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INTRODUCTION

This curriculum guide outlines the course and credit requirements for graduation from ACS Cobham International School.

In addition to earning a High School Diploma, with credits from various subjects, students have the opportunity to earn the International Baccalaureate Diploma if they choose to follow the specific combined requirements outlined by the IB. Alternatively, students could take Advanced Placement courses and examinations offered by the College Board. Students may also take a combination of IB Courses, Advanced Placement and regular courses. This curriculum guide also provides students and parents with course descriptions, including length of course, credit and where applicable the course prerequisites, to help you make informed, student-appropriate selections. We aim to meet all students' requests but, inevitably, limitations in class size and the schedule may prevent some students from taking all of their first choice elective courses or certain course combinations.

Further detailed information regarding the Cobham curriculum, standards and academic policies can be found on PowerSchool Learning.

GRADUATION REQUIREMENTS

All students who meet the credit requirements graduate with the ACS International Schools College Preparatory High School Diploma. Courses that meet 3 or more periods per week for one year earn one credit.

Credit requirements include a minimum of 20 credits including:

- English: 4 credits from 4 consecutive courses in English
- Mathematics and Sciences: 6 credits (a minimum of 2 in each area)
- Social Studies and World Languages: 6 credits (a minimum of 3 in Social Studies and 2 in one language)
- Fine Arts: 1 credit from drama, theatre, singers, jazz band, chamber ensemble, Art 1, 2 & 3, computer media and high school music
- PE: Grades 9-12 (1 credit per year in 9th and 10th grade)

An Honours Diploma is awarded to graduates meeting additional requirements: 24 credits, B average and no grade lower than a C or 3.00 GPA.
THE INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME

Life in the 21st century requires critical-thinking skills and a sense of international mindedness, something that International Baccalaureate® (IB) Diploma Programme students learn to know and understand. The IB Diploma Programme is designed as an academically-challenging and balanced programme of education, with course work as well as final examinations that prepares students for success at university and life beyond. The programme is normally taught over two years and has gained recognition from the world’s leading universities.

Students are expected to have a minimum GPA of 2.50 in Grade 10 and learning behaviours of three and above in Semester two. Students will also need to meet the specified course and diploma prerequisites and teacher approval in order to qualify for IB Courses or the IB Diploma. Student’s standardised test data may also be taken into consideration.

THE CURRICULUM

IB Diploma Programme students study six courses - usually three at Higher Level (HL) and three at Standard Level (SL). Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 4. Depth is ensured by requiring 3 or 4 subjects at Higher Level.

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding:

1. The Extended Essay (EE) requires students to engage in independent research through an in-depth study of a topic of interest within a chosen subject.
2. Theory of Knowledge (TOK). This course cultivates the capacity of students to critically reflect upon the foundational presuppositions of their other subjects of study and thus, to think for themselves. The key question of the course is: “How do I know?” TOK distinguishes eight areas of knowledge in which to ask the question. They are mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems and indigenous knowledge systems. By collaboratively inquiring into foundations of knowledge in these area, the course seeks to develop the character of each student as it is exemplified in the IB learner profile.
3. Creativity, Activity, Service (CAS) requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

The Extended Essay, CAS and TOK courses are now available as single subjects, available to students who are not taking the full IB Diploma. See the IB Coordinator for details.

ASSESSMENT

Students complete assessment tasks in the school, which are either marked initially by teachers and then moderated by external moderators or sent directly to external examiners. Students also take written examinations, which are marked by external IB examiners, in May of the second year.

Grades in each subject range from 1-7 and up to 3 points more can be earned for the Extended Essay and Theory of Knowledge.

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme (for instance, 12 points in 3 Higher Level subjects) and to satisfactory participation in the three core requirements.

The highest total that a Diploma Programme student can be awarded is 45 points.
The International Baccalaureate (IB) Diploma Programme

University Recognition

The IB diploma is a passport to higher education and it is considered to be among the most challenging and demanding university preparation courses that students can take.

Subject Selection

Students must select a subject from each group. Three subjects are taken at Higher Level and three at Standard level.

Group 1: Studies in Language and Literature

Most students take English, but other languages can be offered if there is sufficient interest. Recent examples include Dutch, Japanese, Norwegian, and Swedish. In addition, students may study independently Language A: Literature as a self taught/school-supported subject, at Standard Level only. Recent examples include French, Korean, Polish, Spanish and Thai.

Group 2: Language Acquisition

English B-HL/SL. Students who select English B must also select a Language A if they are full diploma candidates. French B, German B, Spanish B HL/SL, Japanese, Mandarin or German ab initio SL. In addition, a few students will study other second languages, as a B subject. Please contact the IB Coordinator if interested.

Group 3: Individuals and Societies

Economics, History, Psychology, Geography, Business and Management SL/HL, Environmental Systems and Societies-SL only also counts in Group 4.

Group 4: Sciences

Biology, Chemistry, Computer Science, Physics, Environmental Systems and Societies-SL (also counts in Group 3), Computer Science, Sports, Exercise and Health Science- SL only.

Group 5: Mathematics

Mathematics - HL/SL

Group 6: Arts

Music, Theatre, Visual Arts-HL/SL, or another subject from Groups 1-4.

In addition, students must take a Theory of Knowledge course, write a 4000 word Extended Essay on a topic of interest within a chosen subject, and complete CAS requirements (Creativity, Activity and Service) over two years.
Advanced Placement (AP)

Students may gain credit for the High School Diploma by taking AP courses. ACS Cobham offers more than 20 AP courses; all are one year in duration. Most AP courses culminate in an exam administered during the 2-week AP testing period in May. The exam dates are set by the College Board and students taking an AP course should be aware that, according to ACS Cobham policy, they are required to take the course exam in May.

AP courses are fast-paced university level courses requiring strong reading skills and a commitment to independent learning. A high level of self-direction is assumed. Students should note too that the format of the AP exams is a combination of multiple-choice questions and free response, and that the final AP score is a result of the one 2-part exam at the end of the course. A score of 3 on an AP examination is generally the equivalent of a C in a college course.

Many universities and colleges in the US and Canada offer credit and/or advanced placement for students scoring a 3 or above. At least 3, but preferably 4, AP courses and examinations are considered to fulfill the matriculation requirements of universities in the UK. Offers will vary depending on the university or the course. Students applying to UK universities with AP’s must also have the High School Diploma and may need to take the SAT Reasoning test to be considered eligible. For individual university requirements see the College Board AP Recognition website.

AP courses are open enrollment, but it is recommended that students have a GPA of 2.5 and learning behaviors of three and above in the previous year’s courses. Students should note that most AP courses have prerequisites; please see the course descriptions for details. Students and their parents will also be asked to sign a contract confirming that they understand the level of study and commitment required as well as the mandatory nature of the exam at the end of the course. AP Courses at ACS Cobham include:

<table>
<thead>
<tr>
<th>1. Languages</th>
<th>2. Mathematics</th>
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<tbody>
<tr>
<td>English; Language and Composition</td>
<td>Calculus AB/BC</td>
</tr>
<tr>
<td>English; Literature and Composition</td>
<td>Statistics</td>
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<tr>
<td>French; Language and Composition</td>
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<tr>
<td>German; Language and Composition</td>
<td></td>
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<tr>
<td>Spanish; Language and Composition</td>
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</table>

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<tr>
<th>3. History &amp; Social Sciences</th>
<th>4. Sciences</th>
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</thead>
<tbody>
<tr>
<td>European History</td>
<td>Physics 1 and 2</td>
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<tr>
<td>Human Geography</td>
<td>Chemistry</td>
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<tr>
<td>Microeconomics</td>
<td>Biology</td>
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<tr>
<td>Macroeconomics</td>
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<tr>
<td>US History</td>
<td></td>
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<tr>
<td>Psychology</td>
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</table>

<table>
<thead>
<tr>
<th>5. Electives</th>
<th>AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>Students should start to plan to take their AP courses in 11th and 12th grade in order to insure that their combination of options are available.</td>
</tr>
<tr>
<td>Studio Art</td>
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<tr>
<td>AP Seminar</td>
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<tr>
<td>AP Research</td>
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</table>

The Advanced Placement International Diploma (APID)

The APID certifies the achievement of successful AP candidates and is recognized by a number of universities around the world. It was designed to accommodate American and international students at high schools in the US or abroad who are applying to universities outside the US.

To qualify for the APID students must earn AP grades of 3 or higher on four AP exams in three of the five subject areas listed below. Students must take a total of 2 exams in 2 different languages (Subject Area 1) either a science or a mathematics exam and one or more exams from any subject area not already used.

- Subject Area 1: Languages
- Subject Area 2: Mathematics
- Subject Area 3: History and Social Sciences
- Subject Area 4: Sciences
- Subject Area 5: Electives

Students do not formally apply for the APID. It is automatically awarded to any AP student who successfully completes the diploma criteria and resides outside the US. Students who meet the criteria and live in the US will be awarded the diploma certificate if they request their AP examination results to be sent to a university overseas.
AP Capstone: A New Diploma Programme

AP Capstone is an innovative diploma program that gives students an opportunity to apply critical thinking, collaborative problem-solving, and research skills in a cross-curricular context. AP Capstone is built on the foundation of a two-year high school course sequence - AP Seminar and AP Research - and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

For more information about the AP Capstone diploma programme go to http://www.collegeboard.org/ap-capstone.html, or see the AP Co-ordinator.

AP Seminar = 1 credit
This foundational course, typically taken in grade 10 or 11, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives. Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and explore artistic and literary works to gain a rich appreciation and understanding of issues.

Teachers have the flexibility to choose appropriate themes that allow for deep exploration based on student interests, local and/or civic issues, global

or international topics, and concepts from other AP courses. Sample topics or themes include: Education, Innovation, Sustainability, Technology, Revolution.

Assessment: Students are assessed through two through-course performance tasks and a written exam.

AP Research = 1 credit
The second course in the AP Capstone experience, typically taken in grade 12, allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues. Students further the skills acquired in their AP Seminar course by using research methodology; employing ethical research practices; and accessing, analysing, and synthesizing information to build, present, and defend an argument.

Assessment: Students are assessed through culminating performance tasks:
- Academic thesis paper (approximately 5,000 words) with a defined structure.
- Public presentation, performance, or exhibition and oral defence of research and presentation

AP Capstone Diploma™
Students who earn scores of 3 or higher in both of the AP Capstone courses and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™.

AP Seminar and Research Certificate™
Students who earn scores of 3 or higher in both of the AP Capstone courses but not on the four additional AP Exams will receive the AP Seminar and Research Certificate™, signifying successful performance in those courses.
Course Selection

ACS students have a broad variety of course options and pathways which include a combination of regular, IB and AP courses, depending on their levels of achievement. Students receive course choice guidance at every grade level to help them proceed to the next grade level and find appropriate pathways and levels of challenge. Course guidance is given at individual level, group level and parent presentations.

Upcoming changes to course selection:
In 2021-22, the High School will be changing the master schedule to reflect the difference between more rigorous 11th and 12th grade courses and regular 9th and 10th grade courses. To help clarify options and avoid any potential conflicts, course choice combinations will be menu-based. To phase in these changes, IBDP and AP students will see this format in their 2020-21 choices.

Course Choice Guidelines and High School Planner

9th Graders:
• Take 8 courses including PE/Health
• Think carefully when choosing electives, consider which courses will complement your skills, interests and preferred career or university courses
• One of the electives should be a fine art.

10th Graders:
• 10th graders will take a total of 8 courses, and may take more than one Science or Language
• Some course choices in 10th grade will determine what IB or AP courses you can take in 11th and 12th grade.

English: English 10 Advanced is the course advised for IB Language A or AP Language and Composition and IB English HL.

Maths: Will depend on which pathway you are already on, and which IB or AP course you want to take.

Science: For IB and AP courses in 11th grade, then you must take the corresponding named science in 10th grade.

Social Studies: World History II or AP European History (there is a pre-requisite of a B+ in World History I or equivalent).

Languages: For IB Spanish, French and German B, then students should be in Level 4 or pre-IB/AP in 10th grade. For all other 10th Grade languages, check with the language department for availability.

Electives: There may not be space in a student’s schedule for 2 electives if they are taking multiple core courses, a Resource or Academic English class.

However, student’s should ensure that they have a Fine Art credit, as this is a graduation requirement.

11th and 12th Graders:
• 6 credits per year is the minimum expectation
• IBDP students take their 6 courses + TOK/Extended Essay courses
• In IB Languages, Standard Level may be sat in 11th Grade, if started in 10th Grade, however Higher Level subjects must be taken in 12th Grade.
• AP/High School diploma/mixed IB/AP course students.

Please use the Course planner on the following page to determine chosen pathways.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>MINIMUM CREDIT REQUIREMENTS OVER 4 YEARS</th>
<th>GRADE 9</th>
<th>Credits</th>
<th>GRADE 10</th>
<th>Credits</th>
<th>GRADE 11</th>
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<tr>
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<td>4 consecutive years</td>
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<td>ELECTIVES</td>
<td>1* Must include 1 in Fine Arts</td>
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University Destination:
- UK
- US
- Canada
- Other:

Type of degree course:
- Foundation
- Academic
- Vocational
- Other:

Career:
English

Choices in HS English for Students Coming into Grade 9
ACS Cobham offers a single option for Grade 9 native English speakers in order to give students a year of experience in HS before choosing to take the Advanced or Regular paths in Grade 10. English 9 will maintain a suitable level of challenge to prepare students to continue into English 10 Advanced if that is deemed an appropriate choice.

At the end of English 9, there are two paths for native level English students to follow. English 10 Advanced is for those who wish to continue to take IB or AP English courses in Grade 11. English 10 allows students to continue into English 11.

N.B. English 10 Advanced is a challenging pre IB/AP course. Those HS students who wish to be admitted to this course are required to demonstrate sufficient English skills and, more importantly, a good work ethic in English 9. Therefore English 9 students must understand from the outset that their attitude and performance in Grade 9 will be considered for admission to English 10 Advanced. The following factors may be taken into account: work ethic, class performance, standardised test scores, academic integrity.

Transitional English 9 is for non-native speakers whose level of English is deemed by the ACS English Department not yet sufficient to join a native level class. Only when they have reached a suitable level of English competence, determined by their teacher, can these students move into a native level class.

Choices in HS English for Students Coming into Grade 10
Those who have completed English 9 will usually progress into English 10. Those students currently in English 9 will have the option to progress into English 10 Advanced or to switch to English 10 if advised.

Transitional English 10 is for non-native speakers whose level of English is deemed by the ACS English Department not yet sufficient to join a native level class. Only when they have reached a suitable level of English competence, determined by their teacher, can these students move into a native level class. The usual progression from Transitional English 10 is into IB English B.

For those students wanting to exit the EAL program, certain requirements must be met including a proficient score on the current ACS-approved English skills test (Oxford Placement or similar), demonstrating proficiency in writing, and teacher recommendation.

English 9 = 1 credit
English 9 is designed to develop students’ English skills and to prepare them for the demanding courses they may take in Grade 10 and beyond. This course combines the study of both literary and non-literary texts taken from a range of sources. Students will develop their writing and speaking in a variety of genres with emphasis placed on academic writing, speaking and analytical skills. English 9 will maintain a suitable level of challenge to prepare students to continue into English 10 Advanced if that is deemed an appropriate choice.
Transitional English 9 = 1 credit
Transitional English 9 is a course for second language students of English whose language skills are still developing towards near-native level. This course is taken instead of English 9 and is a mandatory course for those students whose level of English is deemed by the school to require an EAL teaching approach. The course employs a wide range of strategies to help students develop their key speaking, listening, reading & writing skills to support them in all their English needs.

English 10 = 1 credit
English 10 develops students’ key English skills, combining a core of literary study with strands of non-fiction analysis, vocabulary, and grammar. English 10 provides an engaging and supportive programme that allows students to develop their abilities with guidance and structure. Emphasis is placed on readings from a wide range of text types and development of students’ writing and speaking skills.

English 10 Advanced = 1 credit
Prerequisite: B or above in English 9 or equivalent

English 10 Advanced combines the study of literary and non-literary texts from a range of sources to prepare students for first language IB and AP English courses. Students develop writing and speaking skills in a variety of genres with emphasis on academic writing, speaking, and analytical skills. English 10 Advanced is a requirement for students planning to take IB English A: Literature, IB English A: Language and Literature, AP Language and Composition, and AP Literature and Composition.

Transitional English 10 = 1 credit
Transitional English 10 is designed for “English as an Additional Language” (EAL) students—non-native speakers of English whose language skills are still developing towards near-native level. This course is taken instead of English 10 and is mandatory for students whose level of English is deemed by the school to require an EAL teaching approach. Transitional English 10 employs a wide range of strategies to help students develop their key speaking, listening, reading and writing skills, and provides support for students in their English needs across the curriculum.

English 11 = 1 credit
Students analyse literature and non-fiction, and learn to write effectively. Students may read novels, plays, short stories and poetry. Vocabulary skills will be developed as students explore words from their readings. Grammar instruction will be pursued in response to student writing. In addition to literature, music, video, advertisements, and illustrations will be used to develop media literacy skills. Critical thinking skills will be exercised and developed through the writing tasks described above and through class discussions in response to the selected readings.

English 12 = 1 credit
In English 12 students analyse literature and nonfiction, and learn to write effectively in different forms. Students read texts from a variety of genres. Writing skills will be developed through a series of activities through vocabulary, routine composition of analytical and evaluative essays, large and small group discussions, grammar instruction, and the composition of a research paper.

AP English Language & Composition = 1 credit
AP Language and Composition (AP Lang) pursues the study of rhetoric by considering how and why a speaker communicates a message to her audience. Students work almost exclusively with non-fiction texts covering many centuries of literary tradition and a wide range of styles from elevated prose to colloquial stuff, including the array of media confronting us today. As well as developing the ability to focus on the language of the text to develop cogent analysis of arguments, students also practice the skills of rhetoric in their own compositions.

The AP Language program is designed to provide its students with “exit-level proficiency” in first year college and university composition courses. The program is reading and writing intensive, and preparation, attendance, and participation are essential for success.

AP English Literature & Composition = 1 credit
AP Literature and Composition (AP Lit) pursues the study of literature by considering what qualities give literature its literariness. The essential question of AP Lit is what themes are generated through which literary devices? Students read stories, plays, novels, poetry from the classical era and from the 17th to the 21st centuries, in both elevated and contemporary language. A heavy emphasis is placed on English Literature, and readings are supplemented with critical essays.

In addition to excellent discussion and composition skills, analytical and critical thinking skills and the ability to make complex and relevant connections between the worlds of fiction and our own corporeal existence are demanded by class work. The AP Lit program is designed to provide its students with “exit-level proficiency” in first year college and university composition courses. The program is reading and writing intensive, and preparation, attendance, and participation are essential for success.
IB English A Literature, SL/HL = 1 credit
IB English A Literature is a Group 1 component of the IB Diploma designed for native level speakers of English. English A Literature considers texts from different cultures and time periods with attention to language, technique, and context. Students learn to draft analytical responses at a high level, both in writing and oral presentations. Students who are fluent in the English language and who demonstrate good study habits are strong candidates for IB English A Literature. Major IB assessments include two oral presentations, one literature in translation essay, and two exam essays.

IB English B, SL/HL = 1 credit
English B is a two-year IB English course designed for students who have English as a second language but who have had significant previous experience of the language. Grade 11 and 12 students whose language skills are still developing towards native level will be placed in this English course.

It may be studied at either Higher or Standard Level. The main focus of the course is on development of the four primary language skills: listening, speaking, reading and writing. These language skills will be developed through the study and use of a range of written and spoken material from everyday oral exchanges to literary texts.

Creative Writing and Media = 1 credit (Elective)
The ACS Creative Writing and Media course is aimed at students who want to study the conventions and practices of creative writing expressed through various forms of electronic media. Examples include writings such as poetry, the short story, drama (including screenwriting) and media such as television and radio, film and video (including documentaries), and digital communications. Our class will publish virtual portfolios that interweave the art of design with the craft of story telling that we can share and celebrate with others.

Academic English (Elective)
This course provides help and support for those students with EAL needs. Students who are in Transitional English may take this course, which provides them with the opportunity to develop their English language skills across the curriculum. This course is taken as an elective class.
Mathematics

This academic year is one of transition in the maths department. All ninth and tenth grade students will be taking courses in IM1-IM3, which are replacing the traditional Algebra 1, 2 and Geometry classes.

Student placement into these courses will be based on current math pathways, pre-requisites, and where relevant, placement tests, standardised test scores and teacher recommendations.
Integrated Mathematics 1 = 1 credit

Integrated Mathematics 1 formalizes and extends the mathematics that students learned in the middle grades. Students will study functions, equations (linear and non-linear), inequalities, and perform geometric constructions. Integrated Mathematics I uses properties of theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied.

Integrated Mathematics 1 Higher
Pre-requisites: Maths 8 or Pre-Algebra and Placement Test

This accelerated course is for students who hope to study IB Mathematics or AP Courses in 11th and 12 grades.

Integrated Mathematics 1 Standard
Pre-requisites: Maths 8 or Pre-Algebra and Placement Test

This course is for students who have completed Grade 8 Mathematics or equivalent and who hope to study IB Mathematics Analysis and Approaches or Applications and Interpretations at Standard Level or AP mathematics courses.

Integrated Mathematics 1 Core
Pre-requisites: Maths 8 or Pre-Algebra and Placement Test

This course is for students who have completed Grade 8 Mathematics or equivalent and who hope to study IB Mathematics Applications and Interpretations in Grades 11 and 12.

Integrated Mathematics 2 = 1 credit

Integrated Mathematics 2 focuses on quadratic expressions, equations, and functions; comparing their characteristics and behaviour to those of linear and non linear relationships from Integrated Mathematics I organized into critical areas or units. The need for extending beyond the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic representations, round out the course.

Integrated Mathematics 2 Higher
Pre-requisites: IM 1 or Algebra 1 and/or Placement Test/ Class Grades /MAP Scores

This course is for students who have completed Integrated Mathematics 1 or equivalent and who hope to study IB Mathematics Analysis and Approaches or IB Applications and Interpretations at HL or AP Courses

Integrated Mathematics 2 Standard
Pre-requisites: IM 1 or Algebra 1 and/or Placement Test/ Class Grades/ MAP Scores

This course is for students who have completed Integrated Mathematics 1 or equivalent and who hope to study IB Mathematics Analysis and Approaches or IB Applications and Interpretations at Standard Level or AP Courses

Integrated Mathematics 2 Core
Pre-requisites: IM 1 or Algebra 1 and/or Placement Test/ Class Grades/ MAP Scores

This course is for students who have completed Integrated Mathematics 1 or equivalent and who hope to study IB Mathematics Applications and Interpretations at Standard Level or Math Electives in Grades 11 and 12.

Integrated Mathematics 3
Pre-requisites: IM 2 or Algebra 1 (grade A) and Geometry Advanced (A), teacher recommendation, teacher recommendation or Placement Test

Integrated Mathematics 3 provides opportunities to pull together and apply the accumulation of learning from previous mathematics courses, with content grouped into four critical areas, organized into units. Students apply methods from probability and statistics to draw inferences and conclusions from data. They expand their repertoire of functions to include polynomial, rational, and radical functions. Students bring together all of their experience with functions and geometry to create models and solve contextual problems.

Integrated Mathematics 3 Higher
Pre-requisites: IM 2 and/or Placement Test/ Class Grades /MAP Scores

This course is for students who have completed Integrated Mathematics 2 or equivalent and who hope to study IB Mathematics Analysis and Approaches or IB Applications and Interpretations at HL or AP Courses

Integrated Mathematics 3 Standard
Pre-requisites: IM 2 and/or Placement Test/Class Grades / MAP Scores

This course is for students who have completed Integrated Mathematics 2 or equivalent and who hope to study IB Mathematics Analysis and Approaches or IB Applications and Interpretations at Standard Level or AP Courses

Geometry = 1 credit (elective)
Pre-requisite: Completion of Algebra 1

This is a medium-paced course which introduces students to the geometrical properties of plane figures,
from the basics of lines and angles to right triangle trigonometry, quadrilaterals and other polygons, and circles. There is less emphasis in this course on deductive reasoning and proof, while there is more use of co-ordinate geometry than in the advanced course.

**Business Mathematics = 1 credit**
Prerequisite: Completion of Algebra 1 or 2

Note: Grade 9 and 10 students may not take this course. Nor may it be taken in conjunction with IB/AP Mathematics courses. A classic Algebra-based, practical business math course covering an introduction to accounting, finance, insurance, statistics, and taxation as well as many consumer-math and personal finance applications. Foreign exchange rate conversions will be included to help students deal with international transactions in the global market.

**Probability and Statistics = 1 credit**
Prerequisite: A minimum of a ‘B’ in Algebra 2 or permission of the instructor.

This course is seen as a solid introduction to Statistics and lays the groundwork for further study at the AP level. Students will explore data by observing patterns and departures from patterns. This study will be enhanced by an efficient use of the statistical menus on the graphing display calculator and exposure to statistical software packages. It will be seen that the course is highly practical as students will develop skills that enable them to produce statistical models that relate to real world situations.

**AP Statistics = 1 credit**
Prerequisite: Ideally students will have a minimum of a ‘B’ in Algebra 2 or have satisfactorily completed a full credit in the Probability and Statistics course.

The purpose of this course is to introduce students to the major concepts and tools for collecting, analysing and drawing conclusions from data. A basic understanding of probability theory provides the necessary tool to anticipate and recognise distributions formulated under a chosen statistical model. Statistical inference is used as a guide in the choice of appropriate models. Students will be able to show an efficient use of the statistical menus on the graphing display calculator and will be exposed to computer statistical software packages.

**Precalculus = 1 credit**
Prerequisite: An A or B grade in Algebra 2 Advanced or an A grade in Algebra 2.

This is a challenging and rigorous preparatory course for those students that wish to study AP Calculus either at school or at college. The course will cover functions, graphs and practical applications, trigonometry, limits and an introduction to calculus.

**Applied Mathematics = 1 credit**
Prerequisite: Algebra 1. Grades 9 and 10 students may not take this course.

This course allows students to explore, discovery and problem-solve real world situations with mathematical applications. The activities are accessible for all students as they offer a wide range of contexts and relate to a broad spectrum of the mathematics curriculum content, such as arithmetic, algebra, geometry, data handling and probability. The course is assessed through individual and group course work.

**AP Calculus (AB) = 1 credit**
Prerequisite: A satisfactory completion of a full credit of IB HL1 or a minimum of a ‘B’ in Pre-Calculus.

This is a demanding college level course where topics in differential and integral Calculus are introduced intuitively and then developed at increasing levels of rigour. Students are expected to demonstrate the efficient use of technology in solving problems and be able to communicate the mathematical solution of problems both orally and in well written sentences.

**Calculus = 1 credit** (Combined with AP Calculus)
The calculus course follows the AP Calculus syllabus, and is taught simultaneously, but to an honours level standard rather than AP standard.

**IB Mathematics: Analysis and Approaches = 1 credit**
Pre-requisites: HL: Algebra 2 Adv (grade B+), Geometry Advanced (grade B-), and teacher recommendation; SL: Algebra 2 (grade A) and Geometry (grade B+) and teacher recommendation.

Analysis and Approaches is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications of these ideas, with and without the use of technology. Students who take this course will enjoy the thrill of mathematical problem solving and generalisation. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics.

**IB Mathematics: Applications and Interpretation = 1 credit**
Pre-requisites: HL: Algebra 2 Adv (grade B+), Geometry Advanced (grade B-) and teacher recommendation; SL: Algebra 2 and geometry and teacher recommendation.

SL and HL is appropriate for students who are interested in describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design.
Guide to Choices in HS Science for Students Coming into Grade 9
Science 9 is the best course for the majority of HS students. It is a balanced course encompassing Biology, Chemistry, Physics, and Environmental Science. This provides students with a strong foundation in all four science disciplines and will give them enough experience of these different disciplines to inform their selection of science courses in grades 10-12. Biology, Physics or Chemistry A are available in 9th Grade for highly able and motivated science students, allowing them flexibility in science pathways leading to IB and AP.

These courses are demanding honours level courses and admission to this class is not automatic. In order to be eligible for this pathway, students need to be able to demonstrate high levels of interest, aptitude and proven performance in science. Admission will be decided on a combination of factors, which include high grades in science from grade 8, standardised test scores e.g. MAP, Grade 8 teacher recommendation, motivation and work habits in science class.

Guide to Choices in HS Science for Students Coming into Grade 10
Students must take one science class in Grade 10, although they can take up to three. If they are considering taking Biology, chemistry or physics at IB or AP level in 11th and 12th grade, they must take the Grade 10 named course (i.e. biology, chemistry, physics) as a prerequisite. There are 2 options for chemistry: Chemistry A, which is standard progression towards IB, or Chemistry B, for students aiming for the more challenging AP chemistry course.

Guide to Choices in HS Science for Students Coming into Grade 11 and 12
Students may choose between IBDP, IB Certificate, AP or Regular Honours classes in 11th and 12th grade. IBDP and IB certificate are two-year courses. AP and Honours are one-year courses. Entry into IB or AP biology, chemistry or physics requires the successful completion of a pre-requisite course (see notes in course descriptions). Environmental Science and Sports Science do not require a specified prerequisite.

Science 9 = 1 credit
Prerequisite: The successful completion of Science 8 or equivalent.

Science 9 consists of quarter-long courses in Biology, Chemistry, Physics and Environmental Science. The course builds on the middle school science and follows the spirit of NGSS. The focus is on the concepts that cut across the sciences and the development of scientific practices within the context of each of the disciplines taught. These include the interpretation and use of models; the design, collection and interpretation of data; the way in which structures of systems relate to their functions; and the communication of science. Strong emphasis is placed on laboratory and fieldwork, inquiry based tasks and critical thinking.
Science: Investigation = 1 credit
Prerequisites: Successful completion of Science 9.
Note: This elective course is only open to students in Grades 10-12.

This course is designed to develop the practical and critical thinking skills of students who enjoy laboratory and fieldwork and problem solving. Students who take this course may take regular science courses or science electives afterwards. It is NOT a prerequisite or sufficient preparation for AP courses or IB courses.

Biology = 1 credit
Prerequisites: Successful completion or current enrollment in Algebra 1, completion of Science 9 or equivalent, or by special application.

Regular Biology includes the study of cellular structure and function, genetics, evolution, ecology, along with plant and human physiology. Through inquiry of activities and laboratory, students develop an understanding of essential biological principles. In the laboratory, an emphasis is placed on recognition of variables, data collection and processing, analysis and evaluation.

Physics = 1 credit
Prerequisites: Successful completion of Algebra 1 and of Science 9 or equivalent, or by special application.

Regular Physics is intended to be a precursor to pursuing the subject at IB or AP level, so it is mostly aimed at 10th graders who performed well in Science 9 gaining at least a B. It covers a broad range of topics in physics; mechanics, heat, electricity and magnetism, waves and nuclear physics, but at a level only requiring basic algebra and graphing skills. No trigonometry or calculus are required.

Chemistry = 1 credit
Chemistry A
Prerequisites: Successful completion of Algebra 1 and of Science 9 or equivalent, or by special application. Chemistry A is the standard honor level course. It aims to build a strong foundation in the subject through the use of inquiry activities, contextual problems and practical work. Topics include atomic structure, bonding, redox reactions, kinetics, stoichiometry and acid/base theory. Basic algebra and graphing skills are required. This serves as an adequate pre-requisite for IB chemistry.

Chemistry B
Prerequisites: Successful completion of Algebra 1 and of Science 9 or equivalent, or by special application. Students should be concurrently studying Algebra 2 (adv).

This is a challenging and rigorous preparatory course specifically designed for those students who wish to study AP Chemistry, or who wish to study chemistry at a higher level in the future. Emphasis is placed on the abstract concepts of chemistry and the use of mathematics to solve chemistry problems. The practical side of the course will reinforce these concepts in addition to building and developing the techniques and skills needed to work independently within a laboratory environment. Much of the teaching of both theory and lab will take place through guided inquiry. Chemistry B is recommended for students able to cover material in substantial detail and at a fast pace.

Human Biology = 1 credit
Note: This elective course is only open to students in Grades 10-12.

Human Biology is an advanced elective taught over a one-year period. It presents the anatomy of the human body with a focus on human-biology related issues. Laboratory work and dissections are a requirement. Upon completion, students will be able to demonstrate understanding of cell biology and the human body systems. Strands include the cell; matter, energy, and organisation in living systems; and behaviour of organisms.

AP Chemistry = 1 credit
Prerequisites: Successful completion of Chem B or equivalent level course and Algebra 2 (adv).

AP Chemistry is designed to be the equivalent of a two-semester college introductory chemistry course taken by chemistry majors during their first year. The key concepts and related contents that define AP chemistry are organised around four underlying principles called the Big Ideas and six Science Practices. The full details of these can be found on the College Board website.

AP Biology = 1 credit
Prerequisites: At least a B in regular Biology.

AP Biology is designed to be the equivalent of a two-semester college introductory biology course taken by biology majors during their first year. After showing themselves to be qualified on the AP exam, some students, in their freshman year, are permitted to undertake upper-level courses in biology or to register for courses for which biology is a prerequisite. Unit topics in the course include: molecules and cells; cellular energetics; heredity and evolution; molecular genetics; evolutionary biology; organisms and populations; structure and function of plants and animals; and ecology.

AP Physics 1 = 1 credit
Prerequisites: The successful completion of the Regular Physics course in grade 10 or 11 with at least a B.

This is a 1 year course designed to permit students in high school to gain college credit and/or placement in physics by taking courses in school at the introductory level most commonly offered at college and university. After showing themselves to be qualified on the AP exam, some students, in their freshmen year, are permitted to undertake upper-level courses in physics or to register for courses for which physics is a prerequisite. Topics include: kinematics; Newton’s laws of motion; work, energy, and power; systems of particles, linear momentum; oscillations; gravitation; rotational motion; electrostatics; conductors and electric circuits.
AP Physics 2 = 1 credit
Prerequisites: The successful completion of AP 1 Physics course in grade 11.

This is a 1 year course designed to permit students in high school to gain college credit and/or placement in physics by taking courses in school at the introductory level most commonly offered at college and university. After showing themselves to be qualified on the AP exam, some students, in their freshmen year, are permitted to undertake upper-level courses in physics or to register for courses for which physics is a prerequisite. Topics include: Thermodynamics; fluid statics and dynamics; electric force, field and potential; DC and RC circuits; electromagnetism; geometric and physical optics and quantum, atomic and nuclear physics.

IB Physics, SL/HL = 1 credit
Prerequisites: The successful completion of Regular Physics in Grade 10 or equivalent with at least a grade B.

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies. The Diploma Programme physics course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course. The course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. A single internal assessment is undertaken in the form of a ten hour individual investigation.

IB Biology, SL/HL = 1 credit
Prerequisites: At least a B in regular Biology is required.

This is a 2 year course in which all the students cover common ground in Grade 11 and then split in Grade 12 into Higher or Standard Levels. Strong emphasis is placed on laboratory and fieldwork, data collection, analysis and evaluation. In addition the students carry out a science project of about 10 hours duration. Topics include: statistical analysis; cells, the chemistry of life; genetics; ecology and evolution; and human health and physiology.

IB Chemistry, SL/HL = 1 credit
Prerequisites: At least a B in regular chemistry course is required for entry.

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. The Diploma Programme chemistry course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course. The course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. A single internal assessment is undertaken in the form of a ten hour individual investigation.

IB Environmental Systems and Societies, SL = 1 credit
Prerequisites: Successful completion of Grade 10 Biology or equivalent, i.e., Chemistry or Physics with at least a ‘C’ and demonstrated proficiency in basic arithmetic functions, use of descriptive statistics, use of standard scientific notation, using and constructing charts, column graphs, histograms and pie charts to display and interpret data, use of the scientific method and lab report writing.

This is a standard-level, two-year trans-disciplinary course that can be used to meet IB requirements for group 4 experimental sciences and/or group 3 individuals and societies. Topics include: The modern environmental movement; Environmental perspectives; Ecosystems; Systems theory; Biodiversity; Conserving biodiversity; Population dynamics; Resources as natural capital; Energy resources; Water resources; Soil resources; Food resources; Succession; Pollution management; Climate Change. This is a rigorous IB Diploma Course.

IB Sports, Exercise and Health Science, SL = 1 credit
Pre-requisites: Successful completion of Biology, Chemistry or Physics 10 with a C or above.

This course is taken over two years. The Sport Exercise and Health Science course incorporates the disciplines of anatomy, physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyse human performance. The curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education.

Sports Science = ½ credit (elective)
This course is for students interested in learning more about the world of sport leadership, sport science and the career opportunities in sport. Whilst studying the basic principles of sports science in the areas of basic anatomy, exercise physiology, skill acquisition and sport psychology. Students should develop their organization, motivation and communication skills, and gain an understanding of how to mentor others, and how to use leadership skills in a variety of settings. They should also develop an understanding of sport and it’s the scientific principles of performance.
Social Studies

World History I = 1 credit
This course is a survey of World History from pre-historic times to the Renaissance. The geography, government, religion and achievements of non-western (Middle Eastern, Indian, Chinese, Islamic, and Japanese) and western (Greek, Roman, Byzantine, Medieval Europe) civilizations are explored through discussions, presentations, essays and field trips. The aim of World History I is to provide students with the knowledge and skills to become independent thinkers, using logic and analysis, with a degree of human understanding, in their study of the past. The course is designed to be relevant to today’s issues, as students learn to take part in an increasingly complex world environment.

World History II = 1 credit
Prerequisite: World History I

World History II is intended to provide an overview of the last four hundred years and the myriad ways in which that story has shaped the world we live in today. By studying the major events and individuals of the past, students will develop a greater appreciation for those who have come before them and hopefully allow these lives and lessons to help shape their own values and ambitions. Students are assessed based on a combination of daily homework assignments, class participation, individual and group projects, essays, quizzes and tests.

United States History = 1 credit
(Combined with AP US History)

The US History course begins with the European colonization of the Americas and covers the political, economic, social and cultural aspects that have shaped the development of the United States till present. Students will acquire a body of knowledge and skills that will enable them to understand how the above disciplines are related to each other and contributed to US history.

Economics = 1 credit
This is a year long course designed for students in Grades 11 and 12. It serves as an introduction to economics and economic theory. Students who are interested in economics, but do not wish to take an IB certificate or AP course in the subject should select this course. This is NOT a prerequisite for AP Economics.

Psychology = 1 credit
Open to students in grades 10-12

Psychology is the study of the brain and behaviour. This one-year course will provide an overview of the various perspectives in psychology and will include neuroscience, memory and intelligence, sleeping and dreaming, motivation and emotion, social relationships, and psychological disorders and treatments. Each unit will include a project and the course is designed to be interactive and participatory. No background knowledge is required and it’s not a prerequisite for either IB or AP psychology.

Global Studies - elective = ½ credit
Global Studies focuses on the cultural, political, environmental, scientific, and economic issues of modern times and prepares students to become citizens of the world. Topics and themes include global issues such as food and population, the spread of disease, human rights, sustainable development, empowerment of women, indigenous peoples, causes of poverty, ecological degradation, and migration. Students will develop public speaking skills through a series of debates related to the topics. The debate format requires students to work in teams of four.

Geography - elective (pilot year) = 1 credit
A practical, hands-on introduction to Geography based around case studies and real world applications. Topics covered will relate to the two themes of population and settlement, and the natural environment. Skills covered will provide a strong base for AP/IB Geography.

AP Human Geography = 1 credit
The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organisation and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

AP United States History = 1 credit
The AP U.S. History course focuses on developing students’ understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

AP European History = 1 credit
Prerequisites: At least a B+ in the end-of-year World History I examination in Grade 9, or equivalent. Students should have the ability to read challenging texts independently with a high level of motivation and commitment. This is an extremely fast paced Advanced Placement course, offered to qualified Grade 10 students and open to students in Grades 11 and 12. Students must gain teacher approval to take this course.
The course, a study of European history since 1450, introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyse historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

AP Psychology = 1 credit
This course is meant to provide an overview of the fields of psychology. A few topics include neuroscience, development, sensation/perception, learning/memory, psychological disorders, and social relations. As all AP classes, this is a university-level course with a great deal of content to cover, and keeping a fast pace is essential in being adequately prepared for the AP exam in May. On average, students are responsible for completing study of one unit every two-to-three weeks. Students who do not keep up with the workload will find that their grades in class and on the exam suffer greatly. We develop understanding through quarterly projects and AP-style tests at the end of each unit.

AP Economics: Microeconomics and Macroeconomics
Prerequisite: B+ grade or higher in two previous years of high school mathematics.

AP Economics is a rigorous and demanding university level course that covers the essentials of microeconomic and macroeconomic theory. We offer the two component halves as separate courses, AP Microeconomics and AP Macroeconomics. Each course prepares students for an AP examination in May. Students are free to take both courses in the same year, or consecutively over two years.

For those taking the course over two years the required sequence is Microeconomics in Grade 11, followed by Macroeconomics in Grade 12. The courses are delivered through a combination of lecture presentation and discussion, requiring mature study and note-taking skills of students. Most practical work, designed to consolidate new concepts and theories, is done outside class time. Homework consists of extensive reading in the text and supplemental reading material, numerical and graphical worksheets, essay writing, and practice AP free response questions.

Students are required to master fundamental theory and apply their knowledge to written, numerical and graphical problems. The application of theory to numerical and graphical examples and case studies is an essential skill, along with an analytic approach to problem solving. To achieve success in the class students must be highly motivated, self-directed and deeply curious about the fundamental processes that underlie human social interaction in the market economies of the world. These courses place a premium on mathematical skills and understanding.

AP Microeconomics = 1 credit
Microeconomics is the study of individual decision-making in an economy, focusing on the motivations and actions of consumers, firms and government. It incorporates the analysis of product and factor markets, the structure of competitive markets, international trade, and market failure.

AP Macroeconomics = 1 credit
Macroeconomics is the study of group decision-making within the American economy, focusing on the aggregate actions of consumers and firms and the role of government fiscal and monetary policies. It attempts to measure economy-wide phenomena and the effect of government actions in realizing national economic goals.

IB Business and Management (SL/HL) = 1 credit
This two-year course promotes the importance of exploring business issues from different cultural perspectives, encouraging a holistic view of the world of business. Topics include: Business organisation & environment, human resources, accounts & finance, marketing, operations.

IB Business and Management draws from such a varied range of sources that it is suitable for most occupations. It is widely accepted by universities for many diverse courses and employers recognise its strong practical respectability. Future careers may include management, retailing, marketing, sales, accountancy, research, the civil service and consultancy. This course will provide students with a wide range of transferable skills and can, therefore, be useful in many other subjects and careers.

Skills gained in the course include: development of the capacity to think critically about individual and organisational behaviour; enhancement of the student’s ability to make informed business decisions; appreciation of the nature and significance of change in a local, regional and global context; awareness of social, cultural and ethical factors in the actions of organisations and individuals in those organizations; appreciation of the social and ethical responsibilities associated with businesses operating in international markets. Students will learn through a variety of methods including class discussion, individual work and study, exam-focused teaching, presentations, and a scheduled programme of assessment and revision to reinforce learning.
IB Economics, SL/HL = 1 credit
IB Economics is a demanding course in the foundations of modern economic thought. Its syllabus covers a diverse range of economic topics, including microeconomics, macroeconomics, international economic and development economics. IB Economics satisfies the Group 3, Individuals and Societies, component of the IB Diploma Programme. The course is delivered through a combination of lecture presentation, class discussion, and directed work, requiring mature study and note-taking skills of students. Much of the practical work designed to consolidate new concepts and theories is done outside the class as homework. Homework consists of extensive reading in the text and supplemental reading material, essay writing, data response questions, and numerical and graphical worksheets.

Students are required to master essential theory and apply their knowledge to a variety of essay questions and data response / case study problems. A holistic approach to the overlapping sections of the syllabus is essential, for the IB rarely confines essay and data response questions to any one area. To achieve success in the class and subsequent IB examination students must be highly motivated, self-directed and dedicated, and deeply curious about the fundamental processes that underlie human social interaction in the nations and economies of the world. Both the Higher Level and Standard Level courses require mastery of the skills necessary to write long evaluative essays and analyse data response questions. In addition, the Higher Level course requires the mathematical skills necessary to demonstrate mastery of economic theory through solving numerical questions and explaining the meaning of mathematical answers.

IB History, SL/HL = 1 credit
The IB History course provides a framework for the study of major issues relevant to life in the 21st century. The aim of the course is to stimulate interest in and enthusiasm for the study of the past and to promote understanding of the background to current international issues. All students study selected topics from nineteenth and twentieth century world history.

European history is used as the foundation for studying, while references are drawn to non-European cultures for comparative purposes and to develop global themes. Over two years, students will survey issues from the causes, practices and effects of war, and the rise and rule of single-party states. All students will write an investigation of 2200 words on a topic of his, or her, own choice. In addition, all students write two exam papers at the end of year two based on essay questions and source analysis. Students who choose higher level history, study in further detail, nineteenth and twentieth century history and write a third exam paper.

Students who have done well in this course are those who have a keen interest in current events, enjoy reading and participating in discussion and debate and can present a clear written argument in English.

Students who may wish to study or follow careers in law, business management, public administration, the media or social sciences will find this course develops relevant skills but should also consider studying history at this level because it is challenging and interesting.

IB Psychology, SL/HL = 1 credit
Psychology investigates how, when and why we think, feel and behave as we do. Through developed research methodological skills, students look at psychology from three different approaches: biological, cognitive, and socio-cultural. They also look deeper at one to two additional topics, depending on whether they choose SL or HL.

Students should be able to analyse and evaluate theories and empirical studies related to each level of analysis and the optional topics. Questions such as, why do people form groups? Why do we forget and how accurate are our memories? How can we distinguish a ‘normal’ person from an ‘abnormal’ person? These are some of the subjects we look at.

Students also complete their own experimental study and report for their Internal Assessment.

IB Geography , SL/HL = 1 credit
IB Geography is a two year course that embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Throughout the course, teachers have considerable flexibility in their choice of examples and case studies to ensure that Diploma Programme Geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity.

Assessment in the class involves essay type tests, homework and projects. Assessment for the IB Diploma includes Core Themes, Optional Themes, and a Project involving original research; additionally for Higher Level, there is Paper Three Higher Level Extension.
**World Languages**

Students new to the High School must take a compulsory placement test. The test result not only determines the course placement, but also provides the student and teacher with guidance about the actual level of the student’s knowledge of the language at the start of the course. Depending on students’ previous experience in the various languages on offer, there are several pathways to follow. See the progression chart below, and consult the course descriptions. Languages are a core class requirement in 9th and 10th grade. While credit for levels 1-3 are accepted from middle school, further to this, students are expected to complete 2 consecutive years of study of the same language at high school level to comply with general university matriculation requirements.

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### Most Common Language Pathways (Main WL) by Qualification

#### IB Pathways
- **Main pathways:** French, German, Spanish
- **Ab Initio:** Japanese, German, Mandarin*

*Having completed Mandarin 1 (see Mandarin diagram, next page)

#### AP Pathways
- **Main pathways:** French, German, Spanish

#### HS Diploma Pathway
- **Main pathways:** French, German, Spanish

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### French

**French 1 = 1 credit**
This one-year course introduces students to the French language and culture. It promotes listening, speaking, reading and writing skills so that students can communicate in the language at a basic level in a French-speaking country.

**French 2 = 1 credit**
Prerequisite: French 1 or Middle School French 1B with a C or higher in the second Semester.

This one-year course reviews and reinforces skills learned in the first year. By the end of this course, students should be able to communicate ideas related to the present, past and future. Cultural content continues to play an important part of this course.

**French 3 = 1 credit**
Prerequisite: French 2 with a C or higher grade in the second semester.

French 3 will develop and deepen students’ knowledge and language skills. The objective is to complete vocabulary acquisition of the basic topics and start developing more advanced listening, speaking, reading and writing skills. You will be able to read contemporary articles on a variety of topics and talk about your personal experience as well as learn more about French culture and French-speaking countries. This course is for you if:

- you enjoy expressing yourself in French and want to improve your communication skills. You must be prepared to learn grammar rules and new vocabulary by heart as you will be tested on them on a regular basis
- you are in Grade 9 planning to take IB French Standard Level in the future. Join French 3 now, and then continue with French 4 in Grade 10, the following year
- you are in Grade 10. After completing French 3, students can join the AP or IB program (IB French Standard Level only) or continue with French 4, subject to teacher recommendation. Grade 11 students may continue with French 4 or join the AP programme.
French 4 = 1 credit
Prerequisite: French 3 with a C or higher Grade in the second semester.

French 4 consolidates and extends the work done in French 3. Students continue to develop their listening, speaking, reading and writing skills. They will refine their knowledge of grammar and vocabulary and prepare for AP/IB classes, which they will take in the following year. This course is for you if

- you enjoy communicating in French and want to develop your accuracy and fluency
- you have good study habits and are organised
- you are prepared to work hard independently.

Pre-IB/AP French = 1 credit
Open to students in 10th grade only.

10th grade students who completed French level 4 or were exempted from level 4 due to their prior learning experience are able to take this pre-IB/AP course in order to achieve a level equivalent to a language B first year course or AP course. This is an advanced foreign language course for students with strong foundation of the language. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills are developed through the study and use of a range of written and spoken material, such as films, literary texts and topics related to the French-speaking countries. Students learn how to communicate effectively in a number of situations and within the culture(s) where the language is spoken.

Please note: In order to study an IB language at Higher Level, the recommended path for students is to complete pre-IB/AP (equivalent to the IB Standard Level first year course) in Grade 10. In Grade 11, students complete the SL course and have the option to take the IB SL examination. They then proceed to study for the Higher Level language course in Grade 12.

AP French = 1 credit
Students planning to take AP French should join the first year of the IB SL course. AP candidates will require extra work and preparation for the AP exam.

IB French B, SL/HL = 1 credit
Language B is a foreign language course for students with strong foundation of the language. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills are developed through the study and use of a range of written and spoken material, such as films, literary texts and topics related to the French speaking countries. Language B students learn how to communicate effectively in a number of situations and within the culture(s) where the language is spoken. In the Higher Level classes, students will study two works of Literature. Please note: In order to study IB French at Higher Level, you must have completed French 4 in

Grade 9, IB SL/Pre-IB first year French in Grade 10. In Grade 11 you will complete the SL course, taking the examination at the end of Grade 11 and then study for the Higher Level in the language in Grade 12.

German

German 1 = 1 credit
This one-year course introduces students to the German language and culture. It promotes listening, speaking, reading and writing skills so students can communicate in the language at a basic level in a German-speaking country.

German 2 = 1 credit
Prerequisite: German 1 or Middle School German 1B with a C or higher in the second Semester or in the language exam.

This is a one-year course that reviews and reinforces skills learned in the first year. By the end of this course, students should be able to communicate ideas related to the present, past and future. Cultural content continues to play an important part of this course.

German 3 = 1 credit
Prerequisite: German 2 with a C or higher grade in the second semester.

German 3 will develop and deepen students’ knowledge and language skills. The objective is to complete vocabulary acquisition of the basic topics and start developing more advanced listening, speaking, reading and writing skills. You will be able to read contemporary articles on a variety of topics and talk about your personal experience as well as learn more about German culture and German-speaking countries. This course is for you if:

- you enjoy expressing yourself in German and want to improve your communication skills. You must be prepared to learn grammar rules and new vocabulary by heart as you will be tested on them on a regular basis
- you are in Grade 9 and you are planning to take IB German Standard Level in the future. Join German 3 now, and then continue with German 4 in Grade 10, the following year
- you are in Grade 10. After completing German 3, Grade 10 students can join the IB program (IB German Standard Level only) or continue with German 4.

German 4 = 1 credit
Prerequisite: German 3 with a C or higher Grade in the second semester.

German 4 consolidates and extends the work done in German 3. Students continue to develop their listening, speaking, reading and writing skills.
They will refine their knowledge of grammar and vocabulary and prepare for IB classes, which they will take in the following year. This course is for you if:

- you enjoy communicating in German and want to develop your accuracy and fluency
- you have good study habits and are organised
- you are prepared to work hard independently.

**Pre-IB/AP German = 1 credit**
Open to students in 10th grade only.

10th grade students who completed German level 4 or were exempted from level 4 due to their prior learning experience are able to take this pre-IB/AP course in order to achieve a level equivalent to a language B first year course or AP course. This is an advanced foreign language course for students with strong foundation of the language. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills are developed through the study and use of a range of written and spoken material, such as films, literary texts and topics related to the German-speaking countries. Students learn how to communicate effectively in a number of situations and within the culture(s) where the language is spoken.

Please note: In order to study an IB language at Higher Level, the recommended path for students is to complete pre-IB/AP (equivalent to the IB Standard Level first year course) in Grade 10. In Grade 11, students complete the SL course and have the option to take the IB SL examination. They then proceed to study for the Higher Level language course in Grade 12.

**IB German ab initio, SL only = 1 credit**
The German ab initio course is a two-year language course designed for students with no prior experience of the target language, or for those students very limited previous exposure. The course is very fast-paced and students have to be prepared to revise grammar and vocabulary independently on a regular basis. The course develops a variety of linguistic skills, and a basic awareness of German, Austrian and Swiss culture through the study of a topic based syllabus.

**IB German B, SL/HL = 1 credit**
Language B is a foreign language course for students with a strong foundation of the language. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. These language skills are developed through the study and use of a range of written and spoken material, such as films, literary texts and topics related to the German speaking countries. Language B students learn how to communicate effectively in a number of situations and within the culture(s) where the language is spoken. In the Higher Level classes, students will study two works of Literature.

**AP German = 1 credit**
Students planning to take AP German should join the first year of the IB SL course. AP candidates will require extra work and preparation for the AP exam.

**Spanish**

**Spanish 1 = 1 credit**
This one-year course introduces students to the Spanish language and culture. It promotes listening, speaking, reading and writing skills so that students can communicate in the language at a basic level in a Spanish-speaking country.

**Spanish 2 = 1 credit**
Prerequisite: Spanish 1 or Middle School Spanish 1B with a C or higher in the second semester.

This one-year course expands the students’ ability to speak, read, write and listen. The course includes a greater use of tenses, interactive oral practice, cultural articles and stories, and writing short compositions. By the end of the course, students are able to understand a native speaker within the limits of acquired vocabulary.

**Spanish 3 = 1 credit**
Prerequisite: Spanish 2 with a C or higher grade in the second semester.

Spanish 3 will develop and deepen students’ knowledge and language skills. The objective is to complete vocabulary acquisition of the basic topics and start developing more advanced listening, speaking, reading and writing skills. You will be introduced to Hispanic literature and be able to talk about your personal experiences as well as learning more about Spanish speaking countries and their culture. This course is for you if:

- you enjoy expressing yourself in Spanish and want to improve your communication skills. You must be prepared to learn grammar rules and new vocabulary as you will be tested on them on a regular basis.
- you are in Grade 9 and are planning to take IB Spanish Standard Level in the future. Join Spanish 3 now, then continue with Spanish 4 in Grade 10 the following year.
- you are in Grade 10. After completing Spanish 3, Grade 10 students can join the AP or IB program (IB Spanish Standard Level only) or continue with Spanish 4. Grade 11 students may continue with Spanish 4 or join the AP programme subject to teacher recommendation.

**Spanish 4 = 1 credit**
Prerequisite: Spanish 3 with a C or higher Grade in the second semester.

Spanish 4 consolidates and extends the work done in Spanish 3. Students continue to develop their listening, speaking, reading and writing skills. They will refine their knowledge of grammar and vocabulary and prepare for AP/IB classes, which they will take in the following year.
Pre-IB/AP Spanish = 1 credit
Open to students in 10th grade only.

10th grade students who completed Spanish level 4 or
were exempted from level 4 due to their prior learning
experience are able to take this pre-IB/AP course in
order to achieve a level equivalent to a language B first
year course or AP course.

This is an advanced foreign language course for
students with strong foundation of the language. The
main focus of the course is on language acquisition
and development in the four primary language skills:
listening, speaking, reading and writing. These
language skills are developed through the study and
use of a range of written and spoken material, such as
films, literary texts and topics related to the Spanish-
speaking countries. Students learn how to communicate
effectively in a number of situations and within the
culture(s) where the language is spoken.
Please note: In order to study an IB language at Higher
Level, the recommended path for students is to
complete pre-IB/AP (equivalent to the IB Standard Level
first year course) in Grade 10. In Grade 11, students
complete the SL course and have the option to take the
IB SL examination. They then proceed to study for the
Higher Level language course in Grade 12.

AP Spanish = 1 credit
The AP Spanish Language and Culture course
emphasizes communication by applying the
interpersonal, interpretive, and presentational modes
of communication to real-life situations. This includes
vocabulary usage, language control, communication
strategies, and cultural awareness. This course strives
not to over-emphasize grammatical accuracy at the
expense of communication. To best facilitate the study
of language and culture, the course is taught almost
exclusively in Spanish.

The AP Spanish Language and Culture course
engages students in an exploration of culture in both
contemporary and historical contexts. The course
develops students’ awareness and appreciation of
cultural products (e.g., tools, books, music, laws,
conventions, institutions); practices (patterns of social
interactions within a culture); and perspectives (values,
attitudes, and assumptions).

IB Spanish B, SL/HL = 1 credit
Language B is a foreign language course for students
with a strong foundation of the language. The main
focus of the course is on language acquisition and
development in the four primary language skills:
listening, speaking, reading and writing. These skills
are developed through the study and use of a range of
written and spoken material, such as films, literary texts
and topics related to the Spanish speaking countries.
Language B students learn how to communicate
effectively in a number of situations and within the
culture(s) where the language is spoken. In the Higher
Level classes, students will study two works of

Please note that in order to study IB Spanish at Higher
Level, you must have completed Spanish 4 in Grade 9,
IB SL first year/Pre-IB Spanish in Grade 10. In Grade 11
you will complete the SL course, taking the examination
at the end of Grade 11 and then study for the Higher
Level in the language in Grade 12.

Mandarin

Mandarin 1 = 1 credit
This course is an introduction to Mandarin language
and the culture in which it is spoken. It develops
listening, speaking, reading and writing skills at a
basic level. Students with little or no background in
the language will find this suitable for developing their
communication skills in the world’s most widely-spoken
language.

Mandarin 2 = 1 credit
This course is a continuation of Mandarin 1, which
provides learners an opportunity to further expand their
knowledge in further depth in all four skill areas.

IB Mandarin ab initio 1 = 1 credit
IB Mandarin ab initio 1 is the first year of a 2-year IB
course. It is suitable for students, who either wish
to take the ab initio exam in Mandarin or those who
wish to study the language for enrichment purpose
without the need of taking any external exam. It builds
on skills already developed and delivers the ab initio
curriculum, which is organised around 5 prescribed
themes: identities, experiences, human ingenuity, social
organization and sharing the planet.

IB Mandarin ab initio 2 = 1 credit
Prerequisite: Successful completion of IB Mandarin ab
initio 1

IB Mandarin ab initio 2 is the second year of a 2-year
IB course. It is suitable for those who have completed
IB Mandarin ab initio 1 course and wish to take the
external IB ab initio exam at the end of the course. This
course continues working on the 5 prescribed themes to
develop all four skill areas in order to equip the students
for the IB exam. This is a rigorous course focusing on
exam preparation and, therefore, not suitable for those
with no intention of taking the external IB exam. Note:
Students, who intend for Mandarin ab initio to be part
of their full IB diploma, are required by the exam board
to take the exam in their senior year.

Japanese

Japanese 1 = 1 credit
Open to grade 10 only.
This is an introductory course for students with little
or no background in Japanese language and culture. It
promotes listening, speaking, reading and writing skills
so that students can communicate in Japanese at a
basic level. It also develops a knowledge of Japanese
culture which makes learning more enjoyable.
IB Japanese ab initio, SL only = 1 credit
Open to students in grades 11-12

The Japanese Ab Initio course is a two-year IB Japanese Diploma course designed for beginner students whose mother tongue is not Japanese. The main focus of the course is on the acquisition and development of the four primary language skills through the study and use of a range of written and spoken materials. Students will learn grammar and vocabulary, along with 160 kanji characters. The course prepares students for the external IB exam, at Standard Level, at the end of the two year course, as well as developing a knowledge of Japanese culture which makes language learning more enjoyable.

IB Japanese A Literature, SL/HL = 1 credit
IB Japanese Language A: Literature is a Group 1 Component of the IB Diploma designed for native level speakers of Japanese. Through the study of a wide range of literature, students are encouraged to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Students who are fluent in the Japanese language and who demonstrate good study habits are strong candidates for this course. The key assessments include an individual oral presentation, a written assignment (HL essay), and written examinations. Students in this course require a high level of discipline in reading and writing, as well as in orally presenting sophisticated analytical views on the literary works studied.

OTHER IB LANGUAGES
If there is sufficient demand for the same language and curriculum, and if an appropriate teacher is available, other IB Language courses may possibly be offered in IB Literature, IB Language and Literature or IB Language B.

Language Policy

Grade 9 Languages
9th Grade students wishing to take classes to maintain their native language should check with the Native Language Enrichment (NLE) coordinator for availability. Please note that the courses offered in level 4 are aimed at non-native speakers. These courses, therefore, do not cater to:

- bilingual 9th-grade students whose ability exceeds level 4;
- 9th-grade students whose mother tongue is the target language;
- 9th-grade students who have studied the language at the secondary school level or have acquired certificates for an accredited course abroad (e.g. CNED for French).

The above students are advised to enrich their experience in 9th grade by starting or continuing their learning of a different foreign language, or undertaking an elective. These students will be able to start a pre-IB course in grade 10. On the other hand, students who speak the language fluently but have not received any formal education in the language might find joining a level 4 class beneficial.

We recommend that such students contact the school to complete a placement test in order to determine their correct placement.

Grade 10 Languages
If there is sufficient demand for the same native language, and if an appropriate teacher is available, then we may be able to offer two classes per week of Language 10. The level of this course is pre-IB, preparing students for the types of reading, writing and speaking requirements of IB Language A or B courses. Students will be pre-assessed to determine their suitability. Current classes include Danish, Dutch, Japanese, Norwegian, Russian.

AP Self-Taught Languages
Students may elect to self study for an AP language exam. They are expected to register and monitor their own progress towards the exam requirements. Register with the AP Coordinator by 31 Oct.

IB School Supported Self Taught Option
The IB Organisation only offers the Self Taught option in IB Language A: Literature at Standard Level. Before considering this option, students should be aware that this is a demanding literature course, involving the study of ten major texts over a two-year period. Simply being fluent in the language is not sufficient; in order to be successful in the IB Self Taught Language A option students should:

- have a strong background of studying literature in the language A (preferably have spent a significant portion of their recent school career studying literature in that language A)
- have good skills in formal writing and reading in the Language A
- be well organised and highly self-motivated.

It is also important to note that ACS Cobham offers limited school support to students who take the IB Self-Taught option. The school will help set up a course of study and:

- help contact tutors who can support students
- deal with administrative matters, ensure that deadlines are met, that assessment tasks are completed, submitted correctly and on time
- communicate with the IB for support or clarification
- ensure that the text choices are accurate and that they follow the IB requirements
- provide information, guidelines and resources to students and tutors
- follow students’ progress in the various parts of the course and provide guidance
- set mock exams and schedule examinations.

For further information, contact the IB Self-Taught Co-ordinator.
The Arts

All courses (Except IB courses) are electives and fulfil the Fine Arts graduation requirement. Students are strongly advised to take a fine art course in Grades 9 and 10.

Drama

Drama = 1 credit
Prerequisites: There are no pre-requisites for this course, but it is a recommendation for students who wish to continue to Drama 2.

Drama at high school level explores performance skills (acting and directing) and theatre production. The Drama course consists of several units including naturalistic and non-naturalistic acting, film study and making, musical theatre, devising and scripted work. It includes practical work such as theatre games, group work, improvisation, presentation of scenes and dialogues. Emphasis is placed on learning through doing, on creativity, on production based work and on mixed-media exercises.

Drama 2 = 1 credit
There are no pre-requisites for this course, but it is a recommendation for students who wish to continue with Theatre at IB level.

The course will be open to students who have taken Drama 1 and new students who have had experience of drama classes at their previous school. In Drama 2, students will build on the skills learned in Drama 1. They will be challenged to work from a range of scripts and devise performances in different genres including film and Greek theatre. They will participate in the creation and rehearsal of theatre performances for specific audiences, an adapted Shakespeare play for the Shakespeare Schools Festival. Students will reflect on their work in a process journal, from which they will select material for a quarterly portfolio.

IB Theatre SL/HL = 1 credit

This course is a theoretical and practical exploration of theatre processes, theatre in context and creating theatre. Typically students study a range of theatre practitioners and practices, with a detailed focus on Bunraku and Commedia del Arte. In October each year the IB Theatre 1 class designs, creates and stages the Haunted House. Students are also obliged to attend the 3-day ISTA TAPS practical workshops and theatre experience, usually in October. Students also attend and observe several Theatre productions in London as part of the course. Students are expected to develop skills as an actor, director, designer and creator.

Music

Music in the high school is primarily about having an amazing experience making music together with your friends. Choosing a performance class is not about paving your way to a music career, but about having a balanced and more holistic education, where you can let off steam, express yourself and have lots of fun, whilst learning a multitude of transferable skills. Studies have shown that students can benefit greatly from being involved in the performing arts. Academic abilities have been shown to increase and well-being, like stress and anxiety management, can improve.

All courses (except IB courses) are electives and fulfil the Fine Arts graduation requirement. Students are strongly advised to take a Music course in Grades 9 and 10.

Jazz Band = 1 credit
The Jazz Band is a wonderful opportunity to explore a wide variety of jazz music and have the opportunity to improvise and develop ensemble playing skills. Students will learn the techniques of jazz improvisation using traditional and contemporary compositions and prepare for music department concerts and assemblies. The course also includes music theory, aural, music appreciation and general musicianship.

Students should be able to read music fluently – including percussionists and bass guitarists. Guitarists need to be able to read and play barred chords. Not suitable for strings, flute, oboe and bassoon. Jazz Band members are required to take private music lessons. The expectation is for students to attend all rehearsals and performances as part of the full music experience which also contributes to their quarterly grades.

HS Singers = 1 credit
Using a variety of music from all genres including the latest pop and jazz music, HS Singers will develop music reading skills, ear training and ensemble singing as they prepare for school concerts and assemblies. Emphasis is also given to vocal training and warm-ups. The course also includes music theory, aural, music appreciation and general musicianship. No previous experience is required. Students should have a general sense of musical pitch and a good ear. The expectation is for students to attend all rehearsals and performances as part of the full music experience which also contributes to their quarterly grades.

Chamber Ensemble = 1 credit
Chamber Ensemble students enjoy the experience of playing a wide variety of music from all genres including film music, whilst preparing for concerts and assemblies. Chamber Ensemble caters for a variety of instruments including all wind, brass strings and piano. The course also includes music theory, aural, music appreciation and general musicianship. Students should be able to read music fluently. Chamber Ensemble members are required to take private music lessons. The expectation is for students to attend all rehearsals and performances as part of the full music experience which also contributes to their quarterly grades.
HS Music = 1 credit
Any High School student with an interest in music will enjoy this course. HS Music is exciting and rewarding because students get to write their own music, play their own music, record their own music, mix their own music. The music class focuses on performance (on an instrument or as a vocalist - and as individuals and in groups); composition (developing melodies) and composition IT software (Sibelius); music appreciation (listening and discovering the form and structure of music) of Popular Music styles and cultures, music for Film, World Music styles and fusions, Western art music styles, and Art music of the 20th century; music literacy (theory); and field trips (attending concerts). As this is an entry-level class, students are not required to have current experience in an instrument or to take private music lessons.

IB Music SL/HL = 1 credit
The IB music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. The course entails the study of musical genres and styles from around the world, the study of prescribed works, solo or group performance and composition.

Prior learning
The IB music course is designed to offer students the opportunity to build on prior experience in music while encouraging a broad approach to the subject and developing new skills, techniques and ideas. Students are strongly advised to take a Music course in Grades 9 and 10. It is desirable to have achieved a minimum level of ABRSM Grade 5/6 in performance and ABRSM Grade 5 in Theory. While prior music experience is not mandatory at SL, it is recommended. At HL it is very strongly recommended. All students are required to enrol for private music tuition, either in school, or at home by private arrangement if taking part in the IB Music course. Students are responsible for making arrangements for and with an accompanist, as necessary, for all solo performances and rehearsals.

Visual Arts
All courses with the exception of IB and AP courses are electives and fulfill the Fine Arts graduation requirement.

This progression will allow for students to broaden their skill base as well as specialize in areas of strength and interest. This produces a clear, coherent and consistent progression towards the IB and AP Visual Arts courses. These courses are suitable for students interested in pursuing arts as part of their future. It will also benefit students who wish to improve their visual literacy and awareness of visual culture.

Careers and Pathways: University/career plans: to work in the visual arts: fine artist/ illustrator/ graphic designer (digital and print)/ fashion designer/ theatre and set design/ shoe design/ costume design/ interior design/ product and furniture design/ textile design/ animation. UK BA degree courses in the visual arts mostly require you to complete a one year Foundation Course in Art and Design or a two year BTEC Course. Application to these courses is direct to the institution, rather than through UCAS. Places are given based on a portfolio of work, either physically or virtually on a website or photo sharing web site (such as Flickr). Ultimately, the portfolio of artwork will be the only deciding factor in whether you are offered a place or not.

However, having at least an IB Visual Art course qualification might be a requirement for some courses (Kingston insist on 24 points from a range of IB courses. US universities offer broad or specialist arts courses. The admissions tutors that have visited ACS from Institutions such as Savannah College of Art and Design, Ringling and Maryland Institute College of Art have said that they require a portfolio of a range of work. Some other institutions have their own portfolio requirements which means that they set a series of tasks that the students need to complete and then submit direct to admissions.

High School Pathways

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<tr>
<td>Grade 11 &amp; 12</td>
<td>IB Visual Arts / AP Studio Art/Art3 (only 1 full year course such as Art 1 is required for IB and AP courses, however 2 are desirable)</td>
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Much of the information that you gather and drawing exercises will be recorded in your sketchbook: the presentation and development of this is fundamental to your progress in this course. You will enjoy this course if you like drawing, making artwork, want to develop your creative side, want to find out about art and artists.

Art 1 = 1 credit
This course is a foundation course for High School that introduces students to problem solving, working creatively, generating ideas and communicating their ideas in the context of artistic activity. It is a one-year course suited to students with little or limited experience of working with art media and artistic contexts. Media will be introduced as a vehicle for expression and communication where opportunities will be given for practice with a range of processes and approaches to art making.
Students will have choices to work with 2-D forms (drawing, painting, collage, mixed media), lens based forms (moving image/film, photography, digital imagemaking) and 3-D forms (sculpture, ceramics) in the context of themed projects to guide focus and provide objectives. Homework load for this class is light, with some expectation to practice skills and enrich knowledge, but all assessed skills and knowledge will be based on activities within the studio. The National Visual Arts Standards, Creating, Presenting, Responding, Connecting, are the basis for the structure, unit plans and assessment of this course.

Art 2 = 1 credit
This course is intended for more experienced students that have either consistently demonstrated their high levels of skill and ability in 8th grade, have successfully completed Art 1 or similar courses at their previous schools. Students that have completed Art 1 or those that have advanced skills and experience working within the visual arts can select Art 2 as their elective choice. Students will need to show how their interest in areas of the arts informs their own approach to making, so research and investigation of artworks and artists will be an important component of the course. Homework load for this class is light, with some expectation to practice skills and enrich knowledge, but all assessed skills and knowledge will be based on activities within the studio.

Art 3 = 1 credit
The Art 3 course can be pursued either as a discrete course (dependent on student numbers) or through tasks that extend the student to work beyond the standards of the Art 2 class (at an “Advanced” level) within an Art 2 class.

Students that have completed the Art 2 curriculum can work with assignments that offer more challenge and allow students to approach art-making in keeping with the practice of contemporary artists. This means that students will consider multi-disciplinary approaches to art briefs that have been designed with the student’s own input. This will be similar to the way in which the IB Visual Art course is structured and so students wishing to take IB Visual Arts will find it a particularly useful course to prepare for their diploma activity in the 11th and 12th Grade. Homework load for this class is light, with some expectation to practice skills and enrich knowledge, but all assessed skills and knowledge will be based on activities within the studio.

AP Art and Design = 1 credit
Prerequisites: At least one full credit studio course or equivalent is very strongly recommended. Students with little technical skills or prior experience in art will struggle with the coursework. Students without such credits or experience may only apply to do AP Art in exceptional circumstances. The AP Studio Art course is a one year course designed for students with a serious interest in developing strong technical and design skills in visual art.

The AP Art and Design course asks students to consider three “Big Ideas”: Investigating Processes, Materials and Ideas; Make Art and Design; Present Art and Design. The “Sustained Investigation” component of the course is worth 60% of the AP grade, made up of 15 digital slides that the student compiles during the course. The “Quality” section of the course is worth 40% and requires the student to submit 5 high quality studio pieces that show high standards of technical skill and are physically sent to the College board for assessment. The work for these components will emerge from projects and assignments that the students undertake during the course, as well as other art experiences that are vital to learning about within the Visual Arts, but not actually assessed by the AP. These include research into the work of artists and practitioners, documenting student activity and recording their learning experiences in the sketchbook.

IB Visual Arts, SL/HL = 1 credit
Prerequisites: At least one full studio course. Students without such credits may only apply to do IB Art in exceptional circumstances.

Students gain an understanding and knowledge of the Visual Arts by exploring the works of artists, situating their work in a cultural and historical context and then use this experience to produce their own range of artwork. The course is assessed in three components, the Comparative Study (CS, 20%), the Process Portfolio (PP, 40%) and the Exhibition (E,40%). Students are required to show their awareness of the ways in which Visual Art can be made in a contemporary era and how this connects with art from the past for the CS component.

They make comparisons between artwork they are introduced to and others they explore for themselves. They experiment with a range of media, documenting and recording their findings, showing how experimentation informed their practice. They develop their approach and technical skills with several media, refine over time and then present for exhibition. Their final exhibition is supported with a curatorial rationale, which presents their reasons for the selection of pieces and articulates the purpose and significance of this work.

Successful IB Visual Arts candidates have typically taken Art courses in 9th and 10th grades. They should have a strong drawing background to do the course, even if they ultimately choose to represent their work through media such as film, performance or photography.

You will enjoy this course if you are prepared to work outside of class time on your assignments; you are aware that this course is research-based activity; if you are self-directed and independent.
Media

Computer Game Design 1 credit (FA*)
This course is the first step to working in a range of exciting industries such as Game Design and Animation. It uses industry standard software such as Unreal Engine 4 development kit, Photoshop, Final Cut X/Premiere and Soundtrack. Students will explore side scrolling, 1st and 3rd person game play, work on developing detailed and immersive environments as well as interesting and challenging game play.

Students build characters and landscapes, play, evaluate and bug fix their levels, reflecting on feedback from players to make improvements. Good drawing skills are not essential, however creativity plays a big part in all the stages of designing a good game. Students must be able to develop imaginative and interesting ideas on paper and be willing to develop and rework their sketches and concepts in pencil and other traditional media. Students should be prepared to work hard and to produce imaginative pieces of work, enjoy creative design as well as research, plan and review and evaluate projects. They should also have an interest in all aspects of the Gaming Industry.

Film 1,2,3 = 1 credit (FA*)
Film 1 is an exciting opportunity to explore and create TV adverts, movie trailers, movie posters, time and hyper-lapse sequences, cinemagraphs, music videos and a final major project. The course is project based and explores the traditions and techniques used by film and video makers to tell stories, sell products, inform or terrify its audience. Students learn to use semi-professional and professional software packages, non-linear video editing on Final Cut X and Premiere Pro, Photoshop, audio composition Soundtrack and Audition as well as post-production special and visual effects packages. Good artistic skills are not essential, however creativity plays a big part in all stages of planning a film or poster project.

You must be able to develop imaginative and interesting ideas on paper and be willing to develop and rework your storyboards, scripts and other traditional media. Film Year 2 and 3 offer the opportunity to develop already established skills, with a focus on narrative, cinematography and directing performers. Assignments will become more challenging, imaginative and sophisticated with better quality equipment being used, incorporating aerial photography. Assignments are as diverse and varied as short 2 minute films, documentaries, 45 second films, promotional material for independent clients.

As well as the year concludes with a large scale film project of their choice, horror, sci-fi, drama or comedy anything is possible. As well as film and video production the course develops transferable skills that could lead into professional fields such as editing, special effects artists and digital graphics designer, cinematography and directing.

Yearbook (FA*) = 1 credit
Students who choose Yearbook as an elective have the opportunity to work in an authentic workplace setting, developing a diverse range of skills including: interpersonal communication, interview techniques, IT, graphic design, desktop publishing, teamwork, time management, project management and leadership skills. Students considering the Yearbook as an option need to be able to work as part of a team, be flexible, willing to learn new skills and be committed to getting work completed to an agreed but tight time frame.

Digital Photography 1 credit *FA (Pilot)
11TH AND 12TH GRADE ONLY

The Digital photography course covers a wide range of specialist areas and disciplines, studio-based work, portraiture, landscape, fashion, product and food photography, architectural, sports as well as abstract photography. The course allows learners to gain an understanding of photography traditions, composition, framing, lighting, as well as contemporary techniques and practices that new technologies have created. This will give students the opportunity to appreciate the work of other artists, photographers and designers. The course offers a broad knowledge and understanding of photography and related areas including communication through Art & Design and ICT skills using Photoshop as well as photographic principles and practices, using specialist digital cameras and equipment ranging from small to large format. Student may have the opportunity to have their work exhibited in print or digital forums throughout the year. Images could feature in the school’s yearbook.

Computer & Information Technology

All courses are electives with the exception of IB and AP courses. Courses marked FA* may be used for Fine Arts credit.

Java Programming = 1 credit
In this course students learn how to design, write compile and execute Java applications. They will gain experience with Java’s object oriented features and basic programming constructs. In order to implement their learning, students will complete three independently designed projects of increasing complexity. Previous programming experience is not assumed, but a keen interest in computing and a strong background in Algebra is helpful. This course is the preferred prerequisite for AP Computer Science A as it consists mainly of Java programming. It is also a suitable choice of prerequisite for IB Computer Science. In these cases, it should be selected in Grade 9 or 10.
AP Computer Science Principles (Java) = 1 credit
This course is an examined course that focuses on innovation to solve problems. Students create artefacts using a variety of different methods, developing their computational thinking skills and applying them in numerous situations. The course focuses heavily on online content, with the use of widgets to facilitate the understanding of data representation, compression and transfer. Basic Java is used to create some of the artefacts, ensuring students become familiar with programing constructs such as collections, loops and conditional statements. The course is suitable as a prerequisite for IB Computer Science due to the general content, as well as the programming experience. In some instances, it may be considered as a prerequisite to AP Computer Science A. This is a demanding AP Course with an external examination and coursework.

AP Computer Science A = 1 credit
Prerequisite: Completion of the Java Programming Elective (preferred), AP Computer Science Principles or evidence of equivalent experience in Java programming.

AP computer Science A focuses heavily on object-oriented programming methodology with a concentration on problem solving and algorithm development using Java. The course also includes the study of data structures, design and abstraction. Students will spend the majority of their time practising their programming skills in a computer laboratory setting. The AP requirement is that students spend 40% of their time writing Java programs; in this course students should expect to spend approximately 75% of their time programming. Students should ideally have completed the Java Programming elective due to the heavy reliance on Java programming skills in this course, although students who have completed the AP Computer Science Principles examination will be considered. Homework Load average.

IB Computer Science = 1 credit
Prerequisite: Completion of the Java Programming Elective, AP Computer Science Principles or evidence of equivalent experience in Java programming.

IB Computer Science provides an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. It draws on a wide spectrum of knowledge and so there is much reading involved. The course is underpinned by computational thinking, which involves the ability to think procedurally, logically, concurrently abstractly and recursively. Students need to think ahead while utilizing an experimental and inquiry-based approach to problem solving. Early in the first year of the course students are encouraged to identify a real-world problem or unanswered question and design a prototype computational solution that s/he will implement and test as part of the internal assessment. For students to be successful in this course it is imperative they have some experience of Java programming. For students who have studied at ACS Cobham International, AP Computer Science Principles or Java Programming will provide the background required. For external candidates, evidence of a similar level of Java programming experience will be required.

Physical Education

Physical Education (Grades 9 and 10 only) = 1 credit (in conjunction with Health 9 and 10)

The purpose of the physical education program is to prepare students for the challenges of the 21st century by providing opportunities to attain the skills and knowledge to be physically active as part of a healthy lifestyle. Students will become competent in various movement forms, motor skills and social interaction skills in addition to learning to enjoy physical activity. Each student in Physical Education is assessed across three broad learning standards. Head is the ability for the child to reflect and apply their knowledge with the aim to improve. Hands is the development of the physical skills and how they are performed. Heart focuses on teamwork and character within the physical activity. You will enjoy this class if you are willingly active and eager to participate in all types of movement forms. You will succeed if you put forth consistent effort and enjoy the benefits of leading an active lifestyle.

Health 9 and Health 10 (required, but no single credit weighting unless in conjunction with PE)

Health at ACS is specifically designed to meet the needs of a unique student body that comes from all over the world. The curriculum is tailored to meet the emotional, physical and social needs of adolescents, teaching them the skills to be thoughtful decision-makers. Topics include drugs, alcohol, tobacco and relationships. The goal of the Health course is to empower each student to be able to make healthy, safe and knowledgeable choices with regards to lifestyle and their bodies. Classes are often discussion-based with students sharing their own points of view; this is combined with activities and multimedia.

Fitness for Life (Elective: Grade 11/12) = ½ credit

The purpose of the Fitness for Life course is to prepare students for the challenges of the 21st century by providing opportunities to attain the skills and knowledge to be physically active as part of a healthy lifestyle. Student activity options are chosen from the following list (based on class size and interest): basketball, soccer, volleyball, tennis, swimming, softball, golf, touch-rugby, ultimate Frisbee, badminton, fitness and weight training, dance, flag football, aerobics, yoga/Pilates, walking/jogging, circuit training, and other student-generated possibilities.
Sport Science = ½ credit (Elective)
This course is for students interested in learning more about the world of sport leadership, sport science and the career opportunities in sport. The course studies the basic principles of sports science in the areas of basic anatomy, exercise physiology, skill acquisition and sport psychology. Students should develop their organization, motivation and communication skills, and gain an understanding of how to mentor others, and how to use leadership skills in a variety of settings. They should also develop an understanding of sport and the scientific principles of performance.

IB Sports, Exercise and Health Science, SL = 1 credit
Prerequisites: Successful completion of Biology, Chemistry or Physics 10 with a C or above.
This course is taken over two years. The Sport Exercise and Health Science course incorporates the disciplines of anatomy, physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyse human performance.

Appendix A: Electives
Courses marked FA* count towards the Fine Arts Credit

Art 1 = 1 credit (FA*)
This course is a foundation course for High School that introduces students to problem solving, working creatively, generating ideas and communicating their ideas in the context of artistic activity. It is a one-year course suited to students with little or limited experience of working with art media and artistic contexts. Media will be introduced as a vehicle for expression and communication where opportunities will be given for practice with a range of processes and approaches to art making.

Students will have choices to work with 2-D forms (drawing, painting, collage, mixed media), lens based forms (moving image/film, photography, digital image-making) and 3-D forms (sculpture, ceramics) in the context of themed projects to guide focus and provide objectives. Homework load for this class is light, with some expectation to practice skills and enrich knowledge, but all assessed skills and knowledge will be based on activities within the studio.

Art 2 = 1 credit (FA*)
This course is intended for more experienced students that have either consistently demonstrated their high levels of skill and ability in 8th grade, have successfully completed Art 1 or similar courses at their previous schools. Students that have completed Art 1 or those that have advanced skills and experience working within the visual arts can select Art 2 as their elective choice. Students will need to show how their interest in areas of the arts informs their own approach to making, so research and investigation of artworks and artists will be an important component of the course. Homework load for this class is light, with some expectation to practice skills and enrich knowledge, but all assessed skills and knowledge will be based on activities within the studio.

Art 3 = 1 credit (FA*)
The Art 3 course can be pursued either as a discrete course (dependent on student numbers) or through tasks that extend the student to work beyond the standards of the Art 2 class (at an “Advanced” level) within an Art 2 class. Students that have completed the Art 2 curriculum can work with assignments that offer more challenge and allow students to approach art-making in keeping with the practice of contemporary artists.

This means that students will consider multi-disciplinary approaches to art briefs that have been designed with the student’s own input. This will be similar to the way in which the IB Visual Art course is structured and so students wishing to take IB Visual Arts will find it a particularly useful course to prepare for their diploma activity in the 11th and 12th Grade. Homework load for this class is light, with some expectation to practice skills and enrich knowledge, but all assessed skills and knowledge will be based on activities within the studio.

Creative Writing and Media Course (FA*) = 1 credit
The ACS Creative Writing and Media course is aimed at students who want to study the conventions and practices of creative writing expressed through various forms of electronic media. Examples include writings such as poetry, the short story, drama (including screenwriting) and media such as television and radio, film and video (including documentaries), and digital communications. The class will publish virtual portfolios that interweave the art of design with the craft of story telling that we can share and celebrate with others.

Drama 1 (FA*) - 1 credit
Prerequisites: There are no pre-requisites for this course, but it is a recommendation for students who wish to continue to Drama 2.
Drama at high school level explores performance skills (acting and directing) and theatre production. The Drama course consists of several units including naturalistic and non-naturalistic acting, film study and making, musical theatre, devising and scripted work. It includes practical work such as theatre games, group work, improvisation, presentation of scenes and dialogues. Emphasis is placed on learning through doing, on creativity, on production based work and on mixed-media exercises.
Drama 2 (FA*) = 1 credit
There are no pre-requisites for this course, but it is a recommendation for students who wish to continue with Theatre at IB level. The course will be open to students who have taken Drama 1 and new students who have had experience of drama classes at their previous school. In Drama 2, students will build on the skills learned in Drama 1. They will be challenged to work from a range of scripts and devise performances in different genres including film and Greek theatre. They will participate in the creation and rehearsal of theatre performances for specific audiences, an adapted Shakespeare play for the Shakespeare Schools Festival. Students will reflect on their work in a process journal, from which they will select material for a quarterly portfolio.

Global Studies = ½ credit
Global Studies focuses on the cultural, political, environmental, scientific, and economic issues of modern times and prepares students to become citizens of the world. Topics and themes include global issues such as food and population, the spread of disease, human rights, sustainable development, empowerment of women, indigenous peoples, causes of poverty, ecological degradation, and migration. Students will develop public speaking skills through a series of debates related to the topics. The debate format requires students to work in teams of four.

Jazz Band (FA*) = 1 credit
The Jazz Band is a wonderful opportunity to explore a wide variety of jazz music and have the opportunity to improvise and develop ensemble playing skills. Students will learn the techniques of jazz improvisation using traditional and contemporary compositions and prepare for music department concerts and assemblies. The course also includes music theory, aural, music appreciation and general musicianship.

Students should be able to read music fluently – including percussionists and bass guitarists. Guitarists need to be able to read and play barred chords. Not suitable for strings, flute, oboe and bassoon. Jazz Band members are required to take private music lessons. The expectation is for students to attend all rehearsals and performances as part of the full music experience which also contributes to their quarterly grades.

HS Singers (FA*) = 1 credit
Using a variety of music from all genres including the latest pop and jazz music, HS Singers will develop music reading skills, ear training and ensemble singing as they prepare for school concerts and assemblies. Emphasis is also given to vocal training and warm-ups. The course also includes music theory, aural, music appreciation and general musicianship. No previous experience is required. Students should have a general sense of musical pitch and a good ear. The expectation is for students to attend all rehearsals and performances as part of the full music experience which also contributes to their quarterly grades.

Chamber Ensemble (FA*) = 1 credit
Chamber Ensemble students enjoy the experience of playing a wide variety of music from all genres including film music, whilst preparing for concerts and assemblies. Chamber Ensemble caters for a variety of instruments including all wind, brass strings and piano. The course also includes music theory, aural, music appreciation and general musicianship. Students should be able to read music fluently. Chamber Ensemble members are required to take private music lessons. The expectation is for students to attend all rehearsals and performances as part of the full music experience which also contributes to their quarterly grades.

HS Music (FA*) = 1 credit
Any High School student with an interest in music will enjoy this course. HS Music is exciting and rewarding because students get to write their own music, play their own music, record their own music, mix their own music. The music class focuses on performance (on an instrument or as a vocalist - and as individuals and in groups); composition (developing melodies) and composition IT software (Sibelius); music appreciation (listening and discovering the form and structure of music) of Popular Music styles and cultures, music for Film, World Music styles and fusions, Western art music styles, and Art music of the 20th century; music literacy (theory); and field trips (attending concerts). As this is an entry-level class, students are not required to have current experience in an instrument or to take private music lessons.

Film 1, 2, 3 (FA*) = 1 credit
Film 1 is an exciting opportunity to explore and create TV adverts, movie trailers, movie posters, time and hyper-lapse sequences, cinemographs as well as the energetic and emotional music video and a final major project. The course is project based and explores the traditions and techniques used by film and video makers to help tell stories, sell products, inform or terrify its audience. Students learn to use semi-professional and professional software packages, non-linear video editing on Final Cut X and Premiere Pro, Professional image manipulation software Photoshop, audio composition Soundtrack and Audition as well as post-production special and visual effects package After effects. Good artistic skills are not essential, however creativity plays a big part in all the stages of planning a film or poster project.

You must be able to develop imaginative and interesting ideas on paper and be willing to develop and rework your storyboards and scripts and other traditional media. Film Year 2 and Year 3 offer the opportunity to develop upon already established skills, with a focus on narrative, cinematography and directing performers. With assignments becoming more challenging more imaginative and more sophisticated with better quality equipment being used, incorporating aerial photography.
Assignments are as diverse and varied as short 2 minute films, documentaries, 45 second films, promotional material for independent clients. As well as the year concludes with a large scale film project of their choice, horror, sci-fi, drama or comedy anything is possible. As well as film and video production the course develops transferable skills that could lead into professional fields such as editing, special effects artists and digital graphics designer, cinematography and directing.

**Computer Game Design 1 credit (FA*)**
This course is the first step to working in a range of exciting industries such as Game Design and Animation. It uses industry standard software such as Unreal Engine 4 development kit, Photoshop, Final Cut X/ Premiere and Soundtrack. Students will explore side scrolling, 1st and 3rd person game play, work on developing detailed and immersive environments as well as interesting and challenging game play. Students build characters and landscapes, play, evaluate and bug fix their levels, reflecting on feedback from players to make improvements.

Good drawing skills are not essential, however creativity plays a big part in all the stages of designing a good game. Students must be able to develop imaginative and interesting ideas on paper and be willing to develop and rework their sketches and concepts in pencil and other traditional media Students should be prepared to work hard and to produce imaginative pieces of work, enjoy creative design as well as research, plan and review and evaluate projects. They should also have an interest in all aspects of the Gaming Industry.

**Java Programming = 1 credit**
In this course students learn how to design, write compile and execute Java applications. They will gain experience with Java’s object oriented features and basic programming constructs. In order to implement their learning, students will complete three independently designed projects of increasing complexity. Previous programming experience is not assumed, but a keen interest in computing and a strong background in Algebra is helpful. This course is the preferred prerequisite for the AP Computer Science A qualification as it consists mainly of Java programming. It is also a suitable choice of prerequisite for IB Computer Science. In these cases, it should be selected in Grade 9 or 10.

**Economics = 1 credit**
This is a year long course designed for students in Grades 11 and 12. It serves as an introduction to economics and economic theory. Students who are interested in economics, but do not wish to take an IB certificate or AP course in the subject should select this course. This is NOT a prerequisite for AP Economics.

**Human Biology (Grades 10-12 only) = 1 credit**
Human Biology is an advanced elective taught over a one-year period. It presents the anatomy of the human body with a focus on human-biology related issues. Laboratory work and dissections are a requirement. Upon completion, students will be able to demonstrate understanding of cell biology and the human body systems. Strands include the cell; matter, energy, and organisation in living systems; and behaviour of organisms.

**Sports Science = ½ credit**
This course is for students interested in learning more about the world of sport leadership, sport science and the career opportunities in sport. Whilst studying the basic principles of sports science in the areas of basic anatomy, exercise physiology, skill acquisition and sport psychology, students will also have the opportunity to gain a UK nationally recognised qualification. Students should develop their organization, motivation and communication skills, and gain an understanding of how to mentor others, and how to use leadership skills in a variety of settings. They should also develop an understanding of sport and it’s the scientific principles of performance.

**Yearbook (FA*) = 1 credit**
Students who choose the Yearbook as an elective have the opportunity to work in an authentic workplace setting, developing a diverse range of skills including interpersonal communication, interview techniques, IT, graphic design, desktop publishing, teamwork, time management, project management and leadership skills. Students considering the Yearbook as an option need to be able to work as part of a team, be flexible, willing to learn new skills and be committed to getting work completed to an agreed but tight time frame.

**Challenge and Enrichment = 1 credit**
Open to Grade 9 students only

This course has been designed to provide highly able students the opportunities for academic and intellectual extension beyond the typical grade-level curriculum. The curriculum has three key elements: extension of grade-level curriculum content, the development of research skills through personalized research, and the development of intellectual skills. Curriculum extensions challenge students to make interdisciplinary connections and communicate their understanding via written and oral communication as well as work collaboratively in teams of varied interests. The research process is explored and reflected upon through topics of personal interest to the students.

Students are required to consider the practical implications and applications as part of this work. Intellectual skills are developed via tasks aimed at creative and critical thinking development as well as building vocabulary and problem-solving skills.
Psychology = 1 credit
Open to students in grades 10-12

Psychology is the study of the brain and behaviour. This one-year course will provide an overview of the various perspectives in psychology and will include neuroscience, memory and intelligence, sleeping and dreaming, motivation and emotion, social relationships, and psychological disorders and treatments. Each unit will include a project and the course is designed to be interactive and participatory. No background knowledge is required and it’s not a prerequisite for either IB or AP psychology.

Additionally:

Resource/Learning Support Program - Grades 9-12
Students who qualify for learning support receive support lessons in a small-group setting (Resource Rooms) for as many periods per week as needed. Students are taught metacognitive and study skills using their own course assignments, according to individual learning needs, in the areas of organization, revision, the writing process, memory, exam preparation as well as some re-teaching of concepts in specific subjects. In addition, students are encouraged to develop self-knowledge and awareness of personal learning style.

Resource classes are scheduled periods that are in place of a study hall or in some cases, an elective, so all students follow a fully integrated curriculum. Resource support is guided by the individual learning needs of each student, according to their formal Educational-psychological Testing Evaluation Report.

The aim of the support is not only to raise student achievement, but also for the student to learn skills that lead them toward further independence. We act as advocates for our students within the school, while encouraging self-advocacy skills. We also arrange for students to access classroom accommodations such as extended time on testing, computer use and other accommodations as appropriate, and we apply for external examination accommodations for the IB, SAT, AP and ACT exams. All students have basic goals (Key Learning Objectives AS1 to MC5) that they are encouraged to master by the time they graduate and enter higher education.

Academic English
This course provides help and support for those students with EAL needs. Students who are in Transitional English may take this course, which provides them with the opportunity to develop their English language skills across the curriculum. This course is taken as an elective class.
Frequently Asked Questions

Q. What is the difference between the IBDP and AP programmes?

A. Both programmes reflect a high level of achievement; they are therefore highly respected and valued qualifications by universities. They are academically rigorous, which means that they have a demanding workload. Courses in both programmes may have pre-requisites, and may not be available or accessible to all students, or may not be suitable to all learning styles. Both IB and AP courses are available as individual courses or diploma programmes: International Baccalaureate Diploma Programme (IBDP), AP Capstone, or AP International Diploma.

<table>
<thead>
<tr>
<th>Differences</th>
<th>AP</th>
<th>IBDP</th>
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<tbody>
<tr>
<td>Duration of course</td>
<td>1 academic year</td>
<td>2 years</td>
</tr>
<tr>
<td>Subject requirements</td>
<td>‘a la carte’ = Allows subject specialisation. There is no set requirement in the number of APs a student wishes to take, or when they take them</td>
<td>‘fixed menu’ = a broad subject range (baccalaureate). Students are required to take 6 courses in at least 5 subject areas as well as 3 compulsory core subjects</td>
</tr>
<tr>
<td>Availability</td>
<td>9th-12th grade, although most APs are taken in 11th and 12th Grade</td>
<td>11th and 12th Grade</td>
</tr>
<tr>
<td>Workload</td>
<td>Consistently fast-paced</td>
<td>Varied pace, with certain high pressure, high volume periods of work. Coursework forms an integral part of the award of IB courses and the Core and demands significant independent work.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Most courses are 100% exam based, with the exception of AP Seminar, AP Research, AP Computer Science Principles and AP Art.</td>
<td>All 6 subjects have externally graded coursework, and final exams. TOK and Extended Essays are also externally assessed; CAS completion is required to achieve the diploma.</td>
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<tr>
<td>Exam awards</td>
<td>Exams are individually scored on a scale of 1-5, with 3 being a passing grade. To earn the AP Capstone Diploma students are required to score a minimum score of 3 in all of their 6 APs. There is an honor award system as well; AP Scholar, with honors, or with distinction.</td>
<td>The IBDP is awarded on total accumulated points in all courses, with a maximum total score of 45. A pass requires the achievement of 24 points, with 12 at higher level. Each course is scored on a scale of 1-7, plus 3 additional points for the core subjects.</td>
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Q: Do universities accept both the AP and IB qualification?

A: Yes, they do! Sometimes it takes a little more investigation to find the AP requirements, but they are accepted and our AP students have been very successful at universities around the world.

Q: Can I take both AP and IB classes?

A: Yes, you can. However, a mixed curriculum may make university requirements somewhat confusing. It may be a good idea to speak with a College Counsellor before selecting a combination of AP and IB coursework.

Q. Does the high school have a programme for highly able students?

A. Yes, it is known as the Challenge and Enrichment (C&E) programme. Challenge refers to the support of students and teachers in differentiation of curriculum to meet the academic and intellectual needs of students inside the classroom. Advanced courses in maths and English as well as a rich variety of IB and AP courses also support these students in the classroom. Additionally, we offer a grade 9 course by invitation which combines curriculum extension, general intellectual challenge, and opportunities for independent study. In grades 10-12, students are counselled regarding goal setting and opportunities beyond the general curriculum. Enrichment refers to supports for highly able students outside the class. These include co-curricular and extracurricular clubs which may be subject-based or focused around a certain event or competition.
Q. How do I qualify for the C&E programme?

A. We identify students for the C&E programme based on a combination of student performance on standardised achievement-based measures (e.g. MAP, PSAT) and standardised ability-based measures (e.g. CAT4, OLSAT, Morrisby, CEM). We use a total of five indicators (math achievement, reading achievement, language achievement, verbal ability, quantitative ability). Students must be within the top 10% of their year group on three of these five indicators for inclusion in the grade 9 course and grade 10-12 counselling, but enrichment opportunities are open to all students.

Q. Are APs only accepted in the US?

A. No, APs are also accepted in Canada, the UK, the Netherlands, and may other countries. Many universities and colleges in the US and Canada offer credit and/or advanced placement for students scoring a 3 or above. At least three, but preferably four, AP courses and examinations are considered to fulfill the matriculation requirements of universities in the UK. Offers will vary depending on the university or the course. Students applying to UK universities with APs must also have the High School Diploma and may be required to take the SAT Reasoning Test to be considered eligible. For individual university requirements see the College Board AP Recognition websites: https://international.collegeboard.org/programs/ap-recognition/search-ap-policies-by-international-university

Q. If I haven’t studied languages previously, or I’m not very good at languages, does that mean I can’t do the IBDP?

A. Not at all. You are required to take a language in the IBDP, so if you have no prior experience in our World Language program, then there are 2 options: you can take an ab initio language (German, Japanese or Mandarin), which is a beginners level course, or if you are proficient or native in other language, then you can take the self-study option in literature (e.g. Italian, Turkish, Arabic).

Q. How do I know which of the IB maths courses to take?

A. Because these are new courses, we will be using a combination of factors, including placement tests, to help students find the most suitable course for them: Mathematics: Analysis and Approaches reflects the emphasis on calculus and on algebraic, graphical and numerical approaches. This course is intended for students who wish to pursue studies in mathematics or subjects that have a largely mathematical content at university level.

Mathematics: Applications and Interpretation emphasises the applied nature of the subject, and also that interpretation of results in context is an important element of the subject. This course is suited for students who require mathematics at university to solve practical problems or real world situations, e.g. studies in social sciences.

Q: How do universities recognise the new IB maths courses?

A. Universities are still going through the recognition process, but here’s a statement from UCL, London:

‘UCL are aware of the changes to the International Baccalaureate Mathematics modules. From 2021, programmes requiring A-level Mathematics will accept either Mathematics: Analysis and Approaches or Mathematics: Applications and Interpretation at higher level. Programmes requiring Further Mathematics at A-level will accept higher level Mathematics: Analysis and Approaches only.’

Q. Where do our students go to university?

A. This varies year by year, however in 2019:

56% went to the UK
26% went to the US
10% went to universities in other parts of the world.

A full destination list is on the next page.

Q. Can I change courses?

A. Yes, within the first 2 weeks of school. This is called the ‘drop-add’ period. After this time, classes are closed, and request changes are difficult or impossible to fulfill, due to the impact on a student’s schedule, credit and transcript. All courses are 1 year in length.

Q. What is the minimum number of courses 11th and 12th grade students can take?

A. It depends on how many credits a student has accumulated over 9th and 10th grade, however six is the usual minimum.

Q. Can I get credit for team sport participation after school?

A. No, we do not give credit for activities outside the timetabled, credited classes. All our credited courses are based on achievement standards, so we can’t verify that outside activities meet these standards.

More Information:

For more detailed information on all our programmes, policies and courses, please visit the ACS Powerschool Learning (PSL) pages.
2019 University Placements

United States

Baylor University
Belmont University
Bentley University
Bryn Mawr College
Colorado College
Columbia College
Chicago Drexel University
Eckerd College
Georgetown University
Harding University
Lehigh University
Lewis & Clark College
Loyola Marymount University
New York University
Northeastern University
Northwestern University
Oklahoma State University
Olin College of Engineering
Pennsylvania State University
Rhode Island School of Design
Rice University
San Diego State University
St. John’s College
Syracuse University
The Los Angeles Film School
The New School - All Divisions
The University of Texas
Austin Tufts University
Tulane University
University of California, Los Angeles
University of California, Santa Barbara
University of Chicago
University of Florida
University of Miami
University of Minnesota, Duluth
University of Oregon
University of Pennsylvania
Villanova University
Wake Forest University
Washington and Jefferson College

Queen Mary University of London
Regent’s University London
Royal Holloway, University of London
St Mary’s University, Twickenham, London
Swansea University
The Royal Central School of Speech and Drama
The University of Edinburgh
The University of Manchester
The University of Nottingham
The University of Warwick
University College London
University for the Creative Arts
University for the Creative Arts at Farnham
University of Bath
University of Birmingham
University of Brighton
University of Bristol
University of Essex University of Exeter
University of Kent
University of Leeds
University of Plymouth
University of Portsmouth
University of Surrey
University of Sussex
University of the Arts London
University of the West of England
University of Westminster
University of York

Rest of the World

Canada
Bishop’s University
McGill University
Queen’s University
University of British Columbia

France
Esmod Paris
Paris College of Art
Vatel International Business School Hotel and Tourism Management

Netherlands
Leiden University College, The Hague
NHTV Internationaal Hoger Onderwijs Breda Universiteit Maastricht
Universiteit van Amsterdam

Norway
The Norwegian University of Science and Technology

Spain
Campus la Salle