



AIS High School Registration Guide 2025-2026

GRADUATION REQUIREMENTS

To earn a United States high school diploma from the American International School Kuwait, a student must:

- Attend four years (8 semesters) of secondary school, grades 9-12
- Complete twenty-six (26) out of a possible 28 credits
- Attain a minimum cumulative GPA of 1.80
- Pass all required courses
- Maintain a full academic schedule (7 classes) for all 4 years

The final grade for each course is based on the successful completion of that course at the end of the academic year or semester. Each full credit (1.0) involves approximately 150 hours of instruction over 180 school days from August – June. Semester-long courses receive .5 credits. A final passing mark is 60% (D-).

Group 1 Language A	4 credits	Students must take one English course per year. English electives cannot be substituted for Group 1 courses. *Students with an Arabic passport must take Arabic 9, 10, 11, 12.
Group 2 Language B	2 credits	* Students with a non-Arabic passport must take AFL in Grade 9. AFL or French are required in Grade 10.
Group 3 Humanities	3 credits	I&S 9 & 10, Topics in 20 th Century World History. IB Diploma students may take any Group 3 course to satisfy graduation requirements.
Group 4 Science	3 credits	Science 9&10 and one additional science course.
Group 5 Mathematics	3 credits	Math 9&10 plus one additional math course.
Group 6 Fine Arts	.5 credit	Fine Arts 9
Physical Education	.5 credit	P.E. 9 .5 is required
Technology	1 credit	Design .5 in Grade 9 required
Islamic Studies	2 credits	Islamic Studies 9, 10, 11, 12 (Muslims only) .5 credits each year
Electives	1 credit	



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Course #	Course Title	Course Descriptions for English and Arabic A	Grade Level(s) Eligible to Enroll	Credit(s)	Necessary Pre-requisites
101	English 9	This course is designed to build a solid foundation in English language and literature, focusing on strengthening essential grammar, comprehension, and writing skills. Students will engage with a variety of literary and non-literary texts, enhancing their ability to interpret and analyze content while developing clear and structured writing skills. The curriculum relies on common core standards to emphasize effective communication and critical thinking, preparing students for academic success in English by fostering a deep understanding of language and its applications.	9	1	
104	English 9 Extended	This course is designed for students pursuing a rigorous and analytical approach to English, aligning with the Common Core State Standards (CCSS) and preparing them for the DP English A pathway. With a focus on advanced writing skills, students will learn to craft detailed commentaries and analyses of both literary and non-literary texts. The course also incorporates oral presentation skills to help students effectively articulate their interpretations and insights. Through structured practice in commentary writing, argumentation, and text analysis, students will develop their ability to critically engage with complex ideas, building a strong foundation for advanced analytical and communication skills.	9	1	Students transitioning from MYP 3 to English 9 Extended must meet the following requirements: Achieve a MAP score at or above the 60th percentile (based on the higher result from the Winter or Spring session). Obtain a score of 6 in Criterion A. Maintain an overall grade of 6 or higher in their MYP 3 English course.
110	English 10	This course, aligned with the Common Core State Standards (CCSS), focuses on advancing grammar, comprehension, and writing abilities while introducing students to more complex text structures and sophisticated themes. Through targeted instruction and practice, students will deepen their proficiency in interpreting a wide range of literary and non-literary texts, honing their ability to construct well-organized and coherent written responses. The curriculum emphasizes critical thinking and analytical skills, encouraging students to explore texts at a deeper level and articulate their insights with precision and clarity. By fostering a strong foundation in effective communication, the course ensures students meet CCSS benchmarks while preparing them to approach complex ideas with confidence and rigor.	10	1	Students transitioning from English 9 to English 10 must achieve a passing grade in their English 9 course. To advance to English 10 Extended, students must meet the following criteria: Attain an overall score of at least 87/100 in their English 9 course. Achieve a MAP score at or above the 60th percentile (based on the higher result from the Winter or Spring session).
112	English 10 Extended	This course, aligned with the Common Core State Standards (CCSS) and designed to prepare students for the DP English A pathway, challenges students to deepen their analytical abilities and refine their commentary and writing techniques. Students will engage with more sophisticated texts and concepts, advancing their ability to produce detailed, nuanced analyses. Oral presentations take on greater complexity, requiring students to articulate and defend their interpretations with clarity and confidence. The course builds on prior experience with text analysis and commentary writing, preparing students to tackle advanced academic demands with critical insight and precision.	10	1	Students transitioning from English 9 Extended to English 10 Extended must meet the following requirements: Achieve a MAP score at or above the 60th percentile (based on the higher result from the Winter or Spring session). Maintain an overall grade of at least 82 in their English 9 Extended course.
136	English 11	The ELA 11 course is in direct alignment with the Common Core State Standards (CCSS). The course aims to prepare students to be college and career ready in four strands: reading, writing, listening, and speaking. Through the study of literary and non-literary works, students develop the necessary skills to demonstrate independence in each of the outlined strands. Throughout the ELA 11 course, students develop their skills through strong content knowledge, literary and non-literary commentaries, comprehension as well as critique of text and purpose, evaluation of evidence, and strategic and capable use of technology and digital media. The course aims to offer an in-depth study of American literature (fiction and non-fiction), Shakespearean plays, and works, originally in English, encompassing different world views and origins.	11	1	
176	English 12	The ELA 12 course is in direct alignment with the Common Core State Standards (CCSS). The course aims to prepare students to be college and career ready in four strands: reading, writing, listening, and speaking. Through the study of literary and non-literary works, students	12	1	



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		develop the necessary skills to demonstrate independence in each of the outlined strands. Throughout the ELA 12 course, students develop their skills through strong content knowledge, literary and non-literary commentaries, comprehension as well as critique of text and purpose, evaluation of evidence, and strategic and capable use of technology and digital media. The course aims to offer an in-depth study of American literature (fiction and non-fiction), Shakespearean plays, and works, originally in English, encompassing different worldviews and origins.			
DP1 SL 120, HL 125; DP2 SL 190, HL 195	DP1 & DP2 English Literature SL/HL	This course is a two-year program of study that explores a range of literature from different periods, genres, cultures, and contexts. Through the exploration of the aesthetic qualities of short stories, poetry, novels, essays and other literary forms, students discover how engaging with literature can help them gain a more critical perspective of the world. The course encourages students to explore the connection between literature and context, the creativity of writers, embedded meaning, and the transformative nature of literature. Students at both higher and standard levels will be involved in the process of critical response and creative production, through oral and written work, to demonstrate their understanding of how texts work to influence readers. Higher-level students are required to read a number of additional texts, prepare for embedded exams, and complete the additional internal assessment requirement.	11 & 12	2	DP 1 Literature SL (IBDP Lit SL) <ul style="list-style-type: none"> Grade: 87% in Grade 10 English Language and Literature Minimum MAP Percentile: 60th percentile in MAP Reading DP 1 Literature HL (IBDP Lit HL) <ul style="list-style-type: none"> Minimum Percentage Grade: 89% in Grade 10 English Language and Literature Minimum MAP Percentile: 60th percentile in MAP Reading
DP1 SL 130, HL 135; DP2 SL 170, HL 175	DP1 & DP2 English Language & Literature SL/HL	This course is a two-year program of study that explores the dynamic nature of language and its ability to influence, shape, and reflect the world. Literature becomes the lens through which students develop critical awareness and appreciation of the endless social, political, conceptual, and literary possibilities of language. Students analyze the relationship between literature and language to develop an awareness of issues or themes transcendent across time and place. Through close analysis of various text types, students consider their own interpretations, draw conclusions about the author's purpose, and discover textual nuances. The course requires students to showcase their understanding and interpretation of literary and non-literary texts through essays and oral presentations. Higher-level students are required to read additional texts, prepare for embedded exams, and complete the additional internal assessment requirement.	11 & 12	2	DP 1 Language and Literature SL (IBDP Lang & Lit SL) <ul style="list-style-type: none"> Grade: 85% in Grade 10 English Language and Literature Minimum MAP Percentile: 60th percentile in MAP Reading DP 1 Language and Literature HL (IBDP Lang & Lit HL) <ul style="list-style-type: none"> Grade: 87% in Grade 10 English Language and Literature Minimum MAP Percentile: 60th percentile in MAP Reading
102	Arabic 9	9 (MYP 4) اللغة العربية (أ) اللغة والأدب للصف التاسع يدرس طلاب الصف التاسع (منهج وزارة التربية ومنهج مساعدا) قائما على الكفايات والتعليم المتمحور حول المتعلم، وهو منهج مستحدث في بنيته ورواه ومادته ويعتمد على مصادر تعلم متنوعة من النصوص الأدبية وغير الأدبية مما يساعد على تطوير مهارات التفكير النقدي والتحليلي والإبداعي الضرورية للتواصل بشكل واضح ومبتكر وفعال في الأنشطة الكتابية والشفوية، وتعزيز الطلاقة اللفظية. مما يساهم في إبراز جهد المتعلم في أفضل صورته ويعمل على بناء شخصية الطالب المتمكنة من الفهم عبر الاستماع الجيد، القدرة على الحوار والإثراء، والخبرة في قراءة النصوص من مصادرها المختلفة، الماهرة في الكتابة نقلا وإملاء وتأليفا.		1	
111	Arabic 10	10 (MYP 5) اللغة العربية (أ) اللغة والأدب للصف العاشر يقوم هذا المنهج (منهج وزارة التربية ومنهج مساعدا) على بناء قدرة الطلاب اللغوية من خلال مختلف مهارات اللغة في الاستماع والتحدث، والقراءة والكتابة، والمشاهدة والعرض. والموازنة بين هذه المهارات لخلق شخصية لغوية متكاملة ومتوازنة، من خلال تدريب الطلاب على أنواع قرآنية مختلفة تلبية لحاجاتهم. يقرأ الطلاب مجموعة متنوعة من الأعمال الأدبية وغير الأدبية التي تعرض وجهات نظر متباينة. يعرض الطلاب من خلال هذا البرنامج فهمهم للكتابة التحليلية وفقاً للغرض والجمهور. والأساليب اللغوية وبناء النص وسوف يستمر الطلاب في تطوير مهاراتهم وصلفها في الكتابة الإبداعية والاستجابات الأدبية بالإضافة إلى زيادة فهمهم لمهارات البحث		1	
141/181	Arabic 11 & 12	11,12 (أ) اللغة العربية دراسات في اللغة والأدب منهج وزارة التربية في دولة الكويت للصف الحادي عشر والثاني عشر يتبع هذا البرنامج منهج وزارة التربية في دولة الكويت. هذا البرنامج يهتم بدراسة فنون الأدب المختلفة، حرص مؤلفوه على أن يكون مساره سهلا وأسلوبه ممتعا، وألزم نفسه بالأسس التربوية المعاصرة ومنها إشعار المتعلم بأن اللغة وظائفها الحيوية والاجتماعية فهي أداة للثقافة والفكر، وأداة للتواصل الاجتماعي، والقومي، ووعاء التراث، والحضارة. ويعمل كذلك على الإفادة من الوحدة اللغوية في تيسير اكتساب المهارات اللغوية، إذ النص الأدبي أو الموضوع القرآني يربط به الفروع اللغوية جميعها. من خلال الأخذ بمنهج تدريبي يكسب المتعلم المهارات	11,12	1	



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		<p>اللغوية التي تعينه في حياته على ممارسة التعلم معتمداً على ذاته (التعلم الذاتي). بالإضافة إلى ذلك الحرص على تزويد المتعلم بخبرات قرائية متنوعة من خلال تدريبه على الألوان القرائية التي تتطلبها الممارسات القرائية المستقبلية في الحياة المعاصرة وتهيئته لممارسة هذه الألوان بمهارة ، وذلك في إطار مجالات قرائية مختلفة، تلبية لحاجات المتعلم، وبناء شخصيته بامتلاك مهارات يستطيع بها التواصل مع مجتمعه والعالم من حوله. وفي نفس الوقت العناية بحركات الضبط والإعراب في لغتنا العربية لكونها لغة معربة لها خصائصها المميزة. مما يعمل على ربط المتعلم بأجمل ما في لغته، مما جاء في محكم البيان، وعلى لسان أفصح العرب وأبلغهم، وما تغنى به الشعراء والأدباء من جميل القول وروائع البيان.</p>			
DP1 SL 150, HL 155; DP2 SL 180, HL 185	DP1 & DP2 SL/HL Arabic A : Language & Literature	<p>SL/HL اللغة العربية: اللغة والأدب SL/HL</p> <p>يمتد هذا المنهج الدراسي سنتين، وفيه يدرس الطلاب مجموعة واسعة من النصوص الأدبية وغير الأدبية في مجموعة متنوعة من الوسائط ومن خلال مجالات استكشاف ثلاثة وهي استكشاف طبيعة التفاعلات بين القراء والكتاب والنصوص، واستكشاف كيف تتفاعل النصوص مع الزمان والمكان، واستكشاف التناس وكيفية ترتبط النصوص ببعضها. باختبار أفعال التواصل عبر الشكل الأدبي ونوع النص إلى جانب القراءات الثانوية الملانمة، سينتقى الطلاب في طبيعة اللغة ذاتها وطرق تشكلها وتأثرها بالهوية والثقافة. القصد أن تكون أساليب الدراسة في هذا المنهج واسعة النطاق ويُمكن أن تشمل النظرية الأدبية واللسانيات الاجتماعية والدراسات الإعلامية وتحليل الخطاب الناقد من بين الأساليب الأخرى.</p> <p>سيتعلم الطلاب فهم إبداع اللغة والعلاقة بين اللغة والفكر والطبيعة الجمالية للأدب. سيرى الطلاب أنّ النصوص وسيلة قوية للتعبير عن الأفكار والمشاعر الفردية، ويصبحوا أكثر ثقة في قدرتهم على إدراك الملامح الشكلية والبلاغية للنصوص وكيفية إنشائها للمعنى أو تأثيرها فيه. يطلب من طالب المستوى العالي قراءة نصوص إضافية وكتابتها</p>	11 & 12	2	Students should earn a minimum grade of 80% in Arabic 10 for SL or 87% for HL.



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Course #	Course Title	Course Descriptions for Language (B) Acquisition	Grade Level(s) Eligible to Enroll	Credit(s)	Necessary Pre-requisites
201	Phase 1 AFL	Phase 1 provides beginner students with an introduction to language, enabling them to deal with simple, basic daily life situations. By the end of this phase, students should be able to understand and respond to simple phrases, statements, and questions. Students will convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts.	9,10	1	Arabic Phase 1 is only open to students new to the school and for whom this is their first time being exposed to Arabic language and culture.
202	Phase 2 AFL	Phase 2 is structured to further develop beginning students' comprehensive skills in reading, writing, listening, and speaking. By the end of this phase, students should be able to respond to simple, spoken and written texts; and identify messages, facts, opinions, feelings, and ideas in written, spoken, and visual language. Students will interact to share information on a limited range of familiar situations, using basic verbal and written language, appropriate to a limited range of interpersonal and cultural contexts.	9,10	1	Successful completion of Phase 1 or demonstrated proficiency for newly enrolled students
206	Phase 3 AFL	Phase 3 is an intermediate level course, which enables students to deal with familiar and unfamiliar daily life situations. Students will be challenged to comprehend and respond to a variety of spoken and written texts. By the end of this phase, students should be able to demonstrate comprehension of specific information, main ideas, and some details presented through written, spoken, and visual language. Students will also express their ideas, opinions, and experiences in a range of familiar and unfamiliar situations as well as write these in structured texts, using language appropriate to a limited range of interpersonal and cultural contexts.	9,10	1	Successful completion of Phase 2 or demonstrated proficiency for newly enrolled students
209	Phase 4 AFL	Phase 4 further develops intermediate level students to deal with familiar and unfamiliar life situations. By the end of this phase, students should be able to interpret specific information, main ideas, and some details presented in complex written, spoken, and visual language. Students will also draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They will engage in conversation and write structured texts to share informative and organized ideas, justify opinions, and describe experiences on topics and concepts explored in class. Students will be challenged to identify aspects of format and style, and communicate with a clear sense of audience and purpose.	9, 10	1	Successful completion of Phase 3 or demonstrated proficiency for newly enrolled students
DP1 HL 235; DP2 HL 245	DP1 HL; DP2 HL Arabic Language Acquisition (Arabic B)	This course is a two-year program of study designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. Students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. At HL, students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s). The study of two literary works originally written in the target language is required at language B HL. Note: this class also includes the addition of Ministry of Private Education Arabic requirements.	11 & 12	2	THIS COURSE IS ONLY AVAILABLE FOR FULL DIPLOMA STUDENTS Successful completion of Phase 4 or above (for HL), or demonstrated proficiency by newly enrolled students Students should discuss the choice of Arabic Lang B HL or Arabic Lang A SL/HL with the current Arabic teacher.
203	Phase 1 French	Phase 1 provides beginner students with an introduction to language, enabling them to deal with simple, basic daily life situations. By the end of this phase, students should be able to understand and respond to simple phrases, statements, and questions. Students will convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts.	9,10,	.5	
205	Phase 2 French	Phase 2 is structured to further develop beginning students' comprehensive skills in reading, writing, listening, and speaking. By the end of this phase, students should be able to respond to simple, spoken and written texts; and identify messages, facts, opinions, feelings,	9, 10,	.5	Successful completion of Phase 1 or demonstrated proficiency for newly enrolled students



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		and ideas in written, spoken, and visual language. Students will interact to share information on a limited range of familiar situations, using basic verbal and written language, appropriate to a limited range of interpersonal and cultural contexts.			
211	Phase 3 French	Phase 3 is an intermediate level course, which enables students to deal with familiar and unfamiliar daily life situations. Students will be challenged to comprehend and respond to a variety of spoken and written texts. By the end of this phase, students should be able to demonstrate comprehension of specific information, main ideas, and some details presented through written, spoken, and visual language. Students will also express their ideas, opinions, and experiences in a range of familiar and unfamiliar situations as well as write these in structured texts, using language appropriate to a limited range of interpersonal and cultural contexts.	9, 10	.5	Successful completion of Phase 2 or demonstrated proficiency for newly enrolled students
219	Phase 4 French	Phase 4 further develops intermediate level students to deal with familiar and unfamiliar life situations. By the end of this phase, students should be able to interpret specific information, main ideas, and some details presented in complex written, spoken, and visual language. Students will also draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They will engage in conversation and write structured texts to share informative and organized ideas, justify opinions, and describe experiences on topics and concepts explored in class. Students will be challenged to identify aspects of format and style and communicate with a clear sense of audience and purpose.	9, 10,	.5	Successful completion of Phase 3 or demonstrated proficiency for newly enrolled students
DP1 SL 230; DP2 SL 280	DP1 & DP2 French Ab Initio SL	This is a two-year beginner language course for students who have never studied this language, or have had very limited exposure to, or study of, the language, and who have not progressed beyond an intermediate level proficiency. Through the development of receptive, productive, and interactive skills, students will acquire the ability to respond and interact appropriately in a defined range of everyday situations. Students develop a high level of proficiency in listening, speaking, reading, and writing within an authentic cultural context.	11 & 12	2	This course is for emerging language learners and is only open to students who have little to no French instruction. A student who has progressed to Phase 3 or 4 or beyond should enroll in DP French Language B.
DP1 SL 220, HL 225; DP2 SL 290, HL 295	DP1 & DP2 French Language Acquisition (French B) SL/HL	This is a two-year advanced language course for students who have been studying to acquire this language beyond their native first language; who already possess a strong written and spoken background in the language; and who wish to both strengthen their skills and explore cultures associated with this language. Special emphasis is placed upon perfecting comprehension skills in reading, writing, and speaking through the study of literary texts. This course also prepares students to use the language appropriately in a range of situations and contexts, and for a variety of purposes. Students learn to communicate with precision; develop their ability to understand and then adapt their responses to language in varying social and cultural contexts; and develop their competence in the use of language through idiomatic forms. Higher-level students are required to read extra and/or more complex texts, prepare for longer exams, and complete an extra internal assessment.	11 & 12	2	Successful completion of Phase 3 to enroll in SL, Phase 4 or above to enroll in HL, or demonstrated proficiency by newly enrolled students



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Course #	Course Title	Course Descriptions for Individuals and Societies/Humanities	Grade Level(s) Eligible to Enroll	Credit(s)	Necessary Pre- requisites
301	Individuals and Societies 9	The Grade 9 Integrated Humanities course offers a comprehensive exploration of key themes that shape our world, focusing on climate change, the rise and fall of empires, the emergence of democracy, corporate social responsibility, and the power of historiography. Through inquiry-based learning using the C3 curriculum standards, students will engage with geographic data and mapping tools to understand climate dynamics, analyze the geographic factors influencing historical empires, and examine the democratic principles of ancient Greece. The course also delves into the ethical considerations of business practices, encouraging debates on government intervention in markets. Additionally, students will study influential speeches, learning how rhetoric can reflect and shape social and political landscapes.	9	1	
310	Individuals and Societies 10	The Grade 10 course explores pivotal 20th-century themes through exploration of the C3 curriculum standards, beginning with the rise and fall of totalitarian regimes, examining the conditions that enabled their emergence and eventual collapse. Students then delve into the role of diplomacy and international cooperation in resolving global conflicts. The course addresses economic inequality, investigating development models and the impact of international financial institutions. Migration patterns and their effects on human settlements are analyzed, followed by an exploration of how technological innovations have transformed societies. Finally, the course examines global health challenges, focusing on the intersection of politics, economics, and geography in managing public health crises.	10	1	
346	20 th Century World History	The Grade 11 World History course delves into significant global transformations from the 19th to the 21st century by understanding the C3 curriculum standards. Students will explore the impact of European colonization in Africa, the transition from empires to modern states, and the rise and fall of global powers. Key topics include the challenges of African independence, Turkey's evolution from the Ottoman Empire to a republic, and the Soviet Union's journey from revolution to superpower status. Additionally, the course examines China's transformation into a global economic leader and Latin America's political shifts from populism to democracy.	11	1	This class is required for graduation, and should be completed in Gr 11 (unless enrolled as a Full DP student). Gr 12 students may request this class if they have not taken it in Gr 11
333	US History	This course covers the concepts of individualism/self-reliance; division; growth/expansion; immigration/migration; reform movements; and international intervention all through the lens of the history of the United States. Using primary and secondary source documents and current events, students learn about the various political, social, and economic developments that have shaped, and continue to shape, the United States. Argumentative writing and critical thinking are emphasized as integral ways of understanding the key concepts. Note: It is strongly suggested that students who intend to study in the USA take this course, as many universities will require this credit for admissions.	12	1	This class is prioritized for seniors who are intending to apply to U.S. universities and who are not full DP students.
DP1 HL 345; DP2 HL 385	DP1 & DP2 History HL	This course offers students an opportunity to study 20th century world history within an international framework. Topics include: Apartheid regime, international relations, 1918-1936; the rise and rule of single-party states pertaining to various twentieth century dictatorial regimes; and the Cold War. In addition, students engage in an intensive study of the history of the Americas including the following topics: WWII, social movements in the USA, and the Cold War. This course requires extensive reading, and students will acquire the skills to critically evaluate, interpret, and use source material as historical evidence.	11 & 12	2	There is no option for SL over two years, but SL can be taken as a one-year anticipated course. See #395 below.
395 SL	DP Anticipated History SL	This course follows the same content as the DP1 and DP2 SL course described above. The material is condensed into a rigorous one-year course of study.	11, 12	1	
DP2 SL 330, HL 315	DP2 Psychology SL/HL	This course is an introduction to three different approaches to understanding behavior: biological, cognitive, and socio-cultural approaches. The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behavior. Students develop in their understanding of the various approaches to research and how these approaches are used to critically reflect on the	12	2	Students can only enroll in this course if they have completed DP1 Psychology in Grade 11.



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		evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations.			
DP1 031; DP2 071	DP Theory of Knowledge Parts I and II	This two-year course is designed to engage students in exploring different ways of knowing through an inquiry-driven approach. The inquiry process focuses on three key themes: Knowledge and the Knower, Knowledge and Language, and Knowledge and Technology (DP 1), leading to a critical examination of how knowledge is produced and acquired across five Areas of Knowledge (DP 2). ToK emphasizes second-order knowledge questions, encouraging students to investigate the personal and ideological assumptions that underpin the foundations of knowledge. Assessment for the course focuses on The ToK Exhibition (DP 1) and The ToK Essay (DP 2). The exhibition assesses how students apply the conceptual framework of ToK to real-world contexts, while the essay challenges them to explore the nature of knowledge through the lens of prescribed titles.	11 & 12	0.5 + 0.5	This course is required in grades 11 and 12 for all Full DP students.
314	Foundations of Business	This semester course is designed to expose the interested student to many functions of modern business. It provides opportunities for students to learn about a variety of topics such as customer satisfaction, ethics, entrepreneurship, marketing, resource management, global business, and managing change. The focus will be understanding business vocabulary, as well as reading and researching to understand business-related topics.	10	.5	Grade 10 students may wish to consider this course as a way to explore their interest in business before selecting the DP Business Management course in grades 11 and 12
316	Foundations of Economics	In this semester course, students will be introduced to economic ideas of supply, demand, market failure, and the benefits of international trade. The focus will be understanding economic vocabulary and how to read and understand news reports and articles on economic topics.	10	.5	Grade 10 students may wish to consider this course as a way to explore their interest in economics before selecting the DP Economics course in grades 11 and 12
DP1 SL 320, HL 325; DP2 SL 360, HL 365	DP1 & DP2 Business Management SL/HL	This is a two-year dynamic, problem-solving course designed to provide a broad introduction to the basic principles and practices of businesses and organizations, both profit and non-profit in nature. Fundamental principles and skills are studied in local, national and international contexts, thus affording the opportunity to reflect upon the differences in perspectives and cultures. While the underlying framework of the program has a wide application, the content is largely of a practical nature. The units of study are Business Organization and Environment; Human Resources; Accounts and Finance; and Operations Management and Marketing. The higher-level students also learn to apply and evaluate more specific tools such as fishbone diagrams, decision trees, and force field analysis.	11 & 12	2	
DP1 SL 350, HL 355; DP2 SL 390, HL 375	DP1 & DP2 Economics SL/HL	This two-year course is structured around nine key concepts: scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention. Using these key concepts, all students will study the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. Students develop an international perspective, foster a concern for global issues, and become more aware of their own responsibilities at a local, national, and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues and appreciate their shared responsibility as citizens of an increasingly interdependent world. Higher-level level students will work with quantitative and qualitative data demonstrating a deeper understanding of real-world issues and scenarios and developing skills in using economic theories, models, ideas, and tools to develop policy advice. The High Level (HL) students also work with quantitative and qualitative data demonstrating a deeper understanding of real-world issue scenarios and developing skills in using economic theories, models, ideas, and tools to develop policy advice.	11 & 12	2	Students enrolling in Economics HL should have a strong math background with an average math MAP score of 60%. It is recommended that full DP students be enrolled in AA math as a complement to this course, and that students in AI SL math carefully consider their level of mathematical preparedness for this course.
820	DP Anticipated Digital Society SL	Digital society is an interdisciplinary course within the Individuals and Societies group designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. The course was developed with IB educators from every global region and school type with expert insights from diverse universities and professional sectors. This course invites students to develop ethical, empathetic and creative mindsets while addressing the changing world around them with understanding, imagination and action.	11, 12	1	A strong background in computers is advisable. This is the content from a 2-year course consolidated into an intensive 1-year study. Students should score 70% in reading MAP percentile.



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Course #	Course Title	Course Descriptions for Sciences	Grade Level(s) Eligible to Enroll	Credit(s)	Necessary Pre- requisites
401	Biology	This course engages students in the study of life and living organisms and examines biology in the real world. This course provides students with a solid, basic biology foundation, which will prepare them for future biology or life science courses in their high school and college careers. The components include Genetics, Macromolecules, Body Systems, Photosynthesis and Plant Growth. This course aligns with the Next Generation Science Standards. The goals of these standards are to develop a thorough understanding of content as well as improve key skills like communication, collaboration, inquiry, problem solving, and creative thinking.	9	1	
402	Chemistry	This course explores important concepts within chemistry, and how scientists understand the living world. Students gain an understanding of the principles, theories, and concepts in chemistry through a variety of laboratory investigations that encourage higher-order thinking applications. The components of this course include the composition and properties of matter, and changes and interactions of matter. The units to be covered are Atomic Structure, Chemical Bonding and periodic table, Stoichiometry, and Acids and Bases. Throughout the course, students solve problems, reason abstractly, and learn to think critically.	10	1	
403	Conceptual Physics	This is an introductory elective designed for the student who wishes to explore a pre-engineering pathway and who would like to build a stronger foundation of knowledge before entering Higher Level DP Physics in grade 11 and 12. This course introduces fundamental concepts of physics with emphasis on applications to the world around us. The course is concept-oriented and does not make extensive use of mathematics. Topics include classical mechanics-Kinematics and Dynamics, thermal physics, and wave properties. Students will perform experiments and interpret the results of their observations. They will also do activities that involve the assessment of experimental errors and uncertainties. Students will be using some basic algebra and trigonometric principles, and they will practice higher order thinking strategies.	10	1	This is a "science elective." It is not counted towards meeting the science requirement for Kuwait scholarship. It is designed for students who wish to build foundational skills in physics before attempting DP Physics in grades 11 and 12. It is likely the best fit for a student in grade 10 extended math, aiming to take Higher Level (HL) Physics in the Diploma Programme.
422	Advanced Biology	This course explores how life works from the microscale of single molecules ranging through to the entire biosphere. It focuses on gaining a conceptual understanding of core ideas in life sciences. In addition to developing a personal, social, and global awareness of biology, students also work to understand and apply the skills and processes of science through observations, conducting experiments, and testing hypotheses. Some topics of exploration include cell biology, biochemistry, genetics and heredity, microbiology, and human anatomy.	11 & 12	1	
423	Advanced Chemistry	This course explores important concepts within chemistry and how scientists understand the living world. Students understand the principles, theories, and concepts in chemistry through various laboratory investigations. Explorations include the atomic theory, structure/properties of matter, chemical reactions, chemical bonding, trends in the periodic table, energy, and calculating chemical quantities.	11 & 12	1	
DP1 SL 420, HL 425; DP2 SL 460, HL 465	DP1 & DP2 Biology SL/HL	Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, students are provided with opportunities to ask questions, design experiments, collect and analyze data, collaborate with peers, and reflect, evaluate and communicate their findings. DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.	11 & 12	2	For a student to enroll in HL Biology , the student should have achieved at least an overall score of 85% in previous sciences taken in grade 9 and 10.
DP1 SL 430, HL 435; DP2 SL 470, HL 475	DP1 & DP2 Chemistry SL/HL	As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behavior to be predicted and controlled at a macroscopic level. The	11 & 12	2	Students wishing to take HL Chemistry should have successfully achieved a minimum overall score of 90% in Math Core or 85% in Math Extended . Students planning to go into the medical field are recommended to pair this



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		subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques that can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry in both the classroom and the laboratory.			course with DP Biology. Students planning to go into engineering should pair this course with DP Physics.
441	Physics	This course explores important concepts within physics and how scientists use mathematics to understand the living world. Students gain an understanding of the principles, theories, and concepts in physics, through a variety of laboratory investigations. Explorations in this course will include the interactions between objects and systems, motion, forces, physical systems, energy transformation and conservation, momentum and impulse, and electricity.	11, 12	1	
DP1 SL 440, HL 445; DP2 SL 480, HL 485	DP1 & DP2 Physics SL/HL	As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world: from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments. DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry in both the classroom and the laboratory.	11 & 12	2	Students wishing to take this class should be enrolled in DP Math AA SL/HL or DP Math AI HL. It is not an appropriate pairing with AI SL. This course is best suited for students who have successfully completed Math Extended with a minimum overall score of 85% . Conceptual Physics is recommended as a prerequisite for HL Physics and a requirement with a minimum overall score of 90% .
DP1 SL 450, HL 455; DP2 SL 490, DP2 HL 495	DP1 & DP2 Computer Science SL/HL	Computer science DP1 and DP2 HL/ SL equivalent to the first year of college level, which requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The DP computer science course is engaging, accessible, inspiring and rigorous. It has different characteristics such as draws on a wide spectrum of knowledge, enables and empowers innovation, exploration and the acquisition of further knowledge, raises ethical issues, and is underpinned by computational thinking. Computational thinking involves the ability to think procedurally, logically, concurrently, abstractly and recursively, utilize an experimental and inquiry-based approach to problem solving, develop algorithms and express them clearly, appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally. During the course students will develop a computational solution. This will involve the ability to identify a problem or unanswered question, design, prototype, program and test a proposed solution liaise with clients and end users to evaluate the success of the proposed solution and make recommendations for future developments.	11 & 12	2	Successful completion of Introduction to Programming for HL A strong background in computers and mathematics highly recommended. A reminder that this is a Group 4 class option when selecting your IB schedule, even though it is also listed as a course within the Design/ICT department. <i>This course will not count towards meeting the science track requirement for the Kuwait scholarship.</i>



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Course #	Course Title	Course Descriptions for Math	Grade Level(s) Eligible to Enroll	Credit(s)	Necessary Pre- requisites
500	Integrated Math 1 Core	This course follows Common Core State Standards. It incorporates the study of algebra, probability, and statistics. The course includes linear functions, Linear equations and inequalities, data representations, probability, and statistics. Emphasis is placed upon knowledge and understanding of concepts, investigation of patterns, mathematical communication, and the application of mathematics in real life	9	1	
505	Integrated Math 1 Extended	This course follows Common Core State Standards. It incorporates the study of algebra, geometry, trigonometry, probability, and statistics. It includes linear functions, and equations, linear inequalities, systems of linear equations and inequalities, graphs of linear equations and inequalities, factoring quadratic equations, congruent and similar triangles, right triangles and trigonometric ratios, deductive geometry, measuring data, experiments with data, sample spaces, and probability. Emphasis is placed upon knowledge and understanding of concepts, investigation of patterns, mathematical communication and applications of mathematics in real life.	9	1	<p><i>Students coming from 8 Core:</i> 60th percentile for MAP Score (Winter/ Spring- higher of the two)</p> <p>At least a 6 in Criterion A At least a 6 as overall grade.</p> <p><i>Students coming 8 Ext:</i> 60th percentile for MAP Score (Winter/ Spring- higher of the two)</p> <p>At least a 5 in Criterion A At least a 5 as overall grade.</p>
510	Integrated Math 2 Core	This course follows Common Core State Standards. It incorporates the study of algebra, geometry, trigonometry, and sequences and series. It includes exponents and roots, quadratic functions, exponential functions, laws of logarithms, right triangles and trigonometric ratios, sequences and series. Emphasis is placed upon knowledge and understanding of concepts, investigation of patterns, mathematical communication, and applications of mathematics in real life. This course is a prerequisite for students who will take Integrated Math 3 or AI SL in grade 11 but not recommended for AA SL/HL courses.	10	1	
515	Integrated Math 2 Extended	This course follows Common Core State Standards. It incorporates the study of algebra, geometry, and trigonometry. It includes quadratic equations and functions, radicals and surds, inverse functions, exponential and logarithmic functions and equations, trigonometric ratios, circular and periodic functions, bearings, 3D shapes, areas, laws of sine and cosine, unit circles, sequences and series and summations. Emphasis is placed upon knowledge and understanding of concepts, investigation of patterns, mathematical communication, and applications of mathematics in real life.	10	1	<p><i>Students coming from 9 Core:</i> 60th percentile for MAP Score (Winter/ Spring- higher of the two)</p> <p>Overall grade of at least 87%</p> <p><i>Students coming from 9 Ext:</i> 60th percentile for MAP Score (Winter/ Spring- higher of the two)</p> <p>Overall grade of at least 80%</p>
DP1 SL 530; DP2 SL 560	DP1 & DP2 Math Applications & Interpretation (AI) SL	This two-year course is designed for students who enjoy describing the real world and solving practical problems using mathematics. Technology is used alongside to explore mathematical models and the practical side of mathematics. The content of this course includes: Sequences and series, and financial math applications, percentage errors and estimations, graph analysis, models of linear, quadratic, cubic, and exponential functions, 3D geometry, using trigonometry to solve right angles and non-right angles triangles, arcs and sectors of circles, Voronoi diagrams, data presentations, bivariate data, Pearson and Spearman's coefficients, regression, Venn Diagrams, probability of events, discrete random variables and binomial distributions, introduction to limits, derivatives, antiderivatives, optimizations, and applications.	11 & 12	2	<p><i>Students coming from 10 Core:</i></p> <p>An overall score of 84% or better, in addition to teacher's recommendation, and summer assignment.</p>
534	Integrated Math 3	This course follows Common Core State Standards. It incorporates the study of algebra, statistics, geometry and trigonometry. It includes quadratic functions, polynomials and polynomial functions, inverse functions, radical functions, exponential and logarithmic functions, statistics, circular and periodic functions.	11	1	



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DP1 SL 550, DP2 SL 570,	DP1 & DP2 Math Analysis & Approaches (AA) SL	This two -year course is intended for students who wish to pursue studies at university level that require profound mathematical knowledge. The content of this course includes numerical concepts, sequences and series, financial math, graphing and analysis of functions to model relationships visually and symbolically, transformations, quadratic, exponential, logarithmic, and rational functions, 3-D Geom and non-right triangle trigonometry, circular functions, using trigonometric properties and identities to solve problems, introduction to probability and statistics concepts, binomial distributions, use of technology to represent and solve problems, introduction to concepts of limits, derivatives, integration, and their applications.	11 & 12	2	<p><i>Students coming from Math 10 Ext:</i></p> <p>An overall grade of 85% or better.</p> <p><i>Students coming from Math 10 Core:</i></p> <p>An overall grade of 87% or better, in addition to teacher's recommendation and summer assignment.</p>
DP1 HL 535; DP2 HL 575	DP1 & DP2 Math Analysis & Approaches (AA) HL	This two-year course is intended for students who wish to pursue studies in mathematics at university or subjects which have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem solving, and exploring real and abstract applications, with and without technology. The SL course is a sub part of the HL course. HL content include: permutations, combinations, partial fractions, complex numbers, proof by induction, contradiction and counter example, factor and remainder theorems, the modulus function, Reciprocal trigonometric functions, compound angle identities, double angle identities for tangent, symmetry properties of trigonometric graphs, vector theory, applications with lines, planes, and vectors, Bayes theorem, probability distributions, probability density functions, expectation algebra, convergence and divergence, differentiation from first principles, limits and L'Hôpital's rule, implicit differentiation, derivatives of inverse and reciprocal trigonometric functions, integration by substitution and by parts, areas and volumes of revolution, solution of first order differential equations, Euler's method, separation of variables, first order differential equations, in addition to Mac Laurin series.	11 & 12	2	<p><i>Students coming from Math 10 Ext:</i></p> <p>An overall grade of 85% or better.</p> <p><i>Students coming from Math 10 Core:</i></p> <p>An overall grade of 90% or better, in addition to teacher's recommendation and summer assignment.</p>
536	Pre-Calculus	This course follows the traditional path of math courses in an American high school program. It follows Common Core State Standards. Content includes quadratic, exponential and logarithmic functions and equations, graph analysis, inverse and composite functions, radical functions, polynomial functions of higher degrees. Using technology to find regression, analyze graphs, and solve equations, transformations, volume and surface area of 3D solids, right angled and non-right-angled trigonometry including bearings and angles of elevation and depression, radian measure, the unit circle and Pythagorean identity, inverse trig functions, double angle identities for sine and cosine, composite trigonometric functions, and solving trigonometric equations, laws of sine and cosine, in addition to sequences and series and applications.	12	1	<p>This course is recommended for the students who need a fourth math credit for university and/or scholarship opportunities. Students must have passed Int Math 3 or a DP1 equivalent to be eligible to enroll.</p> <p>For Kuwaiti students, PreCalculus is currently required for the scientific track scholarship.</p> <p>Full Diploma students are not eligible to enroll.</p>



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Course #	Course Title	Course Descriptions for Fine Arts	Grade Level(s) Eligible to Enroll	Credit(s)	Necessary Pre- requisites
604	Art Foundations I	Art Foundations I is a semester course of study intended to prepare serious art students for the rigors of Art Foundations II. The curriculum offers a pointed focus on the development of basic drawing, composition, and analysis skills. The cultivation of these skills is necessary for success in Art Foundations II, where many of the skills are assumed and are built upon. Students will study compositional methods, drawing techniques, and art criticism/analysis.	9, 10	.5	Students wishing to complete DP Art should take this course in addition to Art Foundations II.
616	Art Foundations II	This course builds upon the knowledge and skills acquired in Art Foundations I. A strong skill-based foundation is required to develop a comprehensive and conceptual understanding of Visual Arts. Students will explore and evaluate various media areas related to 2D art and will refine their understanding of design concepts. The art history/criticism portion of the course will focus on learning to 'read' the language of art and on developing personal art interpretations, while strengthening knowledge of conceptual design.	9, 10	.5	Students wishing to complete DP Art should take this course in addition to Art Foundations I.
636	Advanced Studio Art	This course is designed for students who wish to continue their study of visual arts without DP certification. It is designed to allow students to customize their learning pathway, engaging in a variety of art-making practices, leading to the development of a portfolio of work, potentially suitable for future university submission. Course content focuses on art theory knowledge, approaches to learning, and project-based assessment.	11, 12	.5	
DP1 SL 630, HL 635; DP2 SL 670, HL 675	DP1 & DP2 Visual Arts SL/HL	The IB Diploma Visual Arts Course is a dynamic and rigorous inquiry program that focuses on students' development of analytic creative problem-solving skills. Technical media skills gained throughout the Visual Arts IB continuum are further developed through personal research. Students enrolled in Diploma Visual Art develop a theme, research artists of influence, and create a resolved body of art centered on artistic intentions.	11, 12	2	Successful completion of Art Foundations I and II As measured by MAP scores, students must be at or above the 50 percentiles for reading. Students may be considered individually on the basis of an art portfolio, with permission from the DP Coordinator, counselor, and instructor.
615	Digital Art	Digital Art is a class where students will learn how to use software to create artwork. Students will learn to edit and adjust photographs, create original photo manipulations, original illustrations, and digital paintings. The study of art theory concepts such as the elements of art, principles of design, composition, and color theory will be embedded in art projects, allowing the majority of the learning experience to prioritize the creation of art. Digital Art is for students who are interested in developing art from a digital perspective, or who are interested in graphic design.	11 & 12	.5	
601	Theatre Arts I	All the world's a stage! This course develops performance skills through studying the elements of theatre, improvisational techniques, script analysis, and theatre history. Students work both independently and collaboratively to develop their skills. Students will examine theatrical styles and genres; interpret and analyze theatrical texts; and develop their communication skills and acting techniques. Students also maintain process journals to document and reflect upon their development. This course is suitable for the theatrical beginner but will also challenge students with previous middle school or outside acting experience who wish to further develop their skills.	9, 10, 11, 12	.5	Only students eager to engage with the course and build confidence in performing on camera and before live audiences should enroll.
617	Theatre Arts II	This course is designed for the student who is passionate about performance and all elements of theatrical production and has the time to commit to outside independent and group rehearsal. It is largely a continuation of Theatre Arts I and includes the same elements of study and practice in greater depth. It also includes performance in small- and large-scale productions for various audiences, putting studies of theory into practice.	10, 11, 12	.5	Only students eager to engage with the course and build confidence in performing on camera and before live audiences should enroll. You will need to have completed Theatre Arts I to be eligible for this class
602	Introduction to Band	This course is a beginner level course for students interested in playing instruments for the first time, or after a long break. It will provide a basic foundation in playing techniques, music theory and ensemble playing. This will be primarily aimed at preparing students to take the Band 1 course at a later date if they want.	9, 10, 11, 12	.5	There are no pre-requisites for this course. There will be two after-school concerts per year (Winter and Spring) for which attendance will be expected.
618	Band 1	This course is an intermediate to advanced level music class and meant to be a continuation	9, 10	.5	Students taking this course need to have completed at least grade 8 band (or



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		of studies from Introduction to Band, or Middle School experience. Theoretical coursework involves a development of the musical elements of Western music traditions such as: demonstrating musicianship skills growth and development; performing before an audience in solo and ensemble groups, large and small, in a variety of events (a mandatory component) and developing technical skills.			more) in middle school OR the introduction to band course in High School. A student new to the school or not meeting these standards should arrange an audition with the instructor for approval to enroll. There will be two after-school concerts per year (Winter and Spring) for which attendance will be expected.
621	Band 2	This advanced level band class is meant to be a continuation of studies from the band one experience. Theoretical coursework involves a development of the musical elements of Western music traditions such as: demonstrating musicianship skills growth and development; performing before an audience in solo and ensemble groups, large and small, in a variety of events (a mandatory component) and developing technical skills. This is intended for those who are serious about pursuing music at school.	10, 11, 12	.5	Students taking this class are expected to have completed the Band 1 course as a minimum, but will ideally have completed other band courses as well. There will be two after-school concerts per year (Winter and Spring) for which attendance will be expected.
638	Advanced Instrumental Music	This advanced music course is designed for the student who wishes to continue to pursue a passion for music, without DP certification. Students perform in small and large ensembles for audiences at events of all kinds. They compose and improvise music in varied forms and styles and can demonstrate leadership through their participation in ensembles and small groups. Students continue developing their understanding and appreciation for compositional, historical, and cultural connections through music. This course may be taken in grades 11 and/or 12 for up to two credits. [See the counselor's recommendation regarding commitment to time outside the school day and discuss any concerns with the music teacher.]	11, 12	1	Students taking this class are expected to have completed the Band 2 course. There will be two after-school concerts per year (Winter and Spring) for which attendance will be expected.
606	Vocal Music I	This course emphasizes vocal performance and developing proper vocal technique and ensemble singing as well as participating in creative activities, perceptive listening, and reflection. Students will be required to demonstrate basic understanding of musical elements, terminology, and some basic compositional techniques. The repertoire will be varied and include studies of music within historical, social, and cultural contexts. This course is considered an intermediate level music class and is meant to be a continuation of studies from the middle school level; however, it could be suitable for the student with vocal experience outside of school or who already reads music and has a passion to develop their vocal skills. The interested student should contact the vocal instructor to arrange an audition.	9, 10, 11, 12	.5	There are no pre-requisites for this course; however singing experience in either G7 or G8 is recommended. There will be two after-school concerts per year (Winter and Spring) for which attendance will be expected.
619	Vocal Music II	This advanced level vocal class is meant to be a continuation of studies from the Vocal I experience. Theoretical coursework involves a development of the musical elements of Western music traditions such as: demonstrating musicianship skills growth and development; performing before an audience in solo and ensemble groups, large and small, in a variety of events (a mandatory component) and developing technical skills. This is intended for those who are serious about pursuing music at school.	10, 11, 12	.5	Students will be expected to have completed the Vocal I course. There will be two after-school concerts per year (Winter and Spring) for which attendance will be expected.
629	Advanced Vocal Music	This course emphasizes choral performance at an advanced level which challenges students to apply their developed sight-reading and harmonization skills. Students participate in ensemble singing with two- and three-part songs as well as solo performances. They engage in preparing concert performances for a variety of audiences. Students will develop and apply their understanding of the elements of music, terminology, and conducting patterns while participating in a varied creative, perceptive listening, and reflection activities. The repertoire will be varied and include studies of music within historical, social, and cultural contexts. This course may be taken only once in grades 11 and 12, for one credit.	11, 12	1	Successful completion of Vocal Music II or by audition There will be two after-school concerts per year (Winter and Spring) for which attendance will be expected.



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Course #	Course Title	Course Descriptions for Information Technology & Design	Grade Level(s) Eligible to Enroll	Credit(s)	Necessary Pre- requisites
801	Design Technology	Design Technology challenges students to apply both practical and creative thinking skills to solve design problems, fostering an awareness of their responsibilities when making design decisions and acting. This course emphasizes the use of the Design Cycle, which serves as a methodology to guide inquiry, problem analysis, development of feasible solutions, solution creation, and the testing and evaluation of outcomes applying the needed technology using different platforms. Throughout this process, students will learn to conduct analysis using various tech platforms, such as Excel, to create accurate statistics that reflect their findings.	9	.5	
812	Design Engineering	For our future prosperity, there is a need for designers to develop innovative solutions which capitalize on emerging technologies and can integrate seamlessly into activities of daily living. Industrial and mechanical design engineering aims to identify and solve clients' challenges--relying on established ways of knowing and doing, engaging multiple stakeholders including clients and end-users, then developing innovative solutions that form a response to a wider societal need. This course will stretch students' knowledge of design thinking and the collaborative process as well as application of technology. It is well-suited for students who wish to explore engineering as a possible career pathway and have a strong interest in technology as a tool for innovation and creative thinking.	10	1	
818	Introduction to Programming	The <i>Introduction to Programming</i> course is project-based, teaching students how to build their own web pages using HTML and CSS. Students will create live homepages to serve as portfolios, showcasing their work. By the end of the course, students will be able to explain how web pages are developed and accessed on the Internet, identify and fix errors in websites, and create their own multi-page websites. This course also covers the foundations of user interface design, rapid prototyping, and user testing. It's designed for beginners with no previous experience in computer science.	10	1	This course will serve as a prerequisite for Computer Science HL.
821	Introduction to AutoCAD	Introduction to AutoCAD provides students with the opportunity to develop computerized drafting, design, and management abilities in a project-based setting. Students will complete a skills-based series of tutorials before using two- and three-dimensional drawing to address original design challenges that also include scheduling and materials requirements. This course is especially appropriate for students interested in pursuing careers in engineering or architecture.	11, 12	1	The counselor suggests having a solid foundation in computers and mathematics. The recommended MAP math score should be at or above the 60th percentile.
822	Fundamentals of Cyber Security	Cybersecurity Fundamentals offers hybrid knowledge and hands-on learning. Gain insight into the principles of data and technologies that frame and define cybersecurity, its language and the integral role of cybersecurity professionals in protecting enterprise data and infrastructure.	11, 12	.5	



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Course #	Course Title	Course Descriptions for Physical and Health Education	Grade Level(s) Eligible to Enroll	Credit(s)	Necessary Pre- requisites
701	Physical & Health Education 9	This course helps students develop and understand their physical, mental, emotional, and social health and well-being. Units focus on a range of content and concepts covering nutrition, personal fitness and skill analysis, performance development, teams and tactics, aesthetical movement, and mental/emotional health. Students engage in multiple team sports and individual sports/activities. They develop their knowledge and understanding of content and concepts; their goal-setting and ability to plan for performance improvements; their ability to demonstrate skills, tactics, and movement concepts; their reflective ability across a range of mediums; and their affective and interpersonal skills within the learning process.	9	.5	
712	Physical & Health Education 10	In this course students focus their studies on three main areas: living skills, healthy active living, and performance competencies. Units focus on a range of content and concepts covering nutrition, personal fitness and skill analysis, performance development, teams and tactics, aesthetical movement, and mental/emotional health. Students engage in multiple team sports and individual sports/activities. They develop their knowledge and understanding of content and concepts; their goal-setting and ability to plan for performance improvements; their ability to demonstrate skills, tactics, and movement concepts; their reflective ability across a range of mediums; and their affective and interpersonal skills within the learning process.	10	.5	
729	Strength & Fitness (Males Only)	The overall objective of this course is to create a lifelong enthusiasm for personal health and fitness. Students focus on the benefits of lifelong fitness training applied through the methods and theories of training for strength and conditioning. Students develop a personalized health program for their own needs and goals. They learn the importance of training and explore theory topics such as components of fitness, basic training principles, the FITT principle, proper nutrition, and best practices of professional athletes. Students additionally learn, explore, develop, and create exercises based on several training methods such as free weights, machines, exercise balls, yoga, Pilates, plyometric, interval training, kettlebells, mat work and other methods of interest. The focus is on the student making improvements for themselves, building capacity, and creating positive training habits that can be carried into their future lives.	11, 12	0.5	
724	Strength & Fitness (Females Only)	The overall objective of this course is to create a lifelong enthusiasm for personal health and fitness. This is an activity-based course for females in who are interested in personal fitness and maintaining a healthy lifestyle. The theme for the class is to challenge oneself physically, mentally, and emotionally. Throughout this course, students explore a range of activities including interval, running, circuit, Pilates, dance, yoga and resistance training. Students gain a better understanding of cardiovascular fitness, aerobic exercise, strength training and flexibility, and explore theory topics such as target heart rate zones, the components of fitness, basic training principles, the FITT principle, nutrition, body type, and basic weight management. This female-only course is intended to encourage an environment to challenge students to go beyond their comfort zones to develop physical capacity and create positive life habits.	11, 12	0.5	
731	Sports Leadership	The Physical Education Department at AIS strives to encourage all students to discover the value of physical activity and pursue lifelong physical fitness. The course focuses on the development of leadership and coordination skills through sports. Students will learn a variety of leadership styles, the group development process, and acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety of others through mentoring. Students will participate in a variety of sports and activities.	11, 12	0.5	



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Course #	Course Title	Course Descriptions for Islamic Studies	Grade Level(s) Eligible to Enroll	Course #	Course Title
900	Islamic Studies 9		9	0.5	
910	Islamic Studies 10		10	0.5	
937	Islamic Studies 11		11	0.5	
961	Islamic Studies 12		12	0.5	
901	Islamic Studies in English 9 (IFL)	The Islamic Studies courses use textbooks which follow the curriculum, guidelines, and requirements prescribed by the Kuwait Ministry of Education. All assessments are planned and executed with the Ministry of Education approval. This includes test content and test dates.	9	0.5	Any family wishing to seek approval from the MOE for taking religion in English is encouraged to do so now for the upcoming school year and submit the document to the high school counselor as soon as possible. Once the master schedule has been completed and students assigned to classes, there can be no guarantee that it will work in a student's schedule to change him/her into the RFL (English-speaking) class. These changes will only be made during the semester break if space exists within the class and if the switch is possible within the student's schedule according to other classes they may have chosen.
912	Islamic Studies in English 10 (IFL)		10	0.5	
944	Islamic Studies in English 11 (IFL)		11	0.5	
971	Islamic Studies in English 12 (IFL)		12	0.5	
936	Islamic studies DP1	The Islamic Studies courses use textbooks which follow the curriculum, guidelines, and requirements prescribed by the Kuwait Ministry of Education. All assessments are planned and executed with the Ministry of Education approval. This includes test content and test dates.	11	0.5	
963	Islamic studies DP2		12	0.5	
939	Islamic studies in English DP1 (IFL)		11	0.5	
964	Islamic studies in English DP 2 (IFL)		12	0.5	



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