

The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization



AMERICAN INTERNATIONAL
**SCHOOL OF
ZAGREB**

Program of Studies

Voćarska 106 · 10000 Zagreb, CROATIA · Phone: (385 1) 46 80 133 · Fax: (385 1) 46 80 171
aisz@aisz.hr · www.aisz.hr

AISZ · 5080 Zagreb Place · Washington, DC 20521-5080



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

EARLY CHILDHOOD EDUCATION **4**

JUNIOR KINDERGARTEN 5

ELEMENTARY SCHOOL **6**

SENIOR KINDERGARTEN	7
GRADE 1	11
GRADE 2	14
GRADE 3	18
GRADE 4	22
GRADE 5	25
WORLD LANGUAGES	29
English Language Learners	29
French	29
German	30
Croatian Culture	30
Native Croatian	30

MIDDLE SCHOOL **31**

GRADE 6	32
GRADE 7	34
GRADE 8	36
WORLD LANGUAGES	38
English Language Learners	38
French	39
German	39
Croatian Introduction	39
Native Croatian	40
ELECTIVES	41



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

HIGH SCHOOL

44

College Preparatory Program	45
The International Baccalaureate Diploma Program	46
GRADE 9	48
GRADE 10	50
ELECTIVES – GRADES 9 & 10	52
GRADES 11 & 12	54



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Early Childhood Education

The AISZ Early Childhood Education program empowers students to see themselves as valuable, capable, independent, respectful and responsible citizens who approach learning with enthusiasm and curiosity.

All children will experience success in an English language setting within a nurturing, safe, culturally diverse environment; through a developmentally appropriate play-based program; and by integrating each child's social, emotional, physical and academic growth.

The Junior Kindergarten Program includes children who are three and four years old when school begins in September.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Junior Kindergarten

The educational program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.

Multiple instructional approaches are used to optimize children's opportunities for learning. These approaches include strategies that range from structured to unstructured, and adult-directed to child-directed. Children bring different backgrounds, interests, experiences, learning styles, needs, and capacities to learning environments. Consideration of these differences when selecting and implementing instructional approaches helps all children to succeed.

The Junior Kindergarten curriculum focuses on the process of learning through discovery and inquiry. Interactions and activities are designed to develop children's self-esteem and positive feelings within a caring environment. Teachers who create this environment and the parents, who support it, share a vital partnership in helping children see learning as a life-long adventure.

The Junior Kindergarten program is designed to help develop each child's potential to operate successfully in the school and community setting. All children will experience success and develop as unique, active learners by participating in developmentally appropriate activities designed to enhance their social, emotional, physical and intellectual growth. The program promotes readiness for more formal instruction, as appropriate, and assists each child in making a positive adjustment towards school.

Kindergarten students participate in activities that involve singing, playing instruments, listening, creating and reading simple music. The children are introduced to understanding basic concepts of music (high/low, soft/loud, fast/slow). Over the course of the year, children will learn seasonal songs and be involved in public performances.

Kindergarten art program introduces children to art materials and processes. Basic art, craft and design activities are undertaken which develop students' manipulative skills, imagination and perception.

Students in kindergarten visit the AISZ library. The main focus is to establish the familiarity and enjoyment in the library and develop a love for reading. They begin to understand the basic role of the librarian as well as selecting a book for them to enjoy reading. Students also develop an understanding that the library has materials to borrow and use and follow the borrowing and returning procedures in the library, as well as book care.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Elementary School

Students SK – 5 classes have a core classroom program comprising the study of language arts, mathematics, social studies and science. Classroom instruction is characterized by a thematic approach allowing for a natural integration across subject areas.

Multidisciplinary methodology and small group work are regular features of elementary school culture. Reading and writing are emphasized across the curriculum. Specialist teachers teach world languages (French and German), Croatian mother tongue and Croatian culture; art, music, information technology, library, and physical education.

Each child has the opportunity to participate and perform in an *on stage* experience. In addition to class and individual performance opportunities, elementary students perform in one major elementary performance each year.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Senior Kindergarten

The Senior Kindergarten curriculum aims to balance the development of academic skills with social and personal growth in a warm, friendly, supportive environment. We begin from where the learner is, building on existing knowledge and guiding the development of skills through meaningful and developmentally appropriate practices.

English Language Arts

The language arts components include reading, writing, listening and speaking skills, all of which build upon the individual child's prior experiences. We believe that each child's language development is individual and unique and that each child progresses at his/her own rate. Language is integrated across the curriculum, throughout the day.

Reading

Reading in SK consists of several elements. During *Interactive Read Aloud* the teacher reads aloud to the whole class, while inviting comments or questions. We use a variety of genres and create a community of readers through enjoyment and shared knowledge. In *Shared Reading* we involve children in reading together. Shared reading explicitly demonstrates early strategies, such as word-by-word matching. It builds sense of story and ability to predict, provides social support from the group and an opportunity to participate as a reader. During *Guided Reading*, small groups of children who have similar reading processes read together with the teacher. The children are grouped and regrouped in a dynamic process that involves ongoing observation and assessment. Guided reading provides opportunities for children to problem-solve while reading for meaning, challenges the readers and creates context for successful processing on novel texts. During *Independent Reading* children read on their own or with a partner from a wide range of materials. The children are taught how to choose books they can read with understanding and fluency without teacher support. Independent reading challenges the children to work on their own and use strategies on a variety of texts. It promotes fluency through rereading and builds confidence through sustained successful reading.

Writing

Children use a combination of drawing and writing to compose:

- *informative texts* in which they name what they are writing about and supply some information on the topic,
- *narrative texts* in which they tell about the events in the order that they happened and provide a reaction to what happened, and
- *opinion pieces* in which they state and argue an opinion or preference about a topic.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Spelling/Vocabulary

Children learn about how letters and words work through a variety of activities. They develop phonological awareness and have an opportunity to manipulate letters and make words, as well as link sounds with letters and letter clusters. Children use what they know about words to solve new words.

Social Studies

In Social Studies, SK students learn about themselves and their world. They learn to describe who they are and what makes their families special. They learn how to get along with others, make friends, solve problems with others, as well as be good helpers at school. Children explore their neighborhoods and learn about the city and country they live in. They also learn about how people live in other countries and ways in which they can take care of the world.

Math

The SK math program emphasizes a realistic approach to problem solving in everyday situations, as well as frequent and distributed practice of basic skills through ongoing routines and mathematical games. We revisit and build upon topics regularly to ensure full concept development and long-term retention of learning. Children practice counting, estimating, representing and comparing numbers, as well as reading and writing numbers. They explore the addition and subtraction. They collect and organize data, create and analyze tally charts, tables, and bar graphs, and they explore basic probability concepts. They use nonstandard tools to estimate and compare weight and length. They identify coins and bills, explore temperature and thermometers, and use calendars and other tools to track or measure time. Children explore 2- and 3-dimensional shapes and line symmetry, as well as patterns and sorting.

Science

Science is not only the knowledge of all the living and non-living things in our environment, but also a process. In SK we emphasize scientific processes, which are lifelong skills that will enable children to continue to learn independently. They include observing, classifying, experimenting, predicting, questioning, researching, and communicating. Some of the topics we may cover are Solids and Liquids, Wood and Paper, Human Body, Nutrition, and Fabric.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Information Technology

Computer technology is taught to SK students on a weekly basis in the technology lab with lessons relevant to academic learning goals and integrating core subject materials such as reading, math, science, and social studies. For example, a technology lesson may teach students keyboard familiarization and mouse manipulation while promoting phonics awareness. Some programs frequently used by SK students include KidPix 3D, Kidspiration, and student interactives at www.readwritethink.org.

Art

Kindergarten art program introduces to art materials and processes. Basic art, craft and design activities are undertaken which develop students' manipulative skills, imagination and perception.

Music

Kindergarten students participate in activities that involve singing, playing instruments (tuned and un-tuned percussion), listening, creating and reading simple music. Through the use of the Suzuki method and Orff method the children are introduced to understanding basic concepts of music (high/low, soft/loud, fast/slow). Over the course of the year, children will learn seasonal songs and be involved in 2 major public performances (The Winter sing along and the ES play) with the option to perform several more times (ES choir, Talent show, UN day...)

Library

Students in kindergarten visit the library once a week. The main focus is to establish the familiarity and enjoyment in the library and develop a love for reading. They begin to understand the basic role of the librarian as well as selecting a book for them to enjoy reading. Students also develop an understanding that the library has materials to borrow and use and follow the borrowing and returning procedures in the library, as well as book care.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Physical Education

The primary focus of the SK program is developing fundamental movement patterns. While developing fundamental skill patterns, the students will begin to learn key movement concepts that help them perform in a variety of educational games, dances, and tumbling. Students will identify personal space without interfering with others spaces and demonstrate elements used in locomotor (traveling actions) and nonlocomotor (movement in place) skills . The importance of sportsmanship and consideration of others are taught and reinforced throughout the year.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Grade 1

English Language Arts

In Grade 1 students learn about literature, listening, speaking, composition, grammar, mechanics, usage, thinking skills and study skills.

[English Literacy](#)

Reading

Students in Grade 1 will understand the basic features of reading, increase their reading stamina, and enhance their enthusiasm for reading. Students will select letter patterns and know how to translate them into spoken language by using phonics, language patterns, syllabication, and word parts. Students will learn to draw upon a variety of comprehension strategies as needed and will respond to a wide variety of children's literature. Students in Grade One will be participating in Guided Reading, which helps students learn how to use independent reading strategies successfully.

[Foundational Standard](#)
[Literature Standard](#)
[Informational Text Standard](#)

Writing

In Grade 1, students will understand the basic features of writing. Students will be introduced to several genres of writing, including narrative, explanatory, opinion, procedural (How-To), and poetry.

Students will be writing in their journals on a regular basis. They will also be involved in writing and publishing both class books and individual books. Students will be taught how to edit and revise their writing and publish their books for an audience.

[Writing Standard](#)

Spelling/Vocabulary

Grade 1 students learn developmentally appropriate spelling, phonics and vocabulary skills. Students participate in daily word work study. Through differentiated lessons and groups, students focus their study on their individual area of need. Students study word families, rhyming word groups, spelling patterns and Grade One high frequency sight words.

[Spelling/Vocabulary Standard](#)

Social Studies

Social Studies Alive! My School and Family introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

people who work at a school. They apply their learning in hands-on activities. Students also learn basic map and globe skills including how to read and create maps and gather information from maps.

Math

In Grade 1 students will be following the Everyday Mathematics curriculum, which includes the following mathematical strands: Algebra and Uses of Variables, Data and Chance, Geometry and Spatial Sense, Measures and Measurement, Numeration and Order, Patterns, Functions and Sequences, Operations and Reference Frames. Students will develop mathematical literacy by applying mathematics to real world situations. Students will be encouraged to explain and discuss their mathematical thinking in their own words and will be provided with opportunities to verbalize their thoughts and strategies in order to clarify their thinking and gain insights from others.

Science

Students in Grade 1 will be exploring Life, Physical and Earth Sciences through the study of three concepts, including Organisms, Potions and Mixtures, and Weather and Seasons. During the course of the year, students will achieve scientific literacy by practicing the scientific process and developing skills in critical thinking and scientific reasoning. Students will learn science concepts through a balance of hands-on activities and solid content knowledge.

Information Technology

In first grade, technology is used both in the technology lab and in the classroom to implement lessons that are relevant to academic learning goals. Basic keyboarding is introduced through an engaging application on BBC's website called Dance Mat. Students also use Kidspiration, a graphic organizer, and KidPix 3D to create stories, organize information, and share and express their thoughts. In the classroom, iPads are used for skill reinforcement and special projects.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Art

Grades 1 – 5 courses are built to serve all levels of artist abilities. All students will be challenged. The emphasis of this course is Discipline Based Art Education, which is the foundation of art making and discussion. Students will have an opportunity to be expressive and creative through a number of projects throughout the year. Students will understand and demonstrate the Elements of Art (Line, Shape, Value, Form, Space, Texture) and Principles of Design (Balance, Unity, Contrast, Pattern, Rhythm, Movement).

Music

Students in First Grade build upon the foundations laid in Kindergarten. Through the Suzuki method and the Orff method students gain a further understanding of pitch, dynamics, rhythm and melody and expand their listening skills both in listening tasks and performing. The students begin to learn the recorder (position 1, 2 na 3) and continue to play percussion instruments (tuned and un-tuned). They continue to have performance opportunities at the Winter Sing along and the ES musical as well as several seasonal events.

Library

Students in Grade 1 visit the library once a week. The main focus is to establish the familiarity and enjoyment in the library and develop a love for reading. Students are going to start learning new concepts such as parts of a book; fiction and non-fiction. Students listen and participate during story hour, participate in silent reading, and develop an appreciation for different authors. Students also enjoy an expanded selection of fiction and non-fiction books from which to choose from.

Physical Education

First Graders will review basic locomotor (traveling actions) and nonlocomotor (movement in place) skills introduced to them in Kindergarten. They will build upon these skills and learn elevated strategies applicable in activities and games. They will learn how their bodies react to vigorous physical activity. Students will learn to use safe practices, cooperate with and respect others, and follow classroom rules. Experiences in physical education will help them develop a positive attitude for leading a healthy, active lifestyle.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Grade 2

English Language Arts

The Grade 2 language arts program includes reading, writing, oral communication, grammar, and spelling.

[Language Arts](#)

Reading

Reading is taught through a workshop model, which includes a daily mini-lesson, independent practice time, and student sharing. Reading groups are formed as needed. Daily teacher reads aloud, independent reading, and targeted activities help to develop comprehension and an appreciation of quality literature.

[Literary Standard](#)
[Informational Standard](#)
[Foundational Standard](#)

Writing

Writing is taught through a workshop model, which includes a daily mini-lesson, independent practice time, and student sharing. Guidance will be given to explore a wide spectrum of writing genres. These include narratives, informational reports, letters, directions, short stories, and poetry. Editing and revising techniques are taught throughout the year.

[Writing Standard](#)

Spelling/Vocabulary

Spelling is taught as an independent program and through other subjects. Grade 2 students begin to learn cursive writing styles based on D'Nealian script. Emphasis is on form, size, slope, rhythm and fluency.

[Language Standard](#)

Speaking/Listening

Oral communication is used with increasing confidence. Students discuss feelings, ideas, and opinions and support them with evidence. They understand the importance of listening carefully and respecting the speaker.

[Speaking/Listening Standard](#)



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

Social Studies

The curriculum used for Social Studies is Social Studies Alive! This program focuses on community. During the year, students learn aspects of communities and what it takes to be a responsible community member.

Math

Students will be following the Everyday Mathematics curriculum, which includes the following mathematical strands: Algebra and Uses of Variables, Data and Chance, Geometry and Spatial Sense, Measures and Measurement, Numeration and Order, Patterns, Functions and Sequences, Operations and Reference Frames. Students will develop mathematical literacy by applying mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to their everyday lives. Students will be encouraged to explain and discuss their mathematical thinking in their own words and will be provided with opportunities to verbalize their thoughts and strategies in order to clarify their thinking and gain insights from others.

[Math](#)
[Operations & Algebraic Thinking](#)
[Number and Operations in Base Ten](#)
[Measurement and Data](#)
[Geometry](#)

Science

Science offers an investigative approach to learning. Each lesson starts with a lab that allows students to investigate the topic, using the scientific-method. The science program is divided into three main units: Changes, Balancing and Weighing and Soils. The skills taught in the science program are: observing, classifying, measuring, recognizing relationships, communicating, inferring, predicting, using variables, hypothesizing, interpreting data, experimenting, problem solving, defining terms based on observations.

Information Technology

Second grade students continue to use Kidspiration and KidPix 3D to create illustrations, organize information, and express themselves, but advance on their journey of technology discovery with the introduction of several more sophisticated applications, such as MS Word and Google Apps. Weekly lessons take place in the technology lab, including



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

keyboarding on BBC's Dance Mat website and iPads are used in the classroom for skill reinforcement and special projects.

Art

Grades 1 – 5 courses are built to serve all levels of artist abilities. All students will be challenged. The emphasis of this course is Discipline Based Art Education, which is the foundation of art making and discussion. Students will have an opportunity to be expressive and creative through a number of projects throughout the year. Students will understand and demonstrate the Elements of Art (Line, Shape, Value, Form, Space, Texture) and Principles of Design (Balance, Unity, Contrast, Pattern, Rhythm, Movement).

Music

In Second grade, the students are introduced to the music note book which they use to write notes in the treble clef (whole notes, half notes, quarter notes and quarter rests from middle C to top G). Sight reading is introduced to support and build upon the performance of percussion instruments (tuned and un-tuned) and the recorder. 2 part singing is introduced as well as world music repertoire. Students continue to perform at the school events and have many solo opportunities to perform both in class and publicly.

Library

Students in Second Grade visit the library once a week. The main focuses are still establishing the familiarity and enjoyment in the library and developing a love for reading. Students are going to extend their knowledge in learning concepts such as parts of a book and call numbers. They will deepen their understanding between fiction and non-fiction, locate selected non-fiction subjects in the library, and understand the concept that fiction books are arranged on the shelf by the author's last name. They are also introduced to chapter books and the Dewey Decimal System, as well as a variety of print and non-print resources.

Physical Education

Second Graders will review locomotor (traveling actions) and nonlocomotor (movement in place) skills introduced to them in first grade. They will build upon these skills and learn elevated strategies applicable in activities and games. Students will use a variety of



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

equipment to achieve goals. They will continue to learn how their bodies react to vigorous physical activity. Students will learn to use safe practices, cooperate with and respect others, and follow classroom rules. Experiences in physical education will help them develop a positive attitude for leading a healthy, active lifestyle.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

Grade 3

English Language Arts

[English Literacy](#)

Reading

The reading curriculum is broken into three categories: Foundational Skills, Literature, and Informational Text. These categories focus on helping students learn to read with understanding (comprehension), to read critically, to become familiar with various text forms and their characteristic elements, and to recognize the function and effects of various text features and stylistic devices. Students learn reading is a process of constructing meaning and equips them with the strategies that good readers use to understand and appreciate what they read.

[Foundational Skills Standards](#)

[Literature Standards](#)

[Informational Text Standards](#)

Writing

The overall expectations for Writing in Grade 3 focus on the elements of effective writing (ideas/content, organization, voice, word choice, sentence fluency, language conventions, and presentation) and on the stages of the recursive writing process (planning for writing, drafting, revising, editing and proofreading, and publishing). Writing opportunities include personal narratives, realistic fiction, informational, fantasy, response to books read, e-mails and letters, and choice writing - all of which is often connected to Informational Technology!

[Writing Standards](#)

Spelling/Vocabulary

Spelling is phonics based so the children get a thorough review of phonics as well as learning spelling rules. Vocabulary development is an integral part of the program as well.

[Language Standards](#)

Social Studies

Grade 3 uses the Social Studies Alive! program for Social Studies curriculum. The Social Studies Alive theme for Grade 3 is “Our Community and Beyond”. This theme broadens students’ awareness about the local and global communities in which they live. They learn the basics of geography in order to locate communities on a globe. They learn about different cultures and public service roles. Through activities such as forming human



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

monuments to commemorate contributions of community members, students solidify their grasp of the responsibilities within communities.

Math

Third Grade Everyday Mathematics is organized into the following content strands: Numbers and Counting, Operations and Number Models, Data and Chance, Geometry, Measurement, Reference Frames and Patterns, Sequences, Functions and Algebra. Woven through the content strands are three important mathematical threads:

1. Algorithms
2. Estimations, Mental Arithmetic, and Number Sense, and
3. Problem Solving.

[Math](#)
[Math Standards Overview](#)

Science

Grade 3 uses the Science and Technology for Children (STC) program for science curriculum. The Grade 3 science program offers an investigative approach (also known as inquiry-based) to learning. Each lesson starts with a lab that allows students to investigate the topic and use the scientific-method approach to learning. The science program is divided into three main units: Sound, Properties of Matter, and Plants. The skills taught in the science program are: observing, classifying, measuring, recognizing relationships, communicating, inferring, predicting, using variables, hypothesizing, interpreting data, experimenting, problem solving, and defining terms based on observations.

[Science](#)
[Social Studies](#)

Information Technology

Computer technology is integrated across the curriculum in third grade. Students use a variety of applications to reach their academic learning goals for language arts, math, and science, while honing their computer skills. Creative thinking and problem solving are encouraged and students receive more freedom in self-expression within a lesson's framework. Google Apps for Education are used by third grade students in a variety of ways. Google word documents are created, edited, and shared with classmates and teachers. Students also begin to use their school email accounts to communicate with teachers and



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

classmates. Cyber-safety and Internet etiquette are discussed, as well as the proper research techniques.

Art

Grades 1 – 5 courses are built to serve all levels of artist abilities. All students will be challenged. The emphasis of this course is Discipline Based Art Education, which is the foundation of art making and discussion. Students will have an opportunity to be expressive and creative through a number of projects throughout the year. Students will understand and demonstrate the Elements of Art (Line, Shape, Value, Form, Space, Texture) and Principles of Design (Balance, Unity, Contrast, Pattern, Rhythm, Movement).

Music

In Third Grade the skills and concepts that have been developed since Kindergarten are reinforced and expanded upon. Students will play 2 part xylophone pieces in C and G major and develop their recorder range and technique. Many opportunities to perform both solo and as an ensemble are offered as well as the involvement of all students in the Winter sing along and the ES play.

Library

Grade 3 students visit the library once a week. The familiarity and enjoyment in the library, as well as the love for reading is always the guiding point. The students are going to extend knowledge in learning concepts such as parts of a book; call numbers; fiction and non-fiction, as well as the Dewey Decimal System. In Third Grade students develop a deeper understanding of the type of materials found in the library. They learn that the library is divided into several categories, including picture books, junior fiction, young adult fiction, junior non-fiction, reference, and periodicals. Students are also introduced to the library catalog, print and non-print resources, as well as to series, biographies, and poetry. They can also participate in the Battle of the Books, a group reading competition in jeopardy style.

Physical Education

Students in grade 3 continue to develop competency in all fundamental motor patterns. Students combine locomotor and manipulative skills in larger group activities or



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

lead-up to game formats in more complex situations. They create sequences in tumbling, movement in individual performances, and strategies in simple partner and group activities. Students exhibit responsible behaviors and sportsmanship, and they apply proper rules and procedures.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

Grade 4

English Language Arts

English Literacy

Reading

The Reading Workshop model is used to develop comprehension, fluency, and vocabulary development. This model is literature based and students are encouraged to read a variety of genres. Assessment is based on participation in classroom discussions, written responses in reading journals, oral reading fluency, and other literature related projects. Auditory comprehension is developed through guided reading groups and read-alouds. Reading responses are focused on the following strategies: questioning, connecting, visualizing, responding, inferring, and predicting.

Reading Standards

Writing

The Writing Workshop model follows the same basic format: mini-lesson, writing time, and sharing. Students are taught the five-step process which includes prewriting, first draft, revising, editing, and publishing. Writing opportunities include personal narratives, fictional stories, informational research projects, persuasive essays, and responses to literature.

Writing Standards

Spelling/Vocabulary

The spelling program is phonics based so the children get a thorough review of phonics as well as well learning spelling rules. Students move through the program at their own pace, depending on their individual spelling needs. Vocabulary is taught throughout the day, within each subject area.

Language Standards

Social Studies

Social Studies Alive! Regions of Our Country presents five regions of the United States through the lens of four social sciences – economics, geography, political science, and history. Students learn to think like social scientists as they “tour” the regions, investigating the features that make the regions distinct and the characteristics that unite them. Ultimately, students apply what they have learned about our nation as they research individual states.

Social Studies



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

Math

Following the Everyday Math program, all new concepts are introduced through the use of manipulatives and reinforced with drill and repetition. Mathematics across the curriculum is emphasized giving opportunity for developing skills. Problem solving strategies help students to think critically and to construct their own problem solving plans. Grade Four students will successfully add and subtract facts through 18, know multiplication and division facts through the twelves, multiply and divide two- and three-digit numbers, add and subtract fractions with like and unlike denominators, know basic algebraic equations, begin to understand geometric figures, understand decimals and percentages, use mental math, and estimate and round numbers.

[Math](#)
[Mathematics Standards](#)

Science

The 4th grade science program offers an investigative approach to learning. Each lesson starts with a lab that allows students to investigate the topic and use the scientific-method approach to learning. The science program is divided into three main units: microworlds, motion and design, and rocks and minerals. The skills taught in the science program are: observing, classifying, measuring, recognizing relationships, communicating, inferring, predicting, using variables, hypothesizing, interpreting data, experimenting, problem solving, defining terms based on observations.

[Science](#)

Information Technology

Technology is woven into the day of each 4th grade student. Teachers model the appropriate use of technology and students put their observations and experience into practice utilizing of iPads, netbooks, and desktop computers. The school's Google Apps account allows students to create, collaborate, edit, share, and publish their work.

Art

Grades 1 – 5 courses are built to serve all levels of artist abilities. All students will be challenged. The emphasis of this course is Discipline Based Art Education, which is the foundation of art making and discussion. Students will have an opportunity to be expressive



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

and creative through a number of projects throughout the year. Students will understand and demonstrate the Elements of Art (Line, Shape, Value, Form, Space, Texture) and Principles of Design (Balance, Unity, Contrast, Pattern, Rhythm, Movement).

Music

In Fourth Grade, all the skills and concepts that have been developed since Kindergarten are reinforced and expanded upon. The first major history project is introduced based on the lives of composers and their music. World music continues to be part of the program and musical diversity is expanded. Advanced recorder and xylophone playing is introduced as well as first basic compositional techniques and improvisations. Many performance opportunities are offered and the students get a large role in the Winter sing-along and ES play.

Library

Students in Grade 4 come to the library once a week for a 45 minute block. The familiarity and enjoyment in the library, as well as the love for reading is always the guiding point. The students are going to extend knowledge in learning concepts such as parts of a book, call numbers, fiction and non-fiction, library catalog, print and non-print resources, series, biographies, poetry, Dewey Decimal System, learning the origin of this numbering system, and being able to locate books on the shelf using this system. They will also be introduced to the Caldecott and Newbery awards. There is also a continued effort to promote reading for pleasure, as well as participation in the Battle of the Books - a group reading competition in jeopardy style.

Physical Education

The focus in grade 4 is on modified team sports and group activities, improving sport specific skills through drills, activities, and games. Sportsmanship and team play is a major emphasis during the lessons. Many different sports skills are taught throughout the year. The activities range from movement/dance to throwing and catching games to team building activities, and much more. A variety of equipment is used to enhance the students' physical being and prepare them for future athletic endeavors.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Grade 5

English Language Arts

English Literacy

Reading

In Grade 5 students listen to understand and respond appropriately in various situations. They communicate with different audiences. They reflect on their strengths as listeners and speakers and ways to improve.

Students develop as increasingly independent readers making informed choices about selecting reading material that is 'just right' for them. They read to demonstrate comprehension of a variety of literary, graphic and informational texts. Strategies to construct meaning continue to develop. Students recognize text forms, text features, and stylistic elements. They use knowledge of words to read fluently. They reflect on their strengths and how they can improve as readers.

Writing

Students write to generate, gather, and organize ideas and information. They write for intended purposes and audiences. They engage in and increasingly appreciate the writing process - planning, drafting, revising, editing, proofing and publishing. They produce informational, graphic and literary texts. Knowledge of language conventions in order to correct errors, refine expression and present work effectively continue to develop. Students reflect on their strengths as writers and how they can develop further.

Spelling/Vocabulary

Spelling is taught through a developmental approach as described by *Word Journeys* and *Mindful Words* by Kathy Ganske. Students' level of spelling is assessed at the beginning of the year so that they can be placed in appropriate groups. Instruction is tailored to group needs. Assessments are conducted at key phases of the year to monitor progress and further refine instruction. Vocabulary instruction is integrated across subjects, and is taught through the spelling program, and reading, and writing as it is conducted in subject matter.

Social Studies

Students learn about the history of the United States of America. They explore the geography, theories about migration of native peoples, their cultural regions and adaptations to different environments, the Age of Exploration and exploration of the Americas, English settlements along the east coast, developments leading to independence, establishing a



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

constitution and effective government, expansion of independent settlements, slavery, events leading to the Civil War, and a look at the modern country.

Social studies is taught using strategies that engage multiple intelligences to teach and learn. These strategies include visual discovery, discussions, skill building activities, problem solving group projects, experiential experiences, reading and writing for understanding, and effective chapter based, and performance assessment.

[Social Studies](#)

Math

In Grade 5 students will focus on making sense of problems, exploring strategies for solving, and persevering with solutions. They will have experiences in reasoning abstractly and quantitatively. They will construct workable explanations and critique the reasoning of others. They will model with mathematics, and learn to use a variety of tools for given situations. Students need to appreciate the importance of being precise. They will look for and make use of patterns. They will recognize and express the usefulness of repeated reasoning in mathematics.

[Math](#)

Science

The science program is based on hands-on-activities integrating concepts in Life, Earth, and Physical Science to give students exposure to a broad cross section of scientific fields. Through exploration and experimentation, utilizing the scientific method, students are encouraged to develop laboratory, problem solving, logical thinking, and decision-making skills. Students may be engaged in units from a selection about Food Chemistry, Magnets and Motors, Ecosystems, and Experimenting with Plants. One important facet of the Grade 5 program is annual participation in the Near East Virtual Science Fair (NVSF). This experience gives students the opportunity to choose an independent, small group research project through which many standards taught in science, language arts, mathematics, and social studies are able to be integrated and applied.

[Science](#)

Information Technology

By the time a student reaches grade 5, they have become competent and creative users of technology. They are familiar with several word processing choices, desktop publishing software, and presentation applications. Students learn to create websites within of



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

the school's Google Apps environment and collaborate with classmates and teachers through sharing options.

Art

Grades 1 – 5 courses are built to serve all levels of artist abilities. All students will be challenged. The emphasis of this course is Discipline Based Art Education, which is the foundation of art making and discussion. Students will have an opportunity to be expressive and creative through a number of projects throughout the year. Students will understand and demonstrate the Elements of Art (Line, Shape, Value, Form, Space, Texture) and Principles of Design (Balance, Unity, Contrast, Pattern, Rhythm, Movement).

Music

The students in grade five expand their music reading skills by singing and using computer assisted instruction. These skills are then applied to the electronic keyboard as they learn to play short melodies in the five-finger position and then to add a variety of rhythm accompaniments. Ear training in both rhythm and pitch is also an essential element in the curriculum. Vocal skills are honed as the students prepare for major performances in the winter and summer.

Library

Students in Grade 5 come to the library once a week for a 45 minute block. The familiarity and enjoyment in the library, as well as the love for reading is always the guiding point. In Grade 5, students are going to extend their knowledge in learning concepts such as parts of a book, call numbers, fiction and non-fiction, library catalog, Dewey Decimal System, print and non-print resources, series, biographies, poetry, and Caldecott and Newbery awards. There is also a continued effort to promote reading for pleasure, as well as participation in the Battle of the Books - a group reading competition in jeopardy style. Fifth Grade is also introduced to the concepts of plagiarism and how to paraphrase information in reports, how to write a bibliography, as well as other research skills.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Physical Education

Team sports become a primary focus at the 5th grade level. Basic and advanced skills are taught and reviewed through all team and individual sports, and group activities throughout the year. Students will continue to exhibit responsible behaviors and sportsmanship, and they apply proper rules and procedures.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

World Languages

At AISZ all students have the opportunity to learn more than one language: English (ELL), French or German. Non-Croatian students are also introduced to the study of Croatian language and culture, while native Croatian speakers have Croatian Native Every learner benefits from having access to different languages, and through that access, to different cultures and perspectives. Acquisition of more than one language enriches personal development and helps facilitate international-mindedness. Some of the factors that will influence students' progress include similarities among language groups, exposure to the language, and aptitude to the language, as well as maturity, motivation, and learning style. As the students continuously develop their individual language skills, while the background and number of new student varies, the demand for, as well as the level of different groups, changes every year. The World Languages curriculum is specifically adjusted to the needs of each individual grade section.

In SK French and German are offered as after school activities. Students from grades 1 to 5 have French or German four times a week. Students in grades 1 to 4 have Croatian Culture or Croatian Native Language three times a week. Students in grade 5 have Introduction to Croatian Language or Croatian Native Language three times a week.

English Language Learners

According to the students' level, an intensive and/or accelerated instructional program for English language learners is focused on integrating the students with ease into the academic program through acquisition of oral and written communication.

The program promotes the use of content based material that allows the student to develop language in the areas of reading and writing.

French

At an early age children learn and acquire foreign languages very fast, but they also forget fast. For this reason foreign language classes include frequent repetition and re-use of vocabulary and structures in similar or different situations.

Similar topics are introduced and revised from year to year, but in different grades and at different levels they are approached from different angles, introducing new vocabulary, new linguistic, communication, and grammar structures (spiral/ sequential curriculum).

Culture is integrated in all aspects of the curriculum.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

German

A foreign language, being both a tool of communication and a gateway to understanding another culture, should have an important place in a young person's life. According to all major research studies, the earlier children start learning foreign languages, the easier it is for them to acquire them and master later in life.

The elementary foreign language program uses TPR (total physical response), a method that is especially used for teaching foreign languages to children. It involves a physical response by students, which results in lots of movement and physical activities. It allows students to demonstrate both non-verbally and verbally their understanding of vocabulary, and to connect words to movement and visual images. The method incorporates lots of singing, pantomime and acting.

Croatian Culture

Croatian Culture grades 1-4 classes are conducted primarily in English. Students are introduced to the basics of Croatian language progressively throughout the year. Constant comparisons are made between Croatian and English/their native languages.

Native Croatian

Croatian Native program provides Croatian speaking students with opportunities for personal and intellectual growth in their native language through various language activities (speaking, listening, reading, viewing, writing and presenting).



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Middle School

Middle school students are introduced to a departmentalized structure with different teachers for Science, Mathematics, Social Studies, Language Arts and specialist subjects. The emphasis in grades 6-8 is on developing social awareness and responsibility in addition to acquiring the organizational skills to better cope with the increasing academic demands.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Grade 6

English

The sixth grade course of study aims specifically to build the independence and agency required in the transition from the structure of elementary to middle grades. In order to do so, students will read a variety of shared whole-class and small group texts as well as self-selected texts chosen based on students' interests and level. Students read and write across a wide variety of genres, focusing on mastering the basic text structures while exploring creatively within each genre. The basic foundation of narrative writing, research, persuasion and literary analysis are laid in grade six. Vocabulary and grammar work underpin each unit of study.

Social Studies

Students will study the time period from early humans and the rise of civilization through ancient Rome. Using a hands-on project based approach to learning students will explore the great early civilizations of Egypt, India, China, Greece and Rome. Lessons are designed to teach critical thinking, cooperative learning, research proficiency, essay writing and the acquisition of geography skills. From the magnificent pyramids of Giza to the rise of democracy in ancient Greece, students will discover the secrets of these ancient cultures that continue to influence the modern world.

Math

Students will solidify their understanding of whole number, decimal, and fraction operations while continuing to explore relationships and concepts in the following areas: graphing, statistics, number theory, measurement, geometric ratios, and percentages. Students will also refine their abilities to recognize and use patterns when solving mathematical problems. The common thread running through the sixth grade mathematics program is that students will apply basic arithmetic skills to real world applications, as they prepare to move to pre-algebra environment with higher-level problem solving.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Science

The focus of this course is to develop an appreciation of the world of science using a hands-on approach to learning. Through the use of lab experiments, group projects and activities, critical thinking, problem solving, data collection and analysis, students will learn basic principles and concepts in three of the major disciplines of science: biology, chemistry, and physics.

The course introduces basic laboratory techniques, safety, and science skills such as observing, classifying, modeling, measuring, and designing experiments.

Information Technology

In grade six, students receive a netbook computer that remains their digital tool for the remainder of the school year. Across the curriculum, the devices are utilized on a daily basis to create, share, collaborate, research, edit, and publish their work.

Library

In middle school, library skills and information literacy skills are reinforced across the curriculum. Facilitating both traditional and modern research skills, students are taught how to locate, evaluate, organize, analyze, synthesize, and ethically use information from a variety of print and electronic/digital sources. There is also a continued effort to promote reading for pleasure, as well as participation in the Battle of the Books, a group reading competition in jeopardy style.

Students in Middle School come to the library on an as-needed basis. Typically the classroom teacher and the librarian schedule library visits to coincide with the start of a research project. More library or classroom sessions may follow during the course of a project. Middle school students also visit the library during D.E.A.R (Drop Everything and Read) time, during a Literacy block, and or Advisory time. Library is also available during lunch, as well as before and after school.

Physical Education

Team sports are a primary focus at the 5th grade level. Basic and advanced skills are taught and reviewed through all team and individual sports, and group activities throughout the year. Students are required to change into sports clothes. Students will continue to exhibit responsible behaviors and sportsmanship, and they apply proper rules and procedures.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Grade 7

English

The seventh grade course of study aims to build on the foundational work laid in grade six. Students continue to explore a variety of genres both in their reading and writing; however, in seventh grade, students begin to analyze the text structures with more depth and complexity. The work of reading becomes more analytical, as we explore how different writers employ literary techniques in various genres, and students begin to learn how to use these techniques as writers. Vocabulary and grammar work underpin each unit of study.

Social Studies

Students will study the time period beginning with Europe during medieval times to Europe entering the modern age. Using a hands-on project based approach to learning students will explore the legacy of civilizations of Europe, The Middle East, Africa, China, Japan and The Americas. Lessons are designed to teach critical thinking, cooperative learning, research proficiency, essay writing and the acquisition of geography skills. From the decline of feudalism to revolutions in exploration and thought, students will discover rich connections to the past.

Math

This course is designed to prepare students for an integrated algebra and geometry course in Grade 8. Students continue to work toward mastery in mathematical concepts and relationships learned in previous years, as they are introduced to pre-algebra concepts. Pre-algebra eases the transition from arithmetic to algebra; as such it forms the bridge from the concrete to the abstract. Students will also begin to see the power of algebra in problem solving incorporating topics such as equations, integers, proportional reasoning, probability, and geometry.

Science

The focus of this course is to develop an appreciation of the world of science using a hands-on approach to learning. Through the use of lab experiments, group projects and



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

activities, critical thinking, problem solving, data collection and analysis, students will learn basic principles and concepts in three of the major disciplines of science: biology, chemistry, and physics.

The course introduces basic laboratory techniques, safety, and science skills such as observing, classifying, modeling, measuring, and designing experiments.

Information Technology

Creative Digital Projects is an elective class offered to students in grades 7 and 8. From video production to digital surveys and data analysis, the course offers a wide range of technology applications. The course is designed to promote creativity, develop problem-solving skills, and encourage students to find their voice in projects of their choosing.

Library

In middle school, library skills and information literacy skills are reinforced across the curriculum. Facilitating both traditional and modern research skills, students are taught how to locate, evaluate, organize, analyze, synthesize, and ethically use information from a variety of print and electronic/digital sources. There is also a continued effort to promote reading for pleasure, as well as participation in the Battle of the Books, a group reading competition in jeopardy style.

Students in Middle School come to the library on an as-needed basis. Typically the classroom teacher and the librarian schedule library visits to coincide with the start of a research project. More library or classroom sessions may follow during the course of a project. Middle school students also visit the library during D.E.A.R (Drop Everything and Read) time, during a Literacy block, and or Advisory time. Library is also available during lunch, as well as before and after school.

Physical Education

This course provides 7th grade students the continuing opportunity to learn to work as a team to achieve a common goal. The focus is on the development and application of movement skill combinations and knowledge of individual/team and lifelong activities. Students will continue to exhibit responsible behaviors and sportsmanship, and they will apply proper rules and procedures.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

Grade 8

English

The eighth grade course of study aims to prepare students for the transition from middle to high school literary work. A stronger emphasis is placed on independent analytical work as both readers and writers. At the end of grade eight, students will be able not only to identify and analyze various genres of text, but to employ the structures and techniques within each genre independently. Special emphasis is placed on research-based argument and literary analysis. Vocabulary and grammar work underpin each unit of study.

Social Studies

Students will study the geography of the world, which will be divided into two branches: physical and human. Physical geography is the study of natural features on the surface of the earth, whereas, human geography is the study of people as they have spread across the Earth. Lessons are designed to teach critical thinking, cooperative learning, research proficiency, seamless integration of technology and mastery of geography skills. Using a hands-on project based approach to learning students will use the tools of geography to view, analyze and understand the world around them.

Math

This course is a natural extension of what has been taught in 7th grade. Students will grapple with rich, highly motivating problems which involve symbolic, numerical, graphical, and geometric approaches. The goal is not merely to solve problems, but to gain additional insights through observation and generalization which require students to be engaged in rigorous development of core mathematical concepts. The course will be organized around the following topics: linear equations, graphs of simple functions, radical, quadratic equations, angle relationships, and problem solving in three-dimensional space.

Science

The focus of this course is to develop an appreciation of the world of science using a hands-on approach to learning. Through the use of lab experiments, group projects and



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

activities, critical thinking, problem solving, data collection and analysis, students will learn basic principles and concepts in three of the major disciplines of science: biology, chemistry, and physics.

The course emphasizes laboratory techniques, safety, and science skills such as observing, classifying, modeling, measuring, and designing experiments. Students will use LEGO Mindstorms to develop understanding of how technology and science are used in society.

Information Technology

Creative Digital Projects is an elective class offered to students in grades 7 and 8. From video production to digital surveys and data analysis, the course offers a wide range of technology applications. The course is designed to promote creativity, develop problem-solving skills, and encourage students to find their voice in projects of their choosing.

Library

In middle school, library skills and information literacy skills are reinforced across the curriculum. Facilitating both traditional and modern research skills, students are taught how to locate, evaluate, organize, analyze, synthesize, and ethically use information from a variety of print and electronic/digital sources. There is also a continued effort to promote reading for pleasure, as well as participation in the Battle of the Books, a group reading competition in jeopardy style.

Students in Middle School come to the library on an as-needed basis. Typically the classroom teacher and the librarian schedule library visits to coincide with the start of a research project. More library or classroom sessions may follow during the course of a project. Middle school students also visit the library during D.E.A.R (Drop Everything and Read) time, during a Literacy block, and or Advisory time. Library is also available during lunch, as well as before and after school.

Physical Education

This course provides 8th grade students the continuing opportunity to learn to work as a team to achieve a common goal. The focus is on the development and application of movement skill combinations and knowledge of individual/team and lifelong activities. Students will continue to exhibit responsible behaviors and sportsmanship, and they will apply proper rules and procedures.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

World Languages

At AISZ learning an additional language means developing intercultural awareness and international-mindedness, which are parts of our mission. The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding. Learning an additional language gives students necessary skills and attitudes to be interculturally competent, and to communicate successfully in the global context of the 21st

The World Language courses provide students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture. Through study of different languages and cultures students realize that there are diverse ways of living, behaving and viewing the world. The language courses encourage a respect for and understanding of diverse linguistic and cultural heritage. They also develop skills that facilitate further language(s) learning.

As students continuously develop their individual language skills, and as the background and number of students at AISZ vary from school year to school year, the number and levels of different groups change every year. Two to three levels are offered depending on the number of students and students' previous knowledge.

Grades 5 and 6 have WL classes 5 times a week for 45 minutes. Classes are in two levels. The combined classes of grades 7/8, in two or three levels, have language 2 to 3 times a week in a block schedule.

English Language Learners

The students will gradually progress in their reading, writing and communication skills through obtaining and processing information in oral and written form as well as comprehending and using vocabulary to function in social situations.

Beginners

An intensive instructional program for English language learners focused on integrating the students with ease into the academic program through acquisition of oral and written communication.

The program promotes the use of content based material that allows the student to develop language in the areas of reading and writing.

Intermediate

An intensive and accelerated instructional program for English language learners focused on integrating the students with ease into the academic program through the acquisition of oral and written communication.

The program promotes the use of content based material that allows the student to develop language in the areas of reading and writing.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Advanced

An intensive and accelerated instructional program for English language learners focused on integrating the students with ease into the academic program through the acquisition of oral and written communication.

The program promotes the use of content based material that allows the student to develop language in the areas of reading and writing.

French

The main goal of the foreign language education is to help students develop the ability to communicate with speakers of another language. To achieve this goal, students need to use the language in a variety of real life, meaningful and culturally accurate situations designed to promote relevant communication.

The Middle School program follows the spiral/sequential curriculum which leads to the development of communicative proficiency in French. Reading and writing are incorporated as an extension of oral communication. Students communicate through words and memorized phrases within a context and eventually combine words and phrases to exchange information about everyday topics.

German

The objective of the course is preparing students to communicate in everyday situations, while they simultaneously discover different aspects of the German culture and other German speaking countries. Provided is a beginning program which lays a foundation for further language study in upcoming grades, and a continuing program which strengthens and extends concepts and skills developed during the previous year(s) of language study.

Croatian Introduction

The main goal of this course is that students develop communication competence in elementary everyday situations, while at the same time discovering different aspects of Croatian culture. Linguistic and cultural contents follow the recommendations of the European Common Framework of Reference (level A1 or level A2) with the emphasis on understanding and speaking.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Native Croatian

The course focuses on the four basic areas of language arts: reading, writing, speaking and listening.

Croatian 6 utilizes a variety of genres to promote reading and writing to develop the learners' abilities in all receptive and expressive communication. Croatian 7/8 is a comprehensive program incorporating grammar, composition, vocabulary development, reading and oral presentations.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

Electives

Wellness

Grade 6

The course is designed to provide students with an opportunity to examine and increase their basic knowledge of healthful living. Students will understand that health is made up of four parts: physical health, emotional health, mental health and social health, and that wellness is the state of good health that is only achieved when all of these parts are in balance. Students will focus on setting goals, making good decisions, manage and cope with conflicts and stress, and examine how their bodies are changing with puberty.

Grade 7

The focus of this course is to develop an understanding of wellness using a hands-on approach to learning. Students will learn about nutrition, different body systems, and how to say no to tobacco, drugs and alcohol through the use of discussion, group projects, activities and critical thinking.

Grade 8

The focus of this course is to develop an understanding of wellness using a hands-on approach to learning. Students will learn about the changes that take place during puberty, reproductive systems, pregnancy and childbirth, contraception, and sexually transmitted diseases. Students will learn how to make decisions and learn refusal skills.

Robotics

At the middle school level the focus of robotics curriculum is on fundamental STEM understanding with emphasis on demonstrating mathematical concepts and the development of technological literacy.

Students start by learning basic robot building instructions, programming and movement then move on to working with sensors and more complex robot behaviors.

Art

This course is built to serve all levels of artist abilities. All students will be challenged. The emphasis of this course is Discipline Based Art Education, which is the foundation of art making and discussion. This class will prepare them for the next level.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

The curriculum used is based mainly on two publications: *Drawing from the Right Side of the Brain* by Betty Edwards and *The Complete Guide to Drawing* by Giovanni Civardi. Students will also be learning from video demos, showing the process of art making.

Students will understand and demonstrate the Elements of Art (Line, Shape, Value, Form, Space, Texture) and Principles of Design (Balance, Unity, Contrast, Pattern, Rhythm, Movement).

Music

The middle school music course is an elective course which runs quarterly, and at the end of each quarter the students share what they have learned and achieved at the arts festival. In the first and second quarter, each student will write a composition (free choice) combining theory and stylistic skills as well as using creativity. Students will also be part of a vocal ensemble where they will practice group performing, harmonizing, rhythm, dynamics, vocal techniques and interpretation. The final aspect is the band project, resulting in a band performance. In the third quarter the course is split into music history and performing. Each student will do a history project and be part of an ensemble and band. In the fourth quarter the students will have the same performing options as before, but they will get a choice between a history project and composition.

Speech & Debate

The Middle School Speech & Debate course is an elective course designed to be followed over one semester by students who have either previous experience of Speech & Debate or are new to the subject. The main focus of the course is in developing public speaking skills so that students are able to confidently take part in the presentation of ideas and propositions.

There may also be the opportunity to take part in an annual Speech and Debate competition. Parents and students will be given details of this as soon as we receive confirmation from the relevant CEESA school organizing the event.

Cinematography

The course aims to develop your skills in both interpreting and making film texts. The course uses a combination of analysis, research, theory and creative work to study examples from American and World Cinema.

The course is structured around three central areas. In exploring these areas you will study a range of texts, including recent mainstream Hollywood cinema and European films & films from different historical periods.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Drama

Drama class allows students to creatively explore themselves and how they communicate with and understand others through a variety of engaging and non-threatening acting activities. Through drama, students can gain confidence in public speaking and language skills, and have a lot of fun at the same time. Our MS Drama class typically puts on one full-ensemble production during the year. The students are involved in acting, directing, set and costume making and sometimes even sound and lighting.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

High School

The high school provides an American accredited academic program designed to prepare students academically, socially and personally for entrance into higher education. In addition to the regular curriculum, students may select to study in the International Baccalaureate (IB) course of studies in grades eleven and twelve. Students are encouraged through the curriculum to become active participants in their learning process and to make appropriate choices in order to develop personal interests and to become more productive and involved members of the community. Students in the high school, therefore, participate in a guided study program and a general activities program and are also encouraged to select sports, club or arts activities in addition to the academic program.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

AISZ Graduation Requirements

A minimum of 24 credits is required for graduation. Typically, one credit is awarded for the successful completion of a course that meets 180 instructional days for a 45-minute class. Classes that meet less frequently are awarded fewer credits. Credits are awarded at the end of each semester (one semester passing grade will equal $\frac{1}{2}$ credit for a core curriculum course). Graduation requirements include: English (4 credits); social studies (3 credits); mathematics (3 credits); science (3 credits); foreign language (3 credits); fine arts (2 credits); electives (4 credits) and physical education (2 credits).

DISCIPLINE	Number of Credits
ENGLISH	4 credits
SOCIAL STUDIES	3 credits
MATHEMATICS	3 credits
SCIENCE	3 credits
FOREIGN LANGUAGE	3 credits
PHYSICAL EDUCATION	2 credits
FINE ARTS	2 credits
ELECTIVES	4 credits
TOTAL	24 credits

College Preparatory Program

Since the overwhelming majority of AISZ students go on to colleges and universities, the high school curriculum is designed primarily as a college preparatory program oriented toward higher education in North America or Europe.

AISZ High school offers advanced courses in many academic areas. These courses are designated as IB courses and are specifically designed to prepare students for the International Baccalaureate examinations administered in May each year. Students enrolled in IB courses are expected to earn average or above average grades. Students earning less than a C- in an advanced course may be required to move into a more appropriate level of the subject.

All students in IB courses will be required to take the corresponding exams. Students may take internal final examinations as practice exams before the external exam period in May. In the period between the end of the external exams in May and the end of school in June, students in advanced studies courses will participate in a special program designed by their teacher. Students who do not take the appropriate IB test at the conclusion of the IB course, will not receive IB course designation on their transcripts.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

The International Baccalaureate Diploma Program

The International Baccalaureate Organization's Diploma Program (DP), created in 1968, is a demanding pre-university course of study that leads to examinations; it is designed for highly motivated students aged 16 to 19. The program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. The IBO has shown, over the course of 30 years that IB Diploma Program students are well prepared for university work.

The Diploma Program's grading system is criterion based on each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Grades reflect attainment of knowledge and skills relative to set standards. Six topics (groups) are covered and include core courses such as English, social sciences, mathematics, experimental sciences, and foreign languages. Please see Grade 11 & 12 section for an explanation of the group course offered at AISZ.

Unique aspects of the IB Diploma program:

- **CAS**

CAS stands for Creativity, Action and Service – the three aspects of extracurricular activities. It is a compulsory part of the IB Diploma program and also the AISZ graduation requirements. CAS encourages students to take seriously the importance of life outside the classroom, and to counterbalance the intensity of the academic side of the grade 11 and 12 coursework. CAS places an emphasis on learning new skills, not just creative or physical, but also social. It extends and challenges the students and enhances their personal growth. Through CAS, students will hopefully develop important attitudes such as commitment, initiative, empathy and a feeling of responsibility to all members of their community.

- **Theory of Knowledge**

This course is designed to encourage students to ask "How do we know that?" The focus is to enable students to evaluate knowledge from their other classes and understand the complex nature of how humans think.

- **Extended Essay**

The extended essay, with a prescribed limit of 4,000 words, offers students the opportunity to investigate a topic of individual interest and acquaints them with the independent research and writing skills expected at tertiary level.

I.B. Course Policy

The purpose of the International Baccalaureate Program is to provide advanced level instruction to students while still in high school. Courses are designed to prepare students for the IB examinations, which may permit them to receive credit and/or advanced placement in



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

college. In an effort to support the intentions of the program, the following exam policy has been established:

1. All students enrolled in IB courses will pay the IB testing fee in the beginning of the first semester.
2. Fees will not be refunded after they are collected.
3. All students who take IB courses for both semesters will take appropriate exams for those courses at the specified time.

For more information about the IB program, please see the IB Diploma coordinator or access the IB website at www.ibo.org.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

Grade 9

English

English 9 is a college preparatory course that stimulates and encourages high academic achievement. Students are taught to develop both their cognitive reasoning and intuitive abilities through challenging reading and discussion of literature from a variety of genre, including non-fiction and media selections. The course emphasizes writing skills, including various forms of exposition and research. Close analysis of a writer's style includes the study of grammar and language usage.

Social Studies – World History

This course is designed to expose students to the study of world history in chronological fashion from the classical civilizations of Greece and Rome through the French Revolution and the rise of nationalism. Moreover, the students will be asked to understand and recognize historical themes that appear throughout history, as well as develop the ability to apply these themes as they examine the effect of the past on the present and the future.

Math

The course is a part of two year integrated course that will serve as a good preparation for the IB courses in grades 11 and 12 as well as a continuation of the AISZ Mathematical courses. In grade 9 we have a course that consists of topics on algebra and some topics on geometry. The idea is to expose students to a variety of different mathematical models and some application of these models. The students will also have projects which main objective is to increase the literacy in mathematics, where the main emphasis will be on communication and the mathematical process.

Science - Biology

This course will serve to emphasize the unity and diversity of living organisms. Students will gain a basic understanding of biological processes and how each organism is adapted to their environment. This course is also preparation for the subsequent level of biology study, either the AISZ diploma or the IB diploma. Students will be introduced to



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Biology techniques in the laboratory and will be expected to learn basic data processing methods.

Information Technology

Students will develop confidence and practical skills in the use of the computer and computer applications as a tool, use information technology to develop a their creative as well as critical thinking skills, create an awareness of the developments and issues related to computing from an international perspective, stimulate and foster an interest and enjoyment of the use of computers, encourage the use of computer applications and other software as an integrated part of the curriculum. They will be encouraged to use a computer to work independently or cooperatively with other students.

Multimedia/Yearbook

Multimedia is a laboratory-based course designed to provide an overview of and experience in multimedia technology. Text, graphics, animation, audio, and video will be incorporated into informational projects. Students will develop necessary skills and obtain hands-on experience working with a variety of multimedia tools to build linear and non-linear interactive products.

In the Yearbook section of this course, students will be involved in planning and executing all phases of yearbook production. We will use Adobe InDesign program for the yearbook.

Physical Education

Course is designed to give students the opportunity to meet challenges and develop positive behaviors in fitness, team sports and movement activity for a lifetime. The activities are designed to meet physical, mental, and social developmental needs.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Grade 10

English

The course is organized around the theme of “Power: Uses and Abuses”. The novels, plays, poetry and non-fiction are used to study how the authors use language to influence the reader and support their argument. Most writing will be focused around stylistic analysis and position papers on current topics. Some integration of literature written in historical periods will be studied.

Social Studies – World History

This course is a continuation of the world history sequence begun in the 9th grade and follows the course of history from the second half of the 19th century to the present. The course will emphasize cultural themes and patterns rather than events and chronologies. Students will be asked to memorize fewer dates; but will be expected to trace and compare concepts across various civilizations.

Math

The course is part of a two year integrated course that will serve as a good preparation for the IB courses in grades 11 and 12 as well as a continuation of the AISZ Mathematical courses.

In grade 10 we have a course that consists of topics on algebra and some topics on trigonometry. The idea is to expose students to a variety of different mathematical models and some application of these models. The students will also have projects with the main objective being to increase their literacy in mathematics, where the main emphasis will be on communication and mathematical process.

Science – Chemistry and Physics

This course provides an integrated introduction to chemistry and physics through an investigative approach. Skills in observation, handling of equipment, and development of logical conclusions from experimentation are developed.

Topics covered include the scientific method, SI units, motion, forces, energy, heat, electricity, waves, sound, light, elements, compounds, mixtures, the periodic table, atomic



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

structure, chemical reactions, and acid-base theory.

Information Technology

Students will develop confidence and practical skills in the use of the computer and computer applications as a tool, use information technology to develop their creative as well as critical thinking skills, create an awareness of the developments and issues related to computing from an international perspective, stimulate and foster an interest and enjoyment of the use of computers, encourage the use of computer applications and other software as an integrated part of the curriculum. They will be encouraged to use a computer to work independently or cooperatively with other students.

Multimedia/Yearbook

Multimedia is a laboratory-based course designed to provide an overview of and experience in multimedia technology. Text, graphics, animation, audio, and video will be incorporated into informational projects. Students will develop necessary skills and obtain hands-on experience working with a variety of multimedia tools to build linear and non-linear interactive products.

In the Yearbook section of this course, students will be involved in planning and executing all phases of yearbook production. We will use Adobe InDesign program for the yearbook.

Physical Education

Course is designed to give students the opportunity to meet challenges and develop positive behaviors in fitness, team sports and movement activity for a lifetime. The activities are designed to meet physical, mental, and social developmental needs.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools
Authorized by the International Baccalaureate Organization

Electives – Grades 9 & 10

Art

This course is built to serve all levels of artist abilities. All students will be challenged. The emphasis of this course is Discipline Based Art Education, which is the foundation of art making and discussion. This class will prepare them for the next level.

The curriculum that is based mainly on two publications: Drawing from the Right Side of the Brain by Betty Edwards and The Complete Guide to Drawing by Giovanni Civardi. Students will also be learning from video demos that I have created, showing the process of art making.

Music

The High School Music course is an elective course that is divided into two semesters: (1) Theory, history, composition and performance and (2) Performance. The general outline of the course repeats each year, however specific projects, composer studies...follow a 4 year rotation (to enable 9-12 attendance of the program).

During semester 1, students will grasp general music theory skills, cover music history genres (from Baroque to Modern day), create group and individual compositions and perform a group piece. Students will have 1 major project on each topic. Semester 2 is a performance course where students focus on learning one of the following instruments: piano/keyboard, guitar or voice. Students will learn basic theory specifically for their instrument (20% class time all except beginner keyboard 40%) and focus on practice and performing for the rest. Students will work on improving and perfecting their playing and performing skills as individuals and as part of an ensemble, play course work pieces and songs/pieces of their own choice. Each student will have a performing opportunity once per week and there will be a final concert involving all students.

Cinematography

The course aims to develop your skills in both interpreting and making film texts. The course uses a combination of analysis, research, theory and creative work to study examples from American and World Cinema.

The course is structured around three central areas. In exploring these areas you will study a range of texts, including recent mainstream Hollywood cinema and European films & films from different historical periods.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Speech and Debate

The High School Speech & Debate course is an elective course designed to be followed over one semester by students who have either previous experience of Speech & Debate or are new to the subject. The main focus of the course is in developing public speaking skills so that students are able to confidently take part in the presentation of ideas and propositions.

There may also be opportunities to take part in a number of speech and debate events such as competitive debate, Model United Nations or individual student presentation in the wider international community.

Drama

Drama class allows students to creatively explore themselves and how they communicate with and understand others through a variety of engaging and non-threatening acting activities. Through drama, students can gain confidence in public speaking and language skills, and have a lot of fun at the same time. Our HS Drama class typically puts on one full-ensemble production during the year. The students are involved in acting, directing, set and costume making and sometimes even sound and lighting. Students in high school also have the opportunity to experiment with playwriting.

Library

In high school, library skills and information literacy skills are reinforced across the curriculum. Facilitating both traditional and modern research skills, students are taught how to locate, evaluate, organize, analyze, synthesize, and ethically use information from a variety of print and electronic/digital sources.

Students in high school come to the library on an as-needed basis. Typically the classroom teacher and the librarian schedule library visits to coincide with the start of a research project. More library or classroom sessions may follow during the course of a project. High students can also use the library during study halls, and or Advisory time. Library is also available during lunch, as well as before and after school.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Grades 11 & 12

Languages

At AISZ, languages offered are English, French, German, Spanish, Croatian and any other self-taught language as per demand. The languages are offered in various levels according to the students' knowledge, and are chosen by the students according to their IB program preferences.

Language A - literature

Language A - literature is the same at standard level and high level but there are significant quantitative and qualitative differences between the levels.

The aims of language A - literature are to introduce students to a range of texts from different periods, styles and genres. To develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections. To develop the students' powers of expression, both in oral and written communication. To encourage students to recognize the importance of the contexts in which texts are written and received. To encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning. To encourage students to appreciate the formal, stylistic and aesthetic qualities of texts. To promote in students an enjoyment of, and lifelong interest in, language and literature. Furthermore, to develop in students an understanding of the techniques involved in literary criticism and to develop the students' ability to form independent literary judgments and to support those ideas.

Language B

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either standard level or high level. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

Ab initio

The language *ab initio* course is organized into three themes:

- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language *ab initio* course has a language-specific syllabus (see “Syllabus content”) that is used in conjunction with the guide. Language *ab initio* is available at standard level only.

History

Diploma Program history consists of a standard level (SL) and higher level (HL) core syllabus comprising an in-depth study of an individual prescribed subject and the selection of two topics. Students and teachers have a choice of route 1 that explores the main developments in the history of Europe and the Islamic world (from 500 to 1570) or route 2 that encompasses the main developments in 20th century world history. At HL students, in addition, select from a range of optional syllabuses that cover a wider time span encouraging in-depth study of a period of history.

Psychology

IB psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and socio-cultural levels of analysis reveal the immense diversity of influences that produce human behavior and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

Theory of Knowledge

TOK plays a special role in the Diploma Program by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them.

The raw material of TOK is knowledge itself. Students think about how knowledge is arrived at in the various disciplines, what the disciplines have in common and the differences between them. The fundamental question of TOK is “how do we know that?” The answer might depend on the discipline and the purpose to which the knowledge is put. TOK explores



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

methods of inquiry and tries to establish what it is about these methods that makes them effective as knowledge tools. In this sense TOK is concerned with knowing about knowing.

Math

Mathematical studies

This course is available only at standard level, and is equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

Mathematics – Standard Level

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

Mathematics High Level

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Biology

Biologists have accumulated huge amounts of information about living organisms, and it would be easy to confuse students by teaching large numbers of seemingly unrelated facts. In the Diploma Program biology course, it is hoped that students will acquire a limited



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

body of facts and, at the same time, develop a broad, general understanding of the principles of the subject.

Although the Diploma Program biology course at standard level (SL) and higher level (HL) has been written as a series of discrete statements (for assessment purposes), there are four basic biological concepts that run throughout:

1. Structure and function
2. Universality *versus* diversity
3. Equilibrium within systems
4. Evolution

Chemistry

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

The Diploma Program chemistry course includes the essential principles of the subject but also, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study science in higher education and those who do not.

Physics

Early in the development of science, physicists were both theoreticians and experimenters (natural philosophers). The body of scientific knowledge has grown in size and complexity, and the tools and skills of theoretical and experimental physicists have become so specialized, that it is difficult (if not impossible) to be highly proficient in both areas. While students should be aware of this, they should also know that the free and rapid interplay of theoretical ideas and experimental results in the public scientific literature maintains the crucial links between these fields.

At the school level both theory and experiments should be undertaken by all students. They should complement one another naturally, as they do in the wider scientific community.

The Diploma Program physics course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavor and are important life-enhancing, transferable skills in their own right.



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Visual Arts

Visual arts continually create new possibilities and can challenge traditional boundaries. This is evident both in the way we make art and in the way we understand what artists from around the world do. Theory and practice in visual arts are dynamic, ever changing and connect many areas of study and human experience through individual and collaborative production and interpretation.

New ways of expressing ideas help to make visual arts one of the most interesting and challenging areas of learning and experience. The processes of designing and making art require a high level of cognitive activity that is both intellectual and affective. Engagement in the arts promotes a sense of identity and makes a unique contribution to the lifelong learning of each student. Study of visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world.

The Diploma Program visual arts course enables students to engage in both practical exploration and artistic production (Option A), and in independent contextual, visual and critical investigation (Option B). The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts.

Music

At AISZ there is IB music which is a prestigious 2 year course where the students develop their musical skills to a high standard in order to prepare them for a potential career in music. This course consists of 4 components:

1. Listening (detailed analysis of music through musical elements, reading scores, set works, history, culture and musical terminology).
2. Creating (SL 2 pieces, HL 3 pieces). Students choose from free composition, stylistic techniques, music technology and arranging.
3. Group performance/solo performance (HL solo only).
4. Links investigation; students draw musical links between two genres through a detailed analysis resulting in a 2000 word investigation.

Students are examined internally throughout the course and ultimately externally at the end of year 12.

CAS – Creativity, Action, Service

Creativity, action, service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student's Diploma Program experience. It involves students in a range of activities alongside their academic studies throughout the Diploma



The American International School of Zagreb

Accredited by the Middle States Association of Colleges and Schools

Authorized by the International Baccalaureate Organization

Program. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- Creativity: arts, and other experiences that involve creative thinking.
- Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program.
- Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Program. A good CAS program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.