AISC 2024-2025 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 "All Curriculum" in the upper left corner.

- Select "All Courses" and filter on the left by selecting the grade level and/or subject you wish to view.
- Click anywhere outside the Filter box. 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/AD program at AISC, we ask you to consult our IB Course Guide at AISC found on the AISC Website or see our IB/AD 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
Principal

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AISC Vision and Mission Statements

Our vision is to be a global community that accepts and respects everyone and provides an outstanding, progressive KG-12 education through high-quality teaching and learning.

The mission of the American International School in Cyprus is to develop lifelong learners empowered to achieve educational excellence, nurture personal well-being, and become responsible global citizens who positively impact the world.

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

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

10. Research Writing

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, 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, 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 Ab-Initio
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, Activity 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.

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 students to critical thinking and literary analysis. Students will read and analyze whole-class novels as well as selected short stories and poems. The writing process is emphasized through the production of a short story, research paper, and other argumentative essays. Oral skills are developed and polished through discussions of the issues addressed in the whole-class texts. Reinforcing grammar skills and expanding vocabulary are integral parts of the sixth-grade English program. Students will visit the library once in each 10-day cycle and will be asked to read independently at home 35 minutes each day. They will complete reader's response letters to two books of their choice each quarter.

English
Grade 7

Seventh grade English builds on the skills introduced in sixth grade English. Students will engage in the analysis of extended texts, further develop their understanding of grammar, and enhance their vocabulary. Emphasis is placed on the writing process, which is developed through Literature Circles, writing workshops, and journals. These activities will provide students with opportunities to cultivate their own unique voice, style, and literary interests. A variety of genres and formats will be explored, and students will participate in class discussions and deliver periodic oral presentations, focusing on both the content and craft of the texts.

English
Grade 8

Eighth grade English strongly emphasizes analysis and critical thinking skills. Building upon the foundation established in previous grades, students will continue to develop their proficiency in the writing process. The course fosters the development of clear and logical thinking through various writing activities and engaging discussions. The reading component encompasses a range of literary forms, including short stories, novels, drama, and poetry.

Throughout the year, students also receive focused instruction on grammar, vocabulary, and effective oral communication.

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

Students begin the Grade 7 science course with the unit A Balanced Biosphere, where they consider a man-made biosphere created in the late 1980s called Biosphere 2, whose purpose was to try to model our planet Earth. Using this, they begin to understand the natural processes that created the geological features and ecosystems we see on Earth today. In the second unit, Matter Matters, students will continue to explore how natural resources are created, and by focusing in particular on water, create models of matter to help understand their structure and properties. The third unit, Mimicking Nature's Design, extends the learning of the first unit by focusing on physical and chemical changes, respiration, photosynthesis, and the rock cycle in order to help students discover how energy and matter flow within natural and designed systems. Finally, the year ends with “Save the Andes!”, where the students consider how human actions to obtain natural resources are affecting the natural ecosystems in the Andes and come up with solutions to these in order to 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 and through the concept of natural selection, begin to understand how species evolve to suit their environment. The students consider how selective breeding and genetic engineering also play a role in species

variation. the final unit, 'Using Engineering and Technology to Sustain out 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, movement across membranes, genetics, and biotechnology and ethics. Laboratory exercises emphasize the use of biological tools and techniques of observation and measurement and experimental design. Students will have multiple opportunities to engage in authentic, inquiry-based learning and to evaluate the ethical implications in a given topic.

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 covered in chemistry include the atomic structure, the periodic table, chemical reactions, stoichiometry, and acid-base interactions. In physics, students will understand the law of conservation of matter and energy, Newton's laws of motion and will be introduced to thermodynamics and wave behavior, including the electromagnetic spectrum and radioactivity.

Grade 10 students will learn how to plan an experimental procedure and write up a scientific lab report using their results. The experiments they conduct are based on the scientific theories they learn in class. This will prepare them for the scientific investigations they will complete in Grade 11 and 12.

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 syllabus focuses on models of the particulate nature of matter and bonding and what drives chemical reactions and to what extent they are driven.

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.

In this course students embark on a journey of scientific exploration by planning and conducting their own experiments. This process not only develops their conceptual understanding and scientific knowledge but also hones their critical thinking skills. From generating possible factors to investigate and critically evaluating available resources, to creating an appropriate procedure and analyzing limitations, students become adept at navigating the intricacies of scientific research. Through this independent and creative process, students gain a deeper appreciation for the interconnections within physics and other sciences, while fostering resilience and ingenuity in approaching scientific inquiries.

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, computer science, 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.

Math
Grade 6
Sixth grade students focus on the following content strands, skills and concepts:

1. Decimal and Fraction Operations
2. The Number System
3. Ratios, Rates, and Percents
4. Coordinate Planes
5. Expressions and Inequalities
6. Geometry, Data and Statistics

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. Rational Number Operations
2. Expression and Equations
3. Inequalities
4. Proportional Relationships
5. Percents
6. Angles and Triangles
7. Plane Geometry and Similarity
8. Surface Area
9. Volume
10. Data and Statistics
11. Probability

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. Equations and Inequalities
2. Properties of Functions
3. Linear Functions
4. Applying Linear Relationships
5. System
6. Exponents and Polynomials
7. Factoring Polynomials
8. Solving Quadratic Equations
9. Sequences
10. Data and Statistics

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
2. Geometry Theorems
3. Congruent Triangles
4. Similarity, Right Angle Triangles, Trigonometry, Pythagoras' Theorem
5. Circles
6. 3D Geometry

General Algebra 2
Grade 10

Algebra General is a comprehensive course designed to introduce students to the fundamental concepts and techniques of algebra. This course is specifically tailored for Grade 10 students who aim to develop a solid foundation in algebraic thinking, problem-solving, and mathematical reasoning. Throughout the course, students will explore various algebraic topics and learn how to apply algebraic skills to solve real-world problems. The course aims to foster critical thinking, logical reasoning, and problem-solving abilities that are essential for success in mathematics and various other disciplines. This course is mostly aligned with the AD course syllabus in both Grade 11 and Grade 12. Engaging in project work presents students with a valuable chance to enhance their creativity, collaboration, and leadership proficiencies. This immersive experience not only fosters their skills but also enables them to apply their algebraic knowledge to real-life scenarios.

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.

General, Applied and Pure Algebra 2 Topics include:

1. Functions
2. Linear Functions and Equations
3. Polynomial Functions and Expressions
4. Quadratic Functions
5. Rational and Radical 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 is designed for students interested in appliying mathematical concepts to real-world scenarios and solving practical problems. It focuses on the practical appllications of mathematics and utlizies technology to explore mathematical models. Students who prefer a practical context for mathematics will thrive in this course.

The Mathematics: Applications & Interpretation course covers a wide range of topics essential for practical problem-solving. Students will explore number and algebra, gaining skills in approximation, sequences and series, financial applications, and polynomial equations. They will also study functions, including linear, quadratic, and exponential models, and delve into geometry and trigonometry, covering concepts such as straight lines, 3D solids, and circle geometry. Additionally, students will learn about statistics and probability, covering descriptive statistics, correlation, regression, and probability distributions. The course culminates with the study of calculus, focusing on limits, differentiation, integration, and optimization, enabling students to apply mathematical techniques effectively in real-world contexts.

The American Diploma Math course is designed to provide students with a comprehensive understanding of mathematical concepts and skills necessary for success in various fields. Through this course, students will develop a strong foundation in algebra, geometry, statistics, and problem-solving techniques. The curriculum focuses on real-life applications of math, promoting critical thinking and logical reasoning. Students will engage in hands-on activities, collaborative projects, and practical problem-solving tasks to strengthen their mathematical abilities. The course aims to equip students with the necessary mathematical skills and knowledge to excel in higher education and future professional endeavors. American DIploma students will follow the IB Applications and Interpretations SL syllabus. The American diploma does not feature Internal Assessment or external exams upon completion of grade 12. Instead, students undertake a project-based approach. This allows them to apply critical thinking skills, engage in research, and showcase their understanding through practical application. Projects encourage independent learning and foster creativity, preparing students for real-world challenges.

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
This course offers a comprehensive study of mathematical analysis, focusing on the rigorous examination of mathematical concepts and their properties. Students will develop a deep understanding of mathematical proofs and lotical reasoning, equipping them with the tools to analyze and solve complex mathematical problems.

The Mathematics: Analysis & Approaches course offers a rigorous exploration of mathematical analysis. Students will delve into the foundations of calculus, including limits, continuity, and derivatives. They will study the properties and applications of various functions, such as polynomial, exponential, logarithmic, and trigonometric functions. The course also covers techniques of differentiation, such as the chain rule and implicit differentiation, as well as optimization and related rates problems. Additionally, students will explore the fundamental concepts of integration, including definite and indefinite integrals, the fundamental theorem of calculus, and techniques such as substitution and integration by parts. The course aims to develop students' critical thinking and problem-solving skills through challenging mathematical concepts and their applications.

Topics include:

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

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, both available at Standard and Higher level, while the American Diploma is offered at Mathematics: Applications and Interpretation, 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 and HL. The American Diploma is offered for the Mathematics: Applications and Interpretation course only. 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, PSAT and MAP test results, and ability to persevere in problem-solving.

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. Additionally, 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. Finally, students have the chance to apply their knowledge through interdisciplinary practices like drama in education

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 francophone 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 French
Grades 11 and 12
IB Standard Level and American Diploma
The IB French ab initio course in Grade 11 and 12 is a language learning course 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 course is on the acquisition of language required for purposes and situations usual in everyday social interaction. The language ab initio course is only available at standard level. The ab initio course aim to develop a variety of linguistic skills as well as a basic awareness of the culture of 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 website 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 and the SHAPE National Standards. The PE curriculum enables 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 of 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 can 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 through making individual choices. An emphasis is placed on fair play and ethical behavior during physical activity by respecting all others and appropriately resolving conflict when it arises.

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 in 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.

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 offer the opportunity to learn in an exciting global classroom setting that is flexible 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:

- Encourage 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 encountered 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 pioneering 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
MEDITERANNEAN 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.

The American International School in Cyprus
11 Kassos Street
P o Box 23847, 1086 Nicosia, Cyprus
Telephone +35722316345 Fax +35722316549
Website http://www.aisc.ac.cy E-mail aisc@aisc.ac.cy

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