



**WELCOME
TO THE AISC**

**COURSE
DESCRIPTION
Guide 2019 -2020**

for Students in Grades 6-12

Welcome to the AISC Course Description Guide

Dear Members of the AISC Community,

The purpose of this guide is to give an overview of the course offerings at the American International School in Cyprus for this academic year and to outline some important information regarding our diploma programs, graduation requirements, assessment practices, and grading criteria.

AISC is committed to teaching a “thinking curriculum” by using a concept-based curriculum model. All units of instruction are created and framed using a conceptually based framework which allows our students to develop higher order thinking skills as they explore big ideas that are transferrable across subject areas and transcend time, place and situation. It provides our students and teachers with a framework to organize their learning and make lasting connections resulting in enduring understandings. AISC references its curriculum model, development as well as instructional and assessment techniques with Dr. Lynn Erickson’s research and work (Concept-based Curriculum and Instruction for the Thinking Classroom, Corwin Press, 2007).

Each year, our teachers spend countless hours writing and updating units of instruction and mapping our curriculum in the Atlas curriculum mapping system. These curriculum maps are available on our [Atlas Public Site](#), Password: inspire. For each unit, in addition to the standards being targeted, you will see the overarching conceptual lens that guides the unit, the macro- and micro-concepts to be taught, the essential understandings to be learned and the compelling questions that students and teachers will contemplate. The units of instruction are created in line with the objectives in this Course Description Guide, and in alignment with the Common Core and Virginia State Standards and International Baccalaureate curriculum. See below for steps on how to navigate the Atlas Public Site.

Once in the site, click on “Browse” in the upper left corner

- Select “Curriculum Maps” and filter on the left by selecting the grade level or subject you wish to see
- Click on the “Browse” button. You will see a list of links to courses to choose from
- Once you click on a course and view the map, you can select the “Unit Calendar” tab at the top of the page to see the chronology of the units throughout the year or the “Course Description” tab to see an overview of what is to be covered in the course.

Please note that this Course Description Guide provides basic information about our IB Program of Study. To fully understand all the facets of the IB program at AISC, we ask you to consult our IB Course Guide at AISC found on the [AISC Website](#) or see our IB Coordinator.

As always, we look forward to working with our students and their families during this school year. Please do not hesitate to see your child’s teachers or a member of the administrative team with any questions relating to our curriculum.

All the best for a wonderful school year!

Sincerely,

Amy Clerides
AISC Principal

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Our Guiding Statements

AISC Mission

The American International School in Cyprus inspires students to become enthusiastic life-long learners who value integrity, cultural diversity, and the pursuit of excellence. Using an American and international curriculum, our qualified professionals work with the school community to prepare students to be creative, critical thinkers, and socially responsible world citizens.

AISC Beliefs

- Everyone must be valued as a unique individual.
- Everyone deserves an education which respects his or her differences.
- Understanding and appreciation of diversity are critical to peace and harmony.
- The development of all aspects of the individual is essential.
- Critical thinking and problem solving are vital in a changing world.
- Participation in activities and service learning fosters a sense of self-worth, community and school ethos.
- Technology must be an integral part of the education process.
- Learning must be a life-long process for everyone.
- Everyone is entitled to have his/her opinion heard and considered.
- At AISC, everyone has a right to safety, love and learning.

International Mindedness at AISC

An internationally minded student seeks to understand, appreciate and accept others' diversity, culture, and opinions, even if they disagree, while keeping in mind that people have different perspectives.

- As an internationally minded student, you are constantly seeking to evolve your understanding of other peoples' opinions and cultures.
- As an internationally minded student, you can respect someone's opinion while not accepting it as your own.
- As an internationally minded student, your opinion should not violate another person's human rights

**At AISC, everyone has a right
to safety, love and learning.**

AISC Graduate Profile

Life Long Learner

AISC graduates are inquisitive, reflective and have a desire to be lifelong learners. They communicate effectively for a variety of purposes and are technologically literate for the 21st century. They are open to a variety of esthetic experiences and continue to develop an appreciation for the arts.

Pursuit of Excellence

AISC graduates are self-directed learners who prioritize in order to meet high academic standards. They demonstrate skills in both collaboration and leadership, and are willing to take risks and seek new experiences. They are confident and responsible in making appropriate life choices.

Critical/Creative Thinker

AISC graduates are critical thinkers who evaluate information and use conclusions to guide their behavior for a common good. As creative thinkers, they are innovative and focused on exploring ideas and generating possibilities when problem solving.

Cultural Diversity

AISC graduates demonstrate an appreciation for cultural differences and understand the need for flexibility, sensitivity and adaptability. They have acquired a high level of competency in at least one foreign language.

Integrity

AISC graduates understand the importance of integrity and accountability, and are positive thinkers. They use their knowledge ethically, advocating universal values such as honesty, integrity, reciprocity, and compassion.

Socially Responsible World Citizens

AISC graduates are aware of the global nature of many current social, economic and environmental issues and make positive contributions to society.

IB Learner Profile

The aim of all IB programs is to develop internationally-minded people, who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

Inquirers

They develop their natural curiosity. They acquire skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-Takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

American High School Diploma Graduation Requirements

All students who graduate from AISC receive an American High School Diploma. In addition to that, they may also earn the IB Diploma. Whether following the path to the AD + IB Diploma, the AD Diploma, or a combination of the two, all students must follow the AISC Graduation Requirements, outlined below, which sets a minimum number of credits required in each subject area. Please consult with the School Counselor to determine individual graduation requirements.

Graduation Requirements	
American University Preparatory Diploma	American General Diploma
<p>The following 24.5 units of credit are required for a College Preparatory Diploma:</p> <ul style="list-style-type: none"> • 4 units of English • 3 units of Social Studies • 3 units of Science • 3 units of Mathematics • 2 units of Modern Language • 2 units of Physical Education • 1 unit of Fine Arts • 0.5 unit of Computers (in grade 9) • 0.75 unit of Writing Project/Extended Essay • Completion of Grade 9 & 10 Research Writing • 1 unit of Guidance Seminar • 4 units of electives 	<p>Students may earn a General Diploma by completing 24.5 units of credit including:</p> <ul style="list-style-type: none"> • 4 units of English • 2 units of Social Studies • 2 units of Mathematics • 2 units of Science • 2 units of Physical Education • 1 unit of Fine Arts • 0.5 unit of Computers (in grade 9) • 1 unit of Guidance • 0.75 unit of Writing Project • Completion of Grade 9 & 10 Research Writing • 9 units of electives
IB Diploma	American Diploma (AD)
IB HL courses meet 9/10 days	AD Advanced Level (with HL) 9/10 days
IB SL courses meet 6/10 days	AD (with SL) 6/10 days
6 courses (3 SL & 3 HL or 4 HL) are required	Must take at least 5 courses as a full-time student (Any exceptions to this policy must be in accordance to Graduation Requirements and must have the approval of the Counselor and Administration)
Exams and assessments are marked and moderated both internally and externally	All exams and assessments are marked internally by the teachers.
Grading uses IB scale 1-7	Grading uses AISC scale A-F
Follows the IB prescribed syllabus	Follows the IB units of instruction and content, but some flexibility in syllabus may be offered
IB students have the opportunity to re-sit their final exams in the next exam session (November or May). Before deciding to retake any exams consultation, with the AD/IBDP Coordinator should take place. The better grade will be used in calculating a final grade.	AD students have the opportunity to re-sit their final exams in May before graduation. The better grade will be used in calculating a final grade.
The AISC final exams are registered to take place in the May session.	AD final exams happen exactly at the same time as the IB final exams
Final IB exams cover 2 full years of content.	AD exams in Grade 11 and 12 cover 1 full year of content
CAS is required	CAS is not required, but students are encouraged to participate in community, action and service learning activities.
TOK is required	TOK is not required, but students may take TOK as an IB Course, earning an IB Certificate.
Extended Essay is required	Writing Project (Junior and Senior Year) is required, or students may take Extended Essay as an IB Course, earning an IB Certificate.
Note: Students can also take a combination of AD and IB classes. As non, full IB Diploma students, passing an IB course will count as an IB Certificate.	

AISC has a qualified Counselor on staff. High school and middle school students have access to individual counseling through the Counseling Office, which also serves as a resource center for teachers, students and parents. In addition, a scheduled Guidance Seminar class is required for all students in grades 8-12. Please see the [AISC Website](#) for more information.

Guidance Services at AISC

College and University Planning and Placement: The Counselor maintains a collection of college information guides, university catalogs, and information about online university resources and applications. This material is regularly updated and expanded. The Counselor works with students individually, in seminars, and in family meetings to assist students in exploring options for universities and completing the selection and application process. The Counselor and the IB Coordinator will help each student and their family select courses and the curriculum that is the best fit for each individual student's ability, needs, and future goals.

Standardized Testing: The Counselor coordinates the administration of external standardized tests and serves as a community resource and referral service for university applications and college tests.

Resource Center for Teachers and Parents: The Counselor keeps and updates books, online resources, and other written material to help with issues including self-esteem, moving overseas, adolescence, multiculturalism, handling crises, grief, etc.

Career Guidance: The Counselor helps students to explore career options including the administration of interest inventories and career surveys.

Individual Counseling: The Counselor works with individual high school and middle school students to overcome classroom difficulties, academic struggles and personal problems so that the student has every opportunity to be successful. If counselling is prolonged or if the Counselor believes the student will benefit from outside support, the Counsellor will refer to a professional in the community.

Group Counseling: The Counselor provides group counseling on an as-needed basis.

Student Achievement: The Counselor monitors high school student achievement through progress and grade reports and meetings with students and teachers to see if students are experiencing academic, social or emotional difficulties. The Counselor, Head of Learning Support and teachers meet together regularly to discuss student concerns. If a student is experiencing academic difficulties, the Counselor will meet with teachers to recommend a prescriptive course of action that may include attending tutorials, attending an after-school help program, working with the Learning Center teachers, or involvement with Administration and Academic Probation. Please refer to the section on Academic Probation in this Family Handbook to see the criteria for being placed on Academic Probation.

Special Events: The Counselor plans and coordinates special events including College Fairs, visits from college and university representatives, and various class activities.

University Admission Requirements: At AISC, students have been admitted to outstanding colleges and universities throughout the world. Use the information below only as a general guide. It is always best to examine each individual institution's own admission requirements.

UK

Students wishing to seek admission into the first year of degree programs in the UK or other European universities are recommended to study the IB Diploma Program at AISC. UK and European universities are most familiar with the IB Diploma as an international qualification. Universities will often publish the number of IB Diploma points required for admission to a course.

Students who are earning the university preparatory American High School Diploma may need to take the SAT I and SAT subject tests (SAT IIs) and achieve a certain score, as determined by each university. Taking the SAT and SAT subject tests and achieving a good score satisfy many universities' requirements for an external exam as part of a student's academic qualifications into the first year of a degree course. UK universities are also becoming more open to considering IB Certificates as part of a student's qualifications. Keep in mind that UK universities look favorably upon work experience gained that is related to the desired area of university study. University admissions officers also strongly considers the student's personal written statement and the teacher/counselor reference. A strong GPA (grade point average) and good grades in classes relevant to the student's chosen university course, particularly during Grades 11 and 12, can also be used to demonstrate a student's ability to succeed in university. Should a student not have the required SAT and/or SAT subject test scores it is possible to apply for a foundation year entry into the chosen university course. The Counselor and student will work together to contact individual universities and discuss the student's qualifications with the university.

If a student's first language is not English, UK and other EU universities may require the student to take the IELTS (International English Testing Language System) and achieve a certain score as part of the university's offer for admission.

USA

Most US universities are interested in the student's GPA (grade point average) and that the student is taking a strong university preparatory high school curriculum. Students are not required to do the full IB Diploma, however many US universities will ask about the student's most rigorous academic courses taken in high school. Therefore, taking the IB Diploma or some IB certificates will enhance the student's transcript and may earn some university credits. Most US universities want students to take the SAT I test and achieve a good score. The most competitive US universities may also want students to do one or more SAT II subject tests and achieve strong scores. US universities will also take into consideration teacher recommendations, the student's personal essays (if required) and the student's extracurricular activities.

If a student's first language is not English, US universities may require the student to take the IELTS or TOEFL (Test of English as a Foreign Language) and achieve a certain score. US Universities may also consider the student's SAT score as proof of a student's English language ability.

We encourage students and families to consider these factors when selecting high school courses at AISC. At any time if there are any questions about university requirements and the high school curriculum that is the best fit for your student, please contact our School Counselor.

Student Support Services

Learning Center Program

AISC's Student Support Service Department meets the needs of students enrolled in its program. All students in the program receive individualized instructions based on the areas that need strengthening. Please note that services are subject to extra tuition as outlined on the annual tuition schedule, published on the website, or received through the Admission's Director.

English Language Learner Program

The services provided at AISC for students learning English as a second language, vary according to student needs. Our delivery models include:

Sheltered Classes (Separate Class)

The emphasis is placed on communicative skills with daily instruction in vocabulary and oral language acquisition as well as listening, reading, and writing skills. Sheltered classes follow the identical curriculum of regular classes, but instruction moves at a slower pace to assure student comprehension of the material. Student accommodations may include extra time for assignments and tests, reduced reading and writing assignments, and instruction in study skills.

Resource Classes (Separate Class)

The emphasis in a resource class is placed on advanced language skills including increased and more complex reading and writing assignments.

In coordination with regular classroom teachers, the ELL course materials complement what is taught in the content areas of science, social studies, and math. We work closely with all classroom teachers to ensure that all curriculum objectives are addressed.

Inclusion (In Regular Class)

The emphasis of the inclusion delivery model is to support students, as they become independent learners. Support teachers continue to work with the regular classroom teachers to provide necessary accommodations and strategies.

Students are individually assessed upon arrival and are scheduled for the ELL services that will meet their needs. During the school year, assessments are ongoing to assure appropriate services for student growth and success.

Learning Center Program

The AISC Learning Center was established in 1993 to provide students with mild learning difficulties an opportunity to receive the additional assistance necessary for academic success.

AISC offers services to students with mild learning disabilities, students with mild attention deficit disorders (ADD/ADHD), and students who are continuing to learn English as a second language.

Our services include:

- Support in a separate classroom (Resource)
- Support in the regular classroom (Inclusion)
- Learning Strategies class (for middle/high school)
- Assistance in the development of behavior modification programs

In order for a student to receive learning support services at AISC, the school requires documented evidence that indicates a learning disability. The standard documentation is a psychological educational evaluation. It must be noted that even in the presence of a learning disability, all students must be able to function academically in the regular education classroom. All students must meet the standards and objectives for their grade level without any modifications, or changes to the curriculum.

We work closely with classroom teachers on strategies and accommodations for student success.

English Language Learners (ELL) Program

For Grades K5-10 the English language screening assessments are based on the LAS (Language Assessment Scale) Links Proficiency Level Descriptors describing 5 levels of proficiency: Beginning (1), Early Intermediate (2), Intermediate (3), Proficient (4) and Above Proficient (5) within the four literacy domains: Speaking, Listening, Reading and Writing. In placing students in ELL classes, every effort is made to ensure students are placed in the appropriate age group class at the time of their application. “The LAS Links provides reliable English language proficiency results to make crucial instructional decisions. It allows schools to measure student growth from year to year and between grades. It measures social and academic skills for a comprehensive view of language abilities and accurately and reliably meets the needs of all English Language Learners” (CTB/McGraw-Hill).

Please refer to our Language Policy on the [AISC Website](#) for required services and grade placement decisions for English language learners. At AISC the ELL assessments are conducted in grade bands of: KG-1, 2-3, 4-5, 6-8 and 9-12.

Core Programs, Grades 6-12

Middle School Core Programs

Grade 6	Grade 7	Grade 8
Advisory	Advisory	Advisory
English	English	English
Mathematics	Pre-Algebra	Algebra 1
Science	Science	Science
Social Studies	Social Studies	Social Studies
French, Spanish, Greek+	French, Spanish, Greek+	French, Spanish, Greek+
PE/Health	PE	PE/Health
Research Writing Skills	Health	Research Writing Skills
Art	Research Writing Skills	Art
Music	Art	Music
Drama	Music	Drama
Educational Technology	Drama	Educational Technology
	Educational Technology	

+Requires native or near native in speaking, reading and writing in the Greek Language.

Languages: French/Spanish/Greek – students are required to choose 1 of the three languages offered.

Middle School Advisory is a unique program for our middle school students. Each middle school student has an adult advocate who serves as an advisor in helping them to monitor their academic progress, set personal learning goals, assist in organizational and study skills and explore university and career possibilities. In advisory, close knit relationships are fostered between and among students and their advisor. This supportive environment promotes personal and academic growth during the Middle School years.

High School Core Programs

Half a credit is given per class, per semester. Credit is not given for failing grades. There are two semesters in the school year. 24.5 credits are required for graduation.

Grade 9

1. English Literature
2. Modern World History
3. Geometry
4. Biology
5. French, Spanish, or Greek
6. Physical Education
7. Computer Applications
8. Electives: Art, Music, or Drama
9. Guidance Seminar
10. Research Writing

Grade 10

1. English Literature
2. US History
3. Algebra 2 or Advanced Algebra 2
4. Physical Science
5. French, Spanish, or Greek
6. Physical Education
7. Electives: Art, Music, Drama or IT
8. Guidance Seminar
9. Research Writing

Grade 11 (Scheduling may create choice limitations, check with the IB Coordinator/School Counselor for availability)

1. English Literature
2. History or Economics
3. Physics, Biology, or Chemistry
4. Math: Applications and Interpretation and Math: Analysis and Approaches

5. Art, Music, or Drama
6. Beginning Spanish or French or German, Spanish B, French B, or Greek A
7. TOK and CAS
8. Guidance Seminar
9. Online Options
10. Writing Project/Extended Essay

Grade 12 (Scheduling may create choice limitations, check with the IB Coordinator/School Counselor for availability)

1. English Literature
2. History or Economics
3. Physics, Biology, or Chemistry, or Sports Science
4. Math Studies, Standard Level Math, or Higher Level Math
5. Art, Music, or Drama
6. Beginning Spanish or French or German, Spanish B, French B, or Greek A
7. TOK and CAS
8. Guidance Seminar
9. Online Options

Writing Project/Extended Essay

IB Course Offerings can be viewed in the IB Information Booklet available online, or through the Admissions Director, or IB Coordinator.

Online Courses by Pamoja

AISC partners with Pamoja Education to offer some extra courses online through a web-based system. The school provides a site-based coordinator to assist students and schedules class time to meet the needs of students in their online courses. Courses are only offered during one grouping. For more information see the IB Coordinator or the IB Booklet posted on the [AISC website](#).

International Baccalaureate (IB)

The International Baccalaureate program respects each student's own culture, provides a holistic and globalized view of the world, and allows the acquisition of knowledge and skills based on reflection, dialogue, critical analysis and creativity in an academically rigorous context. It is a high school diploma taken during the last two years, recognized by the best universities around the world.

IB Courses

The IB Diploma curriculum consists of six subject groups as well as a Theory of Knowledge class, a 4000-word extended essay, and participation in the Creativity, Action, and Service (CAS) program. Candidates not electing the full diploma program receive certificates for each IB class they take. Not all IB courses are offered each year. Courses started in Grade 11 continue in Grade 12. IB courses in Grade 11 will be offered depending upon sufficient demand. Course offerings are reviewed annually and based on sufficient student demand. For the 2019-2020 school year, AISC is offering the following subjects:

Group 1	Studies in Language & Literature	* English A: Literature * Modern Greek A: Language and Literature
Group 2	Language Acquisition	* Spanish B * French B * German Ab-Initio, Gr. 12 * French OR German Ab-Initio, Gr.11, TBD
Group 3	Individuals and Societies	* History of Europe and the Middle East * Economics
Group 4	Sciences	* Biology * Chemistry * Physics
Group 5	Mathematics	* Math: Applications and Interpretation, Grade 11 * Math: Analysis and Approaches, Grade 11 * Math Studies, Grade 12 * Standard Level Math, Grade 12 * Higher Level Math, Grade 12
Group 6	The Arts	* Visual Arts * Music * Theatre

In addition to the above courses at AISC, we offer courses through Pamoja's online option. A detailed explanation of course offerings and delivery methods can be found at www.pamojaeducation.com.

Extended Essay

The extended essay is an original 4,000-word experimental or research-based thesis which acquaints diploma candidates with the kind of independent research and writing skills expected by universities. Working with a teacher/advisor who helps guide them through the process, each student has the opportunity to investigate a topic of special interest which permits them to deepen their programs of study. For example, they may select a topic in one of their higher level (HL) courses, or they might add breadth to their academic experience by electing to write a subject not included in their program choices.

Theory of Knowledge

The Theory of Knowledge course helps to educate students about personal bias, cultural sensitivity and ethical dilemma using the framework of 'Issues and Claims to Knowledge' as a guiding focus. In this course, students explore themselves as a 'knower,' individual, and community member in relation to multiple personal, local and global issues. The aims of the Theory of Knowledge program are to lead students to:

- Question, debate, analyze and re-form opinions about knowledge claims and knowledge issues on our world.
- Be aware of subjective and ideological biases
- Develop a personal mode of thought based on critical examination of evidence expressed in rational arguments

Theory of Knowledge is a fundamental part of the IB Diploma offering an all-embracing base from which specific studies follow. The program challenges students to reflect critically on their learning experiences through the rest of their Diploma Program of studies. The Theory of Knowledge program provides IB Diploma candidates with an opportunity to develop a coherent approach to learning, which crosses subject-specific boundaries and encourages internationalism.

CAS – Creativity, Action and Service

In the CAS program, students are engaged with the prospect of completing, over a period of 18 months, a variety of experiences as well as projects in the strands of Creativity, Activity and Service. Through this integral part of the program students are provided with the chance to express themselves outside of academia by participating in a wide range of self-chosen and designed activities from team sports to community service work. Upon the completion of their registered and logged work, students are tasked with meaningful self-assessment and reflection through a personal reflective journal. This connection to the community outside of the school allows students and the school community the unavoidable benefits of its interflow, and a chance for all students to truly experience and feel the benefits of an IB Learner. CAS works to enhance and complement the whole child; it does not work as a substitute for any coursework.

Assessment at AISC

At AISC assessing, evaluating and reporting is fundamental to teaching and learning. Teachers continuously assess student understanding and track growth. Students receive clear, detailed and timely feedback on their progress. Teachers are transparent in their assessment practices and use assessment results to guide learning and to individualize lessons accordingly. Students have opportunities to demonstrate learning through a range of assessment types that are both formative and summative. Teachers use multiple forms of formative assessments to inform students of their learning and progress. Formative assessments prepare students to learn the skills needed for summative assessments and allow students to make managed errors so that they may learn from their mistakes. Summative assessments are the teacher's final opportunity to assess the outcomes of learning before moving on to new topics or skills. For further details on all assessment policies, please refer to the AISC Assessment Booklet on the [AISC Website](#).

Student, Teacher, Administration and Parent Responsibilities

Students are expected to...

- Read and understand the Grading Policies, Academic Honesty Policy and all other policies relating to assessment in the Family Handbook;
- Be on time for class, be prepared with all necessary materials;
- Respect others' right to learn and teachers' right to teach;
- Submit work on time and follow all deadlines throughout the process;
- Present work neatly, with name and date on the top right of the work. Complete written work in blue or black ink, and make sure writing is clearly legible and appropriately sized fonts are used. Hand-made diagrams should always be completed in pencil or colored pencils;
- Check My AISC Portal daily and use the AISC agenda book to keep track of assignments and deadlines;
- Seek assistance from teachers before and after class and to attend tutorials when needed.

Teachers are expected to...

- Follow the Grading Policies and implement the Essential Agreements on Assessments;
- Provide adequate time for students to complete any given assessment task;
- Provide adequate access to materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students as outlined in the AISC Portal Policy;
- Analyze assessment data to identify patterns of individual performance and needs;
- Show an awareness of the diversity of learning styles of the class by using a variety of assessment and teaching strategies;
- Avoid assessing summatively without assessing formatively with feedback first;
- Bear in mind the students' whole schedule and only use meaningful assessments;
- Work with the learning support provider to design assessments that will effectively assess the learning of students with specific learning needs;
- Be available to tutor students.

The Administration is expected to...

- Provide adequate time for department meetings so teachers can collaborate over policies and practices, carry out internal moderation of student work, analyze results and use student performance to articulate and refine the curriculum;
- Produce internal and external examination timetables with enough notice for students and teachers to review adequately;
- Provide teachers with a timetable that allows them to have adequate planning time;
- Encourage peer to peer observations that cultivate a culture of dialogue and reflection surrounding the assessment of and for learning;
- Offer training on using and interpreting data;
- Support staff in the use of multiple assessment strategies;
- Distribute student learning data;
- Analyze whole school data and develop improvement plans to better results.

Parents are expected to...

- Read and support the AISC Family Handbook and assessment policies;
- Support their child with time management and in meeting deadlines;
- To help motivate their child to reach his/her full potential and encourage him/her to review work taught in class on a weekly basis;
- To respect the school calendar and ensure their child is present every day;
- To arrange a quiet space at home and adequate time to complete school work;
- To ensure their child gets adequate sleep and is well rested;
- To offer positive and constructive support as their child completes his/her schoolwork, however this support should not go so far as to compromise the authenticity of their child's work;
- Communicate and collaborate directly with the teacher of their child regarding their child's progress

Grading at AISC

Grading Structures:

For Students in Grades 6 & 7:

Semester 1 (18 Weeks) Quarter 1: 9 weeks of instruction = 50% of overall Semester 1 Grade
Quarter 2: 9 weeks of instruction = 50% of overall Semester 1 Grade

Semester 2 (18 Weeks) Quarter 3: 9 weeks of instruction = 50% of overall Semester 2 Grade
Quarter 4: 9 weeks of instruction = 50% of overall Semester 2 Grade
**We do not have exams for students in Grades 6 & 7*

For Students in Grades 8:

Semester 1 (18 Weeks) Quarter 1: 9 weeks of instruction = 45% of overall Semester 1 Grade
Quarter 2: 9 weeks of instruction = 45% of overall Semester 1 Grade
Semester 1 Exam: Exam material (Q1 + Q2) = 10% of overall Semester 1 Grade

Semester 2 (18 Weeks) Quarter 3: 9 weeks of instruction = 45% of overall Semester 2 Grade
Quarter 4: 9 weeks of instruction = 45% of overall Semester 2 Grade
Semester 2 Exam: Exam material (Q3 + Q4) = 10% of overall Semester 2 Grade

For Students in Grades 9 and 10:

Semester 1 (18 Weeks) Quarter 1: 9 weeks of instruction = 40% of overall Semester 1 Grade
Quarter 2: 9 weeks of instruction = 40% of overall Semester 1 Grade
Semester 1 Exam: Exam material (Q1 + Q2) = 20% of overall Semester 1 Grade
100% of the Grade = 1/2 credit

Semester 2 (18 Weeks) Quarter 3: 9 weeks of instruction = 40% of overall Semester 2 Grade
Quarter 4: 9 weeks of instruction = 40% of overall Semester 2 Grade
Semester 2 Exam: Exam material (Q3 + Q4) = 20% of overall Semester 1 Grade
100% of the Grade = 1/2 credit

For Students in Grades 11 and 12 (IB or American Diploma (AD) Students):

Grade 11 (IB Y1)

Semester 1 (18 Weeks) Quarter 1 (50%); Quarter 2 (50%)

Semester 2 (18 Weeks) Quarter 3 (50%); Quarter 4 (50% - For IB & AD, 30% of the grade is course work and 20% is the result of their final Year 1 exam)

Grade 12 (IB Y2) Grading

Semester 1 (18 Weeks) Quarter 1 (50%); Quarter 2 (50%)

Semester 2 (18 Weeks) Quarter 3 (50%); Quarter 4 (50% - for IB students, 20% is the mock exam grade, 15% is the IB IA grade, and 15% is the predicted IB grade; 30%/20% - For AD students, 30% of the grade is course work and 20% is the result of their final Year 2 exam)

All Grade 12 American Diploma (AD) students will take their final exams mid Term 4. If an AD student receives a B+ or better on an exam, that grade will be used as their final exam grade (20% of their Term 4 grade). If a student's mark on their final exam is less than a B+, the student has the option to stay in class for the remainder of Term 4 and re-sit their final exam in late May prior to graduation. The higher mark of the 2 exams is recorded.
***No Grade 12 student is exempted from taking their final exams.*

Grading System, Symbols, GPA Table

Letter Grades	GPA Value
A+ 97-100(%)	4.00
A 93-96	4.00
A- 90-92	3.75
B+ 87-89	3.50
B 83-86	3.00
B- 80-82	2.75
C+ 77-79	2.50
C 73-76	2.00
C- 70-72	1.75
D+ 67-69	1.50
D 63-66	1.00
D- 60-62	0.50
F 0-59	0.00

IB Grades	GPA Value
7	4.25
6	4.00
5	3.75
4	3.25
3	2.75
2	1.75
1	0.75

Other Marks	
I	Incomplete*
P	Pass, no grade assigned
NP	No Pass
M	Modified Grade
IEP	Individualized Educational Plan. Course requirements may differ substantially from norm

* Incomplete (I) indicates that the student has not satisfied the minimum basic requirements of the course due to extenuating circumstances, including absences for which work needs to be "made up." Teachers will replace the incomplete with an appropriate letter grade depending upon the student's success in meeting the course requirements, within two weeks of the end of the marking period. If the student does not complete the work, the grade will convert to the grade the student has earned to that point. At the time of the Honor Roll calculation, students with an incomplete (I) do not qualify.

Effort Grading Policy

All effort grades will be separated from the academic performance grade. The AISC effort grade is based on the ***Habits and Attitudes to Lifelong Learning (HALL) Rubric*** which identifies approaches to learning that students need to consistently develop in order to cultivate a growth mindset and become independent life-long learners.

The AISC effort grade is an overall grade given as a combination of all three areas on the HALL Rubric: Preparation, Engagement and Initiative. It is measured on a 5-point scale.

Effort Level 5: The student is highly prepared for class, always seeks assistance when needed, is always attentive and engaged and takes the initiative to reflect critically on own his/her learning including strengths, weaknesses and interests to achieve goals.

Effort Level 3-4: The student is sometimes prepared for class, engaged and attentive but may need adult assistance to avoid distraction and pay close attention to working with care and detail. The student may require assistance with short and long-term planning and in seeking help from a teacher. The student sometimes reflects on his/her learning in order to improve performance but needs more time to consolidate these habits.

Effort Level 1-2: The student requires monitoring and assistance, is rarely prepared for class, may need significant assistance to stay focused and on task, may disrupt the learning

environment for self and others, and rarely takes an active role in his/her own learning needs and interests. The student generally appears disconnected from the learning process, opportunities and experiences provided.



Habits & Attitudes to Lifelong Learning (HALL) Rubric

This rubric identifies many of the dispositions and approaches to learning that students need to develop if they are to cultivate a growth mindset and become independent lifelong learners.

Name: _____
Class: _____
Date: _____
 Teacher Assessment
 Self-Assessment

Note: Please tick the box whose statement most represents you (Statements should be read horizontally)

PREPAREDNESS	3-4	5
<input type="checkbox"/> Rarely on time for class	<input type="checkbox"/> Sometimes on time for class	<input type="checkbox"/> Always on time for class
<input type="checkbox"/> Frequently asks to leave class; Absences are not documented in advance and/or demonstrate no follow up	<input type="checkbox"/> Absences are sometimes documented in advance and are followed up appropriately	<input type="checkbox"/> All absences are properly documented in advance and are followed up thoroughly
<input type="checkbox"/> Rarely prepared with materials for class	<input type="checkbox"/> Sometimes prepared with materials for class	<input type="checkbox"/> Always prepared with all materials
<input type="checkbox"/> Does not prepare to work until instructed by the teacher	<input type="checkbox"/> Sometimes prepared to work on arrival to class	<input type="checkbox"/> Always prepared to work on arrival to class
<input type="checkbox"/> Assignments and homework are rarely complete	<input type="checkbox"/> Assignments and homework are sometimes complete	<input type="checkbox"/> Assignments and homework are always complete
<input type="checkbox"/> Assignments and homework are rarely handed in on time	<input type="checkbox"/> Assignments and homework are sometimes handed in on time	<input type="checkbox"/> Assignments and homework are always handed in on time
ENGAGEMENT	3-4	5
<input type="checkbox"/> Requires monitoring to stay focused and on task	<input type="checkbox"/> Sometimes attentive and on task; ignores distractions	<input type="checkbox"/> Always attentive and actively engaged
<input type="checkbox"/> Rarely listens to instructions and feedback	<input type="checkbox"/> Sometimes listens to instructions and feedback	<input type="checkbox"/> Always listens carefully to instructions and feedback
<input type="checkbox"/> Often displays disrespectful behavior (either disruptive or disengaged)	<input type="checkbox"/> Sometimes listens actively and respectfully to others	<input type="checkbox"/> Always listens actively and respectfully to others
<input type="checkbox"/> Rarely works with care and attention to detail; work is often unfinished and/or rushed	<input type="checkbox"/> Sometimes works with care and attention to detail; work shows evidence of revision	<input type="checkbox"/> Always works with care and attention to detail; work shows thorough examination and revision
<input type="checkbox"/> Rarely demonstrates long-term planning skills	<input type="checkbox"/> Sometimes demonstrates long-term planning skills	<input type="checkbox"/> Always demonstrates focused long-term planning to complete tasks
<input type="checkbox"/> Rarely seeks clarification or assistance when needed	<input type="checkbox"/> Sometimes seeks clarification or assistance as needed	<input type="checkbox"/> Always seeks clarification or assistance when needed
INITIATIVE	3-4	5
<input type="checkbox"/> Rarely takes a reflective role in own learning needs and interests; often appears disconnected from learning	<input type="checkbox"/> Sometimes needs encouragement to assess and reflect on own learning strengths, needs and interests	<input type="checkbox"/> Always assesses and reflects critically on own learning strengths, needs and interests
<input type="checkbox"/> Rarely interested in identifying learning opportunities and strategies to meet personal needs and achieve goals	<input type="checkbox"/> Sometimes needs assistance in identifying learning opportunities, choices, and strategies to meet personal needs and achieve goals	<input type="checkbox"/> Always identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals
<input type="checkbox"/> Rarely shares ideas or asks questions; may refuse to participate	<input type="checkbox"/> Sometimes needs encouragement to participate and share ideas and opinions	<input type="checkbox"/> Always demonstrates a genuine desire to learn and to share ideas through participation and inquiry
<input type="checkbox"/> Often relies on the work of others in group work	<input type="checkbox"/> Sometimes allows others to take leadership initiatives in group work	<input type="checkbox"/> Always initiates discussion, asking significant questions, and acting as an effective leader in groups
<input type="checkbox"/> Demonstrates little to no initiative	<input type="checkbox"/> Sometimes needs encouragement to take risks or assert opinions	<input type="checkbox"/> Always takes intellectual risks, asserts opinions, and supports them
<input type="checkbox"/> Rarely takes risks or asserts opinions	<input type="checkbox"/> Sometimes needs encouragement to respond to challenges	<input type="checkbox"/> Always perseveres and makes an effort when responding to challenges

AISC wishes to source, acknowledge and thank *The International School of Bangkok* for allowing AISC to use their HAL Rubric, from which AISC has changed to HALL (May 2014).

Grade 6-12 Course Descriptions

Art

Exploratory Art

Grades 6-8

The middle school art curriculum is based on the Virginia State Standards of Learning and, beginning at Grade 11, the International Baccalaureate Standards. Courses for middle school are designed to give the students experience in using a variety of media in two and three dimensions. These courses enable students to express themselves more easily in visual terms, in other aspects of their schoolwork and for their own interest. The course includes drawing, two-dimensional design, painting and modelling.

The emphasis in Middle School Exploratory Art is on students acquiring an understanding of the four aspects of art: art history, studio, art criticism, and aesthetics.

High School General Art

Grade 9

This course offers a variety of art experiences based upon the application of the elements of art, the use of materials, and art appreciation. The course provides opportunities for active participation involving line and tonal drawing from observation, painting skills, creation of design, use of a variety of media and modelling. Drawing on the skill and terms required in the previous courses, students at this level will develop a richer understanding of the principles of art and their application in a broad range of media. The students will start developing their personal style with hands-on studio work, as well as academic aspects of visual art such as historical referencing and artwork analysis.

Drawing from life will form the backbone of the studio component, as students return to familiar media as a means of developing greater technical ability.

High School Advanced Art

Grade 10

Students enrolled in art at this level should be considering a post-secondary education. The emphasis will be on students developing an individual approach while increasing their technical skills. The students will develop their personal style with hands-on studio work, as well as academic aspects of visual art such as conceptual thinking and artwork analysis. Portfolios will be created that will allow students a competitive chance in art college or university placement.

IB Visual Arts

Grade 11, 12

IB Standard Level, Higher Level, American Diploma

This two-year program will provide students with opportunities to make personal, socio-cultural and aesthetic experiences meaningful through the production and understanding of art. Students are encouraged to integrate the various historical and contemporary forms of visual art. Some components of the course are production oriented, and others pursue the academic and intellectual aspects of visual art. The IB Art course culminates in a professional, student led, art exhibit in the third quarter of each academic year. For more information,

please consult our IB Course Guide at AISC found on the [AISC Website](#) or see our IB Coordinator.

Drama

Exploratory Drama

Grades 6-8

The Exploratory Drama curriculum is based on the Virginia State Standards of Learning. The middle school Exploratory Dramatics course is designed to provide students with an introduction to the study of theatre history, dramatic literature, and theatrical production. Through research, planning, scripting, production, and performance experiences, students will acquire skills in communicating ideas, thinking critically, and collaboratively solving problems. This course prepares students for further theatrical study and nurtures an appreciation for the many forms of theatre.

Theater Arts I

Grade 9

The Theatre Arts I course is designed to provide students with a survey of theatre arts, allowing student's opportunities to experience and appreciate dramatic literature and participate in the creative processes of performance and production. Through various modes of expression and performance, students will investigate acting styles and the process of playwriting, which includes character development, research, dramatic structure, conflict, and resolution. Students will study and respond to a variety of theatre experiences that will refine their collaborative, analytical, interpretive, and problem-solving skills. Students will deepen their artistic abilities and appreciation of the theatrical arts. They are encouraged to explore and utilize their own physical, imaginative, intellectual, playful, emotional and psychological qualities to bring depth and meaning to their creative endeavors. Students are given the opportunity to learn about the different functions of a production team through the staging of theatrical productions. These roles, sometimes assigned on an individual basis, vary from lighting design, to backdrops, to acting, to directing and creating promotional items for the production.

Theater Arts II

Grade 10

The Theatre Arts II course is designed to help students integrate and build upon concepts and skills acquired in Theatre Arts I. Through various modes of expression and performance, students will investigate dramatic literature, theatrical styles, and historical periods. Students will study and respond to a variety of theatre experiences that will refine their communicative, collaborative, analytical, interpretive, and problem-solving skills. Students will expand their artistic abilities and appreciation of the theatrical arts. Students mount productions and assume specialized roles within a co-operative theatre company. Similar to the homework requirements of other courses, students in this course should be aware that additional school hours are necessary for rehearsals and production work prior to major performances as part of the course requirements.

Theater Arts

Grades 11, 12

IB Standard Level, Higher Level, American Diploma

The IB Theater Program is a rigorous 2-year program that explores, examines, and seeks to apply practical and theoretical aspects of theatrical productions and traditions from around the world. Students will critically evaluate a range of diverse performances, critically analyze and interpret scripts and apply their skill to a range of theatrical projects. Students will develop an understanding of the complex processes of performance, from its initial conception to the impact the final result leaves on spectators, culminating in final performances that reflect their development over the span of the 2-year course. For more information, please consult our IB Course Guide at AISC found on the [AISC Website](#) or see our IB Coordinator.

English

School-wide, the AISC English curriculum is based on the Virginia State Standards of Learning and, beginning at Grade 11, the International Baccalaureate Standards. The English programs are designed to produce confident, accurate, and creative writers, listeners, readers, and speakers. Students are progressively introduced to more demanding writing, reading, and speaking tasks to develop their skills at age-appropriate levels. Students are encouraged to develop a genuine appreciation of literature and to gain confidence in using language in many different contexts and for many different purposes.

Reading assumes a central role in all of our English programs and students continue having regular library visits in the Middle School. Class libraries, *Sustained Uninterrupted Reading for Fun (SURF)* sessions, formal library database induction, and class reading activities all help introduce our students to the centrality of reading as an enjoyable in-school and at-home activity. As students progress through the program, individual reading assignments and wide reading of literature become essential elements of student performance. Oral work in English focuses on developing students' confidence and ability to express themselves creatively and effectively in many formal and informal contexts. Individual and group work is important in building students' versatility and skill in oral expression. Students receive positive feedback and opportunities to explore particular talents such as debating, performance, role-play and 'public' text reading.

Student writing is a major element of English competency in Grades 6-12. All students are introduced to a comprehensive range of writing skills and text types from elementary school through to senior study. The use of IT and computers in developing editing skills is taught. Students are taught to see writing as a process and not a production line.

English Grade 6

Sixth grade English introduces the student to the early stages of analysis of novels and extended texts. The writing process is emphasized and accompanied with prolonged in class reading. Oral skills are developed and polished through discussions of the issues addressed in the text read. Grammar, vocabulary development and spelling are integral parts of the sixth grade English program. Sixth grade reading will include various books of the students' interest as well as the text.

English Grade 7

Seventh grade English concentrates on developing the skills introduced in sixth grade English: extended text reading and analysis, grammar, spelling and vocabulary building, and process writing. The writing process is developed through reading and writing workshops in which students concentrate on their own voice, style, and interests in literature. Reading will be from the texts as well as from a variety of class reading sets. Texts are discussed and students deliver oral presentations to fellow classmates periodically about the text and the craft of writing.

English Grade 8

Eighth grade English emphasizes writing through a literature-based program and through journals. The writing process begun in earlier grades is continued. Clear, logical thinking is developed through writing and discussion. Reading focuses on the short story, several short novels, plays, and poetry and mythology from various traditions. Grammar, usage, spelling, vocabulary, and speaking effectively are highlighted throughout the year.

English Grade 9

The 9th grade course is designed to expose students to different forms of writing while also increasing their reading, vocabulary and grammatical skills. Students receive guidance in analyzing literature, writing, and speaking. They practice active reading techniques and apply them to many forms of fiction and non-fiction literature. A particular emphasis is placed on the introduction to the literary essay, developing strategies for engaging an audience in oral presentations, and the analysis of extracts from longer works studied.

English Grade 10

The 10th grade course prepares students for further study by exposing them to drama, novels, poetry, short stories, and non-fiction text. An emphasis is placed on analysis of narrative techniques and the social and historical background of text production and interpretation, including works written originally in a language other than English. Writing the literary essay, which was introduced in English 9, is continued and extended in grade 10, and students are introduced to the Interactive Oral, a student-led discussion of a work and its cultural context. Students are assessed using IB style criteria and rubrics. Consistent feedback is regularly provided with assessment guidelines for written and oral activities.

English Grade 11, 12

IB Standard Level, Higher Level, American Diploma

The aims of the first year of this 2-year course are to develop an understanding of the techniques involved in literary criticism and to develop the students' ability to form independent literary judgments as well as support those ideas. Students will hone language and visual skills along with knowledge of critical approaches and literary conventions.

During the second year, students will refine their level of understanding and personal response to literature through the analysis of varied techniques authors use in poetry, short story, the novel and drama. The course will extend students' analytical reading, writing, oral communication, thinking skills and their facility to use complex literary terminology accurately and precisely. They will study and interpret a series of challenging texts from different genres,

styles and cultures. The literary selections will span from the 17th century to contemporary authors, five regions of the world, including works in translation, and range of literary periods. Students will demonstrate confidence and effectiveness in speaking and listening especially in a public setting. Furthermore, an awareness of the impact of literature on various cultures and political environments will be noted.

In the Standard Level (SL) course, students are required to cover ten texts over the 2 years. In the Higher Level (HL) course, students are required to cover thirteen texts over the 2 years. Assessment tasks are differentiated between the two levels and three out of the five IB tasks are graded externally. American Diploma (AD) students follow the same course of instruction as IB students do. They are assessed using American Diploma rubrics, and all tasks are graded internally by the classroom teacher. For more information, please consult our IB Course Guide at AISC found on the [AISC Website](#) or see our IB Coordinator.

Library

The library encourages and supports learning by providing appropriate skills, services and technology that allows ready access to varied information sources.

Skills

The library program of studies provides a program of progressive library skill development for the grades K-12. These skills are taught and practiced within the context of each grade's curriculum, The Grade 9 & 10 Research Methodologies courses, and the IB Extended Essay and Writing Projects.

The policy of flexible access to the library promotes a school facility that accommodates students of different age levels and grades simultaneously for independent or group work. In this environment, information skills lessons are determined by curriculum need where teachers view the library as an extension of their own classroom and where students learn to use the facility independently and in collaboration with the School Librarian.

During secondary school, library use by students at the classroom level focuses on both reading and research. Students visit the library to select a continuous supply of reading materials for class assignments and for pleasure. Research skills are further refined through content areas as the students pass through the different grade levels.

Digital databases complement standard reference work. The Junior and Senior Writing Project and the IB Extended Essay are supported by the Librarian and library services.

Library Services

Our secondary students use the library before, after, and during school both as an entire class and individually. The library hours are 8:00 a.m. to 4:00 p.m. daily including Wednesday. AISC annually purchases fiction and non-fiction books and visual materials to maintain a large and up-to-date catalogued collection. A trained librarian provides readers' advisory and MLA and APA reference services to the AISC community. We invite you to access our extensive online [AISC Library Catalog](#).

Technology

The AISC Library has public-access computers for student and faculty use. Additionally, AISC

subscribes to a number of databases which provide online newspapers, journals and encyclopedic information that can be accessed both at school and home.

- Encyclopedia Britannica online, <https://www.britannica.com/>
- JSTOR, digital library of academic journals, books and primary sources, <https://www.jstor.org/>
- EBSCO, online full text and bibliographic databases designed for research, <https://www.ebscohost.com/>
- Newsela, current news and up-to-date non-fiction text designed to build reading comprehension through levelled articles, <https://newsela.com/about/>
- ERIC, free database with lesson plans and articles on all aspects of education, <http://eric.ed.gov>
- PubMed Central, a database archive of biomedical and life sciences journal literature, <https://www.ncbi.nlm.nih.gov/pmc/>
- American Economic Association's Resources for Economists, a database with articles and references to podcasts and lesson plans, <http://rfe.org/>
- LibGuides Community, a starting-off point for researchers with verifiable information written by professional librarians and peer reviewed, <https://community.libguides.com/>
- The AISC Library Home Page, <http://library.aisc.ac.cy/>, lists other resources, including free open access databases and a variety of professional, subject specialist search engines created by librarians.

Science

The AISC Science Curriculum is based on the Next Generation Science Standards (NGSS) and, beginning at Grade 11, the International Baccalaureate Standards. Within the NGSS, there are three distinct and equally important dimensions to learning science. These dimensions are combined to form each standard, or performance expectation, and each dimension works with the other two to help students build a cohesive understanding of science over time.

AISC science classes are designed to cover the disciplinary core ideas from Life Sciences, Physical Sciences, Earth and Space Science, and Engineering, while using the science and engineering practices to develop inquiry skills. Crosscutting Concepts help students explore connections between all these areas. Students participate in many hands-on laboratory experiments and are given opportunities to design their own labs to investigate and solve problems.

During the first two years of high school, students take Biology 9 and Physical Science 10, which provide a strong background in biology, chemistry, and physics. This allows each student to make suitable choices for their last two years of high school.

For the last two years of high school, students may choose to take the following classes:

1. Biology (IB Standard Level, IB Higher Level, or American Diploma)
2. Chemistry (IB Standard Level, IB Higher Level, or American Diploma)
3. Physics (IB Standard Level, IB Higher Level, or American Diploma)

Science Grade 6

Grade 6 students will investigate the topics of energy, cells and body systems, variation and heredity and climate change to answer the questions: How do we use and control thermal energy in a system? How do body systems interact with each other to communicate and collaborate? How do the environment and genetics affect who we are and how we are similar or different? How do we know human activity is influencing climate, and what can we do about it?

Science

Grade 7

Grade 7 students will understand how natural processes and human activities created the ecosystems we see today in the first unit called A Balanced Biosphere. In the second unit, Matter Matters, students will explore how models of matter help us understand the resources we use. The third unit helps students discover how energy and matter flow within natural and designed systems. Finally, the year ends with Save the Andes!, an investigation into how we can sustain biodiversity in a modern, changing world.

Science

Grade 8

Grade 8 Science is designed as a hands-on inquiry-based course that provides students with a thorough understanding of basic concepts. Students will learn a variety of laboratory techniques that will encourage them to try new things in science. The topics covered will be the scientific method, cells, microscopes, atoms and the periodic table, and the nature of light and sound waves.

Biology

Grade 9

Grade 9 Biology uses the concepts of structure, exploration, form, relationships, and regulation to learn about biology. Students will build on the content learned in middle school in the subjects of cells, organic molecules, genetics, molecular biology, and evolution. Laboratory exercises emphasize the use of biological tools and techniques of observation and measurement and experimental design.

Physical Science

Grade 10

Grade 10 Physical Science provides students with a foundation in chemistry and physics to allow them to continue into IB classes. Topics in chemistry include: atomic structure, the periodic table, chemical reactions, and stoichiometry. In physics, the students will understand the law of conservation of matter and energy, inertia, Newton's laws of motion, and projectile motion.

Biology

Grade 11 & 12

IB Higher Level or Standard Level, American Diploma

IB Biology is a combination of the depth and breadth of the subject over a two-year period. This course covers everything from the molecules that make up living things to the environment surrounding them.

Students must perform statistical tests on their results and evaluate their own work. In the first year, students will spend two days of in-depth study at a facility in Cyprus. This may be

the Environmental Center in Kritou Terra, a university lab or a professional scientific conference. For more information, please consult our IB Course Guide at AISC found on the [AISC Website](#) or see our IB Coordinator.

Chemistry

Grade 11 & 12

IB Higher Level or Standard Level, American Diploma

IB Chemistry provides a hands-on opportunity for students to work in and analyze the roles of the Scientific Process as a true practitioner. The course provides an in-depth two-year study of the subject covering the major topics in organic and inorganic Chemistry. The two Options for this course are Human Biochemistry and Medicines and Drugs.

Throughout the two years of study, students conduct extensive laboratory work to investigate the concepts in conjunction with what is being learned. This process allows the student to engage in and understand Chemistry broadly and linkages between theory and practice. Students are expected think inductively in order to design and conduct their own experiments. The laboratory work is continuously assessed by the teacher and constitutes the internally assessed component of the grade. Due to the nature of the course, it is imperative that students have a capacity for high order thinking, a willingness to learn and participate, and maintenance of consistent attendance practices. For more information, please consult our IB Course Guide at AISC found on the [AISC Website](#) or see our IB Coordinator.

Physics

Grade 11 & 12

IB Higher Level or Standard Level, American Diploma

Entering this course, you might ask yourself what is it that scientists do? According to Einstein “If we knew what it was we were doing, it would not be called research.” The students in this course will be expected to think like the scientists described by Einstein. Rather than knowing facts and memorizing theories the students will inquire and conduct experiments that will help them discover new ideas. Hence, students who are entering this course need to possess a strong sense of scientific curiosity, be comfortable with taking risks, and have the ability to problem solve when unexpected situations arise.

As part of their Internal Assessment grade students will be expected to plan and conduct their own experiments. The planning is done independently by the student with no teacher input. This process requires the student to generate a number of possible factors that can be investigated, critically evaluate the available lab resources, create an appropriate procedure, and analyze and reduce the limitations of the selected research method. For more information, please consult our IB Course Guide at AISC found on the [AISC Website](#) or see our IB Coordinator.

Social Studies

The AISC Social Studies Curriculum is based on the AERO Common Core and, beginning at Grade 11, the International Baccalaureate Standards. In Grades 6 and 7, we introduce students to World Regions. In Grade 8 students learn about the Nineteenth Century. Students practice analyzing, comparing and contrasting different historical civilizations, events and geographic regions. Emphasis is placed on researching and learning the writing process.

The four years of High School Social Studies courses continue to develop the student's ability to critically analyze historical issues. Emphasis is placed on reading primary documents, critical thinking, research methods and the writing process. American History and Modern World History are studied in the first two years. IB Economics and 20th Century History of Europe and the Middle East are offered as two-year programs in Grades 11 and 12.

World Regions and Cyprus Heritage

Grades 6 & 7

Through the eyes of a geographer, students explore the chronology of a variety of world regions, including Cyprus. Students learn to explain why events happen as they did. Through comparing and contrasting a variety of civilizations and societies, students develop several enduring understandings including:

- There are several recurring issues, such as the environment, belief systems, and ethnicity that cause conflict between people, but which can lead to cooperation.
- Humans change environments, which can be beneficial but can also lead to many problems.
- Cultures have internal differences (sub-cultures).
- An individual's identity and behaviour are shaped by many forces, especially their culture's attitudes, values, and beliefs.
- Different types of governments have different strengths and weaknesses. Social factors have a significant influence on the impact of a technology on a society.

Western Civilization

Grade 8

The course covers the development of world civilization throughout the Middle Ages, the Renaissance and Early Modern History. The course will introduce the basic concepts of Social Studies in the context of historical topics such as population growth, exchange, trade, societal structure, globalisation etc. The course will focus on skills such as the interpretation of historical sources, data analysis, application of knowledge in order to argue from different perspectives. As a result, students will be able to compare and contrast, to identify and apply the concepts of change and continuity as well significance and perspective.

Modern World History

Grade 9

This course will examine the major themes and events of the late eighteenth through the twentieth century. Modern world history events and patterns from the Enlightenment through the Cold War are discussed and analyzed in this course. The course focuses on industrialization, imperialism, revolutions, the two world wars and the Cold War. Students will further develop the previously acquired skills through a variety of activities such as research, role play, primary and secondary source analysis, discussion/debates as well as argumentative essay writing.

US History

Grade 10

US History 10 is designed to offer a broad survey of the history of the United States from the emergence of industry through the early 21st century with focus on eras such as colonization, independence, Civil War, industrialization, the Great Depression, the World Wars, and the Vietnam era. As a lead-in to the IB Diploma Program, special attention will be given to

developing the skills and practices of engaging in history which include source analysis, research tactics, and essay writing. In order to be successful in history, students must possess an ability to read and interpret nonfiction text. Students must also be able to work with multiple types of sources, textual, visual and auditory. Emphasis will also be placed on developing student capacity to take and use notes appropriately and efficiently and synthesize information into argumentative essay responses.

History

Grade 11/12

IB Standard Level, Higher Level, American Diploma

History is particularly important in the world today, where different cultures and traditions have to understand one another. IB History is a comprehensive two-year course that not only challenges students to acquire historical knowledge but also be able to analyze and evaluate the past. The course also encourages students to develop an understanding of history as a discipline, including the use of sources, methods and interpretation. As the final exam is essay based and includes a section on document analysis, emphasis is placed on these skills.

The first year begins with an investigation into the causes of World War 2 with a focus on German, Italian and Japanese expansionist policies. This links to the next topic which analyses authoritarian regimes. The examples used are Nazi Germany and Fascist Italy as well as Nasserist Egypt. Higher level student will focus on the impact of the World Wars on the Middle East up to 1945. Beginning late in year 11 and continuing into year 12, students also undertake a historical investigation. This is a research project driven by a student-created research question based on an aspect of history that is of interest to them.

In the second year of the course (Grade 12), students study the origins, course, and effects of the Cold War including superpower rivalry between the U.S. and the USSR and events in areas affected by the Cold War focusing particularly on Egypt, Germany and Africa. Higher level students study the issues of nationalism, communalism, modernization and westernization in the Middle East after 1945 as well as the development of modern Africa with a focus on Egypt, the Congo and the role of the League and the UN.

For more information, please consult our IB Course Guide at AISC found on the [AISC Website](#) or see our IB Coordinator.

Economics

Grade 11/12

IB Higher Level, Standard Level, American Diploma

A course in economics is extremely valuable for university bound students and provides a unique view of the world and its interconnectivity. Throughout this course, we will concentrate on both microeconomic and macroeconomic concepts to understand the foundations of economic theory. In addition, this course connects International Economics as well as Development Economics, two areas of vital importance for international students in the 21st century. Students will assess and evaluate concepts which are both philosophical and practical in nature, and students will be challenged with the task of applying abstract concepts to real life situations. For more information, please consult our *IB Course Guide at AISC* found on the [AISC Website](#) or see our IB Coordinator.

Mathematics

The AISC math curriculum is based on the Common Core State Standards of Learning and, beginning at Grade 11, the International Baccalaureate Standards. The three years of middle school mathematics are designed to prepare students for rigorous course work in high school. Beginning in Grade 6, students will study general mathematical concepts. Students move into Pre-Algebra concepts in Grade 7 and continue with Algebra concepts in Grade 8. Transitioning to high school, students study Geometry in Grade 9 and Algebra 2 in Grade 10. In Grades 11 and 12, there are two math courses available, Math: Applications and Interpretation and Math: Analysis and Approaches. Both courses are offered in Standard and Higher Levels, and they are also available for students interested in obtaining the American Diploma. In addition, the two IB math classes prepare students for competitive university acceptance. Math: Analysis and Approaches is designed for students interested in mathematics, engineering, physical sciences, and some economics. Math: Applications and Interpretation course is designed for students interested in social sciences, natural sciences, medicine, statistics, engineering, some economics, psychology, and design. AISC math courses are intended to give students a sound mathematical background that will prepare students for the IB Diploma program and university examinations by including application to real world problems. Throughout the study of mathematics, students are encouraged to talk about mathematics, use the language and symbols of mathematics, communicate, discuss problem solving, and develop their competence and confidence in themselves as mathematics students.

General Math

Grade 6

Sixth grade students focus on the following content strands, skills and concepts:

1. Number and Numeration
2. Operations and computation
3. Data and chance
4. Measurement and reference frames
5. Geometry
6. Patterns, functions and Algebra

Emphasis is placed on a realistic approach to problem solving and critical thinking skills in everyday situations, applications and everyday math context. Students are exposed to frequent and distributed practice of basic skill through on-going program routines and mathematical games. An instructional approach that revisits topics regularly is used to ensure full concept development and long-term retention of learning.

Pre-Algebra

Grade 7

The Grade 7 Pre-Algebra curriculum is a comprehensive program focused on the following content strands, skills and concepts:

1. Number and operations
2. Equations and Expressions
3. Proportional reasoning
4. Geometry
5. Probability
6. Data

Throughout the course, there is a focus on the development of number sense, algebraic thinking and proportional reasoning. As the students move from a concrete-based thinking to an abstract level, the course provides a variety of performance-based project opportunities. Students also use applications of concepts to help develop a particular generalizations of mathematical ideas or place it in context.

Algebra 1

Grade 8

At AISC, we believe that math is more than just a spectator sport, and that it is important to set up opportunities for students to individually demonstrate their core skills, opportunities to learn, opportunities to practice, opportunities to be creative, and opportunities to work socially in order to learn from each other's thinking and methods. To that end, the classwork includes: project-based work, individual and group problem-solving activities, direct instruction, and individual skills practice.

This course is intended to extend and deepen the previous understandings of concepts that were started in grades 5 through 7, and to guide students from concrete arithmetic to algebraic generalizations. The course begins with solidifying number sense and rules of arithmetic. Students then work with expressions and equations to develop understanding of quantities and the relationships between them. We build on the grade 7 work with linear and exponential relationships, and extend these skills to practice modelling with linear and exponential functions, and solving systems of equations. We extend students' understanding of probability and descriptive statistics, including data analysis and modelling, and end the year concentrating on comparing the aspects of linear, exponential, and finally quadratic models. Advanced level work will be made available to students in this class who hope to move to SL or HL IB courses in grades 11-12.

Topics include:

1. Operations with real numbers
2. Inequalities
3. Absolute value
4. Functions
5. Linear equations and graphing
6. Powers and Scientific notation
7. Ratio and proportion
8. Polynomials
9. Factoring expressions
10. Rational and irrational numbers
11. System of equations
12. Quadratic equations and graphing
13. Rational and Radical expressions

Geometry

Grade 9

The focus of this course is on gaining the mathematical knowledge and philosophical background to understand the basic concepts and terminology of Euclidean Geometry. Students will have the opportunity to work on their creativity, collaboration and leadership skills with project work, which will also allow them to apply their knowledge to applications of geometry in everyday life. Advanced level work will be made available to students in this class who hope to move to SL or HL IB courses in grades 11-12.

Topics include:

1. Geometric Reasoning
2. Points, Lines, Planes, and Angles
3. Connecting Reasoning and Proof
4. Perpendicular and Parallel Lines
5. Quadrilaterals
6. Congruent Triangles
7. Right Triangles and Trigonometry
8. Quadrilaterals
9. Proportions and Similarity
10. Circles
11. Polygons and Area
12. Surface Area and Volume
13. Coordinate Geometry

Applied Algebra 2

Grade 10

The Applied Algebra 2 course provides a systematic way to represent mathematical relationships and analyze change. Students need to understand the concepts and symbols of algebra, the structures that govern the manipulation of the symbols, and ways that the symbols can be used to record ideas and events. Students will explore patterns and develop the notion of families of functions. The extended use of technology will prepare the students for the IB Math: Applications and Interpretation course.

Topics include:

1. Introduction to Functions
2. Linear Relations and Functions
3. Systems of Linear Equations and Inequalities
4. Algebraic Expressions and Factorization
5. Rational Expressions
6. Polynomial Functions, Equations, and Inequalities
7. Quadratic Functions and Inequalities
8. Absolute Value and Radical Expressions
9. Exponential and Logarithmic Functions
10. Trigonometric Ratios, Graphs, Equations, and identities
11. Vectors and Parametric Equations, time permitting

Pure Algebra 2

Grade 10

The Pure Algebra 2 course is designed to help students develop their algebra skills and extend their understanding of algebra and trigonometry while making connections with other areas of mathematics and other subjects. Students will explore patterns and modeling while applying their knowledge in real life situations. This course will prepare students for IB Math: Analysis and Approaches courses.

Topics studied include:

1. Introduction to Functions
2. Linear Relations and Functions
3. Systems of Linear Equations and Matrices
4. Algebraic Expressions and Factorization
5. Rational Expressions
6. Polynomial Functions, Equations and Inequalities
7. Quadratic Functions
8. Radical Expressions and Absolute value
9. Exponential and Logarithmic Functions
10. Trigonometric Ratios, Graphs, Equations, and Identities
11. Vectors and Parametric Equations (time permitting)

Math: Applications and Interpretation

Grade 11

IB Standard Level / Higher Level, American Diploma

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

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop

mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Topics include:

1. Numbers and Algebra
2. Functions
3. Geometry and Trigonometry
4. Statistics and Probability
5. Calculus

Math: Analysis and Approaches

Grade 11

IB Standard Level / Higher Level, American Diploma

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

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

Topics include:

1. Numbers and Algebra
2. Functions
3. Geometry and Trigonometry
4. Statistics and Probability
5. Calculus

For more information, please consult our IB Course Guide at AISC found on the [AISC Website](#) or see our IB Coordinator.

Mathematics, Standard Level

Grade 12

IB Standard Level, American Diploma

This course focuses on building conceptual understanding and facility with applications and contexts for mathematics. We will cover linear, quadratic and exponential algebra, calculus, geometry and trigonometry along with descriptive statistics, statistical applications, sequences, probability and logic; all with a focus on the development of the foundational skills necessary to solve real world problems. This program aims to enable students develop an understanding of the principles and nature of mathematics and apply and transfer skills to alternative situations, to other areas of knowledge and to future developments. The Math Studies course includes a project, which will involve the collection of information or the generation of measurements, and the analysis and evaluation of the data.

Topics include:

1. Introduction to the graph display calculator
2. Number and Algebra
3. Sets, Logic and Probability
4. Functions
5. Geometry and Trigonometry
6. Statistics
7. Introductory Differential Calculus
8. Financial Mathematics

Mathematics, Standard Level

Grade 12

IB Standard Level, American Diploma

Mathematics SL is designed for the student who possesses knowledge of basic mathematical concepts and has the skill to apply mathematical techniques correctly. The students taking this course will develop a sound mathematical background as they prepare for future studies in areas such as chemistry, economics, psychology, and business administration. This course includes a portfolio of mathematical investigations and modelling, based on different areas of the syllabus.

Topics include:

- | | |
|--|-------------------------------|
| 1. Algebra | 4. Vectors |
| 2. Functions and Equations | 5. Statistics and Probability |
| 3. Circular Functions and Trigonometry | 6. Calculus |

For more information, please consult our IB Course Guide at AISC found on the [AISC Website](#) or see our IB Coordinator.

Mathematics, Higher Level

Grade 12

IB Higher Level, American Diploma

Mathematics HL is designed for the students with a strong background in mathematics who is competent in a range of analytical and technical skills. Students taking this course will likely be expecting to study mathematics in their future studies (either as a major, or within the context of another course such as physics, engineering, or technology). This course includes a portfolio of mathematical investigations and modeling, based on different areas of the syllabus. The Mathematics HL syllabus consists of the study of seven compulsory core topics, and one option topic.

The core topics are:

- | | |
|--|-------------------------------|
| 1. Algebra | 4. Vectors |
| 2. Function and Equations | 5. Statistics and Probability |
| 3. Circular Functions and Trigonometry | 6. Calculus |

The option topics are:

- | | |
|-------------------------------|-------------------------|
| 1. Statistics and Probability | 3. Calculus |
| 2. Sets, Relations and Groups | 4. Discrete Mathematics |

For more information, please consult our IB Course Guide at AISC found on the [AISC Website](#) or see our IB Coordinator.

Note on the Pure & Applied Mathematics Program at AISC

AISC recognizes that Individual students have different needs, aspirations, and interests. For this reason, there are two different subjects in mathematics, each available at Standard,

Higher, and American Diploma levels in grades 11 and 12. These courses are designed for different types of students: for those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and for those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects. Each course is designed to meet the needs of a particular group of students. Mathematics: Analysis and Approaches and Mathematics: Applications and Interpretation are both offered at SL, HL and American Diploma level. Therefore, great care should be taken to select the course and level that is most appropriate for an individual student. In making this selection, individual students should be advised to take into account the following factors:

- their own ability in mathematics and the type of mathematics in which they can be most successful
- their own affinity for mathematics and those particular areas of the subject that may hold the most interest for them
- their other choices of subjects within the framework of the IB Diploma Program or AD course selections
- their academic plans, in particular the subjects they wish to study in the future
- their choice of career

The math course selection in Grade 10 will limit a student's choice in Grade 11. For example, a student who took Grade 10 Pure Algebra can still take Grade 11 Applications and Interpretation and vice-versa. If a student wants to take the course at High Level there will have to be a decision from the Math Department based on Grade 9 and 10 performance and PSAT and MAP test results.

Modern Languages

Greek for Native Speakers Program

Grades 6 – 8

The AISC Greek for Native Speakers program follows the Cyprus Ministry of Education and Culture's standards and are designed as a pathway to the IB Greek Language course in Grades 11 and 12. The program is designed to progressively introduce students to more complex aspects of the Greek language and build their ability to communicate effectively in formal and informal contexts. It aims to introduce students to a variety of text types and develop their communication skills in writing, listening, reading and speaking. It also aims to help them acquire a genuine appreciation of Greek literature and culture. Guided literature reading is introduced in Grade 6 and continues up to Grade 12, while opportunities of independent literature reading are offered throughout the program. Oral work in Greek focuses on developing students' confidence and ability to express themselves creatively and effectively in formal and informal contexts, through debating, presentations etc. Finally, writing is a major element of Greek competency in grades 6-12. All students are introduced to a range of text types and writing skills throughout the program, while they are taught the different stages of editing procedure with the use of technology.

Greek for Native Speakers

Grade 9

In the Grade 9 Greek, students build on the skills acquired previously by studying even more complex aspects of Modern Greek grammar and syntax and discussing, reading and writing longer, more structured and complex descriptive, narrative and informational texts about themes linked to their personal experience. In the study of literary texts, students are exposed

to a variety of texts from different centuries. Texts written in Katharevousa are studied with accompanying vocabularies and commentary whenever needed. At this level, the students are expected to work independently: they are required to read a literary book individually and write structured literary essays.

Greek for Native Speakers

Grade 10

The Grade 10 Greek course aims to facilitate the transition to the International Baccalaureate for those students who should opt to proceed to the IB, to Modern Greek A: Language and Literature, in particular. In the direction of that goal, the program incorporates all the necessary skills and knowledge required of an IB student, including strong reading comprehension skills (especially with regard to previously unseen texts); ability to comment on and produce texts in a wide variety of genres and modes; development of oral expression, both impromptu and prepared; and a high level of critical and analytical thinking.

Greek for Native Speakers (Last assessment 2020)

Grade 11, 12

IB Standard Level, Higher Level, American Diploma

The Grade 11 and 12 IB Greek course focuses on the development and refinement of the four primary language skills of listening, speaking, reading and writing that are integral to the Language and Literature course. Central to this development and refinement is the acquisition of a wide range of vocabulary and analytical skills. Students are introduced to a rich variety of texts. They are taught to recognize and analyze aspects of style and register, and to incorporate these aspects into their own writing. The study of texts includes an exploration of cultures. In this study students are encouraged to examine how contexts of production and reception influence not only our understanding of the world, but also our use of language. Language, texts and contexts are explored through the framework of communication in the media and society. Also, close analysis of literature familiarizes students with literary terminology. This course is offered at either the standard or higher level. Higher level students are required to have two extra instructional hours per cycle to meet the analytical demands of the higher level units. Students are required to read four literary works in standard level and six in higher level.

Greek for Native Speakers (First assessment 2021)

Grade 11, 12

IB Standard Level, Higher Level, American Diploma

The Grade 11 and 12 IB Greek course focuses on the development and refinement of students' receptive, productive and interactive skills. The acquisition of a wide range of vocabulary and analytical skills is central to the course. Exploring a wide variety of concepts, students are introduced to a rich variety of literary, non-literary and visual texts, and they are taught to recognize and analyse aspects of the texts' style and register. Students are encouraged to critically examine how different contexts, perspectives, or value systems influence not only our understanding of the world, but also our use of language. This course is offered at either the standard or higher level. Higher level students are required to have two extra instructional hours per cycle to meet the analytical demands of the higher-level units. Students are required to read four literary books in standard level and six in higher level.

Spanish as a Second Language

Grades 6 - 8

The Middle School Spanish program is designed to provide students with the necessary language skills that will allow them to communicate with native speakers, to acquire knowledge about Spanish-speaking countries and to develop cultural awareness, tolerance and appreciation of diversity. Middle School Spanish students exchange information and describe events of the past, present the biography of a person they admire, describe their neighborhood, daily routines and school life, share their past habits and childhood, ask and give instruction. Finally, the Middle and High School program aims to prepare students for their Standard or Higher Level IB examinations in Grades 11 and 12.

Spanish as a Second Language

Grade 9

The Grade 9 course is designed to enhance all language skills acquired in Middle School. In Grade 9 Spanish, students study a variety of topics relevant to young people's life and issues and apply vocabulary, grammar and language patterns in order to express themselves in more complex communication situations. The language used in class is mostly Spanish and students are expected to communicate using the target language.

Spanish as a Second Language

Grade 10

The Grade 10 course aims to facilitate the transition to the International Baccalaureate program for those students who opt to enroll in the Spanish B course. During this course, the students study topics which promote their language skills, grammar and fluency and develop their analytical ability. By the end of the course the students are able to describe and express opinions with fluency, read books containing advanced language and understand language spoken in real situations. The target language is now explicitly used in class and students are expected to express themselves in Spanish during lessons.

Spanish B

Grades 11, 12

IB Standard Level, Higher Level, American Diploma

The Grade 11 and 12 IB Spanish B course is offered at either standard or high levels. Higher level students are required to have two extra hours per two-week cycle instructional hours to meet the analytical demands of the higher level units. This course is designed for students with 4-5 years of previous experience of Spanish. Spanish B focuses on communication and prepares the students to use the language appropriately in a range of situations and contexts in speech and writing. The skills of listening, speaking, reading and writing are taught through the study of a wide range of oral and written texts (literary, informative and journalistic). Students are expected to fulfil social, academic and cultural criteria as described by the IB language requirements. Through the exploitation of a variety of texts the students develop the skills of "text-handling", "written and oral production", and "listening skills".

This course offers insights into the Hispanic culture through texts, reading of authentic resources such as newspapers, magazines or books and technological exploration of language through the internet or other means of communication such as television, radio or videos.

French as a Second Language

Grades 6 - 8

The French program is designed to provide students with the necessary language skills that will allow them to communicate with native speakers, to acquire knowledge about French-

speaking countries and to develop cultural awareness, tolerance and appreciation of diversity. Additionally, the Middle and High School program aims to prepare students for their Standard or Higher Level IB examinations in Grades 11 and 12.

French as a Second Language

Grade 9

The Grade 9 French course is designed to enhance all language skills acquired in the middle school. The students study a variety of topics relevant to young people's life and issues and apply vocabulary, grammar and language patterns in order to express themselves in more complex communicational situations. The language used in class is mostly French and students are expected to communicate using the target language.

French as a Second Language

Grade 10

The Grade 10 course aims to facilitate the transition to the International Baccalaureate for those students who should opt to proceed to French B. During this course the students study topics, which promote their language skills, grammar and fluency and develop their analytical ability. By the end of the course the students are able to describe and express opinions with fluency, read books containing advanced language and understand language spoken in real situations. The target language is now explicitly used in class and students are expected to express themselves in French during lessons.

French B

Grades 11, 12

IB Standard Level, Higher Level, American Diploma

The Grade 11 and 12 IB French B course is offered at either Standard or High level. High level students are required to have two extra instructional hours per cycle to meet the analytical demands of the higher level units. This course is designed for students with 4-5 years of previous experience of French. The French B course focuses on communication and prepares the students to use the language appropriately in a range of situations and contexts in speech and writing. The skills of listening, speaking, reading and writing are taught through the study of a wide range of oral and written texts (literary, informative and journalistic).

The students are expected to fulfil social, academic and cultural criteria as described by the IB language requirements. Through the exploitation of a variety of texts the students develop the skills of "text-handling", "written and oral production", and "listening skills". Additionally, they acquire the skills they need for the newly introduced "written assignment" where they are required to compose an extended piece of written work based on contemporary and/or literary topics.

The course offers insights into the French culture through texts, reading of authentic resources such as newspapers, magazines or books and technological exploration of language through the internet or other means of communication such as television, radio or videos.

Ab Initio Language Courses

Grades 11 and 12

IB Standard Level and American Diploma

The IB French ab initio course in Grade 11 and the IB German ab initio course in Grade 12 are language learning courses for beginners, designed to be followed over two years by students

who have no previous, or very little previous experience in the language. The main focus of these courses is on the acquisition of language required for purposes and situations usual in everyday social interaction. The language ab initio courses are only available at standard level. The ab initio courses aim to develop a variety of linguistic skills as well as a basic awareness of the culture of German or French speaking countries (the language course can be offered as a face-to-face class, or as an online class for Spanish, depending on interest from year-to-year). For more information, please consult our IB Course Guide at AISC found on the [AISC Website](#) or see our IB Coordinator.

Pamoja IB Online Language Offerings

To further widen language learning opportunities, within the IB Diploma Program, AISC now offers any language taught by Pamoja. Refer to the Pamoja site for regular updates on what languages are being offered each year <http://www.pamojaeducation.com/>

Music

Exploratory Music

Grade 6-8

Middle School Music is a course focused on developing the skills and topics covered in elementary music and leading to more advanced study in high school and the IB Program. This survey course includes music listening and analyzing, history and appreciation, instrument workshops, theory and composition, and performance.

Music

Grade 9 & 10

This course follows on from Middle School Exploratory Music and prepares students for the two-year IB Music course. It explores topics in greater depth, including music theory and composition, history, musical appreciation, use of technology, ethics, and styles.

In order to be prepared for the content and rigor of the IB Music Program, students are expected to have attained a Grade 5 in both theory and performance by the end of the Grade 10 Music course. Given the breadth and depth of the subject, this will require that students enroll in outside instrumental and theory lessons in addition to their high school music classes.

Music

Grade 11 & 12

Standard Level, Higher Level, American Diploma

IB Music is about creating and listening to music. It covers performing, composing and listening in a wide variety of musical styles - popular music, world music, and classical music. There are opportunities to work through the challenges of modernity, discuss the ever-changing world of music, and use music technology. There is a research-based element apparent in all IB Arts and this is also evident in the music program. Students who explore IB Music will develop practical transferable skills through music experiences and creatively develop the knowledge, abilities and understanding gained through research, performance, and composition and reflection. For more information, please consult our IB Course Guide at AISC found on the [AISC Website](#) or see our IB Coordinator.

Physical Education and Health

School wide Physical and Health Education (PE) curriculum is based on the Virginia State Standards of Learning. The PE curriculum identifies the concepts, processes, and skills for physical education from kindergarten through to grade ten. The PE curriculum enables the AISC students to develop their competence and confidence by taking part in different physical activities, performing, analyzing situations and making decisions. Conceptual-based learning is incorporated into all PE units. These concepts include form, balance, strategy, structure, relationship, and life-long learning.

The Physical Education standards are grouped into five domains: Motor Skills Development, Anatomical Basis of Movement, Fitness Planning, Social Development, Energy Balance. The standards in each domain are sequenced to progress in complexity from grade level to grade level. The standards are intended to provide students with the necessary knowledge, processes, and skills to become physically educated, fit, and responsible.

PE

Grade 6

Students in grade six combine fundamental skills into more complex movement forms, in modified game and recreational activities. Cooperative and competitive small-group games are appropriate, emphasis being on developing skills and tactical understanding. Students use feedback to initiate and maintain practice to improve skill performance. Assessment is used for students to identify and set reasonable and appropriate goals for development, maintenance, and improvement. Individual performance is increasingly influenced by peer pressure, problems are solved and responsible decisions are made through group work. Students identify and seek opportunities to participate in regular physical activity at and outside the school environment.

PE

Grade 7

In grade seven, students continue to develop competence in various games, sports and recreational activities. They vary movement during dynamic and changing game situations. The ability to analyze skill performance through observing and understanding critical elements (small, isolated parts of the whole skill or movement) is increasingly apparent; as is the application of basic scientific principles of movement. They create plans for improving personal fitness. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance their personal fitness.

PE

Grade 8

Students in grade eight demonstrate competence in skillful movement in dynamic game/sport situations and in a variety of recreational activities. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in a selected game/sport or recreational pursuit. They demonstrate mature responsibility as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure, and exhibit fair play. Students are able to set goals, track progress, and participate in physical activities to improve health-related fitness. They have a repertoire of abilities across a variety of game/sport, and recreational pursuits and begin to develop competence in specialized versions of lifelong game/sport activities.

PE

Grade 9

Students in grade nine deal with complex applications across all types of physical activities. They demonstrate the ability to use basic skills, strategies, and tactics. Students demonstrate more specialized knowledge in identifying and applying key movement concepts and principles. They assess their skill performance and develop a personal physical activity program aimed at improving it. Students demonstrate independence of others in making choices, respect all others, avoid conflict but are able to resolve it appropriately, and use elements of fair play and ethical behavior in physical activity settings.

PE

Grade 10

Students in grade ten are proficient in all fundamental movement skills and skill combinations and are competent in self-selected physical activities that they are likely to participate in throughout life. They understand and apply key movement and fitness principles and concepts for all activities in which they demonstrate competence. They develop the ability to understand and anticipate how physical activity interests and abilities change across a lifetime. Students demonstrate competency in at least three lifelong physical activities and plan, implement, self-assess, and modify a personal fitness plan. Students are prepared to lead a physically active lifestyle.

Health

Grades 6, 7, 8

The Health Education curriculum is based upon the Virginia State Standards. Health Education is crucial to enhance the overall health and well-being of individuals and their respective communities. Health will provide students with knowledge, attitudes, and skills to make healthy decisions for life-long health and wellness.

Health Education provides students with knowledge, attitudes, and skills to make health-promoting decisions. The classes address the physical, mental, emotional, and social aspects of health. Good Health is not a one-time decision but a series of decisions continuing throughout our lives.

Students will develop high level comprehension and understanding in the areas of Personal Wellness, Mental and Emotional Health, Drugs, Alcohol, and Tobacco, Body Systems and Disease, Nutrition and Fitness, Consumer and Environmental Health, and Human Sexuality.

Research Writing

Research Writing Skills

Grades 6, 7 & 8

In the Middle School, Research Writing education is embedded in content units within all subjects, with special focus through the Social Studies curriculum. As students learn about Geography and Ancient Cultures, they learn research skills that include: selecting a topic, planning, evaluating sources, taking notes, paraphrasing, in-text citations, understanding academic integrity, documenting sources, and formatting an MLA paper. Most importantly, students are taught to understand information that they collect, use that information to make an argument and point out the pros and cons of their research. These skills prepare them for research writing projects that they will encounter in high school, the IB program and their future higher education. Research Writing is scaffolded in the following way. In Grade 6, students learn to identify credible sources, collect and record information, and present information in a visual and oral form. In Grade 7, students repeat these tasks and add the essential skill of writing a proper Works Cited to accompany a written text. In Grade 8, students conduct a full research project following MLA guidelines that include a properly formatted paper, in-text citations, and a Works Cited.

Research Writing

Grade 9 & 10

Grade 9 & 10 Research Writing focuses on preparing students for the rigors of the Grade 11 & 12 International Baccalaureate & American Diploma Programs as well as for the rigors of university courses. These courses are designed to strengthen the research skills of our

students. These skills include: how to integrate quotations, how to paraphrase without plagiarizing, how to identify fake news, finding credible sources, creative research thinking, planning an extended paper, and editing your work.

Grade 10 Writing Project

Grade 10

The Grade 6-10 Research Writing Program at AISC culminates in the Grade 10 Interdisciplinary Writing Project in preparation for the Extended Essay or Writing Projects in Grades 11 & 12. Through this project, students learn how to conduct research, analyze findings, use relevant information, and acknowledge sources correctly, including an annotated bibliography. They write a formal essay using the MLA format. They reflect on their written work as they engage in personal inquiry and action. Finally, they utilize their public presentation skills to share their knowledge and opinions in a formal oral presentation.

Educational Technology

Educational Technology

Computer courses at AISC are designed to develop an appreciation for information and communication technology (ICT), integrate the International Society for Technology in Education (ISTE) and the Computer Science Teacher Association (CSTA) standards, as well as, develop computational and critical thinking. Students can have access to the internet, email, and the World Wide Web through school's high-speed Wi-Fi. All students have access to Alma, our Student Information System, where they can track daily and long-term assignments, ongoing grades, attendance, and quarterly report cards. Students in Grades 11 and 12 use Managebac as their student information system. Students across the school have access to the Office 365 platform for communication and collaboration purposes. AISC has implemented a 1:1 iPad program in Grades 1-6 and a Bring Your Own Laptop (BYOL) program in Grades 7-12.

Middle School Educational Technology

Grades 6, 7

In Grade 6 and 7 there is a focus on digital citizenship, online privacy and security. Students acquire skills required in the 21st century. They are also introduced to Robotics and Visual Programming. The Middle School Computer class covers a variety of stand-alone software as well as web-based programs. There is no prescribed text for this course and students work with a hands-on approach to the course. The topics covered in these courses enhance critical thinking and computer skills which support students in all of their classes.

Grade 8 Educational Technology

Grade 8

Students in Grade 8 computers learn what it means to be responsible digital citizens in the social media world in which we live. They also acquire technology skills that will be invaluable throughout their school career and life. Students are introduced to advanced robotics and they work with Spreadsheet Modeling, 3D Modeling and scripting programming.

High School Educational Technology

Grade 9

Grade 9 Computers is a course covering different exciting areas of IT including designing and building of 3D models, using Lego-Mindstorms, with a mindset in the engineering process.

Additionally, students will learn how to use Python programming and develop their skills in commands, develop programs and create prototypes that use algorithms. Applications and skills covered will include Office applications and internet applications such as E-Commerce and a project in E-waste and recycling.

High School Educational Technology Grade 10

In Grade 10 Educational Technology, students will experience how to work with and present data in Microsoft Word, Excel and Power Point. They will use the statistical program called SPSS to provide statistical analysis and they will learn how integrate big data in an interactive way.

The Cyber Law and Computer Ethics unit will help students recall their knowledge of the tenets of Digital Citizenship which will provide the framework for the making of ethical decisions likely to be encountered in the professional workplace. They will also debate ethical issues which have economic, social, cultural, and global impact on decision-making.

The Networks and the Internet unit will emphasize the importance of taking security measures in a world where Cyberattacks take advantage of vulnerabilities, whether the weakness is software, computing devices, or humans who administer and use them. Students will also learn about routers, switches, servers ,and different types of malware.

The aim of the Algorithms and Programming chapter is to acquaint students with principles of algorithms, creation of computational models, and use of algorithms in order to solve problems and simplify solutions.

The Writing Project and Extended Essay

The Concept

The Writing Project/Extended Essay is a major focus of academic experience for AISC students. A significant amount of preparation is completed in the Junior Year (Grade 11), and is continued through the summer between grades 11 and 12. The experience continues into the senior year (Grade 12). Throughout this time, the student works closely with an academic advisor. The intent of the research-based Writing Project/Extended Essay is to provide students an opportunity to learn, apply, and test their skills with regard to scientific research. The project is an intensely useful preparation for university research writing. It is a compulsory part of the IB diploma and the successful completion of the Writing Project/Extended Essay is required for graduation.

The Process

The Writing Project/Extended Essay process begins with the development of a research question that sparks student interest and further exploration. Students are encouraged to explore the range and possibilities of their topic; ultimately narrowing and expanding it where appropriate. The project culminates in a quality research paper developed over the course of 12 months. Students are required to present their findings to an audience. The format of this presentation is determined by the IB Team.

The student will select a teacher advisor who will serve as a mentor and will support the student throughout the entire process. The advisor and student will complete three reflection sessions, after which the student will formulate a written reflection which will each be documented in Managebac. The advisor will provide one written piece of formal feedback on the final draft of the student's essay.

Throughout the process, the student will take responsibility to revise their research paper and to prepare drafts based on their advisor's comments and on the student's own reflections. For more information, please refer to the IB Course Guide at AISC found on the [AISC Website](#).

Online Options

About Pamoja Education

Pamoja Education is an Oxford, UK based education company, dedicated entirely to providing top quality online courses for the International Baccalaureate Program. Pamoja Education, its management and staff are committed to the IB's overall mission, and particularly to helping the IB increase subject choice and global access to the IB Diploma Programme.

Pamoja Education courses are developed and delivered in close cooperation with the IB, and all courses comply with the IB's rigorous quality assurance standards. The IB provides continuous review and feedback regarding course content and delivery.

Current Course Offerings

Pamoja Education online IB courses let you study the subjects you want, in an exciting global classroom setting that is flexible enough to meet your individual needs.

In addition to learning the IB subject material, you will be immersed in an environment that makes full use of the latest Web 2.0 tools, such as Blogs, Wikis, RSS Feeds, Podcasts and Discussion Boards. With 24/7 access to course content, you will be able to follow your own pace during the study week, developing independent learning skills which will leave you well positioned for future academic and career success.

In short, Pamoja's online IB courses:

- Put you in charge of your own learning, supported by a dedicated, specially trained IB teacher online and a trained Site-based Coordinator at AISC.
- Allow you to learn and interact intensively with a small international group of 10 to 25 classmates.
- Offer a supportive discussion environment in which you can feel confident showing what you know.
- Provide intensive experience with the latest Web 2.0 tools for learning and collaboration.

Please consult our IB Coordinator to learn about the Pamoja courses currently offer at AISC. A detailed explanation of course offerings and delivery methods can be found at www.pamojaeducation.com.

Internal and external assessment

Pamoja Education courses are developed by experienced IB teachers, in close collaboration with the IB itself. They have the exact same status as courses taught in a traditional IB

classroom. Internal assessments are just like those done in traditional IB courses, and your final examinations will be taken at AISC, just as for any other course. AISC students are bold risk-takers by engaging in this untraditional course delivery method. They approach the unfamiliarity of online learning with courage and optimism.

Middle School Advisory

AISC has created a unique advisory program for middle school students. Each middle school student has an adult advocate who serves as an advisor in helping them to monitor their academic progress, set personal learning goals, assist in organizational and study skills and explore university and career possibilities. In advisory, close knit relationships are fostered between and among students and their advisor. This supportive environment promotes personal and academic growth during the Middle School years.

Guidance Seminar

Grade 9-12 Guidance Seminar

Topics covered in Guidance Seminar follow the International School Counseling Association's Comprehensive School Counseling Model. Topics focus on the four domains of Academics, Career/University Planning, Personal/Social Development, and Global Perspectives.

In seminar, activities and lessons are intended to help students grow in their awareness of self, interpersonal relationships, responsible decision making, self-management, conflict resolution, emotional health awareness, self-advocacy, career exploration, and university planning.

MEMBERSHIPS AND ACCREDITATION



The American International School in Cyprus is accredited by the following organizations:

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS
COUNCIL OF INTERNATIONAL SCHOOLS
INTERNATIONAL BACCALAUREATE ORGANIZATION
CYPRUS MINISTRY OF EDUCATION

The American International School in Cyprus is a proud member of the following organizations:

EUROPEAN COUNCIL OF INTERNATIONAL SCHOOLS
NATIONAL HONOR SOCIETY
MEDITERANNEAN ASSOCIATION OF INTERNATIONAL SCHOOLS
NEAR –EAST SOUTH ASIA ASSOCIATION OF INTERNATIONAL SCHOOLS
CENTRAL AND EASTERN EUROPEAN SCHOOLS ASSOCIATION

Founded in 1987, The American International School in Cyprus is a private, coeducational, college preparatory school. We are proud to provide a first class American and international university preparatory education within the Cyprus local community that incorporates Greek as a First Language program for our Cypriot students. AISC serves a unique function in the Cyprus community, offering the only American system program in Cyprus while providing our students with the option of the International Baccalaureate program for the last two years of secondary school.

AISC is owned by Educational Services Overseas Limited (ESOL), a leading regional school operator headed by Mr. Walid Abushakra. ESOL has an established, twenty-five-year track record of operating some of the region's leading American and British curriculum schools. A large number of graduates from ESOL's schools have gone on to attend some of the world's leading universities in the United States of America and the United Kingdom.

Our program develops the whole child by nurturing sense of worth, leadership, academic excellence and independence. We have a strong focus on service learning. Our students participate regularly in community service and character-building life experiences, locally and abroad. An AISC education is rich with diverse learning experiences and opportunities for personal achievements.

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