



AISC 2022-2023 Course Description Guide

FOR STUDENTS IN GRADES 6-12



Welcome to the AISC Grade 6-12 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.

REACH Values at AISC

Respect everyone.

Excellence every time.

Accountability for all actions.

Caring to create community.

Honesty in all our words.

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 accredited American High School Diploma. In addition, they may also pursue 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	
University-Prep/American Diploma	Standard American Diploma
<p>The following 21 units of credit are required for a University 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 • 1 unit of Physical Education • 1 unit of Fine Arts • 4 units of electives <p>The following classes are required for currently enrolled students, but credits are not specifically required to graduate.</p> <ul style="list-style-type: none"> • 0.75 unit of Writing Project/Extended Essay • 0.5 unit Grade 9 & 10 Research Writing • 1 unit of Guidance Seminar • 1 unit of Technology 	<p>Students may earn a Standard Diploma by completing 21 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 • 1 unit of Physical Education • 1 unit of Fine Arts • 9 units of electives <p>The following classes are required for currently enrolled students, but credits are not specifically required to graduate.</p> <ul style="list-style-type: none"> • 0.75 unit of Writing Project/Extended Essay • 0.5 unit Grade 9 & 10 Research Writing • 1 unit of Guidance Seminar • 1 unit of Technology

IB Diploma	American Diploma (AD)
IB HL courses meet 10/10 days	AD (with HL) 10/10 days
IB SL courses meet 8/10 days	AD (with SL) 8/10 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 Grading uses IB scale 1-7	All exams and assessments are marked internally by the teachers. 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 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 courses, earning certificates in IB courses with a score of 4 or higher.

Guidance Services at AISC

AISC has 2 Secondary School Counselors on staff serving Grades 6-12. Middle, and high school students have access to individual counseling through the Counseling Offices, which also serve as a resource center for teachers, students and parents. In addition, a scheduled Advisory class is required for all students in grades 6-8 and a Guidance Seminar class is required for all students in grades 9-12.

College and University Planning and Placement: 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 college admissions testing and serves as a community resource and referral service for university applications and college entrance 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 ongoing counselling is needed, 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)

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.

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](#) 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
Math	Math	Math
Science	Science	Science
Social Studies	Social Studies	Social Studies
Greek Native+/Greek Foreign	French, Spanish, Greek++	French, Spanish, Greek++
PE	PE	PE
Health	Health	Health
Computing	Computing	Computing
Art	Art	Art
Music	Music	Music
	Drama	Drama

+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. The Middle School Counselor teaches the Advisory classes and is an adult advocate who helps 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.

Grade 9

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

Grade 10

1. English Literature
1. US History
2. Math 10
3. Integrated Physics and Chemistry
4. French, Spanish, or Greek
5. Physical Education
6. Computing
7. Electives: Art, Music, or Drama
8. Guidance Seminar
9. Research Writing

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

1. English Language & Literature
2. History or Environmental Systems and Societies
3. Physics, Biology, or Chemistry
4. Math: Applications and Interpretation or Math: Analysis and Approaches
5. Art, Music, or Drama
6. Beginning 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)

11. English Language & Literature
12. History or Economics
13. Physics, Biology, or Chemistry
14. Math: Analysis and Approaches or Math: Analysis and Approaches
15. Art, Music, or Drama
16. Beginning French or German, Spanish B, French B, or Greek A
17. TOK and CAS
18. Guidance Seminar
19. Online Options
20. 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. 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 2022-2023 school year, AISC is offering the following subjects:

Group 1	Studies in Language & Literature	* English A: Language & Literature * Modern Greek A: Language and Literature
Group 2	Language Acquisition	* Spanish B * French B * French OR German Ab-Initio, depending on student demand
Group 3	Individuals and Societies	* History of Europe and the Middle East
Group 4	Sciences	* Biology * Chemistry * Physics * Environmental Systems and Societies
Group 5	Mathematics	* Math: Applications and Interpretation * Math: Analysis and Approaches
Group 6	The Arts	* Visual Arts * Music * Theatre

More information about the IB Course options listed in this guide can be found in the IB Course Guide on the AISC Website.

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.

Grade 6-12 Course Descriptions

Fine Arts

Exploratory Art

Grades 6-8

The middle school art curriculum is based on the Virginia State Standards of Learning. 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

The high school art curriculum is based on the Virginia State Standards of Learning and, beginning at Grade 11, the International Baccalaureate Standards. 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

The high school art curriculum is based on the Virginia State Standards of Learning and, beginning at Grade 11, the International Baccalaureate Standards. 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.

Exploratory Drama

Grades 7-8

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.

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 explores a variety of exciting music practices in depth, including elements of performance and composition, creative use of technology, music theory and history, musical appreciation and analysis, within a wide range of musical genres and styles. Through this course, students are encouraged to develop an individual style and aesthetic of musical expression in performance and improvisation. Students are guided into discovering their personal tastes and discussing them with peers, while examining interdisciplinary connections with other topics at school. Finally, students are expected to participate in school events and start creative projects of their own, such as bands and ensembles, which they will also showcase in class. This course is naturally designed to lead into and prepare students for the rigorous IB Music course in Grades 11 and 12. Therefore, students intending to take IB Music are expected to have attained the ABRSM Grade 5 (or equivalent) in both theory and performance by the end of the Grade 10 Music course. Given the breadth and depth of the subject, this may require that those students enrol in instrumental and theory lessons outside school hours, 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 the contemporary art world, 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.

English

School-wide, the AISC English curriculum is based on the Common Core State Standards 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 through the production of a short story, research paper, and argumentative speech, and accompanied with prolonged in-class reading as well as reading and writing workshops. Oral skills are developed and polished through discussions of the issues addressed in the text read. Grammar, vocabulary development are integral parts of the sixth grade English program. Sixth grade reading will include various books of the students' interest as well as whole-class texts.

English

Grade 7

Seventh grade English concentrates on developing the skills introduced in sixth grade English: extended text reading and analysis, grammar, and vocabulary building, and process writing. The writing process is developed through Lit Circles 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 literature and 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 novels, drama, and poetry. Grammar, vocabulary, and speaking effectively are highlighted throughout the year.

English

Grade 9

By studying a range of literary genres, Grade 9 English students solidify the fundamental skills of writing, literal and inferential reading comprehension, and the analysis of different

types of texts at a high school level. Creative writing is used to emulate the authors studied in order to understand their techniques better, and a firm grasp of the basics of literary analysis by the end of the year will be the main stepping stone as students move into Grade 10.

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. Students are assessed using IB-style criteria and rubrics. Consistent feedback is regularly provided with assessment guidelines for written and oral activities.

English Language & Literature

Grade 11 & 12

IB Standard Level, Higher Level, American Diploma

English Language and Literature Grade 11 and 12 IB Standard Level, Higher Level, American Diploma

The Language A: Language and Literature Course introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non-literary text types. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.

The course is organized into three areas of exploration and seven central concepts and focuses on the study of both literary and non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and the ability to present their ideas effectively. A key aim is the development of critical literacy.

The course is available at higher and standard levels. Students study 6 works at higher level (HL) and 4 works at standard level (SL) from a representative selection of literary forms, periods and places. Students study a range of non-literary texts and bodies of work that include a wide variety of text types. Students develop the techniques needed for the critical analysis of communication, becoming alert to interactions between text, audience, and purpose. An understanding of how language, culture, and context determine the construction of meaning is developed through the exploration of texts, some of which are studied in translation, from a variety of cultures, periods, text types and literary forms. Students are assessed through a combination of formal examinations and oral and written coursework and oral activities. The formal examination comprises two essay papers, one requiring the analysis of unseen non-literary texts, and the other a comparative response to a question based on two literary works studied. Students also perform an oral activity presenting their analysis of a literary work and a non-literary body of work studied. HL students comply with an additional written coursework requirement which consists of writing a 1200 - 1500-word essay on one of the works or bodies of work studied.

Assessment tasks are differentiated between the two levels and three out of the four 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.

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, During the Grade 9 & 10 Research Methodologies courses, and the IB Extended Essay and Writing Projects, library skills are addressed extensively.

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 students are encouraged 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.

- Britannica School: An online encyclopedia for student research from K-12. Articles presented at 3 reading levels addressing students' development and reading needs. Articles offer translation, audio options and definitions for all.
- Gale in Context for High School and Middle School offering current and authoritative information to meet the needs of today's learners, https://link.gale.com/apps/SUIC?u=ais_cy
- CultureGrams, a leading reference of cultural information on the countries of the world,

- Proquest eLibrary, online general reference tool of periodical and media content designed to support every range of users.
- JSTOR, digital library of academic journals, books and primary sources, <https://www.jstor.org/>
- Newsela, current news and up-to-date non-fiction text designed to build reading comprehension through levelled articles, <https://newsela.com/about/>
- Cricket Media Magazines, magazines especially written for Middle Schoolers, <http://library.aisc.ac.cy/>
 - Faces, online social science magazine that features customs, foods, games housing and animals of specific place presented through local voices.
 - Muse, online science and arts magazine including information about technology, math, physics, chemistry and the natural world.
 - Cobblestone, American History Magazine focused on how Americans lived, worked played and died from the 1600's to today.
 - Cricket, magazine of contemporary stories and classic literature paired with illustrations.
- 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)
4. Environmental Systems and Societies (IB Standard 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

In Grade 8, students will begin the year learning about forces and motion and Newton's Laws by considering how to prevent an asteroid collision with Earth in the unit, 'Colossal Collisions'. They will continue on the theme of space in the second unit, 'Traveling Through Space', where they will look more closely at the planets and objects in our Solar System, how these were formed, and the role of electric, magnetic and gravitational forces. In the third unit, 'Adapt or Die?' students explore how species have changed over time, as well as the evidence that exists that documents these changes. In the final unit, 'Using Engineering and Technology to Sustain our World,' students work together to come up with ideas of how to lessen the effects of human overpopulation on our planet, considering the provision of energy specifically and learning about waves through this.

Biology & Chemistry

Grade 9

Grade 9 Biology is an exploration of 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. In addition, Grade 9 students will have an introduction to Chemistry, building on the key concept of structure. Specifically, students will look at how structure dictates reactivity and behavior of chemical systems. Material taught will be complimentary to the main themes of biology explored this year and will support the deeper understanding of how chemistry affects biological systems.

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, stoichiometry and acid-base interactions. In physics, the students will understand the law of conservation of matter and energy, Newton's laws of motion and get an introduction to thermodynamics and waves.

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.

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.

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.

Environmental Systems

Grade 11 & 12

IB Standard Level, American Diploma

Environmental Systems is a unique trans-disciplinary course which combines the scientific techniques and skills of natural science with the evaluative and human aspects of social science. Students will study and evaluate a variety of environmental issues and the interrelationships between the environment and society. Furthermore, students will be tasked with examining these issues personally and within their local and global community; placing significant emphasis on personal choices and decisions that shape their lives and the lives of others. As typical of most science classes, laboratory work is of equal importance and is assessed continually throughout the course.

Social Studies

The AISC Social Studies Curriculum is based on the AERO Common Core and, beginning at Grade 11, the International Baccalaureate Standards.

In Grade 6, students will focus on the study of Geography and History of ancient civilizations. In Grade 7, we introduce students to the history from different World Regions. In Grade 8 students learn about the Middle Ages, Renaissance, Globalization, International Trade and Societal Changes. 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 History:

Grade 6

Grade 6 social studies introduces students to concepts and content necessary for the formal study of geography and history. Students examine place, location, region, human movement, and human interaction with the environment. They investigate sources of historical knowledge, both archeological and textual. After a brief introduction to maps skills and timelines, students will learn about early man and pre-history, the beginnings of civilization in river valley cultures, the origins of western culture in Ancient Greece and the political, cultural, and technological achievements of Ancient Rome.

World History: Middle Ages

Grade 7

This course examines various world views during the Middle Ages by comparing and contrasting emerging societies and events during this period. Through a variety of activities, students will investigate Social Studies elements such as economics and trade, religion, culture, beliefs, traditions, relationships and societal structures and how they contribute to shaping identity. As a result, students will develop skills such as the ability to interpret maps, categorizing information through charts, bars and graphs, and analyzing sources. Students will have a global understanding of what shapes world views while building a foundation to express their personal perspectives using their personal values and beliefs through debates, discussions, and written expressions.

World History: Renaissance

Grade 8

This course explores the emergence of the European Renaissance and Early Western 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, globalization 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: Revolutions

Grade 9

This course examines the major revolutions and events of the seventeenth through the twentieth century. Modern revolutions such as the technological revolution such as the shift from wood and wind to steam and steel as well as the political revolutions such as the Bolshevik revolution are discussed and analyzed in this course. The course focuses on industrialization, imperialism, the legacies of colonialism, and the consequences of mercantilism. 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 and with a focus on the 20th century, studying specifically at the 1920s economic boom, the Great Depression, the Civil Rights movement etc. There will be also a unit on key intellectual and ideological movements of the last 200 year, such as nationalism, imperialism, and communism with references to developments in the USA. The last quarter will include an introduction to Theory of Knowledge (TOK) which is a core subject of the IB. This unit will help students to gain an understanding of TOK concepts and approaches. 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.

IB History

Grade 11/12

IB Standard Level, Higher Level, American Diploma

History is particularly important in the world today, where different cultures and traditions must 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, Maoist China, and Stalin's Soviet Union. 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 on global developments and hot spots. Higher level students study international relations between 1919 and 1939, and the development of European states in the inter-war period.

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 IB math courses available, both of which prepare students for competitive university acceptance, Math: Applications and Interpretation and Math: Analysis and Approaches. Both courses are offered in Standard and Higher Levels. 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 generalization of mathematical ideas or place it in context.

Algebra 1

Grade 8

The Grade 8 Algebra 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.

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

General 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.

Applied 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 determine through investigation facilitated by technology, geometric properties and relationships involving two – dimensional shapes, and apply the results to solving problems. Students will investigate real-life examples to develop various representations of linear relationships and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Pure 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. This course enables students to develop understanding of mathematical concepts related to two and three -dimensional geometry including representing problem situations using geometric models, deductive reasoning, and geometry from an algebraic perspective. The fundamental purpose of this course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments.

General, Applied, Pure Geometry 9 Topics include:

- | | |
|---------------------------------------|--------------------------------------|
| 1. Building Blocks of Geometry | 5. Trigonometry, Pythagoras' Theorem |
| 2. Geometry Theorems | |
| 3. Congruent Triangles | 6. Circles |
| 4. Similarity, Right Angle Triangles, | 7. Analytic Geometry |
| | 8. 3D Geometry |

Applied Algebra 2

Grade 10

The Applied Algebra 2 course provides a systematic way to use critical thinking skills 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 is most aligned to prepare students for the IB Math: Applications and Interpretation course.

Pure Algebra 2

Grade 10

The Pure Algebra 2 course is designed to help students develop their algebra skills, analytical thinking, 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 is most aligned to prepare students for IB Math: Analysis and Approaches courses.

Applied and Pure Algebra 2 Topics include:

1. Functions
2. Linear Functions and Equations
3. Polynomial Functions and Expressions
4. Quadratic Functions
5. Rational, Radical, Absolute Value Expressions and Equations
6. Exponential and Logarithmic Functions

Math: Applications and Interpretation Grade 11 and 12

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 and 12

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, the Mathematics: Analysis and Approaches course 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

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

Integrated Math Advanced Course

Grade 12

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. This course is also a SAT preparatory course.

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 consider 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
- Math Department recommendation based on Grade 9 and 10 performance as well as PSAT and MAP test results

Modern Languages

Greek as a Foreign Language

Grade 6

The Greek course for non-native speakers focuses on the development of communicative skills such as listening, reading, speaking, and writing. The skills are based on a variety of

topics that emphasize students' personal life/interests, the immediate environment, and the culture of Cyprus through an interdisciplinary approach and experiential learning. The students study different kinds of texts, grammar, syntax, and vocabulary that will provide them with all the necessary skills in order to feel comfortable to use Greek in their daily life. At this level students should be able to communicate orally with native Greek speakers in an effective way.

Therefore, using the four communicational skills students will be able to:

- Exchange information about their lives and express their opinion about their immediate environment and issues such as education, health, daily activities, and personal life in order to be understood by their interlocutors.
- Analyse, describe and read different types of texts in Greek (fiction, non-fiction, advertisements, etc)
- Write different types of texts (letters, birthday cards, dialogues etc)
- Listen and understand the central idea of different kinds of Greek dialogues regarding everyday life topics.
- Comprehend basic, and more advanced conversations/ dialogues, as well as reading passages.

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 through Grade 8. In addition, 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 6-8. 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 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. Students study Cypriot folk poetry and short stories written in Katharevousa with accompanying glossaries and commentary whenever needed.

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

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 analyze 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 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 7 - 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 on a basic level, 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 familiar 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 aim is for students to be independent users (CEFR Level B1 or above), able to describe and express opinions, read

books containing more 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 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 3-4 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 7 - 8

The French program is designed to provide students with the necessary language skills that will allow them to communicate with native speakers on a basic level, 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 middle school. The students study a variety of topics relevant to young people's life and issues and apply vocabulary, grammar, and language patterns to express themselves in familiar 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 program for those students who opt to enroll in the French 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 aim is for students to be independent users (CEFR Level B1 or above), able to describe and express opinions, read books containing more 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 extra instructional hours to meet the analytical demands of the higher-level units. This course is designed for students with 3-4 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 "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 German ab initio course in Grade 11 and the IB French 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).

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/>

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 National Health Education Standards and has outlined key health skills students need to practice building sustainable health. These skills empower students to take ownership of their well-being and relate to each of the dimensions of health. The health skills we will work on this year include: Building functional knowledge, Analyzing influences, Accessing valid information, Interpersonal communications, Making healthy decisions, Setting health goals, Practicing health enhancing behaviors, and Advocating for yourself and others

Health Education provides students with knowledge, attitudes, and skills to make health-promoting decisions for life-long health and wellness. 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 Physical Health, Cultural Health, Mental and Emotional Health, Social Health, Spiritual Health, Intellectual Health, Financial Health, Environmental Health, and Sexual Health.

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 and American Diploma Programs as well as for the rigors of university courses. These courses are designed to strengthen the research skills of our students which include integrating quotations, paraphrasing without plagiarizing, identifying unreliable news, finding credible sources, thinking in a creative manner, planning extended written projects, editing text, and practicing oral presentations.

Grade 10 Writing Project

Grade 10

The Grade 6-10 Research Writing Program at AISC culminates in the Grade 10 Interdisciplinary Writing Project which can involve any combination of subject areas 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.

IB Extended Essay

Grade 11 & 12

The Concept

The 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 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 Extended Essay is required for graduation.

The Process

The 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.

The student will select a teacher supervisor who will serve as a mentor and will support the student throughout the entire process. The supervisor and student will complete three reflection sessions, after which the student will formulate three written reflections which will be documented in Managebac. The supervisor 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 supervisor's comments and on the student's own reflections.

AD Senior Research Project

Grade 11 & 12

The Senior Research Project is an independent, extended written investigation of 2,000 - 4,000 words, in a topic area which students wish to explore further, and which ideally relates to one of their subject areas. This is a compulsory American Diploma course, equivalent to the Extended Essay component of the International Baccalaureate Diploma. The project commences at the start of Grade 11 and is submitted in January of Grade 12.

The project utilizes and further develops the students' research writing skills and prepares them for larger, more sophisticated research projects at university: brainstorming on topic ideas; finalizing a title, formulating a research question, outlining an argument; examining, selecting, evaluating, annotating, and citing primary and secondary sources; and creating research outlines, structuring large essays and presenting formal academic writings using appropriate conventions. As a result, students expand their knowledge through discovering, dissecting, summarizing, and analyzing facts, and applying critical thinking in an engaging written account, which ultimately leads to an informed outcome, inclusive of limiting factors or further hypotheses.

Each student's research journey is supported by the Senior Research Project Coordinator, as well as an assigned supervisor who is a subject-specialist teacher at AISC. The supervisor's role is to guide the student through the research process, offer support and advice, provide oral and written feedback, and monitor the student's progress throughout the project experience.

The Senior Research Project is an experience which helps students develop their confidence in independent research work and mature in their academic writing.

Computing

Computing

Computing skills are integrated into the curriculum at AISC. We follow the International Society for Technology in Education (ISTE) and the Computer Science Teacher Association (CSTA) standards, as well as Common Sense Media's standards for Digital Citizenship. 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.

In addition, students in grades 6-10 take a separate Computing course. Over 5 years, the curriculum includes:

- Digital citizenship, online privacy and security
- Application of office productivity software
- Programming

- Robotics

Online Options

About Pamoja Education

Pamoja Education is part of Faria Education Group, dedicated 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 of 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. The Middle School Counselor teaches the Advisory classes and is an adult advocate who helps 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 Counselor Association's Model for Counseling Programs. Topics focus on the four domains of Social/Emotional Development, Global Perspective and Identity Development, Academics, and Career.

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/authorized 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
MEDITERRANEAN 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 Esol Education, a leading regional school operator headed by Mr. Walid Abushakra. Esol Education 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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