



HIGH SCHOOL CURRICULUM HANDBOOK



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The AISV High School Curriculum Handbook is a living document that is updated as needed. The version on the AISV website is considered to be the most current and to be the one in effect. Last updated in October 2023.

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1. AISV'S GUIDING STATEMENTS



VISION

As global citizens, we are prepared to realize our personal potential, pursue our passions, and positively impact our ever-changing and interconnected world.

MISSION



VALUES

EMPATHY



CURIOSITY

OPEN-MINDEDNESS



ACCOUNTABILITY

PERSEVERANCE



2. AISV'S DIVERSITY EQUITY INCLUSION AND JUSTICE MISSION STATEMENT (DEIJ)

At AISV, we believe diversity enriches our learning environment and international community life. We actively promote an inclusive culture that embraces all individuals and groups to connect with each other, feel affirmed and empowered to express their whole, authentic selves. In pursuit of justice, we hold ourselves and one another accountable to turn these beliefs into actions.

By law, AISV is committed to maintaining a school that is free from unlawful discrimination and harassment of any community member based on that person's race, color, ethnicity, nationality, language, religious beliefs, sex, sexual orientation, gender identity or expression, age, disability, marital status, citizenship, socioeconomic status, mental health, genetic information, or any other characteristic protected by law.

3. CURRICULUM BELIEFS

AISV's educational program aims to be holistic, challenging and developmentally appropriate. The curriculum at AISV is designed to be accessible and relevant for all students who are admitted to the School. The Admissions Policy references the School's curriculum program: The School's program is challenging and requires high levels of motivation and commitment from every student. The school reserves the right to refuse admission to any student who may not have demonstrated dispositions to be successful at AISV. The academic program in tandem with co- and extracurricular programs reflects the School's Guiding Statements (GS) and provides a high quality education with an inquiry-based focus, encouraging innovation, promoting international mindedness and cultivating a supportive community. Standards are the backbone of the curriculum. In PK-Grade 10, we use the following standards:

- English Language Arts - Common Core State Standards (CCSS)
- Math - Common Core State Standards (CCSS)
- Science - Next Generation Science Standards (NGSS)
- Social Studies - American Education Reaches Out (AERO)
- Arts (Visual & Music) - National Core Art Standards (NCAS)

- World Languages - Common European Framework of Reference for Languages (CEFR)
- Non-native Lithuanian - American Council on the Teaching of Foreign Languages (ACTFL)
- Physical Health Education - USA's National PE Standards (SHAPE) and National Health Education Standards (NHES)
- Technology - International Society for Technology in Education (ISTE)

These standards, along with a commitment to a "standards-based approach" in assessment and instruction, allow all our students access to the curriculum and help guarantee a progression as students move through the School. Inquiry-based instruction encompasses a range of teaching approaches by stimulating learning with a question or issue and promoting students' active engagement in constructing new knowledge and understandings. Teachers who use these approaches act as facilitators of learning. Students' demonstration of these characteristics are assessed in the end-of-term Approaches to Learning grade.

In Grades 11 and 12, the learning objectives for all courses come from IBDP. Please see the [IB Curriculum Handbook](#) for further information regarding Grades 11-12.

4. HIGH SCHOOL CURRICULUM OVERVIEW: HIGH SCHOOL PROGRAM FOR GRADES 9-10

HIGH SCHOOL PROGRESSION

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Math	Math	Math	Math
English	English	English	English
History	History	Social science	Social science
Sciences	Sciences	Sciences	Sciences
Art	Art	A language	A language
Music	Music	Another subject (an art, a language, a science, a social science)	Another subject (an art, a language, a science, a social science)
PE	PE		
Lithuanian	Lithuanian		
Another Language	Another Language		
Community Life	Community Life	CORE (Extended Essay, Theory of knowledge, CAS)	CORE (Extended Essay, Theory of knowledge, CAS)
Electives	Electives		
	Personal Project		
	IB selection courses	IB DIPLOMA / IB CERTIFICATES	
MAP + PSAT	MAP + PSAT	PSAT + SAT	SAT
HS DIPLOMA			

The high school program at AISV offers a college preparatory curriculum. It is designed to encourage high academic standards and active learning through an inquiry-based and criterion-referenced approach. In the 9th and 10th grades, students are prepared for the rigor of the IB program through a focus on conceptual learning, the development of transferable skills, the completion of projects and explorations, and the inclusion of summative assessments and final examinations. Our program prepares students for further studies, whether they transfer to a high school in the UK, the USA, or other international high schools or universities. The curriculum is suitable for students of all nationalities and abilities. Students with educational needs are supported through in-class differentiation and,

when needed, with help from our English as an Additional Language (EAL) and Inclusive Education (IE) teachers.

In the 9th and 10th grades, students take core subjects (Math, English, Social Studies, Science), as well as Physical Education, Community Life (Health and Wellbeing), Art, Music, and one of the World Languages (Russian, French, Spanish, or German). In 9th grade, students are given support with their organizational and study skills through a dedicated class. In 10th grade, students prepare for the research demands of the IB program in the Global Inquiry Project. In addition, students may choose from a range of electives, including courses such as Business Economics, The History of Rock Music, IB Art Preparation, IB Math Preparation, AISV Media,

Passion Projects, and Programming. In order to prepare students for a rapidly changing world, students gain and enhance their IT skills through innovative, integrated instruction. The Lithuanian mother tongue class addresses the needs of native Lithuanian speakers, and Non-Native Lithuanian students are offered Language and Culture classes to help familiarize them with our host culture and language. In grades 9 and 10, all students are required to do 40 hours of community service each year in order to graduate from AISV.

All high school courses at AISV aim to develop the dispositions and skills that our students will need to be active, successful learners, and international community members. Our curricula ensures that students are internationally-minded and engage with both local and global contexts in their learning. Throughout their high school career students develop not only the IB Learner Profile Traits but also the critical

thinking, communication, social, research, and self-management skills that prepare them to be lifelong learners.

IB DIPLOMA PROGRAM (GRADES 11-12)

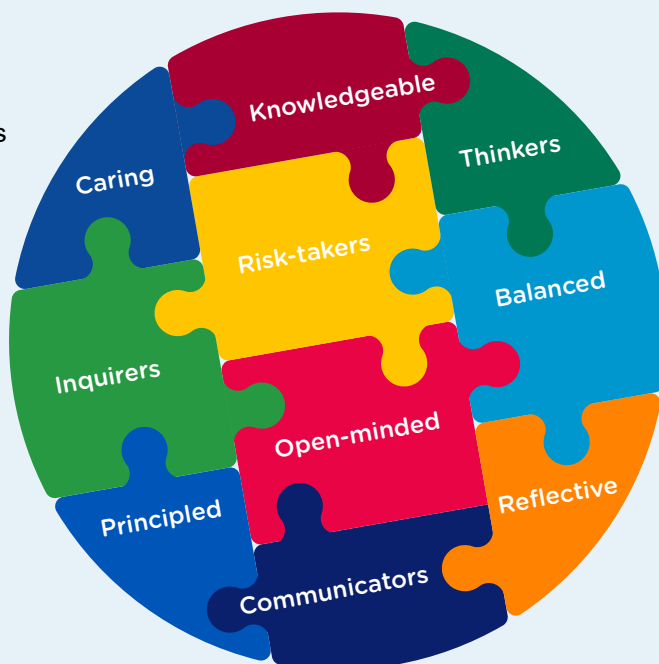
AISV is an authorised IB World School and offers the IB Diploma Program in grades 11 and 12. Please see the IB Curriculum Handbook for further information regarding Grades 11-12. In addition, students may elect not to pursue the IBDP. In this case, students will take IB curriculum courses at the Standard Level and will need to meet all graduation requirements in order to receive an AISV High School Diploma. Students pursuing the AISV High School Diploma are required to do community service and complete a research paper.

5. DISPOSITIONS IN THE HIGH SCHOOL

Students benefit from tangible opportunities to practice characteristics of leadership and exemplify good character through Student Council, National Honors Society, and other clubs and activities.

A. International Baccalaureate Learner Profile

The learner profile is embedded into the core and co-curriculum. Students reflect on the traits as they participate in classwork and grow as learners. The traits are used to instill common expectations, classroom norms, and to set personal goals.



B. Approaches to Learning

The ATLs are deliberate strategies, skills and attitudes identified in the IB program to help students learn how to learn. These are: thinking skills, communication skills, social skills, self-management skills and research skills. Students learn how to present themselves, speak confidently in public, and responsibly manage

their increasingly complex lives. Attention to these approaches throughout the program at AISV helps us to speak the same language and to prepare students for the IB Diploma Program and lifelong learning. These skills are embedded into the curriculum, explicitly taught, and assessed at each reporting period.

See [Approaches to Learning](#)

6. INFORMATION TECHNOLOGY AND BRING YOUR OWN DEVICE (BYOD) POLICY

Technology at AISV is:

- Integrated – Teachers and students collaborate to integrate age-appropriate technology within each subject area and across subjects to enhance the curriculum.
- Individualized – Technology is used as a resource to differentiate instruction to meet the learning needs and interests of each student.
- Inquiry-based – Technology will be used to foster inquiry, including conducting research, gathering information, producing documents, reports and presentations to make learning meaningful and authentic.
- Forward Thinking – Teachers and students are committed to continuous learning, using creativity and adaptability to explore applications of technology in their studies and everyday lives.
- Ethical and Responsible – Students will be aware of how technology affects both local and global environments. In addition, students will learn to be informed and accountable in their use of technology.

Teachers use technology to enhance students' learning. Specialist teachers push-in to classrooms to provide support for teachers and differentiation to students as needed. High School integrates digital citizenship concepts throughout the curriculum. The ISTE standards that are embedded into the curriculum include:

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator³
- Global Collaborator

Students participate in our BYOD program, emphasizing flexibility and responsibility. Integrating the use of technology across the curriculum is one way AISV promotes the value of building an innovative school culture. Our students excel at emerging technologies that are transforming our world. In many cases, readings/texts are provided electronically. Therefore, students are required to bring a fully charged laptop and headphones/earbuds to school each day. Users are expected to abide by and model the accepted Digital Citizenship Agreement.

7. HIGH SCHOOL ASSESSMENT & REPORTING



Assessments are a process that allows us as educators to gather information about student performance in relation to standards/learning objectives. This information is used to give effective feedback to students, inform instruction and track student growth. At AISV, we believe that the primary purpose of assessment is to improve student learning.

Teachers use assessment to:

- Communicate course expectations for student learning.
- Monitor student progress and understanding.
- Provide effective feedback to guide future learning.
- Differentiate tasks, instructional strategies and resources according to students' learning needs.
- Report student progress to students and parents.

Students use assessment to:

- Demonstrate their learning and understanding.
- Understand and reflect on their own progress relative to the standards/learning objectives for the course.
- Set learning goals.
- Celebrate their growth.

Parents use assessment to:

- Understand their student's progress relative to the learning standards/learning objectives.
- Understand feedback to support their student's learning goals.

Guidelines for High School Assessment Practices:

1. Reported grades, given at the end of each trimester, are reflective of the most consistent and current achievement demonstrated by the student and are determined by the teacher's professional judgment.
2. Assessments are graded on a 1-7 scale using an assessment rubric with clearly stated achievement criteria. In cases in which percentage or other scales are used, the percentage that corresponds to each grade scale is to be determined by the IB Subject Report from the previous academic year.
3. In preparation for IB exams, students in Grades 9-11 will sit formal, end-of-year exams for classes.
4. In any case where a student is not meeting the expected standards in a course, parents will be notified at least four weeks before the end of the reporting period.

5. Assessments should be in line with the final reporting: Formative assessments evaluate learning progress during the instructional process; therefore, teachers will provide qualitative feedback in the form of comments, descriptions or numerical grades while summative assessments evaluate learning achievement.

External Assessments:

- MAP testing for grades 9-10 twice a year in the fall and spring; Science, Math, Language Usage, and Reading; students use this to set goals for personal growth in the various subjects
- PSAT for grade 9, 10, and 11

Incomplete Assessment

Formative Assessment: If a student fails to submit a formative assignment by the deadline, they are assigned after school supervision and given 24 hours to submit the work. If they fail to submit the assignment they will not receive feedback or a grade on the assignment.

Summative Assessment: If a student fails to submit a summative assignment by the deadline, they are assigned after school supervision and given 24 hours to submit the work. If they fail to submit the assignment they will receive an “NG” (No Grade) which will prevent them from receiving credit for the course this trimester. This means that students will have to complete recovery work over the winter break for trimester 2, or the summer break for trimester 3 in order to receive credit for the course.

- In the case that a student is absent for a summative assessment, the student will have the same number of days missed to reschedule and make up the assessment. If a student has not produced sufficient evidence of learning due to absences at the end of the marking period, a teacher may assign an Incomplete in lieu of a grade.
- For Grade 11-12 students who expect to graduate, loss of credit in a course may result in a failure to meet AISV/IB Diploma requirements. Students who receive an NG will also have their IB Candidacy reviewed.
- Teachers must communicate all summative assessment criteria when the assignment is presented to students.
- In no case should a student be assigned a grade for any assignment that has not been completed.
- In addition, any student receiving tuition reduction may no longer be eligible for the program.

A. HIGH SCHOOL REPORTING

High school uses a trimester reporting schedule, which fits our curricular and academic calendar.

Each trimester is approximately 12 weeks. A report of each child's academic progress is given throughout the year through two scheduled conferences, and three standards-based, strengths-infused reports with written comments. Additional conferences may be arranged by parent or teacher request.

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Parent-Teacher-Student Progress Conference	Parent-Teacher Conferences (Optional)	Parent-Teacher-Student conferences as needed
Report cards issued	Report cards issued	Report cards issued

8. PROGRAM OF STUDIES

Graduation Requirements

- A US High School Diploma is awarded to a student when he/she has completed and passed a number of courses required.
- It is not based on a final exam but rather the completion and passing of courses over the 4 years.
- AISV students can earn a US High School Diploma without the IB Diploma.
- The IB Diploma is a separate/additional qualification.

STARTING IN GRADE 9, ALL GRADES COUNT

AISV HONORS DIPLOMA - 28 CREDITS

English - 4 one-year credits (including 2 IB credits)
Math - 4 one-year credits (including 2 IB credits)
Science - 4 one-year credits (including 2 IB credits)
History/Social Science - 4 one-year credits (including 2 IB credits)
Foreign Language - 4 one-year credits (including 2 IB credits)
Health/P.E. - 2 one-year credits (P.E. 1.5, Health 0.5)
Electives - 2 one-year credits or 4 semester credits (including 2 IB credits)
The Arts - 2 one-year credits
CORE (CAS, TOK, EE) - 2 one-year credits and completion of EE, TOK and CAS requirements
Community Service - Completed for 2 years

Graduation Requirements

- If a student fails a class, he/she could have the opportunity to receive credit by taking additional courses online or completing more work, at the teacher's discretion.
- A US High School Diploma for students who have missed/failed a course.

The US High School Diploma is recognized by most universities, though some might require additional qualifications. The IB Diploma usually satisfy most universities entry requirements.

AISV DIPLOMA - 25 CREDITS

English - 4 one-year credits
Math - 3 one-year credits
Science - 3 one-year credits
History/Social Science - 3 one-year credits
Foreign Language - 3 one-year credits
Health/P.E. - 2 one-year credits (P.E. 1.5, Health 0.5)
Electives - 4 one-year credits
The Arts - 2 one-year credits
CORE - 1 one-year credits for completion of EE
Community Service - Completed for 4 years

Grade 9 Curriculum

Grade 10 Curriculum

GRADE 9 CURRICULUM

English Language Arts

Course Description:

Grade 9 English Arts is designed to transition students from middle school reading and language arts to the more rigorous expectations of a high school English classroom, in preparation for the IB Diploma Program.

Through a thematic approach, students will read/view works of different genres with an emphasis on comprehension, literary and rhetorical elements, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.

Standards

Areas of focus come from the five learning strands of the Common Core standards:

- Reading: Literature
- Reading: Informational Text
- Writing
- Listening and Speaking
- Language

Units:

Identity, Diversity and Social Issues

To Kill a Mockingbird and other selected novels and short readings

Making a Difference: Biographies

Born a Crime and selected biographies

Repression, Resistance and Power: Graphic Novels

Maus and other selected graphic novels

Journeys Through Films

The Fault in our Stars and selected novels adapted into films

Skills:

Students will:

- read, understand, analyse and respond to a variety of texts and media.
- conduct research and evaluate sources.
- write for different purposes and audiences.
- present in formal speaking situations, listen critically, and respond appropriately.
- understand how language functions in different contexts and make effective choices when writing and speaking.
- work collaboratively and constructively using the readers and writers workshop model.

Math

Course Description:

Grade 9 Math includes study of functions with an emphasis on graphing, model and problem solving. In addition, students are expected to engage in real-life activities choosing the appropriate concepts and skills. The use of graphing display calculators (GDC) is integrated into the daily activities of the course and every student is expected to have access to one.

The following units are a part of the course:

Units:

1. Prior knowledge: Equations, Inequalities, Absolute Value, Linear equations, Functions and Graphs
2. Linear Systems
3. Quadratic Equations and Functions
4. Polynomials and Polynomial Functions
5. Radical Functions
6. Rational Functions
7. Exponential and Logarithmic Functions
8. Sequences and Series
9. Trigonometry and Circular Functions

Skills:

1. Solve linear (and quadratic) equations and linear inequalities by hand and using GDC (graphing display calculator)
2. Graph by hand and using GDC, and analyze linear (and quadratic) functions
3. Solve 2D and 3D shapes
4. Work with similar shapes, and write and solve proportions
5. Solve or prove congruent shapes

Resources

- Algebra 2 Common Core by Charles, Hall, Bellman, ect.
- Graphing display calculator (GDC): TI-84 plus

Science

Course Description:

The goal of Grade 9 Science is to develop scientifically literate individuals who understand and appreciate the interrelationships of science, technology, and society. Based on the Next Generation Science Standards (NGSS), science courses at AISV blend core ideas with science and engineering practices and cross-cutting concepts to support students in developing usable knowledge that can be applied across the science disciplines. Grade 9 Science is integrated and includes content and skills from Biology, Chemistry and Physics.

Units:

1. The Atomic structure and the periodic table
2. Cellular structure
3. General physics

Skills:

Based on the Next Generation Science Standards that apply to this course, Students will be able to:

1. Demonstrate knowledge and understanding of
 - a. facts, concepts and terminology
 - b. methodologies and techniques
 - c. communicating scientific information
2. Apply
 - a. facts, concepts and terminology
 - b. methodologies and techniques
 - c. communicating scientific information
3. Formulate, analyse and evaluate
 - a. hypotheses, research questions and predictions
 - b. methodologies and techniques
 - c. primary and secondary data
 - d. scientific explanations

Social Studies

Course Description:

The Grade 9 social studies course is an overview of historical events ranging from The Renaissance to the Age of Nationalism and Transition. Students will gain content knowledge, as well as experience historical events through the eyes of others by reading primary and secondary sources, and tasking part in interactive tasks, such as performance and debate. I hope to guide student learning through differentiated curriculum, actively participating audiences, and engaging activities throughout the trimester. The topics and skills developed throughout the course will be primarily driven by the AISV adopted standards. These standards were selected from the AERO standards for Social Studies Education. In addition to the class textbooks, students will also be given a series of articles, periodicals, short stories, primary and secondary sources as well as other texts to read and analyze. Students will be expected to grow in content knowledge and skills related to studying social studies like source analysis, citation exercises, research skills, and more.

Units:

In History, we will be focus on a multitude of topics. We will focus on many different areas of study all under these 5 Major Units:

1. Renaissance and Reformation
2. Age of Discovery and European Monarchies
3. The Scientific Revolution and The Enlightenment
4. The Age of Revolution: The American, French, and Haitian Revolutions
5. Age of Nationalism and Transition

Skills:

Students will demonstrate:

- conceptual awareness, insight, and knowledge and understanding
- fully developed arguments, structured in a logical and coherent manner and illustrated with appropriate examples
- precise use of subject-specific terminology
- familiarity with the literature of the subject
- the ability to analyze and evaluate evidence and to synthesize knowledge and concepts
- awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions
- consistent evidence of critical reflective thinking; proficiency in analyzing and evaluating data or problem solving

Visual Arts

Course Description:

The Visual Arts curriculum is based on the National Core Arts Standards. According to NCAS students should gain skills in four areas: creating, performing/presenting/producing, responding, connecting. The students will explore and use design principles to create images and express their ideas.

Units:

1. What is Modern Art? Researching and a personal creative project.
2. 20th Century Art. Gaining insight into artists, history, skills and techniques of the time.
3. Art Photography. Gaining background knowledge in art photography, personal project.
4. Shapes and Colours explorations

Skills:

1. Each unit will involve developing skills in creative thinking as well as various techniques such as drawing, painting, prototyping.
2. Students develop their skills regarding the elements and principles of design including value, shape, movement, and line.

Music

Course Description:

The music curriculum is derived from National Core Arts Standards. It consists of four strands - creating, performing, responding and connecting.

In Grade 9 students have music class once a week for 90 minutes. Classes include dance and drama activities in order to help the students to build their self-confidence and to develop self-expression. Students will study Romanticism in music comparing Romantic composers to modern music styles and performers. French revolution, national movements in 18-19 centuries in Europe, their influence towards cultural and musical life are the main topics we will focus on throughout the school year.

Units:

Each unit will involve listening to the music samples, connecting the musical ideas with our everyday life and developing music appreciation; analysis of the elements of music within cultural and historical context; composition and improvisation tasks; performance of music pieces and personal compositions.

Skills:

Despite the musical skills students already have they will need to show personal growth. The marks will reflect their achievement according to the benchmarks of the units and a rubric for each assessment.

Physical Education

Course Description:

The purpose of this course is to motivate, instill confidence and encourage students to develop physical competence through a variety of learning engagements. Students will also develop knowledge and understanding of the benefits of exercise on our social, emotional and physical well being.

Designed on a skills-based approach, our curriculum aims to deliver clear, accurate, and developmentally appropriate learning, to engage students' ability to make healthy lifestyle choices now and in the future. A particular accent will be put on Health lessons this year. At AISV, PHE follows the American SHAPE curricula while using International Baccalaureate MYP Program guidelines.

Units:

- Fitness Program
- Rock Climbing
- Football reinforcement
- Double Dutch
- Ultimate Frisbee
- Sports Education model with basketball
- Net & wall: Volleyball
- First Aid & CPR

Skills:

- Through the study of Physical Education, we aim to develop student's ability to think logically, critically and creatively in response to a range of Health and Physical Education issues, ideas and challenges across a wide diversity of activities.

Languages (Russian, Spanish, German, French)

Course Description:

In teaching World languages we follow the Common European Framework of Reference for Languages Common European Framework of Reference for Languages. In this course, the students will increase their communicative competencies in the four basic language skills of speaking, listening, reading, and writing.

Students will enrich their vocabulary and grammar knowledge and they will continue to get to know cultural aspects of each country.

Units:

Topics can include:

- Time and days
- My Family
- School (School subjects and school supplies)
- Character traits
- Weather forecast
- Daily routine

Skills:

Level A1:

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Level A2:

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate Basic need.

Level B1:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Can produce simple connected text on topics which are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Lithuanian

Course Description:

The aims of the Lithuanian language and literature are to encourage and enable students to improve in their knowledge of grammar and literature while developing their reading, writing, listening, and speaking skills.

Skills:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction;
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts;
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts;
- engage with text from different historical periods and a variety of cultures;
- explore and analyze aspects of personal, host and other cultures through literary and non-literary texts;
- explore language through a variety of media;
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Units:

- Language as a Social and Cultural Phenomenon
- Grammar Skills
- Phonetics and Accentuation
- Morphology and Spelling
- Syntax and Punctuation
- Human and Homeland
- Creation in Human Life
- Dialogue with Tradition: Myths, Folklore, Literature
- Reading: Self-Knowledge and Knowledge of the World

Non-Native Lithuanian

Course Description:

The Lithuanian language program is to help students learn the language that is relevant to their lives in Lithuania. Students will study the language that will be helpful to express themselves in a variety of situations. This program includes the most essential language elements to survive in a new culture. Moreover, students will learn about the history, geography, traditions and customs, national holidays in Lithuania as well as compare the language and cultural aspects with their own language and culture.

Units:

- Personal Identification: Family, Hobbies
- Calendar and Weather, Numbers
- Transportation: Ordering a taxi
- Town: Places and Directions, Shops, Beauty Salon, Pharmacy
- Food: Restaurant and Shopping, National Foods
- Communications: Telephone
- Emergencies
- Daily Activities and Leisure Time. Sports.
- Social Language with Lithuanian Friends
- Clothing: Shopping
- Body and Health

Skills:

- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts;
- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction;

GRADE 10 CURRICULUM

English Language Arts

Course Description:

English in Grade 10 is designed to prepare students for the rigors of the IB curriculum, so students will be studying and analyzing a variety of fictional and non-fiction texts from various time periods. Students will hone their abilities to appreciate the historical context of literature and recognize the nuances of a writer's craft, becoming increasingly aware and sensitive to the tone and underlying meaning of a written work.

Students are expected to be active participants in this course by contributing to class discussions, asking questions, and questioning their own assumptions and beliefs. Most of the writing for this course will be analytical and argumentative in nature, with a special focus on timed, literary pieces. Students are expected to have sound foundations in essay organization and the mechanics of writing prior to entering this course.

Units:

We will study a variety of texts. Here is an overview:

Unit 1: Science Fiction as a Socio-cultural Critique: novels, short stories and film

Unit 2: Drama and performance: Classical and modern plays

Unit 3: Voice, Advocacy and Activism: Poetry and Speeches/with interdisciplinary connections to History and Music

Unit 4: World Literature: Novel study intensive preparation for IB DP Language and Literature

Skills:

Students will:

- read, understand, analyse and respond to a variety of texts and media.
- conduct research and evaluate sources.
- write for different purposes and audiences.
- present in formal speaking situations, listen critically, and respond appropriately.
- understand how language functions in different contexts and make effective choices when writing and speaking.
- work collaboratively and constructively using the readers and writers workshop model.

Math

Students entering the Algebra II course need to have mastered the Algebra I course or an equivalent. It includes study of functions with an emphasis on graphing, model and problem solving. In addition, students are expected to engage in real-life activities choosing the appropriate concepts and skills. The use of graphing display calculators (GDC) is integrated into the daily activities of the course and every student is expected to have access to one.

Units:

1. Equations, Inequalities, Absolute Value
2. Linear equations, Functions and Graphs
3. Linear Systems
4. Quadratic Equations and Functions
5. Polynomials and Polynomial Functions
6. Radical Functions
7. Rational Functions
8. Exponential and Logarithmic Functions
9. Sequences and Series
10. Trigonometry and Circular Functions

Skills:

- Solve various equations and inequalities by hand and using GDC (graphing display calculator)
- Graph by hand and using GDC, and analyze various relations and functions
- Transform functions
- Model data using by hand and using GDC
- Solve triangles with trigonometry

Resources

- Algebra 2 Common Core by Charles, Hall, Bellman, ect.
- Graphing display calculator (GDC): TI-84 plus

Science

Course Description:

This course is a second year science course that seeks to give students a better understanding of the world around them through the basic science of chemistry/biology/physics through a combination of readings, lectures, labs, and activities. The rigour of this class will allow for a deeper exploration of all of the concepts involved in a first year course.

Units:

1. Quantitative chemistry
2. Introduction to biochemistry
3. Thermal physics

Skills:

1. Demonstrate knowledge and understanding of
 - a. facts, concepts and terminology
 - b. methodologies and techniques
 - c. communicating scientific information
2. Apply
 - d. facts, concepts and terminology
 - e. methodologies and techniques
 - f. communicating scientific information
3. Formulate, analyse and evaluate
 - g. hypotheses, research questions and predictions
 - h. methodologies and techniques
 - i. primary and secondary data
 - j. scientific explanations

Social Studies

Course Description:

This year's 10th grade Social Studies class is entitled "World History 2: Industrial Revolution to WW II." We will continue your learning of world history in the 10th grade focusing on Industrialization, Nationalism in Europe, Imperialism in Africa & Asia, Rise of United States and Japan in international affairs, World War I, the Middle East along with the creation of the Republic of Turkey & Israel, Communist China and finally World War II. We will examine the major accomplishments and downfalls of various countries, empires and political organizations. The course will end where IB History picks up- Post World War II in Europe, Africa, Asia and the United States.

In addition to historical content, we will be learning and enhancing our critical thinking skills throughout the school year. We will examine primary and secondary sources to see what really happened in history and what people in the past were actually thinking. Also, we will make connections between the history we learn in class and relevant current events.

Units:

1. Industrial Revolution/ Industrialization
2. Nationalism
3. Imperialism/European, Japanese, & American Imperialism
4. WW I and Interwar Period
5. WW II

Skills:

Students will demonstrate:

- conceptual awareness, insight, and knowledge and understanding
- fully developed arguments, structured in a logical and coherent manner and illustrated with appropriate examples
- precise use of subject-specific terminology
- familiarity with the literature of the subject
- the ability to analyse and evaluate evidence and to synthesise knowledge and concepts
- awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions
- consistent evidence of critical reflective thinking; proficiency in analysing and evaluating data or problem solving

Visual Arts

Course Description:

The standards for grade 10 emphasize the exploration of understanding What is Modern Art? Using the elements of art and the principles of design as a framework, students investigate a variety of experiences and concepts. Students explore various two-dimensional and three-dimensional art media using a variety of expressive and technical approaches. Students are brought to understand the factors that distinguish artistic styles that clarify the role of art in the Modern World. Through critical examination, students will determine how artists convey meaning through the use of forms, media, and symbols. Students will test and develop their own ideas regarding the nature of art and will encounter philosophical and ethical questions. Upon the successful completion of the visual arts standards for grade 10, students will possess the skills that will allow them to evaluate the effects of various influences on the discipline of the visual arts.

Skills:

- Each unit will involve developing skills in creative thinking as well as various techniques such as drawing, painting, prototyping.
- Students develop their skills regarding the elements and principles of design including value, shape, movement, and line

Units:

1. Principles of Design.
2. Art between 1914-1918. Dreams and Conflicts.
3. New directions 1918-2000.
4. Me, Myself and I.

Music

Course Description:

The music curriculum is derived from National Core Arts Standards. It consists of four strands - creating, performing, responding and connecting. Each unit will involve listening to the music samples, connecting the musical ideas with our everyday life and developing music appreciation; analysis of the elements of music within cultural and historical context; composition and improvisation tasks; performance of music pieces or personal compositions. Classes include dance and drama activities in order to help the students to build their self-confidence and to develop self-expression.

Units:

1. Musical genres and their connection to art, literature and other forms of visual and non-visual arts.
2. Symphony, cantata, oratorio, opera, and ballet
3. "Sounds behind the picture"

Skills:

- Despite the musical skills students already have they will need to show personal growth. The marks will reflect their achievement according to the benchmarks of the units and a rubric for each assessment.

Physical Education

Course Description:

Through the study of Physical Education, we aim to develop student's ability to think logically, critically and creatively in response to a range of Health and Physical Education issues, ideas and challenges across a wide diversity of activities. The purpose of this course is to motivate, instill confidence and encourage students to develop physical competence through a variety of learning engagements. Students will also develop knowledge and understanding of the benefits of exercise on our social, emotional and physical well being.

Designed on a skills-based approach, our curriculum aims to deliver clear, accurate, and developmentally appropriate learning, to develop students' ability to make healthy lifestyle choices now and in the future. A particular accent will be put on Health lessons this year. At AISV, PHE follows the American SHAPE curricula while using International Baccalaureate MYP Program guidelines.

Units:

- Fitness Program
- Rock Climbing
- Basketball reinforcement
- International sports - pickelball
- Dance choreography
- Sports Education model - Handball
- Sports Management introduction
- Careers in Sports

Skills:

- Through the study of Physical Education, we aim to develop student's ability to think logically, critically and creatively in response to a range of Health and Physical Education issues, ideas and challenges across a wide diversity of activities.

Languages (Russian, Spanish, German, French)

Course Description:

In teaching World languages we follow the Common European Framework of Reference for Languages Common European Framework of Reference for Languages. In this course, the students will increase their communicative competencies in the four basic language skills of speaking, listening, reading, and writing.

Students will enrich their vocabulary and grammar knowledge and they will continue to get to know cultural aspects of each country.

Units:

Topics can include:

- Living
- Transport and Technology
- Childhood
- Travelling
- Character traits
- Weather forecast
- Daily routine

Skills:

Level A1:

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Level A2:

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate Basic need.

Level B1:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Can produce simple connected text on topics which are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Lithuanian

Course Description:

The aims of the Lithuanian language and literature are to encourage and enable students to improve in their knowledge of grammar and literature while developing their reading, writing, listening, and speaking skills. Students will use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction. Through a variety of activities, they will engage with text from different historical periods and a variety of cultures, explore language through a variety of media, and apply linguistic and literary concepts and skills in a variety of authentic contexts.

Skills:

- Speaking and listening
- Phonetics and accentuation
- Morphology and spelling
- Syntax and punctuation
- Reading and understanding
- Analysis, comparison, interpretation of literary works and contexts
- Essay writing.

Units:

- Language as a Social and Cultural Phenomenon
- Grammar Skills
- Phonetics and Accentuation
- Morphology and Spelling
- Syntax and Punctuation
- Human and Homeland
- Creation in Human Life
- Dialogue with Tradition: Myths, Folklore, Literature
- Reading: Self-Knowledge and Knowledge of the World

Non-Native Lithuanian

Course Description:

The Lithuanian language program is to help students learn the language that is relevant to their lives in Lithuania. Students will study the language that will be helpful to express themselves in a variety of situations. This program includes the most essential language elements to survive in a new culture. Moreover, students will learn about the history, geography, traditions and customs, national holidays in Lithuania as well as compare the language and cultural aspects with their own language and culture.

Units:

- Personal Identification: Family, Hobbies
- Calendar and Weather, Numbers
- Transportation: Ordering a taxi
- Town: Places and Directions, Shops, Beauty Salon, Pharmacy
- Food: Restaurant and Shopping, National Foods
- Communications: Telephone
- Emergencies
- Daily Activities and Leisure Time. Sports.
- Social Language with Lithuanian Friends
- Clothing: Shopping
- Body and Health

Skills:

- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts;
- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction.

Co-curricular Aspects

The HS offers a variety of opportunities for students to develop their leadership skills, pursue their interests, and use their voice to advocate. Students are invited to join the AISV chapter of the National Junior Honor Society (Grades 6-9) or The National Honor Society (Grades 10-12) based on academic performance and character excellence. All students are encouraged to join the HS Student Council to represent their grade level and have an opportunity to run for a leadership position.

9. STUDENT SUPPORT SERVICES

A. Academic

AISV's teachers are dedicated to fostering the intellectual and emotional/social growth of each student. To promote active learning, we work to develop students' understanding of how they learn and how they are progressing. We use differentiated instruction to provide all students access to the curriculum and to meet the needs of a range of learners. Our Inclusive Education program is intended to provide support to students and teachers who need additional strategies and resources to maximize their success.

B. Language

English is the language of instruction at AISV. All teachers and specialists are involved in the development of all students' interpersonal and academic proficiency in the English language.

The EAL program - Staff collaborate with teachers and assist in providing differentiated instruction and materials for English language learners. We use various methods of co-teaching, small group instruction, and individualized instruction as needed to strengthen the learning of the students inside their content classrooms. The EAL department seeks to serve the needs of students at all levels of English language proficiency through a combination of immersion and pull-out instruction, so that each student shows evidence of language growth. In the Upper School, the EAL teacher uses immersion and coaching models to support all students' learning. Students in grades 1-12 for whom English is

not their first language are tested using the WIDA (World-Class Instructional Design and Assessment) Screener. These test scores provide an English level from 1-6 in the four language domains of Speaking, Listening, Reading, and Writing.

The EAP program- In these pull-out classes, WIDA Tier 1 English Language Learners (ELL) develop concepts, vocabulary, and structures

which allow them to receive (listen and read) and express (speak and write) English language. Students learn both life and school English, which enables them to interact socially with friends and to be successful in their classes.

C. Social-Emotional

AISV Community Life is a developmentally appropriate program that:

- Takes place during a regularly scheduled period of time when teachers meet with groups of students for the purpose of advising them on academic, social, or future-planning issues.
- Follows a developed curriculum and clear set of routines.
- Ensures that at least one adult in the school is getting to know each student well, making sure their learning needs are being met, and encouraging them to make good academic choices and plan for their future.

D. Career and University Guidance

Starting in grade 9, students will have classes dedicated to plan their future. Students and their families will receive group and individual counseling and address the following topics:

- High School Planning
- Career exploration
- Higher education exploration
- University applications preparation

Why does AISV include social/emotional learning in its program? Studies show that students who have access to social/emotional learning demonstrate:

- Better academic performance: achievement scores an average of 11 percentile points higher than students who did not receive instruction relating to social/emotional issues.
- Improved attitudes and behaviors: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior.

- Fewer negative behaviors: decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals.
- Reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal.

References

<http://www.casel.org/social-and-emotional-learning/outcomes/>

<https://www.edglossary.org/advisory/>

Along with the AISV Community Life program, the following structures and events support the social and emotional well-being of all students:

- Adult Advisor (from the homeroom/advisory program) – creates a school-family partnership to address the academic, social, emotional

developmental needs for each middle school student.

- Guidance/counseling Services – are offered to all students and at time; may recommend mediation, peer re-mediation and small-group conferences.
- Year-long goal setting – allow for students to self-assess and create academic and social/emotional goals.
- Student-led conferences – are a valuable experience in which students take ownership of their learning. They provide an opportunity for students to reflect on their progress towards their year-long goals and share their learning with their parents. (Grades 9-10)
- End of Year Transition programs – help build a sense of community for upcoming middle schoolers and high schoolers and helps them feel more comfortable with the transition process in the upcoming school year. (Grades 5-6/8-9)