AISCT
AMERICAN INTERNATIONAL SCHOOL OF CAPE TOWN

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High School Course Guide 2025-2026

Mission, Vision, and Expected Schoolwide Learning Results

All decisions at AISCT are guided by three foundation statements. Used together, these statements define our purpose, the educational beliefs that drive learning, and the specific learning outcomes we are committed to developing in each student. The three statements are the mission, vision, and ESLRs.

Mission

A diverse learning community providing students the opportunities and confidence to positively impact the world.

Vision

Empowering students with respect, responsibility, and integrity.

ESLRs

Students will demonstrate

A SOLID FOUNDATION OF KNOWLEDGE
The mastery of basic skills in all academic areas and a foundation of knowledge from which to draw.

POSITIVE LEARNING SKILLS
Affective and behavioral processes and skills that develop personal responsibility within a learning environment leading to the development of quality products.

EFFECTIVE COMMUNICATION
The ability to express thoughts, ideas, and opinions in a constructive and effective manner.

GLOBAL AND COMMUNITY AWARENESS
Skills that develop an individual's recognition of his or her role and responsibility within the family, the AISCT school community, regional communities, and the global community.

INDEPENDENT AND HIGH-LEVEL THINKING
The ability to expand learning beyond simple knowledge and recall.

Note from the High School Principal

Welcome to the American International School of Cape Town (AISCT) High School division. The *High School Course Guide* is designed to help students and parents understand the school's overall secondary academic program and offer guidance to families, so that they can make well-informed choices regarding student course selection and the pathway to graduation.

AISCT values curricular diversity and student choice, offering a diverse selection of courses at varying levels with the intention of meeting the academic needs of each student. Students are encouraged to select courses that will academically challenge them and prepare them for future educational, career, and life priorities. Students are required to make alternative course selections because scheduling and course enrollment limitations may on occasion mean that all first choices are not available to the student.

The *Course Selection Form* must be completed by all students enrolling in High School at AISCT in the 2025-26 academic year. Many High School courses are only available if the student has taken and demonstrated success in the appropriate prerequisite course.

Decisions regarding the academic program are important and should be considered carefully; we have a team to help. AISCT teachers, the High School Principal, and the High School Guidance Counselor are happy to spend time with students and parents discussing academic goals, including how best to fulfill them. AISCT is proudly an AP school, and it is recommended that all students take at least one AP course during their High School years.

Students who transfer to AISCT from other schools should check with the High School Guidance Counselor to make sure that all previous school records are in order and that the records show sufficient credits have been earned for the student to be on track to obtain an AISCT diploma.

Please refer to the *AISCT High School Course Guide* and the *AISCT Parent-Student Handbook* to find a full description of all academic requirements, rules, and guidelines.

Further information about any AISCT course may be obtained from the High School Principal, High School Guidance Counselor, the Director of Teaching, Learning, and Innovation, or the relevant lead teachers.

Peter Thorpe
Upper School Principal

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Graduation Requirements

All students at AISCT must enroll in a program leading to a U.S. High School diploma. Students enrolling after Grade 9 will be required to select courses appropriate for their grade and also to complete any other required courses not already taken. To qualify for an AISCT diploma, Seniors must meet the following graduation requirements listed below between grades 9 and 12.

Graduation requirements consist of

- 30 credits (Students have over 60 different courses from which to choose.)
- Completion of an Impact Project (a project that requires students in High School to plan a project that will positively impact the world and then to present this project to the school community)

Specific Course Requirements

English	4 credits
Social Studies	3 credits
Foreign Language	3 credits
Mathematics	3 credits
Science (may include 1 Computer Science credit)	3 credits
Physical Education (PE)/Health	2 credits
The Arts	2 credits
Electives/AP Capstone	10 credits

**AISCT awards academic credits towards graduation based upon the allocation of courses within designated subject areas/departments; however, the school cannot guarantee that all universities around the world will recognize how AISCT allocates credits or agree that their prerequisite requirements have been met by particular AISCT courses. Please see the AISCT High School Guidance Counselor for direction on this matter to help ensure that your course selections are in line with specific university system requirements and/or pathways.*

AP Capstone Pathway

- 4 subject-specific AP classes (5 is the recommended number)
- 2 Capstone courses (Seminar and Research)

Grading Scales

Academic Achievement

Academic achievement is assessed solely on a student's achievement against the learning standards. The learning standards for each discipline are found on the AISCT website.

AISCT uses a standards-based grading system. Students are assessed on a 1-4 scale (descriptors below) on each of the standards associated with a particular summative assessment. A summative grade for each course will be calculated based on the standards grades. The system will calculate a grade for the course based on the average of the standards using the scale below.

AP Classes receive a grade interval boost. (Example: If a student earns a B in a class, the reported grade will be a B+.)

Assessment Scale

GRADE SCALE		
AVERAGE RANGE	**LETTER**	**GPA**
3.8 - 4.0	A+	4.3
3.6 - 3.7	A	4.0
3.4 - 3.5	A-	3.7
3.2 - 3.3	B+	3.3
3.0 - 3.1	B	3.0
2.8 - 2.9	B-	2.7
2.6 - 2.7	C+	2.3
2.4 - 2.5	C	2.0
2.2 - 2.3	C-	1.7
2.0 - 2.1	D+	1.3
1.8 - 1.9	D	1.0
1.6 - 1.7	D-	0.7
1.0 - 1.5	F	0.0

Proficiency Scale

Levels of Proficiency			
4 - Exemplary	**3 - Proficient**	**2 - Approaching**	**1 - Beginning**
At the EXEMPLARY level: Students demonstrate deep understanding of the assessed standard(s) and are able to creatively apply this understanding to new, authentic situations. They are able to accurately self-assess and reflect on their own learning.	At the PROFICIENT level: Students independently and consistently demonstrate competence and sound understanding of the standard(s) assessed. With assistance, they can creatively apply this understanding to new, authentic situations.	At the APPROACHING level: Students inconsistently demonstrate understanding of the assessed standard(s) and require assistance to reach proficiency. Students have a basic understanding but are not yet able to apply their understanding beyond this basic level. These students will occasionally demonstrate learning at the proficient or beginning levels.	At the BEGINNING level: Students require extensive support in order to demonstrate a basic understanding of the assessed standard(s). There is limited connection to related or previously learned concepts. Even with assistance, the student is not able to demonstrate a proficient level of understanding.
For standards that require a frequency level of proficiency			
Students consistently and independently demonstrate accurate understanding of the standard.	Students usually demonstrate accurate understanding of the standard.	Students often demonstrate understanding of the standard but are not consistent.	Students rarely demonstrate understanding of the standard.

2025-26 High School Course Offerings Summary

Courses are one-year in length. All courses listed may not be offered this academic year. In general, a minimum of five students must enroll in a course for the course to run.

- Courses that **only** receive elective credit are noted with *****.
- Courses that may be taken more than once are noted with **^**.
- Courses offered every other year on a rotating basis are noted with #.

NOTE: Grade 10 students may not enroll in more than three AP courses.

Humanities

ENGLISH

English I
AP Seminar- English Seminar/English
#English: African Literature (2025-26)
#English: World Literature (2026-27)
AP Language and Composition
AP Literature and Composition
AP Research

SOCIAL SCIENCES

Human Geography (Gr 9)
World Civilizations (Gr 10)
Economics
US History
*Business Studies
*Global Issues
*^Model United Nations (MUN)

AP Psychology
AP Comparative Govt/Politics
AP Economics: Macro & Micro
#AP Macroeconomics (2025-26)
#AP Microeconomics (2026-27)
AP World History: Modern
AP Research

FOREIGN LANGUAGES

French or Spanish
- Beginning
- Intermediate
- Upper Intermediate
- Advanced

AP French
AP Spanish
French Literature
Spanish Literature

Mathematics/Sciences

MATHEMATICS

Algebra I
Geometry
Algebra II
Statistics
AP Precalculus
AP Calculus (AB & BC)
AP Statistics

SCIENCE

Integrated Science I
Integrated Science II
Forensic Science

#Advanced Biology (2026-27)
#Advanced Chemistry (2025-26)
#Advanced Physics (2026-27)
#Advanced Environmental Science (2025-26)

#AP Biology (2025-26)
#AP Chemistry (2026-27)
#AP Physics I (2025-26)
#AP Environmental Science (2026-27)
AP Computer Science A
AP Computer Science Principles
Intro to Computer Science: Python
(only one computer science credit can count toward the science requirements)

Electives

*Innovation, Design & Technology (IDT)
*^Publications & Social Media
*Independent Project
*Practical Skills for Life

The Arts

VISUAL ARTS

^Art and Design
Advanced Visual Art
AP Drawing
AP 2-D Art and Design
AP 3-D Art and Design

MUSIC

Marimba
Advanced Marimba
^Choir
Digital Music Composition & Recording

DRAMA

^Theater Arts
Theater Arts Tech
#^Musical Theater Production (2026-27)
#Musical Theater Production Tech (2026-27)
Public Speaking/TED Talks

DANCE

^Dance

PE/HEALTH

PE/Health
^PE/Sport
^Dance

AP Capstone

AP Seminar
AP Research

Recommended Program of Study By Grade Level 2025-2026

These are general recommendations. In the subjects of Math, Science, and Foreign Language, students can test into higher levels than indicated for the grade level.

	Grade 9	Grade 10	Grades 11 - 12 Students will take a combination of non-AP and AP courses in grades 11 and 12. Most courses are offered to both grades 11 and 12.
English	English I	AP Seminar - English (required) Seminar - English (by recommendation only)	AP Seminar (if not previously taken) World Literature African Literature AP English Language and Composition AP English Literature and Composition AP Research *(Prerequisite: AP Seminar)*
Math	Algebra I *(If not completed in Middle School)* Geometry Algebra II Statistics (*recommended as an additional math course)*	Algebra II Precalculus AP Precalculus Statistics (*recommended as an additional math course)*	AP Precalculus AP Statistics AP Calculus AB AP Calculus BC Statistics *(recommended as an additional math course)*
Science	Integrated Science I (required) Forensic Science (can be an additional science credit) Intro to Computer Science: Python AP Computer Science Principles	Integrated Science II Forensic Science *These courses rotate:* Advanced Chemistry (2025-2026) Advanced Environmental Science (2025-2026) By recommendation only: AP Biology (2025-2026) AP Physics (2025-2026) Intro to Computer Science: Python AP Computer Science Principles AP Computer Science A	Integrated Science II Forensic Science *These courses rotate:* Advanced Chemistry (2025-2026) Advanced Environmental Science (2025-2026) Advanced Biology (2026-2027) Advanced Physics (2026-2027) AP Biology (2025-2026) AP Physics (2025-2026) AP Environmental Science (2026-2027) AP Chemistry (2026-2027) Intro to Computer Science: Python AP Computer Science Principles AP Computer Science A

Soc. Studies	Human Geography	World Civilizations OR AP World History: Modern (required in Gr 10) Economics AP Psychology	Economics AP Psychology AP World History: Modern AP Comparative Govt and Politics AP Economics AP Macroeconomics (2025-26) AP Microeconomics (2026-27) AP Research (Gr. 12 only) *(Prerequisite: AP Seminar)*
For. Language	Spanish or French (course by proficiency) • Beginning • Intermediate • Upper Intermediate • Advanced • AP French • AP Spanish		
PE/Health	PE/Sport	PE/Health PE/Sport	
Arts	• Art and Design • Advanced Visual Art • AP Drawing • AP 2-D Art and Design • AP 3-D Art and Design • Theater Arts • Theater Arts Tech • Musical Theater Production (2026-27) • Musical Theater Production Tech (2026-27) • Public Speaking • Marimba • Advanced Marimba • Digital Music Composition & Recording • Dance		
Electives	• IDT • Publications/Social Media • MUN • Business Studies • Global Issues • Practical Skills for Life • Independent Project		

The Advanced Placement **Capstone Program** at AISCT

AP Capstone™ is a College Board diploma program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone comprises two AP courses—AP Seminar and AP Research—and is designed to complement and enhance the discipline-specific study in other AP courses. Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting.

Students who complete the two-year program can earn one of two different AP Capstone awards which are valued by colleges across the United States and around the world. Students who earn a score of 3 or higher in AP Seminar and AP Research and on four additional AP exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

More than 90 percent of universities in the United States, as well as 60 other countries, give students credit, advanced placement, or both on the basis of AP exam grades. AISCT has a High School Guidance Counselor/University Advisor who fully understands the university application processes globally and whose role in the school is to counsel students regarding applications. AP courses are offered in each of the disciplines with the exception of PE and technology.

To be awarded the AP Capstone Diploma, the following are required:

AP Capstone Pathway

- 4 subject-specific AP classes (5 is the recommended number)
- 2 Capstone courses (Seminar and Research)

AP Capstone Course Descriptions

AP Seminar- English **Gr 10-12** **1 year** **1 credit**

AP Seminar is required in Grade 10 and will earn an English credit.
Gr 11-12 students may also take this course.

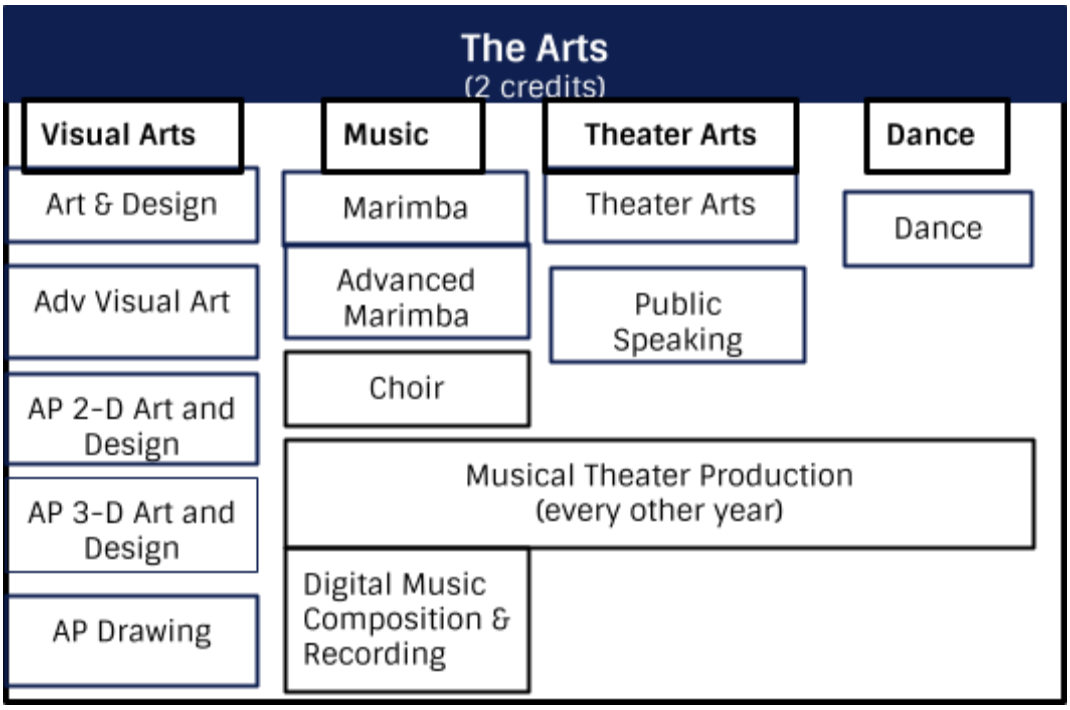
"AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as a part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments."

AP Research **Gr 11-12** **1 year** **1 credit**

AP Research should be taken in Grade 11 or 12 after completing AP Seminar. It can earn an English or Social Studies credit, but not both.

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

The Arts



General Information and Requirements

Visual and performing arts are disciplines with aesthetic, perceptual, creative, and intellectual dimensions. They foster students' abilities to create, experience, analyze, and reorganize, thereby encouraging intuitive and emotional responses. The Arts are an important discipline in their own right and may enhance academic motivation and achievement. In addition, the Arts can increase self-discipline, contribute to a positive self-image, provide an acceptable outlet for complex emotions, and help develop creative and intuitive thinking. Some creative arts courses may be taken more than once at a more advanced level for credit with the teacher's approval.

Course Descriptions

VISUAL ARTS

Art and Design **Gr 9-12** **1 year** **1 credit**

The Visual Arts courses are designed to provide students with the opportunity to develop artistic perceptions, creative expression, and aesthetics of art as well as developing their ability to make the connections between art and other aspects of life. The students will have the opportunity to develop themes of work according to their ability levels. They are designed to teach and review art skills and vocabulary, as well as relevant art history information. Each course will focus on a specific theme, and this will include teaching and reviewing a variety of art-making skills (dependent on the student's previous experience in art). Thereafter, course work will develop through a series of small set projects culminating in a final project piece(s). The work will be exhibited informally at school at the end of each course. Thought-provoking questions will be posed throughout the course. This course may be repeated as an elective credit.

Advanced Visual Art **Gr 10-12** **1 year** **1 credit**

The Visual Arts courses are designed to provide students with the opportunity to develop artistic skills and thinking. This course is designed for highly motivated visual art students who have expressed interest in completing one of the AP Art portfolio exams in their senior year. Students will be expected to develop their own personal and original work. Individual conferencing with the instructor will assist in the development of their focus work. Students will develop their compositional and conceptual skills and practice art-making techniques. They will explore creative thinking and develop their own skills in this.

AP 2-D Art and Design **Gr 11-12** **1 year** **1 credit**

This course has been developed to accommodate students who have expressed an interest in completing the AP 2-D Art and Design portfolio exam. The 2-D Art and Design portfolio is designed to address a very broad interpretation of two-dimensional issues and media. Concepts and approaches will be used to demonstrate abilities and versatility with techniques, problem-solving, and ideation. Students will investigate a Sustained Investigation. Students will be expected to develop mastery in concept, composition, and execution of ideas. Through deep-thinking around questions, studio practice, application of design principles, and informed decision making, students will assemble a body of artwork that demonstrates a very high level of quality and growth over time of content, technique, and process.

AP 3-D Art and Design **Gr 11-12** **1 year** **1 credit**

This course has been developed to accommodate students who have expressed an interest in completing the AP 3-D Art and Design portfolio exam. The 3-D Art and Design portfolio is designed to address a very broad interpretation of three-dimensional issues and media. Concepts and approaches will be used to demonstrate abilities and versatility with techniques, problem-solving, and ideation. Students will investigate a Sustained Investigation. Through deep-thinking around questions, studio practice, application of design principles, and informed decision making, students will assemble a body of artwork that demonstrates a very high level of quality and growth over time of content, technique, and process. Students will be expected to develop mastery in concept, composition, and execution of ideas.

AP Drawing **Gr 11-12** **1 year** **1 credit**

This course has been developed to accommodate students who have expressed an interest in completing the AP Drawing portfolio exam. The drawing portfolio is designed to address a very broad interpretation of drawing issues and media. Concepts and approaches will be used to demonstrate abilities and versatility with techniques, problem-solving, and ideation. Students will investigate a Sustained Investigation. Through deep-thinking around questions, studio practice, application of design principles, and informed decision making, students will assemble a body of artwork that demonstrates a very high level of quality and growth over time of content, technique, and process. Students will be expected to develop mastery in concept, composition, and execution of ideas.

MUSIC

Marimba **Gr 9-12** **1 year** **1 credit**

The Marimba course is designed to provide an opportunity for all students to take part in a musical elective that does not require any formal music training, hence ensuring a wide spectrum of students are able to take music (Ensemble Performance, Music Theory Basics, and Keyboard Harmony) in High School. At the end of at least one year in the Marimba music elective, students will be able to focus on a selected section of music as part of an immediate larger whole performance, be able to focus on directing the live performance, and obtain a more thorough understanding of songwriting/song construction and what it takes to create a successful live public performance. This course may be repeated as an elective credit.

Advanced Marimba **Gr 10-12** **1 year** **1 credit**

AISCT's Advanced Marimba course delves into technically challenging song arrangements and explores various pop and world music styles. Students will accelerate their absorption of musical material to double their song repertoire or tackle longer, more complex pieces. This course aims to showcase AISCT's musicality, audience engagement, and technical precision. Through student projects, participants will explore prescribed pop and world music areas while having the freedom to choose their own artist/style/sub-genre. By the end of the year, students will have honed their understanding of body movement and live music performance, enhanced their ability to perform intricate songs in front of live audiences, and developed skills to analyze music with depth and insight. Students must have taken the Marimba class as a prerequisite.

Choir **Gr 9-12** **1 year** **1 credit**

Discover your musical potential with our Choir Programme. Tailored for students of all levels, this course offers immersive vocal training, repertoire study, and performance opportunities. Under expert guidance, students refine vocal technique, musicality, and stage presence while developing essential life skills like teamwork and leadership. By the end, students achieve heightened vocal proficiency and musical artistry, equipped with skills that extend far beyond music. Join us and embark on a transformative musical journey.

Digital Music Composition & Recording **Gr 9-12** **1 year** **1 credit**

Digital Music Composition & Recording introduces students to digital music production, combining technical skills with theoretical understanding to create original tracks incorporating AI-generated elements and samples. Designed for beginners, the course guides students through music theory, song analysis, and hands-on production, helping them develop a unique artistic identity. Students will use GarageBand or Logic on their own MacBooks, with MIDI controllers provided for in-class sessions. Industry professionals, studio visits, and live performances enhance the learning experience, culminating in a final showcase.

DANCE

Dance **Gr 9-12** **1 year** **1 credit**

The Dance class will include activities to strengthen core muscle groups, correct body alignment, muscle memory, focus, and strategic flexibility ailments along the modern, jazz, and lyrical syllabus criteria. Students will also learn rhythm in a more technical format for use of choreographic skills and dance movement memory alongside dance anatomy and history. This course may be repeated as an elective credit. Dance can earn either a PE or an Arts credit.

THEATER ARTS

Theater Arts **Gr 9-12** **1 year** **1 credit**

The Theater Arts course aims to encourage students to develop their interest in and enjoyment of drama and theater. The course is structured in such a way that it gives the students the opportunity to gain holistic knowledge of the theater by providing students with the opportunity to develop artistic perception, creative expression, artistic valuing (critiques), and study historical context. As well as performing, the students will have the opportunity to direct and work on set as well as marketing. They will also have the opportunity to take part in a class production. This course may be repeated as an elective credit.

Theater Arts Tech **Gr 9-12** **1 year** **1 credit**

This course aims to equip students with essential knowledge and skills required to program and operate sound and lighting for live shows. Students will also learn how to position props or other items on stage and ensure they are ready for actors or performers when needed. The course is limited to 4 students only and will be part of the Theater Arts class but will train separately with the schools Sound and Lighting Technician.

Musical Theater Production **Gr 7 - 12** **1 year** **1 credit**

The new Musical Theater Production class is an arts elective which aims to encourage Middle and High School students to develop their interest in and enjoyment of Musical Theater. This course provides the opportunity to combine singing (both solo and chorus), dancing and acting skills into one integrated, professional performance. Students will also be looking at all elements of theater production such as performance, set design, costumes, marketing, assistant directing, stage managing and critique. This course is offered on alternating years, with the next musical production occurring in 2026-27.

Musical Theater Production Tech **Gr 9-12** **1 year** **1 credit**

This course aims to equip students with essential knowledge and skills required to program and operate sound and lighting for live shows. Students will also learn how to position props or other items on stage and ensure they are ready for actors or performers when needed. The course is limited to 4 students only and will be part of the Production class but will train separately with the schools Sound and Lighting Technician. This course is offered on alternating years, with the next musical production tech occurring in 2026-27.

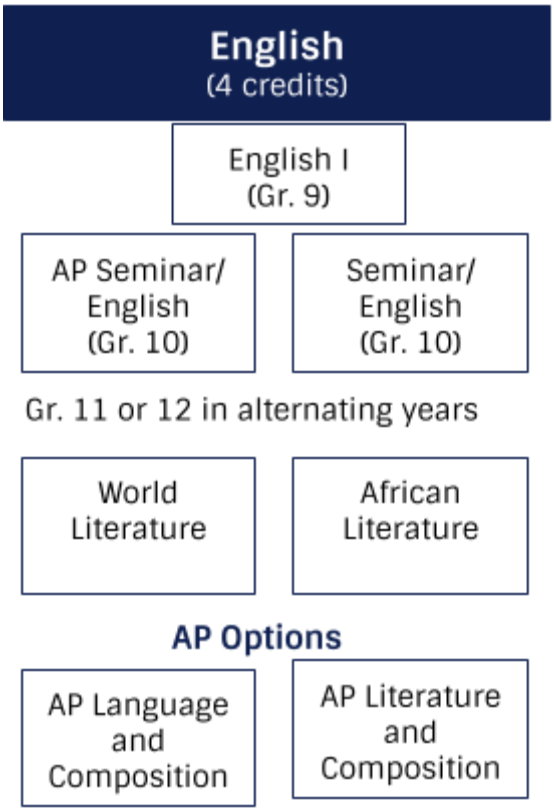
Public Speaking **Gr 9-12** **1 year** **1 credit**

The importance of effective communication and public speaking is key to making good impressions whether in job interviews or social gatherings. The students will get quick and easy tips for how to prepare a Ted Talk, use visual aids and props, incorporate body language into presentations, and more. With time and practice, the students are sure to see improvement in their ability to communicate and an increase in their confidence as well. This course can only be taken one time.

English

General Information and Requirements

AISCT teachers emphasize reading, writing, speaking, listening, viewing, and critical thinking in every course. Students follow the Modern Language Association (MLA) Style in their papers.



Course Descriptions

English I (Mandatory)

Gr 9 1 year 1 credit

In English I, students learn critical skills in analyzing literature and informational texts, writing in a variety of genres, and collaborating in teams and as a collective. With an emphasis on critical thinking, as well as a thematic integration with the Grade 9 Social Studies course, English I lays the foundation for the skills necessary for success in AP Seminar in Grade 10.

AP Seminar- English

Gr 10 1 year 1 credit

AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. The "Big Ideas" of this course are

1. Question and Explore
2. Understand and Analyze
3. Evaluate Multiple Perspectives
4. Synthesize Ideas
5. Team, Transform, and Transmit

Additionally, this course will focus on the acquisition and application of skills in writing, speaking, and listening, word study, and language. Writing instruction will focus on teaching students to assert and defend claims in order to demonstrate what they know about a topic. In this course, students will read extensively to strengthen their skills and deepen their understanding of literary and informational texts. Emphasis will be placed on drawing evidence from literary and informational texts in order to support analysis, reflection, and research.

Seminar- English **Gr 10** **1 year** **1 credit**

English Seminar requires students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. Students will read extensively to strengthen their skills and deepen their understanding of literary and informational texts. Emphasis will be placed on drawing evidence from literary and informational texts in order to support analysis, reflection, and research. Additionally, this course will focus on the acquisition and application of skills in writing, speaking and listening, word study, and language. Writing instruction will focus on teaching students to assert and defend claims in order to demonstrate what they know about a topic. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

English: African Literature **Gr 11-12** **1 year** **1 credit**

African Literature is a yearlong non-AP English course that explores various writers and genres across the continent. Students will read essays, letters, poems, speeches, novels, and plays that inspire discourse about a complex continent. The course focuses on creative and expository writing, presentations and socratic seminars. This course is offered every other year opposite the World Literature course.

English: World Literature **Gr 11-12** **1 year** **1 credit**

World Literature is a non-AP English course designed to teach students the reading, writing, speaking, listening, and critical thinking skills necessary for success in university. Students read and interpret literature and informational texts, write narrative and expository essays, conduct research, and collaborate to present their work. In addition to these disciplinary skills, World Literature pushes students to develop the time management, work management, and self-advocacy skills necessary for success in university and the world beyond. This course is offered every other year opposite the African Literature course.

AP English Language and Composition **Gr 11-12** **1 year** **1 credit**

This course is designed for students who have demonstrated superior ability in communication, reading, research, and writing skills. The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum.

In addition to writing, students will also participate in a variety of discussion modes: Socratic seminars, small group work, and large group work. While an understanding of standard English grammar is presumed, students will also be expected to become more mature writers by employing varied sentence structures to create more complex forms of writing. Similarly, since annotated papers are required, students are expected to be acquainted with the MLA guidelines for writing and citations, both direct and indirect.

AP English Literature and Composition **Gr 11-12** **1 year** **1 credit**

In this rigorous college-level literature course, students will read and discuss a variety of challenging novels, plays, and poetry, as well as supplemental short stories, nonfiction, media, and critical articles. They will also write extensively in a variety of genres, though the primary focus will be essays of literary analysis. Course materials, assignments, and activities are designed to prepare all students to pass the AP English Literature and Composition exam. Though this is not the primary focus of the course, students will practice for both the free response and multiple choice portions of the exam throughout the year.

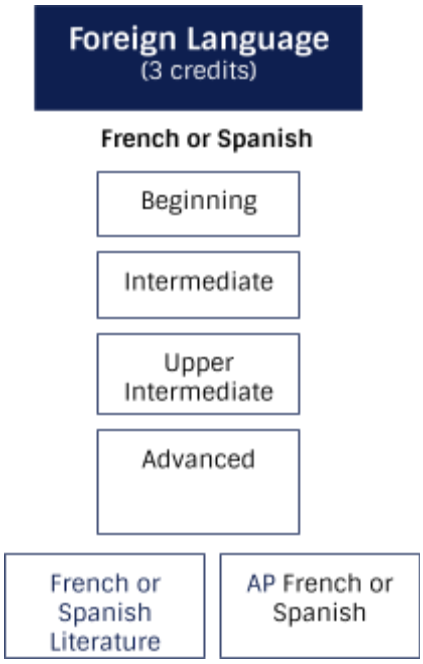
Students will emerge from this course with improved skills in critical thinking, writing, reading, and speaking/discussion. In addition to these skills, this rigorous class will push them to develop the time management, work management, and self-advocacy skills necessary for university-level English and success as an independent adult.

AP Research **Gr 11-12** **1 year** **1 credit**

*AP Research should be taken in Grade 11 or 12 after completing AP Seminar. It can earn an English or Social Studies credit, but not both.

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Foreign Languages



General Information

1. AISCT offers courses in two languages: Spanish and French.
2. Students with limited or no previous experience in Spanish or French enroll in the Beginner level course.
3. Grade 8 students currently enrolled at AISCT as well as Grade 8 and High School students transferring from other schools will take a placement test in order to be placed in the appropriate level.

Requirements

1. Students can satisfy the graduation requirement for foreign languages by enrolling in courses in French or Spanish or by pursuing an approved learning program in another language outside of school.
2. A student who wishes to take an outside language (online) must obtain the approval of the High School Guidance Counselor and High School Principal.

Note: Students planning to attend college or university are recommended to take at least three years of the SAME foreign language in order to meet most university requirements.

Course Descriptions

French: Beginning **Gr 9-12** **1 year** **1 credit**

The Beginner French course aims at developing language acquisition. The course is designed to teach beginner grammar and vocabulary with an emphasis on meaningful communication. There is also a cultural component that exposes students to art and cultures of the French-speaking world. The course is a skills-based course, and activities are planned with a view to develop all four skills (listening, speaking, reading, and writing).

French: Intermediate **Gr 9-12** **1 year** **1 credit**

The Intermediate French course is designed to expand students' knowledge, understanding, and use of the language. At this stage, it is expected that students are able to communicate easily in French and can, to some extent, use the language creatively. They will have the opportunity to explore and respond to authentic materials and should be able to understand and appreciate short works of literature**.** The course activities are planned with a view to develop all four skills (listening, speaking, reading, and writing) with increased emphasis on authentic texts and materials.

French: Advanced **Gr 9-12** **1 year** **1 credit**

The Advanced French course is designed to expand students' knowledge, understanding, and use of French. At this stage, it is expected that students are able to communicate easily in French in a range of situations. They should be able to express their opinions and structure their arguments. They will have the opportunity to respond to authentic written and spoken materials and should be able to understand and appreciate works of literature. The course is a skills-based course, and activities are planned with a view to develop all four skills (listening, speaking, reading, and writing) with increased emphasis on reading authentic text and producing a variety of text types. In addition, students will be exposed to classic literary works.

AP French Language and Culture **Gr 10-12** **1 year** **1 credit**

AP French Language and Culture course is equivalent to an intermediate-level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

French Literature **Gr 10-12** **1 year** **1 credit**

French Literature is designed for students who have completed Advanced French and would like to improve their vocabulary and hone their reading, speaking skills. It is ideal for students who plan to take AP French or who have already taken AP French but want to maintain their skills. This class will include debates in French, literary analysis, and book reviews. Students will read works by authors from various French-speaking regions and engage with current events through newspapers, journals, and other authentic sources. Literature provides a rich linguistic input that fosters reading comprehension, expands vocabulary, reinforces grammar, and enhances speaking and writing skills. Additionally, this course will help students develop research skills and critical thinking—essential competencies for high school students preparing for higher-level French studies and beyond.

Spanish: Beginning **Gr 9-12** **1 year** **1 credit**

The Beginner Spanish course aims at developing language acquisition. The course is designed to teach beginner grammar and vocabulary with an emphasis on meaningful communication. There is also a cultural component that exposes students to art and cultures of the Spanish-speaking world. The course is a skills-based course, and activities are planned with a view to develop all four skills (listening, speaking, reading, and writing).

Spanish: Intermediate **Gr 9-12** **1 year** **1 credit**

The Intermediate Spanish course is designed to teach intermediate grammar and vocabulary with an emphasis on meaningful communication. There is also a cultural component that exposes students to the art and cultures of the Spanish-speaking world. This component is increasingly important as the students integrate more activities with an international focus in the curriculum. The course activities are planned with a view to develop all four skills (listening, speaking, reading, and writing) with increased emphasis on authentic texts and materials.

Spanish: Advanced **Gr 9-12** **1 year** **1 credit**

The Advanced Spanish course is designed to expand students' knowledge, understanding, and use of Spanish. At this stage, it is expected that students are able to communicate easily in Spanish in a range of situations. They should be able to express their opinions and structure their arguments. They will have the opportunity to respond to authentic written and spoken materials and should be able to understand and appreciate works of literature. The course is a skills-based course, and activities are planned with a view to the development of all four skills (listening, speaking, reading, and writing) with increased emphasis on reading authentic text and producing a variety of text types.

AP Spanish Language and Culture **Gr 10-12** **1 year** **1 credit**

The AP Spanish Language and Culture course is equivalent to an intermediate-level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. The skills students will develop in this course will be understanding Spanish when you hear it and read it, writing stories, letters, emails, essays, and texts, and holding conversations in real-life situations.

Spanish Literature **Gr 10-12** **1 year** **1 credit**

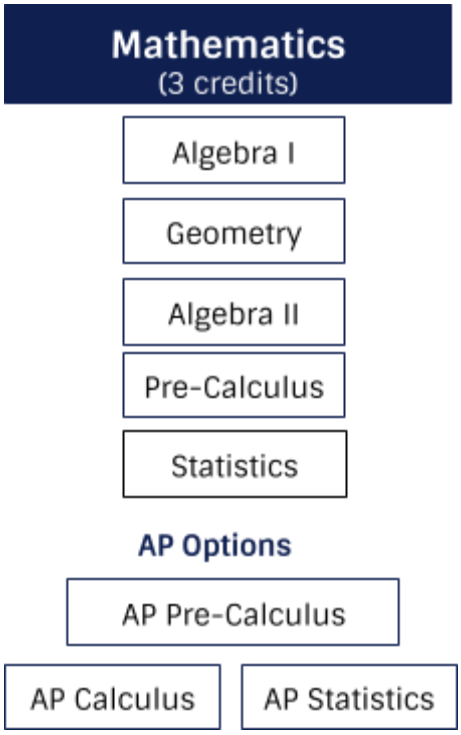
Spanish Literature is designed for students who have completed Advanced Spanish and would like to improve their vocabulary and hone their reading, speaking skills. It is ideal for students who plan to take AP Spanish or who have already taken AP Spanish but want to maintain their skills. This class will include debates in Spanish, literary analysis, and book reviews. Students will read works by authors from various Spanish-speaking regions and engage with current events through newspapers, journals, and other authentic sources. Literature provides a rich linguistic input that fosters reading comprehension, expands vocabulary, reinforces grammar, and enhances speaking and writing skills. Additionally, this course will help students develop research skills and critical thinking—essential competencies for high school students preparing for higher-level French studies and beyond.

Mathematics

General Information and Requirements

The goal of the high school mathematics department is to teach students to reason, communicate, and apply mathematical concepts.

AISCT Mathematics courses are built around a program designed to use patterns, modeling, and authentic tasks to build student understanding and competency in mathematics. Students work collaboratively on tasks to discover solutions that might be found by the use of multiple strategies, including the use of technology. They will be required to provide clear explanations of their solutions along with computational and symbolic accuracy. In choosing mathematics courses, students should take challenging courses that are likely to lead to optimal learning and success.



Calculators: A scientific calculator is required in all courses and a graphing calculator is useful beginning in Algebra II and required for Precalculus onward. Students are expected to solve problems without the use of a calculator as well.

Recommendations
Casio (scientific calculator)
Texas Instruments TI NSpire or the TI 84 (graphing calculator)

Course Descriptions

**Students may test into accelerated classes outside of their year group.*

Algebra I **Gr 8-10** **1 year** **1 credit**

The purpose of this course is to reinforce and extend what students have learned in introductory-level mathematics courses, as well as introduce more advanced topics and formalize algebraic concepts. Students will also develop algebraic problem-solving skills. This course's main focus is around graphing and solving linear and quadratic functions. Students will learn to represent them in different ways: verbal, algebraic equations, tables, and graphs. Students will also learn introductory probability and data analysis, with basic geometry concepts embedded throughout the course.

Geometry **Gr 9-12** **1 year** **1 credit**

The main goal for Geometry is for students to develop an understanding of geometric theorems and formulas and to be able to apply them in various types of mathematical problems. Students will also develop and use the skills to write logic-based systematic proofs. Students will learn the methods and language of geometry through both traditional instruction and direct practice through homework, in-class group work, and occasional projects.

Algebra II **Gr 9 -12** **1 year** **1 credit**

The main goal for Algebra II is for students to develop an understanding of a higher level of Algebraic Functions and to be able to apply them to various types of mathematical problems. Students learn content in various aspects of Algebra, namely, Quadratic, Polynomial, Rational, Exponential and Trigonometric Functions. Basic skills are taught to equip students to solve "world-type" problems.

Statistics **Gr 9 -12** **1 year** **1 credit**

The main goal for the course is for students to develop an understanding of Statistics and to be able to apply them to various types of mathematical problems. Students will use the language and operations of statistics to evaluate, analyze and solve problems. Students will use algebraic, spatial, and logical reasoning to solve statistical problems. Students enrolled in Statistics should have already mastered the concepts of pre-algebra or have at least a Grade Eight Math equivalent.

Precalculus **Gr 10-12** **1 year** **1 credit**

The purpose of this course is to learn about Precalculus concepts in preparation for the rigor of AP Precalculus or AP Calculus. Students will strengthen their ability to graph and analyze several different types of functions, as well as learn to work in different coordinate planes. The course will emphasize the analysis of algebraic and trigonometric functions with attention given to graphing.

AP Precalculus **Gr 10-12** **1 year** **1 credit**

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

AP Statistics **Gr 11-12** **1 year** **1 credit**

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course will provide instruction in each of the following four broad conceptual themes:

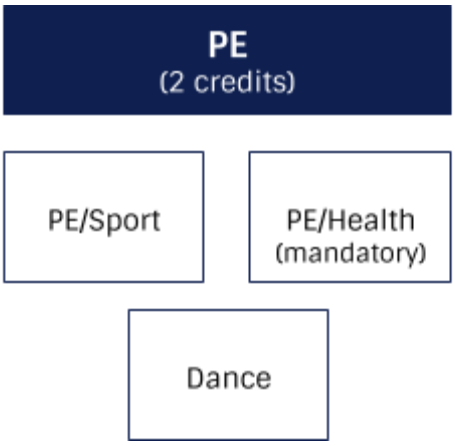
1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses.

This course is equivalent to a first-semester college statistics course that focuses on drawing connections between all aspects of the statistical process, including design, analysis, and conclusions.

AP Calculus (AB) or (BC) **Gr 11-12** **1 year** **1 credit**

The purpose of this course is to expose students to a college-level mathematics course in calculus, building upon their knowledge of precalculus and trigonometry. Students will apply strategies and techniques to accurately solve diverse types of problems. The AB course is equivalent to a first-semester college calculus course focusing on topics including, but not limited to: in differential and integral calculus, numerical, analytic, and graphical representations. The BC course is equivalent to a two-semester college calculus course. AB Calculus is a prerequisite for the BC Calculus course.

Physical Education



General Information and Requirements

The school's emphasis on educating the whole child includes supporting their physical health and promoting self-awareness of overall wellness through exposure to various health-related topics affecting teens today. We aim to create life-long movers who take an interest in their own personal health and wellbeing.

Students must complete the Health course to earn the Health credit required for graduation. The second PE credit may be one of the other courses offered: Sport or Dance.

Course Description

PE/Sport **Gr 9-12** **1 year** **1 credit**

This course is primarily a movement one centered around providing students with the opportunity to meet the physical activity requirements necessary for good health, and help prevent and manage noncommunicable diseases of lifestyle. Students are taught about how their body systems work to equip them to participate and excel in a variety of physical activities and sport, and are expected to demonstrate fundamental sports skills. positive social interaction, team spirit, leadership, and general fitness. This course may be repeated as an elective credit.

PE/Health **Gr 10-12** **1 year** **1 credit**

This course focuses on holistic personal and community wellness, and consists of practical (physical activity and theoretical (non-active) classes. It is a continuum of learning experiences that will enable students to, both as individuals and members of society, make informed decisions, modify their behavior and influence social conditions in ways that are health-enhancing and will increase health-literacy. Students are expected to participate in all units and demonstrate characteristics of a healthy lifestyle, effective communication, and a commitment to personal wellness.

Dance **Gr 9-12** **1 year** **1 credit**

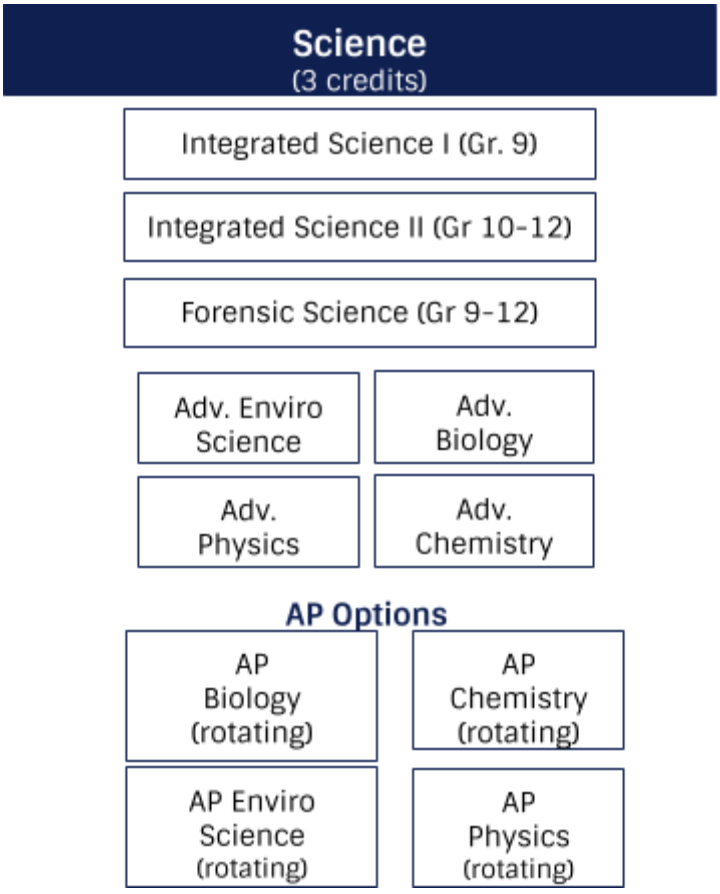
The Dance class will include activities to strengthen core muscle groups, correct body alignment, muscle memory, focus, and strategic flexibility ailments along the modern, jazz, and lyrical syllabus criteria. Students will also learn rhythm in a more technical format for use of choreographic skills and dance movement memory alongside dance anatomy and history. This course may be repeated as an elective credit. Dance can earn either a PE or an Arts credit.

*This course may be taken for PE credit upon approval. This course may be repeated as an elective credit.

Science

General Information and Requirements

AISCT offers foundational survey courses in biology, chemistry, and physics. Thereafter, students are encouraged to pursue courses of study that are of specific interest to them. It is strongly recommended that college-bound students successfully complete four years of study in science.



Course Descriptions

Integrated Science

The overarching aim of the Integrated Science curriculum is to provide learning experiences that will enable students to develop scientific literacy so that they can participate actively in our rapidly changing knowledge-based society. The two courses align with the students' age and stage of development, each course requiring students to be more active, productive and creative generators of information. These courses are particularly recommended for those students whose main interests lie elsewhere but still need to fulfill their lab science requirements.

- Integrated Science I
- Integrated Science II

Integrated Science I (Mandatory) Gr 9 1 year 1 credit

This Integrated Science course serves the purpose of a general lab science course covering both the physical and life sciences. Additionally, special attention is paid to cross-curricular connections with English and Geography. Each term has a guiding theme spanning these three subjects. Cross-curricular skills, such as critical thinking, argument construction, analyzing sources, creating and interpreting graphs and maps, are carefully aligned to help students transition into the rigors of high school.

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Integrated Science II **Gr 10-12** **1 year** **1 credit**

This Integrated Science course serves the purpose of a general lab science course covering both the physical and life sciences. Integrated Science II is a course designed for high school students as a follow-up science course from Integrated Science I. The academic rigor is higher than Integrated Science I as students' stronger math and reasoning skills can be incorporated into these lessons. The Integrated Science II continues to empower students, through inquiry-based learning, to be inquisitive, reflective and critical thinkers. They will expand their skills to include using evidence to form conclusions and analyzing problems scientifically. The lab component will develop the ability to scientific measurements, use apparatus accurately to collect data and use science lab work to solve and explain real-world problems.

Forensic Science **Gr 9 -12** **1 year** **1 credit**

Forensics is the application of *science* for solving crimes. This is a course rich in exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. The cases are fascinating, the labs engaging, and the content a satisfying application of all sciences studied up to this point. Forensic Science is designed to build upon science concepts from previous courses and apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence, and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

Advanced Biology **Gr 10-12** **1 year** **1 credit**

Biology is the study of life and living systems. The intent of this course is to give the student a solid foundation in understanding scientific principles and apply them to the study of biology. It is a vast undertaking. This course is meant to be a survey of biology, which will hopefully inspire further study, such as AP Biology. Students will be introduced to basic biological and chemical concepts and then apply them to broad topics such as ecology, genetics, and evolution. Students will also survey the living world focusing on the diversity among living things as well as characteristics that are held in common. Wherever possible, laboratory investigations and real-world events will be incorporated into the instruction, building on the knowledge and skills acquired in the "Integrated Science" course. The course is designed to allow students to make informed decisions in an ever-changing world.

Grade 10 students may only take this course with a teacher recommendation. This course is a prerequisite for AP Biology.

Advanced Environmental Science **Gr 10-12** **1 year** **1 credit**

Environmental Science is a full year, introductory course that includes a laboratory and field investigation component. Emphasis is placed on "the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems both natural and human-made; to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. Environmental Science is interdisciplinary, including geology, biology, environmental studies, chemistry, and geography, with unifying themes that provide a foundation for the structure of the course.

Grade 10 students may only take this course with a teacher recommendation. This course is a prerequisite for AP Environmental Science.

Advanced Chemistry **Gr 10-12** **1 year** **1 credit**

In this course we will be studying how atoms and molecules interact to create the diverse types of materials we see in the world. Everything around us has a basis in chemistry – the food we eat, the clothes we wear, the electronics we use, and the cars we drive are just a few examples. Chemistry provides a foundation for all other branches of science. Regardless of the career path you choose, learning chemistry will help you to become a better thinker, scholar, and citizen. The Advanced Chemistry course applies mathematics to real world problem solving situations, including the practical use of Algebra. It is a lab-based course with special emphasis on quantitative and qualitative methods of analysis and requires a great deal of abstract thinking, visualization in three dimensions, and the use of logic and critical thinking skills. This course is designed to give you the background and skills to prepare students for AP Chemistry.

Grade 10 students may only take this course with a teacher recommendation. This course is a prerequisite for AP Chemistry.

Advanced Physics **Gr 10-12** **1 year** **1 credit**

The main goal of Physics is for students to gain a deep understanding of the forces and the physical laws that control the universe. This course will cover traditional Newtonian Mechanics, electricity, and magnetism, and will introduce topics from waves and optics to fluid mechanics and thermodynamics. While this course does not require calculus as a prerequisite, it does assume students have a strong background in mathematics as they will put it to use regularly in working with formulas and concepts to solve physical problems.

Grade 10 students may only take this course with a teacher recommendation. This course is a prerequisite for AP Physics.

AP Biology **Gr 11-12** **1 year** **2 credits**

(This course rotates every other year.)

The AP Biology course is designed to take the information learned in a general biology class and make further connections, with an emphasis on science as a process, experience in scientific inquiry, recognition of unifying themes that integrate the major topics of biology, application of biological knowledge, and critical thinking to environmental and social concerns. The course will re-examine all topics covered in general biology and place an emphasis on critical thinking to further analyze relationships learned earlier. There will be a strong emphasis on lab work. Students will be dual-enrolled in a lab tech elective designed solely for AP Biology investigations.

AP Chemistry **Gr 11-12** **1 year** **2 credits**

(This course rotates every other year.)

The A.P. Chemistry course is designed to actively engage students in the process of science through class assignments and discussions which inform their laboratory experiences. The course is designed to be the equivalent of a two-semester college introductory chemistry course usually taken by science majors during their first year in college. Hands-on labs will be conducted to develop students' inquiry, higher order thinking and laboratory skills. AP Chemistry is structured around the concepts of Matter, Chemical Reactions, Thermodynamics, and Equilibrium. A special emphasis is placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. AP Chemistry is open to all students who have completed a year of Chemistry and Algebra II and who wish to take part in a rigorous and academically challenging course.

AP Environmental Science **Gr 11-12** **1 year** **2 credits**

(This course rotates every other year.)

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. The course focuses on 4 Big Ideas: Energy Transfer, Interactions between Earth Systems, Interactions between Different Species and the Environment, and Sustainability. The goal of this course is to provide students with the scientific principles, concepts and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and/or preventing them.

AP Physics **Gr 11-12** **1 year** **2 credits**

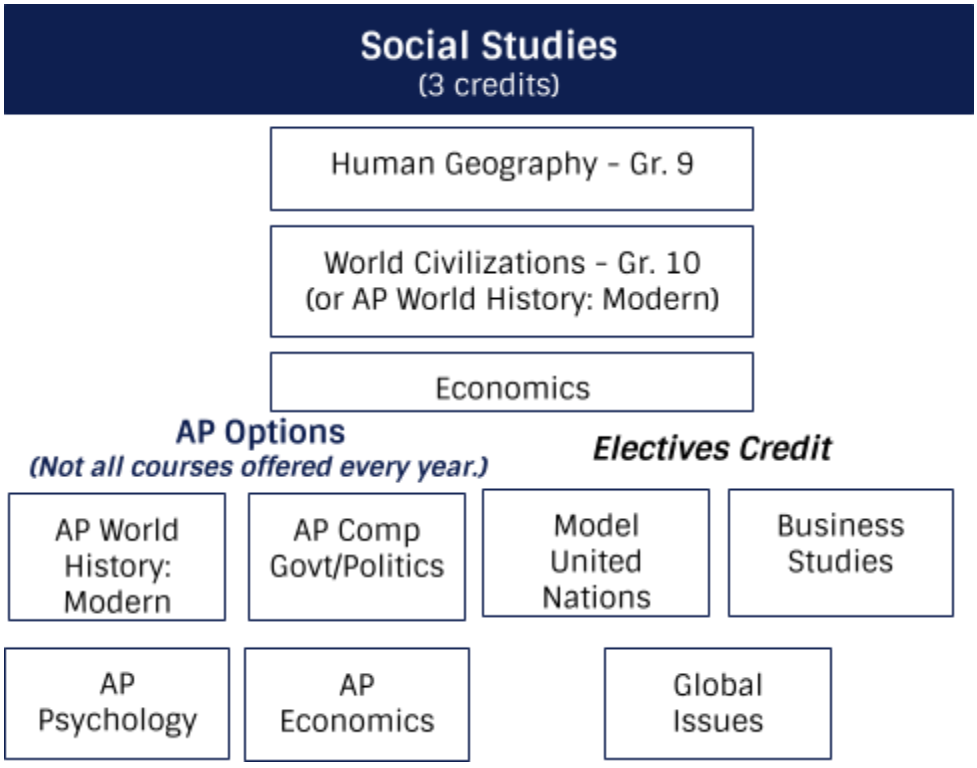
(This course rotates every other year.)

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

Social Studies

General Information and Requirements

The key features of the AISCT Social Studies program are a balance of skills and concepts, sufficiently flexible to appeal to a diverse group of schools with widely different histories, geographic locations, cultural traditions, and student bodies.



Course Descriptions

Human Geography (Mandatory) **Gr 9** **1 year** **1 credit**

Human Geography is a skills-based approach to learning about the world. It will emphasize research and critical thinking based on themes. Students will learn to read, interpret and evaluate maps, graphs, charts, tables, and other image based data. The class will be integrated with the 9th grade English course, which will help lay the foundation for the skills necessary for success in AP Seminar in 10th grade.

World Civilizations (Mandatory) **Gr 10** **1 year** **1 credit**

World Civilizations is a skills-based, thematic approach to history. The main idea is that history can be divided into 4 broad revolutions: economic, socio-religious, political and military. The course will be divided into 5 Units. Unit 1 will be skills-based and focus on how to read and analyze historical documents. Unit 2 will be the economic revolution, Unit 3 socio-religious, unit 4 political and unit 5 military. Each unit will be project based, but will also include tests to train the students to answer AP style questions.

Gr 10 students may replace this course with AP World History: Modern with a teacher recommendation.

Economics **Gr 10-12** **1 year** **1 credit**

This course gives students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course will study the law of supply and demand, the role of government monetary and fiscal policies and their influence on the economy. Students will study real-life examples of inflation and depressions while applying graphing skills to explain the theories.

Global Issues **Gr 9-12** **1 year** **1 credit**

Global Issues is a subject that combines classroom instruction with meaningful discussion and service to enrich students' learning experience, teach civic responsibility and strengthen both the communities we live in and the broader global community. It is based on a structured academic and practice foundation that goes above and beyond volunteering, raising funds or doing community service. By linking classroom discussion and learning with meaningful action, students should be able to develop a stronger understanding of local and global issues, engage and address needs within their communities and explore ways that they can make a difference locally, nationally and globally. This course may be repeated as an elective credit.

Model United Nations **Gr 9-12** **1 year** **1 credit**

The students simulate the real United Nations in procedures and protocol. They represent different countries and debate the issues from that country's point of view. They research, write, and present resolutions in various sub-committees based on the UN. Students will be able:

- To think critically and gain international awareness.
- To debate a variety of issues from different points of view.
- To become well-informed citizens
- A more holistic student who is confident and well informed.

This course may be repeated as an elective credit.

Business Studies **Gr 9-12** **1 year** **1 credit**

This course serves as a general information and background to entrepreneurship and business. It continues to give students with career interest transferable skills that they will be able to use towards their future employment in today's growing industries. This course is designed to provide students with an introduction and general overview of entrepreneurship and basic principles within business. It will also encourage an entrepreneurial and mindful mindset so that students can succeed in their chosen career paths.

AP World History: Modern **Gr 10-12** **1 year** **1 credit**

This course examines the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Skills learned include: evaluating primary and secondary sources; analyzing the claims, evidence, and reasoning you find in sources; putting historical developments in context and making connections between them; and coming up with a claim or thesis and explaining and supporting it in writing. This course may be taken instead of the 10th Grade World Civilizations course if recommended by the teacher.

AP Economics **Gr 11-12** **1 year** **1 credit**

AP Econ is a fast-paced college-level course that focuses on the decision making of individuals, businesses, and the government. Students will study a variety of economic theories and analyze their practical application in the real world. This yearlong course will cover both microeconomics and macroeconomics. Micro focuses on the supply and demand for products, the labor markets, and the role competition plays in a free market system. Macro focuses on the economy as a whole, including economic measures, economic growth, fiscal policy, monetary policy, and international economics. Students are expected to take both AP exams in May.

AP Macroeconomics **Gr 11-12** **1 year** **1 credit**

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

AP Psychology **Gr 10-12** **1 year** **1 credit**

This course is designed to introduce students to the systematic study of the behavior and mental processes of humans. Students will be exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. Students will also learn about the ethics and methods that psychologists use in their science and practice. The class will also prepare students for the AP exam-style questions, both multiple choice and written short answers.

AP Comparative Government and Politics **Gr 11-12** **1 year** **1 credit**

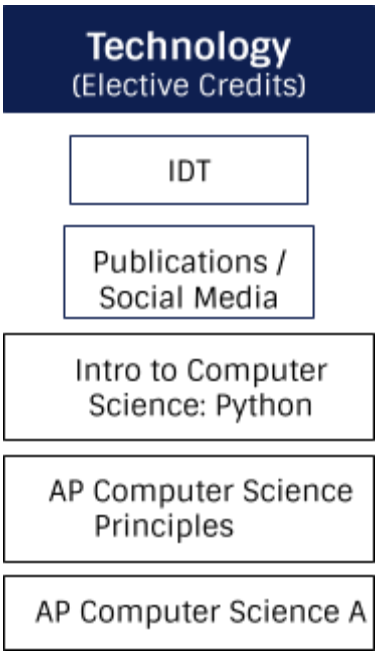
AP Comparative Government and Politics introduces students to the rich diversity of political practices around the world The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

AP Research **Gr 11-12** **1 year** **1 credit**

AP Research should be taken in Grade 12 after completing AP Seminar.
It can earn an English or Social Studies credit, but not both.

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Technology



General Information and Requirements

The AISCT Technology Department provides opportunities for students to understand the nature, effects, and implications of designing and creating with computers, mobile, and web-based technology.

Course Descriptions

Innovation, Design & Technology (IDT)

Gr 9-12 1 year 1 credit

Innovation, Design, and Technology (IDT) aims to achieve a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. Students are encouraged to look for solutions to everyday problems while applying the 21st Century skills of creativity, communication, collaboration, and critical thinking. Students will use the design cycle and apply their knowledge from different disciplines to create product solutions to identified problems or challenges. students will be introduced to the concepts of innovation and design principles, and will have the opportunity to design and create products, or solutions to local, regional, and global issues. Innovation design and technology provides the training and necessary tools for students to become autonomous and creative problem-solvers, as individuals and as members of a team. The program is designed to stimulate and reinforce the creative process of looking for needs, wants and opportunities and responding to them using design thinking to create digital or physical solutions.

Publications/Social Media Gr 9-12 1 year 1 credit

This is an elective course which provides students with marketable experience in print and digital media publishing. Students will gain, develop, and master skills in multiple areas of the media creation process. Whether interested in graphic design or photography, journalism or marketing, or any other skill required to successfully market the school and school events, students will be able to come to class and learn through doing, creating, preparing, posting, and publishing.

Students taking this course have the primary goal of marketing the school through both print and digital media. These students are the leaders and decision-makers of the school yearbook, working towards creating a publication that captures a pictorial history of campus activities for the current school year. In addition, students are responsible for the management of school social media platforms.

Intro to Computer Science: Python Gr 9-12 1 year 1 credit

Intro to Computer Science: Python is a beginner-friendly course that introduces students to core computer science principles using the Python programming language. Students will learn foundational programming concepts, progressing toward object-oriented programming. Through hands-on projects and challenges, students will build problem-solving skills and learn how to design and write effective Python programs. No prior programming experience is required. This course provides a solid foundation for further studies in computer science and real-world coding applications.

AP Computer Science Principles **Gr 9-12** **1 year** **1 credit**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

AP Computer Science A **Gr 10-12** **1 year** **1 credit**

AP Computer Science A is a college-level course that introduces students to the fundamentals of computer science, with an emphasis on programming in Java. The course covers object-oriented programming, data structures, algorithms, and problem-solving techniques. Students learn to write, test, and debug programs while developing a strong understanding of computational thinking. Strong logical thinking and persistence are essential.

Additional Electives

Practical Skills for Life **Gr 9-12** **1 year** **1 credit**

The course uses the framework of CASEL (Collaborative for Academic, Social and Emotional Learning) which “enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Students in this course will learn to integrate social-emotional learning into academic content and learning structures.

Independent Project **Gr 11-12** **1 year** **1 credit**

The High School Independent Project elective is designed to allow students to directly embed the school’s mission and vision in their learning. In this course students’ will identify a project of personal interest and design their pathway to successfully meeting a self-identified goal. AISCT has incredibly imaginative and creative students. In a course like this students will have time to dive deep into a topic and potentially develop solutions that drive real change that will positively impact the world.

Students will be expected to work independently and to plan their time. If the project requires some of the work to be done off-campus, permission must be approved prior to the day.

Study Hall **Gr 11-12** **1 year** **0 credit**

Students in Grade 11 and 12 who have at least two AP classes may be enrolled in an AP Study Hall class for one schedule block (max). AP Study Hall is a non-credit bearing class designed to give students the opportunity to have additional study time.

Additional Programs

Independent Study and Online Courses

General Requirements and Information

AISCT will accept a maximum of 4 x 0.5 credits to be transferred into our transcript. Should students wish to enroll in courses not currently offered at AISCT, this is permitted upon approval from the school administration provided that the course is part of our approved consortium of programs. For an approved, compatible system, grades provided by an online provider can be included on the AISCT transcript and incorporated into GPA calculations.

Course costs will be at the expense of the family. Students will be permitted to take a maximum of one yearlong VHS/Educere course per annum, as part of their AISCT course load. Grades and credits for this one course will be included in the AISCT transcript. Students must demonstrate their ability to be successful in a virtual class, which requires the approval of the High School Guidance Counselor and High School Principal.

Students in Grade 12 will be required to enroll in a minimum of 5 academic/elective courses throughout the year, regardless of the number of virtual courses taken. Students enrolled in at least 2 AP classes may be enrolled in an AP Study Hall class for one schedule block (max). AP Study Hall is a non-credit bearing class, where no grade or credit is awarded. Due to space issues, AP study hall spots may be limited.

English Language Learners (ELL)

High school students at AISCT are expected to have sufficient proficiency in English to meet the academic demands of the program. While teachers will differentiate instruction to support English language learners who are not yet fully fluent, and at times push-in support may be available, there are no stand-alone ELL classes in high school. All AISCT teachers are expected to accommodate ELL students within their classrooms through individualized support and scaffolded instruction, helping students continue to develop their English language skills while engaging with the mainstream curriculum. It is essential that students are able to listen, speak, read, and write in English to access course content and succeed in their studies. An additional fee is charged for students receiving ELL support.

Student Support Services

Students with Individual Learning Plans are supported by the AISCT Learning Support team. Depending on their individual goals and recommended accommodations, these students receive support as is relevant to the individual need of the learner. Teachers are also expected to provide additional attention and extra support to a student with learning difficulties. High school accommodations are subject to College Board approval through the Services for Students with Disabilities (SSD) and AISCT cannot guarantee that prior or in-school accommodations will be granted on external College Board testing, including (but not limited to) PSAT, SAT, or AP exams. The High School Guidance Counselor serves as the school's SSD coordinator and should be contacted directly for more information on this matter. Please refer to the Admissions Policy and the school's Student Support Team (SST) referral process for more on this matter. Additional fees may be charged for students requiring additional learning support that the school does not offer.

Counseling and University Advising

The AISCT Counseling program focuses on students' academic, personal, social, and career

development. Individual counseling services are provided to students whose learning is being affected by difficulties in any of these areas. Referrals can be made by teachers, administrators, or students themselves. Students are able to make use of the counseling services at AISCT without prior parental agreement.

The High School Guidance Counselor provides social and emotional support for students, while the High School University Counselor serves as the university adviser within our school, providing counseling support and academic and university guidance and planning for the High School students. Our graduates apply predominantly to colleges/universities in the USA, Canada, UK, Europe, Australia, and South Africa.

Due to the large volume of applications spanning multiple corners of the globe, we use Maialearning, a comprehensive university and career readiness platform designed to help students plan their futures, explore careers, and manage their university applications.

Welcome to Another Year at AISCT!