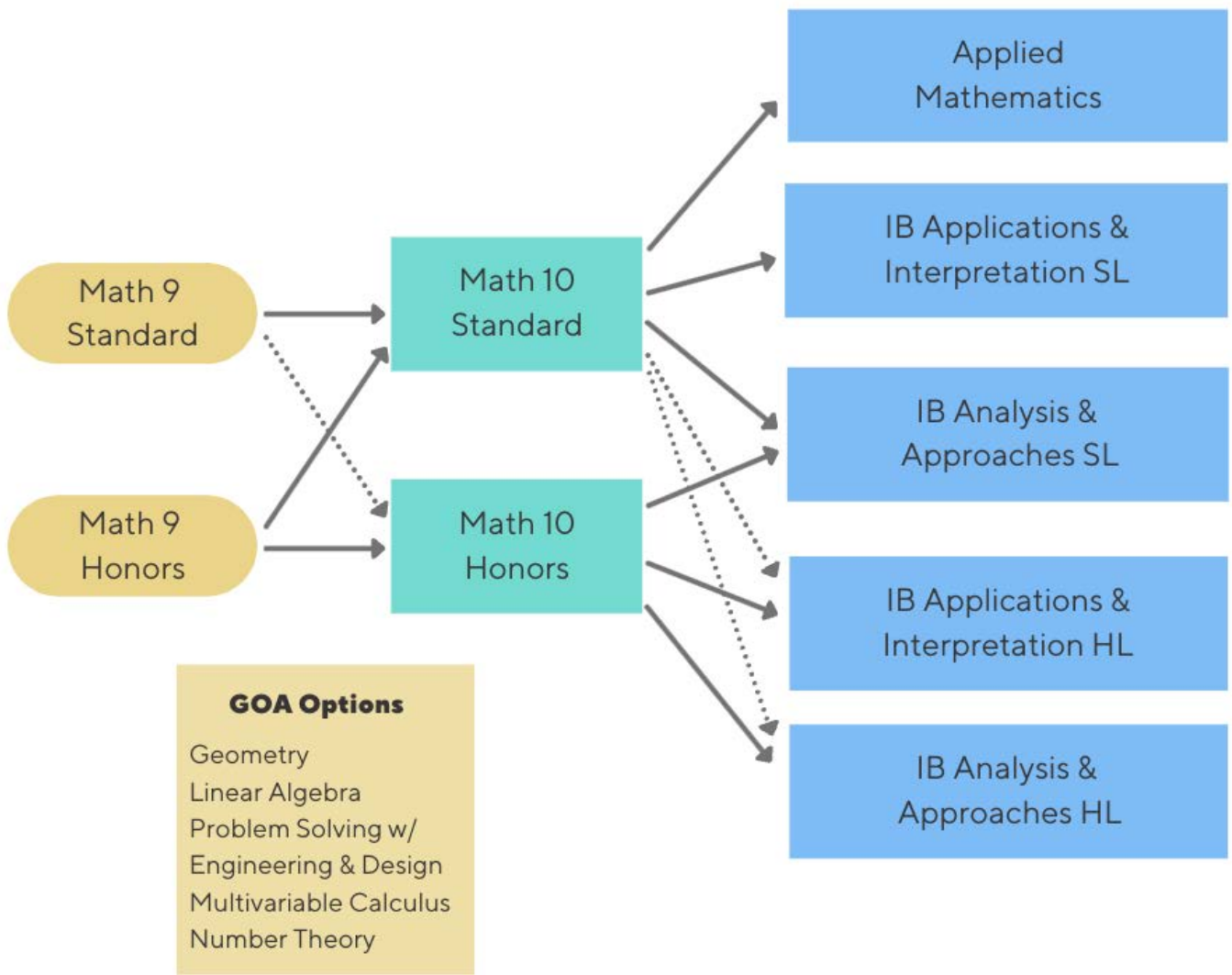
Open to: Grades 10-12. Grade 9 with Teacher Recommendation

Length: GOA Courses are typically one semester. Students register for two courses to complete their yearlong schedule.

Students may pursue a wide variety of specialized courses related to science through Global Online Academy (see “Personalized Learning” in this guide). Some examples include Medical Problem Solving, Bioethics, Global Health, etc.



MATHEMATICS



.....➔ Only with placement test and teacher recommendation.

Calculator Requirement for High School

A TI Nspire CX or TI Nspire CX II graphing calculator is required for grades 9-12, although non-calculator techniques are taught and assessed. Students can purchase this calculator from the school, from [amazon.de](https://www.amazon.de), or on their own. It is important to have the correct model. Please speak with a math teacher for clarification if needed.

Mathematics 9 Standard

Prerequisites: Grade 8 Math
Guidelines for success: Teacher recommendation
Open to: Grade 9
Length: Yearlong

Math courses at AISB include five core strands: number and operations, algebra, functions, geometry & trigonometry, statistics and/or probability. The goal of this course is to help students develop their abilities to explore and solve mathematical problems, think critically, and communicate their ideas clearly. In grade 9, the major topics are: linear and quadratic functions, statistics, systems of linear equations,

function notation, and trigonometry. During the course, students will have an opportunity to apply their understanding in an extended piece of work.

Mathematics 9 Honors

Prerequisites: Grade 8 Math

Guidelines for success: Grade of 5 or higher in Math 8 and Teacher recommendation

Open to: Grade 9

Length: Yearlong

Math courses at AISB include five core strands: number and operations, algebra, functions, geometry & trigonometry, statistics and/or probability. This course is designed for students with a strong interest in studying mathematics at a high level. This course will cover the grade 9S mathematics syllabus with a stronger emphasis on algebraic techniques and a focus on the connections between topics. During the course, students will have an opportunity to apply their understanding in an extended piece of work.

Mathematics 10 Standard

Prerequisites: Math 9 Standard

Guidelines for success: Successful completion of Math 9S or Teacher recommendation

Open to: Grade 10

Length: Yearlong

Math courses at AISB include five core strands: number and operations, algebra, functions, geometry & trigonometry, statistics and/or probability. The goal of this course is to help students develop their abilities to explore and solve mathematical problems, think critically, and communicate their ideas clearly. The course reviews and builds on previous skills and concepts from the grade 9 course and introduces advanced topics. In grade 10, the major topics are: linear and quadratic functions, statistics & probability, geometry & trigonometry, and exponential & logarithmic functions. During the course, students will have an opportunity to apply their understanding in an extended piece of work.

Mathematics 10 Honors

Prerequisites: Math 9 Honors

Guidelines for success: Grade of 4 or higher in Math 9H; Or, if a student wants to move from 9S to 10H, they must take a placement test, have a grade of 6 or higher in 9S Math and a grade of "Meeting" or higher in the Learning Identities and Teacher recommendation

Open to: Grade 10

Length: Yearlong

Math courses at AISB include five core strands: number and operations, algebra, functions, geometry & trigonometry, statistics and/or probability. This course is designed for students with a strong interest in studying mathematics at a high level and who are proficient in algebra. The goal of this course is to help students develop their abilities to explore and solve mathematical problems, think critically, and communicate their ideas clearly. In grade 10, the major topics are: linear and quadratic functions, statistics & probability, geometry & trigonometry, and exponential & logarithmic functions. This course will cover the grade 10S mathematics syllabus with a stronger emphasis on algebraic techniques and a focus on the connections between topics. Additional topics will be taught in order to prepare students for higher level IB mathematics courses. During the course, students will have an opportunity to apply their understanding in an extended piece of work.

Applied Mathematics

Prerequisites: Math 10 Standard

Guidelines for success: Successful completion of Math 10S or Teacher recommendation

Open to: Grades 11-12

Length: Yearlong (cannot be repeated)

The Applied Mathematics course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. The focus of this course is to develop meaningful mathematical approaches to real-life mathematics application and modeling. As such, this course includes some topics that are traditionally part of a pre-university mathematics course such as functions and statistics. Students will be encouraged to investigate real-world applications, find different approaches to solve problems and communicate their understanding in a formal manner. Students will be expected to develop strong technology skills as well as develop an appreciation of the links between theoretical mathematics and the application of mathematics in practical situations. All assessments involve the use of technology. During the course, students will have various opportunities to apply their understanding in an extended piece of work.

IB Mathematics: Applications & Interpretation, Standard Level, Years 1&2

Prerequisites: Grade 10 Math

Guidelines for success: Successful completion of Math 10S or Teacher recommendation

Open to: Grades 11-12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

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. The Math AI course is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.

IB Mathematics: Applications & Interpretation, Higher Level, Years 1&2

Prerequisites: Grade 10 Math

Guidelines for success: Grade of 5 or higher in 10H Math; Or, if a student wants to move from 10S to AI HL, they must take a placement test, have a grade of 6 or higher in 10S Math and a grade of "Meeting" or higher in the Learning Identities and Teacher recommendation

Open to: Grades 11-12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

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. The Math AI course is aimed at students who will go on to study

subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.

Students who take Math AI HL are those who have good algebraic skills and experience in solving real-world problems. They are students who enjoy exploring challenging problems and who are comfortable undertaking this exploration using technology.

IB
Mathematics:
Analysis and
Approaches,
Standard Level,
Years 1&2

Prerequisites: Grade 10 Math

Guidelines for success: Successful completion of Math 10S/10H or Teacher recommendation

Open to: Grades 11-12

Length: Yearlong *(Note: All IB courses are taken for 2 years to obtain IB credit.)*

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. 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.

This course is appropriate for students who are comfortable in the manipulation of algebraic expressions and who enjoy recognizing and generalizing mathematical patterns. The Math AA course is aimed at students who will go on to study subjects with substantial mathematics content such as engineering, physical sciences, economics or mathematics itself.

IB
Mathematics:
Analysis and
Approaches,
Higher Level,
Years 1&2

Prerequisites: Grade 10 Math

Guidelines for success: Grade of 5 or higher in 10H Math; Or, if a student wants to move from 10S to AA HL, they must take a placement test, have a grade of 7 in 10S Math and a grade of "Meeting" or higher in the Learning Identities and Teacher recommendation

Open to: Grades 11-12

Length: Yearlong *(Note: All IB courses are taken for 2 years to obtain IB credit.)*

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. 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.

This course is appropriate for students who are comfortable in the manipulation of algebraic expressions and who enjoy recognizing and generalizing mathematical patterns. In addition, students who take Math AA HL are those who have strong algebraic skills and the ability to understand and create mathematical proofs. They are students who enjoy the thrill of challenging mathematical problem solving and generalization. They are likely also fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. The Math AA

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

GOA Options

Prerequisites: As determined by the course

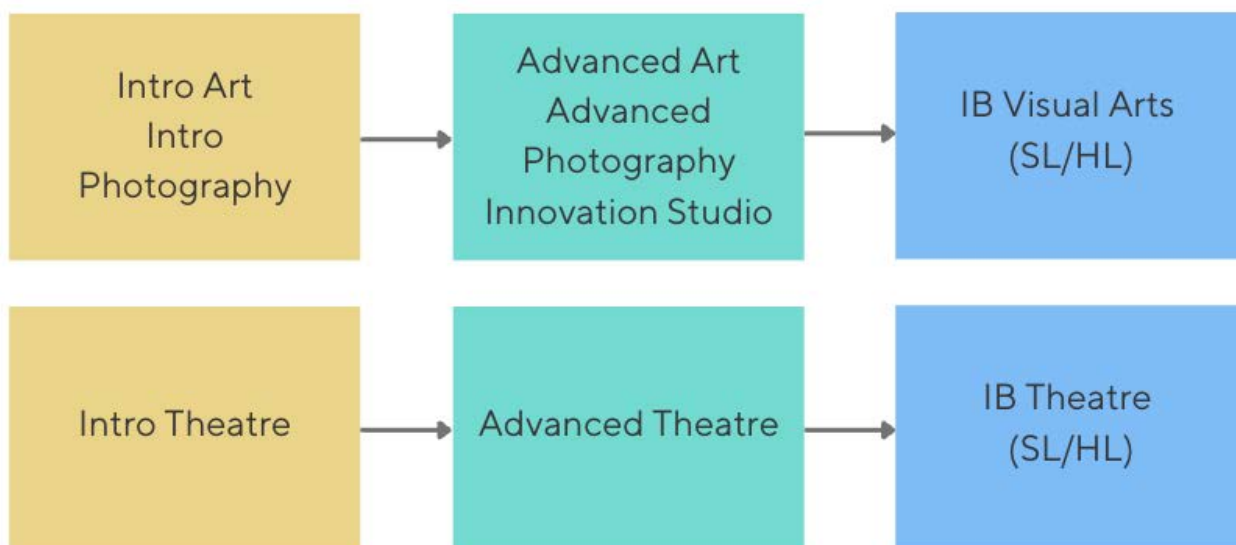
Open to: Grades 10-12. Grade 9 with Teacher Recommendation

Length: GOA Courses are typically one semester. Students register for two courses to complete their yearlong schedule.

Students may pursue many specialized courses related to mathematics through Global Online Academy (see “Personalized Learning” in this guide). Some examples (counted as elective credits) include Game Theory, Data Visualization, Personal Finance, and Intro to Investments, among others. Certain GOA courses can be counted as math credits and can be taken instead of AISB math courses in grades 11-12. Examples include Geometry, Linear Algebra, Problem Solving with Engineering and Design, Multivariable Calculus, and Number Theory. There are different proficiency requirements for each of these courses, so it is essential to talk to your math teacher and your counselor in order to customize a path that works best for you and your goals.



ARTS, TECHNOLOGY, AND DESIGN



In Person Options

Band	Science, Art, & Innovation Studio
Rock Band	
Music Technology	English, Design, & the Imperfect Art of Living
Advanced Music	Programming
Intro/Advanced Theatre	Design Technology
Intro/Advanced Art	IB Music (SL/HL)
Intro/Advanced Photography	IB Theatre (SL/HL)
Video Production	IB Visual Arts (SL/HL)
Independent Study	

GOA / Pamoja / Other Options

Computational Thinking	Intro to Blockchain and Cryptocurrency
Analyzing Data	Problem Solving with Engineering & Design
Data Visualization	Architecture
Game Design and Development	Graphic Design
Game Theory	Arts Entrepreneurship
Intro to Artificial Intelligence	IB Film (SL)
iOS App Design	EdX Options
Cybersecurity	Externship / Internship

VISUAL ARTS

Introductory Studio Art

Prerequisites: None

Open to: Grades 9-12

Length: Yearlong

Arts Credit: Yes

This course is designed to introduce the students to the elements and principles of art. It is a hands-on course that emphasizes exploration, developmental skills, experience, and imagination in order to produce original, personally expressive works. Students gain an understanding of the process of making art through projects involving still life, printmaking and a self-designed project, all with a connection to art history. Students will maintain a sketchbook of concepts, sketches, visual and artist research, and reflections as a planning tool in the creative process.

In the second semester, students will explore two-dimensional and three-dimensional studio projects and will continue to develop their processes of

making art through units involving sculpture and their self-designed project. Students will understand the choices of media, composition, format, concept, and style and make informed decisions in order to create personally expressive works of art.

Advanced Studio Art

Prerequisites: Successful completion of Introductory Studio Art or Introduction to Photography, or Teacher Recommendation

Open to: Grades 10-12

Length: Yearlong

Arts Credit: Yes

This course is designed as a preparation for students interested in taking IB Art, and is also open to non-IB artists interested in continuing their artistic development. Advanced Studio Art consists of 2 compulsory parts: Studio and Investigation. Students will produce a cohesive body of self-directed studio work that is well supported by the sketchbook through a process of research, discovery, and creativity, while making cultural, social, and historical connections. Students' ideas, progress, research, analysis, experiments, and failures will be recorded in their sketchbooks and will culminate in a cohesive, connected body of work. This approach enables students to be more structured and creative in their studio work and in their development as an artist in preparation for the IB.

Science, Art, & Innovation Studio

Prerequisites: Science 9

Integrated: This course integrates Science & Art

Open to: Grades 11 - 12 (Grade 10 by application)

Length: Yearlong

Type of Credit: Science or Arts credit

Options: Course may be repeated for credit with teacher approval.

This STEAM course is a 21st Century learning experience that guides student collaboration, communication, critical thinking and creativity. Historically art has played a minor role in STEAM classrooms, typically relegated to aesthetics, but this course will allow space for the artistic act to lead the path to discovery. The course aims to address content standards in science, technology, engineering, art and math through hands-on real world projects. Students will use a variety of tools including 3D printers, laser cutters, industry software, virtual reality, and more. Concepts in the course will include discussions on meaning, practical design solutions, and how to inspire real change in the world. Projects may include: architecture, kinetic sculptures, AI generated art, performance art, video game design, and experimental drawing. Innovation Studio cannot be taken in place of grade 10 science, but it can serve to fulfill a third science credit, and it is one of the integrated courses that can fulfill the requirements of the Innovation Diploma.

Independent Study: Studio Art

Prerequisites: Successful completion of Advanced Studio Art, Teacher Recommendation, and a Pre-approved Work Plan

Open to: Grades 10-12

Length: Yearlong

Arts Credit: Yes

In advance of enrolling in this course, students must create project plans developed with teacher approval. In the Independent Study: Studio Art course, students continue to develop the application of studio materials and compositions to personal art projects using the design cycle. Advanced and motivated students will

apply concepts and techniques learned in Advanced Studio in order to create at least six independent projects that investigate the connection of artists and artworks to their developing studio practices. This course is designed as a preparation for students interested in taking IB Art, and is also open to non-IB artists interested in continuing their artistic development.

Introduction to Photography

Prerequisites: None

Open to: Grades 9-12

Length: Yearlong

Arts Credit: Yes

Note: Each student will have access to a digital SLR camera, the photography studio, and appropriate software during class time.

The aim of this course is to introduce students to the basic principles of digital photography, enabling them to work confidently and creatively in this medium. Students learn to use a digital SLR camera in manual mode. They take photographs in a variety of genres and learn how to edit and manage their images using appropriate software. Students also learn how to combine images to create digital works of art using Adobe Photoshop. In the final trimester, students pursue their own particular interests in the medium. Through a series of personal projects, they can choose to focus on photography, digital art or a combination of the two. *Note: If students are interested in using Photography as a foundational course for IB Art, students should talk with the IB Art teacher about their interests and possibilities.

Advanced Photography

Prerequisites: Successful completion of Introduction to Photography or Teacher Recommendation

Open to: Grades 10-12

Length: Year Long

Arts Credit: Yes

Note: Each student will have access to a digital SLR camera, the photography studio and appropriate software during class time.

This advanced course builds on the skills already introduced in Introduction to Photography. Students continue to work on class assignments to further develop their skills in photography and digital art, but a section of the course is devoted to personal projects. In these more individualized projects, students have the opportunity to focus on areas of photography and/ or digital art that are of particular interest to them. *Note: If students are interested in using Photography as a foundational course for IB Art, students should talk with the IB Art teacher about their interests and possibilities.

Video Production

Prerequisites: Photography is recommended

Open to: Grades 9-12

Length: Yearlong

Arts Credit: Yes

Digital Video is now used in broadcasting, websites, documentaries and feature films. This project-based course offers an introduction to this exciting technology and the process of video production. In pursuit of projects, students will develop important skills in analysis, planning, and communication. Students will work in small groups to create their own short entertainment videos and news reports. Time-based problem solving is at the core of every exercise as students learn about camera handling, composition, found lighting, audio, and post-production editing.

Special effects using green screen, animations, and video compositing are explored. Software in this course includes: FinalCut X, Motion, Compressor, Photoshop.

Independent Study: Video Production

Prerequisites: Teacher Recommendation

Open to: Grades 10-12

Length: Yearlong

Arts Credit: Yes

This independent study course allows students to complete video tutorial assignments as they develop powerful skills in video production. Using these skills, students then create authentic videos for contests and clients.

IB Visual Arts Standard and Higher Level, Years 1&2

Prerequisites: Minimum of one year of HS Studio Art or HS Photography or Teacher Recommendation

Guidelines for success in HL: Grade of 5 or higher in Advanced Studio Art or Advanced Photography and a grade of "Meeting" or higher in the Learning Identities or Teacher Recommendation

Open to: Grades 11-12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

Arts Credit: Yes

The IB Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. Students will develop a thorough understanding of the fundamentals of design and apply these as well as creative thinking and expression to their own experimental studio works. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. At the end of 2 years, the students will prepare an exhibition of their studio works and discuss their research work undertaken during this development process.

The aims of the visual arts course at SL and HL are to enable students to:

- Examine and compare the work of artists from different cultural contexts and understand how these contexts inform practice (Comparative Study)
- Make art through a process of investigation, thinking critically and experimenting with techniques and apply identified techniques to their own developing work (Process Portfolio)
- Select and present resolved works for exhibition and explain the ways in which the works are connected and how artistic judgments impact the overall presentation. (Exhibition)
- HL and SL are differentiated by the amount of final works for submission.

Band

Prerequisites: None

Open to: Grades 9-12

Length: Yearlong

Arts Credit: Yes

Options: Course may be repeated for credit with teacher approval. If available, IB students can participate in classes or performances as part of a CAS Experience.

Band is a performance-based course for students who wish to pursue playing instrumental music. The main focus is on musicianship, technique, and musical performance. While also working on composing, students play concert band arrangements in a variety of styles as members of the full large ensemble. They also perform as members of a smaller ensemble such as brass quintet, woodwind quartet, or percussion group. Public performances are several times per year. In addition, attendance at professional concerts and performances is encouraged, and students often attend as a group. This course can serve as a foundational course for IB Music.

Rock Band

Prerequisites: None

Open to: Grades 9-12

Length: Yearlong

Arts Credit: Yes

Options: Course may be repeated for credit with teacher approval

Recommendation: Students enrolled are encouraged to take private music lessons.

Rock Band covers many important aspects of modern popular music from both practical and theoretical standpoints. The course is designed for experienced musicians, but accommodations can be made for novices. Students will rehearse together, tracking their progress and contributing ideas on how to improve performances, and they will put on several concerts throughout the year. Students will also learn the necessary music theory that will allow them to analyze popular music, and they can then use their discoveries to analyze and improve upon their own compositions. Additionally, students will learn how to set up for a concert or a rehearsal, mix live sound, promote their band and their music, and they will learn the historical context of the rise of rock music. This course can serve as a foundational course for IB Music.

Music Technology

Prerequisites: None

Open to: Grades 9-12

Length: Yearlong

Arts Credit: Yes

Options: Course may be repeated for credit with teacher approval

The Music Technology course is designed to allow students to understand and create modern electronic music in a variety of styles. Students will learn the fundamentals of music theory as it applies to modern popular music, as they simultaneously learn the technical side of composition using high-end composition software, Ableton Live. Topics covered include drum programming, chord theory, audio effects and MIDI effects, automation, and sampling/repurposing audio. If a student is taking this course for a second time, they will be

expected to work independently and at a more focused and higher level of musical sophistication. This course can serve as a foundational course for IB Music.

Advanced Music Study

Prerequisites: Teacher Recommendation

Open to: Grades 10-12

Length: Yearlong

Arts Credit: Yes

Recommendation: Students may find it valuable to be a HS Band member or to take Music Technology while taking Advanced Music Study.

This course is intended as preparation for students who may be interested in taking IB Music, but it is also open to all students interested in studying music from a variety of perspectives. Some of the projects will be in alignment with the IB Music Year 1 curriculum and will involve aspects of the composition, performance, and critical analysis of music. Students will create, participate in, and reflect upon music from their own background and those of others. Students study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures, and time periods encompassing jazz/pop, western art music, and world music. Composition may be for traditional instruments, voices, and/or music technology and may be in whichever style students may be attracted to. Through the Advanced Music Study course, students develop their knowledge and potential as musicians, both personally and collaboratively.

Independent Study: Music Performance

Prerequisites: Approval based on audition

Open to: Grades 9-12

Length: Yearlong

Arts Credit: Yes

This course is for students who study music privately outside of school at an advanced and committed level. It is designed for students interested in taking IB Music in the future and also open to all musicians interested in continuing their musical development. While students will study with a teacher of their choosing outside of school, the regular school class time of three meetings per week is used for independent practice and to discuss progress and plan repertoire with their course teacher. As aspiring musicians it is essential that students play publicly, and therefore, an in-school public performance will be given each semester. In class preparatory performances receive feedback and the public recital is used as a summative assessment for this course. The criteria for this assessment are shared with the application process and are part of the course contract.

THEATRE ARTS

Introductory Theatre

Prerequisites: None

Open to: Grades 9-12

Length: Yearlong

Arts Credit: Yes

Intro to Theatre is an intensive course rooted in ensemble building that explores theatre as a tool for self-expression and analysis of social and personal issues, while encouraging the appreciation of theatre as an art form. Each semester the course will focus on a particular theater genre/style at the discretion of the teacher. Possible genres include: Devising Theatre, Oral Interpretation, Scene work,

improvisational theatre, theatre sports and study of the Stanislavsky System. Performance is a mandatory part of this course and will be assessed.

Advanced Theatre

Prerequisites: Successful completion of Introductory Theatre or Teacher Recommendation
Open to: Grades 10-12
Length: Yearlong
Arts Credit: Yes

This advanced theater course builds upon the building blocks from the intro course and moves the students towards a more focused “performance based” program. Scene-study, monologues, directing and world theater will be covered in this course. Early work from the IB Theater syllabus will be introduced as well. Performance is a mandatory part of this course and will be assessed. Monologues, directing and world theater will be covered in this course. Early work from the IB Theater syllabus will be introduced as well. Performance is a mandatory part of this course and will be assessed.

IB Theatre Standard and Higher Level, Years 1&2

Prerequisites: Minimum of one year of HS Theatre or Teacher Recommendation
Guidelines for success in HL: Grade of 5 or higher in Advanced Theatre and a grade of “Meeting” or higher in the Learning Identities or Teacher Recommendation
Open to: Grades 11-12
Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)
Arts Credit: Yes

The IB Theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors, and performers and emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The course encourages students to appreciate that through the processes of researching, creating, preparing, presenting, and critically reflecting on theatre — as participants and audience members — they gain a richer understanding of themselves, their community, and the world.

The aims of the theatre course at SL and HL are to enable students to:

- explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
- understand and engage in the processes of transforming ideas into action (theatre processes)
- develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre) For HL only:
- understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

TECHNOLOGY & DESIGN

Programming

Prerequisites: None

Open to: Grades 9-12

Length: Yearlong

Arts Credit: No

iPhone app development and fun projects with software robots are some of the programming activities in this hands-on course. Students learn and practice key concepts for object oriented programming. This includes development of classes, objects, methods, properties, events, loops, arrays and services. Planning, documentation and pseudo-code is practiced. This course is a prerequisite for HL IB Computer Science. The minimum laptop requirement at the time of this publication is a Mac laptop that is not more than three years old, is able to run the newest version of MacOS, and has a minimum of 16 GB of RAM and 50GB+ of hard drive space. Applications used in this course include GoogleSheets; BBEdit; Bluej and Xcode.

Design Technology

Prerequisites: None

Open to: grades 9-12

Length: Yearlong

Arts Credit: No

Design links innovation and creativity and provides a structured process based on well established principles to resolve authentic problems. The Design Technology class focuses on using the design process to develop and create solutions to fill a variety of needs. Students design solutions and products in a variety of domains using computer aided design (CAD) for the creation of tangible products. Students use CAD software to rapidly prototype, design, and make/build their ideas. They have the opportunity to use many different types of tools, including computer numerically controlled (CNC) machines like 3D printers and laser cutters. Important goals of this course are to learn how to design solutions, be creative, work with your hands, problem-solve, and experience using today's leading design tools and processes.

MORE OPTIONS

GOA Options

Prerequisites: As determined by the course

Open to: Grades 10-12. Grade 9 with Teacher Recommendation

Length: GOA Courses are typically one semester. Students register for two courses to complete their yearlong schedule.

Students may pursue a wide variety of courses related to the arts and innovation through Global Online Academy (see "Personalized Learning" in this guide). Some examples include Architecture, Graphic Design, Arts Entrepreneurship, iOS App Design, Computational Thinking, Game Design & Development, Java, Analyzing Data with Python, Intro to Artificial Intelligence, Cyber Security, and many more.

Other Online Options

Prerequisites: As determined by the course

Open to: Grades 10-12

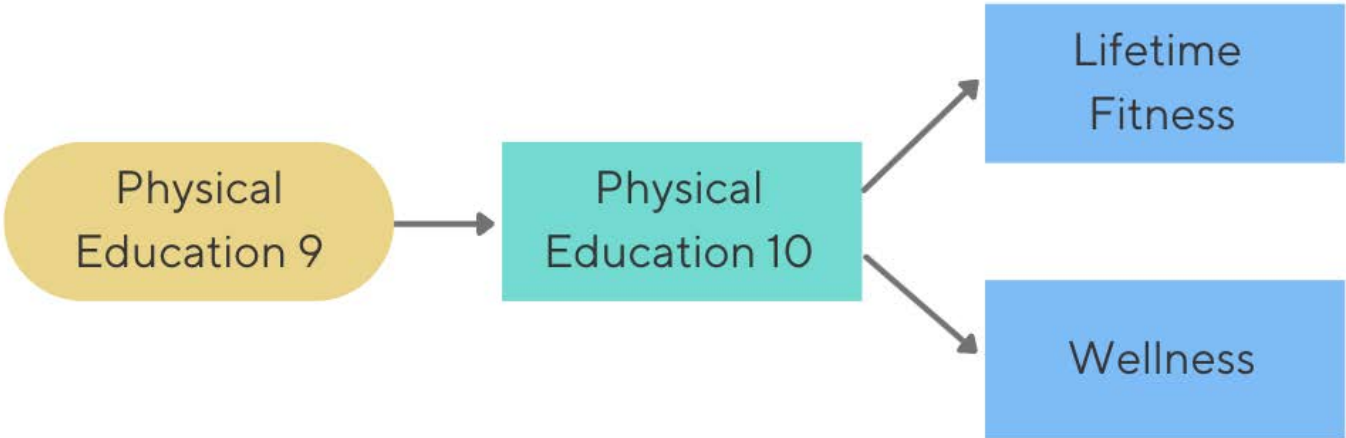
Length: As determined by the course (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

Students may take a wide variety of courses related to innovation, design, computer science, engineering, data science, and more through the EdX Program (see “Personalized Learning” in this guide).

Students may also pursue [IB Film](#) at the Standard Level through Pamoja Education (see “Personalized Learning” in this guide).



PHYSICAL EDUCATION



Physical Education 9

Prerequisites: Grade 8 Physical Education
Required for students in Grade 9
Length: Yearlong

In grade nine, students demonstrate the ability to use basic skills, strategies and tactics. They also demonstrate specialized knowledge in identifying and applying key movement concepts and principles. They assess their skill performance and develop a personal physical activity program aimed at improvement. They apply their understanding of personal fitness to lifelong participation in physical activity and demonstrate independence in making choices. Students learn elements of fair play and ethical behavior in physical activity settings.

Physical Education 10

Prerequisites: Grade 9 Physical Education
Required for students in Grade 10
Length: Yearlong

In grade ten, students work to be strong leaders, to respect others, and to anticipate and avoid unsafe physical activity situations. They develop the ability to understand and anticipate how physical activity interests and abilities change across a lifetime. Students demonstrate competency in lifelong physical activities in which they are interested. They will plan, implement, self-assess, and modify a personal fitness plan. Students are preparing to lead a physically active lifestyle. They understand and apply key movement and fitness principles and concepts for all activities in which they demonstrate competence.

Lifetime Fitness

Prerequisites: Grade 10 Physical Education
Open to: Grades 11-12
Length: Yearlong or Semester
Options: Course may be repeated for credit with teacher approval
Graded as: Pass/Fail

Lifetime Fitness provides students with the opportunity to participate in physical activities for specific purposes. Options for offering specialized-movement courses can be configured by semester or on a full-year basis. Students will select areas of concentration to study. Students receive 0.5 credits per semester upon successful completion of the course.

Wellness

Prerequisites: Grade 10 Physical Education

Open to: Grades 11-12

Length: Drop in: Yearlong or Semester

Graded as: No grade

Credit Type: None

The AISB Wellness class is an opportunity for students to avail themselves of the fitness facilities during the school day when they do not have class. The AISB Wellness class runs concurrently with the Lifetime Fitness class on a drop-in basis. Students who choose to attend, either during free HL Extension time or Study Hall, can perform individual workouts in their own area of interest or receive direction from the Lifetime Fitness teacher. There is a vast amount of research demonstrating the physical and mental benefits of exercise, including stress reduction, increased brain function, and improved cardiovascular function. As an added benefit, with proper planning and reflection, the time spent in the Wellness class can also be used as an IB CAS Activity under the Activity category. Students should talk to the CAS Coordinator for more details on this option. No transcript credit is awarded for this class.



In Person Options

English as an Additional Language
EAL Support
Learning Support Services
IB Core Skills
Study Hall

English as an Additional Language

Prerequisites: Students must meet AISB English proficiency entrance criteria
Open to: Grades 9-10
Length: Yearlong
Graded as: Pass / Fail
Credit Type: Either “Elective” or “World Language”, depending on the full student schedule
Options: Course may be repeated for credit with teacher approval

This course supports English language learners to perform to their full potential both academically and socially within the international school setting. There is a strong emphasis on developing literacy skills and extending strategies for language learning acquisition. The EAL class facilitates the students’ adjustment to the language and culture of the school and aids their confident development of English proficiency. Students expand their academic language as they work with grade-level content in the EAL classroom. The course is targeted to meet the needs of students identified to be WIDA level 3 to 5, thus, taking them from knowing and using social English and some technical academic language to working confidently with a wide range of academic expression. As students are monitored, progress is measured throughout the year by classroom performance, in addition to the WIDA Model Assessment at both the beginning and end of the course. In the first semester, new EAL students to the high school have an option to be assessed on a pass/fail basis for some of their subjects. Specific criteria are identified for academic success, thus establishing solid learning habits that facilitate language development. This option requires the approval of the EAL teacher, subject teacher, parents, and administration.

EAL Support

Prerequisites: Teacher recommendation
Open to: Grades 11-12
Length: Yearlong
Graded as: No grade
Credit Type: None
Options: Course may be repeated with teacher approval

The EAL Support class is designed for students in grades 11-12 who have recently attended the EAL program. It is offered during the HL Extension Block and represents a dedicated time when students who are still developing their academic English proficiency can receive targeted support from an English language specialist who is also familiar with the IB program. In previous years IB students

have found the following options helpful (it is important to note that the list is not exhaustive):

- Talking through the planning for written assignments
- Editing and proofing work for class
- Writing college essays
- Writing motivational letters
- Writing personal statements for UCAS
- Preparing for TOEFL/IELTS
- Practicing for oral presentations
- Reading and discussing assigned literature
- Deconstructing IB exam questions
- Reviewing teacher feedback to make further revisions

Learning Support Services (LSS)

Prerequisites: Teacher Approval

Open to: grades 9-12

Length: Yearlong

Graded as: Pass/Fail

Credit Type: Elective

Options: Course may be repeated with teacher approval

Students who meet the requirements of Learning Support Services may enroll in this class. This course supports students in successfully completing the assignments of their other classes and in extending effective organizational and study skills. Under certain conditions this course may replace the world language credit requirement or be taken as an elective course. Please see your counselor to learn more.

IB Core Skills

Prerequisites: None

Open to: Grades 11-12; **Required** for all IB Diploma Candidates and for non-diploma students who have an IB course with a score of 3 or below

Length: Semester

Credit Type: None

IB Core Skills provides support for students throughout the full IB program, providing assistance with time-management and organization, as well as their written expression. Students are given an opportunity to hone their writing skills through personal writing, receiving feedback on how to strengthen their voice, organization, and clarity of expression, as well as being introduced to the essentials of completing a successful Extended Essay (EE). Students also have time to work independently on their other subjects, either individually, with a classmate, or with the teacher's assistance. In the first semester of grade 11, IB Diploma Candidates will transfer from Core Skills into Theory of Knowledge (TOK). (See details of TOK in the "IB Core Requirements" section.)

After students complete their TOK class in grade 12, they return to Core Skills, which serves as a support as they begin their review for IB Exams. Students have access to further instruction, practice, and feedback on their written assessments in preparation for their IB Exams. They may work on their subjects, either individually, with a classmate, or with the teacher's assistance.

Study Hall

Prerequisites: None

Open to: Grades 11-12

Length: Semester or Yearlong

Credit Type: None

Students in grades 11-12 who are not taking the full IB Diploma may sign up for one block (semester or yearlong) of Study Hall. AISB has high academic standards; study hall is a time for students to complete school work, study, or (if possible) meet with teachers to help meet these standards and decrease after-school workload expectations. The school designates multiple locations where students may work, and students are expected to be in one of these locations. Study hall is a privilege for students. If a student is not using this time wisely, the school reserves the right to reschedule a student. Study Hall seats are limited and are granted on a space-available basis. Priority is given to students enrolled in at least one IB course.



PERSONALIZED LEARNING



Personalized Learning

AISB offers rigorous and relevant learning experiences intended to help students explore their passions and interests and to transform their curiosity into knowledge and skills that can make meaningful contributions to the world. As part of our vision to empower learners to become “future-ready, today”, AISB supports students in personalized learning by partnering with a variety of top-tier educational providers, providing structures to foster success, such as time in the schedule and learning coaches, and giving credit for selected external / online courses. These options can also help students delve into their area of specialization for the AISB Innovation Diploma.

Students who wish to take online courses or internships should exhibit strong Learning Identities and the characteristics of an independent learner. Typically, students only have one block in their schedule for personalized learning each year. AISB aims to schedule students enrolled in an online course in a supervised class to provide structure and promote success. If this class is not available within a student's schedule, he/she will work independently and check in with a Learning Coach regularly to set goals and review progress. Please talk to your guidance counselor to help design the plan that best meets your needs and goals.

GOA Options

Prerequisites: Dependent upon course; Application required.

Open to: Grades 10-12. Grade 9 with Teacher Recommendation. See [GOA Guidelines](#).

Length: GOA Courses are typically one semester. Students register for two courses to complete their yearlong schedule. Some courses are yearlong.

Graded as: 1-7

Global Online Academy (GOA) is a non-profit organization that offers passion-based, engaging online courses to students around the world. GOA offers students the chance to explore topics they care about in a highly collaborative, global learning community, building the skills they'll need for college, career, and life. These rigorous courses allow students to personalize their education by helping them explore topics of interest and build deep understanding. GOA courses can also provide a noteworthy addition to college transcripts.

AISB is a member school, and therefore our students have access to all GOA courses and programs. AISB bears the cost of enrollment for all courses taken during the academic year. Please note that if a student enrolls in the course and later decides to withdraw, families will pay all non-refundable course fees. Students may not take a GOA course as a replacement for any required AISB course (e.g., grade 9-10 English, social studies, science, math, PE). In general, the courses should be part of a student's regular academic schedule, and not in addition to an already full course load. Some courses are also available in the summer.

AISB accepts all GOA courses for credit. In general, semester-long courses receive 0.5 credits and yearlong courses receive 1.0 credits. Most courses count as "elective" credit, but there are some that can count toward AISB graduation requirements. These courses are an excellent option for students who wish to pursue an Innovation Diploma in addition to their AISB Diploma, and for students who wish to "try out" an area of interest before university. Students should speak with their counselor or the GOA Site Director to see how GOA courses might fit into their personalized academic program. All course registrations are organized through the GOA Site Director for AISB.

GOA offers nearly 60 courses for high school students. You can find the most current options in the [GOA Course Catalog](#).

IB DP Options with Pamoja

Prerequisites: Dependent upon course; Principal and counselor approval required.

Open to: Grades 11-12

Length: Yearlong (*Note: All IB courses are taken for 2 years to obtain IB credit.*)

Graded as: 1-7

Students can pursue online IB courses through [Pamoja Education](#). All courses are two years long. AISB will cover the fees for Pamoja courses for students. Please note that if a student enrolls in the course and later decides to withdraw, families will pay all non-refundable course fees. AISB will accept the courses listed below for IB credit. Other courses may also be accepted if they are not available at AISB. Students should speak with their counselor or the DP Coordinator to see how these might fit into their personalized academic program.

- Mandarin ab initio [SL](#) (Group 2)
- Digital Society [SL/HL](#) (Group 3)
- Philosophy [SL](#) (Group 3)
- Film [SL](#) (Group 6)

EdX Online Options

Prerequisites: Dependent upon course; Application required.

Open to: Grades 10-12. Grade 9 with Teacher Recommendation. See [EdX Guidelines](#).

Length: Semester or Yearlong

Graded as: Pass/Fail

EdX is a non-profit, massive open online course (MOOC) provider created by Harvard and MIT to remove barriers to education. It hosts online university-level courses in a wide range of disciplines to a worldwide student body. Courses are free to audit, and verified certificates cost \$50-\$100. AISB can cover costs up to a certain amount. All costs must be pre-approved by the Director of Teaching and Learning, and if a student later decides to withdraw, families will pay all non-refundable course fees.

These courses can help AISB students pursue their passions, gain new skills and understanding, and even earn micro-credentials along the way. These courses are a good option for students who wish to pursue an Innovation Diploma in addition to their AISB Diploma, and for students who wish to “try out” an area of interest before university.

EdX classes can be taken under the following circumstances:

- An equivalent course is not offered at AISB.
- A student’s graduation status is not dependent upon the outcome of the course.
- Any extra fees associated with the course are pre-approved for payment by the Director of Teaching and Learning.

These courses are rigorous (university level) and must be taken as electives within a student’s academic schedule, and not in addition to an already full course load. Courses chosen must be comparable in length to the AISB scheduled term(s). One semester at AISB, for example, is 18 weeks, so in a semester a student may choose one course for 18 weeks or multiple courses that span 16-18 weeks.

Students interested in pursuing edX Online options should follow these steps:

- Decide which field they are interested in (e.g., programming, fashion design, language, creative writing) and identify an adult at AISB who can serve as a mentor in that field.
- With the mentor’s help, search on www.edx.org or www.coursera.org/stanford for the course(s) that will meet their goals.
- Express interest to their counselor and discuss how the proposed Online Learning fits into their high school plan and their learning goals.
- Request “online learning” in their course selections for next year.
- Complete the Online Learning Application.
- Meet with the Learning Pathways Coordinator for a personal interview.
- If approved, students must register themselves directly with EdX or Coursera.
- Attend their assigned class or meet regularly with their Learning Coach to set goals and reflect on progress. Seek support from the mentor if needed.
- If seeking the Innovation Diploma with Specialization, the student must also complete all other Innovation Diploma requirements.

Students may take courses of interest from the following approved providers. Courses are continually updated by the universities. Some examples are listed here, and you can find the most current options at the URLs listed below.

Examples from **edX Online** www.edx.org (Includes schools such as Harvard, MIT, Sorbonne, and Oxford)

- C550s Web Programming with Python and JavaScript
- Entrepreneurship in Emerging Economies
- Science and Cooking
- China Studies
- Artificial Intelligence
- Topics in Performance Studies

Examples from **Stanford University Online Coursera** (www.coursera.org/stanford):

- Game Theory
- Introduction to Logic

- Writing in Sciences

AP Options

Prerequisites: Dependent upon course; Principal and counselor approval required

Open to: Grades 10-12. See [AP Guidelines](#).

Length: Yearlong

Graded as: 1-7

Advanced Placement (AP) courses must be taken from an approved provider to earn AISB Diploma credit. Providers include:

- [Virtual High School AP](#)
- [John Hopkins Online](#)

Students who take an AP course as part of their schedule will be required to take the AP exam for that course. Please note that if a student enrolls in the course and later decides to withdraw, families will pay all non-refundable course fees. AISB is an exam center, so exams can be taken here at school. It should be noted that it is the family's responsibility to pay all exam fees (AISB will cover the cost of the course). Students may not take an AP course as a replacement for any required AISB course (e.g., grade 9-10 English, social studies, science, math, PE). In general, the courses should be part of a student's regular academic schedule, and not in addition to an already full course load. Please read the [AP Guidelines](#) for more details.

These courses are a good option for students who wish to pursue an Innovation Diploma in addition to their AISB Diploma, and for students who wish to “try out” an area of interest before university. Students should speak with their counselor to see how this might fit into their personalized academic program.

Introduction to Innovation

Prerequisites: Application required.

Open to: Grades 10-12

Length: Semester

Type of Credit: Elective

Graded as: 1-7

Innovators love problems, because they see them as opportunities to make things better. Through the Introduction to Innovation course, students will learn to use design thinking as a tool for identifying and solving meaningful problems all around them. They will also learn how to create prototypes and test them in order to make ongoing iterations to the problems they are trying to solve. Throughout the course, students will utilize their strengths to help bring value to others as they complete various innovation challenges.

Internship

Prerequisites: Application required.

Open to: Grades 10-12

Length: Semester

Type of Credit: Elective

Graded as: 1-7

The primary goal of this course is to give students an opportunity to prototype and test a pathway that they want to explore. At the beginning of the course they will learn about purpose and clearly define theirs at this point in their lives. They will also build a resume, set up LinkedIn, write a cover letter, and practice interviewing with professionals. Most importantly, they will find an internship in their

community and contribute at least 40 hours of their time to helping that organization. In return, they will learn if this is or is not the right field for them. Finally, at the end of this course, they will present their experience so that they can share their learning, their purpose, and their future pathway with the AISB community.

Capstone Project

Prerequisites: Enrollment in the AISB Innovation Diploma.

Open to: Grade 12

Length: Yearlong

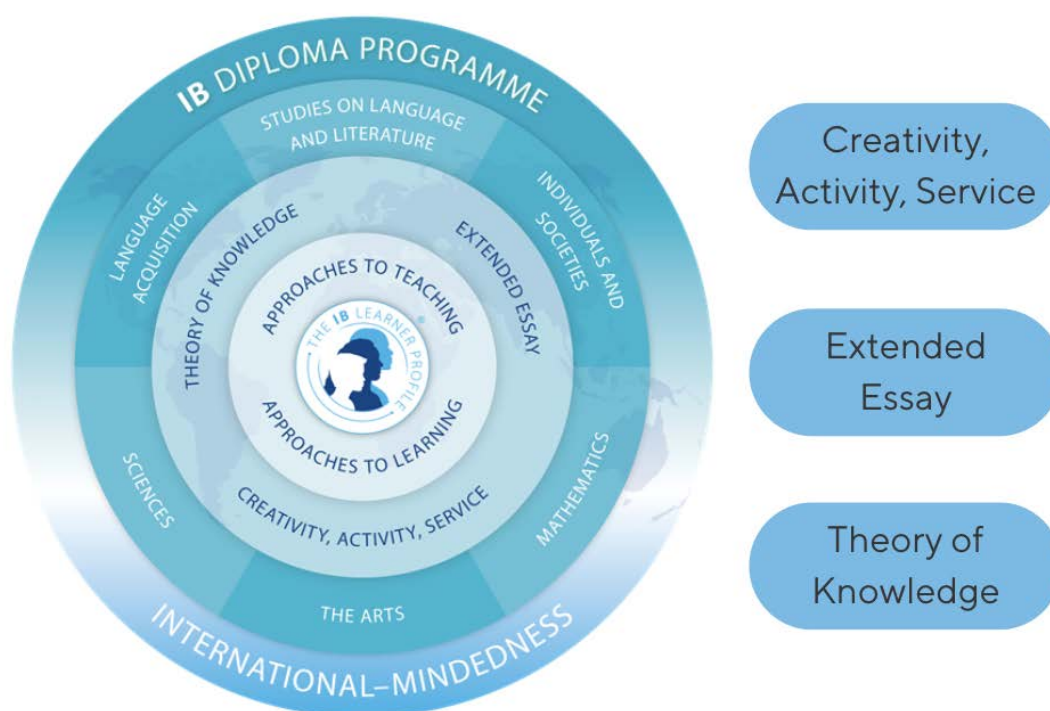
Type of Credit: Elective

Graded as: 1-7

The Innovation Diploma culminates in a capstone project in grade 12, which allows students to embody the AISB Mission. The capstone project gives students full autonomy to apply what they have learned in their Innovation Diploma courses and lead a project that contributes to the AISB community. Research shows again and again that one of the most meaningful things students can do with their learning and their lives is to contribute to the lives of others. Using their strengths and what they have learned throughout their Innovation Diploma journey, students will create a project that solves an authentic problem in the community and impacts a group of people in a specific way. At the end of their Capstone experience, students will share their contributions and their learning with the community in a culminating exhibition of learning.



IB DIPLOMA CORE



Creativity, Activity, and Service (CAS)

Prerequisites: None
Required for all students in Grades 9-12
Length: Yearlong
Graded as: No grade

Creativity, Activity and Service are at the heart of all diploma options at AISB. The CAS Program encourages students to get involved in a range of activities that take place alongside their academic studies. The program's aim is to give students the opportunity to pursue their interests, try something new and apply a skill set in real world situations. More detailed AISB CAS information can also be found on the [AISB CAS Portal](#).

The Program's three strands are often interwoven with school clubs and activities and are characterized as follows:

- Creativity — arts and other experiences that involve creative thinking
- Activity — physical exertion contributing to a healthy lifestyle
- Service — an unpaid and voluntary exchange that has a learning benefit for the student

Satisfactory completion of CAS is an annual requirement for all students at AISB. All students must complete the specific CAS requirements for their grade level and manage a CAS Portfolio on ManageBac. Students are supported throughout the year by a faculty CAS advisor as well as the CAS Coordinator so that they have a deep understanding of the CAS Learning Outcomes and know how to build their portfolio. CAS Completion is achieved when a student completes the grade or program specific required number of [CAS Learning Outcomes](#).

- In grade 9 students must complete a minimum of three CAS Learning outcomes in two of the three CAS Strands.
- In grade 10 students must complete a minimum of four CAS Learning outcomes in all three CAS Strands.
- In grades 11-12, non-IB Diploma students are required to complete a minimum of seven CAS Learning outcomes in all three CAS Strands over an 18 month period.
- In grades 11-12, IB Diploma students are required to complete all seven IB CAS learning Outcomes in all three strands within an 18 month period. They are also required to create, run, and reflect on a CAS Project.

What is a CAS Experience?

A CAS Experience is what a student needs to accomplish in order to complete a CAS Learning Outcome. Examples of CAS Experiences in school:

- joining an in-school club
- joining an after school activity
- joining an after school sport
- taking a private music lesson
- pursuing an individualized training program
- volunteering for a school event or activity.

Examples of CAS Experiences outside of school:

- being involved in a sport or team outside of school
- taking music, dance or any type of artistic lessons outside of school
- volunteering outside of school
- completing an internship outside of school
- taking classes outside of school which are not connected to the AISB Curriculum
- learning a new skill at home or doing something independently outside of school such as learning to cook, sew, garden, create a podcast or even learn a new language.

A CAS Experience cannot be:

- something which is paid (a job for instance)
- something connected to a family member
- a household chore.

Extended Essay (EE)

Prerequisites: IB Diploma candidate. Also open to non-IB students with IB Coordinator and Teacher recommendation.

Open to: Grades 11-12

Length: Yearlong (over 18 months in grades 11-12)

Graded as: A-E (externally graded by the IBO)

The extended essay (EE) provides the opportunity for students to engage in an in-depth reflective research process in a topic of special interest to the student. The topic is usually from one of the student's six DP subjects. The EE is designed for student's to apply and develop the independent research and writing skills expected at a university level. This includes formulating and refining appropriate research questions, engaging in personal exploration of the topic using academic sources, communicating ideas, developing an argument and acknowledging the sources and work of others. Students will develop the capacity to analyze, synthesize and evaluate knowledge on their topic. Students are supported through

the process by an assigned supervisor who provides guidance and engages in reflective meetings with the student. The student will undertake three formal reflective sessions with their supervisor which includes a final reflective meeting after the final essay is submitted. The process requires approximately 40 hours of dedicated work and concludes with a major piece of formally presented academic writing containing no more than 4000 words in which the ideas and findings are communicated in a reasoned and coherent manner. The formal writing is accompanied by student reflections of no more than 500 words. Students enrolled in the full IB programme must achieve a grade of D or higher to be awarded the Diploma.

Theory of Knowledge (TOK)

Prerequisites: IB Diploma candidate. Also open to non-IB students with IB Coordinator and Teacher recommendation.

Open to: Grades 11-12

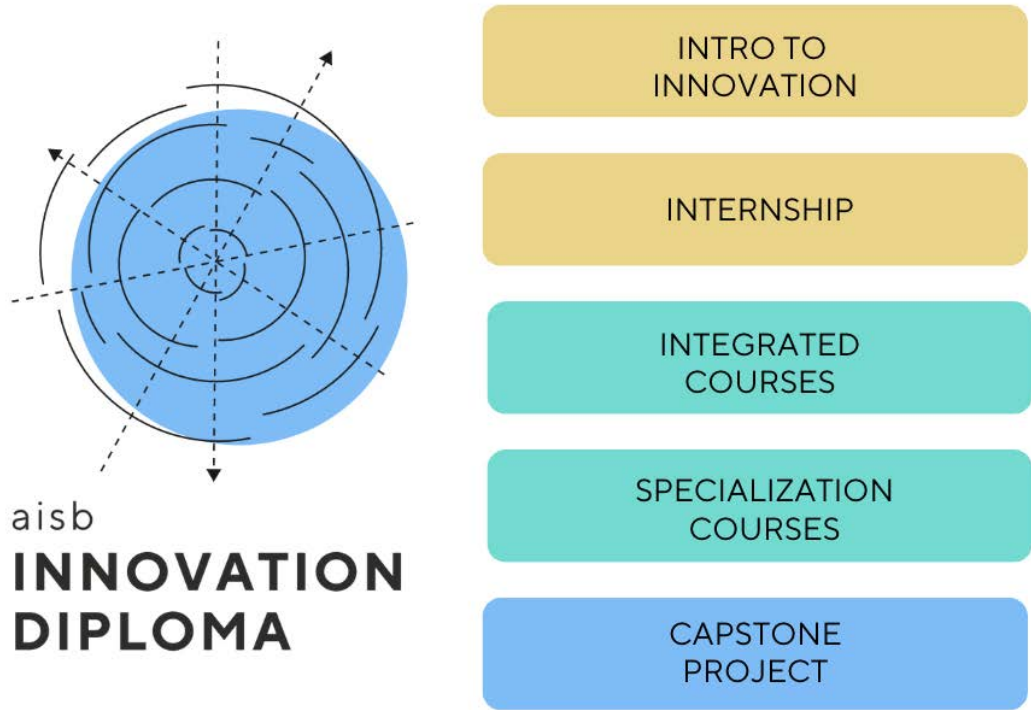
Length: Yearlong (end of grade 11, beginning of grade 12)

Graded as: A-E (both internally and externally graded)

The purpose of the course is to stimulate critical reflection on the knowledge, beliefs, and opinions students have, based on their experiences both inside and outside the classroom. The course is philosophical in the sense that it is meant to encourage students to acquire a critical awareness of what they and others know through analyzing concepts and arguments. We explore various areas of knowledge and investigate knowledge claims. We reflect through discussion-based lessons, questions, simulations, examples, writing, and exhibitions. Throughout the course we investigate the following four questions: What is knowledge? How is knowledge acquired? To what extent is it possible for a given subject or entity to be known? How do we know what we know? Students enrolled in the full IB programme must achieve a grade of D or higher to be awarded the Diploma.



INNOVATION DIPLOMA COURSES



Introduction to Innovation

Prerequisites: Application required.
Open to: Grades 10-12
Length: Semester
Type of Credit: Elective
Graded as: 1-7

Innovators love problems, because they see them as opportunities to make things better. Through the Introduction to Innovation course, students will learn to use design thinking as a tool for identifying and solving meaningful problems all around them. They will also learn how to create prototypes and test them in order to make ongoing iterations to the problems they are trying to solve. Throughout the course, students will utilize their strengths to help bring value to others as they complete various innovation challenges.

Internship

Prerequisites: Application required.
Open to: Grades 10-12
Length: Semester
Type of Credit: Elective
Graded as: 1-7

The primary goal of this course is to give students an opportunity to prototype and test a pathway that they want to explore. At the beginning of the course they will learn about purpose and clearly define theirs at this point in their lives. They will also build a resume, set up LinkedIn, write a cover letter, and practice interviewing with professionals. Most importantly, they will find an internship in their community and contribute at least 40 hours of their time to helping that

organization. In return, they will learn if this is or is not the right field for them. Finally, at the end of this course, they will present their experience so that they can share their learning, their purpose, and their future pathway with the AISB community.

English, Design, & the Imperfect Art of Living

Prerequisites: English 9
Integrated: This course integrates English & Design Thinking
Open to: Grades 11 - 12 (Grade 10 by application)
Length: Yearlong
Type of Credit: English or Elective credit

How do we design meaningful lives in such an uncertain world? This is the problem we tackle in the Imperfect Art of Living; and we'll use concepts from literature, psychology, philosophy, and design thinking to help us solve it. Whatever country you were born in, whatever your social class is, and whatever your long-term goals and aspirations are, this question will surface at some point. Our goal is to provide you with tools that will help you live more purposefully and meaningfully. And, since this course is used by other international schools around the world, we will also connect you with other thoughtful teenagers who will help you all grapple with this question in a more authentic and engaging way. The Imperfect Art of Living can be taken in place of grade 10 English (by application only), and it is one of the integrated courses that can fulfill the requirements of the Innovation Diploma.

Science, Art, & Innovation Studio

Prerequisites: Science 9
Integrated: This course integrates Science & Art
Open to: Grades 11 - 12 (Grade 10 by application)
Length: Yearlong
Type of Credit: Science or Arts credit
Options: Course may be repeated for credit with teacher approval.

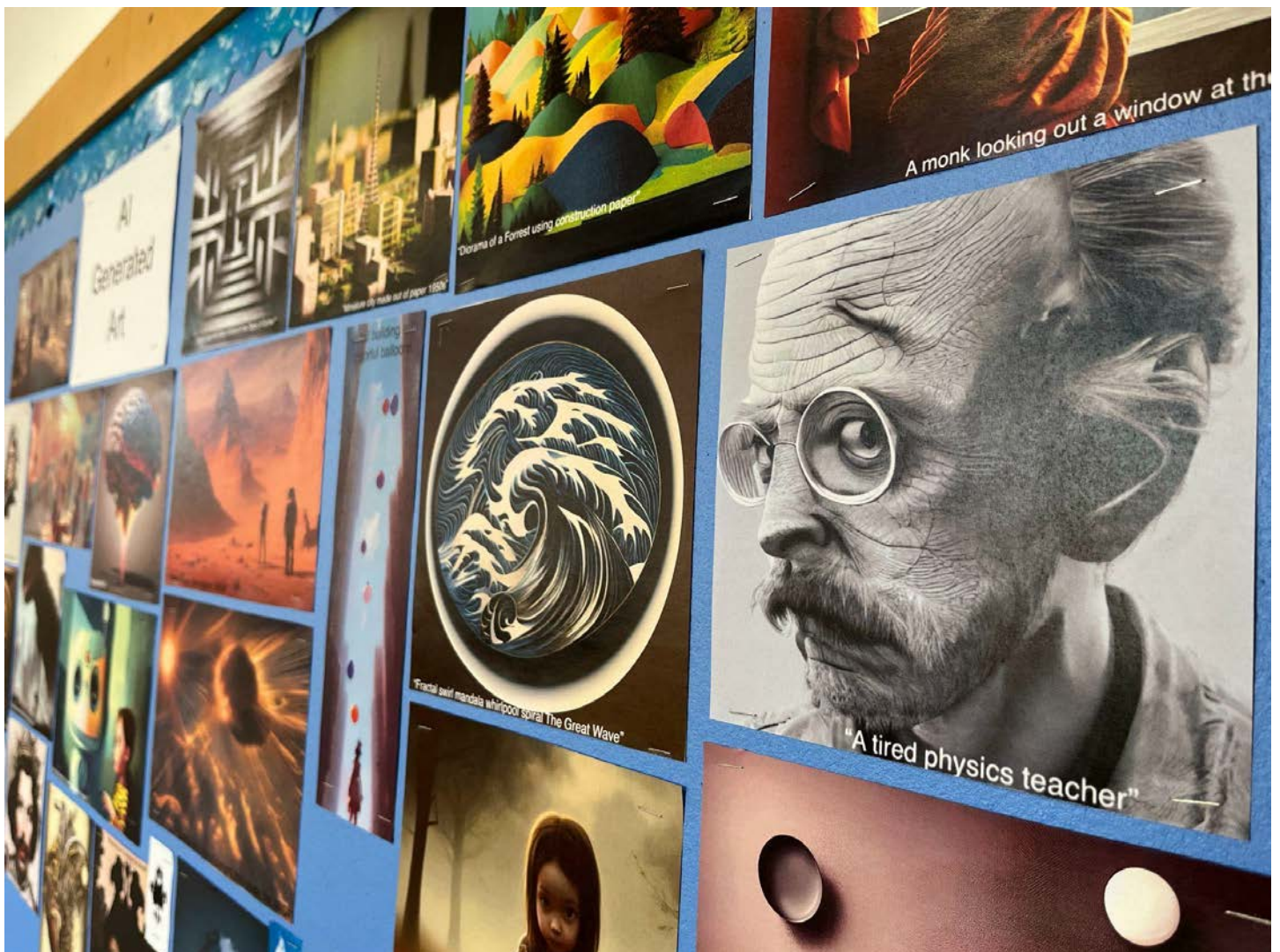
This STEAM course is a 21st Century learning experience that guides student collaboration, communication, critical thinking and creativity. Historically art has played a minor role in STEAM classrooms, typically relegated to aesthetics, but this course will allow space for the artistic act to lead the path to discovery. The course aims to address content standards in science, technology, engineering, art and math through hands-on real world projects. Students will use a variety of tools including 3D printers, laser cutters, industry software, virtual reality, and more. Concepts in the course will include discussions on meaning, practical design solutions, and how to inspire real change in the world. Projects may include: architecture, kinetic sculptures, AI generated art, performance art, video game design, and experimental drawing. Innovation Studio cannot be taken in place of grade 10 science, but it can serve to fulfill a third science credit, and it is one of the integrated courses that can fulfill the requirements of the Innovation Diploma.

Capstone Project

Prerequisites: Enrollment in the AISB Innovation Diploma.
Open to: Grade 12
Length: Yearlong
Type of Credit: Elective
Graded as: 1-7

The Innovation Diploma culminates in a capstone project in grade 12, which allows students to embody the AISB Mission. The capstone project gives students full

autonomy to apply what they have learned in their Innovation Diploma courses and lead a project that contributes to the AISB community. Research shows again and again that one of the most meaningful things students can do with their learning and their lives is to contribute to the lives of others. Using their strengths and what they have learned throughout their Innovation Diploma journey, students will create a project that solves an authentic problem in the community and impacts a group of people in a specific way. At the end of their Capstone experience, students will share their contributions and their learning with the community in a culminating exhibition of learning.





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