



Primary School

Dual Language Curriculum

The AIS curriculum is a single academic program, taught and learned in two languages. Students spend approximately 50% of their time in English and 50% in French, German or Spanish. They become skilled and knowledgeable in language arts, mathematics, science, social studies, art, music and physical education. They also achieve a level of fluency in the second language that should permit them to function at a school where that language is the sole language of instruction. Since students vary in their abilities to learn a second language, some go beyond this functional level to achieve bilingualism. It is important to remember that all students are learning their core subjects in two languages.

Programs in English and the other language alternate days for all grades in the Primary School. For example, if a student follows the program in English on the first day, she/he will follow in the other language on the second day, and so on. Over a 10-day period, the student will have 5 days in English, and 5 days in the other language (French, German or Spanish).

In 4K and 5K, the class teachers incorporate physical education into the regular class activities. Teachers and assistants teach Art and Music in French, German or Spanish on alternating days. In grades 1 through 5, the students follow a four-day rotating schedule in Art, Music and Physical Education taught by specialists.

International Baccalaureate Primary Years Programme

The International Baccalaureate Primary Years Program (IBPYP) is the framework for the organization of the AIS Primary School curriculum. In the IBPYP, teachers plan activities, engage students in the learning process, assess the success of their students in reaching the goals established, and then reformulate the plan according to the results. The “student as learner” is at the center of the IBPYP framework.

The IBPYP is driven by concept acquisition and is inquiry-based. Students acquire knowledge that has both local and global significance. The essential skills developed are the ability to conduct research, communicate effectively, function successfully in different social contexts, manage health and life and think critically and creatively. Positive attitudes such as tolerance, respect and responsibility are fostered. Students are given many opportunities for meaningful action and social service.

Secondary School

The Secondary School serves the developmental needs of students in grades 6 through 8 in the Middle School and grades 9 through 12 in the Upper School. All students take English, one other language, mathematics, social studies (history and geography) and science (chemistry, physics and biology). Drama, art, music, computer and physical education are also an integral part of the Secondary School curriculum. In the Middle School, social studies classes are conducted in English, French, Spanish and German. Language and literature studies are conducted in the appropriate language throughout the Secondary School.

Students who are bilingual, either by background or by having attended AIS through Primary School, study at the advanced level; Intensive courses are offered in all languages from beginner through native speaker levels, thus students with only one language are welcome to apply to the Middle and Upper Schools. In addition to modern languages, students are required to take Latin or Chinese in grades 6 and 7. In grades 6 through 10, students follow the International Baccalaureate Middle Years Programme, designed to prepare them for the International Baccalaureate Diploma Programme (IBDP), which they follow in grades 11 and 12.

International Baccalaureate Middle Years Programme

The International Baccalaureate Middle Years Programme (MYP) is designed for students aged 11 to 16. By integrating the Middle Years Programme (MYP) with the Primary Years Programme (PYP) and the IB Diploma Programme (DP), AIS has created an academic continuum and sequenced learning from 4K-12.

The design technology component is a crucial feature of the MYP and creates an important link across the curriculum. By drawing from different curriculum areas such as math, science, art and language, the design technology program compels students to integrate and use skill sets from other disciplines as they develop and refine their design technology skills. The program recognizes that technology is constantly changing and that students must develop skills to deal with these changes rather than merely learn to use current technology. Students are therefore provided with tools and frameworks for approaching change and for interacting with technology in the future.

As students progress through the program, they

- develop critical thinking abilities;
- acquire problem solving skills;
- become independent learners;
- apply their knowledge to real-world situations;
- understand the links between different disciplines;
- build confidence in their abilities to achieve goals; and
- support and enhance their performance in existing programs and activities such as Robotics.

International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of several.

Students take seven subjects for the IBDP, three at higher level, three at standard level, plus Theory of Knowledge. Each student must take one course from each of the following groups:

- Language A (Best Language)
- Language B (Second Language)
- Individuals and Societies (History, Geography)
- Experimental Science (Physics, Chemistry, Biology)
- Mathematics
- Visual or Performing Arts or a second subject from group I, II, III or IV

The IBDP offers special features in addition to the traditional strengths of a liberal arts curriculum:

Theory of Knowledge (TOK) is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal evidence expressed in rational argument. TOK seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

Creativity, Action, Service (CAS) is a fundamental part of the IB diploma curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a counterbalance to the academic program. Participation in theatre productions, sports and community service activities encourages young people to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others.

IBDP students are also required to undertake original research and write an Extended Essay of some 4000 words. This project offers the opportunity to investigate a topic of special interest and familiarizes students with the kind of independent research and writing skills expected at university.

Students also prepare for U.S. university entrance examinations (SAT) and receive an AIS diploma on graduation.

The International Baccalaureate (IB) Learner Profile

The IB learner profile is a set of clearly defined attributes that describes the whole person as a life-long learner and forms the foundation of all three IB programmes – the Primary Years Programme (PYP), the Middle Years Programme (MYP), and the Diploma Programme (DP).

Through the Learner Profile, the IB aims to develop learners who are:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.