



**ASM** | AMERICAN  
SCHOOL  
OF MILAN

Grades 9-10

2019-2020 Program of Studies



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# PROGRAM OF STUDIES GRADES 9–10

## OUR MISSION

*The American School of Milan ensures a modern and rigorous education for International students to excel in the changing world of tomorrow.*

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<sup>1</sup> “The IB Diploma Program”. International Baccalaureate Organization. Last modified May 31, 2013. Accessed June 1, 2013. [<http://www.ibo.org/diploma/>]

Welcome to the American School of Milan. The onset of upper school is an important time for students as they focus their educational goals and plan for their future. At ASM, we are committed to giving our students opportunities that will open as many doors as possible. Consequently they can make the right choice for their education after they leave our school. With our focus on an American style education, emphasis for every student is placed not only on intellectual development, but also the social, emotional, physical and aesthetic development of our students. Consequently, all of our students are given many opportunities and encouraged to participate in core courses, enhanced with appropriate electives, after school programs, community service and many extracurricular activities.

The American School of Milan’s finest feature and strength lies with the international character of our student body. With more than 50 countries proudly represented at ASM, our diversity is both an asset to our students and a true reflection of the academic environment we enjoy. An acceptance and understanding of cultural differences is at the center of the school’s philosophy and is supported by our values. The IB Diploma program is the benchmark that drives the curriculum development for our grade 9 and 10 students. All of our 11th and 12th grade students undertake this challenging program by selecting one of three paths: the ASM Diploma, IB Diploma or IB Certificate. In order for our students to experience success in the IB, we have designed ASM’s curriculum to prepare grade 9 and 10 students for the rigors of the IB Diploma program. We have drawn on best practices from research and years of experience from faculty members and the respective learning objectives of the IB Program.

“Founded in 1968, the International Baccalaureate (IB) is a not-for profit foundation that offers high-quality and challenging educational programs for a worldwide community of schools. For 45 years, IB programs have gained a reputation for rigor and high academic standards, for preparing students for life in a globalized 21st century, and for helping to develop students who can create a better, more peaceful world. Currently more than 1 million IB students attend nearly 3,500 schools in 144 countries. To learn more, visit [www.ibo.org](http://www.ibo.org)<sup>1</sup>.

## PROGRAM OF STUDIES GRADES 9–10

In the IB Diploma program, students study six subject areas with each course lasting for two years. The courses at ASM include:

1. **English**
2. **Second Language** (*French, Italian, Spanish*)
3. **Social Science** (*Economics, History, Global Politics, Environmental Systems and Societies or Psychology*)
4. **Experimental Science** (*Biology, Chemistry, Physics, Environmental Systems and Societies or Computer Science*)
5. **Math** (*Mathematics: Analysis and Approaches SL/HL Mathematics or Applications and Interpretation SL/HL*)
6. **Visual Art, Film, Music** *or a second Social or Experimental Science or a third language*

In addition to these courses, students engage in a class, Theory of Knowledge (TOK) which focuses on critical thinking and philosophy, and they develop research and writing skills and academic self-discipline through their work on an Extended Essay.

### PARENT MEETINGS AND STUDENT PREPARATION FOR IB

Students and parents will be invited to regular meetings in grade 10 that will be conducted by the IB Coordinator. Students will be encouraged and advised by teachers as they prepare for course selections. Parents will be informed on IB expectations to prepare them for the academic rigor that their children will experience in grades 11 and 12.

# PROGRAM OF STUDIES GRADES 9–10

## ASM VALUES

### *Accountability, Respect & Empowerment*

#### **Accountability**

- › **Academic Excellence** is the result of hard work, academic honesty, and the motivation to achieve.
- › **Continuous Improvement** is reflecting, being curious, setting high goals and striving to meet them.
- › **Competence** is having the skills, knowledge and confidence to perform independently.

#### **Respect**

- › **Cultural Sensitivity** is recognizing one's own background as a means to understand and learn from cultural differences.
- › **Balance** between home and work is achieved through organizing time responsibly.
- › **Balance** between intellectual, physical and emotional development stems from recognizing one's own talents while securing time to grow in other ways.

#### **Empowerment**

- › **Character Development** is reflecting on one's actions and beliefs to grow within a community.
- › **Creativity** is having the courage to express unique ideas and search for new solutions or questions.
- › **Personal growth** is setting goals, developing a plan, and evaluating progress towards success.
- › **Intellectual stimulation** is developing curiosity through engaging ideas, asking questions and thinking critically.

## PROGRAM OF STUDIES GRADES 9–10

### **ASM BELIEFS**

#### **The American School of Milan believes in:**

- › providing students with the skills and knowledge to succeed in an increasingly complex world;
- › a framework that combines an American-style education with the rigor of the International Baccalaureate continuum of International education;
- › developing high academic levels of English language proficiency while respecting the culture and language of Italy, the host country;
- › constantly pursuing excellence in all aspects of the school's program by providing a well-planned and sequenced curriculum that provides our students with the highest standards of international education;
- › providing ample opportunities for our students to develop intellectual skills, which include information gathering, organization, synthesis, analysis, critical thinking, decision making, problem solving and effective communication;
- › providing the opportunity for our students to pursue excellence in arts and athletics and to experience service to others;
- › an encouraging environment of creativity, curiosity and the spirit of scientific inquiry in mind, body and spirit that will foster a lifelong interest in learning;
- › a solid grounding in the use of modern technology, its applications, potential and limitations;
- › a positive, caring, and safe learning environment that encourages questioning and allows students to step outside their comfort zone;
- › encouraging the development of individual integrity and high ethical standards; encouraging the understanding and acceptance of the dignity and worth of all people;
- › celebrating the cultural diversity among our community of learners;
- › creating an inclusive environment where all children have access to learning.

## PROGRAM OF STUDIES GRADES 9–10

### PROFILE OF A GRADUATE AT ASM

American School of Milan Graduates will strive to be:

#### **INQUIRERS**

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

#### **KNOWLEDGEABLE**

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

#### **THINKERS**

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

#### **COMMUNICATORS**

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

#### **PRINCIPLED**

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

#### **OPEN-MINDED**

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

#### **CARING**

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

#### **RISK-TAKERS**

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

#### **BALANCED**

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

#### **REFLECTIVE**

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

## PROGRAM OF STUDIES GRADES 9–10

### **COMMUNITY SERVICE**

While academics are a primary focus for grades 9 and 10, ASM recognizes that a balance between intellectual stimulation and a need to educate the whole person is fundamental for young adults of this age.

Therefore, students are expected to participate in at least 25 hours of community service projects a year. ASM offers many service opportunities, but also, students are encouraged to identify service programs within Italy and in the surrounding community of the school and in the greater area of Milan.

### **UPPER SCHOOL SPORTS AT ASM**

ASM participates in The Northern International Schools Athletic Association, (NISAA). The goal was to organize an athletic league that would allow for skilled and healthy competition among schools, without the need for students to leave campus for extended periods of time to participate in games and tournaments. Today the league competes with eight schools in a fully formed program.

As a result of the development of and participation in this new league students can maintain their academic success while also participating in competitive sport. Practices and games are held after school and on Saturdays, so as not to disrupt a student's time in the classroom. Furthermore, the other schools in NISAA are IB schools as well, and so scheduling games and matches is done collaboratively to support academic commitments.

With academics being a league-wide NISAA priority, we are proud to offer our high school students the opportunity to compete in a different Varsity sport each season. In the fall season we offer boys and girls volleyball and soccer. In the winter season we offer boys and girls basketball, badminton and cheerleading. During the spring season we offer co-ed tennis, lacrosse and track and field. At the end of each season there is a weekend-long tournament held at one of the NISAA schools.

It is expected that the student-athletes who join these teams will maintain a high academic standing, and will demonstrate excellent sportsmanship at all times. ASM and NISAA believe that sportsmanship and athletics can lead to a well-rounded high school experience, and that students who participate in regular physical activity will help to serve their athletic and academic goals.

## PROGRAM OF STUDIES GRADES 9–10

### MUSIC AND THE ARTS

ASM strongly supports arts education. Involvement in music, theatre, dance and visual arts is key to the overall development of a well-balanced learner. Learning the arts helps increase concentration, confidence and improved emotional expression and encourages students to take informed risks, reflect on their own creative processes, and nurture an appreciation for aesthetics.

ASM offers many opportunities to participate in the arts: semester-long elective classes, IB courses, a unique differentiated instrumental program and various after-school activities including musical theatre productions. Students are strongly encouraged to try a variety of different courses during their upper school years.

### FIELD TRIP PROGRAM

The October field trip program is designed to enhance classroom learning and to foster positive and healthy relationships between students and their respective teachers. We place the field trips at the beginning of the academic year in order to begin the student's learning with strong experiential and emotional elements relevant to aspects of the year's course of study. All trips involve healthy doses of physical activity ranging from hiking to mountain biking to group challenge events. Supervision for the trips is provided by ASM teachers as well as professional guides. Accommodations are provided by well-established, clean and safe hotels or hostels.

**At present our program involves trips to the following locations:**

<b>Grade 9</b>	Val Aurina, Italy	"Outward Bound"- outdoor education
<b>Grade 10</b>	Granada, Spain	Service

**Registration for the programs occurs in May, and the trips generally take place the first week of October.**

## PROGRAM OF STUDIES GRADES 9–10

### **COUNSELING SERVICES**

The counseling staff at ASM is committed to providing quality services for all students. Our licensed, professional school counselors serve as academic advisors, future-planning guides, and personal supports to students and families during the high school years.

Counseling services address the developmental needs of all students through planned, sequential activities. Counselors work with students, individually and in small groups, on social, emotional and academic development issues, conflict resolution, crisis intervention, problem-solving, and career and college planning. They help students assess their strengths and weaknesses, and their interests and abilities, serving the broad goal of learning and applying responsible decision-making in their day-to-day and long-range planning. Students are encouraged to seek out the counselors, and counselors work to know and understand the needs of each student.

The counseling staff recognizes the importance of class time and will use careful discretion in scheduling student meetings. Counselors are available at any time for an emergency or crisis. Parents and guardians are encouraged to call and schedule appointments as needed.

See the Student Services page on our website for up-to-date information about ASM's counseling program and events.

### **ASM UNIVERSITY FAIR**

The ASM University Fair is an event held every November where colleges and universities from around the world are invited to meet with ASM students. The ASM University Fair offers a venue for high school students/parents to meet with colleges/universities to share information and answer questions about their institutions.

Approximately 50 Colleges annually attend this event and the University Fair traditionally draws approximately 400 students and parents from the local Milano area. In addition, ASM hosts various colleges and universities throughout the school year.

## PROGRAM OF STUDIES GRADES 9–10

### ACADEMIC HONESTY

At ASM we place great value on personal integrity and academic honesty. The administration, faculty, and staff strongly believe that integrity must be a significant component in the academic success of our students; therefore, we promote academic honesty throughout their scholastic years at ASM by fostering the traits outlined in the IB Learner Profile and in particular the following:

**Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Thinkers** - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Academic Honesty is in line with the **IBO Approaches to learning**. Through

- › Self-management
- › Collaboration
- › Communication
- › Thinking
- › Research

students develop skills that will allow to learn and be responsible of their learning.

#### **UNDERSTANDING AND PROMOTING ACADEMIC HONESTY AT ASM**

Academic honesty and integrity are the foundation of any educational institutions. The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Promoting academic honesty is essential because lack of academic integrity undermines the philosophy of any educational programme. Students engaging in academic misconduct miss the “learning opportunity”. Moreover, those who breach the regulations of academic work will find it easy to contravene the conventions in other fields.

All stakeholders in the ASM community believe that the principle of academic honesty should be considered by students as a learning experience and become part of their academic study during and beyond the IB Diploma course of study.

#### **Academic honesty at ASM refers to:**

- › Undertaking research honestly and producing **authentic** pieces of work,
- › Always respecting intellectual property by acknowledging **all** ideas and work of others.
- › Source materials may include along with written texts, visual, audio, graphics, artistic, letters, lectures, interviews, broadcasts, maps. Forms of intellectual property include patents, trademarks, moral right, copyrights,
- › Showing proper conduct during examinations.

## PROGRAM OF STUDIES GRADES 9–10

### **WHAT IS MALPRACTICE?**

“The IBO defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components”.

### **FORMS OF MALPRACTICE:**

- › **Plagiarism:** this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- › **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another
- › **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- › **Paraphrasing:** this is defined as the restatement of someone’s work in another form. In order for it to be allowed, the source needs to be acknowledged
- › **Fabrication of data:** this is defined as manufacturing data for an experiment and for mathematical exploration/project

In the middle school, every effort is made to teach and stress the importance of academic honesty, beginning with Digital Age Learning which highlights good digital citizenship. Students must take responsibility for their own learning. Students are expected to do their own work and to demonstrate honestly what they have learned. Students are taught and then required to submit essays and reports through Turnitin.com which screens student writing for evidence of plagiarism. Any instance of academic dishonesty such as plagiarism (using another’s work without giving due credit), cheating (using crib notes, looking at another’s work without giving due credit, allowing homework to be copied), or using information from the internet or other media without citing sources, talking during a test or knowingly allowing another student to cheat from their work will result in:

#### **First Offense**

- › an automatic zero for the work;
- › no opportunity is to be given to make up the zero grade;
- › the document is to be collected by the teachers and filed with the Assistant Principal; parents are to be notified.

#### **Second Offense**

- › an automatic zero for the work with the same above specified notifications and qualifications;
  - › two-day out of school suspension is to be assigned;
  - › a meeting of the parents, student, teacher and counselor called by the Assistant Principal;
  - › all work undertaken during the out of school suspension shall be given a grade of zero.

#### **Third Offense**

- › indefinite suspension pending a recommendation for expulsion, with a zero grade assigned to all work.

## PROGRAM OF STUDIES GRADES 9–10

### **HOW TO AVOID MALPRACTICE**

#### **The role of students**

Students must take responsibility for their learning. They are expected to do their own work and to demonstrate honestly what they have learned.

#### **Student's responsibilities include:**

- › Read, understand and become familiar with the rules of the ASM Academic Honesty Policy,
- › All work submitted is the student's own work,
- › All sources are fully and correctly acknowledged including sources taken from websites, audio-visual, emails, CD., photographs, graphs, etc.,
- › When required by teachers and/ or by the DP Coordinator, students must submit their work to Turnitin,
- › Make proper use of a citation style. At ASM we have adopted the Chicago citation style (or APA for Psychology),

#### **The role of parents**

At ASM we strongly believe in the open communication between teachers, school administration and parents. Parents can play a very important role in supporting and helping their children achieve their full potential and acting with honesty by:

- › Read and become familiar with the Academic Honesty Policy
- › Supporting teachers and administrations in talking to their children about the importance of academic integrity
- › Cooperate with the school in case their child is found to be guilty of malpractice - either intentionally, or by inappropriate documentation of sources

#### **The role of teachers**

At ASM teachers are expected to:

- › Talk to students about plagiarism and how to properly conduct a research paper or prepare an oral presentation
- › Set clear expectations for assignments and provide guidance to candidates on how to correctly cite sources
- › Be vigilant for changes in writing style, and in noticing that the student's work is too complex and academic and goes beyond the student's ability
- › Read the final version and check for authenticity of any work submitted
- › Teachers are strongly encouraged to make use of Turnitin when checking on major assignments
- › Although the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged, it is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate.
- › Be role models of academic honesty and integrity

## PROGRAM OF STUDIES GRADES 9–10

### **ASSESSMENT IN THE ASM IB PREPARATION PROGRAM**

#### **ASM ASSESSMENT PHILOSOPHY**

Assessment is the act of analyzing student learning, evaluating achievement and providing timely feedback as it pertains to desired learning outcomes. It should foster a culture of reflection, scholarship, integrity, and resilience.

Assessment at ASM is central in both guiding students and the school while they strive for excellence, together. Wherever possible, assessments should enable students to transfer knowledge, skills, and concepts independently into new, authentic contexts according to previously stated criteria. ASM recognizes that assessment is most powerful when students are active agents in the process.

At ASM, teachers assess formatively and summatively. These are terms that our upper school students and families hear often.

#### **WHAT IS FORMATIVE ASSESSMENT?**

Formative assessment refers to a wide range of methods used by teachers to determine student comprehension, learning needs, and academic progress during a lesson or unit. Teachers ensure that feedback is given to students to help them make progress toward the learning objectives. Formative assessment is essential in helping students develop knowledge and skills that will be assessed at the end of a learning unit. Formative assessments are not counted in the final grade.

#### **FORMATIVE ASSESSMENT PROVIDES:**

- › timely verbal or written feedback to students as they learn;
- › recommendations on how students can improve.

#### **WHAT IS SUMMATIVE ASSESSMENT?**

Summative assessments are used to evaluate student understanding at the end of each learning unit.

#### **SUMMATIVE ASSESSMENT**

- › Evaluates students' independent understanding;
- › Requires students to apply their learning in a new context.

#### **ASSESSMENT STRATEGIES**

The following is a list of potential assessment strategies to evaluate what a student has learned. Teachers use a wide variety of assessment strategies in order to monitor student progress.

## PROGRAM OF STUDIES GRADES 9–10

### **EXAMPLES AND ASSESSMENT STRATEGIES**

The following is a list of potential assessment strategies to evaluate what a student has learned. Teachers use a wide variety of assessment strategies in order to monitor student progress.

<b>FORMATIVE ASSESSMENT TASKS</b>	<b>DESCRIPTOR</b>
<b>Quizzes</b>	A formative assessment on part of a unit, or through an informal class activity, given after the completion of a particular topic.
<b>Discussions</b>	A collaborative method to reinforce taught material and/or develop specific skills, such as think, pair/share exercises, and spider web discussions.
<b>Homework</b>	Homework is to be completed independently and should provide opportunities for practicing skills, reviewing work, and/or consolidating ideas.
<b>SUMMATIVE ASSESSMENT TASKS</b>	<b>DESCRIPTOR</b>
<b>Major Tests/ Examinations</b>	Formalized in-class activity designed to assess a student's independent ability to demonstrate an understanding of learning objectives.
<b>Formal Essays</b>	An in-class piece of writing in response to a prompt which demonstrates a student's ability to organize and synthesize their learning.
<b>Research Project</b>	A teacher guided and/or independent project completed both in class and/or as homework which requires appropriate referencing of research. The product may be in any defined medium: oral presentation, written report, video, computer presentation, or appropriate combinations.
<b>Practical/ Experimental Work</b>	A teacher guided and/or independent task which often occurs in a laboratory setting.

## PROGRAM OF STUDIES GRADES 9–10

### **EXPECTATIONS FOR ASSESSMENT**

#### **Teachers are expected to:**

- › use a mark scheme or rubric which shows the student what constitutes successful work;
- › return work in a timely fashion with constructive feedback and publish grades;
- › collaborate with colleagues to ensure that a balance of assessment tasks is given to students;
- › post deadlines for assignments on PowerSchool, for example, summative assessments are posted one week in advance of the due date;
- › communicate with parents regularly and immediately in case of concern.

#### **Students are expected to:**

- › record all homework assignments;
- › use the mark schemes or rubrics provided by teachers to achieve their best work;
- › submit work on time;
- › reflect on feedback and correct mistakes when work is returned to them;
- › honor academic integrity and understand consequences if they do not.

#### **Parents are expected to:**

- › support student adherence to deadlines;
- › help motivate their child;
- › help create a study environment that is to the benefit of their child;
- › follow the child's progress on PowerSchool and contact the teacher with any concerns when necessary.

# PROGRAM OF STUDIES GRADES 9–10

## EXTERNAL ASSESSMENTS

EXTERNAL ASSESSMENT TESTS	DATE	DESCRIPTOR
Grade 9 MAP test	September 12 & 13, 2019 May 7 & 8, 2020.	<a href="#">MAP</a> is an internationally endorsed standardized test designed to assess students' growth in reading, language usage, and mathematics.
Grade 10 PSAT - Preliminary Scholastic Aptitude Test	October 24, 2018	The PSAT is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation.

### **Late and Missing Work**

If a student misses a deadline, or is absent from school with or without parental justification, we expect the student to make up the work in a timely manner.

### **For Excused Absences**

Students who have an excused absence must complete late work in proportion to the number of days they miss. Therefore, if a student is absent for one day, s/he must recuperate the assignment in one day, or at teacher discretion. One week is the maximum time for any assignment to be submitted to a teacher after returning from an extended excused absence.

### **For Unexcused Absences and Missing Work**

Students who do not meet deadlines for summative assessments must attend extratime@lunch in order to complete the assignment and receive credit. A student who does not attend the next available extratime@lunch will lose the opportunity to complete the assignment and receive a zero.

## PROGRAM OF STUDIES GRADES 9–10

### PROCEDURE FOR EXTRATIME@LUNCH

Students will be held accountable by:	Teacher will hold students accountable by:
<ul style="list-style-type: none"> <li>› reporting to the Extra Time room from 12:30-1:00, and they will continue to report there until the work is completed up to one week after the due date.</li> <li>› attending ExtraTime@Lunch on the day the assignment is due for a class held in the morning. Or, attending Extra Time@Lunch the day after for a class held in the afternoon.</li> <li>› submitting work to subject teacher.</li> <li>› being punctual for and working silently during ExtraTime sessions.</li> </ul>	<ul style="list-style-type: none"> <li>› immediately reporting in PowerSchool (PS) a temporary zero for the assignment and an “M” for missing. In PS, a comment briefly describing the issue is noted so parents are fully informed.</li> <li>› marking the assignment once completed as “L,” Late. The student will receive full credit assuming the work is submitted within the week.</li> </ul>

- › Students who do not attend **ExtraTime@Lunch** will receive a zero for the assignment.
- › Students have a one week limit to complete the missing work.
- › Students who attend **ExtraTime@Lunch** three times or more will be referred to the administration for consideration of schedule modifications and additional consequences. When possible, students will be placed in a study hall to allow more time to focus on assignment completion and academic success.

## PROGRAM OF STUDIES GRADES 9–10

### GRADES AND REPORTING

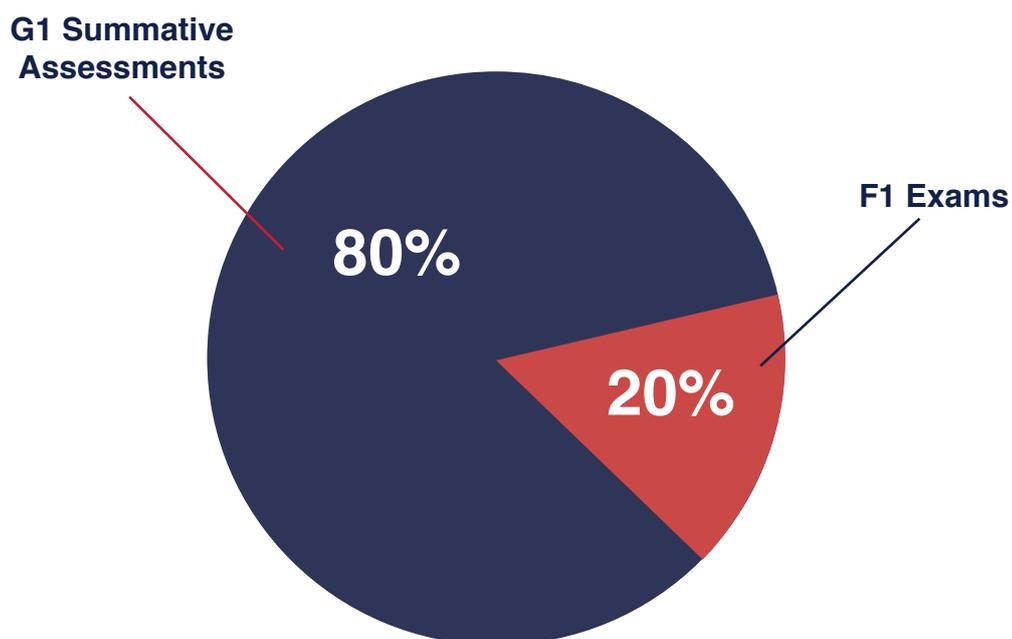
#### REPORTING TO PARENTS

All teachers at ASM use PowerSchool to report grades, attendance, homework assignments, and teacher comments. Through ASM's password protected PowerSchool parent portal, parents can access this real-time feedback at any time. Parents are encouraged to review the progress of their child once a week and to get in touch with the teacher directly should any questions come up. Teachers also use Google Classroom as another means of posting assignments, rubrics, and classroom expectations.

#### REPORT CARDS

Report cards serve as a means of communication between the teacher and family. They are sent home twice a year at the end of each semester. Report cards show the student's current academic achievement and attitudes to learning, in the form of student success indicators, for each class. Each parent is urged to ask questions and/or make comments about these reports and discuss them with the teacher.

#### HOW IS A STUDENT'S SEMESTER GRADE CALCULATED?



## PROGRAM OF STUDIES GRADES 9–10

### DIPLOMA PREPARATION ACADEMIC GRADE BOUNDARIES

7A+	98-100	4.3	Outstanding work, in which you apply relevant skills, knowledge and concepts almost faultlessly, with sophistication. Your work shows exceptional understanding, maturity, insight and analysis; it also shows originality.
6A	92-97	4.0	
6A-	90-91	3.7	
5B+	88-89	3.3	A thorough application of relevant skills, knowledge and concepts. Your work, on the whole, shows understanding, insight and analysis with some independence and originality
5B	82-87	3.0	
4B-	80-81	2.7	
4C+	78-79	2.3	A satisfactory application of the main relevant skills, knowledge and concepts. Your work shows some evidence of reasonable understanding, insight and analysis.
3C	72-77	2.0	
3C-	70-71	1.7	
2D+	68-69	1.3	There has been little evidence of understanding, insight or analysis. Your work may show clear difficulties in some areas and you may need extra support.
2D	62-67	1.0	
1F	0-61	0	A very limited application of the main relevant skills, knowledge and concepts. Your work has not shown evidence of understanding, insight or analysis. Your work shows marked difficulties in several areas, even with extra support.

## PROGRAM OF STUDIES GRADES 9–10

### ASM STUDENT SUCCESS INDICATORS

Educating students is about more than simply developing cognitive skills. It is also about developing values, motivation and attitudes, and about encouraging students to view learning as an active process rather than as passive recipients of teacher instruction. Student Success Indicators are designed to help students become self-regulated learners. Self-regulated learners know how to set learning goals, ask questions as they learn, generate motivation and perseverance, try out different learning processes and reflect on the effectiveness of their learning (Zumbrunn, Sharon & Tadlock, Joseph & Roberts, E. 19).

The skills of behaviour and emotional management underpin attitudinal factors such as resilience, perseverance and self-motivation, which often have a large role to play in educational achievement. Metacognitive skills help students monitor the effectiveness of their learning skills and processes, to better understand and evaluate their learning. These skills are teachable and grade level teacher teams will focus on specific aspects of them to provide consistency in the learning and reporting of them.

GRADE 9	STUDENT
<b>Organization</b>	<ul style="list-style-type: none"> <li>› independently uses own planning method to manage short-term and long-term assignments and deadlines;</li> <li>› brings necessary equipment and materials to class without needing reminders.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>› takes responsibility for own actions, promptly following classroom directions and overcoming distractions independently.</li> </ul>
<b>Mindset</b>	<ul style="list-style-type: none"> <li>› manages learning through self-awareness, self-motivation, self-advocacy, and adaptability as a reflective learner.</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>› works in different groups to achieve a common goal;</li> <li>› begins to independently resolve group conflict issues, while giving thoughtful feedback to peers.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>› respects others and shows maturity when speaking and listening throughout the school.</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>› understands academic honesty and how to avoid plagiarism;</li> <li>› identifies reliable and relevant information from a variety of sources;</li> <li>› with guidance, analyzes sources sufficiently to be able to express own thoughts and draw own conclusions.</li> </ul>

## PROGRAM OF STUDIES GRADES 9–10

GRADE 10	STUDENT
<b>Organization</b>	<ul style="list-style-type: none"> <li>› independently establishes priorities to manage academic and co-curricular tasks effectively;</li> <li>› completes and submits class assignments and homework according to agreed upon timelines.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>› understands the expectations of teachers and takes responsibility for own actions;</li> <li>› uses technology responsibly and appropriately in class, and refrains from using unneeded devices during the lesson.</li> </ul>
<b>Mindset</b>	<ul style="list-style-type: none"> <li>› creates learning goals that reflect intrinsic motivations;</li> <li>› takes initiative to seek out and implement feedback.</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>› contributes effectively and learn cooperatively within a group by being an encouraging, respectful and balanced member;</li> <li>› works positively to manage interpersonal and group conflict issues.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>› listens actively to others;</li> <li>› formulates an opinion and articulates it in a convincing and sophisticated manner.</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>› formulates a clear, specific, and measurable research question;</li> <li>› finds, uses and evaluates a variety of academic sources appropriately.</li> </ul>

## PROGRAM OF STUDIES GRADES 9–10

### HONOR ROLL

Students who earn a GPA of 3.5 or higher, with no grade below a B (82%), may be named for academic honors as presented on the Honor Roll. Honor Roll students will receive a certificate of achievement twice a year, at the end of the first semester in January and at the end of the second semester in June, which will be available for download in PowerSchool.

### PROMOTION REQUIREMENTS

The ASM academic schedule is based on full-year courses divided into two semesters with the exception of semester-long elective courses. It is expected that all students make adequate annual progress in their respective courses. After semester one report cards are sent home, additional notifications will be emailed regarding any failing marks. Parents are encouraged to contact teachers directly, especially, when a child is struggling academically, to assure that the proper supports are in place. Any student who does not pass a core course by the end of the school year must enroll in a recommended credit recovery course over the summer break. Any costs incurred for the recovery course will be the responsibility of the parents. Students will be expected to submit a transcript showing a passing grade for the course before they will be permitted to move into the next grade level. Students may not “double up” during the school year to complete coursework that was not successfully completed the prior year. Any student who does not follow through with Administrative requirements will either be retained in the current grade level or denied re-enrollment to ASM. In the event that a student fails more than one core course, they will not be promoted to the next academic grade level.

## PROGRAM OF STUDIES GRADES 9–10

### **THE ASM CHAPTER OF THE NATIONAL HONOR SOCIETY**

ASM adheres to the by-laws and tenets of the National Honor Society. The ASM NHS selection process is as follows. Students who are academically eligible for NHS will receive an invitation to complete an application, which must be returned to the NHS advisor by a designated date. Students will be selected based upon character and service, as well as the minimum GPA of 3.5.

To be eligible for membership the candidate must be a member of those classes (sophomore, junior, senior) designated as eligible in the chapter bylaws. (Freshmen [ninth graders] are not eligible and will be offered membership in NJHS.) Candidates must have been in attendance at the school the equivalent of one semester.

The national minimum standard for scholarship shall be a cumulative scholastic average of at least 85 percent or a 3.5. Candidates shall then be evaluated on the basis of service, leadership, and character.

The selection of each member to the chapter shall be by a majority vote of the Faculty Council. Prior to notification of any candidates, the chapter adviser shall review with the principal the results of the Faculty Council's deliberations. The selection procedure shall be determined by the Faculty Council and shall be consistent with the rules and regulations of NHS.

## PROGRAM OF STUDIES GRADES 9–10

### ASM LEARNING SUPPORT PROGRAM

Students who are identified as having learning needs through educational assessment have full access to all school programs and are integrated into all aspects of the school so that they may reach their full potential. ASM believes in inclusive education where all students receive meaningful and equitable access to the curriculum.

Students in grades 9-10 who are diagnosed with learning needs will receive accommodations that are developed from their testing and with the student study team in order to maximize their strengths and allow them to access the full curriculum. Accommodations will be made in line with those available through the IB.

### ASM LANGUAGE PHILOSOPHY

Language development is vital in supporting our school's mission. The ability to use and understand language, both written and spoken, is increasingly important in our world. To this end, it is ASM's goal to develop high levels of language proficiency in the English language, whilst at the same time respecting the culture and language of Italy, the host country.

At ASM we are committed to providing an excellent education in English to students from a wide range of cultural backgrounds. Research shows that it takes two years for a beginning language learner to acquire basic communication skills. Furthermore, it takes five to seven years on top of that to develop academic language skills (Cummins, 121). With this in mind, we support English Language Learners (ELL's), who test as "limited" in their language proficiency test, until they reach a competent level of proficiency in English.

Admission of all limited-English students is contingent upon availability of space in the ELL program. All ELL students will be admitted on probationary status for between one and two semesters. Outside tutoring and summer school may be required at the parent's own expense.

### LANGUAGES OFFERED

<b>Language A in English</b>	For mother tongue students or for students who have reached native or near native competence in the language.
<b>Language A in Italian</b>	For mother tongue students or for students who have reached native or near native competence in the language.
<b>Language B in Italian, Spanish and French</b>	This course is for students who are studying an additional language, or who have not yet reached native competency. Language B is offered in Italian from Kindergarten to 12th grade and in French and Spanish from grade 6.
<b>ELL Instruction</b>	This course is for students who have limited competency in English. In order to strengthen English language learning, students in the ELL program will not be allowed to take any other Language B subjects. Once a student is admitted into the ELL program, parents are informed before the student begins receiving ELL support.

<sup>2</sup>Cummins, J. (1979) Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. Working Paper on Bilingualism, No.19, 121-129.

## PROGRAM OF STUDIES GRADES 9–10

### **ENGLISH AS THE LANGUAGE OF INSTRUCTION**

English is the language of instruction within the school; as such the key to student success in other subject areas lies in their level of competency in this language. English lessons have an obvious role to play in teaching and reinforcing language skills needed in other mainstream subjects. However, subject teachers are also language teachers, and should be developing students' language skills. Subject teachers are expected to correct mistakes in English as well as content of written work, and to provide key vocabulary as appropriate.

It is especially important to take into account those language skills required in their particular subject area(s). In addition to this, teachers will receive support to adjust materials and lesson design to meet the needs of ELL students.

Students and teachers are expected to speak in English at all times (except in Italian, French or Spanish classes, of course), but in some cases, ASM recognizes occasions when students may benefit from help from another student in their mother tongue in which they are not only linguistically more competent, but can also think in more easily.

### **ELL ASSESSMENT IN THE UPPER SCHOOL**

All upper school teachers are informed when a student is designated as ELL. Students, who are at a beginning or intermediate level of English language, may be assessed with modified rubrics in subject areas which require significant written content and reading comprehension. Report cards will show that the student followed a modified ELL program. All students in the ELL program are assessed in the spring to determine if they need continued ELL support and to determine if they are at the proficiency level for the next academic grade.

### **MOTHER TONGUE SUPPORT**

We believe in preserving and developing a student's mother tongue language if it is not English because it:

- › supports the development of additional languages;
- › is central to the development of all cognitive skills in children;
- › encourages a celebration of diversity, and develops cross-cultural awareness and understanding;
- › increases a child's self-esteem and sense of well-being when his/her mother tongue and culture are recognized.

Therefore, we expect parents to find ways to support their child's mother tongue whilst they are at school. Where possible, and if there is a request with sufficient numbers, we may offer mother tongue support in after school classes. Our library has a section of books in Spanish, French, Korean and Italian which are accessible to all families.

## PROGRAM OF STUDIES GRADES 9–10

### **LIBRARY**

The Library at ASM provides a rich learning environment for the upper school community. It offers a variety of resources to meet academic needs and to nurture a love of reading. The collection, which includes print and digital resources has been developed to support the needs of students and staff members at ASM and to support the intellectual development of our community of learners. Information skills are taught both to classes and to individuals. Technology skills are woven into the information literacy curriculum as part of our 1-1 Laptop program. Students are encouraged to use the Library resources before school, during recess, and after school.

## PROGRAM OF STUDIES GRADES 9–10

### GRADE 9 AND 10 COURSE DESCRIPTIONS

#### ENGLISH

**ASM Literacy definition:** Language literacy develops over time and is the ability to understand texts both explicitly and implicitly through listening and reading. Furthermore, it is the ability to express oneself accurately and fluently through speaking and writing.

**Literacy Mission:** ASM strives to inspire students to be conscious of the power of language, both as readers, writers, speakers and listeners, and to use language in knowledgeable, thoughtful and ethical ways. Our curriculum is designed to foster compassionate, discerning, and informed global citizens.

Every course for English in grade 9 and 10 is designed as an IB Diploma preparation course to prepare students for the rigor and academic expectations in grades 11 and 12. Each semester in both the 9 and 10 class is modeled after a semester of the two year IB A1 Diploma course, Language and Literature. All assessments for grade 9 and 10 students are also modeled on IB Diploma assessments and will be graded according to a modified IB Diploma rubric. During these two years, students will learn key skills such as the ability to engage in close, detailed analysis of individual texts and make relevant connections; the ability to clearly and effectively express oneself in both oral and written communication; the ability to appreciate the formal, stylistic and aesthetic qualities of text, and the ability to recognize the importance of the contexts in which texts are written and received.

#### ENGLISH A9

During the first semester of G9, students will explore themes of cultural and community identity, as portrayed in both fiction and nonfiction literature. After studying storytelling traditions with William Goldman's *The Princess Bride* and Joseph Campbell's idea of the "monomyth", students will look at how nonfiction narratives, such as Laura Hillenbrand's *Unbroken*, inform and inspire cultures. This course focuses on analyzing the purpose of a variety of nonfiction texts, including articles, blogs and speeches. The first semester culminates in a study of Mark Haddon's *The Curious Incident of the Dog in the Night-time*, and an investigation into different forms of communication in the media.

During the second semester, the focus will be on themes of responsible use of technology in the 21st century, asking the question of what it means to be human in a digital and changing world. A study of a variety of texts, including short stories, a play, a contemporary classic, and poetry are explored, including science fiction, dystopian, mystery and political drama. Students will analyze these literary works in detail, in order to understand the implicit and explicit meanings in a text, and learn about the significance of key features, such as setting, characterization and language. Students will also be able to independently analyze a novel of their choice. This study will culminate in a comparative essay of works studied throughout the year. For both semesters, students will compose analytical, critical and creative written pieces as well as plan and deliver analytical, critical and creative oral presentations, all of which are based on established IB assessments.

## PROGRAM OF STUDIES GRADES 9–10

### **HISTORY 9**

The History 9 course focuses on historical content, skills and interpretations. It is primarily a study of the history of Europe and the West. Our content starts with a review of the Renaissance and Reformation and follows European history through Absolutism, the Enlightenment and the democratic revolutions of the 18th century. Skills taught include note-taking and reading comprehension, historical reasoning and writing in English, source analysis, and the research and presentation skills needed to advance students to the International Baccalaureate Diploma Program.

As such, students should become confident in expressing their own interpretations of historical events and eras. The course closely follows the methodology of the ASM Pre-IB program, as well as the ASM writing guide.

#### **Some guiding questions for 9th grade History are:**

- › What are the essential liberties and when does government have the right to restrict them?
- › What are the recurrent motifs of history and in what ways have they changed or remained the same?
- › When is it appropriate to challenge the beliefs or values of society?
- › What are the benefits and consequences of questioning / challenging social order?
- › How would we define a utopian society?
- › What is community and what are the individual's responsibility to the community as well as the community's responsibility to the individual?
- › What are the factors that create an imbalance of power within a culture?
- › When a person's individual choices are in direct conflict with his/her society, what are the consequences?
- › What are the recurrent motifs of history and in what ways have they changed or remained the same?

## PROGRAM OF STUDIES GRADES 9–10

### **HISTORY 10**

The ASM grade 10 History course focuses primarily on major historical events of the 20th century. The course is an in depth study of World War I, the Interwar years 1919-1939, World War II and Political and Social Issues of the 1960's. This sequence of topics provides a foundational understanding of major historical events covered in the IB History course, which is an option for grade 11 students. Throughout the course, students will:

- › acquire knowledge and understanding of historical events and themes;
- › develop the research and writing skills of an historian;
- › learn to analyze historical data and understand the basis of historical interpretation;
- › learning to make their own judgments and interpretations;
- › be encouraged to make concrete and personal connections between historical and current events in order to develop a deeper/practical understanding and judgment.

The sourcing of course content is heavily dependent upon primary sources, though textbooks, historical documentaries and other traditional sources will be utilized as well. To excel in the course students are expected to enhance their history understandings through independent reading and research.

### **The Major Units of historical content covered in the course are as follows:**

- › What is History and What is the role of a historian?
- › The fundamental characteristics of economics;
- › World War I - Causes and Consequences;
- › The Inter- War Years 1919-1939;
- › World War II - Causes and Consequences;
- › The Holocaust;
- › Political and Social Issues of the 1960's - Civil Rights movements in America / Anti-Apartheid movements in South Africa.

## PROGRAM OF STUDIES GRADES 9–10

### **MATHEMATICS**

Governed by the belief that ASM embraces a combination of an American-style education with both International school and IBO expectations, the math department teachers developed the following math mission, beliefs and guide to our depth-of-content sequenced curriculum which is aligned to the Common Core States Standards in Mathematics (CCSS).

### **ASM Math Mission and Beliefs**

Mathematical literacy is an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgments and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen (OECD, 5). To ensure each student reaches potential in reasoned and logical thinking, ASM provides a rigorous and coherent math program. Mathematics teaching at ASM balances focused practice in content and skills whilst developing the dispositions of perseverance and self-efficacy to apply understanding to unfamiliar and challenging contexts.

### **ASM Math Beliefs**

- › The ability to reason logically is empowering.
- › All students can be guided to reach their full potential in mathematical thinking.
- › Students must develop fluency in math skills in order to apply them.
- › To develop understanding, students must connect prior knowledge to new concepts.
- › Overcoming challenges with perseverance ignites powerful learning.
- › Success in math leads to confidence which fosters motivation.

### **INTEGRATED APPROACH**

ASM has adopted the CCSS integrated approach. Each course in middle school includes topics on ratio and proportional relationships, the number system, expression and equations, geometry, statistics and probability. Extending to the high school, our sequence of courses consist each of units including number and quantity, algebra, geometry and probability and statistics.

### **STANDARDS FOR MATHEMATICAL PRACTICES**

Our program aims to develop problem-solvers with a mathematical mindset. The following interconnected Standards for Mathematical Practices encourage a mathematical way of thinking while learning content towards proficiency and understanding. They apply throughout each course and together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## PROGRAM OF STUDIES GRADES 9–10

### **ACCELERATED MATH PROGRAM**

To challenge exceptional math students and adequately prepare them for Higher Level IB Mathematics, material from 7th through 11th grade Common Core States Standards will be compacted into 4 years by increasing the pace of instruction. Students will undertake work at an accelerated pace without omitting critical concepts and topics. These courses are designed for students with advanced mathematical thinking, a liking for theory and a higher degree of problem solving skills.

To enter the accelerated math program, students must have a minimum grade of a 92% in their current math course and must be recommended by their current math teacher based on the student's level of commitment to math and creative mathematical thinking. Students who enter the accelerated track are responsible and held accountable for knowledge of units covered in the accelerated track that are not covered in the standard track. They will be tested on this material and must demonstrate mastery/proficiency. To continue in the accelerated class, students must maintain a minimum grade of 82% at the end of each semester.

## PROGRAM OF STUDIES GRADES 9–10

### **MATHEMATICS 9**

The fundamental purpose of Mathematics 9 is to formalize and extend the mathematics that students learned in middle school. The 6 critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena and in part by applying linear models to data that exhibit a linear trend. Mathematics 9 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied.

#### **Mathematics 9 At-a-Glance**

- › Relationships between Quantities
- › Reasoning with Equations and Inequalities (linear programming)
- › Functions: Linear and quadratic
- › Descriptive Statistics
- › Congruence, Proof and Construction
- › Connecting Algebra and Geometry through Coordinates

### **MATHEMATICS 10**

The focus of Mathematics 10 is on quadratic expressions, equations and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics 9 as organized into 6 critical areas. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships.

#### **Mathematics 10 At-a-Glance**

- › Extending the number system
- › Functions: Exponential
- › Expressions and equations: Quadratics/Exponentials/Logarithms
- › Applications of probability
- › Similarity, Right Triangle Trigonometry and Proof
- › Circles and their 3D relatives

## PROGRAM OF STUDIES GRADES 9–10

### **ACCELERATED MATHEMATICS 9 & 10**

This course caters to 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 have a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The course focuses on introducing important mathematical concepts through the development of mathematical techniques.

#### **The aims of this course are to enable students to:**

1. Enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
2. Develop an understanding of the principles and nature of mathematics
3. Communicate clearly and confidently in a variety of contexts
4. Develop logical, critical and creative thinking, and patience and persistence in problem-solving
5. Employ and refine their powers of abstraction and generalization
6. Apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
7. Appreciate how developments in technology and mathematics have influenced each other
8. Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
9. Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
10. Appreciate the contribution of mathematics to other disciplines, and as a particular area of knowledge.

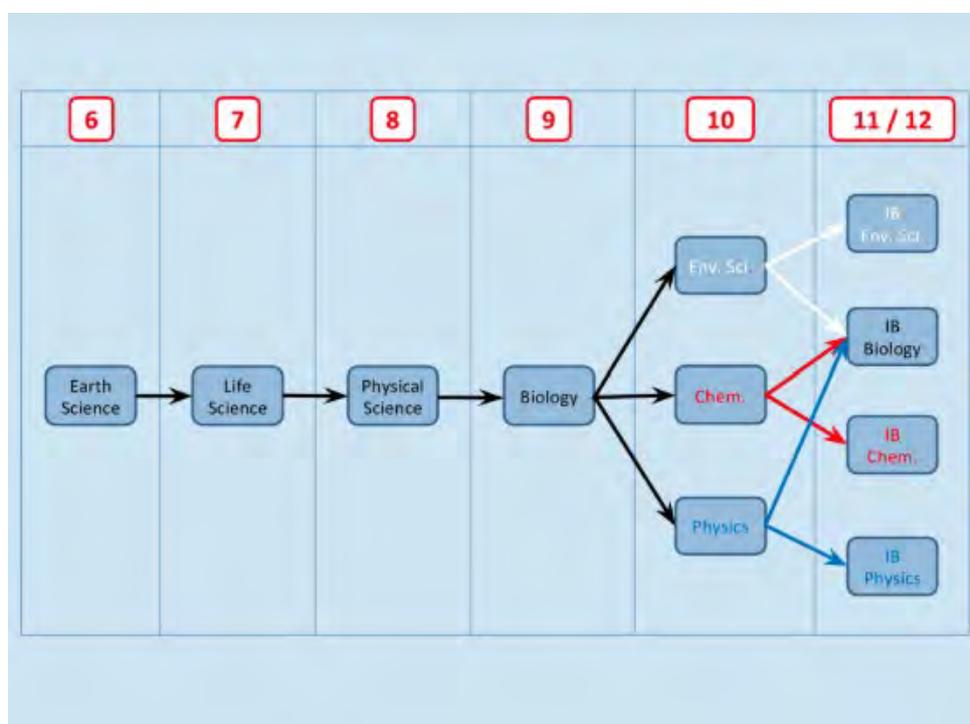
It is expected that all students taking this course have extensive previous mathematical experiences, but these will vary. It is expected that Accelerated Mathematics students will be familiar with the following topics before they begin the course. Teachers must therefore ensure that any topics listed here that are unknown to their students at the start of the course are included at an early stage. This table lists the knowledge, together with the syllabus content, that is essential to successful completion of the Accelerated Mathematics course. Students must be familiar with SI (Système International) units of length, mass and time, and their derived units.

# PROGRAM OF STUDIES GRADES 9–10

## SCIENCE

The ninth and tenth grade science courses are designed as a preparation for the rigor and academic expectations of the IB Diploma Program in the sciences. All ninth grade students will take biology. In the tenth grade, students will have the choice of taking a full year of one or two sciences, either physics, chemistry, and/or environmental science. During these two years, students will learn and refine the key scientific skills of data processing, the use of data loggers, and formal communication of results. A great emphasis is placed on practicing the scientific thought process which will prepare students for success in their future courses.

### DIAGRAM OF SCIENCE PATHWAYS



## PROGRAM OF STUDIES GRADES 9–10

### **SUCCESSFUL STUDENT SCIENCE SEQUENCE**

As a science department, we believe that all students have the potential to be stimulated by our curriculum. We propose this sequence and these recommendations to help our students be appropriately challenged and prepared for their future of science learning and discovery.

The above flow chart diagrams the recommended paths of a student through ASM science courses for a student to have the most fruitful science experience possible. Due to the nature of our community, deviations from this path are possible; however, when changes occur, we strongly encourage dialogue between students, parents, teachers and administration.

In 9th grade, students will select either one or two tenth grade science courses. If they chose a second science, then they will usually drop one of their world languages. The purposes of the 10th grade curricula are to build skills for strong scientists as well as potential IB candidates. This is why the science department recommends following this sequence. Secondly, the 10th grade curricula are an opportunity for a student to explore their interest in the physical and Earth sciences.

In 10th grade during course selection, a student should discuss with their parents and teachers their potential selection(s). If a student elects to take an SL science, it is suggested that a student have at least a C-. For HL science, it is recommended that a student have at least a B-. These grade recommendations stem from the IB diploma requirements of minimum scores in HL subjects. As all students are required to take a science and should be able to explore their interests, these recommendations are adaptable as long as they are combined with meaningful conversations with students, parents, teachers, and administration.

If a student does not take a companion course (i.e. they take 10th grade physics and desire then to take IB chemistry), they are welcome to change path, but the student will be expected to complete a summer assignment where they learn the major themes in the new subject. This also applies to students who are new to ASM. The summer assignment is intended to help the student build the skills necessary to be successful in their new science course. The student will be expected to discuss the packet with the teacher at the beginning of the new school year. All students will be assessed at the beginning of course.

## PROGRAM OF STUDIES GRADES 9–10

### **BIOLOGY 9**

In Introduction to Biology, students will acquire a foundation that will make them scientifically literate so they can make informed judgments about scientific issues and use the acquired scientific process skills for successful problem-solving. Students will be required to explore:

- 1) The Chemistry of Life
- 2) Cell Biology
- 3) Genetics
- 4) Evolution and Biodiversity
- 5) Ecology
- 6) Anatomy and Physiology

Students will understand the interdependence between science and society, develop their science communication skills, understand and apply the main ideas and concepts of science, develop scientific inquiry skills and carry out investigations, be able to record, organize, and process data, develop attitudes that make them responsible members of society. Students will use Biology by Miller and Levine, Pearson Publishing as a reference.

### **ENVIRONMENTAL SCIENCE 10**

Environmental Science is an interdisciplinary course with a systems approach. The prime intent is to provide students with a coherent perspective of interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues.

Topics include: 1) Ecology, 2) Biodiversity, 3) Conservation, 4) Population Dynamics, 5) Pollution Management, 6) Geology and Resources, and 7) Energy Resources and Consumption. Students will understand the interdependence between science and society, develop their science communication skills, understand and apply the main ideas and concepts of science, develop scientific inquiry skills, be able to record, organize, and process data, develop attitudes that make them responsible members of society.

## PROGRAM OF STUDIES GRADES 9–10

### **PHYSICS 10**

This course represents a rigorous introduction to physics and it is specifically designed in order to prepare students for the IB Physics Diploma course. The students will appreciate the role of Physics within the physical sciences, in relation to its theoretical structure as well as its practical and technological implications. The course is organized into 6 core and 2 optional units of work, which are expressly aligned to the IB Diploma Physics topics. These are: 1) basic skills 2) 1D kinematics 3) 2D kinematics 4) dynamics I 5) energy I 6) dynamics II 7) energy II 8) gravitation. The students will learn how to identify the main physical laws behind many naturally occurring phenomena. They will practice their knowledge and understanding by solving problems and by designing and running experiments. The problems will challenge them at various levels and are designed to enhance their knowledge and prepare them for the IB Diploma Physics course.

Mathematics plays an important role within this course since it is the basic language of Physics. At the beginning of the course the students will be expected to have a good background in basic algebra. During the course some more advanced mathematical concepts will be reinforced, in parallel to the mathematics course. The students will gain useful knowledge in trigonometry and vectors, as these are both essential tools in the study of physics. Technology will also play an important role. Although problem solving will normally happen ‘by hand’, the use of scientific calculators and laptops will be frequent and essential. The students will receive training in Excel, Matlab, Logger Pro and other software / applications that allow for data manipulation and graphs plotting.

**The course web-site** will be updated regularly and will contain all the course materials. (<https://sites.google.com/a/asmilan.org/pbonifacio/myp-science-10/physics>)

Textbooks and other resources include:

- 1) Theory notes written by the teacher
- 2) Problems worksheets written by the teacher
- 3) IB Oxford Course Companion.

**PLEASE NOTE:** Within the Physics 10 course students will gain the necessary background knowledge for the IB Physics course.

Students with an interest in Physics and who might want to study IB Physics are strongly encouraged to choose Physics 10. Students, who choose IB Physics without having been enrolled in Physics 10 or similar courses, will be required to study the necessary background knowledge over the summer before starting the IB Diploma Program.

## PROGRAM OF STUDIES GRADES 9–10

### **CHEMISTRY 10**

This course represents a rigorous introduction to chemistry and it is specifically designed in order to prepare students for the IB Chemistry Diploma course while simultaneously serving as a strong introduction to chemical studies. The students will appreciate the role of chemistry within other sciences, its theoretical development, as well as its practical and technological implications. The course is organized into several themes including, but not limited to:

1. Scientific investigation
2. Atomic structure and periodicity
3. Bonding
4. Chemical formulas and reactions
5. Stoichiometric relationships
6. Gases
7. Kinetics
8. Acids and bases

The theoretical constructs the students will learn through this course include the structure of matter, the kinetic theory of matter, and atomic theory. They will appreciate how the periodic table relates to recurring patterns in the chemical and physical properties of elements. A special emphasis will be cast upon the theory of chemical reactions and bonding (covalent, ionic, metallic) as well as on the energetic aspects involved in reactions and their rates of occurrence. Alongside theoretical knowledge, the students will learn how to recognize and handle laboratory equipment. They will implement standard chemistry laboratory measuring techniques and safety procedures. They will be taught how to design and perform a scientific experiment. Students will solve problems mathematically and they will use technology for data handling and graphing.

### **PLEASE NOTE:**

Students with an interest in chemistry, medicine, and/or biology and who might want to study IB Chemistry are strongly encouraged to choose Chemistry 10. Students, who choose IB Chemistry without having been enrolled in Chemistry 10 will be required to study the necessary background knowledge over the summer before starting the IB Diploma Program.

# PROGRAM OF STUDIES GRADES 9–10

## WORLD LANGUAGES

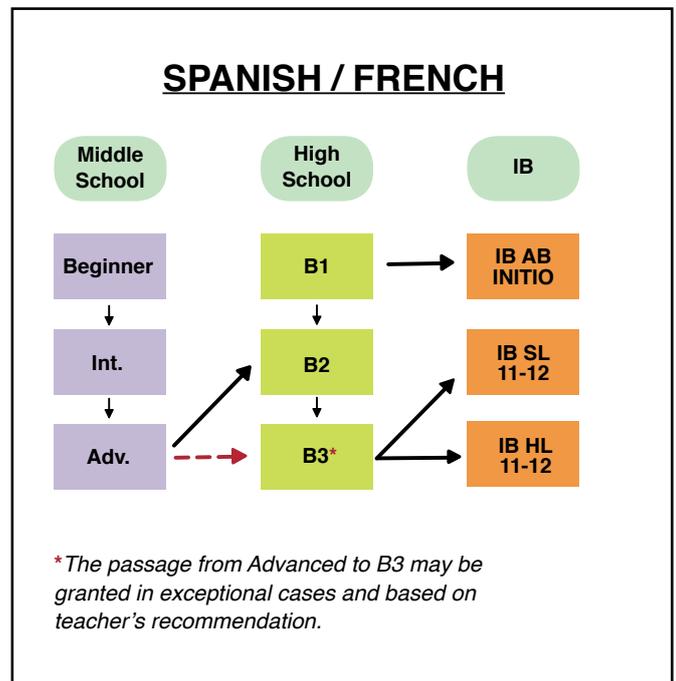
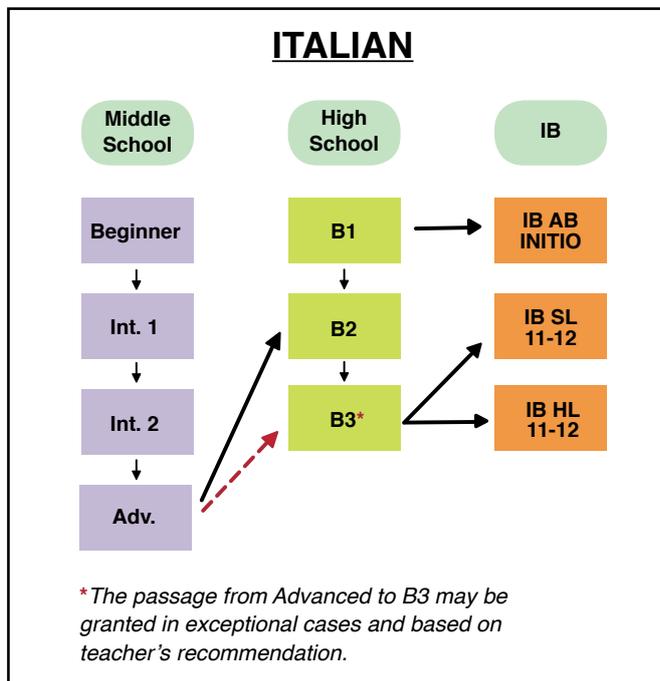
Every course for French, Italian and Spanish as additional Languages in grade 9 and 10 is designed as diploma preparation course to prepare students for the rigor and academic expectations in grades 11 and 12. Depending upon their level of acquisition of the language, students will be preparing in 9 and 10 for the IB AB Initio examination (2- 3 years learning of the language) or for the IB Language B examination (3-5 years learning of the language).

All assessments for grade 9 and 10 students are also modeled on IB Diploma assessments and will be graded according to a modified IB Diploma rubric.

During these two years, students will learn key skills such as communicating clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding, use language appropriate to a range of interpersonal and/or cultural contexts, understand and use language to express and respond to a range of ideas with accuracy and fluency, organize ideas on a range of topics, in a clear, coherent and convincing manner and understand, analyze and respond to a range of written and spoken texts.

### **Enrollment in a World Language Course (French/Italian/Spanish) at ASM**

#### Languages Pathways



## PROGRAM OF STUDIES GRADES 9–10

The conditions and requirements for the placement of students in a world language course at ASM are based on directions given by the **International Baccalaureate Organization** and clearly stated in the following excerpts from the [IB Language B Subject Guide, 2015](#):

**Language B courses:**

- › Add to the international dimension of the diploma program.
- › Promote intercultural understanding and greater respect for other people
- › Should provide an **appropriate academic challenge for the student**

**Therefore, coordinators, in conjunction with teachers, are responsible for the placement of students. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgment to guide them.”**

Based on the IBO requirements, any student who falls into any of the following categories will **not** be allowed to enroll in French, Italian or Spanish as foreign languages courses:

1. Target Language is the candidate’s usual language of communication at home and/or the student is proficient in listening and/or reading and/or writing the language.
2. The candidate has studied all or a substantial part of his/her primary and/or secondary education in the Target Language.

**Students will be assessed on their language competence by means of a language test. The final decision regarding the placement of the student in the appropriate language course will be taken by the World Languages Committee and the Diploma Coordinator.**

**If a student is not eligible to take a World language course, he/she may choose to do the following:**

Study the language as native speakers (**Language A**)

OR

Choose one of the other World languages (**Language B**) offered at ASM

## PROGRAM OF STUDIES GRADES 9–10

### **FRENCH, ITALIAN AND SPANISH B1**

The aim of this course is to provide students with the skills necessary for effective communication in different situations and contexts in which communication takes place.

The acquisition of the language is obtained through these skills: reading, writing, listening and speaking in real life situations. Students will learn accurate pronunciation and intonation, vocabulary and grammar structure by daily usage of conversation, class interaction, enactment of daily life situations.

Students will be exposed to the following concepts: personal information, family, school environment, leisure time, and vacation. By the end of the course they will be able to use everyday expressions and basic grammar structure to ask questions about familiar matters and answer them. They will be able to describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

They will be exposed to easy and short readings and will have the tools to understand and answer easy questions about them. They will create short and easy original dialogues.

### **FRENCH, ITALIAN AND SPANISH B2**

The acquisition of the language is obtained by developing and reinforcing these skills: reading, writing, listening and speaking in real life situations. Students will learn accurate pronunciation and intonation, vocabulary and grammar structures by daily usage of conversation, class interaction, enactment of daily life situations.

Students will be exposed to the following themes : social relationship, travels and holiday, education, healthy lifestyles and community engagements. One work of literature will be studied in depth.

By the end of this course, students will be able to:

1. communicate clearly and effectively in a range of daily life situations;
2. understand and use accurately a variety of basic language structures;
3. understand and use an appropriate range of vocabulary.

### **FRENCH, ITALIAN AND SPANISH B3**

The main focus of the course is on language acquisition and intercultural awareness. While learning the language, students will explore the culture connected to it by exploring a diversity of current topics through a variety of media resources. The study of vocabulary and grammar structures is integrated in the course. Oral participation is an essential element of this course. Students will be exposed to the following themes : the Francophone world, youth culture and values, discrimination, new technologies. One work of literature will be studied in depths.

By the end of this course, students will be able to:

1. demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics;
2. communicate ideas and opinions clearly and effectively about familiar topics;
3. understand and use accurately a variety of language structures;
4. understand and use an appropriate range of vocabulary;
5. use a register and a format that are appropriate to the situation.

## PROGRAM OF STUDIES GRADES 9–10

### **ITALIAN A GRADE 9**

The course is a study of the Italian literature from the Eleventh to Sixteenth century. Parallel to the history of literature, students are exposed to modern and contemporary readings. Authors and works are studied through text analysis and in relation to the social and cultural context. Teaching of critical reading and writing is integrated in the literature study in order to prepare for the IB requirements. The course explores different genres and types of texts: narrative, poetry, drama, journalistic pieces, essays (in connection with IB requirements).

#### **Students will:**

- › Develop good study habits: listening, reading, taking notes, underlining, quoting, and researching;
- › Understand and employ the many facets of verbal communication;
- › Develop the knowledge of the course of history of literature;
- › Develop interdisciplinary connections between literature and: History, Art, Philosophy, Sciences (TOK);
- › Read and interpret critically a variety of texts and literary genres, both orally and in writing;
- › Improve literary vocabulary;
- › Exercise critical and analytical thought;
- › Recognize figures of speech;
- › Recognize the difference between connotation and denotation in a literature work;
- › Recognize features and themes of different genres and their impact on an audience;
- › Recognize and analyze visual communication.

#### **Content in details:**

- › Chronological overview of the history of Italian literature 1000-1500;
- › An overview of the main philosophical concepts of Medieval times;
- › Latin e volgare: evolution of the Italian language;
- › Dolce Stil Novo;
- › Dante, La Divina Commedia;
- › Boccaccio, Il Decameron;
- › Petrarca, Il Canzoniere and Humanism;
- › Machiavelli, Il Principe;
- › Literary and text analysis, narrative and poetry.

## PROGRAM OF STUDIES GRADES 9–10

### **ITALIAN A GRADE 10**

The course is a study of the Italian literature from the sixteenth to the nineteenth century. Parallel to the history of literature students are exposed to modern and contemporary readings. Authors and works are studied through text analysis and in relation to the social and cultural context. Teaching of critical reading and writing is integrated in the literature study in order to prepare for the IB requirements. The course explores different genres and types of texts:

narrative, poetry, drama, journalistic pieces, essays (in connection with IB requirements)

In preparation for the IB requirements, a part of the course is dedicated to the study of different media languages (advertising and the internet) in order for the students to “develop an understanding of how language, culture and context determine the ways in which learning is constructed in texts) (IB Language and Literature A1 guide, 2013)

#### **Students will:**

- › Develop good study habits: listening, reading, taking notes, underlining, quoting, and researching;
- › Understand and employ the many facets of verbal communication;
- › Develop the knowledge of the course of history of literature;
- › Develop interdisciplinary connections between literature and: History, Art, Philosophy, Sciences (TOK);
- › Read and interpret critically a variety of texts and literary genres, both orally and in writing;
- › Improve literary vocabulary;
- › Exercise critical and analytical thought;
- › Recognize figures of speech;
- › Recognize the difference between connotation and denotation in a literature work;
- › Recognize features and themes of different genres and their impact on an audience;
- › Recognize and analyse visual communication.

#### **Content in detail:**

- › Il Cinquecento: La Riforma e la Controriforma;
- › Galileo Galilei e la scienza nuova;
- › Cartesio e il razionalismo moderno;
- › Il Barocco - G.B.Marino;
- › L'Illuminismo - C.Beccaria;
- › Goldoni, il teatro e il genere letterario della Commedia;
- › Il genere letterario della tragedia;
- › Romanticismo – Foscolo – Manzoni;
- › Media communication: newspapers and advertising; visual communication.

## PROGRAM OF STUDIES GRADES 9–10

### HIGH SCHOOL ELECTIVES

The elective program offerings for grades 9 and 10 are based upon student interest, schedule adaptation and teacher availability and expertise. These semester courses are designed to develop student skills and interests in the arts, physical education and technology. Students will be encouraged to critically reflect on their own artistic, physical and technological development and progress at different stages of their work; to demonstrate curiosity, self-motivation and initiative; and to show knowledge and understanding of the topic in relation to societal, cultural, historical and personal contexts.

### ACADEMIC

#### **ACADEMIC WRITING (semester, grades 9-10)**

##### ***By teacher recommendation only***

This semester long course is for students who need extra support in writing. The major objective of this course is to improve students' writing and reading abilities so they can succeed in expressing themselves in assignments which require written responses using academic language. Students will expand their vocabulary, analyze texts and improve their writing skills. The course includes paragraph and essay structure and a systematic grammar review. Based on students' previous year's academic achievement in English and History, teachers will recommend students for this course.

#### **ADVANCED PROBLEM SOLVING AND COMPUTER PROGRAMMING (semester, grades 9-11)**

This class is particularly recommended for either students in the Accelerated Math, IB HL Math and Physics classes, or students with a strong interest in computer programming. Its goals are: (1) reinforce students' abilities to analyze a problem and choose solution strategies (2) find concrete solutions by writing suitable computer programs. In this process the students will learn:

- › How to develop algorithms
- › how to translate their algorithms into a programming language, specifically MATLAB.

MATLAB is widely used at a professional level within the natural sciences, engineering and mathematics. Their programming power and flexibility allow, in addition to numerical calculations, for complex graphics and animations. The programming skills achieved by the end of this course will empower the students to use new tools that will be very useful during the IB Diploma, especially in view of the Mathematics and Science IAs.

## PROGRAM OF STUDIES GRADES 9–10

### **CONTEMPORARY WORLD ISSUES (semester, grades 9-12)**

This course is designed to examine current events, ideas and opinions that are apart of the general public's discourse, such as migration, terrorism, causes of poverty, child labor and abuse, racism, gender equality, global warming, food and agriculture, international conflicts, health and ethical issues. Students will also have the possibility to propose topics to be researched, discussed, debated or presented as a case study. This course will develop the students understanding of the society in which they live, enable them to make informed judgments and prepare them for their role in society. Contemporary issues also provides an excellent basis for further study in IB classes such as Theory of Knowledge, History, Global Politics, Economics and Psychology.

### **A TIME TRAVELER'S GUIDE TO LITERATURE (semester, grades 9-12)**

This semester-long course examines a range of literature, alongside learning about the historical events that serve as these works' respective wellsprings. This class will give students a better understanding of important historical events, as well as how those events continue to reverberate in art and culture. Students preparing for (or currently taking) IB Language & Literature can think of this class as helping them prepare for "Literature: Texts and Contexts." Our class work will be based primarily in discussions of the works examined; students will write one formal essay, and take a midterm/final exam. Prerequisite: Must love reading!

### **CREATIVE WRITING (semester, grades 9-12)**

This multi-genre introduction to the craft of creative writing will explore the basic elements of fiction writing including narrative perspective, scene, character and dialogue. It will also include the basic elements of poetry and lyric writing such as imagery, rhyming structures, meter and metaphor. Students will read a variety of models as inspiration and then practice through writing exercises designed to help each student find his/her unique voice and direction through language.

### **FORENSIC SCIENCE (semester, grades 9-10)**

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, and physical and trace evidence from the perspective of the forensic scientist. Through lessons, virtual and hands-on labs, and analysis of crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

### **INDEPENDENT STUDY (semester, grades 9-12)**

This is a scheduled time for students to work independently on a topic of their choice. The expectation is that the time will be used wisely for academic purposes. A teacher will be present to check-in with students to help them organize and keep up with their school work.

## PROGRAM OF STUDIES GRADES 9–10

### **INTRODUCTION TO PHILOSOPHY (semester, grades 9-10)**

Introduction to Philosophy is a course designed to provide 10th grade students a solid foundation on the main philosophical concepts through an overview of the history of Western Philosophy. The course is structured taking into consideration the requirements of the Theory of Knowledge course, but it also provides the theoretical tools to approach the study of all the subjects taught in the IB Diploma. Students will be encouraged to investigate concepts like free will, the “self”, the moral values that define a culture and the methods used in science in order to gain knowledge about reality. The investigation will also be conducted through the philosophical analysis of non-philosophical material such as movies, magazines, photography, paintings, music, novels and poetry. Students will also be encouraged to use their imagination to create original projects and activities (video making, skits, songs, plays, scripts).

### **INTRODUCTION TO WORLD MYTHOLOGY (semester, grades 9-12)**

“You know Hercules and Medusa? OK, but do you know...Gilgamesh? Utnapish-tim? Humbaba the Terrible?!?” This semester-long course examines a variety of cultural mythologies. Students will get a sense of how mythological traditions (particularly in Eurasia) have developed over time, from the earliest human records through modern times. Students will also study how these traditions continue to influence one another, as well as current world events and even our own individual behavior.

### **MATH SKILLS (semester, grades 9-10)**

#### ***By teacher recommendation only***

This class provides support and extra practice to students in need of remediation in math. Instructional practices used by the teacher include effective questioning, asking for explanations, and focusing on different representations and multiple approaches. Students use the additional time to apply math to situations in life outside of school, explain how they solved a problem to the class, discuss possible solutions with other students, write math problems for other students to figure out, and build their verbal and analytical skills. A variety of materials and resources are used including graphing calculators, laptop computers, graphic organizers, manipulatives, SmartBoard, and response clickers.

### **STUDY HALL (semester, grades 9-12)**

This is a scheduled time for students to work independently on a topic of their choice. The expectation is that the time will be used wisely for academic purposes. A teacher will be present to check-in with students to help them organize and keep up with their school work.

## PROGRAM OF STUDIES GRADES 9–10

### **TED ED PUBLIC SPEAKING (semester, grades 9-12)**

This course aims to guide students through the development of an idea; from its conception to a final presentation, in front of an audience, in the shape of a TED Talk. The course is divided into explorations where members will be able to understand how to properly shape an idea while developing research, creative and critical thinking skills. Also, students will explore the elements of a presentation by developing public and oral speaking skills. In addition, students will be part of a larger community of TED-Ed Club members and will strive to connect with such community twice a year. The final goal of the TED-Ed Club is to give students a platform to share their ideas to their school and the world. For these reasons, TED-Ed Club presentations will be uploaded to a public YouTube Channel allowing students to have an opportunity to possibly present in a larger national or international TED stage.

### **YEARBOOK (full year, grades 9-12)**

Yearbook is a digital publication course, and aims to prepare students in the planning, design and publication of the ASM Yearbook. Hence, the course will follow a series of self-guided tutorial lessons on page design, layout and construction of various aspects of the making of the book. Prerequisites to enrollment include: 1) competency in the use of Photoshop software, 2) ownership of an up-to-date laptop compatible with the ASM server platform, 3) commitment to the timely completion of assignments, self-discipline and PRE-approval by the Yearbook teacher. Class size will be limited to 8-10 students from grades 9-12.

## PROGRAM OF STUDIES GRADES 9–10

### COMPUTERS, TECHNOLOGY & FILM

#### **3D DESIGN AND ANIMATION (semester, grades 9-12)**

Students on this course will explore the possibilities of 3D design and animation using the program, Autodesk Maya. Students will create 3D objects and characters, animate with keyframes, learn modeling, shading, texturing, and lighting techniques and create short 3D scenes. This is an excellent opportunity for those eager to develop skills in film and media production, game, product, graphic, and architectural design. Familiarity with editing or computer-based design programs would be an advantage.

#### **FILM 1 (semester, grades 9-12)**

Introduction to Film is a single semester course for students interested in learning about film production from script to screen. Students in this course will write, shoot, and edit their own short films using HD/SLR video cameras and industry-standard editing software, as well as learning aspects of film history, analysis and genre studies. There are no prerequisites for this course although it is helpful if you have taken Digital Photography or Movie Making in the past. By the end of the course students will produce a variety of films including chase scenes, documentaries, and trailers.

#### **FILM 2 (semester, grades 9-12, prerequisite Film 1)**

Film 2 is a single semester course designed to prepare students for the IB Film course and/or for students who have already completed Introduction to Film 1 and wish to further their understanding of visual storytelling with more advanced workshops in scriptwriting, cinematography, sound design and editing. Students will produce challenging, sophisticated, and professional-looking film projects using the skills they have acquired. Film 2 will develop technical and conceptual understanding of areas such as lighting, camera lenses, sound recording, narrative, character, and more advanced techniques in Premiere and After Effects. Students are expected to work independently and must be highly organized, creative, and responsible in using the filmmaking equipment.

#### **HOW THINGS WORK - ENGINEERING TECHNOLOGY (semester, grades 9-12)**

This is a hands-on, problem-solving, creative making course. Students will study the practical principles of simple physics and apply that knowledge to the design and construction of actual machines made out of everyday materials that move and accomplish tasks. You will get to use tools, make noise, invent cool gizmos that move, grab, slide, and shoot! You will learn to calculate and apply the “work-ratio advantages” of “simple machines” (lever, wheel & axle, pulley, inclined plane, wedge, screw). You will also learn about hydraulic power and its application in machines which make work easier, faster, and more efficient. Projects will be assigned to both individuals and collaborative groups. (Max of 12 students)

## PROGRAM OF STUDIES GRADES 9–10

### **INTRODUCTION TO COMPUTER SCIENCE (semester, grades 9-10)**

At the core of computer science are the principles of information and computation, how digital systems work, and how to put this knowledge to work through programming. Topics include how computers work, simple algorithms and their efficiency, networking, databases, artificial intelligence, graphics, simulation and modeling, security and the social impact of computing. The course also includes a gentle hands-on introduction to programming concepts with Python. Introduction to Computer Science is for students seeking a broad overview of the discipline, giving students a solid foundation for taking IB Computer Science.

### **INFORMATION TECHNOLOGY (semester, grades 9-10)**

Students learn to analyze the local and global impact of computing on individuals, organizations, and society. Information Technology will develop skills linked to the design cycle, which provides the model of thinking, and the strategy, used to help students investigate problems and design, plan, create and evaluate a final technological product. Students will be required to describe a problem that can be solved using information technology, and then suggest and implement an approach for the solution. The project employs broadly available technology, and usually involve either the construction and evaluation of a substantial final product.

## **VISUAL AND THEATER ARTS**

### **CHOIR ADVANCED (full year, grades 9-12)**

Intermediate to advanced singers are welcome to join this fun and energetic course which explores singing in a large ensemble. Music from a variety of styles will be sung. Throughout the course, students can expect to learn how to read music independently as well as explore a large variety of genres from Italian chant to today's hits! Students will be able to share their talent and showcase their singing in the ASM music concerts.

### **STRING ORCHESTRA (full year, grades 9-12)**

The String Orchestra is a wonderful opportunity to play music from a classical context moving to different kinds of music (pop, folk, rock, contemporary). Violins, violas, cellos and double bass, are the core of the ensemble. In addition, other instruments will be offered such as piano, electric guitar, bass and drums in order to create a broader music repertoire. History of music and theory of music will be learned by playing and analyzing the music pieces.

### **BAND (semester, grades 6-12)**

This elective is open to all students who play a woodwind, brass or percussion instrument at a beginner to intermediate level. It is also open to those who would like to learn a new instrument and have no experience at all. In this class students make music together and explore diverse styles of music as they learn to express themselves through their instruments.

## PROGRAM OF STUDIES GRADES 9–10

### **BAND ADVANCED (full year, grades 6-12)**

This elective is open to any student who plays a woodwind, brass or percussion instrument at an intermediate to advanced level. This is an ideal course for students who have already taken band class in the past and wish to challenge themselves by playing more advanced repertoire. Pieces from many musical styles will be explored and the band will have the opportunity to perform at concerts throughout the year.

### **PIANO (semester, grades 9-12)**

Have you ever wanted to learn how to play the piano? This course is for you! Keyboard skills will take a practical look on learning how to play the piano. Students will learn the fundamentals of music theory as well as basic playing techniques. We will work on a variety of repertoires but will focus on music that you want to learn.

### **GUITAR 1 (semester, grades 6-12)**

This course is open to any student who is interested in learning how to play guitar. Instruction is given in a group setting and students will have the opportunity to play in the guitar ensemble.

### **GUITAR 2 (semester, grades 6-12 prerequisite, Guitar 1)**

This course is for students who have previously taken guitar. More advanced techniques are taught and students will have the opportunity to play in the guitar ensemble.

### **WESTERN MUSIC 1 & JAZZ (semester, grades 9-10)**

This elective is ideal for any Grade 9 students who would like to go deeper into music. Through analyzing, composing and performing, students will explore the rich history of Baroque, Classical and Romantic and jazz music. Western Music 1 & 2 are foundational courses in preparation for IB Music.

### **WESTERN MUSIC 2 & WORLD MUSIC (semester, grades 9-10)**

This elective is open to any grade 10 student who has already studied Western Music 1 & Jazz. In Western Music 2 students will investigate the diverse styles of the 20th Century. In world music they will explore music traditions from different cultures and how these have changed over time due to globalization. Western Music 1 & 2 are foundational courses in preparation for IB Music.

### **VISUAL ARTS 1 (semester, grades 9-12)**

Studio Art is a class for 9th and 10th graders and is a continuation of previously learned skills although it can be an initiatory course. Students are exposed to new techniques such as painting and drawing. Students also experiment with different media such as watercolor, acrylic, oil, ink, pencil, charcoal and mixed media. The course offers a connection with the culturally-rich Environments in Italy and encourages in-and-out-of school art experiences. The goal is to extend themes learned in History and Humanities through technical development. Students keep a developmental workbook where they explore their ideas and keep a record of how they grow artistically. Students are given opportunities to work both cooperatively and individually, while exploring the fundamentals of art and how they influence their world. The course is strongly recommended for students who may wish to further their studies in art or who are planning to take IB art in their 11th and 12th year.

## PROGRAM OF STUDIES GRADES 9–10

### **VISUAL ARTS 2 (semester, grades 9-12, prerequisite Art 1)**

Art 2 is a 1 semester course designed for students who have already completed Art 1 to further understanding of art production, history, aesthetics and criticism. Students continue to experiment with a variety of media but begin to establish a more personal studio portfolio that challenges personal boundaries, shows artistic style and develops ideas and strategies. Investigative work places emphasis on art vocabulary, cultural and historical analytical skills. In addition, it links class, museum and artist research to the studio work. The course is strongly recommended for students who may wish to further their studies in art or who are planning to take IB art in their 11th and 12th year.

### **MIXED MEDIA (semester, grades 9-12, prerequisite Art 1)**

The course is designed to give students who have already completed Art I to experiment with multiple mediums: explore sculpture, fashion design, digital art, drawing, painting and more. The course is strongly recommended for students who may wish to further their studies in art or who are planning to take IB art in their 11th and 12th year.

### **DIGITAL PHOTOGRAPHY & GRAPHIC DESIGN (semester, grades 9-10)**

This course focuses on the creation and manipulation of original images using DSLR cameras and Adobe software programs. Students will photograph, edit and print their own work with emphasis placed on developing technical skills through exploratory assignments and reference to historical and contemporary uses of photography and graphic design. By the end of the semester, students will hone the skills needed for the creation of a digital portfolio that will demonstrate a range of artworks and stills, including portraiture, still life, magazine/book cover designs, and posters. Students will also learn to appreciate, evaluate, and reflect on their work and the work of others. Previous photographic experience is not necessary but it is recommended that students use their own digital SLR cameras.

### **THEATRE 1 (semester, grades 9-12)**

The theatre elective course engages students in an active relationship with the fundamental concepts of drama and encourages learning through discovery and exploration. Through practical work, students will develop creative, reflective and communication skills. Emphasis is placed on the artistic process as an essential component of artistic development through continuous self-discovery and awareness, investigation, improvisation, research, rehearsing, performing, reflection and evaluation. Be ready to get physical (come to class in comfortable and loose clothing), collaborate with others and test your limits.

### **THEATRE 2 (semester, grades 9-12, prerequisite Theatre 1)**

This course builds on the communication and group-work skills that were developed in Theatre 1. Students will develop the confidence to explore, to experiment and to work individually and collaboratively on innovative projects based on a given theatrical tradition (Commedia dell'arte, Medieval mystery plays, Victorian melodrama or Theatre of the Absurd) or a chosen theatre practitioner (Brecht, Boal and Lecoq to name a few). The course opens the door to understanding the dynamic, holistic and evolving nature of theatre and will instill discipline and encourage creativity. From the outset of the course, students will keep a theatre journal in order to record personal growth.

## PROGRAM OF STUDIES GRADES 9–10

### PHYSICAL EDUCATION

#### **PHYSICAL EDUCATION 1 (semester, grades 9-12)**

Physical Education contributes to a student's physical, intellectual, emotional and social development. Students will be engaged in units of instruction and activities that address motor skill development. Team sports, individual sports and cooperative activities will be the core units of instruction. Competition is minimized in this environment, promoting an atmosphere of mutual respect for all participants.

#### **PHYSICAL EDUCATION 2**

##### **(semester, grades 9-12, prerequisite PE 1 or equivalent)**

Physical Education contributes to a student's physical, intellectual, emotional and social development. Students will be engaged in units of instruction and activities that address motor skill development. Team sports and individual sports will be the core units of instruction, with an emphasis on leadership roles and peer coaching.

#### **DANCE (semester, grades 9-12, prerequisite PE 1 or equivalent)**

Dance is an integral part of the Physical Education program. Dance consists of advanced rhythmic movements that include: Zumba, Classic Dance and Modern Dance. The emphasis will be on performance. Improving movement skills and enjoyment through dance will be the focus of this class.

#### **LIFELONG FITNESS**

##### **(semester, grades 10-12, prerequisite PE 1 & PE2 or equivalent)**

This course will provide students with the skills and understanding of basic fitness principles based in an exercise center. It will be an opportunity for students of all fitness levels to gain a foundation of skills and knowledge-base that will promote a future life of healthy and functional fitness habits. The students will analyze fitness needs and create an appropriate fitness plan to focus on Muscular Strength or Muscular Endurance and follow the results. Additional emphasis will be on Agility, Flexibility, and Body Composition analysis.

# PROGRAM OF STUDIES GRADES 9–10

## UPPER SCHOOL MASTER SCHEDULE

Upper School classes are scheduled on a rotating basis by day (A,B,C,D,E, F, G & H). The full rotating schedule is available on the ASM calendar.

	<b>A Day</b>	<b>B Day</b>	<b>C Day</b>	<b>D Day</b>	<b>E Day</b>	<b>F Day</b>	<b>G Day</b>	<b>H Day</b>
<b>9:00-10:05 (65)</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>8</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>4</b>
<b>Break (5 min)</b>								
<b>10:10-11:15 (65)</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>8</b>	<b>5</b>
<b>Break (5 min)</b>								
<b>11:20-12:25 (65)</b>	<b>3</b>	<b>8</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>6</b>
<b>Lunch (60 min)</b>								
<b>1:25-2:30 (65)</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>8</b>	<b>5</b>	<b>2</b>	<b>7</b>
<b>Break (5 min)</b>								
<b>2:35-3:40 (65)</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>8</b>

**5 periods/day - 8 blocks/cycle**

### **Lunch 12:50 - 1:25**

Middle School students report directly to the cafeteria at 12:30. High School students will have personal time until 12:50 at which point they will move to the cafeteria for lunch.