Stamford American
INTERNATIONAL SCHOOL

2026-2027 HS Course Description Handbook

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Stamford Vision and Mission

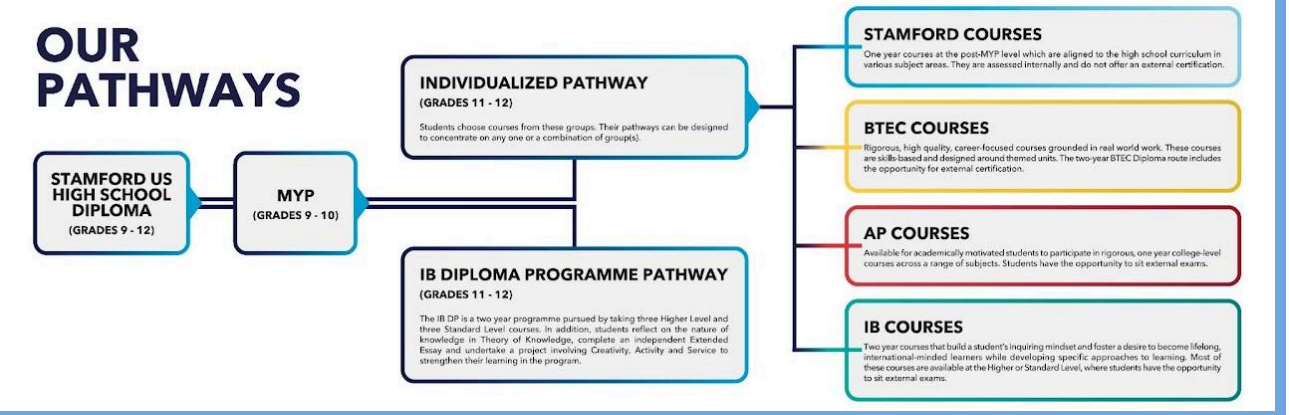
Vision: Inspiring students to create their unique future.

Mission: Together, we cultivate a culture of optimism, excellence, and empowerment for everyone by developing the mind-set and skills to thrive in a complex world.

Stamford Values

Compassion We seek to empathize with and care for one another, especially in difficult circumstances. We know that the biggest challenges may be emotional rather than logistical, and we support each other as a community.	**Integrity** We believe it is important to communicate with students, parents and staff honestly and with transparency. At times when life is disrupted and people may be fearful, trust is essential.
Courage We recognize that difficult times require us all to be courageous through actions both big and small. This may simply be the act of restoring a sense of calm and normalcy throughout the community.	**Ingenuity** When faced with new challenges, we rely on our resilience, resourcefulness, and ingenuity to solve challenges. During crises we do not seek to try out the latest innovation, but we find ways to be adaptive.

Academic Pathways



Middle Years Programme (Grades 6 - 10)

In Grades 9 and 10 all students are enrolled in the Middle Years Programme (MYP). Students in Grade 10 may choose to take one (1) AP course in 10th grade, however they are still required to complete the Personal Project - the culminating project of the MYP. The Personal Project is mandatory for all Grade 10 students at Stamford. Successful students will receive the Personal Project Certificate. Students in Grade 10 may opt to take the MYP Certificate or Courses Certificates to enhance their HS diploma.

Individualised Pathway (Grades 11 - 12)

A combination of courses from our available IB Courses, Stamford Courses, AP Courses, and/or a BTEC Diploma Program, leading to the credit requirement for graduation. Students can choose from the range of course options available (according to prerequisite requirements and available timetabling). Students can only take a maximum of four advanced (IB HL and/or AP) courses per year.

Students taking the individualized pathway are earning credits toward a US High School Diploma qualification accredited by WASC, along with any additional examination or assessment certificates (such as individual IB or AP course examinations, or a BTEC Diploma).

IB Courses (Grades 11-12)

Students not taking the full IB Diploma Programme (IBDP) may take individual IB courses for either two years or one year as part of the individualised pathway,

Stamford Courses (Grades 11 - 12)

Stamford Courses are what US high schools call “On-Level” or “College Preparatory” courses. Stamford Courses are one-year courses, aligned to US curriculum standards, and are internally evaluated. Students earn a grade from 1-7 that will appear on their report card and transcript. However, since they are not

externally assessed, there is no ability to earn US university credit.

Advanced Placement Courses (Grades 10 - 12)

Advanced Placement, or AP, Courses are one-year college-level courses where students can get a feel for the rigors of college-level studies while they still have the support of a high school environment. When students take AP courses, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond.

AP courses are available for students in grades 11 and 12 at Stamford. Select AP Courses are also available to Grade 10 students who meet relevant criteria. Students take AP exams at the end of the course in early May, measuring their mastery of college-level work. Rated 1-5, a score of 3 or higher on an AP exam may earn students college credit and/or placement into advanced courses in college in the USA—universities have different interpretation policies. For exam-based university entrance systems (i.e., UK, Netherlands, Australia), AP courses are recommended.

A combined maximum of 4 advanced courses (IBDP HL/AP) can be studied in one academic year.

BTEC Diploma Courses (Grades 11 - 12)

The **Business & Technical Education Council (BTEC)** **International Level 3** is a vocational program of education for students in grades 11-12. It prepares students for **success post secondary** whether at university, work, or life beyond through a **career related program** that develops practical skills as well as theoretical knowledge of the chosen field. The program is acknowledged and respected by thousands of universities worldwide. Students taking the full BTEC Diploma must take the classes for two years.

IB Diploma Programme/Pathway (Grades 11 - 12)

The IB Diploma Programme (IBDP) is a rigorous, holistic, and balanced program of education for students in Grades 11-12. It prepares students for success at university and life beyond through a program that develops the intellectual, social, emotional and physical well-being of students. The program is acknowledged and respected by thousands of universities worldwide. Students taking the full Diploma must take the classes for two years and are required to select their courses according to the IBDP subject 'groups'. Students can take a maximum of three IB Higher Level, and three IB Standard Level courses. Additionally full DP students have a compulsory Core Component that incorporates three areas: the Extended Essay (EE), Theory of Knowledge (TOK) and Creativity, Activity and Service (CAS).

Course Planning and Graduation Requirements

Requirements for the Stamford Diploma	• Eight contiguous semesters [or the equivalent] of academic work beyond grade 8 • Must have 4 credits of English, whether in Group 1 or Group 2 • Earn a minimum of 24 credits • All one-year duration courses (Stamford and AP courses) can only be selected once - students cannot repeat a course in Grade 12 • Students must be less than 20 years old. • Students may not graduate early even if all credits are met. • Should a student be missing credits, see the Academic Handbook for guidance regarding credit recovery.
Specific credit requirements for the Stamford Diploma, earned in grades 9-12, include:	• English (4.0 credits - ENG)
	• Modern Language (3.0 credits - ML)
	• Individuals & Societies (3.0 credits - SS)
	• Sciences (3.0 credits - SCI)
	• Mathematics (3.0 credits - MATH)
	• The Arts (2.0 credits - ARTS)
	• Physical & Health Education (2.0 credits - PHE)
	• Electives (4.0 credits - ELE)
Service Requirement	• Service Learning - completion of requirements
Attendance Requirement	• Minimum of 90% attendance in each course.

Advanced Courses	• **A combined maximum of four advanced courses** (AP and IBDP HL) can be studied in one academic year.
	  ○ IBDP English B HL is an exception to the above rule.
	  ○ IB HL/AP courses alongside a BTEC course: students recommended to choose fewer than 4.
	• A maximum of three Higher Levels can be taken within the full IB DP (3 HLs and 3 SLs).
	• Advanced courses have prerequisites - please see relevant course information below

Study Block	• Unless required for credit recovery, Individualized Pathway students will have one study block in Grade 11 and two study

	blocks in Grade 12.
Course Credit	Based on Carnegie Units of Study: Full-year courses earn 1.0 credit if students ● Achieve a passing grade ● Have at least 90% attendance ● Complete a prescribed End-Of-Year assessment

Important Notes

The school has the right to withdraw any student, with decreasing and low academic standings, poor attendance, where the student is at risk of not graduating with the Stamford US High School Diploma.

Grade 10 students can apply for one of three AP courses.
Grade 10 students who apply for an AP course must meet all the prerequisites.
Grade 10 students may not switch AP courses once enrolled in the course.

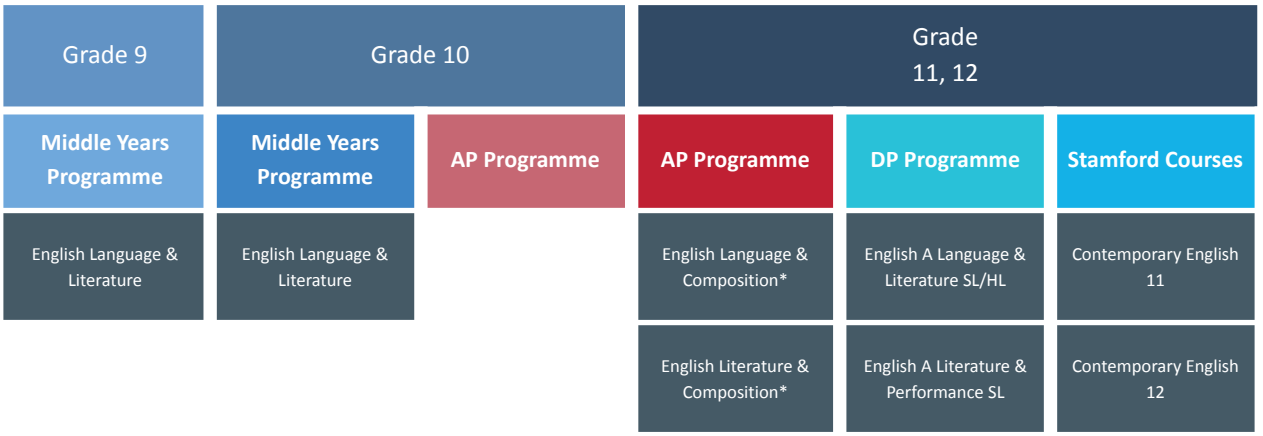
External AP exam results cannot be used to meet prerequisites for course selection at SAIS.

A minimum of 8 students must be enrolled and attending to run any class/course. Students who select a course that is undersubscribed must select an alternative course in case the first choice does not run.

More information about the Grade 10 course selection process can be found at the Academic and College Counseling Site Grade 10 Course Selection.

Studies in English

Language and Literature: English



G9 Middle Years Programme

MYP Language and Literature 9 English

Credit: 1.0 ENG

Prerequisites: Grade 8 Language Arts or Grade 8 MYP Language and Literature

Throughout the year, Language & Literature students will study literature and informational texts. They will produce a variety of responses, including spoken, written, dramatic, and other types. Students will read a diverse range of texts, including short stories, novels, nonfiction, and historical speeches. Close reading assignments and seminar-style discussions will encourage students to analyze and appreciate elements of texts. Students will improve their essay-writing skills, enhance their vocabulary, and reinforce grammar mechanics through formal and informal writing assignments. To that extent, assessments center on essays, speeches, and a media project that demonstrates students' ability to think critically and communicate persuasively. They will be able to apply their analysis to create understandings of the real world relevance of the ideas contained within the texts. Students who complete the course will be able to demonstrate a proficiency in engaging with texts and producing thoughtful responses.

G10 Middle Years Programme

MYP Language and Literature 10 English

Credit: 1.0 ENG

Prerequisites: Grade 9 Language Arts or Grade 9 MYP Language and Literature

In Language and Literature Grade 10 students move to a higher level of sophistication through an extensive survey in fiction and non-fiction from around the world. As a mirror of culture, literature reflects

how universal human qualities are revealed within cultural boundaries. Writing assignments and seminar-style discussions prompt students to explore the elements that make each text powerful and unique. We will examine the universal qualities that link our cultures together and whether an understanding of this will help us bridge cultural gaps in the future. Students hone analytic writing skills, with emphasis on the argument essay and analytical essays. Assessments target skills necessary for IB Language A, and therefore are designed to help students enhance critical writing and oral commentary skills using one or more literary texts.

AP Program (G11-12)

AP English Language and Composition (Offered in 2025-2026 next 2027-2028)

Credit: 1.0 ENG

Grade 11 Prerequisites:

- A grade of 5 in Grade 10 MYP Language and Literature

Grade 12 Prerequisites:

- A grade of 3 in Grade 11 DP English A; or
- A grade of 3 in a Grade 11 AP English course; or
- A grade of 5 in Grade 11 Contemporary English

The AP English Language and Composition course aligns toan introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

AP English Literature and Composition (Offered in 2026-2027 next in 2028-2029)

Credit: 1.0 ENG

Grade 11 Prerequisites:

- A grade of 5 in Grade 10 MYP Language and Literature

Grade 12 Prerequisites:

- A grade of 3 in Grade 11 DP English A; or
- A grade of 3 in Grade 11 AP English course; or
- A grade of 5 in Grade 11 Contemporary English

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

DP Programme (G11-12)

DP English A: Literature and Performance SL only

Credit: 1.0 ENG or Arts

Grade 11 Prerequisites:

- A grade of 5 in Grade 10 MYP Language and Literature

Grade 12 Prerequisites:

- Grade 11 DP English A: Literature and Performance

Literature and Performance is a relatively new IBDP course offered as one of the few interdisciplinary options students can pursue. The course therefore meets the needs of Group 1 or Group 6, but Stamford will be offered by the English A department.

The course aims to combine close reading, critical discussion and analysis with the practical and symbolic elements of theater. In this course students will engage with a range of literary works, perform dramatic texts and transform texts into realized performances.
The course fits into the current Language A framework as the course explores the same three elements as all Language A courses (in all languages), and therefore leads from the MYP course as well. .

- The relationships between readers, writers and texts
- The range and functions of texts across space and time
- Aspects of intertextuality.

In addition to challenging students to "explore the nature and methodology of two disciplines", this course asks students to explore their own responses to texts. The tasks students have to do asks them very specifically to focus on their own interpretations and choices (for example when staging one of the selected texts as a piece of theater).

DP English A: Language and Literature SL/HL

Credit: 1.0 ENG

Grade 11 Prerequisites:

- Grade 10 MYP English A: Language and Literature - HL: Grade of 5 and
- Grade 10 MYP English A: Language and Literature - SL: Grade of 4

Grade 12 Prerequisites:

- Grade 11 DP English A: Language & Literature

Students in Language & Literature work to improve English language skills and cultural literacy through the study of a variety of authentic print, audio and audiovisual resources, including literature, magazine articles, news casts, and essays. Students engage in daily discussions exclusively in the target language and produce written and spoken communication ranging from oral presentations to persuasive essays. The accurate interpretation of authentic resources at an advanced level is a major goal of the course and is practiced and measured routinely.

In this Language A: Language and Literature course, students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial

role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large. In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Across the three areas of exploration: Readers, writers and texts, Time and space, and Intertextuality: connecting texts, students will study four works in SL and six works in HL over the two years of the course.

Stamford Courses (G11-12)

Stamford Contemporary English 11/Stamford Contemporary English 12

Credit: 1.0 ENG

Grade 11 Prerequisites:

- Grade 10 MYP English A: Language and Literature

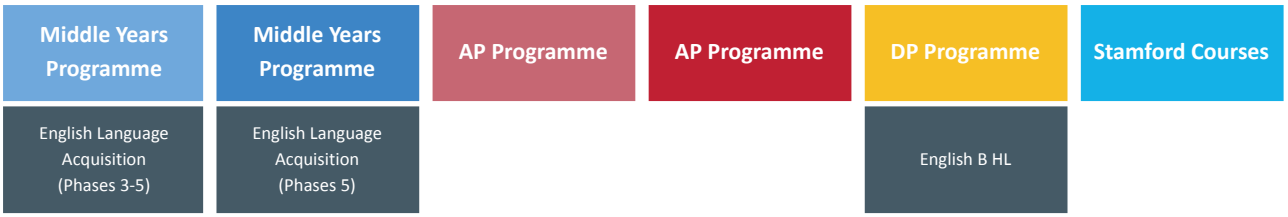
Grade 12 Prerequisites:

- Grade 11 DP English A Language and Literature, or
- Grade 11 AP English, or
- Grade 11 Stamford Contemporary English 11

This course is designed to give students the space and time in order to study a wide array of topics that allows them to prepare for a diverse set of next steps beyond high school. The academic year begins with students learning how to analyze a variety of non-literary text types and synthesize findings in their writing. We will then proceed to apply writing skills to real-world texts, such as personal essays and cover letters. Students will be able to explore a variety of avenues of communication via a multimedia project, calling for reflection upon their unique journeys in life. The academic year will culminate in students returning to close analysis of literary texts.

Language Acquisition: English

Grade 9	Grade 10	Grade 11, 12



G9 Middle Years Programme

MYP Language Acquisition English 9 (Phases 3-5)

Credit: 1.0 ENG

Grade 9 Prerequisites:

- Grade 8 Language Acquisition English (Phases 2-4)

Students in English Language Acquisition Phase 3/4/5 are capable communicators who understand and respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

G10 Middle Years Programme

MYP Language Acquisition English 10 (Phase 5)

Credit: 1.0 ENG

Grade 10 Prerequisites:

- Grade 9 Language Acquisition English (Phases 3-5)

Students in English Language Acquisition Phase 5 are capable communicators who understand and respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

DP Programme (G11-12) (For students without Native Language Proficiency)

DP English B HL

Credit: 1.0 ENG or ML

Grade 11 Prerequisites:

- Grade 10 MYP English Language Acquisition

Grade 12 Prerequisites:

- Grade 11 DP English B HL

English B HL For the Higher Level course, the requirements are quite rigorous and for those whom English is their second language, students should have achieved at least Phase 4 or higher previously to successfully access the course material. The core of the curriculum includes instruction on three topics: communication and media, global issues and social relationships. Optional elements include: cultural diversity, customs and traditions, health, leisure, science and technology (choose two). Students will be required to read two works of literature, give interactive and individual oral presentations, perform text-handling exercises, demonstrate productive writing skills and complete a creative writing and rationale

Studies in Modern Language
Chinese, Japanese, Korean, Spanish, Self-Taught

Language and Literature

G9 Middle Years Programme

MYP Language and Literature 9 (Chinese, Japanese, Korean, Spanish)

Credit: 1.0 ML
Prerequisites: Grade 8 Language Arts or Grade 8 MYP Language and Literature

Throughout the year, Language & Literature students will study literature and informational texts. They will produce a variety of responses, including spoken, written, dramatic, and other types. Students will read a diverse range of texts, including short stories, novels, nonfiction, and historical speeches. Close reading assignments and seminar-style discussions will encourage students to analyze and appreciate elements of texts. Students will improve their essay-writing skills, enhance their vocabulary, and reinforce grammar mechanics through formal and informal writing assignments. To that extent, assessments center on essays, speeches, and a media project that demonstrates students' ability to think critically and communicate persuasively. They will be able to apply their analysis to create understandings of the real world relevance of the ideas contained within the texts. Students who complete the course will be able to demonstrate a proficiency in engaging with texts and producing thoughtful responses.

G10 Middle Years Programme

MYP Language and Literature 10 (Chinese, Japanese, Korean, Spanish)

Credit: 1.0 ML
Prerequisites: Grade 9 Language Arts or Grade 9 MYP Language and Literature

In Language and Literature Grade 10 students move to a higher level of sophistication through an extensive survey in fiction and non-fiction from around the world. As a mirror of culture, literature reflects how universal human qualities are revealed within cultural boundaries. Writing assignments and seminar-style discussions prompt students to explore the elements that make each text powerful and unique. We will examine the universal qualities that link our cultures together and whether an understanding of this will help us bridge cultural gaps in the future. Students hone analytic writing skills, with emphasis on the argument essay and analytical essays. Assessments target skills necessary for IB Language A, and therefore are designed to help students enhance critical writing and oral commentary skills using one or more literary texts.

DP Programme (G11-12)

DP Chinese/Spanish/Japanese/Korean A: Language and Literature SL/HL

Credit: 1.0 ML

Grade 11 Prerequisites:

- Grade 10 MYP Chinese/Spanish/Japanese/Korean A: Language and Literature - HL: Grade of 5
- Grade 10 MYP Chinese/Spanish/Japanese/Korean A: Language and Literature - SL: Grade of 4

Grade 12 Prerequisites:

- Grade 11 DP Chinese/Spanish/Japanese/Korean A: Language & Literature

Students in **Language & Literature** work to improve English/Chinese/Spanish language skills and cultural literacy through the study of a variety of authentic print, audio and audiovisual resources, including literature, magazine articles, news casts, and essays. Students engage in daily discussions exclusively in the target language and produce written and spoken communication ranging from oral presentations to persuasive essays. The accurate interpretation of authentic resources at an advanced level is a major goal of the course and is practiced and measured routinely.

In this **Language A: Language and Literature** course, students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large. In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Across the three areas of exploration: Readers, writers and texts, Time and space, and Intertextuality: connecting texts, students will study four works in SL and six works in HL over the two years of the course.

DP Language A: Self-Taught Literature SL

Credit: 1.0 ML

Grade 11 Prerequisites:

- By application

Grade 12 Prerequisites:

- Grade 11 Language A: Self-Taught Literature SL

The **Language A: Self Taught Literature** course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading in a language of their choosing. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. **With the assistance of a tutor whom the student must employ**, students effectively study the Language A: literature course in their chosen language.

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Stamford Courses (G11-12)

Stamford Chinese Studies 11/Stamford Chinese Studies 12

Credit: 1.0 ML

Grade 11 Prerequisites:

- Grade 10 MYP Chinese A: Language and Literature

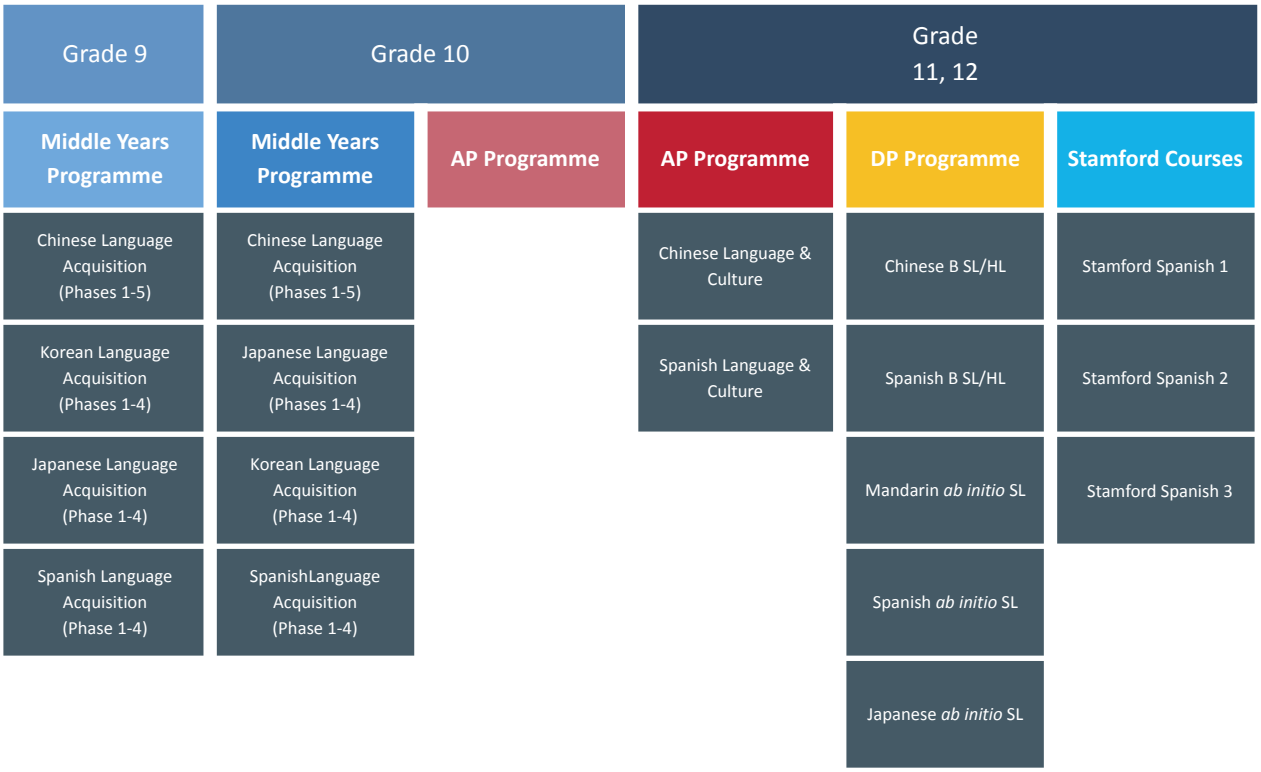
Grade 12 Prerequisites:

- Grade 11 DP Chinese A Language and Literature, or
- Stamford Chinese Studies 11

This course aims to nurture students to be effectively bilingual, attain a high level of language proficiency in Chinese, and enhance their understanding of Chinese literature. The course introduces students to the main features of various literary trends, genres, styles, techniques, and other literary elements in Chinese literature, as well as to major writers of various periods and their representative works. Students are taught how to critically read, appreciate and analyze texts in classical and modern Chinese. Readings include representative work pieces of prose, poem, drama and fiction.

Students will be required to submit written assignments on a regular basis in the form of creative writing, argumentative essay, text summarization, and so on. Selected topics in Chinese fundamental language skills such as sentence structures, meaning and structure of Chinese words, cognitive grammar, basic semantics will be introduced and practiced.

Language Acquisition: English, Chinese, Japanese, Korean, Spanish



G9 Middle Years Programme

MYP Language Acquisition Chinese 9 (Phases 1-5)

Credit: 1.0 ML

Grade 9 Prerequisites:

- Grade 8 Language Acquisition Chinese (Phases 1-5), or
- By application

Students in MYP Chinese Phases of **Language Acquisition** begin to learn the language and develop proficiency as they interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. Depending on their phase they identify aspects of format and style, and speak and write with a clear sense of audience and purpose.

MYP Language Acquisition Spanish 9 (Phases 1-4)

Credit: 1.0 ML

Grade 9 Prerequisites:

- Grade 8 Language Acquisition Spanish (Phases 1-4), or
- By application

Students in MYP Spanish Phases of Language Acquisition begin to learn the language and develop proficiency as they respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Depending on their phase, students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

MYP Language Acquisition Japanese 9:

Credit: 1.0 ML

Grade 9 Prerequisites:

- Grade 8 Language Acquisition Japanese (Phases 1-4), or
- By application

Students in MYP Japanese Phases of Language Acquisition begin to learn the language and develop proficiency as they respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Depending on their phase, students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

MYP Language Acquisition Korean 9

Credit: 1.0 ML

Grade 9 Prerequisites:

- Grade 8 Language Acquisition Korean (Phases 1-4), or
- By application

Students in MYP Korean Phases of Language Acquisition begin to learn the language and develop proficiency as they respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Depending on their phase, students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

G10 Middle Years Programme

MYP Language Acquisition Chinese 10 (Phases 1-5)

Credit: 1.0 ML

Grade 10 Prerequisites:

- Grade 9 Language Acquisition Chinese (Phases 1-5), or
- By application

Students in MYP Chinese Phases of Language Acquisition begin to learn the language and develop proficiency as they interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. Depending on their phase they identify aspects of format and style, and speak and write with a clear sense of audience and purpose.

MYP Language Acquisition Spanish 10 (Phases 1-4)

Credit: 1.0 ML

Grade 10 Prerequisites:

- Grade 9 Language Acquisition Spanish (Phases 1-4), or
- By application

Students in MYP Spanish Phases of Acquisition begin to learn the language and develop proficiency as they respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Depending on their phase, students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

MYP Language Acquisition Japanese 10

Credit: 1.0 ML

Grade 10 Prerequisites:

- Grade 9 Language Acquisition Japanese (Phases 1-3), or
- By application

Students in MYP Japanese Phases of Acquisition begin to learn the language and develop proficiency as they respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Depending on

their phase, students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

MYP Language Acquisition Korean 10

Credit: 1.0 ML

Grade 10 Prerequisites:

- Grade 9 Language Acquisition Korean (Phases 1-3), or
- By application

Students in MYP Korean Phases of Acquisition begin to learn the language and develop proficiency as they respond to a variety of spoken and written texts. They understand specific information, main ideas and details presented in oral, visual and written language, and demonstrate their comprehension in a range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations. Depending on their phase, students are able to understand interpersonal and cultural contexts in specific units to develop the way they speak and write in different ways for different purposes and audiences.

AP World Languages and Cultures Program (G11-12)

AP Spanish Language and Culture

Credit: 1.0 ML

Prerequisites:

- MYP Spanish Phase 3B
- IBDP Spanish B SL/HL (Year 1)

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skillsin real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

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

AP Chinese Language and Culture

Credit: 1.0 ML

Prerequisites:

- MYP Mandarin Phase 4 with a grade of 4 or above, or
- Grade 11 DP Chinese B
- Minimum of 8 students to run the course

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese.

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

DP Programme (G11-12) (For students without Native Language Proficiency)

DP Chinese B HL or DP Spanish B HL

Credit: 1.0 ML

Grade 11 Prerequisites:

- HL: Grade 10 MYP Chinese Language Acquisition Phase 4 Grade 5 or higher
- HL: Grade 10 MYP Spanish Language Acquisition Phase 3A Grade 5 or higher,

Grade 12 Prerequisites:

- Grade 11 DP Chinese B HL or Spanish B HL

Students in Language B Higher Level understand complex recorded or spoken information on the topics studied. They appreciate literary works in the target language and understand complex authentic written texts related to the topics studied.

Students communicate orally in order to explain in detail a point of view. They describe in detail and accurately experiences and events, as well as abstract ideas and concepts. They produce clear texts where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose. They also produce clear and convincing arguments in support of a point of view.

Students also demonstrate interaction that flows coherently with a degree of fluency and spontaneity. They engage coherently in conversations in most situations and demonstrate some intercultural engagement with the target language and culture(s).

DP Chinese B SL or DP Spanish B SL

Credit: 1.0 ML

Grade 11 Prerequisites:

- SL: Grade 10 MYP Chinese Language Acquisition Phase 3A Grade 4 or higher
- SL: Grade 10 MYP Spanish Language Acquisition Phase 3A Grade 4 or higher,

Grade 12 Prerequisites:

- Grade 11 DP Chinese B SL/HL or Spanish B SL/HL

Students in **Language B Standard Level** understand straightforward recorded or spoken information on the topics studied. They understand authentic written texts related to the topics studied and they use mostly everyday language.

They communicate orally in order to explain a point of view on a designated topic, and describe with some detail and accuracy experiences, events and concepts. Students also produce texts where the use of register, style, rhetorical devices and structural elements are generally appropriate to the audience and purpose.

They demonstrate interaction that usually flows coherently, but with occasional limitations. Students also engage in conversations on the topics studied, as well as related ideas. They demonstrate some intercultural engagement with the target language and culture(s).

DP Chinese (Mandarin) or DP Spanish or DP Japanese *ab initio* (SL)

Credit: 1.0 ML

Grade 11 Prerequisites:

- For students new to the language; and
- For students in MYP Phase 1, 2A and 2B
- Students in MYP Mandarin/Spanish/Japanese Phase 3A or higher cannot take this class

Grade 12 Prerequisites:

- Completion of Grade 11 DP Chinese (Mandarin) or Spanish or Japanese ***ab initio*** (SL)

In **Language *ab initio*** students understand, both orally and in writing, simple sentences and some more complex sentences related to the themes about individual and society, leisure and work, urban and rural development. They understand simple authentic written texts and questions related to them in the target language. Students engage in simple conversations within the range of the prescribed themes and related topics. They demonstrated some intercultural understanding by reflecting on similarities and differences between the target culture and the student's own and by providing some appropriate examples and information.

Stamford Courses (G11-12)

Stamford Spanish (1, 2 and 3)

Credit: 1.0 ML

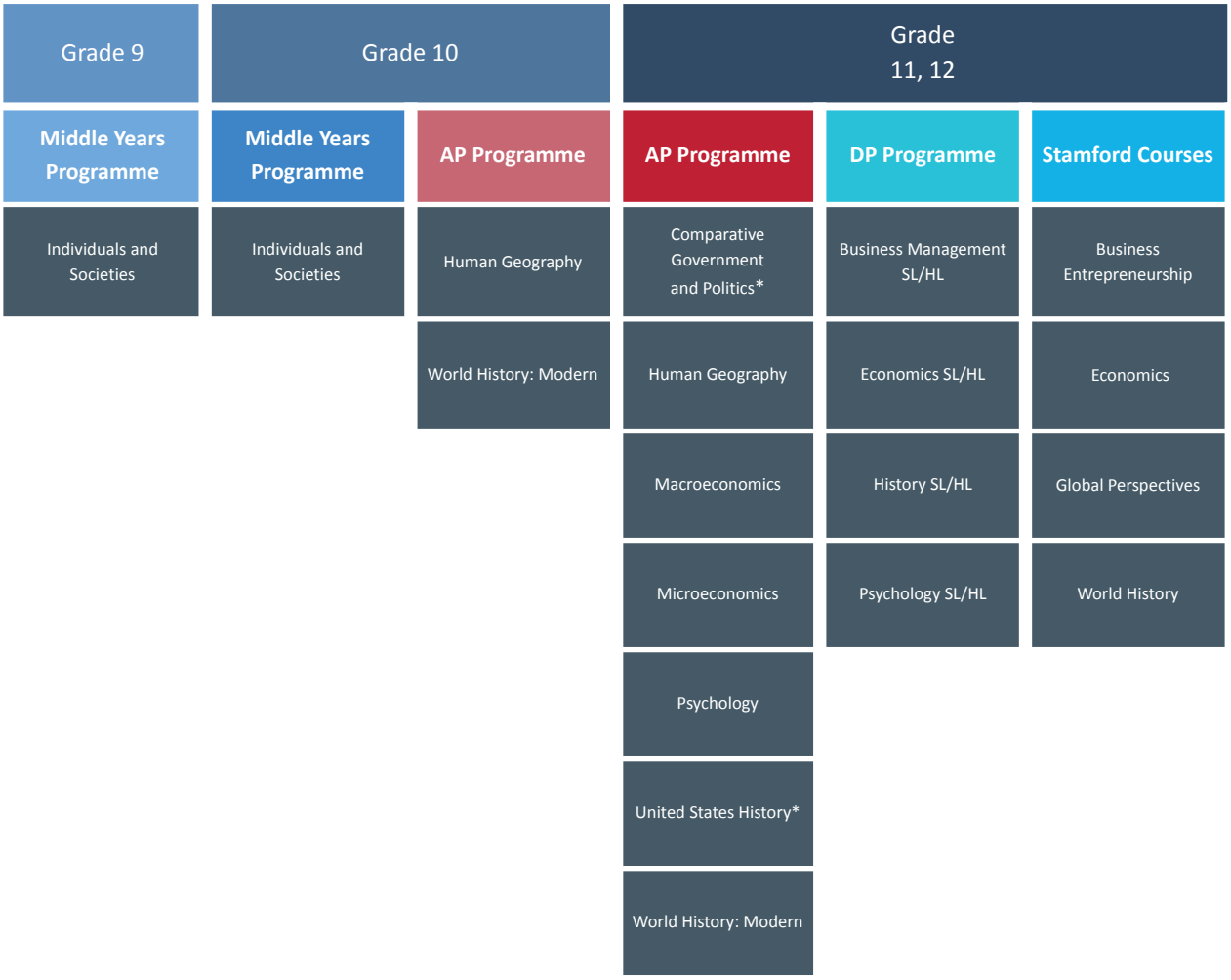
- Spanish 1: New to language
- Spanish 2: completed MYP Spanish Phase 1 or 2A or Stamford Spanish 1
- Spanish 3: completed MYP Spanish Phase 2B or higher or Stamford Spanish 2
- Placement test

Spanish 1 introduces students to the four basic language skills: listening comprehension, speaking, reading, and writing, within a cultural context.

Spanish 2 furthers the study of grammar, vocabulary and cultures of Spanish speaking countries. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through literature.

Spanish 3 furthers the study of grammar, vocabulary and cultures of Spanish Speaking countries. Students improve listening, speaking, reading and writing skills. Students further develop reading comprehension skills through literature, oral presentations and written exercises.

Individuals and Societies



G9 Middle Years Programme

MYP Individuals and Societies 9

Credit: 1.0 SS

Grade 9 Prerequisites:

- Grade 8 MYP Individuals and Societies, or
- Grade 8 Humanities/Social Studies/Social Sciences

The study of individuals and societies helps students to critically appreciate the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practicing the tolerance of uncertainty. The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyze data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

G10 Middle Years Programme

MYP Individuals and Societies 10

Credit: 1.0 SS

Grade 10 Prerequisites:

- Grade 9 MYP Individuals and Societies. or
- Grade 9 Humanities/Social Studies/Social Sciences

The study of individuals and societies helps students to critically appreciate the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practicing the tolerance of uncertainty. The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyze data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

AP Programme (G10-12)

AP Comparative Government and Politics (2025-26 next in 2027-2028) (Grades 11-12 only)

Credit: 1.0 SS

Grade 10 Prerequisites:

- By application;
- Grade 9 MYP Individual & Societies Grade 6 or above;

Grade 11 Prerequisites:

- Grade 10 MYP Individual & Societies Grade 5 or above,

Grade 12 Prerequisites:

- A grade of 3 in any AP Humanities course
- A grade of 4 in a Year 1 DP Humanities HL course
- A grade of 5 in a Year 1 DP Humanities SL/Stamford course

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

AP Human Geography

Credit: 1.0 SS

Grade 10 Prerequisites:

- By application,

- Grade 9 MYP Individual & Societies Grade 6 or above,

Grade 11 Prerequisites:

- Grade 10 MYP Individual & Societies Grade 5 or above,

Grade 12 Prerequisites:

- A grade of 3 in any AP Humanities course
- A grade of 4 in a Year 1 DP Humanities HL course
- A grade of 5 in a Year 1 DP Humanities SL/Stamford course

The **AP Human Geography** course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

AP Microeconomics (Grades 11-12 only)

Credit: 1.0 SS

Grade 11 Prerequisites:

- Grade 10 MYP Individual & Societies Grade 5 or above,

Grade 12 Prerequisites:

- A grade of 3 in any AP Humanities course
- A grade of 4 in a Year 1 DP Humanities HL course
- A grade of 5 in a Year 1 DP Humanities SL/Stamford course

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers and should be taken before Macroeconomics. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Macroeconomics (Grades 11-12 only)

Credit: 1.0 SS

Grade 11 Prerequisites:

- Grade 10 MYP Individual & Societies Grade 5 or above,

Grade 12 Prerequisites:

- A grade of 3 in any AP Humanities course
- A grade of 4 in a Year 1 DP Humanities HL course
- A grade of 5 in a Year 1 DP Humanities SL/Stamford course

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Psychology (Grades 11-12 only)

Credit: 1.0 SS

Grade 11 Prerequisites:

- Grade 10 MYP Individual & Societies Grade 5 or above,

Grade 12 Prerequisites:

- A grade of 3 in any AP Humanities course
- A grade of 4 in a Year 1 DP Humanities HL course
- A grade of 5 in a Year 1 DP Humanities SL/Stamford course

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

AP United States History (2026-2027 next in 2028-2029) (Grades 11-12 only)

Credit: 1.0 SS

Grade 11 Prerequisites:

- Grade 10 MYP Individual & Societies Grade 5 or above,

Grade 12 Prerequisites:

- A grade of 3 in any AP Humanities course
- A grade of 4 in a Year 1 DP Humanities HL course
- A grade of 5 in a Year 1 DP Humanities SL/Stamford course

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance—identity; people; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture—provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places

AP World History: Modern

Credit: 1.0 SS

Grade 10 Prerequisites:

- By application,
- Grade 9 MYP Individual & Societies Grade 6 or above

Grade 11 Prerequisites:

- Grade 10 MYP Individual & Societies Grade 5 or above,

Grade 12 Prerequisites:

- A grade of 3 in any AP Humanities course
- A grade of 4 in a Year 1 DP Humanities HL course
- A grade of 5 in a Year 1 DP Humanities SL/Stamford course

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments. Five themes of equal importance—focusing on the environment, cultures, state-building, economic systems, and social structures—provide areas of historical inquiry for investigation throughout the course. AP World History: Modern encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

DP Programme (G11-12)

DP Business Management SL/HL

Credit: 1.0 SS

Grade 11 Prerequisites:

- HL: requires Grade 10 MYP Individual & Societies Grade 5 or above
- SL: requires Grade 10 MYP Individual & Societies Grade 4 or above

Grade 12 Prerequisites:

- Grade 11 Business Management SL/HL

The Business Management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes. Through the exploration of four interdisciplinary concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management. Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

DP Economics SL/HL

Credit: 1.0 SS

Grade 11 Prerequisites:

- HL: requires Grade 10 MYP Individual & Societies Grade 5 or above
- SL: requires Grade 10 MYP Individual & Societies Grade 4 or above
- Recommended a grade of 5 in MYP Mathematics

Grade 12 Prerequisites:

- Grade 11 Economics SL/HL

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behavior and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

DP History SL/HL

Credit: 1.0 SS

Grade 11 Prerequisites:

- HL: Grade 10 MYP Individual & Societies Grade 5 or above
- SL: Grade 10 MYP Individual & Societies Grade 4 or above

Grade 12 Prerequisites:

- Grade 11 History SL/HL

The DP History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past, specifically of the histories of the move to Global War, and of the Crisis in Communism and the origins and developments of authoritarian and single party states. Higher Level students extend their studies further to the History of Asia and Oceania.

DP Psychology SL/HL

Credit: 1.0 SS

Grade 11 Prerequisites:

- HL: requires Grade 10 MYP Individual & Societies Grade 5 or above
- SL: requires Grade 10 MYP Individual & Societies Grade 4 or above

Grade 12 Prerequisites:

- Grade 11 PsychologySL/HL

The Psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry. In addition, the course is designed to encourage the systematic and critical study of human experience and behavior; physical, economic and social environments; and the history and development of social and cultural institutions. Students who complete the course will develop the capacity to identify, analyze critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society. Students will also collect, describe and analyze data used in studies, test hypotheses; and interpret complex data and source material.

Stamford Courses (G11-12)

Stamford Business Entrepreneurship

Credit: 1.0 SS

Students will develop an understanding of business concepts and techniques across a range of different types of businesses. Students will be able to:

- Understand different forms of business organizations and the environments in which businesses operate and business functions such as marketing, operations and finance
- appreciate the role of people in business success.

They will also gain lifelong skills, including:

- the ability to calculate and interpret business data
- communication skills needed to support arguments with reasons
- the ability to analyze business situations and reach decisions or judgements.

Students will study the above through the lens of *Innovation and Change,* and *Cooperation and Interdependence.*

Stamford Economics

Credit: 1.0 SS

The aims of Stamford Economics is to enable students to:

- know and understand economic terminology, concepts and theories;
- use basic economic numeracy and interpret economic data;
- use the tools of economic analysis;
- express economic ideas logically and clearly in a written form; and
- apply economic understanding to current economic issues

Stamford Economics students will gain lifelong skills, including:

- an understanding of economic theory, terminology and principles;

- the ability to apply the tools of economic analysis;
- the ability to distinguish between facts and value judgements in economic issues;
- an understanding of, and an ability to use, basic economic numeracy and literacy;
- the ability to take a greater part in decision-making processes in everyday life;
- an ability to use examples from a variety of economies; and
- an excellent foundation for advanced study in economics.

Stamford Global Perspectives

Credit: 1.0 SS

Global Perspectives offers students the opportunity to enquire into and reflect on important global issues from a personal, local/national, and global perspective. Through the use of case studies, interactive notebooks, possible on-site learning, and self-directed inquiry, students will investigate four main themes of inequality, sustainability, technology and development, and globalization. They will then be able to choose a more focused topic of study, including belief systems, climate change, conflict and peace, law and criminality, transport and infrastructure, and trade and aid. The course will culminate with a passion project on one of these or other chosen topics, where students will be able to share their research and experience.

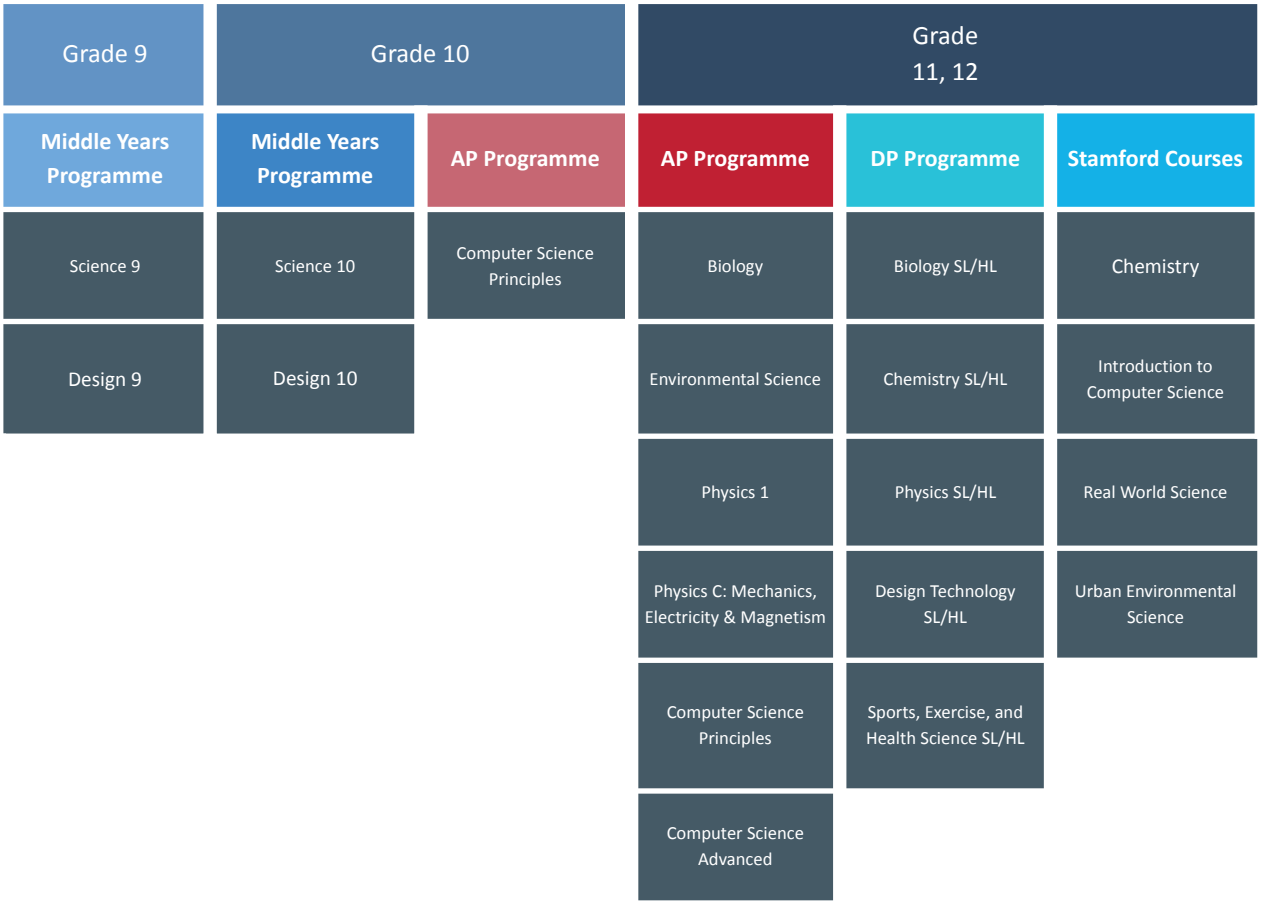
Stamford World History

Credit: 1.0 SS

Designed for students interested in history but possibly not at the AP or DP level. This course will prepare students for the AP World History: Modern if desired. The course is currently designed as follows:

- Unit 1: Ancient World - civilizations and religions 4000 BCE-500 CE
- Unit 2: Expanding zones of exchange and encounter 500-1200 (Medieval Europe, Medieval Asia, Rise and spread of Islam etc)
- Unit 3: Global Interactions 1200-1650 (Rise and fall of Mongols, global trade, black death, rise and fall of African Civilizations, Renaissance etc)
- Unit 4: The First Global Age 1450-1770 (Protestant Reformation, Exploration, Gunpowder Empires)
- Unit 5: Age of Revolutions 1750-1914 (Enlightenment, Political revolutions - US, French, Haitian, Latin America - Industrial Revolution, Imperialism)
- Unit 6: Crisis and Achievement 1914-1945 (WWI, Russian Revolution, Global Depression, Totalitarian states, WWII).
- Unit 7: 20th century since 1945 (Cold War - proxy wars, Chinese Communist Revolution, Decolonization and independence movements

Sciences



G9 Middle Years Programme

MYP Science 9 (Core)

Credit: 1.0 SCI

Prerequisites:

- Grade 8 MYP Science or equivalent

Grade 9 Science is the fourth course in a five-year Integrated Science program which includes the study of Chemistry, Physics and Biology. The course includes formative and summative opportunities problem-solving in the lab. Students will need to have a solid understanding of the materials covered in order to creatively solve experimental design problems and collect data that proves its success or failure. There is an emphasis on clearly and effectively communicating ideas and supporting these ideas with reliable evidence throughout all criteria.

MYP Design 9

Credit: 1.0 ELE

Prerequisites:

- Successful completion of Grade 8 MYP Design, or

- Successful completion of Grade 8 Science

MYP Design requires the use of the design cycle as a tool which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. Students develop knowledge, understanding and skills to design models and create solutions to problems using technology effectively as a means to access, process and communicate information. In Grade 9, Design students will explore design challenges related to a range of issues including robotics and automation, textiles and wearable technology and promoting change through games. Students will have the opportunity to develop skills such as their 2D and 3D drawing techniques including CAD, programing, sewing and use of 3D printers and laser cutters in order to create their solutions.

G10 Middle Years Programme

MYP Science 10 (Core)

Credit: 1.0 SCI

Prerequisites:

- Grade 9 MYP Science or equivalent

Grade 10 Science is the fifth course in a five-year Integrated Science program which includes the study of Chemistry, Physics and Biology. The course includes formative and summative opportunities problem-solving in the lab. Students will need to have a solid understanding of the materials covered in order to creatively solve experimental design problems and collect data that proves its success or failure. There is an emphasis on clearly and effectively communicating ideas and supporting these ideas with reliable evidence throughout all criteria.

MYP Design 10

Credit: 1.0 ELE

Prerequisites:

- Successful completion of Grade 9 MYP Design, or
- Successful completion of Grade 9 Science

The Grade 10 course is the culmination of MYP Design in which students develop an appreciation of the elegance and power of the design process. Students develop knowledge, understanding and skills to design models and create solutions to problems using technology effectively as a means to access, process and communicate information. Students have the opportunity to sit for the MYP Design Certificate by completing the IBO eAssessment from January to March. Prior to that, students undertake a project that relates to the development of sustainable communities which focuses on design innovations for life, global society and environments. The final Maker Faire unit provides an opportunity for students to showcase their design skills by incorporating a mixture of modeling, 3D printing, sewing, programming & electronics and laser cutting by creating a product of their own choosing.

AP Program (G10-12)

AP Biology (Grades 11-12 only)

Credit: 1.0 SCI

Grade 11 Prerequisites:

- An overall grade of 5 in MYP Science and a Criterion A score of 5

Grade 12 Prerequisites:

- A grade of 3 in a previous AP Science course; or
- A grade of 4 in a previous DP HL Grade 11 Science course; or
- A grade of 4 in a previous Stamford or DP SL Grade 11 Science course

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions. **LABORATORY REQUIREMENT:** This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

AP Environmental Science (Grades 11-12 only)

Credit: 1.0 SCI

Grade 11 Prerequisites:

- An overall grade of 5 in MYP Science

Grade 12 Prerequisites:

- A grade of 3 in a previous AP Science course; or
- A grade of 4 in a previous DP HL Grade 11 Science course; or
- A grade of 4 in a previous Stamford or DP SL Grade 11 Science course

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

AP Physics 1 (Grades 11-12 only)

Credit: 1.0 SCI

Grade 11 Prerequisites:

- An overall grade of 5 in MYP Science and a Criterion A score of 6; **and**
- An overall grade of 5 in MYP Math Extended; **or**
- An overall grade of 6 in MYP Math Standard

Grade 12 Prerequisites:

- An overall grade of 5 in MYP Math Extended; **or**
- An overall grade of 6 in MYP Math Standard; **or**
- A Grade of 3 or higher in AP PreCalculus; **or**
- A grade of 4 in DP Math AA; **and**
- An overall grade of 5 in MYP Science and a Criterion A score of 6

AP Physics 1: Algebra-based is the equivalent of one semester of an introductory, algebra-based Physics college course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; and fluids;. **LABORATORY REQUIREMENT:** This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

AP Physics C: Mechanics (Grade 12 only)

Credit: 1.0 SCI

Grade 12 Prerequisites:

- A grade of 2 or higher in AP Physics 1 **and**
- A grade of 3 or higher in AP PreCalculus; **or**
- A grade of 4 or higher in DP Math AA HL/SL: **and**
- Must be enrolled in AP Calculus AB/BC
- New students: One year of Physics (pass)

AP Physics C: Mechanics is an introductory calculus-based college course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The course framework outlines distinct skills, called science practices, that students practice throughout the year—skills that will help them learn to think and act like physicists.

AP Computer Science Principles

Credit: 1.0 SCI or MATH

Grade 10 Prerequisites:

- A grade of 6 or higher in Grade 9 MYP Math; **or**
- A grade of 6 or higher in Grade 9 MYP Science.

Grade 11/12 Prerequisites:

- An overall grade of 5 or higher in Grade 10 MYP Math **or** MYP Science
- A grade of 4 or higher in Stamford Intro to Computer Science

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

AP Computer Science Advanced (Grades 11-12 only)

Credit: 1.0 SCI or MATH

Prerequisites:

- A grade of 2 or higher in AP Computer Science Principles
- A grade of 6 or higher in Stamford Intro to Computer Science

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

DP Programme (G11-12)

DP Biology SL/HL

Credit: 1.0 SCI

Grade 11 Prerequisites:

- HL: requires a grade of 5 or higher in MYP 10 Science;
- SL: requires a grade of 4 in MYP 10 Science;
- If requesting two HL Sciences requires a score of 5 in Criterion A and C and an overall grade of 5 in MYP 10 Science.

Grade 12 Prerequisites:

- Grade 11 DP Biology SL/HL

Through the study of molecular biology, genetics, ecology, evolution, and physiology, students will understand the structure and function of living things at all levels of complexity and will appreciate the nature of science. The selection of an additional option allows teachers some flexibility to tailor the course to meet the needs of their students. Students will be required to complete a range of tests and assignments, a specified number of laboratory hours, one externally moderated ten-hour investigation of their choice, and three mandatory externally assessed exams that will demonstrate mastery of the above content outcomes, concepts and skills. The study of IBDP Biology will formalize students' understanding of the major concepts of change, relationships and systems in experimental science. Students who complete this course will be able to clearly demonstrate an understanding of the content covered, will be proficient in the use of an appropriate range of lab techniques and equipment, will be able to successfully undertake independent primary and/or secondary research tasks (including database sources), will understand the limits of scientific knowledge, and will be able to describe the ways that science and society interact.

DP Chemistry SL/HL

Credit: 1.0 SCI

Grade 11 Prerequisites:

- HL: requires a grade of 5 or higher in MYP 10 Science;

- SL: requires a grade of 4 in MYP 10 Science;
- If requesting two HL Sciences requires a score of 5 in Criterion A and C and an overall grade of 5 in MYP 10 Science.

Grade 12 Prerequisites:

- Grade 11 DP Chemistry SL/HL

Through the study of quantitative chemistry, periodicity, kinetics, atomic theory, bonding, energetics and equilibrium students will understand the principles that define and describe the chemistry of the physical environment and biological systems. The selection of an additional option, allows teachers some flexibility to tailor the course to meet the needs of their students. Students will be required to complete a range of tests and assignments, a specified number of laboratory hours, one externally moderated ten-hour investigation of their choice, and three mandatory externally assessed exams that will demonstrate mastery of the above content outcomes, concepts and skills.

The study of **IBDP Chemistry** will formalize students' understanding of the major concepts of change, relationships and systems in experimental science. Students who complete this course will be able to clearly demonstrate an understanding of the content covered, will be proficient in the use of an appropriate range of lab techniques and equipment, will be able to successfully undertake independent primary and/or secondary research tasks (including database sources), will understand the limits of scientific knowledge, and will be able to describe the ways that science and society interact.

DP Physics SL/HL

Credit: 1.0 SCI

Grade 11 Prerequisites:

- HL: requires a grade of 5 or higher in MYP 10 Science and MYP Math extended overall 5 or Math Standard overall 6
- SL: requires a grade of 4 in MYP 10 Science and MYP Math extended overall 4 or Math Standard overall 5
- If requesting two HL Sciences requires a score of 5 in Criterion A and C and an overall grade of 5 in MYP 10 Science.

Grade 12 Prerequisites:

- Grade 11 DP Physics SL/HL

Through the study of mechanics, thermal energy, waves, electromagnetism, energy production and quantum physics students will understand the fundamental principles that underpin the phenomena that we have observed to exist in the physical world. The selection of an additional option, allows teachers some flexibility to tailor the course to meet the needs of their students. Students will be required to complete a range of tests and assignments, a specified number of laboratory hours, one externally moderated ten-hour investigation of their choice, and three mandatory externally assessed exams that will demonstrate mastery of the above content outcomes, concepts and skills.

The study of **IBDP Physics** will formalize students' understanding of the major concepts of change, relationships and systems in experimental science. Students who complete this course will be able to clearly demonstrate an understanding of the content covered, will be proficient in the use of an appropriate range of lab techniques and equipment, will be able to successfully undertake independent

primary and/or secondary research tasks (including database sources), will understand the limits of scientific knowledge, and will be able to describe the ways that science and society interact.

DP Design Technology SL/HL

Credit: 1.0 SCI

Grade 11 Prerequisites:

- HL: requires a grade of 5 in Grade 10 MYP 10 Design;
- If no Design in Grade 10 due to taking AP course or in PCS: requires a grade of 5 in MYP Grade 10 Science
- SL: requires a grade of 4 in Grade 10 MYP 10 Science or MYP Design
- If requesting two HL Sciences requires a score of 5 in Criterion A and C and an overall grade of 5 in MYP 10 Science.

Grade 12 Prerequisites:

- Grade 11 DP Design Technology SL/HL

IBDP Design Technology is a rigorous course of study focusing on utilizing the design process to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of a solution. Students will develop their Design and Technological literacy as they apply critical thinking and design skills to practical situations and build their understanding of design in the global context. They will be required to selectively apply research and information in an ethical manner when creating solutions and tackling problems. Many key Design concepts are integral to the course of study, including ergonomics, modeling, sustainability and user-centered design

DP Sports, Exercise, and Health Science SL/HL

Credit: 1.0 SCI or PHE

Grade 11 Prerequisites:

- HL: requires a grade of 5 in Grade 10 MYP Science
- SL: requires a grade of 4 in Grade 10 MYP Science
- If requesting two HL Sciences requires a score of 5 in Criterion A and C and an overall grade of 5 in MYP 10 Science.

Grade 12 Prerequisites:

- Grade 11 DP Sports, Exercise and Health Science SL/HL

Through the study of anatomy, exercise physiology, energy systems, motion analysis, skills and performance evaluation, and one additional optional topic, students will develop a sound understanding of the importance and role of science in sports. Students will be required to complete lab designs, lab experiments and evaluations, open self-directed extended research tasks, regular readings, discussions, essays and formal tests that will demonstrate mastery of the processes and content of the study. The study of Sports, Exercise and Health Science will draw on students' understanding of the major concepts of change, relationships and systems to reinforce the analytical nature of the discipline. Students who complete this course will be able to demonstrate an understanding of the content covered, will be proficient in the use of an appropriate range of lab techniques and equipment, will be able to successfully

plan and undertake independent lab and field based investigations, will know how to undertake secondary source investigations, and will be able to critically analyze human performance.

Stamford Courses (G11-12)

Stamford Chemistry

Credit: 1.0 SCI

Stamford Chemistry is based on the Next Generation Science Standards (NGSS) to reflect a deeper inquiry approach to Chemistry. Each semester, students will complete various assessments that address the following NGSS scientific and engineering practices that students should engage in throughout their education:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out Investigations
4. Analyzing and interpreting data
5. Using mathematics, information and computer technology, and computational thinking
6. Construction explanations and designing solutions
7. Engaging in argument from evidence and
8. Obtaining, evaluating, and communicating information.

Introduction to Computer Science

Credit: 1.0 SCI

This course is designed to introduce students to the foundations of computer science through Python programming. It emphasizes computational thinking and problem-solving, which are essential in preparing students for more advanced studies, including AP Computer Science Principles and AP Computer Science Advanced. The module fosters critical thinking, creativity, and collaboration skills necessary for success in a complex and dynamic world, aligning with Stamford's mission of cultivating optimism, excellence, and empowerment.

The course is structured around core elements of computer science, viz.:

- Basic programming constructs (variables, loops, conditionals);
- Building on Grade 6 Scratch Unit
- Data handling (lists, 2D lists, sorting); and
- Algorithm design and implementation.
- CS and future explorations

Stamford Real World Science

Credit: 1.0 SCI

The Real World Science program provides a framework for the deeper understanding of all scientific knowledge in the context of the real world – a structure that facilitates integrated thinking. In this course, students use the knowledge of science and see patterns and connections within the sub-disciplines as well as other disciplines. This program aims to help students to relate science to technology, society, and the environment. It is very hands-on, involving laboratory and fieldwork, and allows students to develop the skills, strategies, and habits of mind required for scientific inquiry. The curriculum for the course is organized into semester units. Each unit is designed to be taught in a semester of either junior or senior years.

- The Biology unit focuses on the Investigation of biological systems and their interactions, leading to biological knowledge and understanding that enable us to explore and explain everyday observations, and find solutions to biological issues.
- In the Physics unit, students gather, analyze and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws, and theories of physics. Students consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, and an understanding of climate change.
- The Chemistry unit helps students to develop an understanding of the key chemical concepts and models of structure, bonding, and chemical change. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Stamford Urban Environmental Science

Credit: 1.0 SCI

This interdisciplinary science course promotes research and education on the globalization and sustainability of our environment, focusing on ecological literacy, urban farming, and the production of food systems. This course will offer students the opportunity to understand:

- the relationship between urbanization and the environment, including urban planning
- the role of nature in the city
- the role of ecological literacy in our environment

This course will run in conjunction with the **Rooftop Garden** and cover the following units:

Unit 1: What is Urban Farming? Introduction to Urban Agriculture

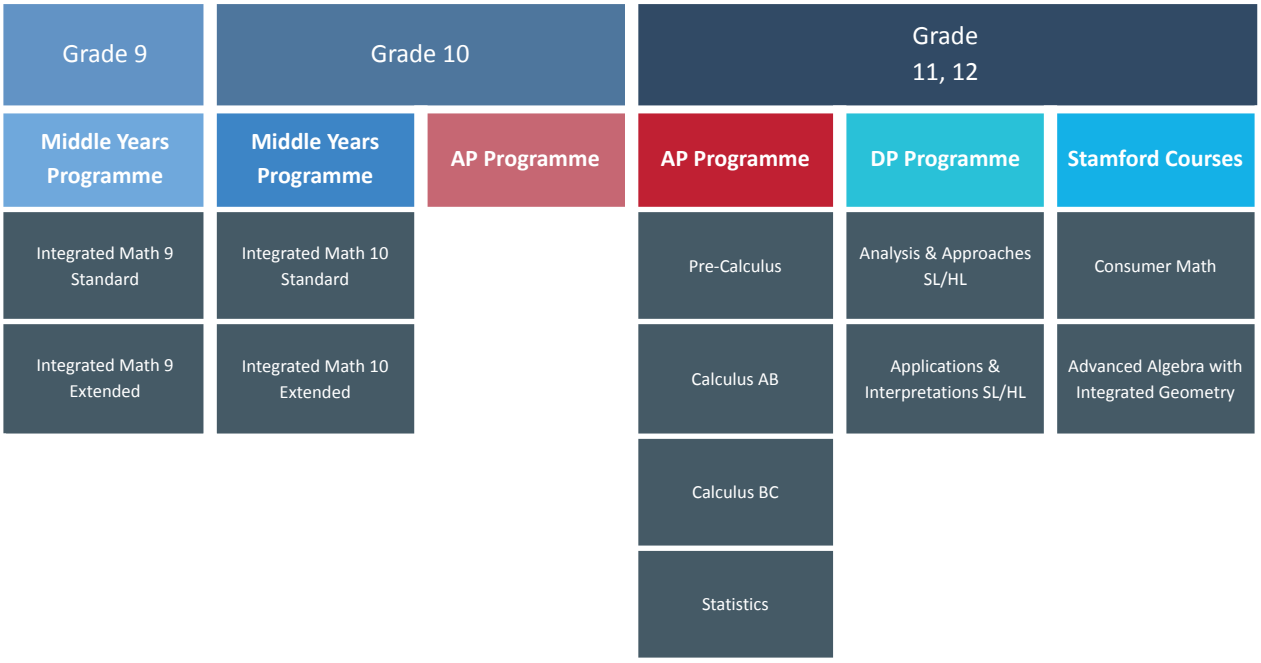
- Soil as an important natural resource
- Climate as a factor
- Ecosystems and Biodiversity

Unit 2: Edible Gardens and Production and Consumption of Food (Resources)

Unit 3: Advances in Agriculture and consequences of Agricultural Practices

Unit 4: Challenges of Contemporary Agriculture and impacts on our urban sustainability

Mathematics



G9 Middle Years Programme

MYP Integrated Mathematics 9 (Standard, Extended)

Credit: 1.0 MATH

Prerequisites:

- Math Standard: A Pass in Grade 8 MYP Mathematics Standard
- Math Extended:
  - Have a MAP RIT score of 250 + or in the 85th percentile
  - Have a minimum total of 24 points in Grade 8 MYP Math
  - Have a minimum of 6 in criterion A in Grade 8 MYP Math
  - Teacher recommendation

Grade 9 is the fourth course in a five year integrated math program which incorporates the study of number, algebra, geometry and trigonometry, probability and statistics and discrete math. The course includes a review of numbers and focuses on Algebra, Trigonometry and Polynomials.

G10 Middle Years Programme

MYP Integrated Mathematics 10 (Standard, Extended)

Credit: 1.0 MATH

Prerequisites:

- MYP Math Standard:
  - A Pass in Grade 9 MYP Mathematics Standard or Extended;
  - A Pass in Algebra II or Geometry
- From Grade 9 Math Standard to Grade 10 Math Extended:
  - Have a MAP RIT score of 250 + or in the 85th percentile;
  - Have a minimum total of 24 points in Grade 9 Math Standard;
  - Have a minimum of score of 7 in criterion A in Grade 9 Math Standard;
- From Grade 9 Math Extended to Grade 10 Extended:
  - Have a MAP RIT score of 250 + or in the 85th percentile
  - Have a minimum total of 24 points in Grade 9 Math Extended
  - Have a minimum of score of 6 in criterion A in Grade 9 Math Extended

Grade 10 Mathematics is the fifth course in a five year integrated math program which incorporates the study of numbers, algebra, geometry and trigonometry, probability and statistics and discrete math. The course includes a review of numbers and focuses on Algebra, Trigonometry and Polynomials.

AP Program (G11-12)

AP Precalculus

Credit: 1.0 MATH

Grade 11 Prerequisites:

- A score of 5 in Grade 10 MYP Math Extended; or
- A score of 6 in Grade 10 MYP Math Standard.

Grade 12 Prerequisites:

- A score of 5 in Grade 11 DP Math SL; or
- A score of 4 in Grade 11 DP Math HL
- A score of 6 in Grade 11 in Advanced Algebra

The AP Precalculus course framework provides a clear and detailed description of what students should know and be able to do to qualify for college credit or placement. The framework includes two essential components:

Mathematical Practices

The mathematical practices are central to the study and practice of precalculus. Students should develop and apply the described skills on a regular basis over the span of the course. Each of the three mathematical practices for AP Precalculus have associated skills.

- Practice 1: Procedural and Symbolic Fluency
- Practice 2: Multiple Representations
- Practice 3: Communication and Reasoning

Course Content

The course content is organized into units of study that provide a suggested sequence for the course.

AP Precalculus Exam Topics (Required for College Calculus Placement)

- Unit 1: Polynomial and Rational Functions
- Unit 2: Exponential and Logarithmic Functions
- Unit 3: Trigonometric and Polar Functions

Additional Topics Available to Schools (Not Included on AP Precalculus Exam)

- Unit 4: Functions Involving Parameters, Vectors, and Matrices

AP Calculus AB (G12 only)

Credit: 1.0 MATH

Grade 12 Prerequisites:

- A score of 3 in AP PreCalculus
- A score of 4 in Grade 11 DP Mathematics AA HL
- A score of 5 in Grade 11 DP Mathematics AA SL
- A score of 5 in Grade 11 DP Mathematics AI HL

AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Calculus BC (G12 only)

Credit: 1.0 MATH

Grade 12 Prerequisites:

- A score of 4 in AP PreCalculus; or
- A Pass in AP Calculus AB; or
- A score of 6 in Grade 11 DP Mathematics AA SL/HL
- A score of 7 in Grade 11 DP Mathematics AI HL

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Statistics

Credit: 1.0 MATH

Grade 11 Prerequisites:

- A score of 4 in Grade 10 MYP Math Extended
- A score of 5 in Grade 10 MYP Math Standard

Grade 12 Prerequisites:

- A score of 2 in AP Precalculus; or
- A score of 3 in Grade 11 DP Math HL
- A score of 4 in Grade 11 DP Math SL
- A score of 4 in Grade 11 Stamford Consumer Math or Advanced Algebra with Integrated Geometry

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding

DP Programme (G11-12)

DP Mathematics: Analysis and Approaches SL/HL

Credit: 1.0 MATH

Grade 11 Prerequisites Math AA HL:

- An overall score of 6 in Math Standard
- An overall score of 5 in Math Extended

Grade 11 Prerequisites Math AA SL:

- An overall score of 5 in Grade 10 Math Standard
- An overall score of 4 in Grade 10 Math Extended

Grade 12 Prerequisites Math AA SL/HL

- Completion of Grade 11 DP Mathematics: Analysis and Approaches SL/HL

The Mathematics: Analysis and Approaches course content has been developed to meet the requirements of the new IB Diploma Subject Guide. There is a strong emphasis on calculus and on algebraic, graphical and numerical approaches. In this course, students will develop strong skills in mathematical thinking and become fluent in the construction of mathematical arguments. The Mathematics: Analysis and Approaches course is designed for students who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a significant level of mathematics content, for example mathematics itself, engineering, physics, business or economics (finance and accounting).

DP Mathematics: Applications and Interpretations SL/HL

Credit: 1.0 MATH

Grade 11 Prerequisites Math AI HL:

- An overall score of 6 in Math Standard
- An overall score of 5 in Math Extended

Grade 11 Prerequisites Math AI SL:

- An overall score of 3 in Grade 10 MYP Math Standard or Extended

Grade 12 Prerequisites Math AI SL/HL

- Completion of Grade 11 DP Mathematics: Analysis and Interpretations SL/HL

The Mathematics: Applications and Interpretations course has been developed to meet the requirements of the new IB Diploma Subject Guide. The course emphasizes the applied nature of the subject and is designed for students who wish to understand how mathematics relates to the real world and to other subjects. It will appeal to students who enjoy mathematics in a practical context. Students who take this course will be interested in developing their skills in solving practical problems, harnessing technology and exploring mathematical models. This course is suitable for students who may go on to further study in subjects that utilize mathematics in this way such as social sciences, natural sciences, statistics, business, psychology or design.

Stamford Courses (G11-12)

Stamford Consumer Math

Credit: 1.0 MATH

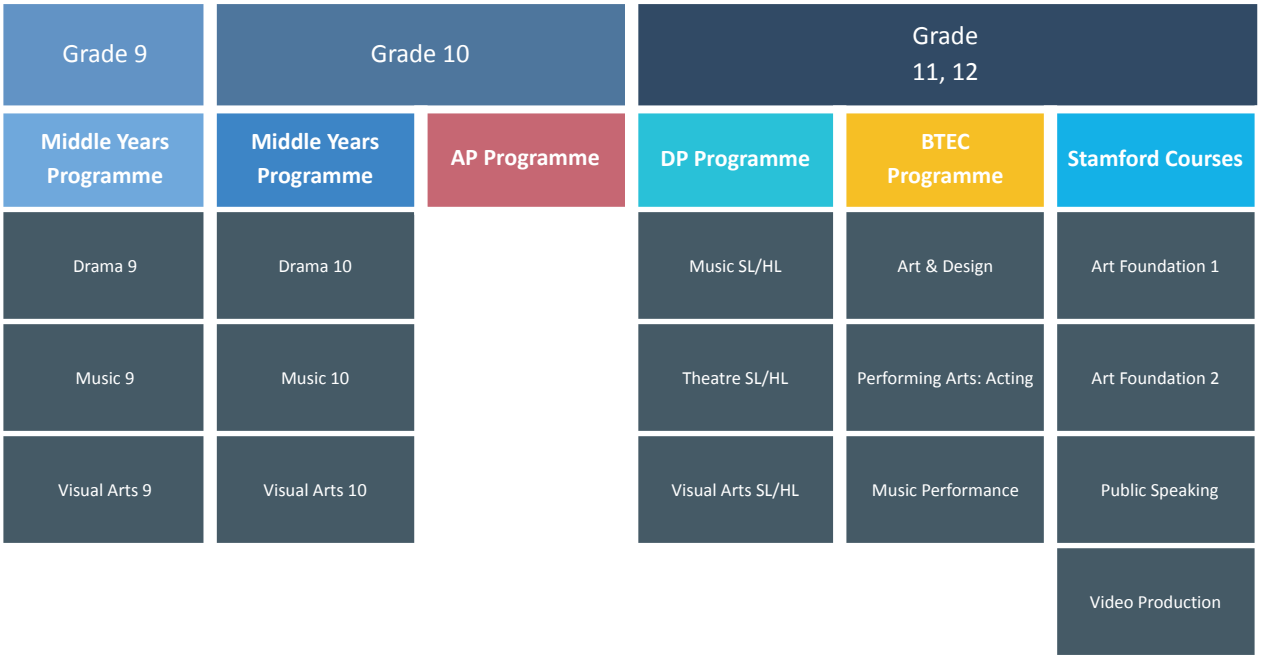
This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. The first semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping. Second semester topics include vehicle and home purchasing, investing, and business and employee management.

Stamford Advanced Algebra with Integrated Geometry

Credit: 1.0 MATH

Advanced Algebra with Integrated Geometry teaches all the concepts required for a college preparatory Algebra and Geometry course. Algebra topics include simplifying algebraic expressions, solving equations, solving linear and nonlinear systems of equations, and word problems. Geometry concepts include, logic, similarity, perimeter/area/volume, and right triangle geometry (trigonometry). Analytical geometry, such as functions and their symbolic, graphic, numeric and verbal forms is thoroughly covered. Other topics include number, ratio, measurement, statistics, computer mathematics, and calculus basics.

The Arts



G9 Middle Years Programme

MYP Theatre, Music, Visual Arts

Credit: 1.0 ARTS

As preparation for the Diploma Arts Courses, the grade 9 course focuses on building sound skills and techniques with a focus on the power of art to communicate. Documenting processes and engaging with the Middle Years Program (MYP)s global contexts enriches the student's experiences and supports the MYP objectives. Students will have the opportunity to hone their technical skills through the use of a wide variety of media. In quarter three, all students will participate in the International Baccalaureate's (IB) MYP ePortfolio and can choose if they wish to receive official certification from the IB. The grade 9 course encourages students to contextualize their understanding of art in the world.

G10 Middle Years Programme

MYP Theatre, Music, Visual Arts

Credit: 1.0 ARTS

Prerequisites:

- A passing grade in Grade 9 Theater, Music or Visual Arts

As preparation for the Diploma Arts Courses, the grade 10 course focuses on building sound skills and techniques with a focus on the power of art to communicate. Documenting processes and engaging with

the Middle Years Program (MYP)s global contexts enriches the student's experiences and supports the MYPs objectives. Students will have the opportunity to hone their technical skills through the use of a wide variety of media. In quarter three, all students will participate in the International Baccalaureate's (IB) MYP ePortfolio and can choose if they wish to receive official certification from the IB. The grade 10 course encourages students to contextualize their understanding of art in the world.

DP Programme (G11-12)

DP Theatre SL & HL

Credit: 1.0 ARTS

HL Prerequisites:

- Requires an overall score of 5 in Grade 10 MYP Theatre

The IB DP Theater course is a multifaceted theater-making course. It gives students the opportunity to make theater as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience. Theater students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theater course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theater—as participants and spectators—they gain a richer understanding of themselves, their community and the world.

Through the study of theater, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theater practices, their processes and their modes of presentation. This enables students to discover and engage with different forms of theater across time, place and culture and promotes international-mindedness. Participation in the DP theater course results in the development of both theater and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

DP Visual Arts SL/HL

Credit: 1.0 ARTS

HL Prerequisites:

- Requires an overall score of 5 in Grade 10 MYP Visual Arts

The IBDP Visual Arts programme is a two-year course designed for the art student who enjoys the production of visual art and the contextual investigations behind one's art. This is an advanced art course where students develop their creative abilities as well as their critical analysis, appreciation, and enjoyment of visual art. During the first year, the students will make investigations into light and the art of "seeing". This will be combined with numerous two and three-dimensional projects.

The creation and continued additions to the student process journal is a necessary element of the course to help the student develop their thoughts into visual cues. The second year involves student independent inquiry, allowing the student the freedom to explore visually the topics that are of interest. Monthly project deadlines can be expected for both process and product development. The final assessment for the course is internally and externally assessed according to IB requirements.

DP Music SL & HL

Credit: 1.0 ARTS

HL Prerequisites:

- Requires an overall score of 5 in Grade 10 MYP Music

The IBDP Music curriculum has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing. The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

BTEC (G11-12)

Art and Design

Credit: 1.0 ARTS, 1.0 SS, 1.0 SCI, 1 ELE

Prerequisites:

- Application required

Art and Design spans a broad range of specialisms and purposes, including but not limited to; drawing, painting, sculpture, printmaking, textiles, fashion, photography, film, animation, architecture, interior design, and installation. All practitioners in the creative industries work to enrich or improve the world around us. Before entering the industry, creative practitioners need to explore and refine different interrelated art and design practices in order to develop technical and communication skills and build confidence for producing outcomes. The Extended Diploma has been designed for learners who wish to pursue a career in the creative industries via higher education, to access graduate entry employment within the industry.

Performing Arts

Credit: 1.0 ARTS, 1.0 SS, 1.0 ELE

Prerequisites:

- Application required

Modern performing arts practitioners need to meet broad and varied requirements, including the ability to adapt to performance styles, production and creation contexts, and to understand how stylistic knowledge fits into them. The Foundation Diploma has been designed for learners who wish to pursue a career in the Performing Arts industry via higher education, to access graduate entry employment.

Music Performance

Credit: 1.0 ARTS, 1.0 SS, 1.0 ELE

Prerequisites:

- Application required

There are broad and varied requirements of **modern musicians**, including being able to adapt to performance, production and creation contexts, and how musical theory and stylistic knowledge fit into them. The **Diploma** has been designed for learners who wish to pursue a career in music via higher education, to access graduate entry employment.

Stamford Arts (G11-12)

Stamford Art Foundation 1 and 2

Credit: 1.0 ARTS

Prerequisites:

- Art Foundation 2: Requires a grade of 2 or higher in Art Foundation 1

This is a practical based art course. Assessment is 75% process and 25% final artwork. Process covers things like experimentation, planning, practice and working with feedback to improve work. Students are expected to complete an artwork for each unit.

Students will need to present their best work at the end of the course. To read more about the Visual Art choices and their differences, please click **here**

Stamford Public Speaking

Credit: 1.0 ARTS or ENG

This class allows students to create and deliver speeches for a multitude of purposes: informative, persuasive, entertainment. Students will learn to identify the social, cultural and non-verbal aspects of communication and will develop original thought and research, clear expression, and a confident attitude to present speeches in a variety of styles — prepared or extemporaneous. By the end of each semester, students will have had many opportunities to refine their skills in speaking and listening. The course will cover kinds of speeches (starting with interpretive then moving on to informative and persuasive). The course will focus each unit on language choice, presentation (voice and body posture) and use of digital technology (effective use of slides, for example). The final unit on speaking to an international audience will be an attempt to focus on diversity and international mindedness.

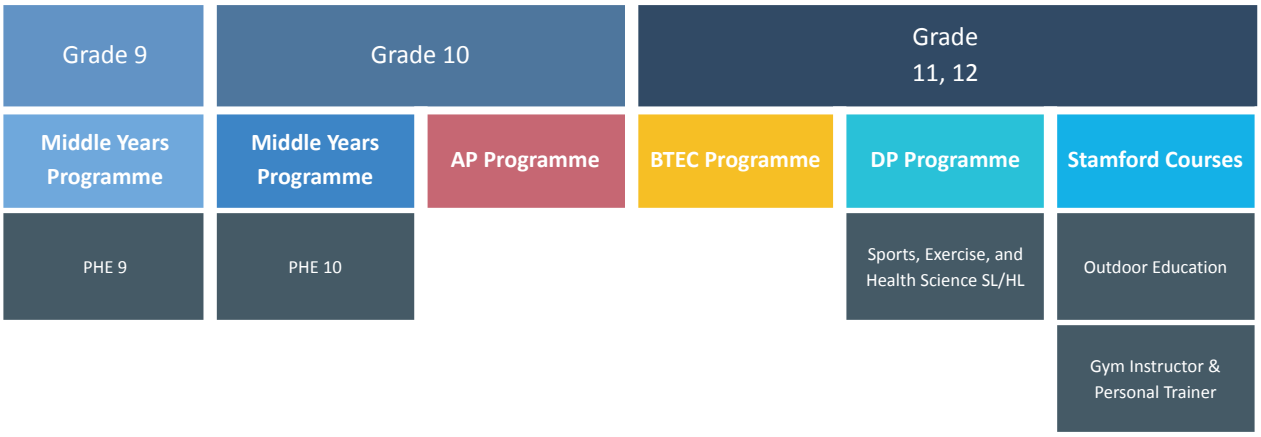
Stamford Video Production

Credit: 1.0 ARTS

This course will teach students the basics of photography, camera functions, video editing, media analysis, and filmmaking. Students will work individually and in groups to write, shoot, and edit their own projects. Sample student projects during the year include Public Service Announcements, commercials, short films,

music videos and news stories. Selected videos are screened during class throughout the semester to enhance the critique process. Students will work with the following software on personal computers: Adobe Premiere Pro and Adobe Photoshop.

Physical and Health Education (PHE)



G9 Middle Years Programme

MYP Physical and Health Education 9 (PHE)

Credit: 1.0 PHE

Prerequisites:

- Successful completion of Grade 8 MYP Physical & Health Education; or
- Successful completion of Grade 8 Physical Education

During Grade 9, students complete Year 4 of the program. There is a greater focus on coaching and peer-assessment through tasks such as softball analysis, designing a swim-based training program, and leading others through a self-designed soccer-activity as part of their Service Unit focused on the Sustainable Development Goals. Students gain exposure to a range of team and individual pursuits, and adventure challenge activities such as Orienteering and Rock Climbing. The Muscular and Skeletal Systems are both taught as part of a Sports Science unit, providing the opportunity for students to apply their knowledge and understanding to explain how they are able to move and be physically active.

G10 Middle Years Programme

MYP Physical and Health Education 10 (PHE)

Credit: 1.0 PHE

Prerequisites:

- Successful completion of Grade 9 MYP Physical & Health Education; or
- Successful completion of Grade 9 Physical Education

Students complete Year 5 of the program with the option to gain the MYP eAssessment certificate. There is an emphasis placed on fun and enjoyment whilst concentrating on both individual and team based activities. Students have the opportunity to explore a game or activity unique to a country of choice,

allowing students to present games that are part of their culture and develop their international mindedness. Collaboration and self-management are strengthened through opportunities to plan and present a fitness to music routine and develop a coach-client relationship in basketball. Students consider participation and enjoyment as they endeavor to develop a striking and fielding game. To prepare students interested in exploring Sports, Exercise and Health Science, the effects of exercise on the human body are explored, specifically the Cardiovascular, Respiratory and Energy Systems.

DP Programme (G11-12)

DP Sports, Exercise, and Health Science SL/HL

Credit: 1.0 SCI or PHE

Prerequisites Grade 11:

- HL: requires a grade of 5 in Grade 10 MYP Science
- SL: requires a grade of 4 in Grade 10 MYP Science
- If requesting two HL Sciences requires a score of 5 in Criterion A and C and an overall grade of 5 in MYP 10 Science.

Prerequisites Grade 12:

- Grade 11 DP Sports, Exercise and Health Science SL/HL

Through the study of anatomy, exercise physiology, energy systems, motion analysis, skills and performance evaluation, and one additional optional topic, students will develop a sound understanding of the importance and role of science in sports. Students will be required to complete lab designs, lab experiments and evaluations, open self-directed extended research tasks, regular readings, discussions, essays and formal tests that will demonstrate mastery of the processes and content of the study. The study of Sports, Exercise and Health Science will draw on students' understanding of the major concepts of change, relationships and systems to reinforce the analytical nature of the discipline. Students who complete this course will be able to demonstrate an understanding of the content covered, will be proficient in the use of an appropriate range of lab techniques and equipment, will be able to successfully plan and undertake independent lab and field based investigations, will know how to undertake secondary source investigations, and will be able to critically analyze human performance.

Stamford Courses (G11-12)

Stamford Outdoor Education

Credit: 1.0 PHE

Students will experience learning through four main objectives covering Outdoor Skills and Knowledge, Leadership and Collaboration, Health and Wellbeing, and Ecological Literacy, Conservation, and Sustainability. The course involves a practical element so students should be prepared for challenging physical activity. A blend of technical skills merged with life skills offers students a chance to develop their metacognition by being involved in the complete cycle of thinking, planning, doing and reflecting on

multiple different experiences. Through this students will learn agency as they learn more about themselves and how to engage effectively with others and they will become more resilient through the challenging nature of the experiences throughout the course. Linking the learning to an experience could cover the following:

- Create and participate in a multi-day journey itinerary applying:
    - Metacognitive skills to understand self amidst problem solving and conflict resolution
    - Be agents in their own safety, and proactively and systematically manage risk without prompting
    - Demonstrate understanding of conservation issues and challenges
    - Articulate and take action to reflect their environmental ethic
    - Survival skills, improvised shelters

Stamford Gym Instructor and Personal Training

Credit: 1.0 PHE

The Gym Instructor and Personal Training course is ideal for anyone interested in learning about training and fitness either as a profession or as a personal interest. It provides students with the tools to go directly in the industry or have a skill set to work while studying at university in a part time job. A degree of physical fitness is required as individual participation is essential.

This course aligns well with the Grade 10 MYP PHE course and provides an avenue to build on the many ATL skills that students have developed. The course will cover topics such as:

- Principles of anatomy, exercise physiology for health and fitness
- Principles of nutrition and application to exercise and health
- Understanding lifestyle, health, wellbeing and common medical conditions
- Health and safety in the fitness environment
- Conducting client consultations to support positive behavior change
- Planning and Program design and delivery
- Professionalism and customer care for fitness instructors

International Baccalaureate CORE Program (MYP and DP)

IB MYP Community Engagement Grades 6-10 (previously Service as Action)

The IB values community engagement as part of the CORE, within the mission to develop students who are both academically proficient as well as caring, knowledgeable, and active participants who strive to create a better and more peaceful world. Community Engagement is integrated throughout all of the IB programmes, where in the MYP there are four learning objectives that support students in their exploration, connection, engagement and possible action through their desired projects and experiences. The IB values community engagement as a mandatory component of its programs, as well as a graduation requirement at Stamford American International School. Community Engagement is central to a student's holistic development and their growth as a global citizen. Below are the 4 learning objectives of Community Engagement in the MYP, which students use to reflect on their engagement throughout the academic year:
Learning Objective 1: Explore systems and develop awareness of roles within them.
Learning Objective 2: Foster dialogue and build relationships with others.
Learning Objective 3: Engage in reflective and reflexive practices
Learning Objective 4: Develop and/or conduct principled action
Community engagement is a holistic approach to teaching and learning. It goes beyond academics to shape students into well-rounded, compassionate, and responsible individuals who are equipped to contribute meaningfully to their communities and the wider world.

G10 MYP Personal Project

The Personal Project is a summative assignment designed as a formal expression of what the student has learned during their years in the MYP. The project should reflect a topic of interest to the individual student. All students in MYP Year 5 (Grade 10) must complete a personal project as an IB expectation. The personal project is assessed using the three objectives evaluating students on their planning, applying skills, and reflecting on their learning and product goal.
The personal project is a significant body of work produced over an extended period. It is a product of the student's own initiative and should reflect his/her experience of the MYP. The personal project holds a very important place in the programme. It provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the approaches to learning skills they have developed in the MYP.

G11-12 DP Theory of Knowledge - **1 ELE credit**

The **Theory of Knowledge** course is a two-year course which provides IBDP students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. The course centers on the examination of questions that are asked about the themes of:

- knowledge and the knower,
- two of - knowledge and technology, knowledge and language, and knowledge and politics
- five knowledge areas: natural sciences, human sciences, history, mathematics, and the arts

The knowledge questions are addressed within the above themes through a framework that analyses the scope of knowledge, different perspectives on knowledge, the methods and tools used, and ethical considerations. The course is rich in discussion, addresses formal writing proficiency and immerses students in an analysis of the real worlds they live in. Final assessment of the course consists of a formal externally assessed sixteen-hundred word essay, and an internally assessed and externally moderated exhibition where students are required to select one prompt from the list of 35 internal assessment prompts provided in the subject guide and then curate an exhibition of three objects connected to their chosen prompt. Students who choose not to assess externally in the course can elect to sit the first year only but must submit a written application to the DP Coordinator.

G11-12 DP Extended Essay

The **Extended Essay** is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner. Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

G11-12 DP Creativity, Activity and Service

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP).

CAS is organized around the three strands of creativity, activity and service defined as follows:

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of

unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

Stamford High School SERVICE requirement (for students in the Individualized pathway)

G11-12 Stamford Post-MYP Service

"When the academic and service connection is deliberate and includes student initiative, authenticated needs, reciprocal collaborations with community partners, and meaningful reflection, we call this service learning." - Cathryn Berger Kaye

Service Learning uses the five stages of investigation, preparation, action, reflection and demonstration as a teaching and learning strategy. Meaningful community service is integrated with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

The Service Programme aims to develop students who:

- enjoy and find significance in a range of Service experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative Service projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

Students must complete at least one service project per year (Grade 11 and 12) lasting more than one month and provide **at least three written reflections (initial, mid-point and final)** per service experience. The reflections must address the following learning outcomes:

1. Identify own strengths and develop areas for growth;
2. Demonstrate that challenges have been undertaken, developing new skills in the process;
3. Demonstrate how to initiate and plan a Service experience;
4. Show commitment to and perseverance in Service experiences;
5. Demonstrate the skills and recognize the benefits of working collaboratively;
6. Demonstrate engagement with issues of global significance at a local level; and
7. Recognize and consider the ethics of choices and actions.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all Service experiences lead to a Service learning outcome. Students must provide evidence on ManageBac of having achieved each learning outcome at least once through their Service programme. The evidence of achieving the seven Service learning outcomes is found in students' reflections.