Canadian International School

Escaping Illusion
Art By: Guanyi Elsa Wang, 2026

High School Course Catalogue 2026-2027

Secondary Course Catalogue Grades 9 to 12

CUSTOMIZABLE LEARNING

CIS provides opportunities for students to customize an academic experience that reflects their strengths, supports their aspirations and prepares them for success in a global and rapidly evolving world.

- Challenges students on their personal and academic journey
- Programming that aligns with their academic interests and strengths
- Compliments students' learning styles
- Strategic programming for university admissions

GRADUATION REQUIREMENTS

CIS HIGH SCHOOL DIPLOMA REQUIREMENTS

Academic Requirements

Subject	Credits
English	4
Mathematics	3
Science	3
Individuals & Societies	3
Additional Language*	2
Physical Education	2
The Arts	2
Elective Credits	6
Total	25

Addtional Requirements

Item	Grade
Service Action	9-10
Personal Project	10
Creativity, Activity, Service**	11-12

Optional Item	
Theory of Knowledge (TOK)	11-12
Extended Essay	11-12
Creativity, Activity, Service (CAS)	11-12

DIPLOMA PATHWAY

EXTENDED PATHWAY

COURSE ADVISING PROCEDURE

Together with the University Advisors, CIS students select the program that best suits their intended university program, interests, and abilities. The University Advisors also lead workshops throughout grade 10 on choosing IB subjects based on their intended country of study.

COURSE RIGOUR

CIS advises that students should not select more than three IB HL subjects in the Diploma Programme Pathway or three IB HL and/or AP subjects per year in the Extended Pathway

Grades 9 & 10 at CIS: The Middle Years Programme (MYP)

In Grades 9 and 10, students at CIS continue their learning through the International Baccalaureate (IB) Middle Years Programme (MYP), which forms the core of the curriculum. The MYP is designed to develop inquiring, knowledgeable, and caring young people who are equipped to engage thoughtfully with the world around them. It emphasizes conceptual understanding, interdisciplinary learning, and the development of key skills that prepare students for success in the Diploma Programme and beyond.

All students in Grades 9 and 10 take eight courses representing the different IB subject disciplines—Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Design, and Physical and Health Education. This comprehensive structure ensures a balanced education across academic, creative, and practical areas.

As a capstone experience, all Grade 10 students complete the MYP Personal Project, an independent inquiry where they explore a topic of personal interest and apply the skills developed throughout the programme. The Personal Project encourages initiative, creativity, and reflection, and serves as an important bridge to the independent learning required in the IB Diploma Programme.

Grade 10 Electives and Options

To provide flexibility and challenge, CIS offers a range of elective options within the MYP framework for Grade 10 students. These allow students to personalize their learning while exploring advanced or specialized areas of study. Each option may come with specific prerequisites to ensure readiness and success.

Students may choose from the following opportunities:

- Individuals and Societies (INS): Students can either continue with MYP Individuals and Societies or select an Advanced Placement (AP) course in Human Geography, Psychology, or Microeconomics.
- Language Acquisition: Students may continue their MYP Language Acquisition course or opt for an AP language course in Chinese Language and Culture or French Language and Culture, depending on proficiency and prior study.
- Design and the Arts: Students can continue in MYP Design or the Arts, or pursue an AP course in Computer Science Principles or Drawing

NOTE: Grade 10 students are limited to two AP course options for this academic year.

These options enable students to begin extending their learning into areas of personal passion or future academic interest while maintaining the balanced philosophy of the IB MYP. The combination of core MYP requirements and advanced elective choices ensures that all Grade 10 students are challenged appropriately and well-prepared for their next steps in the IB Diploma or Extended Pathways in Grades 11 and 12.

Grade 11 and 12 Pathways

IB Diploma Pathway

The International Baccalaureate (IB) Diploma Programme (DP) is a two-year pre-university curriculum recognized worldwide for its academic depth, breadth, and focus on developing well-rounded, independent learners. The programme is designed for students who wish to engage in a challenging and balanced education that prepares them for success at leading universities and beyond.

Structure

The IB Diploma Programme is comprehensive but structured, following a prescribed model that ensures both academic rigor and interdisciplinary balance. Students take six IB subjects. Three at Higher Level (HL) and three at Standard Level (SL) across the following subject groups:

1. Language and Literature
2. Language Acquisition
3. Individuals and Societies
4. Sciences
5. Mathematics
6. The Arts (or an additional subject from another group)

This structure encourages both specialization and breadth of study. Students gain in-depth understanding in their HL subjects while maintaining a well-rounded academic profile through their SL courses.

Assessment

Final grades in the IB Diploma Programme are based on a combination of external examinations (taken at the end of Grade 12) and internal assessments or projects completed throughout the two years. The IB's emphasis on both coursework and final exams allows students to demonstrate sustained effort, analytical thinking, and mastery of content over time.

Grade 11 and 12 Pathways

Core Requirements

A hallmark of the Diploma Programme is its Core, which connects academic study with personal development and global awareness. The three required components are:

- Theory of Knowledge (TOK): A course that challenges students to question how knowledge is constructed and to explore different ways of thinking across disciplines.
- Extended Essay (EE): A 4,000-word independent research project that allows students to investigate a topic of personal academic interest under faculty supervision.
- Creativity, Activity, Service (CAS): A holistic programme that encourages students to engage in artistic pursuits, physical activity, and community service, fostering balance and character development including a collaborative CAS project.

University Preparation

The IB Diploma is recognized by universities worldwide for its high academic standards and the independence it fosters. It prepares students for competitive admissions processes, equipping them with the skills needed for success in demanding undergraduate programs. Graduates of the IB Diploma Programme are well positioned for entry into selective institutions across global markets, often earning university credit or advanced standing for high exam scores.

Students Focus

The DP is suited for students who thrive in academically rigorous, concept-driven learning environments. It emphasizes critical thinking, global mindedness, and strong research and writing skills. Students who are organized, self-motivated, and intellectually curious tend to excel in this pathway.

Grade 11 and 12 Pathways

Extended Pathway

The Extended Pathway provides a flexible and personalized academic option designed for students who wish to tailor their studies to align with their individual strengths, interests, and post-secondary goals. This pathway blends rigor with balance, allowing students to pursue academic excellence while maintaining space for wellbeing, creativity, and specialized pursuits such as the arts or athletics.

Structure

The Extended Pathway provides a flexible and personalized academic option designed for students who wish to tailor their studies to align with their individual strengths, interests, and post-secondary goals. This pathway blends rigor with balance, allowing students to pursue academic excellence while maintaining space for wellbeing, creativity, and specialized pursuits such as the arts or athletics.

Courses and Assessment

Students in the Extended Pathway are expected to take external examinations for selected IB or AP subjects, while also completing coursework in Common Core subjects. There is some exam flexibility (on a per case basis), which allows students to decide which standardized assessments will most effectively support their post-secondary plans. AP certificates earned in Grades 10 or 11 can strengthen university applications by offering early, externally validated results.

Core Requirements

The Extended Pathway retains elements of the IB philosophy through participation in Creativity, Activity, Service (CAS). This requirement encourages students to engage in meaningful community service, creative expression, and active pursuits that foster personal growth, balance, and responsibility beyond the classroom. The CAS project, Extended Essay and Theory of Knowledge are optional core elements for students.

Flexibility

One of the defining characteristics of the Extended Pathway is its high degree of flexibility. Students have the freedom to design their academic mix with guidance from advisors, ensuring their studies align with both academic requirements and personal wellbeing. The structure accommodates a range of goals—from meeting specialized university admission prerequisites to creating a more balanced and manageable academic schedule.

Grade 11 and 12 Pathways

University Preparation

This pathway provides excellent preparation for admission to universities in most global markets. Students can choose to focus on academic rigor through IB and AP coursework or tailor their studies toward specialized university program requirements, such as those in the visual and performing arts. The Extended Pathway is flexible in a way that can help students navigate both in class and online learning environments.

Student Focus

The Extended Pathway emphasizes strength-based, interest-driven learning. It is particularly well-suited to students who thrive when given greater autonomy and choice in their education. By allowing students to pursue their strengths, the flexibility within the programme helps them experience deep engagement and personal satisfaction.

** Common core courses are offered online via VHS platform. They are scheduled lessons in students' timetables and there is a site coordinator who helps support students engaging in online learning.*

Course List Grade 9-12

English

Course	Credit	Grade
MYP Language Acquisition English	1.0	9, 10
MYP Language and Literature Modified	1.0	9, 10
MYP Language and Literature Modified	1.0	9, 10
MYP Language and Literature English	1.0	9, 10
IB English A: Language and Literature SL/HL Y1-Y/2	2.0	11 & 12
IB English A: Literature SL/HL Y1-Y2	2.0	11 & 12
IB English B SL/HL Y1-Y2	2.0	11 & 12
Extended Pathway on-line options: Journalism, Mythology, Women in Literature and Media		

Chinese

Course	Credit	Grade
MYP Chinese Language and Literature	1.0	9, 10
MYP Chinese Acquisition	1.0	9, 10
AP: Chinese Language and Culture*	1.0	10, 11, 12
IB DP Chinese A: Language and Literature SL/HL Y1-Y2	2.0	11 & 12
IB DP Chinese B: Acquisition SL/HL Y1-Y2	2.0	11 & 12

*course offering dependent on student registration

Course List Grade 9-12

Additional Language		
Course	Credit	Grade
MYP French Acquisition	1.0	9, 10
MYP Spanish Acquisition	1.0	9, 10
MYP Japanese Acquisition	1.0	9, 10
AP: French Language and Culture*	1.0	10, 11, 12
AP: Japanese Language and Culture*	1.0	10, 11, 12
IB French ab initio SL Y1-Y2	2.0	11 & 12
IB Spanish ab initio SL Y1-Y2	2.0	11 & 12
IB French B SL/HL Y1-Y2	2.0	11 & 12
IB Spanish B SL/HL Y1-Y2	2.0	11 & 12
IB French Language and Literature SL/HL Y1-Y2	2.0	11 & 12
IB Japanese Language and Literature SL/HL Y1-Y2	2.0	11 & 12
IB School Supported Self SL (mother tongue) Y1-Y2	2.0	11 & 12

*course offering dependent on student registration

Course List Grade 9-12

Individuals & Societies		
Course	Credit	Grade
MYP Individuals and Societies	1.0	9, 10
AP Human Geography*	1.0	10, 11
AP Microeconomics*	1.0	10, 11
AP Macroeconomics (27-28)*	1.0	11, 12
AP Psychology*	1.0	10, 11, 12
IB Business Management SL/HL Y1-Y2	2.0	11 & 12
IB Economics SL/HL Y1-Y2	2.0	11 & 12
IB Global Politics SL/HL Y1-Y2	2.0	11 & 12
IB Geography SL/HL Y1-Y2	2.0	11 & 12
IB Psychology SL/HL Y1-Y2	2.0	11 & 12
IB History SL/HL Y1-Y2	2.0	11 & 12
IB Environmental Systems & Societies SL/HL Y1-Y2	2.0	11 & 12

Extended Pathway on-line offerings: Sociology, Marketing, Entrepreneurship

*course offering dependent on student registration

Course List Grade 9-12

Sciences		
Course	Credit	Grade
MYP Science	1.0	9, 10
AP Computer Science Principles	1.0	10, 11
AP Environmental Sciences*	1.0	11, 12
AP Biology*	1.0	11, 12
AP Chemistry (27-28)	1.0	11, 12
IB Biology SL/HL Y1-Y2	2.0	11 & 12
IB Chemistry SL/HL Y1-Y2	2.0	11 & 12
IB Physics SL/HL Y1-Y2	2.0	11 & 12
IB Environmental Systems and Societies SL/HL Y1-Y2	2.0	11 & 12
IB Sports and Health Exercise Science SL/HL Y1-Y2	2.0	11 & 12
IB Design SL/HL Y1-Y2	2.0	11 & 12
IB Computer Science SL/HL Y1-Y2	2.0	11 & 12

Extended Pathway on-line offerings: Zoology & Animal Behaviour, Anatomy and Physiology, Artificial Intelligence, Bioethics, Biotechnology, Epidemics

*course offering dependent on student registration

Course List Grade 9-12

Mathematics		
Course	Credit	Grade
MYP Mathematics Standard	1.0	9, 10
MYP Mathematics Extended	1.0	9, 10
MYP Mathematics Extended (Mandarin)	1.0	9, 10
IB Mathematics: Applications and Interpretations SL/HL Y1-Y2	2.0	11, 12
IB Mathematics: Analysis and Approaches SL/HL Y1-Y2	2.0	11, 12
AP Pre-Calculus*	1.0	11 & 12
AP Calculus AB (27-28)	1.0	12

Extended Pathway on-line options: AP Statistics, Pre-Calculus A & B, Business Math, Discrete Math

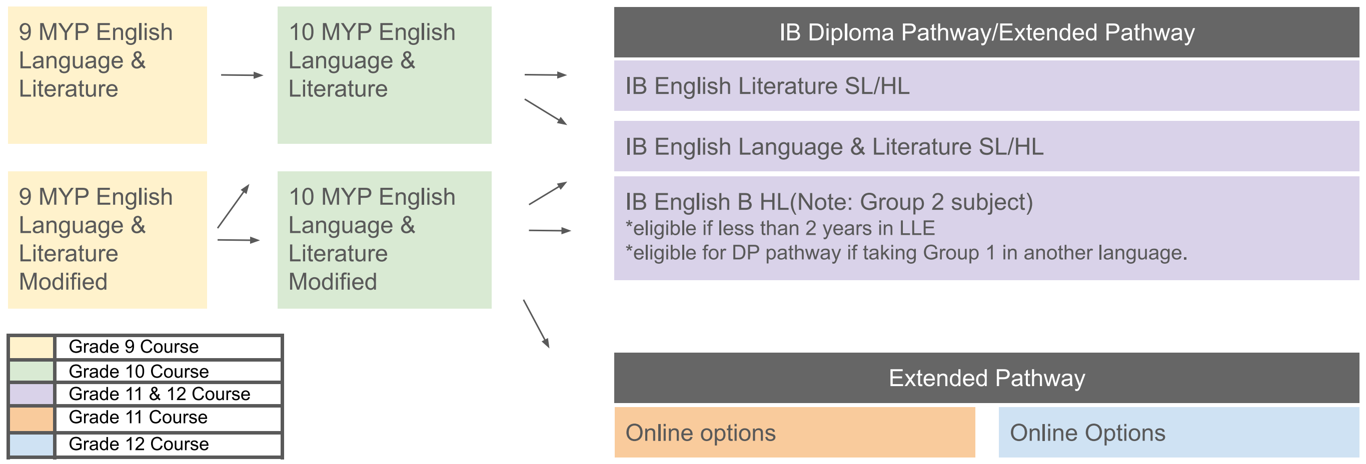
Course List Grade 9-12

Arts/Design/PHE		
Course	**Credit**	**Grade**
MYP Visual Arts	1.0	9, 10
MYP Theatre	1.0	9, 10
MYP Media	1.0	9, 10
MYP Music	1.0	9, 10
MYP Design	1.0	9, 10
MYP Physical and Health Education	1.0	9, 10
IB Visual Arts SL/HL Y1-Y2	2.0	11, 12
IB Music SL/HL Y1-Y2	2.0	11, 12
IB Theatre SL/HL Y1-Y2	2.0	11, 12
IB Film SL/HL Y1-Y2	2.0	11, 12
AP Drawing	2.0	11, 12
AP 2D-Design	2.0	11, 12
AP 3-D Design	2.0	11, 12

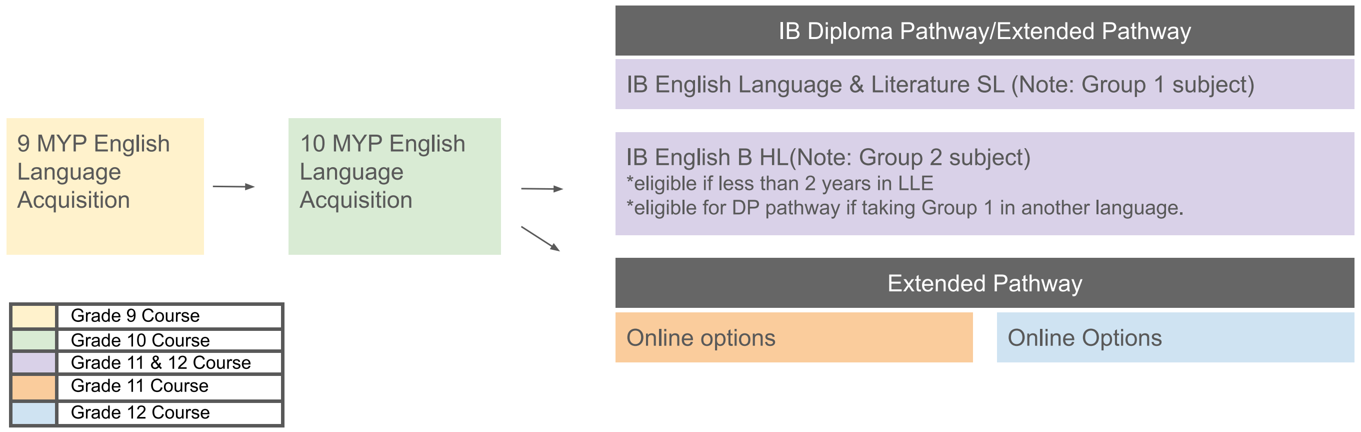
Extended Pathway on-line offerings: Digital Photography, Fashion Design

Section 3: Summary of courses per subject area

ENGLISH A



ENGLISH LANGUAGE ACQUISITION



Section 3:
Summary of courses per subject area

MYP Grade 9 English Language & Literature

Course Code: 9LLE
Duration: Year
Prerequisites: None
Credits: 1.0

The course explores key concepts through four areas of study: connections are examined through themes related to fairness and development; communication is explored as a way to shape identities and relationships; perspectives are investigated as they are expressed through personal and cultural expression; and playwrights are studied to understand how different perspectives are conveyed across time and space.

Teachers use a range of summative and formative assessments, such as essays, presentations, and discussions to measure student progress against objectives throughout each unit.

MYP Grade 9 English Language & Literature Modified

Course Code: 9LLEM
Duration: Year
Prerequisites: None
Credits: 1.0

This course invites students to explore big ideas through different lenses. They learn how filmmakers use conventions to tell stories that move audiences, and how authors' creative choices shape the way we understand themes in literature. Students also develop confidence in public speaking by connecting real-life stories of success and challenge to their own personal expression. Finally, they discover how fiction offers powerful perspectives on humanity, helping us reflect on how we treat one another.

A variety of assessments are used essays, creative writing, oral commentaries, and presentations. Formative assessments include quizzes, discussions, and other tasks that provide ongoing feedback on objectives.

MYP Grade 10 English Language & Literature

Course Code: 10LLE
Duration: Year
Prerequisites: 9LLEM or 9LLE
Credits: 1.0

This course explores how perspective, creativity, identity, and communication shape expression and understanding. Students examine how personal perspectives are influenced by historical, cultural, and social contexts; how songs and poems serve as both creative expression and forms of protest; how characters, like individuals, act according to their ethics even in the face of futility; and how authors use language, structure, and style to strengthen the power of persuasion.

Students are assessed through a range of summative tasks, such as essays, oral commentaries, and presentations to measure progress against objectives.

MYP Grade 10 English Language & Literature Modified

Course Code: 10LLEM
Duration: Year
Prerequisites: 9LAQE5 or 9LLEM
Credits: 1.0

MYP Language and Literature English Modified courses equip students with linguistic, analytical, and communicative skills that help to develop interdisciplinary understanding by using ELL strategies and scaffolds to provide access to the curriculum. ELL students develop skills in six domains – listening, speaking, reading, writing, viewing, and presenting – supporting students to gain independence and increase confidence as they progress in English language proficiency. This course is designed to equip students with appropriate skills and knowledge for a simple transition into the MYP Language and Literature and into the Diploma Programme.

Students are assessed through a variety of ways, including essays, short writing, oral commentaries, and presentations.

Section 3:
Summary of courses per subject area

IB English B SL/HL

Course Code: 11 ENB(Y1), 12ENB (Y2)
Duration: Two Years
Prerequisites: 9 LLEM, 10LLEM
Credits: 2

English B is a course for students who are learning English as an additional language. It helps you improve your speaking, listening, reading, and writing skills while also learning about different cultures and global issues through themes like identities, experiences, and sharing the planet. Both SL and HL students do an oral exam and written papers, but HL students also study two books in English and use one in their oral exam. HL tasks are usually longer and more detailed, while SL focuses more on everyday communication. Both levels give you the chance to build confidence and use English in real and meaningful ways.

Students will be assessed regularly with quizzes and tests, reading and listening comprehension tasks as well as individual written and oral productions. Assessments include an Internal Assessment (Individual Oral) and External Assessments, consisting of Paper 1 (Writing) and Paper 2 (Listening and Reading).

HL course work includes the study of two literary works originally written in English.

IB English A: Literature HL/SL

Course Code: 11LIT (Y1), 12LIT (Y2)
Duration: Two Years
Prerequisites: 10LLE
Credits: 2

This course immerses students in the deep exploration of literature as a powerful artistic and cultural expression. Focused exclusively on literary texts—such as novels, poetry, drama, and short stories from diverse periods, styles, and cultures—the course emphasizes the aesthetic and performative qualities of literature. Through close textual analysis, students hone critical skills in reading, writing, speaking, and interpretation, examining how literary forms, stylistic choices, and historical contexts shape meaning and evoke varied responses. The course encourages students to explore intertextual connections, cultural belief systems, and global issues within literature, fostering a nuanced understanding of how texts resonate across time and place. By engaging with the creative and transformative potential of literature, students develop intercultural awareness and a lifelong passion for literary arts.

Written compositions, exams and oral commentary will be assessed through internal (school) and external (IBO) assessments at the Standard Level students read 9 texts, some in translation, in order to complete the IB assessment tasks.

Assessments include the Internal Assessment (Individual Oral) and External Assessments, comprising Paper 1 (Guided Literary Analysis), Paper 2 (Comparative Essay), and the HL Essay for Higher Level students.

At Higher Level a greater depth of material is covered and students read 13 texts, some in translation, in order to complete the IB assessment tasks. The internal assessment for the HL is more demanding than the SL, requiring more texts and a longer presentation. Students will also complete an additional essay.

Section 3:
Summary of courses per subject area

IB English Language & Literature A SL/HL

Course Code: 11LLE (Y1) 12LLE (Y2)
Duration: Two Years
Prerequisites: 10LLE
Credits: 2

This course offers a dynamic study of language as a tool for communication, power, and cultural influence, blending literary and non-literary texts.

Students explore a wide range of texts including novels, advertisements, speeches, media articles, and social media - focusing on how language functions in diverse contexts such as mass communication, persuasion, and cultural expression. The course emphasizes the role of language in shaping identity, ideology, and societal values, encouraging students to analyze rhetorical strategies, text types, and audience impact. Through critical reading, writing, and discussion, students develop skills to interpret how language reflects and influences the world, preparing them for university-level analysis across various disciplines. This course suits students fascinated by both literature and the broader applications of language in everyday and global contexts.

Written compositions, exams, and oral commentary will be assessed through internal (school) and external (IBO) assessments.

All students expected to read a breadth of non-literary texts. SL students read four texts, some in translation, in order to complete the IB assessment tasks.At the higher level, a greater depth of material is covered and students read six texts, some in translation, in order to complete the IB assessment tasks.

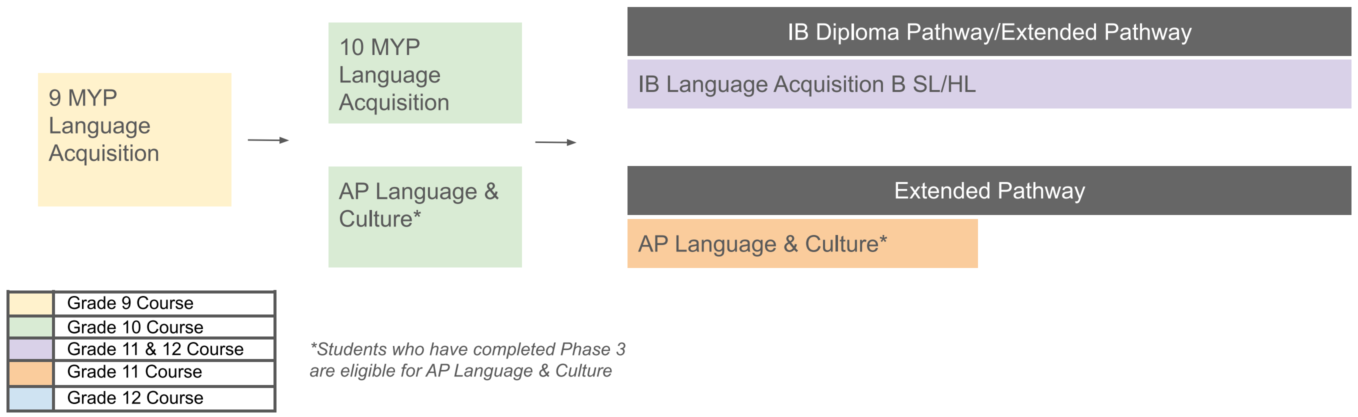
Assessments consist of an Internal Assessment (Individual Oral) and External Assessments, including Paper 1 (Guided Textual Analysis), Paper 2 (Comparative Essay), and the HL Essay for Higher Level students.

CHINESE

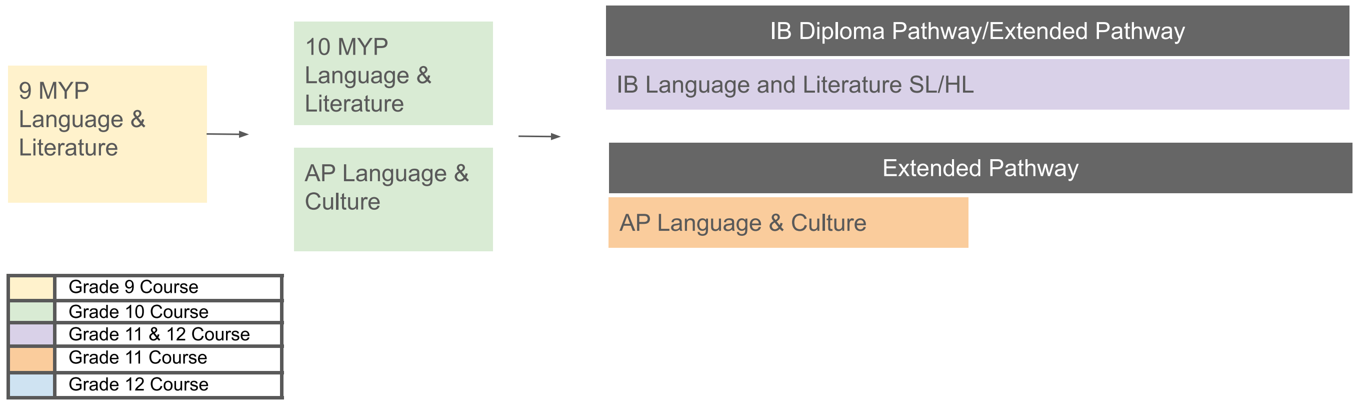
DP and **MYP** Chinese courses develop students' communication skills in listening, speaking, reading, and writing, while fostering intercultural understanding and appreciation of Chinese language and culture. Students engage with authentic texts and contexts, exploring personal, local, and global themes through creative and reflective language use.

AP Chinese Language and Culture develops students' skills in listening, speaking, reading, and writing while deepening understanding of Chinese culture and enabling real-world and academic communication.

CHINESE LANGUAGE ACQUISITION



CHINESE A



Section 3:
Summary of courses per subject area

9/10 MYP Chinese Language Acquisition

Course Code: 9LAQC (Phase 1-6) or 10LAQC (Phase 1-6)
Duration: 1-2 year course
Prerequisites: None
Credits: 1.0

The MYP language acquisition courses enable students to appreciate a wide range of literary and non-literary texts, develop critical and creative skills for interpreting and creating meaning, and gain proficiency in an additional language. Students also build respect for diverse linguistic and cultural heritages and strengthen communication skills essential for future language learning.

Teachers use ongoing formative assessments, such as quizzes, group work, discussions, presentations, and homework, to prepare students for in-class summative assessments that focus on comprehending texts and responding in written or oral form.

NOTE: Students are assessed and placed in the appropriate language proficiency level.

9/10 MYP Chinese Language & Literature

Course Code: 9LLC, 10LLC
Duration: Year
Prerequisites: LAQC5/6 or LLC
Credits: 1.0

MYP Chinese Language and Literature course equips students with linguistic, analytical, and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains including listening, speaking, reading, writing, viewing, and presenting.

In Grade 9, students explore communication, connections, and culture through topics like youth, values, works in translation, and poetry, examining identity, social relationships, and how cultural context shapes meaning. In Grade 10, they build on these concepts with life journeys, love and justice, ideals versus reality, and gender awareness, studying how context shapes characters, perspectives, and self-expression while deepening understanding of identity and social connections.

Students are assessed through a variety of tasks such as essays, creative writing, oral commentaries, presentations, quizzes, and class discussions. Teachers provide ongoing feedback throughout each unit to support progress toward the course objectives.

AP Chinese Language & Culture

Course Code: APCLC
Duration: Year
Prerequisites: 9LAQC3+ or 10LAQC3+
Credits: 1.0

This 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 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).

The AP Chinese Language and Culture Exam assesses student understanding of the skills and learning objectives outlined in the course framework. The exam includes 70 multiple choice questions and 4 free-response questions that include listening, reading and speaking elements.

AP Chinese Language & Culture

Course Code: 11CHIAB (Y1) 12CHIB (Y2)
Duration: Two years
Prerequisites: students with no prior experience with Chinese or with very little prior knowledge/skills.
Credits: 2.0

This course is an accessible entry level language acquisition program offered at Standard Level (SL) only, designed for students with no prior experience or minimal exposure to Mandarin. Mandarin ab initio emphasizes foundational development of receptive, productive, and interactive skills. The Mandarin ab initio course encourages curiosity and lifelong language learning, preparing students for real-world interactions. This course suits beginners interested in exploring Mandarin as a new language, promoting confidence in basic communication and global perspectives without prior background. Assessment includes students completing individual oral exams as their internal assessment and external exams consisting of Paper 1: Writing and Paper 2: Listening and Reading.

*Mandarin ab initio is only based on student registration.

Section 3:
Summary of courses per subject area

IB Chinese B SL/HL

Course Code: 11CHIB (Y1) and 12CHIB (Y2)
Duration: Two years
Prerequisites: 10LAQC3 or higher OR teacher recommendation
Credits: 2.0

The course is a practical and communicative exploration of a second target language, designed to enhance students' proficiency in using the target language for real-world interactions and academic purposes.

Students develop their ability to communicate in Mandarin by engaging with a variety of authentic texts and contexts, including listening to audio, viewing videos, reading articles, and producing written and spoken responses on themes such as identities, experiences, human ingenuity, social organization, and global issues. The course emphasizes developing listening, speaking, reading, and writing skills through interactive tasks, cultural awareness, and intercultural understanding through the study of Mandarin language and Chinese cultures. At both the B SL/HL levels, students learn to communicate in Mandarin in the five prescribed themes: Identities, Experience, Human Ingenuity, Social Organization, and Sharing the Planet. The Mandarin B course provides students the basis for further study, work or leisure using additional languages.

Students will be assessed regularly with quizzes and tests, reading and listening comprehension tasks as well as individual written and oral productions. Assessments include an Internal Assessment (Individual Oral) and External Assessments, consisting of Paper 1 (Writing) and Paper 2 (Listening and Reading).

HL course work includes the study of two literary works originally written in Mandarin.

IB Chinese Language & Literature SL/HL

Course Code: 11LLC (Y1) and 12LLC (Y2)
Duration: Two years
Prerequisites: 10LAQC5/6 or 10LLC
Credits: 2.0

This course offers a dynamic study of language as a tool for communication, power, and cultural influence, blending literary and non-literary texts.

Students engage with a wide variety of texts, which include novels, advertisements, speeches, media articles, and social media. They do so by examining how language operates in different contexts such as mass communication, persuasion, and cultural expression. The course emphasizes the role of language in shaping identity, ideology, and societal values, encouraging students to analyze rhetorical strategies, text types, and audience impact. Through critical reading, writing, and discussion, students develop skills to interpret how language reflects and influences the world, preparing them for university-level analysis across various disciplines. This course suits students fascinated by both literature and the broader applications of language in everyday and global contexts.

Assessments include an Internal Assessment in the form of an Individual Oral. External Assessments consist of Paper 1: Guided Textual Analysis, Paper 2: Comparative Essay, and for Higher Level students only - the HL Essay.

Section 3:
Summary of courses per subject area

ADDITIONAL LANGUAGES

Language is critical in the development of globally-minded students and CIS offers students an opportunity to learn a number of different languages as part of our Language Acquisition course. Upon entry into the MYP, students select an additional language to study. We offer French, Spanish, Japanese and Chinese from grades 7 to 12, ranging in phases from beginner (phase 1) to more proficient language speaker (phase 6).

SPANISH & FRENCH LANGUAGE ACQUISITION

9 MYP Language Acquisition → 10 MYP Language Acquisition →

IB Diploma Pathway/Extended Pathway
- IB Language Acquisition B SL/HL

Extended Pathway
- Online Options

- Grade 9 Course
- Grade 10 Course
- Grade 11 & 12 Course
- Grade 11 Course
- Grade 12 Course

LANGUAGE A FRENCH

9 MYP Language Acquisition → 10 MYP Language Acquisition / AP Language & Culture →

IB Diploma Pathway/Extended Pathway
- IB Language and Literature SL/HL

Extended Pathway
- AP Language & Culture

- Grade 9 Course
- Grade 10 Course
- Grade 11 & 12 Course
- Grade 11 Course
- Grade 12 Course

LANGUAGE A JAPANESE

9 MYP Language Acquisition → 10 MYP Language Acquisition →

IB Diploma Pathway/Extended Pathway
- IB Language and Literature SL/HL

Extended Pathway
- AP Language & Culture

- Grade 9 Course
- Grade 10 Course
- Grade 11 & 12 Course
- Grade 11 Course
- Grade 12 Course

LANGUAGE AB INITIO (BEGINNER)

9 MYP No language experience → 10 MYP No language experience →

IB Diploma Pathway/Extended Pathway
- IB Language ab initio SL

Extended Pathway
- Online options
- Online Options

- Grade 9 Course
- Grade 10 Course
- Grade 11 & 12 Course
- Grade 11 Course
- Grade 12 Course

Section 3:
Summary of courses per subject area

9/10 MYP Language Acquisition (French, Spanish, Japanese)

Course Code:9/10 LAQF, 9/10LAQS, 9/10LAQJ (Phase 1-6)
Duration: 1-2 year course
Prerequisites: None
Credits: 1.0

The MYP language acquisition courses enable students to appreciate a wide range of literary and non-literary texts, develop critical and creative skills for interpreting and creating meaning, and gain proficiency in an additional language. Students also build respect for diverse linguistic and cultural heritages and strengthen communication skills essential for future language learning. Teachers use ongoing formative assessments, such as quizzes, group work, discussions, presentations, and homework, to prepare students for in-class summative assessments that focus on comprehending texts and responding in written or oral form.

NOTE: Students are assessed and placed in the appropriate language proficiency level.

9/10 MYP French Language & Literature

Course Code: 9/10LLF
Duration: Year
Prerequisites: 8LAQF5, 8LLF or teacher recommendation
Credits: 1.0

MYP Language and Literature courses equip students with linguistic, analytical, and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains – listening, speaking, reading, writing, viewing, and presenting – both independently and with others.

In French Language and Literature, students explore ideas about identity, communication, creativity, and perspective. They look at how adolescence is shaped by who we are, our family, and how we see ourselves and others. They also discover how journalists use language to shape opinions and how understanding the cultural context of stories brings deeper meaning. Finally, by sharing personal stories, students learn more about themselves and gain the ability to see the world through someone else's eyes.

Students are assessed through a variety of tasks—such essays, discussions, and presentations to be provided continuous feedback on learning objectives.

AP French Language & Culture

Course Code: AP FLC
Duration: Year
Prerequisites: LAQF3+
Credits: 1.0

The AP French 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).

All eight of the skill categories from the course framework are assessed on every AP Exam. All questions, directions, and texts on the exam are presented in French. The exam includes 65 multiple-choice questions and 4 free-response questions

IB French ab initio SL

Course Code: 11FRAB (Y1) and 12FRAB (Y2)
Duration: Two years
Prerequisites: Students with no prior experience with French or with very little prior knowledge/skills.
Credits: 2.0

This course is an accessible entry level language acquisition program offered at Standard Level (SL) only, designed for students with no prior experience or minimal exposure to French. French ab initio emphasizes foundational development of receptive, productive, and interactive skills. The French ab initio course encourages curiosity and lifelong language learning, preparing students for real-world interactions. This course suits beginners interested in exploring French as a new language, promoting confidence in everyday social interactions, without prior background. Assessment includes students completing individual oral exams as their internal assessment and external exams consisting of Paper 1: Writing and Paper 2: Listening and Reading.

*French ab initio is only based on student registration.

Section 3:
Summary of courses per subject area

IB French B SL/HL

Course Code: 11FREB (Y1) and 12FREB (Y2)
Duration: Two years
Prerequisites: LAQF3+ or teacher recommendation
Credits: 2.0

The IB French B course is a practical and communicative exploration of a second target language, designed to enhance students' proficiency in using the target language for real-world interactions and academic purposes.

Students develop their ability to communicate in French by engaging with a variety of authentic texts and contexts, including listening to audio, viewing videos, reading articles, and producing written and spoken responses on themes such as identities, experiences, human ingenuity, social organization, and global issues. The course emphasizes developing listening, speaking, reading, and writing skills through interactive tasks, cultural awareness, and intercultural understanding through the study of French language and Francophone cultures. At both the B SL/HL levels, students learn to communicate in French in the five prescribed themes: Identities, Experience, Human Ingenuity, Social Organization, and Sharing the Planet. The French B course provides students the basis for further study, work or leisure using additional languages.

Students will be assessed regularly with quizzes and tests, reading and listening comprehension tasks as well as individual written and oral productions. Assessments include an Internal Assessment (Individual Oral) and External Assessments, consisting of Paper 1 (Writing) and Paper 2 (Listening and Reading).

HL course work includes the study of two literary works originally written in French.

IB French Language & Literature SL/HL

Course Code: 11LLF (Y1) and 12LLF (Y2)
Duration: Two years
Prerequisites: LAQF3+ or teacher recommendation
Credits: 2.0

The French Language and Literature course offers a dynamic study of language as a tool for communication, power, and cultural influence, blending literary and non-literary texts.

Students explore a wide range of texts - including novels, advertisements, speeches, media articles, and social media - focusing on how language functions in diverse contexts such as mass communication, persuasion, and cultural expression. The course emphasizes the role of language in shaping identity, ideology, and societal values, encouraging students to analyze rhetorical strategies, text types, and audience impact. Through critical reading, writing, and discussion, students develop skills to interpret how language reflects and influences the world, preparing them for university-level analysis across various disciplines. This course suits students fascinated by both literature and the broader applications of language in everyday and global contexts.

Assessments include an Internal Assessment (Individual Oral) and External Assessments: Paper 1 (Guided Textual Analysis), Paper 2 (Comparative Essay), and the HL Essay for Higher Level students.

IB Spanish ab initio SL

Course Code: 11SPAB (Y1) and 12 SPAB (Y2)
Duration: Two years
Prerequisites: Students with no prior experience with Spanish or with very little prior knowledge/skills.
Credits: 2.0

This course is an accessible entry level language acquisition program offered at Standard Level (SL) only, designed for students with no prior experience or minimal exposure to Spanish. Spanish ab initio emphasizes foundational development of receptive, productive, and interactive skills. The Spanish ab initio course encourages curiosity and lifelong language learning, preparing students for real-world interactions. This course suits beginners interested in exploring Spanish as a new language, promoting confidence in everyday social interactions, without prior background. Assessment includes students completing individual oral exams as their internal assessment and external exams consisting of Paper 1: Writing and Paper 2: Listening and Reading.

Section 3:
Summary of courses per subject area

IB Spanish B SL/HL

Course Code: 11SPAB (Y1) and 12SPAB (Y2)
Duration: Two years
Prerequisites: LAQS3+ or teacher recommendation
Credits: 2.0

The IB Spanish B course is a practical and communicative exploration of a second target language, designed to enhance students' proficiency in using the target language for real-world interactions and academic purposes.

Students develop their ability to communicate in Spanish by engaging with a variety of authentic texts and contexts, including listening to audio, viewing videos, reading articles, and producing written and spoken responses on themes such as identities, experiences, human ingenuity, social organization, and global issues. The course emphasizes developing listening, speaking, reading, and writing skills through interactive tasks, cultural awareness, and intercultural understanding through the study of Spanish language and Hispanic cultures. At both the B SL/HL levels, students learn to communicate in Spanish in the five prescribed themes: Identities, Experience, Human Ingenuity, Social Organization, and Sharing the Planet. The Spanish B course provides students the basis for further study, work or leisure using additional languages.

Students will be assessed regularly with quizzes and tests, reading and listening comprehension tasks as well as individual written and oral productions. Assessments include an Internal Assessment (Individual Oral) and External Assessments, consisting of Paper 1 (Writing) and Paper 2 (Listening and Reading).

HL course work includes the study of two literary works originally written in Spanish.

AP Japanese Language & Culture

Course Code: AP JAP
Duration: Year
Prerequisites: LAQJ3+
Credits: 1.0

This 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).

All eight of the skill categories from the course framework are assessed on every AP Exam. All questions, directions, and texts on the exam are presented in Japanese. The exam includes 65 multiple-choice questions and 4 free-response questions.

IB Japanese Language & Literature SL/HL

Course Code: 11LLJ (Y1) and 12LLJ (Y2)
Duration: Two years
Prerequisites: LAQJ3+ or teacher recommendation
Credits: 2.0

The Japanese Language and Literature course offers a dynamic study of language as a tool for communication, power, and cultural influence, blending literary and non-literary texts.

Students explore a wide range of texts - including novels, advertisements, speeches, media articles, and social media - focusing on how language functions in diverse contexts such as mass communication, persuasion, and cultural expression. The course emphasizes the role of language in shaping identity, ideology, and societal values, encouraging students to analyze rhetorical strategies, text types, and audience impact. Through critical reading, writing, and discussion, students develop skills to interpret how language reflects and influences the world, preparing them for university-level analysis across various disciplines. This course suits students fascinated by both literature and the broader applications of language in everyday and global contexts.

Assessments include an Internal Assessment (Individual Oral) and External Assessments: Paper 1 (Guided Textual Analysis), Paper 2 (Comparative Essay), and the HL Essay for Higher Level students.

Section 3:
Summary of courses per subject area

IB Self-Taught Language A SL

Course Code: 11SSST (Y1), 12SSST (Y2)
Duration: Two years
Prerequisites: Fluency in native language
Credits: 2.0

This course is designed as an independent study of literature for students in their native or best academic language, excluding English. Students examine 11 works of literature, five of which must be world literature in translation. The emphasis of the course will be on independent literary analysis and the writing of clear, balanced, well organized prose in the student's native language.

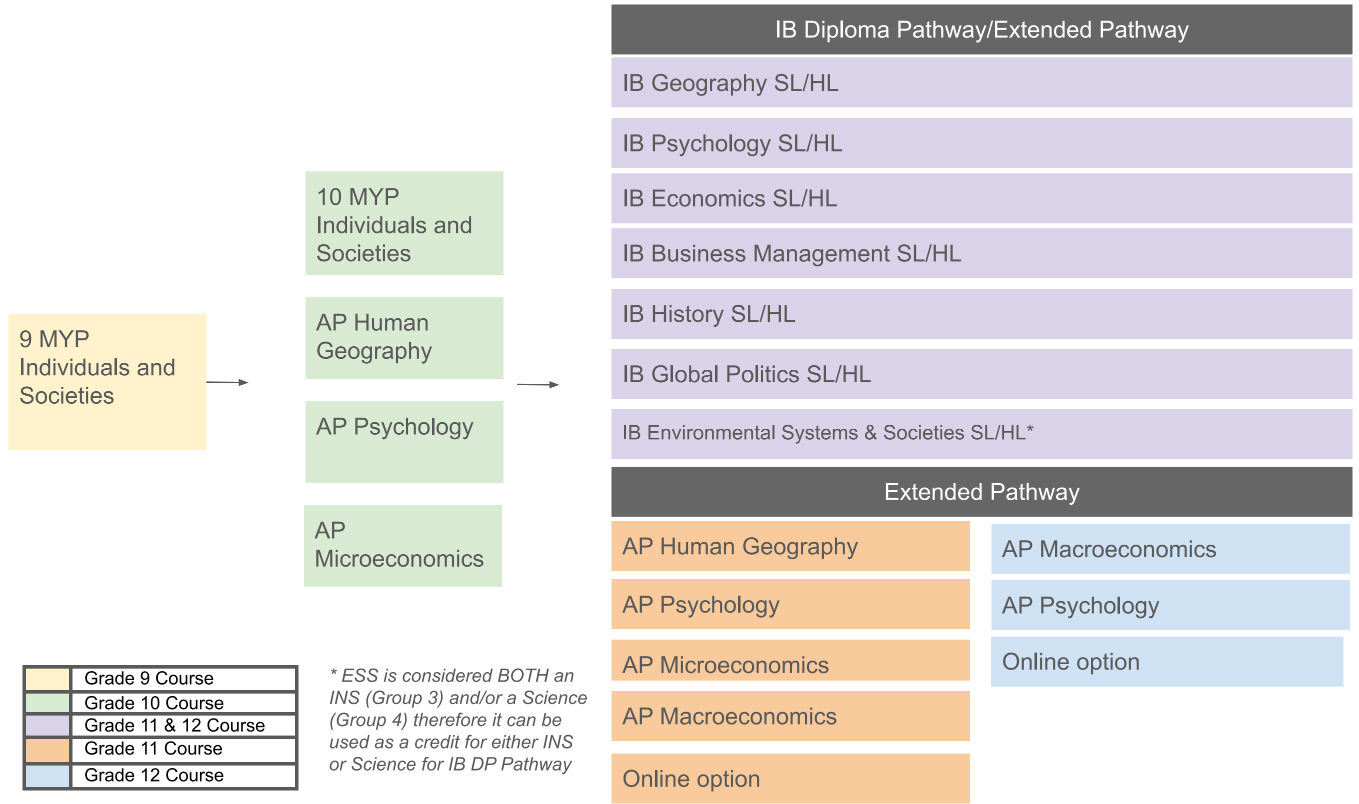
Undertaking the Language Self-Taught course requires self-discipline and organisation. CIS will appoint a literature teacher as a supervisor to assist the student in choosing their pathway, but the student will also be required to find an experienced tutor in the target language who will be responsible for discussing the literary texts and helping them to prepare for the course assessments.

Written and spoken communication will be assessed through internal (school) and external (IBO) assessment. Selecting the Self-taught Literature option should only be done after discussions with the IB DP Coordinator.

INDIVIDUALS AND SOCIETIES (INS)

MYP and **DP**: Individuals and Societies at CIS includes a strong focus on inquiry and investigation. Students collect, describe and analyse 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 becoming a global, critically thinking citizen.

AP: AP courses aim to develop students' critical thinking, analytical, and research skills through the study of human behavior, historical events, governments, and economies



Section 3: Summary of courses per subject area

9 MYP INS

Course Code: 9INS
Duration: Year
Prerequisites: None
Credits: 1.0

This course encourages learners to respect and understand the world around them, and equips themselves with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

Students examine how natural patterns, population trends, and global interactions shape human experience. They explore natural hazards and disasters, population growth, and issues of war and conflict resolution. By analyzing these patterns and trends, students learn to identify risks, understand variations across time and place, and consider appropriate responses informed by scientific, social, and global contexts.

The formative and summative assessments range from debates, creating videos, decision making scenarios with the use of Geographic Information Systems (GIS), magazine production and traditional examinations.

10 MYP INS

Course Code: 10INS
Duration: Year
Prerequisites: 9INS
Credits: 1.0

This course encourages learners to respect and understand the world around them, and equips themselves with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

This course explores how global interactions, national identity, social systems, and human behavior shape societies and the environment. Students investigate the effects of globalization, the role of nationalism, the sustainability of natural resource systems, and the psychological factors behind social change and conflict. Through this, they develop an understanding of societal, environmental, and ethical issues in local and global contexts.

The formative and summative assessments range from case study analysis, debates, creating videos, magazine production and traditional examinations.

AP Human Geography

Course Code: APGEO
Duration: Year
Prerequisites: achievement of 5 in 9INS, open to Grade 10-12 students
Credits: 1.0

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

Students will take an external exam at the end of the course. The exam is 2 hours and 15 minutes long, which includes multiple-choice questions and free-response questions.

AP Microeconomics

Course Code: APMICRO
Duration: Year
Prerequisites: achievement of 5 in 9INS, open to Grade 10-12 students
Credits: 1.0

AP Microeconomics introduces students to the principles of economics that apply to the functions of individual economic decision-makers. 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.

Students will complete an external exam assessing student understanding of the skills and learning objectives outlined in the course framework. The exam is 2 hours and 10 minutes long and includes 60 multiple-choice questions and 3 free-response questions.

Section 3:
Summary of courses per subject area

AP Psychology

Course Code: APPSY
Duration: Year
Prerequisites: achievement of 5 in 9INS, open to Grade 10-12 students
Credits: 1.0

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

Students will complete an external exam assessing student understanding of the practices and learning objectives outlined in the course framework. The exam is 2 hours and 40 minutes long and includes 75 multiple choice questions and 2 free-response questions.

IB History SL/HL

Course Code: 11HIS (Y1), 12HIS (Y2)
Duration: Two years
Prerequisites: 10INS
Credits: 2.0

This course is a dynamic world history exploration that adopts a comparative, multi-perspective approach, examining political, economic, social, and cultural dimensions across global regions.

History engages students with historical events, sources, and interpretations through the lens of six key concepts: change, continuity, causation, consequence, significance, and perspectives.

Both levels promote international-mindedness, encouraging reflection on how the past shapes contemporary society, but HL demands more comprehensive analysis, suiting students passionate about detailed historical inquiry, while SL provides a solid foundation for those interested in global narratives.

Assessments include an Internal Assessment in the form of a Historical Investigation. External Assessments consist of Paper 1: a source-based paper, Paper 2: an essay on world history topics, and, for Higher Level students only, Paper 3: an essay on regional options.

IB Geography SL/HL

Course Code: 11GEO (Y1) and 12GEO (Y2)
Duration: Two years
Prerequisites: 10INS
Credits: 2.0

This course is a dynamic exploration of the interconnections between people, places, and environments, bridging human and natural sciences through a spatial perspective.

Geography examines real-world interactions, patterns, and processes, such as climate change, urbanization, or resource management, across various scales.

Both Standard Level (SL) and Higher Level (HL) study a common core on global change - covering population distribution, climate vulnerability, and resource security - and two (SL) or three (HL) optional themes, such as freshwater, geophysical hazards, or urban environments. HL extends this with a global interactions unit, exploring power, networks, and global risks. Students develop skills in data analysis, fieldwork, and critical evaluation, synthesizing socio-economic and scientific methodologies to address complex geographic issues.

Assessments include an Internal Assessment in the form of Fieldwork. External Assessments consist of Paper 1: Optional Themes, Paper 2: Global Change and for Higher Level students only: Paper 3: Global Interactions.

Section 3:
Summary of courses per subject area

IB Business Management SL/HL

Course Code: 11BUS(Y1), 12BUS (Y2)
Duration: Two years
Prerequisites: 10INS
Credits: 2.0

This course is a dynamic exploration of business theory and practice, equipping students with the skills to understand and address the challenges faced by organizations.

In Business, students are empowered to understand complex business situations through the exploration of four interdisciplinary concepts—creativity, change, ethics and sustainability, as well as, core business areas such as marketing, human resources, finance, and operations management. It also explores the complexities of global business, strategic decision-making, and the role of businesses in society.

Both Standard Level (SL) and Higher Level (HL) students study the same core content, but HL students investigate deeper into topics. The course encourages students to apply business theory to real-world situations, enhancing their analytical and problem-solving abilities.

Assessments include an Internal Assessment in the form of a Business Research Project. External Assessments consist of Paper 1: Case Study analysis, Paper 2: Quantitative skills and Paper 3: for HL only, focuses on a social enterprise, asking students to produce a decision-making document with a business recommendation.

IB Global Politics SL/HL

Course Code: 11GPO (Y1), 12GPO (Y2)
Duration: Two years
Prerequisites: 10INS
Credits: 2.0

This course provides students with a thorough understanding of the impact of political issues on individuals and societies in an increasingly interconnected world.

Students engage with fundamental political concepts such as power, equality, sustainability, and peace, examining them through various contexts at the local, national, and global levels. The course encourages students to critically analyze political processes, challenges, and the role of active global citizenship.

Both Standard Level (SL) and Higher Level (HL) students explore these issues, with HL students delving deeper into case studies and the evaluation of political challenges. Through this course, students develop a keen understanding of the political dynamics shaping the world today.

Assessments include Paper 1, a source-based paper integrating core topics and source analysis, and Paper 2, an essay-based paper on thematic studies that requires students to answer both focused and integrative questions. HL students also complete Paper 3, a stimulus-based paper on global political challenges, and an Engagement Project, where they research a political issue, engage with stakeholders, and produce a written report with a recommendation.

Section 3:
Summary of courses per subject area

IB DP Economics SL/HL

Course Code: 11ECON (Y1), 12ECON (Y2)
Duration: Two years
Prerequisites: 10INS
Credits: 2.0

This course is a critical exploration of how individuals and societies allocate scarce resources to meet competing needs and wants. Blending theoretical models with real-world applications, the course equips students to analyze microeconomic, macroeconomic, and global economic issues through the lens of core concepts such as scarcity, choice, efficiency, equity, and sustainability.

Economics emphasizes data analysis, model-based reasoning, and the evaluation of policy impacts in a constantly changing world.

Both Standard Level (SL) and Higher Level (HL) students study a common syllabus, covering the foundational areas of microeconomics, macroeconomics, and the global economy, while HL students additionally engage with more complex quantitative methods and a separate unit on the theory of the firm. Throughout the course, students investigate current economic issues, assess the consequences of economic decisions, and develop a deeper awareness of their responsibilities as global economic actors.

Assessments include an Internal Assessment in the form of three Economics Commentaries. External Assessments consist of Paper 1: Extended Response, Paper 2: Data Response, and, for Higher Level students only, Paper 3: Policy Quantitative Analysis.

IB Psychology SL/HL

Course Code: 11PSY (Y1), 12PSY (Y2)
Duration: Two years
Prerequisites: 10INS
Credits: 2.0

IB Psychology provides students with a deep understanding of human behavior, exploring the interaction of biological, cognitive, and socio-cultural factors. The course adopts an integrative approach, enabling students to critically evaluate psychological research and theories.

Students learn how psychological knowledge is generated, developed, and applied to real-world issues.

Both Standard Level (SL) and Higher Level (HL) students explore key areas of psychology, including research methods, and the core topics of biological, cognitive, and socio-cultural psychology. SL students study one option from abnormal, developmental, or health psychology, while HL students study two of these topics. The course also includes an Internal Assessment, where students replicate a psychological experiment to further their understanding of research methods.

Assessments include three papers and an Internal Assessment. Paper 1 integrates concepts, content, and contexts through short-answer and extended-response questions; Paper 2 applies concepts to research contexts and evaluates unseen studies; Paper 3 (HL only) focuses on data analysis and interpretation, while the Internal Assessment requires students to design a research proposal based on class practicals.

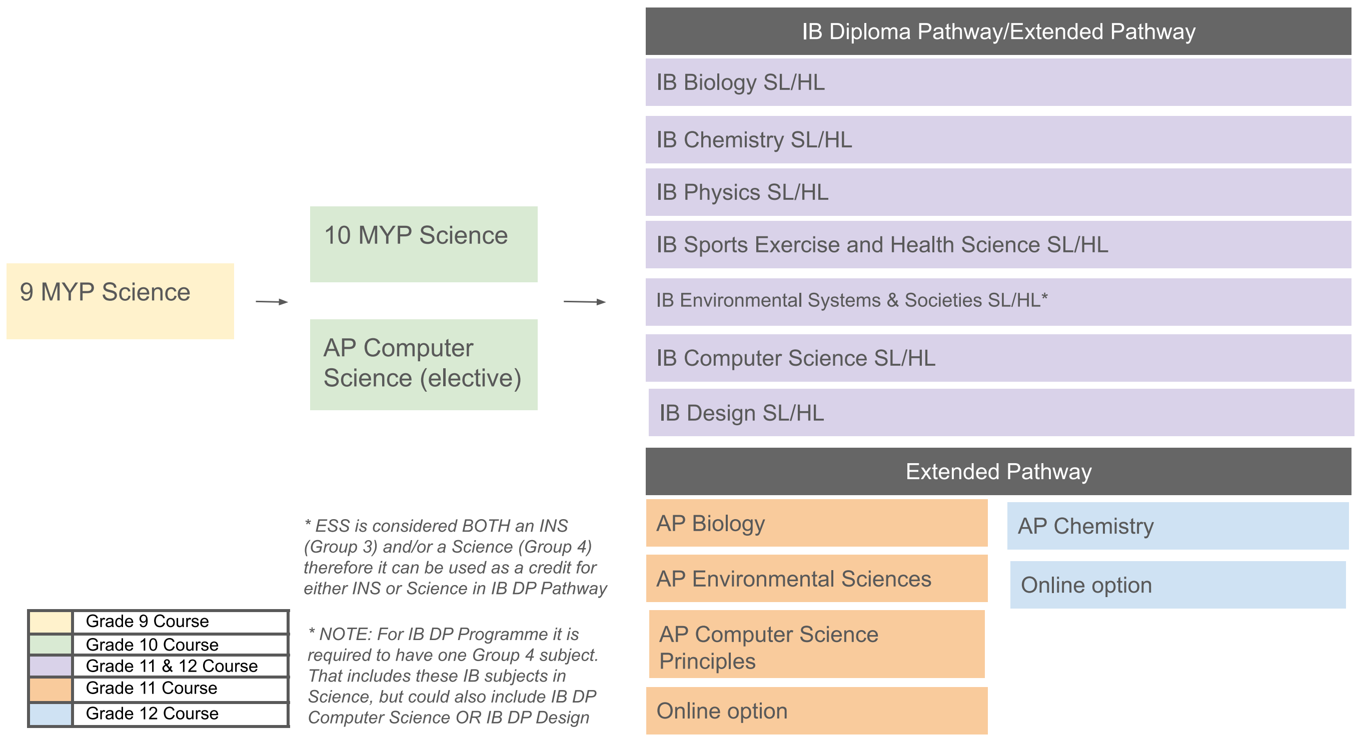
Section 3: Summary of courses per subject area

SCIENCES

MYP: Sciences curriculum at CIS explores the connections between science and everyday life. As they investigate real examples of scientific application, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and their environment. Students at CIS follow an integrated science model, with units based in Biology, Chemistry, Earth Sciences and Physics, following the standards outlined in the UK Science Curriculum. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain solid ethical-reasoning skills and develop their sense of responsibility as members of communities that are both local and global.

DP: DP sciences courses aim to cultivate critical thinking, develop practical investigative skills, and provide an appreciation for the possibilities and limitations of science in addressing global challenge

AP: AP science courses aim to provide students with a rigorous, college-level foundation in scientific principles, problem-solving techniques, and laboratory work to prepare them for STEM majors and careers in fields like medicine, engineering, and data analysis



MYP 9 Science

Course Code: 9SCI
Duration: Year
Prerequisites: none
Credits: 1.0

The course explores key concepts such as systems, change, and relationships through topics including modelling, environmental chemistry, energy transformations, system interactions, and chemical reactions. Students investigate how modeling helps us understand complex systems and drive scientific and technical innovations, how energy choices impact both people and the planet, how understanding energy transformations can inspire innovation and change, how relationships between systems affect overall function, and how technologies create changes and interactions with both positive and negative consequences.

Students are assessed with a variety of tasks, such as lab reports, tests, presentations, essays and reflections.

MYP 10 Science

Course Code: 10SCI
Duration: Year
Prerequisites: 9SCI
Credits: 1.0

The course examines key concepts such as relationships, systems, and energy through topics including motion, coordination and feedback, energetics and kinetics, variation and biotechnology, and electromagnetic waves. Students explore how understanding the relationship between space and time helps track movement, how the function and interaction of systems maintain balance and drive innovation, how changing conditions and interactions lead to scientific advancements, how studying identities and relationships can challenge social, moral, and ethical norms, and how electromagnetic waves demonstrate the interconnectedness of scientific systems.

Students are assessed with a variety of tasks, such as lab reports, tests, presentations, essays and reflections.

Section 3:
Summary of courses per subject area

AP Computer Science Principles

Course Code: APCSP
Duration: Year
Prerequisites: 9MAT, open to Grade 10-12 students
Credits: 1.0

This course offers students opportunities to collaborate on solving real-world problems of their choice, promoting equity and access in computing. It provides an engaging, breadth-first introduction to the discipline, covering areas such as Networking and Communication, Parallel and Distributed Computing, Software Development Fundamentals, Programming Languages, Architecture and Organization, Computational Science, Information Assurance and Security, and Algorithms and Complexity.

The exam consists of the Create Performance task and an end-of-course AP Exam. The Create Performance Task is a project in dedicated class time for students to complete. The end-of course exam is 3 hours long and includes 70 multiple-choice questions and 2 written response questions related to their Create Performance task.

AP Biology

Course Code: APBIO
Duration: Year
Prerequisites: 10SCI, open to Grade 11 or 12 students
Credits: 1.0

In this course, students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetic information transfer, ecology, and interactions. This course includes a significant amount of instructional time dedicated to hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Students will take an external exam at the end of the course. The exam assesses student understanding of the science practices and learning objectives outlined in the course framework. It is 3 hours long and includes 60 multiple-choice questions and 6 free-response questions.

AP Environmental Sciences

Course Code: APESC
Duration: Year
Prerequisites: 10SCI, open to Grade 11 or 12 students
Credits: 1.0

This course provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. AP Environmental Sciences identifies and analyzes natural and human-induced environmental problems. It enables students to learn how to assess the risks associated with these problems and evaluate alternative solutions for resolving and preventing them.

Students will take an external exam at the end of the course. The exam assesses student understanding of the science practices and learning objectives outlined in the course framework. It is 2 hours and 40 minutes long and includes 80 multiple-choice questions and 3 free-response questions.

Section 3:
Summary of courses per subject area

IB Biology SL/HL

Course Code: 11BIO (Y1), 12BIO (Y2)
Duration: Two years
Prerequisites: 10SCI
Credits: 2.0

This course is an experimental science that provides students with a comprehensive understanding of biological concepts and processes. Both Standard Level (SL) and Higher Level (HL) students study the same core content, which includes topics such as cell biology, molecular biology, genetics, ecology, and human physiology. While SL students develop a foundational understanding of these topics, HL students explore them in greater depth and complexity. The course is structured around four key themes: Unity and Diversity, Form and Function, Interactions and Interdependencies, and Continuity and Change. Students also complete a Collaborative Sciences Project that encourages teamwork and application of their biological knowledge. The course equips students with the skills needed for further study in biological sciences and related fields. All students will complete an independent laboratory investigation as their internal assessment and be involved in a collaborative science project with the other Group 4 Sciences.

Assessments include an Internal Assessment (Collaborative Sciences Project) and External Assessments, comprising Paper 1 (Multiple Choice), Paper 2 (Data-Based and Short Answer Questions).

HL students will do an additional Paper 3 (Experimental Design and Data Analysis)

IB Chemistry SL/HL

Course Code: 11CHE (Y1), 12CHE (Y2)
Duration: Two years
Prerequisites: 10SCI
Credits: 2.0

This course is a group 4 experimental science that focuses on understanding the structure and reactivity of matter. Both Standard Level (SL) and Higher Level (HL) students study a common curriculum that covers topics such as atomic structure, chemical bonding, the mole concept, energetics, kinetics, equilibrium, acids and bases, and organic chemistry. Through experimental techniques and inquiry-based investigations, students gain practical skills while exploring the central role of chemistry in the broader context of scientific inquiry. While SL students develop a solid foundation in these areas, HL students delve deeper into the material with additional content and more rigorous applications of concepts, including greater emphasis on mathematical competence. The course emphasizes both theoretical knowledge and hands-on laboratory experience, preparing students for further studies in chemistry or related fields.

Assessments include an Internal Assessment (Inquiry-Based Investigation) and External Assessments, comprising Paper 1 (Multiple Choice), Paper 2 (Data-Based and Short Answer Questions)

HL students complete an additional Paper 3 (Experimental Techniques and Applications).

Section 3:
Summary of courses per subject area

IB Physics SL/HL

Course Code: 11PHY (Y1), 12PHY (Y2)
Duration: Two years
Prerequisites: 10SCI
Credits: 2.0

This Physics course invites students to explore the fundamental principles that shape our universe through hands-on experiments, mathematical modeling, and critical thinking. At both Standard Level (SL) and Higher Level (HL), students study core topics such as motion, matter, waves, fields, and nuclear and quantum physics. HL students dive deeper into areas like mechanics, electromagnetism, and quantum mechanics, with a stronger focus on advanced mathematics. Both levels include a collaborative science project that builds interdisciplinary skills and encourages global perspectives on scientific challenges. By taking this course, students gain problem-solving and analytical skills that connect physics to real-world applications, preparing them well for future study in science and engineering.

Assessments include Internal Assessments (a Scientific Investigation and a Collaborative Sciences Project) and External Assessments, comprising Paper 1 (Multiple-choice and Data-based Questions), Paper 2 (Short-answer and Extended-response Questions).

HL students will do an additional Paper 3 (Questions on Experimental Techniques) and the Option Topic.

IB Sports, Exercise and Health Science SL/HL

Course Code: 11SEHS (Y1), 12SEHS(Y2)
Duration: Two years
Prerequisites: 10SCI
Credits: 2.0

The Sports, Exercise and Health Science (SEHS) course takes an interdisciplinary look at how the human body and mind work, combining physiology, biomechanics, and psychology to understand performance, health, and well-being. Instead of focusing on computation or design, SEHS emphasizes hands-on inquiry and fieldwork, exploring topics like exercise physiology, nutrition, movement, motor learning, motivation, and injury prevention. HL students will dive deeper into areas such as response mechanisms, forces in motion, and stress management. Through labs, practical investigations, and data analysis, students develop scientific, collaborative, and critical-thinking skills while examining health and performance from a global perspective. SL offers a great introduction to sports science, while HL provides advanced knowledge and applications for those interested in areas like coaching, rehabilitation, or further study in health-related fields

Assessments include Internal Assessments (a Scientific Investigation and a Collaborative Sciences Project) and External Assessments, comprising Paper 1 (Multiple-choice and Data-based Questions) and Paper 2 (Short-answer and Extended-response Questions).

Section 3: Summary of courses per subject area

IB Computer Science SL/HL

Course Code: 11CPS (Y1), 12CPS(Y2)
Duration: Two years
Prerequisites: 10SCI
Credits: 2.0

This course develops students' understanding of computing systems, algorithmic thinking, and programming, while applying the computational thinking process to solve real-world problems. Students explore a wide range of topics including machine learning, emerging technologies, and the ethical, environmental, and societal implications of computing. The course emphasizes creativity, innovation, and resilience, as students design, test, and evaluate computational solutions. By making connections across disciplines and contexts, students gain both the technical skills and critical awareness needed to analyze, communicate, and collaborate effectively in a rapidly changing digital world.

Assessment in DP Computer Science consists of written exams and an internal project. Paper 1 tests knowledge of core concepts and a case study, Paper 2 focuses on computational thinking and problem-solving (with additional topics for HL, answered in Java or Python), and the internal assessment requires students to design and develop a computational solution to a real-world problem.

IB Environmental Systems and Societies SL/HL

Course Code: 11ESS (Y1), 12ESS(Y2)
Duration: Two years
Prerequisites: 10SCI
Credits: 2.0

The IB Diploma Programme Environmental Systems and Societies (ESS) course offers students a dynamic, interdisciplinary approach to understanding today's most pressing environmental challenges. Bringing together methods from both the sciences and the humanities, it combines scientific inquiry with social, cultural, economic, and ethical perspectives, with a strong focus on sustainability. Students explore topics such as ecology, biodiversity, water, land, atmosphere, natural resources, and human populations, while HL students dive deeper into areas like environmental law, economics, and ethics. Through fieldwork and hands-on investigations, students build skills in data analysis, critical thinking, and problem-solving, all while developing a global perspective. SL gives students a broad foundation in environmental issues, while HL provides more advanced synthesis and evaluation—ideal for those looking to pursue interdisciplinary studies or careers in environmental fields.

Assessments include an Internal Assessment (Individual Investigation) and External Assessments, comprising Paper 1 (Case Study Analysis) and Paper 2 (Short-answer, Data-based, and Structured Essay Questions).

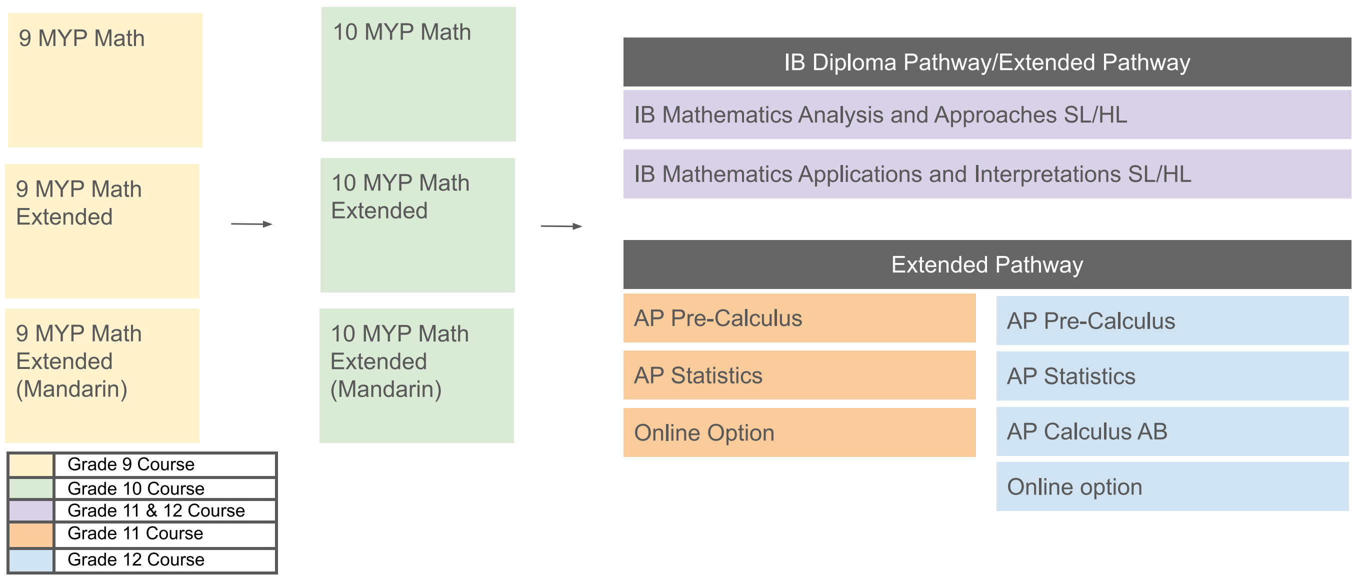
Section 3:
Summary of courses per subject area

MATHEMATICS

MYP Mathematics at CIS is tailored to the needs of students, seeking to intrigue and motivate them to learn its principles by applying theory to authentic examples of how mathematics is useful and relevant to their lives.
Throughout the year, students will be assessed against the four MYP Mathematics criteria. Assessments will include tests and examinations (Criterion A), investigations using a given pattern (Criterion B), communicating their knowledge in written form (Criterion C), and applying mathematical knowledge to real life contexts (Criterion D).

DP Mathematics courses develop students' analytical, problem-solving, and critical thinking skills through the study of concepts, patterns, and real-world applications. Students explore topics such as algebra, functions, geometry, statistics, and calculus, while engaging in inquiry-based learning and an internal exploration to apply mathematical reasoning creatively. The course prepares students for higher education and careers that require strong quantitative and logical skills, fostering both confidence and appreciation for the power and elegance of mathematics.

AP Mathematics courses develop advanced problem-solving and analytical skills through in-depth study of algebra, calculus, and statistics, preparing students for college-level work and fostering confidence, independence, and a strong understanding of mathematical concepts.



MYP 9 Mathematics Standard

Course Code: 9MAT
Duration: Year
Prerequisites: none
Credits: 1.0

This course introduces students to key mathematical concepts—form, logic, and relationships—through practical, real-world applications. Students explore how representing numbers in different forms can simplify understanding of human-made systems, use logical reasoning to make and validate generalizations for model development, and apply logical representations to analyze health and lifestyle choices. They also investigate patterns and equivalence between representations to uncover relationships, and finally, study transformations and forms in space, developing an appreciation for creativity and structure in mathematics.

MYP 9 Mathematics Extended

Course Code: 9MAX
Duration: Year
Prerequisites: teacher recommendation
Credits: 1.0

The extended course covers the same foundational concepts of form, logic, and relationships, with a strong focus on analytical and problem-solving skills. Like Standard Level, students represent numbers, use logic for generalizations, explore health through mathematical reasoning, and study patterns and equivalence between representations. However, Extended Level goes deeper into each topic, emphasizing more complex problem-solving, abstract reasoning, and advanced applications, allowing students to tackle challenging tasks and develop greater mathematical sophistication.

Section 3:
Summary of courses per subject area

MYP 9 Bilingual Mathematics Extended

Course Code: 9BMAX
Duration: Year
Prerequisites: teacher recommendation
Credits: 1.0

This course is taught in Mandarin and covers the same foundational concepts of form, logic, and relationships, with a strong focus on analytical and problem-solving skills. Like the standard level course, students represent numbers, use logic for generalizations, explore health through mathematical reasoning, and study patterns and equivalence between representations. However, the extended level goes deeper into each topic, emphasizing more complex problem-solving, abstract reasoning, and advanced applications, allowing students to tackle challenging tasks and develop greater mathematical sophistication.

Though this course is taught in Mandarin and all assessments are written in English.

MYP 10 Mathematics Standard

Course Code: 10MAT
Duration: Year
Prerequisites: 9MAT
Credits: 1.0

This course introduces students to foundational mathematical concepts of form, relationships, and logic through practical, real-world applications. Students explore how representing patterns and change helps humans apply scientific principles, analyze how quantities reveal trends and relationships in populations, and use logical reasoning to validate systems while appreciating aesthetics. They also investigate patterns and equivalence between representations to uncover relationships and improve models. The focus at this level is on building a solid understanding of key concepts, practical problem-solving, and developing confidence in applying mathematics across contexts.

MYP 10 Mathematics Extended

Course Code: 10MAX
Duration: Year
Prerequisites: 9MAX or teacher recommendation
Credits: 1.0

The extended level course builds on the standard Level foundation, covering similar core concepts but in greater depth and with additional topics and related concepts. Students study sequences, series, and functions to explore patterns and change, analyze statistics and data handling to uncover population trends, and examine circles and triangles to apply logic and validate generalizations. They also explore logarithms to model duration, frequency, and variability, emphasizing abstract reasoning, generalization, and the validity of models. Extended Level challenges students with more complex problems and advanced applications, preparing them for higher-level mathematical thinking and further study.

MYP 10 Bilingual Mathematics Extended

Course Code: 10BMAX
Duration: Year
Prerequisites: 9BMAX or teacher recommendation
Credits: 1.0

This course is taught in Mandarin, and builds on the standard level foundation, covering similar core concepts but in greater depth and with additional topics and related concepts. Students study sequences, series, and functions to explore patterns and change, analyze statistics and data handling to uncover population trends, and examine circles and triangles to apply logic and validate generalizations. They also explore logarithms to model duration, frequency, and variability, emphasizing abstract reasoning, generalization, and the validity of models. The extended level course challenges students with more complex problems and advanced applications, preparing them for higher-level mathematical thinking and further study.

Though this course is taught in Mandarin, all assessments are written in English.

Section 3:
Summary of courses per subject area

AP Statistics

Course Code: APSTATS
Duration: Year
Prerequisites: 10MAT, 10MAX or 10BMAX, open to Grade 11 and 12 students
Credits: 1.0

AP Statistics gives students a solid foundation in how to collect, analyse, and interpret data. The course covers the design of surveys and experiments, graphical and numerical data analysis, probability, and the use of statistical models to make predictions. What sets AP Statistics apart is its strong connection to real-world problem-solving. Students apply concepts to practical situations across disciplines such as business, psychology, economics, health sciences, and the social sciences.

Unlike traditional mathematics courses that focus mainly on algebra and calculus, AP Statistics emphasises reasoning, interpretation, and communication. Students are encouraged to think critically about data sources, question conclusions, and explain their findings clearly. The AP Assessment for this course is 50% multiple choice and 50% free response.

AP Pre-Calculus

Course Code: APPCAL
Duration: Year
Prerequisites: 10MAT, 10MAX or 10BMAX, open to Grade 11 and 12 students
Credits: 1.0

This course prepares students for the study of calculus by developing a strong foundation in algebra, functions, trigonometry, and analytical geometry. Students explore polynomial, rational, exponential, logarithmic, and trigonometric functions, emphasizing problem-solving, mathematical reasoning, and real-world applications. The course fosters critical thinking and quantitative skills, helping students build the conceptual understanding and procedural fluency needed for success in AP Calculus and higher-level mathematics. We will be offering AP Calculus AB in the 27-28 course offering for students who select this course, as an Grade 12 option.

The AP Precalculus Exam assesses student understanding of the mathematical practices and learning objectives outlined in the course framework inclusive of Units 1, 2, and 3. The exam is 3 hours long and includes 40 multiple-choice questions and 4 six-point free-response questions, each weighted equally and scored on an analytic scale.
across contexts.

IB Mathematics Applications & Interpretation SL/HL

Course Code: 11MAP (Y1), 12MAP (Y2)
Duration: Two year
Prerequisites: 10MAT, 10MAX or 10BMAX
Credits: 2.0

The IB Diploma Programme Mathematics: Applications and Interpretation course is a dynamic, technology-driven exploration of mathematics, emphasizing its practical applications in real-world contexts, unlike the abstract focus of Mathematics: Analysis and Approaches or interdisciplinary courses like ESS. It equips students to solve problems in fields like data analysis, economics, and science through topics such as number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus, with a strong emphasis on mathematical modeling and technology use. Students undertake an internal mathematical exploration to foster independent inquiry, developing skills in problem-solving, communication, and interpreting real-world data. SL suits students interested in applying mathematics across disciplines, while HL prepares those for advanced, data-rich fields, promoting global awareness of mathematics' societal impact.

Assessments include an Internal Assessment (Exploration) and External Assessments, comprising Paper 1 (Short-response Questions), Paper 2 (Extended-response Questions)

HL students additional Paper 3 (Extended-response Problem-solving Questions)

Section 3:
Summary of courses per subject area

IB Mathematics Analysis & Approaches SL/HL

Course Code: 11MAN (Y1), 12MAN (Y2)
Duration: Two year
Prerequisites: 10MAT, 10MAX or 10BMAX
Credits: 2.0

This course focuses on developing analytical and abstract thinking, perfect for students interested in rigorous mathematical reasoning and exploring conceptual structures. This course emphasizes pure mathematics, covering topics like number and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. Students complete an internal mathematical exploration to encourage independence, creativity, and problem-solving, while also building skills in reasoning, inquiry, and the use of technology. Standard Level provides a strong mathematical foundation suitable for a range of fields, while Higher Level prepares students for mathematics-intensive university programs, fostering both deep understanding and appreciation of the elegance and global relevance of mathematics.

Assessments include an Internal Assessment (Exploration) and External Assessments, comprising Paper 1 (Short-response and Extended-response Questions), Paper 2 (Short-response and Extended-response Questions)

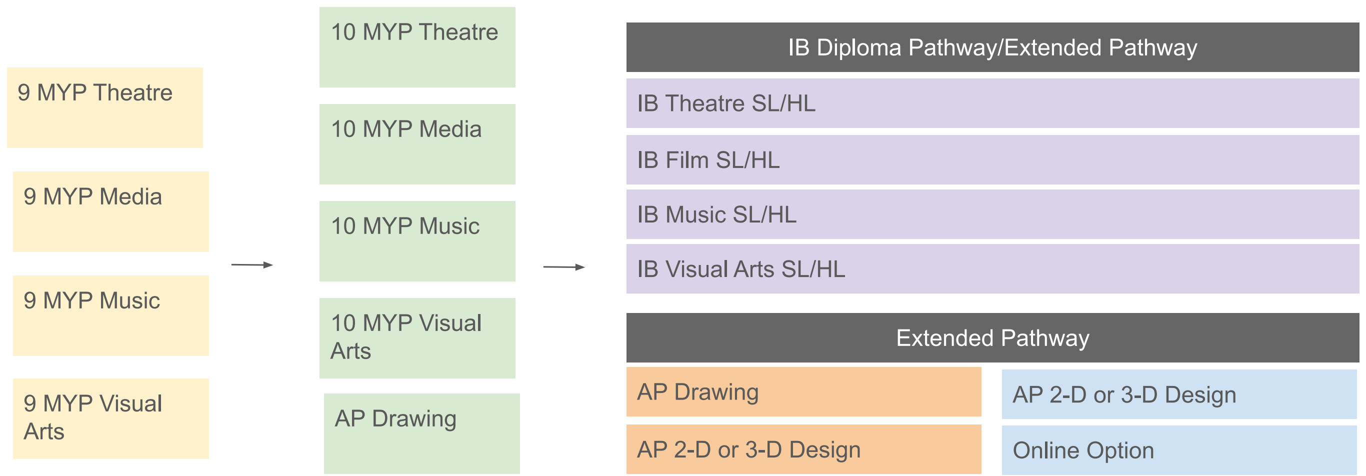
HL has an additional Paper 3 (Extended-response Problem-solving Questions)

VISUAL AND PERFORMING ARTS

IB Visual Arts & Media Arts
In DP and MYP Visual Arts students explore how images, objects, and design express meaning using media like drawing, painting, sculpture, and digital forms, while learning from different cultures. Media and Film Studies focuses on film, photography, animation, and sound, teaching students storytelling, production skills, and ethical media use. Both emphasize experimentation, reflection, and creative problem-solving.

IB Performing Arts
In DP and MYP Theatre and Music courses, students express ideas and emotions through performance, exploring global traditions and experimenting with voice, movement, staging, instruments, and composition. Inquiry encourages collaboration, creativity, and reflection, helping students convey meaning, build confidence, and understand cultural significance.

Advanced Placement art courses let students explore creativity and express ideas through various media, developing technical skills, experimenting with techniques, and building a portfolio that showcases their artistic growth.



Grade 9 Course
Grade 10 Course
Grade 11 & 12 Course
Grade 11 Course
Grade 12 Course

NOTE: For IB DP Pathway it is NOT required to have a Group 6 subject. If students do not do a group 6 subject, they can take another course in the other groups. If students want to take two Arts, then they must choose ESS, which will cover both Group 3 and 4.

Section 3:
Summary of courses per subject area

9 MYP Theatre

Course Code: 9THE
Duration: Year
Prerequisites: None
Credits: 1.0

This course explores how performance communicates ideas, emotions, and cultural perspectives. Students investigate global theatre traditions, styles, and practitioners while experimenting with voice, movement, staging, and design. Through creating, rehearsing, and performing, they learn how theatrical choices shape meaning and impact audiences. Inquiry emphasizes creative risk-taking, collaboration, and problem-solving, helping students build confidence in public speaking, storytelling, and teamwork while reflecting on their growth as theatre-makers. Focus areas include voice and sound, improvisation and commedia, non-naturalism and script work, and monologue performance.

Assessment includes performances, design portfolios, process journals, and written or oral reflections that evaluate both artistic intention and effectiveness.

9 MYP Music

Course Code: 9MUS
Duration: Year
Prerequisites: None
Credits: 1.0

This course develops students' understanding of music as a universal form of expression. Students explore diverse musical traditions and styles while learning to create, perform, and respond to music. They build practical skills in instruments, voice, and digital music technology, alongside experience in composition and ensemble performance. Inquiry encourages experimentation with melody, rhythm, harmony, and texture to communicate meaning and mood, while also reflecting on music's cultural significance in shaping identity and communities.

Assessment includes performances, original compositions, research tasks, and process journals that demonstrate creative exploration and critical reflection.

9 MYP Media

Course Code: 9MED
Duration: Year
Prerequisites: None
Credits: 1.0

This course explores how technology shapes communication and creativity through film, digital media, photography, animation, and sound design. Students develop technical and creative skills in visual storytelling, editing, production, and sound while analyzing how media messages influence audiences and reflect cultural values. Inquiry emphasizes experimentation, planning, and reflection, encouraging students to balance technical precision with artistic expression and to consider ethical and cultural issues in media creation and distribution. Focus areas include cinematography, editing, sound design, and genre studies.

Assessment includes digital projects, screenings, production portfolios, and reflective writing that demonstrate both technical competence and critical engagement with media.

9 MYP Visual Art

Course Code: 9ART
Duration: Year
Prerequisites: None
Credits: 1.0

This course empowers students to explore how images, objects, and design create meaning. Through drawing, painting, sculpture, mixed media, and digital art, they experiment with diverse techniques and cultural traditions while developing their own creative voice. Emphasizing inquiry, reflection, and problem-solving, the course encourages students to take risks, refine ideas, and evaluate how effectively their artistic choices communicate intention. Students also consider the role of visual culture in society and history, fostering intercultural awareness and aesthetic appreciation. Units such as Natural Forms (aesthetics in nature), Conceptual Identity (the influence of identity on artistic expression), and Back to Basics (form and material innovation) highlight the variety of themes explored.

Assessment includes classwork, exhibitions, journals, critiques, and reflections on process and outcomes.

Section 3:
Summary of courses per subject area

10 MYP Theatre

Course Code: 10THE
Duration: Year
Prerequisites: 9THE recommended
Credits: 1.0

This course explores how performance communicates ideas, emotions, and cultural perspectives. Students investigate global theatre traditions, styles, and techniques while experimenting with voice, movement, staging, and design. Inquiry emphasizes creativity, collaboration, and problem-solving, encouraging students to take risks, refine ideas, and communicate artistic intention effectively. Students examine how identity, physicality, social context, and aesthetic choices shape meaning and audience engagement.

Assessment includes performances, design portfolios, process journals, and written or oral reflections that demonstrate both creative growth and critical understanding.

10 MYP Music

Course Code: 10MUS
Duration: Year
Prerequisites: 9MUS recommended
Credits: 1.0

The MYP Music program develops students' understanding of music as a universal form of expression. Students explore diverse musical traditions, styles, and technologies while learning to create, perform, and respond to music. Inquiry emphasizes creativity, perspective, and communication, encouraging students to experiment with melody, rhythm, harmony, and texture to convey meaning and mood. Students also reflect on how music expresses identity, culture, and social context.

Assessment may include performances, original compositions, research tasks, and process journal entries that demonstrate both creative exploration and critical reflection.

10 MYP Media

Course Code: 10MED
Duration: Year
Prerequisites: 9MED recommended
Credits: 1.0

This course explores how media and technology can be used to communicate ideas, tell stories, and express cultural perspectives. Students develop skills in filmmaking, editing, sound design, and digital media, experimenting with creative techniques and aesthetic choices to convey meaning. Inquiry emphasizes creativity, perspective, and collaboration, encouraging students to refine their ideas, work effectively in teams, and communicate their artistic intentions. Students also examine how media reflects society and culture, fostering critical engagement and intercultural understanding.

Assessment includes digital projects, screenings, production portfolios, and reflective writing that demonstrate both technical competence and critical engagement with media.

10 MYP Visual Arts

Course Code: 10ART
Duration: Year
Prerequisites: 9ART recommended
Credits: 1.0

The MYP Visual Arts program enables students to explore the power of images, objects, and design in shaping meaning. They experiment with a wide range of media, techniques, and cultural traditions while developing their own creative voice through drawing, painting, sculpture, mixed media, and digital art. Inquiry emphasizes experimentation, reflection, and problem-solving, encouraging students to generate and refine ideas, take creative risks, and evaluate how effectively their work communicates artistic intention. Students also examine how innovation, perspective, and cultural narratives influence artistic expression, while using the creative cycle to make personal and meaningful connections.

Assessment includes classwork, exhibitions, journals, critiques, and reflections on both artistic process and outcomes.

Section 3: Summary of courses per subject area

AP Drawing

Course Code: APDRA
Duration: Year
Prerequisites: 9ART and teacher consultation, open to Grade 10-12 students
Credits: 1.0

The AP Drawing course challenges students to develop technical skill, conceptual depth, and personal artistic voice through sustained investigation of drawing. Students experiment with a variety of media, techniques, and approaches, exploring line, form, texture, space, and composition. Emphasis is placed on inquiry, reflection, and creative problem-solving, allowing students to develop a cohesive body of work that communicates ideas, emotions, and perspectives.

Students create original artwork focused on mark-making, line, composition, light and shade, and spatial relationships, using any media including drawing, painting, printmaking, or mixed media. The AP Drawing portfolio includes selected works and a sustained investigation, emphasizing experimentation, practice, revision, and synthesis of materials, processes, and ideas.

AP 2-D Design

Course Code: AP2D
Duration: Year
Prerequisites: Teacher recommendation, open to Grade 11 and 12 students
Credits: 1.0

This course challenges students to explore the principles of design, composition, and visual expression across two-dimensional media. Students experiment with materials, techniques, and processes to create original artwork that communicates ideas, emotions, and concepts. Emphasis is placed on inquiry, reflection, and creative problem-solving, allowing students to develop a cohesive body of work that demonstrates technical skill, innovation, and personal artistic voice.

Students create original two-dimensional artwork that demonstrates mastery of design elements and principles, such as line, shape, color, texture, space, and composition. The AP 2-D portfolio includes selected works and a sustained investigation, highlighting experimentation, revision, and synthesis of materials, processes, and ideas. Submissions may use a variety of media including digital, print, photography, and mixed media, while ensuring the student is the principal creator.

AP 3-D Design

Course Code: AP3D
Duration: Year
Prerequisites: Teacher recommendation, open to Grade 11 and 12 students
Credits: 1.0

This course challenges students to explore three-dimensional design, materials, and processes while developing a personal artistic voice. Students create original work in sculpture, ceramics, mixed media, installation, or other three-dimensional forms, experimenting with space, texture, form, and structure. Inquiry emphasizes creative problem-solving, technical skill, and the synthesis of ideas and materials, culminating in a portfolio that demonstrates sustained investigation, innovation, and mastery of 3-D design principles.

Students create original three-dimensional artwork that demonstrates mastery of form, space, texture, structure, and design principles using any media, including sculpture, ceramics, mixed media, or installations. The AP 3-D portfolio includes selected works and a sustained investigation, emphasizing experimentation, practice, revision, and the synthesis of materials, processes, and ideas.

IB Visual Arts SL/HL

Course Code: 11VARTS (Y1), 12VARTS (Y2)
Duration: Two year
Prerequisites: 10ART recommended
Credits: 2.0

The IB Diploma Programme Visual Arts course offers students an engaging and creative journey, encouraging self-directed exploration of materials, techniques, and ideas to produce imaginative, high-quality artwork. Students use visual journals to document research and reflections, connecting their work with diverse contemporary practices from different times, places, and cultures. The course develops analytical thinking, problem-solving, and technical skills, preparing students for higher education or lifelong artistic engagement. Over two years, students complete three major tasks that demonstrate both their creative development and critical understanding of visual arts.

Assessments include an Internal Assessment (Final Exhibition) and External Assessments, comprising the Process Portfolio and Comparative Study.

HL students produce additional pieces for the Final Exhibition

Section 3: Summary of courses per subject area

IB Music SL/HL

Course Code: 11MUS (Y1), 12MUS (Y2)
Duration: Two year
Prerequisites: 10MUS recommended, musical ability on an instrument, vocals, or composition required
Credits: 2.0

The IB Music course offers students a comprehensive and engaging approach to music, balancing the roles of performer, creator, and researcher. Students explore a wide range of musical forms through four key areas—sociocultural expression, listening and performance, dramatic impact, and music technology—across personal, local, and global contexts. Through critical analysis, experimentation, and polished performances, they develop both practical and theoretical skills, preparing them for further study, collaborative projects, or lifelong engagement with music.

For SL, assessments include the Internal Assessment Experimenting with Music and the External Assessments Exploring Music in Context and Presenting Music, while HL adds Contemporary Music-Maker to the Internal Assessment alongside the same external components.

IB Theatre SL/HL

Course Code: 11THE (Y1), 12THE (Y2)
Duration: Two year
Prerequisites: 10THE Recommended
Credits: 2.0

This Theatre course is an exciting, hands-on journey into the world of theatre, where students take on roles as creators, designers, directors, and performers, both on their own and in collaboration with others. They explore theatre from around the world, past and present, combining performance, production, and analysis with research and theory. Students get to create, present, and reflect on their own work while learning from different cultures and traditions. Along the way, they build confidence, creativity, and intercultural understanding, gaining a deeper sense of themselves and the world, while preparing for further study or a lifelong love of the arts

Assessments include the Internal Assessment Production Proposal and External Assessments Research Presentation and Collaborative Project, with HL students also completing a Solo Theatre Piece.

IB Film Studies SL/HL

Course Code: 11FILM (Y1), 12FILM (Y2)
Duration: Two year
Prerequisites: 10MED or Interview with Film Studies Teacher
Credits: 2.0

This Film course is an engaging and hands-on journey into the world of film, combining theory, history, and practical filmmaking. Students watch and analyze films from different cultures and eras while creating their own projects as writers, directors, editors, cinematographers, or sound designers. The course encourages collaboration, creativity, and technical skills, allowing students to experiment with film and multimedia to express their own ideas. Perfect for students who enjoy both thinking about and making films, it prepares them for further study or a lifelong love of cinema.

Assessments include the Internal Assessment Film Portfolio (plus the Collaborative Film Project for HL students) and External Assessments Textual Analysis and Comparative Study.

Section 3:
Summary of courses per subject area

DESIGN TECHNOLOGY

9 MYP Design

Course Code: 9DES
Duration: Year
Prerequisites: None
Credits: 1.0

This course introduces students to design as a way of thinking and problem-solving. Students apply the design cycle to develop solutions that combine creativity, innovation, and function. Units explore communication through technology, sustainable manufacturing, and the creative use of electronic systems. Students gain skills in research, modelling, prototyping, and evaluation while considering the impact of design decisions on individuals and communities.

Assessment is portfolio-based and includes documentation of research, design proposals, prototypes, and evaluations that demonstrate both process and outcomes.

10 MYP Design

Course Code: 10DES
Duration: Year
Prerequisites: 9DES recommended
Credits: 1.0

This course extends design thinking by challenging students to apply creativity and innovation to authentic, complex problems. Units include developing ergonomic products, designing for play, and exploring travel-related challenges. Students refine their ability to collaborate with others, consider stakeholder needs, and balance functionality with sustainability. With growing emphasis on user-centered and systems thinking, students prepare for pathways such as Diploma Design Technology.

Assessment is portfolio-based and evaluates all stages of the design cycle: research, ideation, development, testing, and reflection.

IB Design Technology SL/HL

Course Code: 11DES (Y1), 12DES (Y2)
Duration: Two year
Prerequisites: 10DES recommended
Credits: 2.0

The Design Technology course develops critical thinking, creative problem-solving, and practical design skills through theory and hands-on projects. Students explore the design process, materials, sustainability, and human factors while completing an internal assessment and preparing for external exams. The course emphasizes problem-solving, creativity, hands-on application, and ethical, sustainable design, preparing students for further study and real-world innovation in engineering, design, and related fields.

Assessments include an Internal Assessment (IA), where students complete a personal design project using the design cycle, and External Examinations: Paper 1 (multiple-choice), Paper 2 (short-answer and extended-response).

HL students have an additional Paper 3 (case-study-based questions)

Section 3:
Summary of courses per subject area

PHYSICAL AND HEALTH EDUCATION

9 MYP Physical and Health Education

Course Code: 9PHE
Duration: Year
Prerequisites: None
Credits: 1.0

This course empowers students to value physical activity as a foundation for health and well-being. Students explore how movement, strategy, and collaboration shape performance and promote personal growth. Units focus on communication, change, relationships, development, and conflict management, connecting physical experiences to broader social and cultural contexts. Students practice decision-making, refine motor skills, and strengthen interpersonal abilities through a wide variety of individual and team activities.

Assessment includes demonstrations of skills and strategies, planning and goal setting, written or oral reflections, and evaluations of performance in both personal and collaborative contexts.

10 MYP Physical and Health Education

Course Code: 10PHE
Duration: Year
Prerequisites: 9PHE
Credits: 1.0

Building on Grade 9, this course deepens students' understanding of how physical activity supports balanced lifestyles and lifelong well-being. Students investigate how communication, adaptation, and development enhance team performance, how choices affect safety and risk, and how conflict can be managed in competitive settings. Emphasis is placed on leadership, resilience, and applying strategies to optimize both individual and group outcomes.

Assessment requires students to demonstrate advanced practical skills, apply conceptual understanding to real contexts, create improvement plans, and reflect critically on performance and health-related decisions.

THEORY OF KNOWLEDGE

Course Code: 11TOK (Y1), 12TOK (Y2)
Duration: two years (45 hours/year)
Prerequisites: none
Credits: 0.5 (Y1), 0.5 (Y2)

Theory of Knowledge (TOK) invites students to explore how we know what we know by examining different ways of thinking and areas of knowledge, from the sciences to the arts. Through discussion, reflection, and real-world examples, students learn to question assumptions, connect ideas across subjects, and see knowledge from multiple perspectives. Assessment includes a TOK exhibition and a TOK essay, both of which develop critical thinking and communication skills.

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