



**American
International
School
Vienna**

High School Course Description Handbook

2023-2024



Our Mission

At the American International School Vienna, we empower each student with the skills and character strengths necessary to be positively impactful global citizens who strive for personal growth and excellence in an ever-changing world.

Our Vision

A community of innovative learners realizing their chosen futures with courage, curiosity, and joy.

Our Values

Respect

We will be kind, considerate, inclusive, and thoughtful in our interactions with others and the environment.

Aspire

We will pursue our passions, imagine possibilities, and make them real.

Achieve

We will apply ourselves to the best of our ability with effort and ingenuity, and strive for personal growth.

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Academic Credit and Graduation Requirements For U.S. Diploma

All students at AIS Vienna must fulfill requirements for the U.S. Diploma, and may, in addition, prepare for the full IB Diploma or IB subject course certificates.

A. CREDIT REQUIREMENTS

1. All full-year courses that meet for 4 blocks per rotation earn 1 credit. Credits are awarded each semester separately.
2. One-semester courses earn a 0.5 credit.
3. Students must earn 24 credits based on the distribution below in order to graduate with a U.S. diploma. This is a minimum requirement. Students are encouraged to choose as many courses as their ability and time dictate.
4. Students in Grades 9 and 10 must take a minimum of 8 courses per year. Ninth and tenth grade students do not have preparation periods without extenuating circumstances.
5. Juniors must choose 7 courses. IB Diploma candidates are to enroll in an additional semester course first semester. For full IB Diploma candidates, one of the seven courses may be an IB language course that is taught outside of the regular school curriculum.
6. Seniors must enroll in 6 courses to be considered full-time students. For full IB Diploma candidates, one of the 6 courses may be an IB language course taught outside of the regular school curriculum.

B. REQUIRED CREDITS AND GRADE LEVEL STATUS

Students are in:	... when they have completed:
Grade 10	6 credits in teacher-taught high school level courses
Grade 11	12 credits in teacher-taught high school level courses
Grade 12	18 credits in teacher-taught high school level courses

In rare cases, a student with less than 18 credits may be provisionally placed in Grade 12, if courses needed for graduation can be scheduled.

Students must attend AIS Vienna for the full academic year of Grade 12, in order to graduate from AIS Vienna.

C. U.S. HIGH SCHOOL DIPLOMA REQUIREMENTS

Below are the requirements for earning an AIS Vienna U.S. Diploma. While these are minimum requirements, students are encouraged to take courses beyond the minimum in order to complete a well-rounded, rigorous, academic program.

Subject	Credits	Notes
English	4	Students must take one English course each year.
Modern Languages German, French, Spanish	2	At least two consecutive years of a Modern Language are recommended. Austrian passport holders must study German in Grade 9.
Social Studies	3	2 of the 3 credits in Social Studies must come from history courses.
Science	3	4 years recommended for college preparation.
Mathematics	3	4 years recommended for college preparation.
The Arts	2	Includes Visual and Performing Arts.
Physical Education	2	All PE classes include a Health unit.
Electives	5	All courses beyond the required distribution listed above earn elective credit.
TOTAL CREDITS	24	

D. U.S. HIGH SCHOOL DIPLOMA WITH IB COURSES

Students completing a U.S. Diploma may enroll in IB Subject Courses, and complete the examination after the two year program of study. The student is normally required to complete all components for the individual subject coursework including external and internal assessments. An IB Course grade, 1-7, will be awarded with subsequent documentation from the IB organization. Please note that for some subject areas in Grades 11 and 12, IB subjects may be the only option as a further course of study. Students are encouraged to choose subjects based on their strengths and interests.

E. AUDITING

Under special circumstances, a student may audit a course with the instructor's and counselor's permission. An agreement shall be formalized between the student, parent, teacher, and counselor. Audits must be determined at the start of the course. A grade of AUD will appear on the report card. No grade point value or credit will be awarded for audited courses.

F. INDEPENDENT STUDY

Students may study a course as an independent study under exceptional circumstances. A contract will outline the requirements and workload for the course. The contract must be agreed upon by the student, parent, counselor, and supervising teacher. As a rule, independent studies are not permitted when the course is offered at AIS Vienna. Independent study courses are graded on a Pass/Fail basis and are not included in GPA calculation.

G. TRANSFER OF CREDITS

Students may receive credit towards AIS Vienna graduation for high school courses the student passed at other schools. A maximum of 8 (eight) credits per school year will be awarded for work completed at other schools. Because grading criteria and systems vary from one school to another, grades earned at other schools are not included in the calculation of the AIS Vienna Grade Point Average. (GPA).

H. SUMMER SCHOOL COURSES

Students may apply summer courses towards AIS Vienna credit only for the purpose of credit recovery. The following conditions must be met:

- Prior to starting the course, the course must be pre-approved for AIS Vienna credit by the High School Principal.
- Upon completion of the course, official transcripts must be submitted to the High School Counseling Office, verifying successful completion.

I. NOSTRIFICATION

The Ministry of Education has made changes to the Austrian Matura system. As a result Nostrification of the International Baccalaureate Diploma is offered for students looking to study certain subjects at Austrian Universities. Those looking to attend university in Austria should speak with their counselor to identify if Nostrification is required.

The International Baccalaureate Diploma Program

The International Baccalaureate (IB) Diploma Program is a rigorous two-year course of study designed to provide international students with a diploma recognized by universities throughout the world. The IB Diploma Program grew out of the need for an appropriate curriculum that would meet the requirements of diverse national systems.

The International Baccalaureate Diploma consists of six courses; three completed at Higher Level (HL), and three at Standard Level (SL). Students must take examinations in Groups 1-5 in the final year of the program. Students must select courses from each of the Groups 1-5, and a sixth course, either from Group 6 or a second course from Groups 1-4. Students must declare their SL and HL courses by the end of semester 1 of Grade 11.

Testing accommodations are available for students with a documented need. The IB Organization requires psycho-educational assessments detailing the recommended accommodations. Testing and requests for accommodations should be completed at least 18 months in advance of the examination dates.

IB Diploma Program Course Offerings

Group	Course Options	Levels Offered at AISV	
		HL	SL
Group 1 Studies in Language and Literature	English A: Literature	HL	SL
	English A: Language & Literature	HL	SL
	German A: Literature	HL	SL
	German A: Language & Literature	HL	SL
	Mother Tongue A: Literature (tutorial)	HL	SL
	Mother Tongue A: Language & Literature (tutorial)	HL	SL
Group 2 Language Acquisition	German B	HL	SL
	French B	HL	SL
	Spanish B	HL	SL
	Language B (tutorial)	HL	SL
Group 3 Individual and Societies	Economics	HL	SL
	History		SL
	History of Africa / Middle East	HL	
	Psychology	HL	SL
Group 4 Sciences	Biology	HL	SL
	Chemistry	HL	SL
	Physics	HL	SL
Group 5 Mathematics	Math Applications & Interpretation	HL	SL
	Math Analysis & Approaches	HL	SL
Group 6 The Arts	Visual Arts	HL	SL
	Theater Arts	HL	SL
	A second choice from Groups 1-4 may also be selected		

Full IB Diploma candidates must take all IB courses in the final two years of high school, culminating in the final examinations at the end of Grade 12.

Additionally, IB Diploma program students must also complete:

- Theory of Knowledge (TOK) I, and II,
- Extended Essay (EE) in one of the student's IB subjects, and
- "CAS" (Creativity, Activity, Service), including a long term service project lasting at least one semester.

Scores from 1 to 7 awarded for each of the six IB examinations are totaled along with the possibility of an additional 1 to 3 core points for Theory of Knowledge and the Extended Essay. The IB Diploma is awarded to students who earn at least 24 points, subject to certain minimum levels of performance across the whole program. There are some scores and certain combinations of scores, however, that may prevent a student from receiving the Diploma, even when the total exceeds 24 points. Please refer to the IBDP Handbook for more information. Please note that universities may require a greater total score as well as specific scores for some HL subjects for entry.

Depending upon the course of study as well as the country of destination, it may be necessary for a student to enroll in a course for which they may not be recommended. Students should engage in discussions with their teachers and parents in consultation with the counselors and IBDP Coordinator in order to determine the appropriate course and level.

11th and 12th Grade IB Diploma candidates may elect to enroll in specific elective courses for CAS rather than earn credits towards the U.S. Diploma. Courses taken for CAS credit will not appear on a student's transcript. Intention to register for a course for CAS must be done through a formal registration process within the first two weeks of each semester. The subject-specific forms are available through ManageBac.

Since the requirements for admissions to university vary between countries, it is strongly recommended that a student contacts the university of interest before starting the IB Diploma program. There may be requirements, e.g. for specific subjects to be taken at Higher Level, a minimum level for mathematics, or a minimum level of total points awarded.

Please note based upon the information from the ministry, the IB Diploma generally does not require "nostrification" for university admission except for the following degrees: psychotherapy, "Fremdenführung" or studies and training for tourist guides, "Staatsdienst" or diplomatic and government services, and pedagogical studies. Please note that the application for "nostrification" must be completed through the [Bundesministerium für Bildung, Wissenschaft, und Forschung](#).

International Baccalaureate Course Sequences & Options

	Grade 9	Grade 10	Grade 11	Grade 12
ENGLISH	English 9	English 10	IB English A: Literature SL I or HL I	IB English A: Literature SL II or HL II
	English 9	English 10	IB English A: Language & Literature SL I or HL I	IB English A: Language & Literature SL II or HL II
MODERN LANGUAGES	German Native 9 or German Advanced A	German Native 10 or German Advanced B	IB German A: Literature SL/HL I or IB German A: Language & Literature SL/HL I	IB German A: Literature SL/HL II or IB German A: Language & Literature SL/HL II
	German Advanced A	German Advanced B	IB German B HL I	IB German B HL II
	German Basic B	German Intermediate A	IB German B SL I	IB German B SL II
	German Intermediate B	German Intermediate C	IB German B HL I	IB German B HL II
	French Basic B	French Intermediate A	IB French B SL I	IB French B SL II
	French Intermediate B	French Intermediate C	IB French B HL I	IB French B HL II
	Spanish Basic B	Spanish Intermediate A	IB Spanish B SL I	IB Spanish B SL II
	Spanish Intermediate B	Spanish Intermediate C	IB Spanish B HL I	IB Spanish B HL II
	<i>*ab initio available in special circumstances</i>			
SOCIAL STUDIES	World History 9	Modern European History International Relations US History	IB History SL/HL I	IB History SL/ HL II
	World History 9	Modern European History International Relations US History	IB Economics SL/HL I	IB Economics SL/HL II
	World History 9	Modern European History International Relations US History	IB Psychology SL/HL I	IB Psychology SL II/HL II
SCIENCE	Biological Systems & Solutions	Chemistry & Physics: Systems & Solutions	IB Biology SL/HL I	IB Biology SL II or IB Biology HL II
	Biological Systems & Solutions	Chemistry & Physics: Systems & Solutions	IB Physics SL/HL I	IB Physics SL II or IB Physics HL II
	Biological Systems & Solutions	Chemistry & Physics: Systems & Solutions	IB Chemistry SL/HL I	IB Chemistry SL II or IB Chemistry HL II

MATHEMATICS	Integrated Algebra & Geometry	Algebra II	IB Math AI SLI or IB Math AA SLI	IB Math AI SL II or IB Math AA SL II
	Geometry	Algebra II	IB Math AI SLI or IB Math AA SLI	IB Math AI SL II or IB Math AA SL II
	Geometry	Algebra II with Trigonometry	IB Math AI SLI or IB Math AA SLI or IB Math AI HLI or IB Math AA HLI	IB Math AI SLII or IB Math AA SLII or IB Math AI HLII or IB Math AA HLII
	Algebra II with Trigonometry	AP Calculus AB/BC	IB Math AI HLI or IB Math AA HLI	IB Math AI HLII or IB Math AA HLII
THE ARTS	Art I: Foundations	Art II: Explorations	IB Visual Arts SL/HL I	IB Visual Arts SL II or IB Visual Arts HL II
	Drama I <i>(recommended)</i>	Drama II <i>(recommended)</i>	IB Theater Arts SL/HL I	IB Theater Arts SL II or IB Theater Arts HL II

Advanced Placement (AP)

Though AIS Vienna is an IB World School, students may elect to take an AP examination while enrolled in an IB course. Students are responsible for obtaining the AP syllabus, discovering and learning any necessary supplemental knowledge or activities, and securing a recommendation to take the exam from their teacher. Course descriptions and sample exam questions are available online at the College Board website.

AIS Vienna only administers AP exams on site for courses taught at AISV during that school year or as required by an AISV teacher. If an AISV student is interested in sitting an AP exam that is not offered at AIS Vienna, they must communicate with the AP Coordinator no later than October 15 as the AP Final Ordering Deadline is in November.

Grading System for Non-IB Courses

GRADE	WEIGHT	GRADE	WEIGHT	GRADE	WEIGHT	GRADE	WEIGHT	GRADE	WEIGHT
A+ 97-100	4.33	B+ 87-89	3.33	C+ 77-79	2.33	D+ 67-69	1.33	F < 60	0
A 93-96	4.00	B 83-86	3.00	C 73-76	2.00	D 63-66	1.00		
A- 90-92	3.67	B- 80-82	2.67	C- 70-72	1.67	D- 60-62	0.67		

Grading System for IB/AP Courses

GRADE	WEIGHT	GRADE	WEIGHT	GRADE	WEIGHT	GRADE	WEIGHT	GRADE	WEIGHT
A+ 97-100	4.67	B+ 87-89	3.67	C+ 77-79	2.67	D+ 67-69	1.67	F < 60	0
A 93-96	4.33	B 83-86	3.33	C 73-76	2.33	D 63-66	1.33		
A- 90-92	4.00	B- 80-82	3.00	C- 70-72	2.00	D- 60-62	1.00		

Other Grading Codes

P	Pass	Used when a course is not taken for a grade. Also used for students who are taking language tutorials outside school for courses not offered by AISV. Requires administrative approval. Credit awarded. Not calculated in GPA.
AUD	Audit	Typically used when a student joins a class late in the term. Students attend all classes and complete all assignments for the learning benefits. No credit awarded. Not calculated in GPA. Audits may only be arranged before starting a course.
INC	Incomplete	Used when assessments were not completed due to unexpected circumstances. The work must be completed within an agreed upon time as determined by the teacher and principal (typically two weeks). After this time, if work is submitted, then the teacher will assign a replacement grade. If work remains missing, a grade of IE will be assigned for the course.
NC	No Credit	Used when there is insufficient evidence to determine a student's grade. No grade or credit is earned.
WP	Withdraw Passing	Used when a student withdraws from a course and at the time of withdrawal had a passing grade. No credit awarded. Not calculated in GPA. Students may only withdraw from a course by October 31 (March 31 for semester 2 classes).
WF	Withdraw Failing	Used when a student withdraws from a course and at the time of withdrawal had a failing grade (or insufficient evidence). No credit awarded. Not calculated in the GPA. Students may only withdraw from a course by October 31 (March 31 for semester 2 classes).
REP	Repeated Course	Used when a student takes the same course in the following year. Upon earning credit in the course the second time, the original grades change to REP and credit is no longer earned for the original course. This may only be done with counselor and principal approval.

Grading Policies

For AIS Vienna, grades from D- to A+, and P, are passing grades and earn credit towards graduation.

A student who earns a grade below C- in the early levels of a modern language sequence (German, French, or Spanish) must study over the summer and pass a placement test before the start of the next academic year in order to advance to the next level.

Grades are cumulative through a semester. At the end of each year, exams are given in the following subjects: English, Modern Language, Social Studies, Science, and Mathematics. These exams count for up to 20% of a student's semester grade. A final semester grade is awarded and stored at the end of each semester.

Course Registration

Registration for courses takes place in the second semester and is managed by the High School Counseling Office. Counselors along with the Dean of Curriculum/IB Coordinator will assist students with choosing appropriate courses for the next school year as well as a strategic four-year academic plan. We make every effort to schedule students into the courses that they request. It is possible that a student may not get all of the courses that they request. Priority is given to the IB Diploma subjects that a student needs, but this occasionally conflicts with other elective courses.

Add/Drop and Schedule Changes

Students and counselors make every effort to place students in a schedule of courses that is appropriately challenging. Students are encouraged to follow their interests while working towards the requirements of their academic program. The Master Schedule is built in the Spring, upon the requests of students prior to the school year starting. Students are provided times to check and confirm their schedule in that Spring semester before the schedule is finalized. It is very difficult (often impossible) to make schedule changes once the school year has started as typically the schedule is fixed and courses filled. On rare occasion, a student may need to change their schedule.

The following guidelines apply to schedule changes:

- Students have 8 school days at the start of term to initiate a change in their schedule. No record of dropped classes will be recorded.
- After the first 8 school days, only a teacher may initiate a schedule change for a student, in which case no record of the dropped class will be recorded.
- After the first two weeks, courses typically may not be added.
- By September 30 (February 28 for semester 2 classes), students may drop a course without it showing on their transcript. This is only allowed for students when their schedule permits and continues to fit within grade-level expectations (see page 5, Required credits and grade level status). No credit is awarded.
- After September 30 (After February 28 for semester 2 classes), students may withdraw from a course (schedule permitting), but it will be noted on the student's transcript. The course will be designated with a WP, for students who are passing the course at the time of withdrawal, or WF, for students who are failing the course at the time of withdrawal (see page 15, Other Grading Codes). No credit will be awarded in either case.

Honor Roll

Students with high academic achievement are recognized on the Honor Roll each semester. Students qualify for the Honor Roll according to the criteria listed below. GPA's are rounded to the nearest hundredth.

Grades 9 & 10

- Honor Roll: B+ average or better (GPA equal or higher than 3.33)
- High Honor Roll: A- average or better (GPA equal or higher than 3.67)

Grades 11 & 12

- Honor Roll: B+ average or better (GPA equal or higher than 3.33)
- High Honor Roll: A average or better (GPA equal or higher than 4.00)

GPA calculations include weightings for IB courses as described in "Grading System for IB Courses."

Due to the lack of IB weighting on most Grade 9 & 10 courses, the criteria for High Honor Roll is different than for grades 11 & 12, when all students have weighted courses.

Students earning a grade lower than a B- or students with "Incomplete" or "No Credit" grades are ineligible for Honor Roll recognition.

English

The English program responds to the wide range of interests and abilities represented by an international student body. Students take heterogeneously-grouped classes in English 9 and 10, and IB classes in Grades 11 and 12 at either the standard or higher level. In each course, students will read literary and non-literary work that engages and challenges them.

Principle objectives:

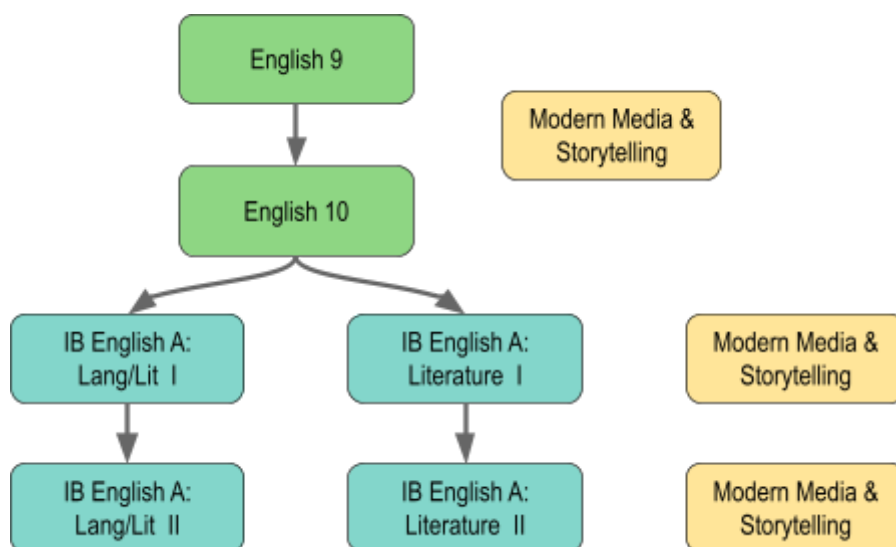
- To create an atmosphere of trust in which students can freely express their thoughts and feelings through language;
- To encourage reading;
- To lead students to discover different levels of meaning in the literature and other text types read;
- To include representative literary works, international in origin;
- To help students make connections between literature and their own lives;
- To encourage writing about their perceptions;
- To develop and refine their writing skills: sentence structure, organization, punctuation, and spelling;
- To promote vocabulary study;
- To teach students to be articulate speakers and alert listeners;
- To promote discussion etiquette and awareness that there can be more than one valid point of view to the same issue; and
- To encourage creative and independent thinking and questioning.

A student is required to take at least one course for English credit for every year he/she is enrolled.

<u>ENGLISH 9</u>	Year-Long	Credits:	1.0
This foundational course for ninth graders helps students to write grammatically and imaginatively, to build vocabulary, to develop cohesive paragraphs and short essays, and to make connections between literature and themselves. An important aspect of the course also centers on learning to speak clearly and learning to listen to peers - critical factors in helping students to appreciate the value of another's point of view. A wide range of classic and contemporary texts comprise the core of the reading list, ranging from drama and poetry to works of fiction and nonfiction.			
<u>ENGLISH 10</u>	Year-Long	Credits:	1.0
<i>Prerequisite: English 9</i>			
This course for tenth graders continues the English 9 approach to literature and composition and exposes students to language study. Students will explore a variety of themes, literary styles, and genres, from classical to more contemporary works. The approach includes introductory lectures, informal class discussions, individual oral presentations, and group projects. Frequent composition assignments, both creative and analytical, will encourage students to develop their ideas in clear, accurately written English. The course is designed to provide a strong analytical foundation for any of the IB DP Year 1 English courses.			
<u>IB ENGLISH A: LITERATURE SL/HL I</u>	Year-Long	Credits:	1.0
<i>Prerequisite: English 10 and teacher recommendation</i>			
This combined higher and standard level IB English class continues the work of English 10 in its approach to literature and analytical skills. Students will explore literature ranging from classical to modern, in a variety of genres including fiction, non-fiction, poetry, and drama. The course requires a varied number of writing assignments with an emphasis on clear, logical, and coherent structure and individual interpretation. Students are encouraged to look at texts through a variety of lenses and will be asked to consider the historical and temporal context when considering the literary works. The course is conducted with a mixture of activities: role plays, close readings, classroom discussions that compare the way in which genres communicate themes.			

<u>IB ENGLISH A: LITERATURE SL/HL II</u>	Year-Long	Credits:	1.0
<i>Prerequisite: IB English A: Literature SL/HL I</i>			
<p>This IB English course is a continuation of the IB English A: Literature first-year course. Students read works from English language literature, ranging from the classical to the contemporary, covering all 4 genres: non-fiction, fiction, drama, and poetry. Students continue to sharpen their ability to write analytically about literature and its relation to global issues. The second year of Literature results in many culminating assessments, with a focus on Literary Essays for HLs, individual orals, practice comparative essays, and commentaries in preparation for the May exams. In May, all students, diploma and certificate, will sit the appropriate IB English A: Literature examination.</p>			
<u>IB ENGLISH A: LANGUAGE & LITERATURE SL/HL I</u>	Year-Long	Credits:	1.0
<i>Prerequisite: English 10 and teacher recommendation</i>			
<p>IB English A: Language and Literature aims to develop a variety of analytical and productive or production skills through the study of a wide range of texts, to promote an appreciation of the wealth and subtleties of the language, and to facilitate the clear expression of ideas. The course will introduce students to a wide range of texts in different genres, media, styles, and styles, as well as develop students' ability to engage in close, detailed and critical examination of literary and non-literary texts. In this course, students will experience a sustained focus on the nature of language – written as well as visual – and consider how language both influences and is impacted by culture and identity. The course emphasizes learning through seminar discussions and collaborative analysis, supplemented by lectures, oral presentations by students, and substantial opportunities for verbal and written analysis. This course prepares students to sit the IB English A examination at the end of the second year. The course is open to juniors and seniors.</p>			
<u>IB ENGLISH A: LANGUAGE & LITERATURE SL/HL II</u>	Year-Long	Credits:	1.0
<i>Prerequisite: IB English A: Language & Literature SL/HL I</i>			
<p>IB English A: Language and Literature SL/HL II is a continuation of IB English A: Language and Literature SL/HL I. It is a requirement for students who plan to take the second-year course and sit the Standard Level or Higher Level Language A English examination in their Senior year. The course continues to widen students' exposure to a wide range of texts in different genres, media, styles, and styles and extends students' ability to engage in close, detailed and critical examination of literary and non-literary texts. Students will substantially develop their abilities to analyze and comment on the nature of language and demonstrate further their understanding of how language both influences and is impacted by culture and identity. The course emphasizes learning through seminar discussions and collaborative analysis, supplemented by lectures, oral presentations by students, and substantial opportunities for verbal and written analysis. In May, all students, diploma and certificate, will sit the appropriate IB English A: Language and literature examination.</p>			
<u>MODERN MEDIA AND STORYTELLING I/ II</u>	Year-Long	Credits:	1.0
<i>English Elective</i>			
<p>Modern Media and Storytelling is for those students who are inspired to explore, create, and work with entertainment. Students will engage with a wide variety of mediums and discuss how they are used in order to tell various stories for varying audiences. Students will develop important skills such as self-management and collaboration as they endeavor to complete open-ended, challenging tasks that require innovation, dedication, and creativity. Projects will include analytical work as well as creating various types of media- podcasts, short films, PSAs, and board games to name a few.</p>			

High School English Course Sequences / Options Flowchart



Modern Languages

Students and parents are advised to read the course descriptions and prerequisites in order to ensure appropriate placement. Students and parents should also note that Austrian passport holders are required to study German through the completion of Grade 9.

Returning AISV students must have successfully completed the preceding level course. Prior to registration, students must obtain approval of their current language teacher to register for a subsequent course.

In some cases, a returning student may wish to advance an additional level for the following year. For this, students should contact their teacher at the start of the second semester. Teachers will provide supplementary materials. They will take a placement test in August to determine final course assignment.

New students take an online placement test to determine appropriate course placement.

IB ab initio (beginner) Language examinations in German, French or Spanish: If a student needs the IB ab initio examination for the IB diploma, the student will require additional lessons beyond the Basic A and B courses in German, French, or Spanish which requires outside tutoring expenses paid for by the family. The student can take ab initio language in grades eleven and twelve, with permission of the Modern Languages Department head, the HS Counseling Office, and the IB Coordinator.

German

German (Near Native and Native)

Near-Native and Native speakers of German further develop their language skills with German Advanced and Native courses.

GERMAN ADVANCED A	Year-Long	Credits:	1.0
<i>This course is designed for ninth grade students whose German skills are near-native.</i>			
We read and analyze literature from different genres and periods, extracts from non-fiction books and newspaper articles. Students learn a variety of writing techniques (composition, summary, essay, creative writing etc.) as well as how to improve writing skills (expressions, idioms, grammar, spelling etc.). Oral reports give the students the opportunity to improve their communication skills. Two major works of literature are studied.			
GERMAN ADVANCED B	Year-Long	Credits:	1.0
<i>This course is designed for tenth grade students whose German skills are near-native.</i>			
This course is a continuation of German Advanced A. We expand on the themes and topics covered in the previous year. More emphasis will be put on writing techniques and project work to prepare students for the IB program. The course focuses on written and oral communication skills. Discussions, oral reports and compositions are based on cultural, literary and current affairs topics of the German-speaking countries. Three to four major works of literature are studied.			

<u>GERMAN NATIVE 9</u>	Year-Long	Credits:	1.0
<p><i>This course is for ninth grade students who are native speakers of German.</i></p> <p>In this course emphasis is placed on the study of fiction and non-fiction texts and on the study of literature covering the following periods: <i>Mittelalter</i>, <i>Barock</i>, and <i>Aufklärung</i>, as well as on modern youth literature. Written work related to fiction and non-fiction texts focuses respectively on composition, character analysis, interpretations and descriptions, formal letters, newspaper articles, argumentative essays etc. Different genres of fiction are studied and writing skills are taught (spelling, grammar, idioms, expressions etc.). Oral assignments are given relating to the literary periods studied, modern literature as well as argumentation techniques and non-fiction topics.</p>			
<u>GERMAN NATIVE 10</u>	Year-Long	Credits:	1.0
<p><i>This course is for tenth grade students who are native or near-native speakers of German.</i></p> <p>In this course, the study of literature covers the following periods mostly from the 18th and 19th century: Sturm und Drang, Klassik, Romantik, and Realismus. Two or three works of modern literature will be covered as well. Compositions and commentaries, character analysis, journal entries, paraphrasing, creative writing, discussions, recitation of poetry, performing of drama scenes are also important components of this course as well as argumentative essays. A trip to Weimar, Germany, related to the period of the Klassik, is planned. Another non-fiction work related to the Holocaust is also read because all 10th graders are required to visit a concentration camp memorial.</p>			
<u>IB GERMAN A: LITERATURE SL/HL I</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: German Advanced B or German Native 10</i></p> <p>This combined higher and standard level IB German class may be taken by students in the eleventh grade as either a college preparatory class for high school graduation credit or by those who plan to take the IB German exams at the end of their senior year after completion of either the HL or SL II class. The class continues the work of German Native 10 in its approach to literature and analytical skills. However, students of German Advanced B may also qualify for this course upon teacher's recommendation. Students will explore literature ranging from classical to modern, in a variety of genres including fiction, non-fiction, poetry, and drama. The course requires a varied number of writing assignments with an emphasis on clear, logical, and coherent structure and individual interpretation. Students are encouraged to look at texts through a variety of lenses, and will be asked to consider historical and temporal context when considering the literary works. The course is conducted with a mixture of activities: role plays, close readings, classroom discussions that compare the way in which genres communicate themes.</p>			
<u>IB GERMAN A: LITERATURE SL/HL II</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: IB German A: Literature SL/HL I</i></p> <p>This IB German course is a continuation of the IB German A: Literature first year course. Students read works from German language literature, ranging from the classical to the contemporary, covering all 4 genres: non-fiction, fiction, drama and poetry. Students continue to sharpen their ability to write analytically about literature and its relation to global issues. The second year of Literature results in many culminating assessments, with a focus on Literary Essays for HLs, individual orals, practice comparative essays, and commentaries in preparation for the May exams. In May, all students, diploma and certificate, will sit the appropriate IB German A: Literature examination.</p>			

<u>IB GERMAN A: LANGUAGE & LITERATURE SL/HL I</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: German Advanced B or German Native 10</i></p> <p>Language and Literature aims to develop a variety of analytical and productive or production skills through the study of a wide range of texts, to promote an appreciation of the wealth and subtleties of the language, and to facilitate the clear expression of ideas. The course will introduce students to a wide range of texts in different genres, media, and styles, as well as develop students' ability to engage in close, detailed and critical examination of literary and non-literary texts. In this course, students will experience a sustained focus on the nature of language – written as well as visual – and consider how language both influences and is impacted by culture and identity. The course emphasizes learning through seminar discussions and collaborative analysis, supplemented by lectures, oral presentations by students, and substantial opportunities for verbal and written analysis. This course prepares students to sit the IB German A Language and Literature examination at the end of the second year. The course is open to juniors.</p>			
<u>IB GERMAN A: LANGUAGE & LITERATURE SL/HL II</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: IB German A: Language and Literature SL/HL I</i></p> <p>Language and Literature SL II is a continuation of IB German A: Language and Literature SL/HL I. It is a requirement for students who plan to take the second year course and sit the Standard Level or Higher Level Language German A: Language and Literature examination in their Senior year. The course continues to widen students' exposure to a wide range of texts in different genres, media, and styles, and extends students' ability to engage in close, detailed and critical examination of literary and non-literary texts. Students will substantially develop their abilities to analyze and comment on the nature of language and demonstrate further their understanding of how language both influences and is impacted by culture and identity. The course emphasizes learning through seminar discussions and collaborative analysis, supplemented by lectures, oral presentations by students, and substantial opportunities for verbal and written analysis. In May, students sit the IB German A: Language and Literature examination.</p>			

German as a Modern Language

As the language of our host country, all students are encouraged to study German.

<u>GERMAN BASIC A</u>	Year-Long	Credits:	1.0
<p>This first year German course teaches students to ask for information, discuss diverse topics such as family, national origins, food, life in Vienna, as well as traveling and living. Among other things, they will also learn to express location (people, objects and places), to give orders, express emotions and tell the time. The basics of German grammar are introduced. These include regular and irregular verbs in the present, past and future tenses, as well as the nominative, accusative and dative cases. The course further teaches definite and indefinite articles, cardinal and ordinal numbers, negatives, demonstratives, prepositions and question tags. At the beginning, the emphasis is placed on oral work and phonetics, but reading and writing skills receive more emphasis as the year progresses.</p>			
<u>GERMAN BASIC B</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: German Basic A</i></p> <p>The basic elements from German Basic A are reviewed, and more complex patterns are introduced. The students do more reading and writing than in German Basic A to broaden their vocabulary. Students do more speaking activities to learn to express intentions, their tastes, preferences and opinions. They relate and describe current and past events, justify their agreement or disagreement, give advice, and ask for detailed information. The students continue to learn about the culture of German speaking countries by reading texts about traditional habits and feasts. Amongst other things, the grammatical content includes prepositions with different cases, direct and indirect pronouns, reflexive verbs, the formation of questions, subordinate clauses, the distinction between the past tenses, adjective endings, and comparatives of adjectives and adverbs.</p>			
<u>GERMAN INTERMEDIATE A</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: German Basic B</i></p> <p>This course responds to the needs of students to develop efficient language skills in German. We develop and broaden the skills learned in German Basic A and B: Oral communication, reading and handling of shorter texts and development of writing skills. The focus is on understanding more complex texts than in Basic A and B to sum up the most important information from the text in the student's own words. We also want to put an emphasis on autonomous learning and the students are familiarized with research strategies and project work. The students do individual research and presentations on topics that are related to the chapter we are covering in class. On the one hand, this course reviews the basics of German grammar, but on the other hand it also teaches more complex grammar topics. The students also learn more about the culture of Austria and especially Vienna by watching Austrian movies. This course can be a preparation for the entrance into the IB Language B Standard Level course.</p>			
<u>GERMAN INTERMEDIATE B (Grades 9 and 10)</u>	Year-Long	Credits:	1.0
<u>IB GERMAN B SL I</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: German Intermediate A</i></p> <p>This course develops more efficient language skills in German. Concurrently, this course is the first year of a two-year IB program for students who wish to take the IB examination after the second year. The course covers five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. Students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Students understand a range of written and spoken authentic texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.</p>			

GERMAN INTERMEDIATE C (Grades 9 and 10) IB GERMAN B SL II	Year-Long Year-Long	Credits: Credits:	1.0 1.0
<p><i>Prerequisite: German Intermediate B or IB German B SL I</i></p> <p>This course is the continuation of IB German B Standard Level I or German Intermediate B. It is the second year of the IB program for students who wish to take the IB examination at the end of this year course. Therefore, the course covers five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. Students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Students understand a range of written and spoken authentic texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases. In May, students enrolled in the IB as a diploma or course sit the IB German B examination.</p>			
IB GERMAN B HL I	Year-Long	Credits:	1.0
<p><i>Prerequisite: German Intermediate C</i></p> <p>This course is the first of the two preparatory years for the IB Higher Level examination for eleventh grade students. The course covers five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. Students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Students understand a range of written and spoken authentic texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases. The study of two literary works originally written in the target language is a requirement at HL in language B.</p>			
IB GERMAN B HL II	Year-Long	Credits:	1.0
<p><i>Prerequisite: IB German B HL I</i></p> <p>This course is the continuation of German IB Higher Level I for twelfth grade students. It is the second year of the IB program for students who wish to take the IB examination at the end of this year's course. The course continues the study of literature and topics, the writing of compositions on various topics as well as different aspects of grammar according to the needs of students and in various formats, improving oral communication and reports, and acquiring knowledge about German speaking cultures. External and internal assessments will be completed during the year. The study of two literary works originally written in the target language is a requirement at HL in language B. In May, students sit the IB German B examination.</p>			

French as a Modern Language

<u>FRENCH BASIC A</u>	Year-Long	Credits:	1.0
<p>This first-year French course teaches students to communicate in oral and written forms, in a basic but efficient way. Students will learn to identify themselves and others, greet others, ask for and confirm information, thank others, discuss family, national origins, professions, hobbies, appearance and personality, locate people, objects and places, give orders, express easy negative and positive judgments, tell the time, order food, ask for the price. The topics are chosen according to the book used in class. Grammar includes common regular and irregular verbs in the present, past (passé composé) for most common verbs, futur proche and imperative tenses, definite and indefinite articles, cardinal and ordinal numbers, negatives with pas, il y a, demonstratives, prepositions, and pourquoi et parce que.</p>			
<u>FRENCH BASIC B</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: French Basic A</i></p> <p>The basic elements of French Basic A are reviewed and more complex patterns are introduced. The students do more writing and more reading than in French Basic A. Students learn how to give an itinerary, give and demand precise directions, express a positive and negative judgment, make and give appointments, talk about time, schedule and use the different forms of the question. The topics are chosen according to the book used in class. Students also learn to identify and describe people, describe objects, compare, talk about present, past, and future events. The grammatical content includes the negation, prepositions, the question structure, the comparative, the personal object pronouns, time expressions, the present, the near future, the recent past, the passé composé and initiation to the imparfait.</p>			
<u>FRENCH INTERMEDIATE A</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: French Basic B</i></p> <p>This course develops efficient language skills in French. Skills learned in French Basic A and B are further developed and broadened: oral communication, reading, handling of texts and further development of writing skills. The course covers five themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. Students express opinions, wishes, agreement, disagreement, doubt, feelings, probability and certainty. They relate facts and circumstances in the past and the future. They make hypotheses, express concerns, advise, suggest, warn, compare. Students understand and respond clearly to some information and ideas within the range of the five themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication. They understand simple authentic and adapted written and audio texts and related questions in the target language.</p>			
<u>FRENCH INTERMEDIATE B (Grades 9 and 10)</u>	Year-Long	Credits:	1.0
<u>IB FRENCH B SL I</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: French Intermediate A</i></p> <p>This course develops more efficient language skills in French. Concurrently, this course is the first year of a two-year IB program for students who wish to take the IB examination after the second year. The course covers five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. Students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Students understand a range of written and spoken authentic texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.</p>			

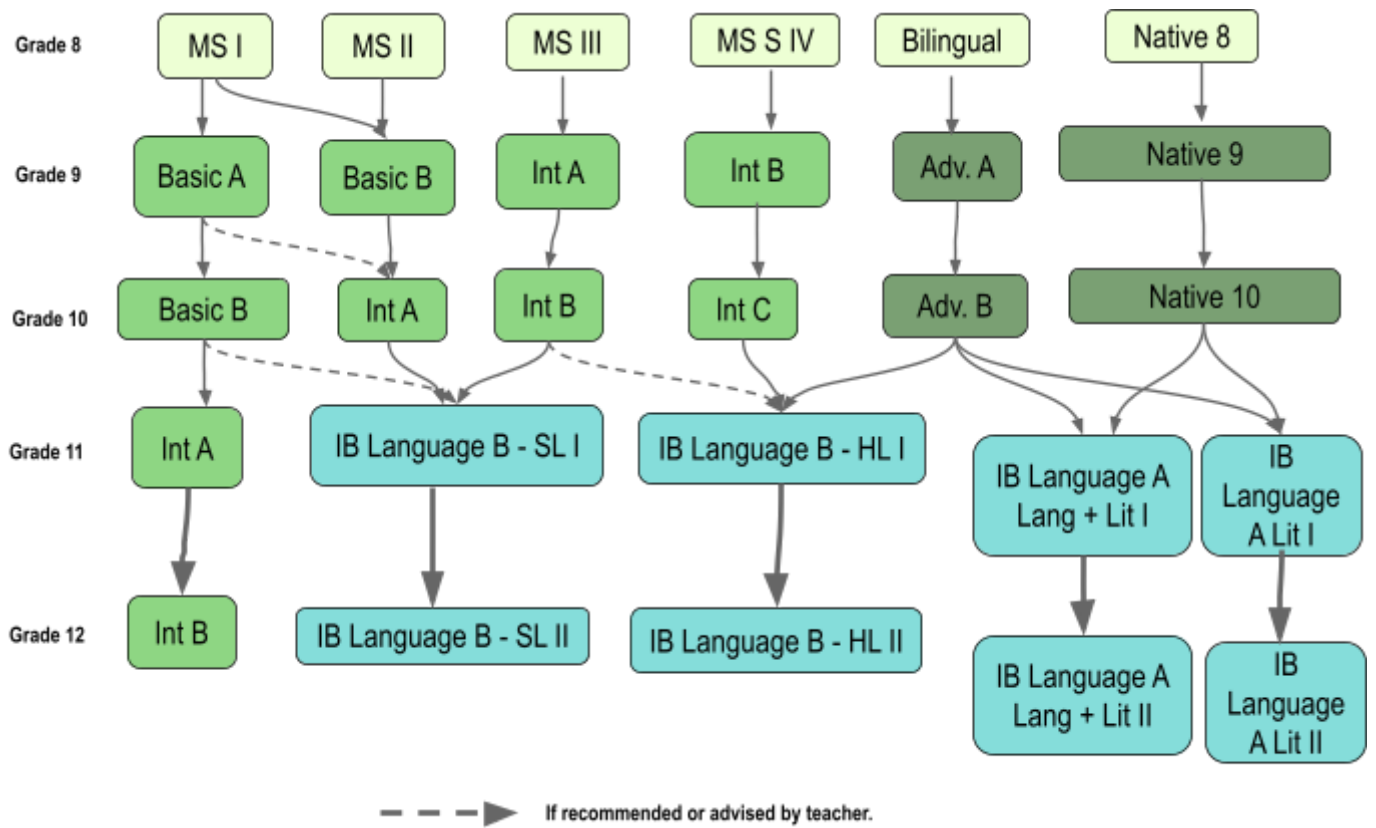
<u>FRENCH INTERMEDIATE C (Grades 9 and 10)</u> <u>IB FRENCH B SL II</u>	Year-Long Year-Long	Credits: Credits:	1.0 1.0
<p><i>Prerequisite: French Intermediate B or IB French B SL I</i></p> <p>This course is the continuation of French IB Standard Level I or French Intermediate B. It is the second year of the IB program for students who wish to take the IB examination at the end of this year-long course. Therefore, the course covers five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. Students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Students understand a range of written and spoken authentic texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases. In May, students enrolled in the IB as a diploma or course student sit the IB French B examination.</p>			
<u>IB FRENCH B HL I</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: French Intermediate C</i></p> <p>This course is the first year of a two-year IB program for students who wish to take the IB examination in French B Higher Level. This course covers, as in Standard Level, five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. Students further develop their ability to communicate in the target language through the study of language, themes and texts. The study of two literary works originally written in the target language is a requirement at HL in language B. Students understand a range of written and spoken authentic texts on topics of interest. At HL, students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).</p>			
<u>IB FRENCH B HL II</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: IB French B HL I</i></p> <p>This course is the continuation of French IB Higher Level I. It is the second year of the IB program for students who wish to take the IB examination at the end of this year course. Therefore, this course covers, as in Standard Level, five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. Students further develop their ability to communicate in the target language through the study of language, themes and texts. The study of two literary works originally written in the target language is a requirement at HL in language B. Students understand a range of written and spoken authentic texts on topics of interest. At HL, students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s). In May, students enrolled in the IB as a diploma or course student sit the IB French B examination.</p>			

Spanish as a Modern Language

<u>SPANISH BASIC A</u>	Year-Long	Credits:	1.0
<p>This first year Spanish course teaches students to communicate in a basic but efficient way, in oral and written forms. Students will learn about identifying themselves and others, family, national origins, professions, appearance and personality, hobbies, body, clothing, food, etc. They will also learn to express locations (people, objects, places), asking questions and to give orders. Basic elements in grammar are introduced. These include regular and irregular verbs in the present tense and past tense, as well as past perfect tense. It also includes possessive pronouns, demonstrative adjectives, adverbs and prepositions, etc. Students get introduced to Spanish culture through basic readings.</p>			
<u>SPANISH BASIC B</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: Spanish Basic A</i></p> <p>Basic knowledge of topics, vocabulary and grammar will be reviewed and studied more in depth. More topics, vocabulary and grammar will be introduced. Listening, speaking, reading and writing skills are further developed. Students will learn how to describe current, past, and future events, express their tastes, preferences and opinions, give advice, speak about ideas, and express emotions, doubts and necessity. Students expand their knowledge of Spanish culture by reading authentic materials adequate for their Spanish level.</p>			
<u>SPANISH INTERMEDIATE A</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: Spanish Basic B</i></p> <p>This course develops efficient language skills in Spanish. Students develop and broaden the skills learned in Spanish Basic A and Spanish Basic B: oral communication, reading, handling of texts and further development of writing skills. Reading and discussion of authentic texts will be part of the course. Essays and summaries will be based on texts and discussions as well as level-appropriate literary Spanish works such as short stories. The course includes review of basic and advanced grammar.</p>			
<u>SPANISH INTERMEDIATE B (Grades 9 and 10)</u>	Year-Long	Credits:	1.0
<u>IB SPANISH B SL I</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: Spanish Intermediate A</i></p> <p>This course develops more efficient language skills in Spanish. Concurrently, this course is the first year of a two-year IB program for students who wish to take the IB examination after the second year. The course covers five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. Students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Students understand a range of written and spoken authentic texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases.</p>			

<u>SPANISH INTERMEDIATE C (Grades 9 and 10)</u> <u>IB SPANISH B SL II</u>	Year-Long Year-Long	Credits: Credits:	1.0 1.0
<p><i>Prerequisite: Spanish Intermediate B or IB Spanish B SL I</i></p> <p>This course is the continuation of Spanish IB Standard Level I or Spanish Intermediate B. It is the second year of the IB program for students who wish to take the IB examination at the end of this year-long course. Therefore, the course covers five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. Students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Students understand a range of written and spoken authentic texts on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases. In May, students enrolled in the IB as a diploma or course student sit the IB Spanish B examination.</p>			
<u>IB SPANISH B HL I</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: Spanish Intermediate C</i></p> <p>This course is the first year of a two-year IB program for students who wish to take the IB examination in Spanish B Higher Level. This course covers, as in Standard Level, five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. Students further develop their ability to communicate in the target language through the study of language, themes and texts. The study of two literary works originally written in the target language is a requirement at HL in language B. Students understand a range of written and spoken authentic texts on topics of interest.</p> <p>At HL, students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).</p>			
<u>IB SPANISH B HL II</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: IB Spanish B HL I</i></p> <p>This course is the continuation of Spanish IB Higher Level I. It is the second year of the IB program for students who wish to take the IB examination at the end of this year course. Therefore, this course covers, as in Standard Level, five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. Students further develop their ability to communicate in the target language through the study of language, themes and texts. The study of two literary works originally written in the target language is a requirement at HL in language B. Students understand a range of written and spoken authentic texts on topics of interest.</p> <p>At HL, students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s). In May, students enrolled in the IB as a diploma or course student sit the IB Spanish B examination.</p>			

High School Modern Languages Course Sequences / Options Flowchart



Social Studies

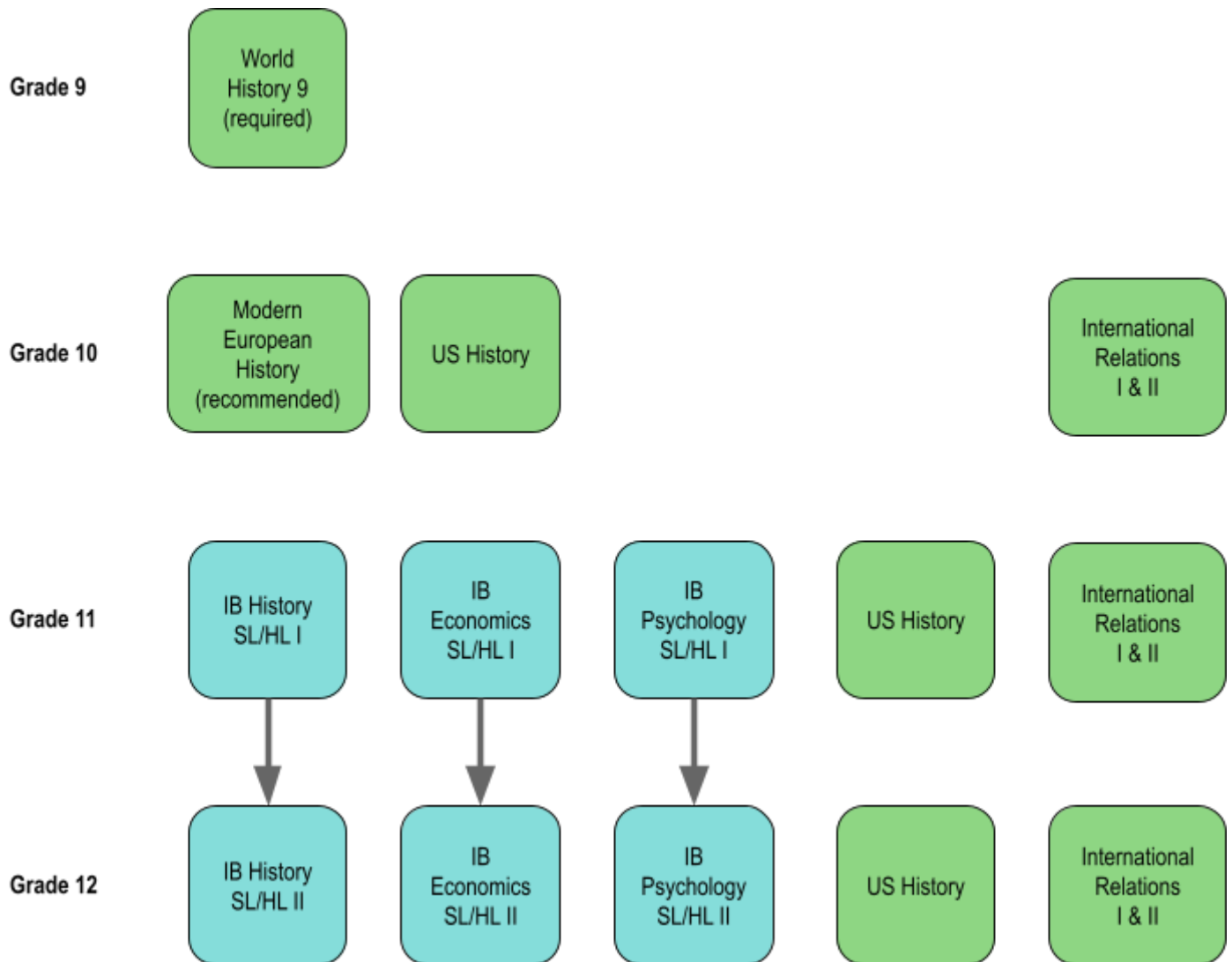
The Social Studies program offers a required course in Grade 9 and a strongly recommended course in Grade 10 followed by elective and IB choices for the remaining two years. The introductory course for ninth graders, World History 9, emphasizes writing and note-taking, as well as the skills essential to the study of history: gathering and interpreting evidence, analyzing concepts, synthesizing, and generalizing. These skills are developed further in the recommended Grade 10 course, Modern European History, utilizing more difficult materials with increasing requirements. Advanced courses, normally for juniors and seniors, require considerable expertise in historical analysis. College preparatory skills are sharpened with the frequent writing of essays, the production of oral and written reports, simulations and debates and the analysis of document-based questions. Two of the three credits in Social Studies must come from history courses.

<u>WORLD HISTORY 9</u>	Year-Long	Credits:	1.0
<p><i>Required Course for Grade 9</i></p> <p>World History 9 is an introduction to the study of history focusing on four major historical periods: Europe during the Renaissance and Reformation, the Age of Exploration and Expansion, the Age of Enlightenment and French Revolution, and the Age of Global Imperialism. The course introduces students to the force of change throughout history and the impact of these selected time periods on the world and modern times. The creation of an environment where students can communicate and express ideas freely is of utmost importance. Throughout the course, emphasis will be on helping students to develop analytical skills via the medium of history, whilst recognizing the progress and significant changes that took place in society. This course provides students with the foundation skills for future studies in Social Studies.</p>			
<u>MODERN EUROPEAN HISTORY</u>	Year-Long	Credits:	1.0
<p><i>Strongly recommended for Grade 10</i></p> <p>Modern European History is the optional sequel to World History 9. Together, these two year-long survey courses provide students with an overview of European history from the 16th century to the early 20th century. Modern European History is a survey course that examines the major political, social and economic forces at play in the early part of the 20th century. Modern European History includes a thorough examination of the First World War, the rise of totalitarian states in Europe, a comprehensive inquiry of the Weimar Republic and the rise of the Nazi Party, and concludes with an examination of the origins and major events of the Cold War and post-War Europe. A special effort is made to establish links between the examined historical periods with contemporary social, political and economic structures, and establish a connection between history and contemporary events.</p>			
<u>UNITED STATES HISTORY</u>	Year-Long	Credits:	1.0
<p><i>Grades 10-12</i></p> <p>This course in American History covers the major events and ideas that have shaped United States history. Major topics include: the Colonial Settlement, the War of Independence, the Constitution, the Civil War and Reconstruction, American Imperialism and the Rise to World Power, the Progressive Movement, World War I and the Roaring Twenties, the Great Depression and the New Deal, World War II, and America during the Cold War. It is recommended that American students planning to attend an American university take a U.S. History course.</p>			

<u>INTERNATIONAL RELATIONS II - GLOBAL ISSUES</u>	Semester 2	Credits:	0.5
<p><i>Grades 10-12</i></p> <p>This one-semester course examines a variety of problems facing the international community today. Each year, topics will be selected by students themselves, helping them to gain a broader understanding of global issues, current events and international relations. The topics selected will differ from those examined in the first semester International Relations course. Examples of selected topics of study include: conflict in the Middle East, AIDS/HIV, the threat of Global Terrorism, North Korea, the Origins of the India/Pakistan conflict, the European Union, Population Dynamics, Child Labor, Religious Extremism, etc. The hope is to help students learn the background and nature of conflicts and problems mentioned in the news daily. An emphasis on matters of human and political geography will remain the focus of the course.</p>			
<u>IB HISTORY SL/HL I</u>	Year-Long	Credits:	1.0
<p><i>Grades 11-12</i></p> <p>This full-year course is the first half of a two-year program preparing students for the International Baccalaureate Standard or Higher Level examinations in history.</p> <p>This course looks at several topics including Conflict and Intervention for the source analysis paper. Students learn about Rwanda and Kosovo as their primary case studies. For their essay topics students cover Causes and Effects of 20th Century Wars including The First World War, Iran-Iraq War, and Gulf War combined with the second topic: Democratic states, where they look at the development of South Africa and Israel. Students will have the opportunity to build an in-depth research project on a democratic state of their choice.</p> <p>For higher level students the course follows the History of Africa and the Middle East. Students study the collapse of the Ottoman Empire leading up to the First World War and follow the course of events in the Middle East from 1914-2000's. Emphasis will be placed on essay writing, document utilization and analytical skills as preparation for the Standard or Higher Level IB DP History examinations.</p>			
<u>IB HISTORY SL II</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: IB History SL/HL I</i></p> <p>This course is the second half of a two-year program preparing students for the International Baccalaureate Standard Level examination in History. Chronologically, this course traces major events in world history from the end of the Second World War to the present. This course continues the study of the two major topics of IB History SL/HL I. East-West Relations since 1945 will be the third major topic which serves as the central theme of this course. Emphasis will remain on essay writing, document utilization and analytical skills. The program requires one research project producing a formal analytical paper, called the Internal Assessment.</p>			
<u>IB HISTORY OF AFRICA AND THE MIDDLE EAST HL II</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: IB History SL/HL I</i></p> <p>This course is the second half of a two-year program preparing students for the three parts of the International Baccalaureate Higher Level examination in History. The first part (Paper I) examines the student's ability to deal with prescribed subjects through documents. The second part (Paper II) deals with major topics in contemporary world history. The third part (Paper III) consists of an overview of modern European history. The program requires one research project, producing a formal analytical paper, called the Internal Assessment.</p>			

<u>IB ECONOMICS SL/HL I</u>	Year-Long	Credits:	1.0
<p><i>Grades 11-12</i></p> <p>This course is the first year in a two-year program of study for the IB SL or HL examinations in Economics. At its core, this is an inquiry-based course that blends key economic concepts, content and real-world contexts to allow for a deeper and more integrated understanding of economics as a discipline. The specific content focus of this course is: Introduction to Economics and Microeconomics although it is likely that we will also commence the unit on Macroeconomics. Students will be encouraged to demonstrate a holistic and critical understanding of how economics helps us understand real world issues with the help of theories, models, case studies and inquiries from the course of study.</p>			
<u>IB ECONOMICS SL/HL II</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: IB Economics SL/HL I</i></p> <p>This course is the second year in a two-year program of study for the IB HL examination in Economics. At its core, this is an inquiry-based course that blends key economic concepts, content and real-world contexts to allow for a deeper and more integrated understanding of economics as a discipline. The specific content focus of this course is: Macroeconomics and The Global Economy. Students will be encouraged to develop a holistic and critical understanding of how economics helps us make sense of the world outside of the classroom. Working with quantitative and qualitative data, students will demonstrate a deeper understanding of real-world scenarios, using the theories, models, ideas and tools of economics and culminating in policy advice.</p>			
<u>IB PSYCHOLOGY SL/HL I</u>	Year-Long	Credits:	1.0
<p><i>Grades 11-12</i></p> <p>This full-year course is the first half of a two-year program that prepares students for the International Baccalaureate Standard and Higher Level examination in psychology. The focus of the course is the investigation into the causes of human behavior by looking at the biological, cognitive, and sociocultural levels of analysis. The requirements of the internal assessment, which is in the form of a laboratory experiment and associated report, will conclude the first year. Essay writing, utilization of psychological studies and the development of cognitive skills will be a point of emphasis throughout the year.</p>			
<u>IB PSYCHOLOGY SL/HL II</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: IB Psychology SL/HL I</i></p> <p>This is the second half of the two-year IB psychology program. The course begins with the introduction of abnormal psychology, which examines the concept of normalcy, origins of psychological disorders, and psychotherapy. The course continues with the investigation of human relationships, which looks at the concepts of altruism, prosocial behavior, attraction, and the psychology of human relationships. The course ends with the exploration of qualitative research methods in psychological studies. Essay writing, utilization of psychological studies and cognitive skills will continue to be a point of emphasis throughout the year.</p>			

High School Social Studies Course Sequences / Options Flowchart



Science

The AIS Vienna science curriculum encourages educational excellence, enables students to realize their potential and instills appropriate values by:

- Asking questions and defining problems
- Developing and using models
- Designing, planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

(Adapted from Next Generation Science Standards)

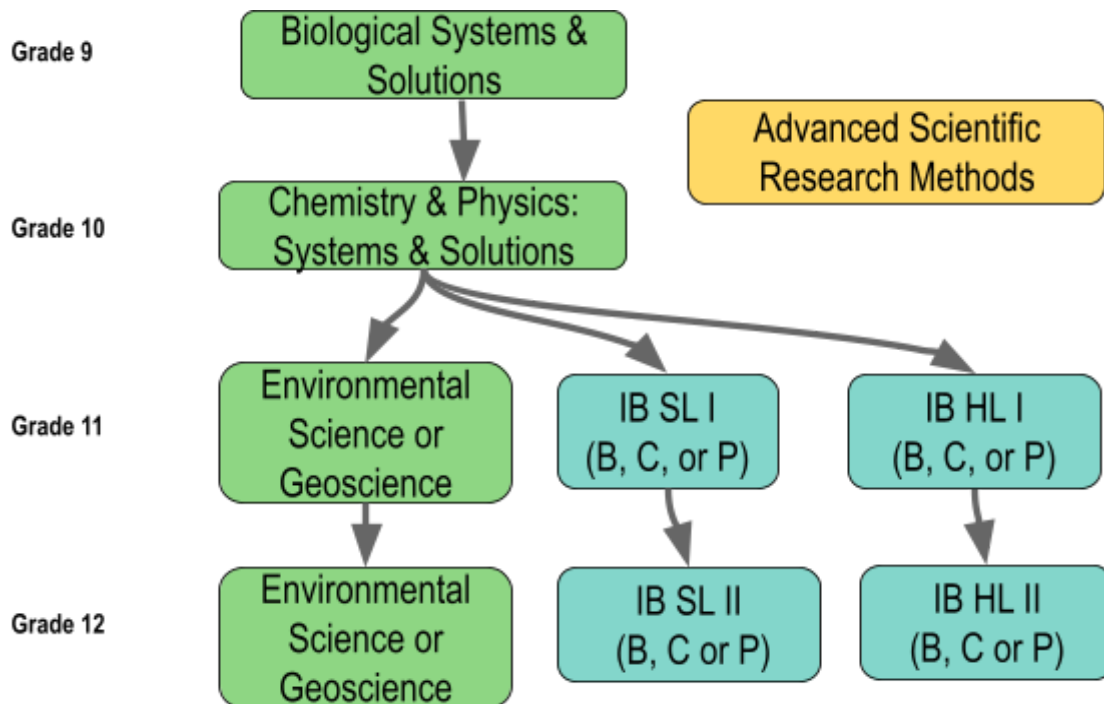
<u>BIOLOGICAL SYSTEMS & SOLUTIONS</u>	Year-Long	Credits:	1.0
<p>Biological Systems and Solutions is designed for Grade 9 students to take an integrated approach to biological and environmental science. We discover the story of life, from the Earth's formation to the impact of humans on our planet. The course is structured on the Next Generation Science Standards in which students use guided inquiry to explore content knowledge, to discover scientific practices, and to make connections. Students will gain insights into world challenges and solutions to enable them to be better local and global citizens, in addition to learning concepts and skills that will be important in future studies.</p>			
<u>CHEMISTRY & PHYSICS: SYSTEMS & SOLUTIONS</u>	Year-Long	Credits:	1.0
<p><i>Previous completion of Biological Systems & Solutions or equivalent course</i></p> <p>This Grade 10 course investigates the physical sciences using an integrated approach. Starting from the formation of the elements, students discover how matter interacts chemically and physically, and investigate the central importance of the concept of energy. The course is structured on the Next Generation Science Standards in which students use guided inquiry to explore content knowledge, to discover scientific practices, and to make connections. In addition to being well-prepared for next level science courses, students completing Chemistry and Physics: Systems and Solutions will be well-equipped to look at their world through a scientist's lens, and to propose solutions to global challenges.</p>			
<u>ADVANCED SCIENCE RESEARCH METHODS</u>	Year-Long	Credits:	1.0
<p>This course presents opportunities for students to inquire like scientists and solve problems like engineers, whilst extending core skills and discovering unfamiliar and authentic topics including current events. Students will focus on a range of cross-disciplinary areas such as astrobiology, forensic analysis, biophysics, materials, and environmental engineering. They will explore concepts outside of the regular and IB curricula, learn to interpret real scientific research, practice sophisticated laboratory techniques, investigate problems independently, and propose answers or solutions.</p> <p>The course is intended for students with strong motivation for STEM subjects, and with proven perseverance and self-management skills. Mathematical fluency and confidence with technology will be assets, as will curiosity and a sense of the intrinsic pleasure of persevering to discover the unknown.</p>			

<u>ENVIRONMENTAL SCIENCE</u>	Year-Long	Credits:	1.0
<p>This survey course uses a systems-based approach to examine the interrelationship between biological, environmental and societal systems. The main topics include: the ecosystem, resources (water, land, air and food), atmosphere, climate and global warming, biodiversity, energy, waste and human population dynamics. Both local and international issues are investigated, often through case studies. A goal is to provide students with the science background needed to analyze contemporary environmental issues. Laboratory investigations and field work give students experience in the scientific method and writing lab reports.</p> <p><i>This course alternates with Geoscience and is offered every other year.</i> <i>Offered in 23-24</i> <i>Not Offered in 24-25</i></p>			
<u>GEOSCIENCE</u>	Year-Long	Credits:	1.0
<p>This one-year course is a contemporary, interdisciplinary approach to the study of the changing earth and its environment. The main topics include an introduction to the origin and evolution of the Earth and the solar system, introduction to plate tectonics and the rock cycle, evolution of life and landforms, mineral and energy resources and their management. This is a project-based course that includes labs. Students will study contemporary and critical issues concerning the areas of geo- and environmental sciences, as well as related career paths.</p> <p><i>This course alternates with Environmental Science and is offered every other year.</i> <i>Not Offered in 23-24</i> <i>Offered in 24-25</i></p>			
<u>IB BIOLOGY SL I</u>	Year-Long	Credits:	1.0
<p><i>Previous completion of Biological Systems & Solutions recommended..</i></p> <p>This course is the first in a two-year program of study for the IB SL examinations in Biology. Topics include classification, cells, molecular biology, genetics, and human physiology. These topics are studied with a focus on 'The Nature of Science' and within the framework and integration of five themes: scientific endeavor, understanding of science, the understanding of science, the objectivity of science, the human face of science and scientific literacy and the public understanding of science. This course supports students who might continue the study of natural sciences at university. Laboratory work, lab reports and the Group 4 Project are integral parts of this course.</p>			
<u>IB BIOLOGY HL I</u>	Year-Long	Credits:	1.0
<p><i>Previous completion of Biological Systems & Solutions recommended..</i></p> <p>This course is the first in a two-year program of study for the IB HL examinations in Biology. Topics include classification, cells, molecular biology and nucleic acids, genetics, and human physiology. These topics are studied with a focus on 'The Nature of Science' and within the framework and integration of five themes: scientific endeavor, understanding of science, the understanding of science, the objectivity of science, the human face of science and scientific literacy and the public understanding of science. This course supports students who might continue the study of natural sciences at university. Laboratory work, lab reports and the Group 4 Project are integral parts of this course.</p>			
<u>IB BIOLOGY SL II</u>	Year-Long	Credits:	1.0
<p><i>Previous completion of IB Biology SL I required.</i></p> <p>This course is the second in a two-year sequence in preparation for the IB SL examination in Biology. Topics include: evolution and biodiversity, ecology and human physiology. These topics are studied with a focus on 'The Nature of Science' and within the framework and integration of the five themes: scientific endeavor, understanding of science, the objectivity of science, the human face of science and scientific literacy, and the public understanding of science. This course supports students who might continue the study of natural sciences at university. Laboratory work, laboratory reports and the internal investigation are an integral part of this course.</p>			

<u>IB BIOLOGY HL II</u>	Year-Long	Credits:	1.0
<i>Previous completion of IB Biology HL I required.</i>			
<p>This course is the second in a two-year sequence in preparation for the IB HL examination in Biology. Topics include: Plant biology, further human physiology, evolution and biodiversity, ecology, animal physiology, cell respiration and photosynthesis. These topics are studied with a focus on 'The Nature of Science' and within the framework and integration of five themes: scientific endeavor, understanding of science, the objectivity of science, the human face of science and scientific literacy and the public understanding of science. Laboratory work and reports are integral parts of the course. This course supports students who might continue the study of natural sciences at university. Laboratory work, lab reports and the internal investigation are integral parts of this course.</p>			
<u>IB CHEMISTRY SL I</u>	Year-Long	Credits:	1.0
<i>Previous completion of Biological Systems & Solutions and completion of Algebra II Trig or Chemistry & Physics: Systems & Solutions recommended.</i>			
<p>This course is the first year of a two-year program of study for the IB SL in Chemistry. Both concepts and quantitative problem solving are emphasized. Topics include atomic structure, stoichiometry, periodicity, structure and bonding, thermochemistry, chemical kinetics, equilibrium and elements of acid-base chemistry. There are extensive laboratory experiences.</p>			
<u>IB CHEMISTRY HL I</u>	Year-Long	Credits:	1.0
<i>Previous completion of Biological Systems & Solutions and completion of Algebra II Trig or Chemistry & Physics: Systems & Solutions recommended.</i>			
<p>This course is the first year of a two-year program of study for the IB HL in Chemistry. Both concepts and quantitative problem solving are emphasized. Topics include core and higher-level coverage of atomic structure, stoichiometry, periodicity, structure and bonding, thermochemistry, chemical kinetics, equilibrium and acid-base chemistry. There are extensive laboratory experiences.</p>			
<u>IB CHEMISTRY SL II</u>	Year-Long	Credits:	1.0
<i>Previous completion of IB Chemistry SL I required.</i>			
<p>This course is the second year of preparation for the IB SL examinations in Chemistry. Topics include electrochemistry, organic chemistry, medicinal chemistry, spectroscopic methods, measurement and analysis. This course supports students who might continue the study of natural sciences at university. Laboratory work, laboratory reports and the internal investigation are integral parts of this course.</p>			
<u>IB CHEMISTRY HL II</u>	Year-Long	Credits:	1.0
<i>Previous completion of IB Chemistry HL I required.</i>			
<p>This course is the second year of preparation for the IB HL examinations in Chemistry. Topics include electrochemistry, organic chemistry, medicinal chemistry, spectroscopic methods, measurement and analysis as well as further aspects of bonding, energetics and periodicity of transition metals. This course supports students who might continue the study of natural sciences at university. Laboratory work, laboratory reports and the internal investigation are integral parts of this course.</p>			

<u>IB PHYSICS SL I</u>	Year-Long	Credits:	1.0
<i>Previous completion of Biological Systems & Solutions; concurrent enrollment in IB Math SL or HL recommended.</i>			
<p>This course is the first year of a two-year program of study for IB SL Physics. Topics covered include kinematics, dynamics, conservation of energy and momentum, thermal physics, circular motion and gravitation, oscillations and waves, static and current electricity. Laboratory work including an individual project (internal assessment) and the Group 4 Project are integral parts of this course.</p>			
<u>IB PHYSICS HL I</u>	Year-Long	Credits:	1.0
<i>Previous completion of Biological Systems & Solutions; concurrent enrollment in IB Math SL or HL recommended.</i>			
<p>This course is the first year of a two-year program of study for IB HL Physics. Topics covered include kinematics, dynamics, conservation of energy and momentum, thermal physics, circular motion and gravitation, oscillations and waves, static and current electricity. Laboratory work including an individual project (internal assessment) and the Group 4 Project are integral parts of this course.</p>			
<u>IB PHYSICS SL II</u>	Year-Long	Credits:	1.0
<i>Previous completion of IB Physics SL I required.</i>			
<p>This course is the second year of preparation for the IB SL examination in Physics. Topics covered include atomic & nuclear physics, energy production, and an option chosen from engineering physics, relativity & astrophysics. Laboratory work including the internal investigation (if not completed in year 1) is an integral part of this course.</p>			
<u>IB PHYSICS HL II</u>	Year-Long	Credits:	1.0
<i>Previous completion of IB Physics HL I required; concurrent enrollment in IB Math SL or HL recommended.</i>			
<p>This course is the second year of preparation for the IB HL examinations in Physics. Topics covered include atomic, nuclear and quantum mechanics, energy production, field theories and electromagnetism; additionally an optional unit is chosen from astrophysics, relativity and engineering physics. This course is appropriate for students who might continue the study of physical sciences or engineering at university. Laboratory work, including the internal investigation (if not completed in year I), is an integral part of this course.</p>			

High School Science Course Sequences / Flowchart



- Non-IB Classes: Geoscience and Environmental Science are offered in alternate years, depending on enrollment.
- Students may take two non-IB courses in one year and may complete two IB Science courses at either SL or HL.
- IB Courses: Biology, Chemistry and Physics. (Students taking the full IB Diploma and enrolled in IB Science SL or HL must take the IB exam in their senior year.)

Note: Other course sequences are possible, with teacher and counselor approval. See your counselor and teacher for more information.

Mathematics

The central goal of teaching mathematics in schools in general is the development of mathematical power for all students. At the American International School Vienna, courses in the first two years adhere to the **Common Core State Standards (CCSS), including the Standards for Mathematical Practice**. Through these standards, the department strives to develop students' skills in the following.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Successful completion of math courses in the first two years of high school prepares students for further study in one of the following courses offered by the International Baccalaureate: Mathematical Studies Standard Level, Standard Level Mathematics, Higher Level Mathematics and Higher Level Options.

The department strongly recommends that a student take four years of mathematics in high school.

Students in all mathematics classes must own a graphics calculator. Students will be using computers or graphics calculators to explore and investigate different mathematical concepts. Students may buy this calculator on their own, or they can make use of the school's channels to get relatively low-priced items (~100 €). (See members of the mathematics department for more detailed information).

Students are recommended to maintain a C average or higher in all mathematics courses which are prerequisites for a higher level course. For courses in which a minimum grade requirement from a prerequisite course is indicated, a student's current teacher may approve placement. New students will be asked to sit for a placement test in order to be placed in any of the courses.

INTEGRATED ALGEBRA & GEOMETRY	Year-Long	Credits:	1.0
<i>Prerequisite: Algebra</i>			
As its name suggests, this course integrates key concepts in both Algebra and Geometry. Areas of focus for Algebra include linear equations and graphs, systems of equations, and quadratic equations and graphs. Key areas for Geometry include triangle congruence theorems, and surface area and volume. Much of the course content will blend algebraic and geometric concepts, with radicals and roots studied in connection with the Pythagorean Theorem, and ratio and proportion in connection with similar figures. The course will be a good fit for students coming from schools with an integrated math approach, or for other students who might benefit from a clear focus on algebraic and geometric fundamentals.			
GEOMETRY	Year-Long	Credits:	1.0
<i>Prerequisite: Algebra or Integrated Algebra and Geometry and teacher recommendation</i>			
This is a course in Euclidean geometry, planes and solids. Emphasis is on problem-solving. Students will be working on the visualization, comparison, computation and classification of geometric figures in a variety of situations. Topics in this course will include points and lines, transformations, polygons, congruence, similarity, 3D geometry, coordinate geometry, surface areas, volumes, and logic. Previously taught algebraic concepts will be frequently revisited and extensively used in solving geometric problems.			

<u>ALGEBRA II</u>	Year-Long	Credits:	1.0
<i>Prerequisite: Integrated Algebra & Geometry or Geometry (minimum grade of C, both semesters)</i>			
<p>This course is a continuation of Algebra and Geometry. Topics in this course will include linear relations, functions, powers and roots, polynomials, logarithmic functions, and geometric trigonometry. Students successfully completing this course will be prepared for either IB SL Applications or IB Analyses courses. Students wishing to take IB Higher Level should enroll in Algebra II with Trigonometry.</p>			
<u>ALGEBRA II WITH TRIGONOMETRY</u>	Year-Long	Credits:	1.0
<i>Prerequisite: Geometry (minimum grade of B both semesters)</i>			
<p>This course is a continuation of Algebra and Geometry. It covers the same topics as Algebra II in addition to further topics such as matrices, and analytic trigonometry, i.e. trig functions, equations, and identities. In addition to the extra topics, content in this course will be taught in more depth with the intent to maximize preparation for students moving on to IB Higher Level Mathematics.</p>			
<u>AP CALCULUS AB/BC</u>	Year-Long	Credits:	1.0
<i>Prerequisite: Geometry and Algebra II with Trig (minimum recommended grade of B in all semesters)</i>			
<p>Advanced Placement (AP) Calculus is a one-year course covering the main ideas in differential and integral calculus. In differential calculus, we study the question: How can we determine the slope or rate of change when that rate is continuously changing? In integral calculus, the key question is: How can we find the area under a curve? The course covers limits, derivatives, definite and indefinite integrals, and the Fundamental Theorem of Calculus. Students learn to represent calculus concepts graphically, numerically, analytically and verbally, and to apply calculus concepts to real-world situations such as kinematics, the study of objects in motion. Students in the course will be prepared for the AP Exam in Calculus; in many cases, strong results on the AP exam are recognized by universities for credit and/or advanced placement.</p> <p><i>This course is offered subject to sufficient enrollment.</i></p>			
<u>IB MATH APPLICATIONS & INTERPRETATION SL I</u>	Year-Long	Credits:	1.0
<i>Prerequisite: Geometry and Algebra II</i>			
<p>This is the first part of a two-year mathematics course designed around the increasing role played by mathematics and technology across a range of fields in a data-rich world. The course focuses on applications, modeling, and the meaning of mathematics in context. It emphasizes statistics and probability, while at the same time, providing students with a background in traditional topics such as trigonometry and calculus.</p> <p>The content for this course is a subset of IB Math Applications and Interpretations HL.</p> <p>The sequence of topics in Year 1 and Year 2 may vary depending on the needs and interests of the students. However, topics to be covered in Year 1 will generally include functions and modeling, and probability and statistics, including an introduction to tests of statistical significance.</p> <p>The course makes extensive use of technology to develop and explore mathematical models, and will appeal to students who enjoy solving practical problems using mathematics, and understanding how mathematics can be applied to real-world situations.</p>			

<u>IB MATH APPLICATIONS & INTERPRETATION SL II</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: IB Math Applications and Interpretation SL I</i></p> <p>This is the second part of a two-year mathematics course designed around the increasing role played by mathematics and technology across a range of fields in a data-rich world. The course focuses on applications, modeling, and the meaning of mathematics in context. It emphasizes statistics and probability, while at the same time, providing students with a background in traditional topics such as trigonometry and calculus.</p> <p>The content for this course is a subset of IB Math Applications and Interpretation HL.</p> <p>The sequence of topics in Year 1 and Year 2 may vary depending on the needs and interests of the students. However, topics to be covered in Year 2 will generally include sequences and series, including financial applications, and an introduction to differential and integral calculus.</p> <p>The course makes extensive use of technology to develop and explore mathematical models, and will appeal to students who enjoy solving practical problems using mathematics, and understanding how mathematics can be applied to real-world situations.</p>			
<u>IB MATH ANALYSIS & APPROACHES SL I</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: Geometry and Algebra II</i></p> <p>This is the first part of a two-year mathematics course designed around the need for analytical expertise in a world where innovation in many fields depends on a deep understanding of mathematics. The course makes use of technology, but emphasizes the ability to construct, communicate and justify correct mathematical arguments. The course focuses on traditional mathematical topics such as functions, trigonometry and calculus.</p> <p>The content for this course is a subset of IB Math Analysis and Approaches HL.</p> <p>The sequence of topics in Year 1 and Year 2 may vary depending on the needs and interests of the students. However, topics to be covered in Year 1 will generally include functions and transformations, geometric and analytic trigonometry, and differential and integral calculus.</p> <p>The course will appeal to students who enjoy mathematical problem-solving for its own sake, and exploring real and abstract applications, with and without technology.</p>			
<u>IB MATH ANALYSIS & APPROACHES SL II</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: IB Math Analysis and Approaches SL I</i></p> <p>This is the second part of a two-year mathematics course designed around the need for analytical expertise in a world where innovation in many fields depends on a deep understanding of mathematics. The course makes use of technology, but emphasizes the ability to construct, communicate and justify correct mathematical arguments. The course focuses on traditional mathematical topics such as functions, trigonometry and calculus.</p> <p>The content for this course is a subset of IB Math Analysis and Approaches HL.</p> <p>The sequence of topics in Year 1 and Year 2 may vary depending on the needs and interests of the students. However, topics to be covered in Year 2 will generally include descriptive statistics, probability and probability distributions, and vectors.</p> <p>The course will appeal to students who enjoy mathematical problem-solving for its own sake, and exploring real and abstract applications, with and without technology.</p>			

<u>IB MATH APPLICATIONS & INTERPRETATION HL I</u>	Year-Long	Credits:	1.0
<i>Prerequisite: Geometry and Algebra II with Trig (minimum recommended grade of B in all semesters)</i>			
<p>This is the first part of a two-year mathematics course designed around the increasing role played by mathematics and technology across a range of fields in a data-rich world. The course focuses on applications, modeling, and the meaning of mathematics in context. It emphasizes statistics and probability, while at the same time at the Higher Level, the course provides students with a deep foundation in traditional topics such as trigonometry and calculus, and a strong introduction to other advanced topics such as graph theory and linear algebra.</p> <p>The sequence of topics in Year 1 and Year 2 may vary depending on the needs and interests of the students. However, topics to be covered in Year 1 will generally include functions and modeling, and differential and integral calculus.</p> <p>The course makes extensive use of technology to develop and explore mathematical models, and will appeal to students who enjoy solving practical problems using mathematics, and understanding how mathematics can be applied to real-world situations. At the Higher Level, the course is intended for students who enjoy the challenge of a fast-paced, rigorous mathematics course.</p>			
<u>IB MATH APPLICATIONS & INTERPRETATION HL II</u>	Year-Long	Credits:	1.0
<i>Prerequisite: IB Math Applications and Interpretation HL I</i>			
<p>This is the second part of a two-year mathematics course designed around the increasing role played by mathematics and technology across a range of fields in a data-rich world. The course focuses on applications, modeling, and the meaning of mathematics in context. It emphasizes statistics and probability, while at the same time at the Higher Level, the course provides students with a deep foundation in traditional topics such as trigonometry and calculus, and a strong introduction to other advanced topics such as graph theory and linear algebra.</p> <p>The sequence of topics in Year 1 and Year 2 may vary depending on the needs and interests of the students. However, topics to be covered in Year 1 will generally include inferential statistics, graph theory (the mathematics of networks), and matrices, including eigenvalues and eigenvectors.</p> <p>The course makes extensive use of technology to develop and explore mathematical models, and will appeal to students who enjoy solving practical problems using mathematics, and understanding how mathematics can be applied to real-world situations. At the Higher Level, the course is intended for students who enjoy the challenge of a fast-paced, rigorous mathematics course.</p>			
<u>IB MATH ANALYSIS & APPROACHES HL I</u>	Year-Long	Credits:	1.0
<i>Prerequisite: Geometry and Algebra II with Trig (minimum recommended grade of B in all semesters)</i>			
<p>This is the first part of a two-year mathematics course designed around the need for analytical expertise in a world where innovation in many fields depends on a deep understanding of mathematics. The course makes use of technology, but emphasizes the ability to construct, communicate and justify correct mathematical arguments. The course focuses on traditional mathematical topics such as functions and trigonometry. At the Higher Level, the course emphasizes reasoning and proof, and also includes advanced topics such as complex numbers, and calculus at the level of a rigorous university course.</p> <p>The sequence of topics in Year 1 and Year 2 may vary depending on the needs and interests of the students. However, topics to be covered in Year 1 will generally include functions and transformations, geometric and analytic trigonometry, and differential and integral calculus.</p> <p>The course will appeal to students who enjoy mathematical problem-solving for its own sake, and exploring real and abstract applications, with and without technology. At the Higher Level, the course is intended for students who enjoy the challenge of a fast-paced, rigorous mathematics course.</p>			

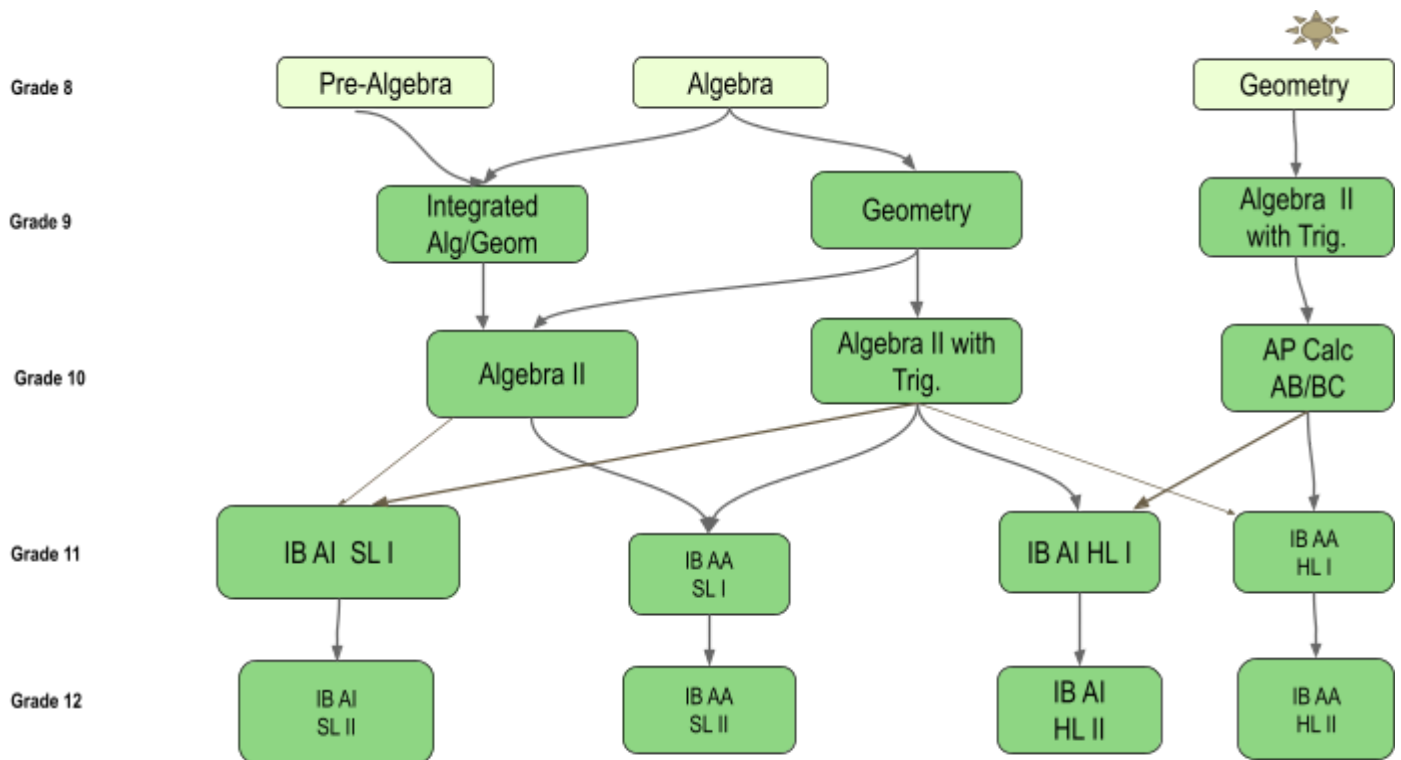
Prerequisite: IB Math Analysis & Approaches HL I

This is the second part of a two-year mathematics course designed around the need for analytical expertise in a world where innovation in many fields depends on a deep understanding of mathematics. The course makes use of technology, but emphasizes the ability to construct, communicate and justify correct mathematical arguments. The course focuses on traditional mathematical topics such as functions and trigonometry. At the Higher Level, the course emphasizes reasoning and proof, and also includes advanced topics such as complex numbers and calculus at the level of a rigorous university course.

The sequence of topics in Year 1 and Year 2 may vary depending on the needs and interests of the students. However, topics to be covered in Year 2 will generally include probability and probability distributions, vectors, and advanced calculus including differential equations and infinite series.

The course will appeal to students who enjoy mathematical problem-solving for its own sake, and exploring real and abstract applications, with and without technology. At the Higher Level, the course is intended for students who enjoy the challenge of a fast-paced, rigorous mathematics course.

High School Mathematics Course Sequences / Flowchart



* Students may be prepared to sit different AP exams based on teacher recommendations.

The Arts

Inspiration demands active cooperation of the intellect joined with enthusiasm, and it is under such conditions that marvelous conceptions, with all that is excellent and divine, come into being. - Giorgio Vasari

Visual Arts

Visual Arts courses are structured around Concepts, Research and Skills on four levels. Art I, II, III and IV are designed to accommodate the American diploma, the need for images for a university portfolio, and/or the interest for an IB Visual Art Certificate or Full IB Diploma. Art I is structured with a focus on the use of both contemporary and traditional materials, techniques and skills laced with directed conceptual idea development. Art II focuses on multiple thematic connections with an additional assortment of materials and techniques for continued development. Art III encourages more independent work and personal focus with assigned materials for continued development. In Art IV, students independently provide the concept, focus and material choice while the teacher's role becomes more of a facilitator. Emphasis is placed on greater individualized instruction based on personal direction. Assessment for Art III and Art IV courses are based on the IB criteria but vary in expectation based on two assessment rubrics: one designed to meet the IB diploma criteria and the other to meet a more general (less intense) visual art credit.

All High School Visual Arts courses require studio and journal work.

<u>ART I: FOUNDATIONS</u>	Year-Long	Credits:	1.0
Art I: Foundations is a beginning Visual Arts course and a prerequisite for further studies in the arts including IB Visual Arts. The syllabus is divided into two major components: studio and journal investigation (sketchbook). This full-year course focuses on hands-on practices in various disciplines of the visual arts including: Drawing, Painting, Sculpture and Printmaking with specific assignments related to digitally oriented and developmental skills as well as cultural, contextual and historical investigations. The foundation year provides an introduction to a variety of materials as well as techniques and emphasizes risk taking and decision making toward the creation of personal marks and original images. All studio work materials are provided. Additional materials for homework are suggested. An A4 sketchbook is required and provided by the art department. All students keep a digital portfolio which includes an artist statement and images of their artworks and a selection of journal/sketchbook pages created throughout the year.			
<u>ART II: EXPLORATIONS</u>	Year-Long	Credits:	1.0
<i>Prerequisite: Art I: Foundations</i> This course is an extension of Art Foundations with a syllabus that moves the student into more depth and sophistication regarding concept, focus, symbolism, culture, art history and personal connections. Art II continues to emphasize hands-on practices while students explore a wide range of applications and subject matter related to the art form that is being studied. Students will continue investigations with assignments that analyze and synthesize information and experiences through artist research, real and still life sketches, plans for studio project development, reviews of gallery shows and studies concerning the Elements of Art and Principles of Design. Art II students will be encouraged to become more independent in their concepts and focus as they develop a more personal and creative application of the projects assigned. All studio work materials are provided. Additional materials for homework are suggested. An A4 sketchbook is required and provided by the art department. All students continue the practice of keeping a digital portfolio of images created.			

<u>PHOTOGRAPHY</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: Grades 9-12*</i></p> <p><i>*This class does not lead to IB Art. Students interested in IB Art should take Art 1 Foundations (Grade 9) and Art II Explorations (Grade 10) respectively.</i></p> <p>This introductory course to digital photography addresses a broad range of approaches and media. Students have the option to use their own phone (they must be able to upload quality photographs independently) or their own DSLR Camera and will create work in relation to the elements of art and principles of design as they apply to photography. A variety of tools and media will be explored including (but not limited to) Adobe Photoshop, collage, and printmaking. Students will pursue themes in their journal and synthesize information and experiences through artist research, idea development and the design process. Photographers will also sign up to take photographs of school activities and events to support the yearbook (and possibly other school publications). By the end of the year, students should be confident in their visual voice and be able to produce creative work which transcends the typical snapshot.</p>			
<u>ART III: ADVANCED A</u> <u>IB VISUAL ARTS SL/HL I</u>	Year-Long Year-Long	Credits: Credits:	1.0 1.0
<p><i>Prerequisite: Art II: Explorations or Art I: Foundations with approval from the art instructor</i></p> <p>This course is the first of the advanced level visual arts classes that also meets the criteria for the IB Visual Arts SL/HL. The course is assessed with two rubrics: one to meet the AIS Vienna Visual Arts Standard with an extension to the syllabus designed to meet the criteria for assessment. The first half of the course is designed to push personal interest and decision-making in terms of concept and focus while receiving instruction and guidance through more sophisticated and in depth understanding.</p> <p>Exploration with material use, more personal investigations of concepts and contexts, a greater understanding of good composition promotes individual solutions and encourages the development of visual content and voice. Students explore a variety of media in the direction of their personal theme. Toward the later part of the second semester, students will begin to pursue their own ideas with relation to their own choice of media with more independent work. All students are required to keep an Investigation Workbook that supports studio assignments with gallery visits, extensive research, experimentation and personal connections as well as conclusions. Homework includes a minimum of two or three hours/week, depending on the diploma choice. Investigation Workbooks are provided. All students keep a digital portfolio of images; IBVA students keep additional records for their Comparative Study and Process Portfolio to meet the IBVA assessment criteria.</p>			
<u>ART IV: ADVANCED B</u> <u>IB VISUAL ARTS SL II</u> <u>IB VISUAL ARTS HL II</u>	Year-Long Year-Long Year-Long	Credits: Credits: Credits:	1.0 1.0 1.0
<p><i>Prerequisite: Art III: Advanced A or IB Visual Arts SL/HL I and teacher recommendation (a portfolio review may be requested)</i></p> <p>This course is the most advanced level of the Visual Arts and the most independent. It is the second year of the sequential IB Visual Art requirement and the fourth level for the American diploma. This course is designed for the independent learner who is passionately interested in the visual arts, the art student working toward an advanced portfolio of images and investigations, or the IB Visual Arts student who is planning to meet the requirements for the IB Visual Art examination. Students will work toward a personal theme/topic/focus.</p> <p>This course requires a variety of hands-on-art-making practices limited only by personal direction, determination and available resources. All students are required to keep an Investigation Workbook that supports studio assignments with gallery visits, extensive research, experimentation and personal connections including revisions and final reflections regarding conclusions. As in Art III, this course is assessed with two rubrics: one to meet a general art criteria, and the other designed to meet the criteria of IB Visual Arts for the IB examination (the IBVA assessment varies depending on choice of SL/HL) . This is a rigorous course that requires a minimum of three-five hours of homework per week. Investigation Workbooks are provided. All students keep a digital portfolio; IBVA students continue a digital documentation for the Comparative Study and Process Portfolio.</p>			

Theater Arts

<u>DRAMA I/II</u>	Year-Long	Credits:	1.0
<p>Drama I is for high school students with a genuine interest in theater arts. The class is conducted with an ensemble technique, where each individual is valued for his or her own merits, and where the process rather than the product is the goal. Through individual, duet and small group work, the students will have the opportunity to explore a wide range of theater performances, from Scripted work to Devising Theater for a Performance, and from vocal work to script analysis. Students will learn the elements, the terms and the conventions of the theater. They will be evaluated on creativity, communication, performance and responding to an ever changing and often exciting environment. At the end of the course, students will have gained a practical understanding of the process of making theater and a new appreciation for the artform itself. This course ensures students understand the basic fundamentals of performance and presenting as well as elements of marketing and content creation.</p> <p>(In cases of low enrollment for this course, students may take an IB Theater Arts course for drama elective credit.)</p>			
<u>IB THEATER ARTS SL / HL I</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: Drama is recommended</i></p> <p>IB Theater Arts class is a two-year advanced theater course for students seriously interested in theater arts. In this course, students follow the syllabus designated by the IB program and focus on three core areas of theater arts: presenting theater, theater in context, and theater processes. IB Students will be evaluated on four major assessments: (1) solo theater piece based on a theatrical theorist (higher level only) (2) director's notebook outlining the student's concept for staging a published play text (3) research presentation before the class of a theater tradition (4) collaborative project creating an original piece of theater from a starting point of the student's choice. IB candidates are both internally and externally assessed. Students in the IB Theater Arts course will also have the opportunity to see a range of live plays and theatrical performances which they will evaluate and document in their theater journal. Students not enrolled in the full IB diploma are also welcome to take this course and will be evaluated on academic standards of the program.</p>			
<u>IB THEATER ARTS SL/HL II</u>	Year-Long	Credits:	1.0
<p><i>Prerequisite: Drama is recommended</i></p> <p>IB Theater Arts class is a two-year advanced theater course for students seriously interested in theater arts. In this course, students follow the syllabus designated by the IB program and focus on three core areas of theater arts: presenting theater, theater in context, theater processes. IB Students will be evaluated on four major assessments: (1) solo theater piece based on a theatrical theorist (higher level only) (2) director's notebook outlining the student's concept for staging a published play text (3) research presentation before the class of a theater tradition (4) collaborative project creating an original piece of theater from a starting point of the student's choice. IB candidates are both internally and externally assessed. Students in the IB Theater Arts course will also have the opportunity to see a range of live plays and theatrical performances which they will evaluate and document in their theater journal. Students not enrolled in the full IB diploma are also welcome to take this course and will be evaluated on academic standards of the program.</p>			

Music

<u>CONCERT CHOIR</u>	Year-Long*	Credits:	1.0
<p>Concert Choir develops the student's ability to read music and to sing with proper technique. Students perform a minimum of four concerts per year and often perform for festivals and concerts outside of school. Students have the opportunity to audition for the AMIS- Association for Music in International Schools-International Honor Choir. Students will study and perform many styles of music, including spirituals, popular music, and classical pieces in order to properly develop as a singer.</p> <p>Large choral works such as <i>Carmina Burana</i>, Handel's <i>Messiah</i>, the Mozart <i>Requiem</i> have been studied in the past few years and performed in Carnegie Hall in NYC, Vienna's Minoritenkirche, and Lincoln Center in NYC. These trips are optional but highly recommended for even the beginning singers. This course may be repeated.</p> <p>No experience necessary.</p> <p><i>*IB TOK students may join this course for a semester.</i></p>			
<u>CONCERT BAND</u>	Year-Long*	Credits:	1.0
<p><i>A minimum of two years' experience is required on one of the following instruments: flute, oboe, bassoon, clarinet, saxophone, trumpet, horn, trombone, baritone, tuba, or percussion. Keyboard students may join as percussionists, with the director's consent.</i></p> <p>High School Concert Band develops student technique and range on a band instrument. The band performs a wide variety of music, including traditional concert band works, classical transcriptions, ragtime and jazz arrangements for full band, and pieces from modern composers. Students perform a minimum of four school concerts and often perform in festivals and concerts outside of school. Band members may audition for the International Honors Band and/or Jazz Band Festivals. This course may be repeated.</p> <p><i>*IB TOK students may join this course for a semester</i></p>			
<u>STRING ENSEMBLE</u>	Year-Long*	Credits:	1.0
<p><i>Prerequisite: Intermediate proficiency or at least three consecutive years of prior experience on violin, viola, cello or double bass.</i></p> <p><i>Private one-to-one instrumental instruction is highly recommended.</i></p> <p>The High School String Ensemble course is based on concert preparation, which includes many performances throughout the school year. Emphasis will be placed on bow technique development, left hand facility, accuracy of intonation, music reading and especially ensemble performance skills. The goal of this ensemble is to aid students in experiencing creative self-expression through the development of proficiency in playing a string instrument within a string ensemble setting.</p> <p><i>*IB TOK students may join this course for a semester</i></p>			
<u>INTRODUCTION TO GUITAR</u>	Year-Long	Credits:	1.0
<p>This course is an exciting introduction to instrumental music. Students with little or no musical training or guitar experience will enjoy a hands-on approach to learning guitar. In the first semester, students will learn the fundamentals of proper guitar playing, and playing songs using both 3- and 4-string chords. Students will have the opportunity to perform duets and trios. The second semester will focus on playing pop songs, expanded playing with chords, finger picking and learning how to read TABs. Bass guitar is also available for interested students.</p>			

Other Arts Electives

<u>FINE ARTS</u>	Year-Long	Credits:	1.0
<p>Fine Arts is designed as a cultural exploration of the city of Vienna. Students attend concerts, plays, ballets, operas, and musical productions. They will take several field trips to historically and architecturally interesting areas of the city in order to enhance their knowledge of the importance of the city in which they live. During class time, students prepare for each event they will see through reading, lectures, visual aids and group discussion. Students will culminate each activity with a review or evaluation of each performance.</p> <p>Student cost: 300 €</p> <p>This course may not be repeated.</p>			
<u>ART OF MOVEMENT</u>	Year-Long	Credits:	1.0
<p><i>"Dance is the hidden language of the soul." - Martha Graham</i></p> <p>This interdisciplinary course combines the study of performing arts and physical education. Dance is a unique medium of learning about oneself and the world. It is an essential component of artistic, aesthetic and cultural education and develops creative potential through physical, non-verbal expression. In dance, the integration of body, mind, and spirit helps participants learn skills that are transferable to other disciplines and to their daily lives. This course maintains a holistic approach to dance and embraces a variety of traditions and dance cultures. Performance, creative and analytical skills are mutually developed and valued whether the students are doing historical and contemporary investigation or creating and performing dances. Students who seek life enrichment through dance are also invited to participate in this course. This course may be repeated.</p>			

High School Arts Course Sequences

4-YEAR COURSE OPTIONS	SUGGESTED COURSE SEQUENCE			
	GRADE 9	GRADE 10	GRADE 11	GRADE 12
US DIPLOMA	Art I: Foundations Photography Drama Concert Choir* String Ensemble* Concert Band* Introduction to Guitar Fine Arts Art of Movement*	Art I: Foundations Art II: Explorations Photography Drama Concert Choir* String Ensemble* Concert Band* Introduction to Guitar Fine Arts Art of Movement*	Art I: Foundations Art II: Explorations Art III: Advanced A Photography IB Visual Arts SL/HL I Drama IB Theater Arts SL/HL I Concert Choir* String Ensemble* Concert Band* Introduction to Guitar Fine Arts Art of Movement* Student Sound & Light Technician*	Art I: Foundations Art II: Explorations Art III: Advanced A Art IV: Advanced B Photography IB Visual Arts SL/HL II Drama IB Theater Arts SL/HL I IB Theater Arts SL/HL II Concert Choir* String Ensemble* Concert Band* Introduction to Guitar Fine Arts Art of Movement* Student Sound & Light Technician*
IB DIPLOMA OR IB COURSES	Art I: Foundations Drama	Art II: Explorations Drama	Art III: Advanced A IB Visual Arts SL I IB Visual Arts HL I IB Theater Arts SL/HL I	Art IV: Advanced B IB Visual Arts SL II IB Visual Arts HL II IB Theater Arts SL II IB Theater Arts HL II

*Course may be repeated

Physical Education/Health

“Healthy mind in a healthy body.” - Juvenal 85 AD

A physically educated person:

- HAS acquired the skills necessary to perform a variety of physical activities
- IS physically fit
- PARTICIPATES regularly in physical activity
- UNDERSTANDS implications and benefits of involvement in physical activities
- VALUES physical activity and its contributions to a healthy lifestyle.

Two years of PE credit are required for graduation.

<u>PHYSICAL EDUCATION / HEALTH</u>	Year-Long	Credits:	1.0
<p>Core units include volleyball, softball, soccer, basketball, and health. Minor units include floor hockey, tumbling, archery, badminton, short tennis, ultimate Frisbee, orienteering, handball, touch rugby, and football.</p> <p>Fitness Challenges are administered twice a year. They include the mile run, 35-meter sprint, flexibility, push-ups, and standing broad jump.</p> <p>The purpose of the Fitness Challenges is to measure one's improvement and to promote awareness in one's fitness level. Students are assessed and evaluated in the following areas: Organizational skills, Expectations for Participation, Effort & Fitness Development and Skill Development.</p> <p>Health core topics are incorporated in the PE curriculum as a unit. Each year different topics are taught and they include the following: Year 1: Analyzing influences; Interpersonal communication skills Year 2: Decision making; Goal setting; Self management</p>			
<u>PERSONAL FITNESS / HEALTH</u>	Year-Long	Credits:	1.0
<p>Personal Physical Fitness class focuses on improving student's fitness knowledge and skills through different workouts in the fitness room and improving their skills in lifelong sports like racquet sports. Students will spend their time improving different fitness components like stamina, strength, agility and flexibility with personal workouts and will learn how to design and personalize workout plans.</p> <p>Fitness Challenges are administered twice a year. They include the mile run, 35-meter sprint, flexibility, push-ups, and standing broad jump.</p> <p>The purpose of the Fitness Challenges is to measure one's improvement and to promote awareness in one's fitness level. Students are assessed and evaluated in the following areas: Organizational skills, Expectations for Participation and Effort & Fitness</p> <p>Health core topics are incorporated in the PE curriculum as a unit. Each year different topics are taught and they include the following: Year 1: Analyzing influences; Interpersonal communication skills Year 2: Decision making; Goal setting; Self management</p>			

<u>ART OF MOVEMENT</u>	Year-Long	Credits:	1.0
<p data-bbox="97 159 1503 203"><i>"Dance is the hidden language of the soul." - Martha Graham</i></p> <p data-bbox="97 226 1503 506">This interdisciplinary course combines the study of performing arts and physical education. Dance is a unique medium of learning about oneself and the world. It is an essential component of artistic, aesthetic and cultural education and develops creative potential through physical, non-verbal expression. In dance, the integration of body, mind, and spirit helps participants learn skills that are transferable to other disciplines and to their daily lives. This course maintains a holistic approach to dance and embraces a variety of traditions and dance cultures. Performance, creative and analytical skills are mutually developed and valued whether the students are researching for presentations or creating and performing dances. Students who seek life enrichment through dance are also invited to participate in this course. This course may be repeated.</p> <p data-bbox="97 539 1503 573">Student Cost: 50 € for performances and dance workshops.</p> <p data-bbox="97 607 1503 707">This course may be used for Art, PE, or Elective credit. In any given year, only one of the three options may be applied. If Art of Movement and PE are taken in the same year, only one course may be used as a PE credit for that year. Students who take this course for PE credit will be released from class for Health units covered in the PE class.</p>			

Additional Courses

All courses, taken beyond the graduation requirement in a subject area, earn elective credits.

<u>IB THEORY OF KNOWLEDGE I</u>	Second Semester	Credits:	0.5
<p><i>Required for Grade 11 students enrolled in the full IB Diploma Program. Available as an AISV elective course and as an IBDP course certificate.</i></p> <p>Theory of Knowledge is an introduction to epistemology, the study of knowledge. The course may be best understood as a class in critical thinking that examines the nature of knowledge and the processes of knowing, with a primary question being “How do we know what we know?” The course examines Knowledge Questions (KQs) within the various Areas of Knowledge (AoKs) via a framework (scope, perspectives, methods and tools, and ethics) that connects to both the IB curriculum and the wider world. The student as a distinctive knower is central to the concept of the course, being the basis of the course’s core theme “Knowledge and the knower.” A significant emphasis is placed on how we acquire and transfer the knowledge we gain. Students are encouraged to recognize both their own perspectives and the distinctive perspectives of others.</p> <p>In the first semester of the course, students explore several AoKs through the lens of 2 or 3 optional themes (knowledge and language, knowledge and technology, and/or knowledge and politics). Thorough practice in creating and justifying the claims we make about knowledge is a sustained focus. The first semester ends with a formal TOK Exhibition based on a real-life situation of the student's choice and applying TOK concepts and principles to contexts outside of the classroom. The TOK Exhibition is worth 30% of the course's IB score. It is internally assessed and subject to external moderation.</p>			
<u>IB THEORY OF KNOWLEDGE II</u>	First Semester	Credits:	0.5
<p><i>Prerequisite: IB Theory of Knowledge I</i></p> <p><i>Required for Grade 12 students enrolled in the full IB Diploma Program. Available as an AISV elective course and as an IBDP course certificate.</i></p> <p>The second semester of the course is primarily devoted to the TOK Essay, with additional exploration of some Areas of Knowledge and extended practice in analyzing how knowledge is generated, applied, and/or transferred within those AoKs. Early in the semester, the IB sets six Prescribed Titles for that essay. Each student will select one title and write an essay of a maximum of 1600 words which responds to the prompt and critically examines the implications of that particular response. The essay is externally marked, and its score comprises 70% of the total IB grade for the course.</p>			
<u>YEARBOOK</u>	Year-Long	Credits:	1.0
<p>In this course, each student is given full responsibility for all aspects of a specified section of the yearbook, including organization, layout, design, text, photography and editing. Students enrolled in this course could have after- and outside-school obligations, including working or photography sessions. Interested students with a willingness to learn organizational skills, photography, design and journalism skills are encouraged to register.</p> <p>This course can be repeated.</p>			
<u>TECHNOLOGY EXPLORATIONS</u>	Semester 1 Semester 2	Credits: Credits:	0.5 0.5
<p><i>Grades 9-12 and can be taken for either one or both semesters.</i></p> <p>In this project based class students will explore a variety of technology concepts and ideas as well as research, presentation and design skills. Topic options include programming, app development, 3D printing, animation, robotics, video production, as well as skills to help students use technology productively in their other classes.</p>			

<u>COMPUTER SCIENCE & PROGRAMMING I/II</u>	Year-Long	Credits: Credits:	0.5 0.5
<p>This course is designed for second year TechEx students and/or students with a strong mathematical/ programming background. With a unique focus on creative problem solving and real-world applications, the Computer Science & Programming course gives students the opportunity to explore several important topics of computing using their own ideas and creativity, use the power of computing to create artifacts of personal value, and develop an interest in computer science that will foster further endeavors in the field. This course will be using the CodeHS Computer Science Principles curriculum, which has been pre-approved by the College Board's AP Course Audit as meeting or exceeding the curricular expectations colleges, and universities have for this subject.</p> <p><i>As an alternative/ addition, students can also chose a curriculum focused on the C# programming language and Game Development. Students will develop C# programming skills through practical code exercises using the industry standard IDE Visual Studio.</i></p>			
<u>AP COMPUTER SCIENCE PRINCIPLES</u>	Year Long	Credits: Credits:	0.5 0.5
<p>AP Computer Science Principles is the newest AP course from the College Board, and became an official AP course in the 2016-17 school year. This course introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society.</p> <p>With a unique focus on creative problem solving and real-world applications, the CodeHS AP Computer Science Principles course gives students the opportunity to explore several important topics of computing using their own ideas and creativity, use the power of computing to create artifacts of personal value, and develop an interest in computer science that will foster further endeavors in the field.</p>			
<u>AP COMPUTER SCIENCE A</u>	Year Long	Credits: Credits:	0.5 0.5
<p>The CodeHS AP Java course is a year-long course designed to help students master the basics of Java and equip them to successfully pass the AP Computer Science A Exam at the end of the school year. All learning materials and resources students need for a successful year-long AP Java course will be given through the CodeHS website.</p>			
<u>MODERN ENTREPRENEURSHIP</u>	Year Long	Credits: Credits:	0.5 0.5
<p>This course will provide an overview of the personal and professional skills needed to launch a sustainable business and pursue a successful career. Students will explore aspects of product design, marketing, management, finance, customer relations, and corporate responsibility. The entrepreneurial mindset of the class will encourage creativity, innovation, critical thinking, and problem solving. Product, media, and societal trends will be discussed, as well as the emerging technologies that impact the business world, affect our lives, and reveal new opportunities. This course will build a foundation of digital literacy, communication, and planning strengths that are essential for ensuring career readiness and a secure future.</p>			
<u>STUDY SKILLS</u>	Year-Long	Credits:	0
<p><i>Student Services Team recommendation required.</i></p> <p>Study Skills is assigned to students who have been designated by the Student Services Team (comprising the Learning Specialist, Counselor, Dean of Curriculum & IB Coordinator, Principal, and relevant members of the faculty), based upon an established set of criteria. For more information, students should speak with the learning specialist or their counselor. The Study Skills program focuses upon developmental strategies and study skills that increase a student's level of functioning in her/his classes. It should be noted that this program is not meant to serve students as a tutorial for subject content.</p> <p><i>Credit: This is a support course. No grade or credit is applied toward graduation for this program.</i></p>			

High School Courses 2023-2024

ENGLISH
Course Title
English 9
English 10
Modern Media and Storytelling I/II
IB English A: Literature SL/HL I
IB English A: Literature SL II
IB English A: Literature HL II
IB English A: Language & Literature SL/HL I
IB English A: Language & Literature SL II
IB English A: Language & Literature HL II

SOCIAL STUDIES
Course Title
World History 9
Modern European History
International Relations I - Model United Nations (Semester 1 Only)
International Relations II - Global Issues (Semester 2 Only)
United States History
IB History SL/HL I
IB History SL II
IB History of Africa and the Middle East HL II
IB Economics SL/HL I
IB Economics SL II
IB Economics HL II
IB Psychology SL/HL I
IB Psychology SL II
IB Psychology HL II

MODERN LANGUAGES
Course Title
German Advanced A
German Advanced B
German Native 9
German Native 10
IB German A: Literature SL/HL I
IB German A: Literature SL II
IB German A: Literature HL II
IB German A: Language & Literature SL/HL I
IB German A: Language & Literature SL II
IB German A: Language & Literature HL II
German Basic A
German Basic B
German Intermediate A
German Intermediate B
IB German B SL I
German Intermediate C
IB German B SL II
IB German B HL I
IB German B HL II
French Basic A
French Basic B
French Intermediate A
French Intermediate B
IB French B SL I
French Intermediate C
IB French B SL II
IB French B HL I
IB French B HL II
Spanish Basic A
Spanish Basic B
Spanish Intermediate A
Spanish Intermediate B
IB Spanish B SL I
Spanish Intermediate C
IB Spanish B SL II
IB Spanish B HL I
IB Spanish B HL II

High School Courses 2023-2024

SCIENCE
Course Title
Biological Systems and Solutions
Chemistry & Physics: Systems & Solutions
Advanced Science Research Methods
Environmental Science (offered 2023-24)
Geoscience (offered 2024-25)
IB Biology SL/HL I
IB Biology SL II
IB Biology HL II
IB Chemistry SL/HL I
IB Chemistry SL II
IB Chemistry HL II
IB Physics SL/HL I
IB Physics SL II
IB Physics HL II

MATHEMATICS
Course Title
Integrated Algebra & Geometry
Geometry
Algebra II
Algebra II with Trigonometry
AP Calculus AB/BC
IB Mathematics Applications and Interpretations SL I
IB Mathematics Applications and Interpretations SL II
IB Mathematics Analysis and Approaches SL I
IB Mathematics Analysis and Approaches SL II
IB Mathematics Applications and Interpretations HL I
IB Mathematics Applications and Interpretations HL II
IB Mathematics Analyses and Approaches HL I
IB Mathematics Analyses and Approaches HL II

* Subject to enrollment

** Upon approval of the Student Services Team

THE ARTS
Course Title
Art I: Foundations
Art II: Explorations
Photography
Art III: Advanced A *
IB Visual Arts SL/HL I
Art IV: Advanced B
IB Visual Arts SL II
IB Visual Arts HL II
Drama
IB Theater Arts SL/HL I
IB Theater Arts SL II
IB Theater Arts HL II
Concert Choir
Concert Band
String Ensemble
Introduction to Guitar
Fine Arts
Student Sound & Light Technician
Art of Movement (also under PE)

PHYSICAL EDUCATION
Course Title
Physical Education / Health
Personal Fitness / Health
Art of Movement (also under The Arts)

ELECTIVES
Course Title
IB Theory of Knowledge I (Semester II Only)
IB Theory of Knowledge II (Semester I Only)
Yearbook
Technology Explorations
Computer Science & Programming
AP Computer Science Principles
AP Computer Science A
Modern Entrepreneurship
Study Skills **

Notes



AIS VIENNA HIGH SCHOOL FOUR-YEAR PLAN*

*This is a provisional plan based upon grades and teacher recommendations.

Student Name: _____ Date: _____ Grade: _____ University (Country): _____ Intended Studies: _____

Graduation Requirements TOTAL = 24 credits	9th Grade	10th Grade	11th Grade	12th Grade
ENGLISH (4 credits)				
MODERN LANGUAGES (2 credits)				
SOCIAL STUDIES (3 credits)				
SCIENCE (3 credits)				
MATH (3 credits)				
ART (2 credits)				
PHYSICAL EDUCATION (2 credits)				
ELECTIVES - An elective is any class listed above that is taken after required credits are earned plus the additional classes listed as elective (5 credits)				

Instructions: Please use the Course Description Handbook to complete this worksheet. The handbook contains important prerequisite information and the flowcharts found within each department can be particularly helpful, especially with regards to modern language and math sequencing. Please choose 8 classes for 9/10th Grade, minimum of 7 classes for 11th Grade and 6 for 12th Grade.



American International School Vienna

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