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# Upper School Program of Studies Course Offerings 2020 – 2021

## American School of Warsaw

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## Letter from the Upper School Principal

February, 2020

Dear Students and Parents,

The American School of Warsaw's Upper School Program of Studies is an essential resource to assist in planning your academic program in the Upper School. This catalog contains descriptions of subjects offered in grades 6 through 12, and it is an important reference when planning your schedule of courses for the upcoming year.

If you are in High School, please note that before any subject is selected, a few points of information need to be understood and addressed: (A) ASW graduation requirements; (B) the course prerequisites; and (C) your academic strengths and interests.

For all students in the Upper School, the Counselors, along with the IB Middle Years and Diploma Programme Coordinators, will assist you in making your course selections and designing your program of study. Please do not hesitate to consult them so you can make the best decisions in the course selection process.

Best regards,



Michael Sheehan  
Upper School Principal  
msheehan@aswarsaw.org

## UPPER SCHOOL ACADEMIC PROGRAM AT ASW

At ASW each academic subject group follows a set of academic standards. Units and lessons are then planned using the MYP and DP frameworks of the International Baccalaureate Organization. Courses in grades 6-10 are designed using IB MYP philosophies whereas courses in grades 11-12 use the IB DP guidelines. Information about each programme follows:

### International Baccalaureate

#### Middle Years Programme

Grades 6-10

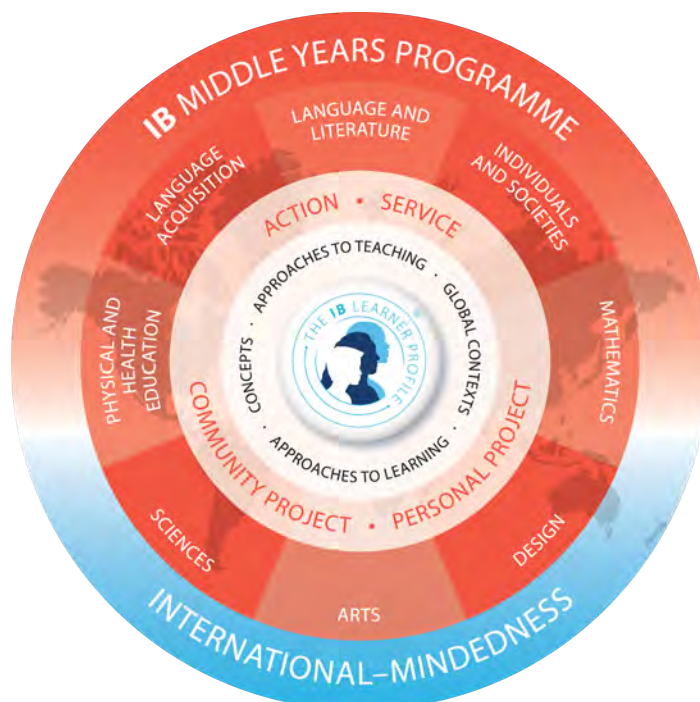


Image source: <http://www.ibo.org/globalassets/digital-toolkit/logos-and-programme-models/myp-model-en.png>

### OVERVIEW

In the MYP, students study 8 subject groups, with a minimum of 50 teaching hours per subject group each year. Distinctive features of the MYP include:

- **KEY AND RELATED CONCEPTS** are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.
- **GLOBAL CONTEXTS** provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding, and global engagement. They ensure that learning is contextualized in the real world.
- **APPROACHES TO TEACHING AND LEARNING**, a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.
- **OBJECTIVES & ASSESSMENT CRITERIA** for each subject area ensure that student learning is focused on being a practitioner of each subject in a way that mimics professionals and “real world” applications of individual disciplines.

Source: [ibo.org/myp](http://ibo.org/myp)

# International Baccalaureate

## Diploma Programme

Grades 11/12



Image Source: <http://www.ibo.org/globalassets/digital-toolkit/logos-and-programme-models/dp-model-en.png>

### OVERVIEW

All students in grades 11 and 12 work towards earning an accredited American High School Diploma. To earn the credits necessary for this diploma, students enroll in either individual IB Diploma courses, in which students can earn individual certificates, or as full IB Diploma candidates, where students have the opportunity to earn an additional diploma from the IBO. To obtain the IB Diploma, students must follow the prescribed two-year IBDP program which takes place in grades 11 and 12. Full IB Diploma candidates must take six courses, one from each of the subject areas listed below.

<b>Group 1</b>	Studies in Language and Literature (English, Polish)
<b>Group 2</b>	Language Acquisition (Spanish, French, German)
<b>Group 3</b>	Individuals and Societies (Economics, History, Psychology, Business Management)
<b>Group 4</b>	Sciences (Biology, Chemistry, Computer Science, Physics)
<b>Group 5</b>	Mathematics ( Analysis & Approaches, Applications & Interpretations)
<b>Group 6</b>	The Arts (Visual Arts, Theatre)

Students must choose one course from each group, except Group 6; students may elect to take a second course from Groups 1 - 4 instead of a Group 6 subject. Furthermore, if a student chooses two languages in Group 1, they will satisfy the Group 2 requirement. To complete the full IB Diploma, students must successfully complete 3 courses at the Higher Level and 3 at the Standard Level in addition to the additional requirements listed below.

## OTHER IB DIPLOMA REQUIREMENTS

**CREATIVITY, ACTIVITY, SERVICE (CAS):** In order to graduate with an ASW diploma, all students are required to complete a CAS requirement. Students who pursue the full IB Diploma must complete the CAS requirement described in the standards of the IBO. To do so, full IB DP students are additionally required to undertake a CAS Project. CAS is described more fully under graduation requirements below.

**EXTENDED ESSAY:** As part of the full IB Diploma, students are required to write a 4000-word research paper on a subject of their choice. This is predominantly an independent project with guidance from a supervisor.

**THEORY OF KNOWLEDGE (TOK):** This is a required two-year course for all full IB Diploma Program candidates. However, similar to the EE, students not pursuing an IB Diploma may opt to take this course as an elective or as part of their course selections for certificate.

As the IB subject guide to the course states, TOK provides "an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them." Through the means of discussion-based classes and a variety of student-prepared presentations, the students will examine critically the information they have gained in their other IB classes; connections and distinctions may be made between these different areas of knowledge.

The TOK requirements from the IB are in transition at the moment, which impacts the nature of assessments for the classes of 2021 and 2022 and beyond. Students in the class of 2021 and subsequent years submit a final paper that is a critical examination of areas of knowledge and ways of knowing focused on in class. The class of 2021 will present a formal presentation based on a real-life situation. Starting with the class of 2022, all students will be asked to create a TOK exhibition. This will involve the development of a live or virtual exhibition of three objects based on one chosen prompt. (More information will follow as official guidelines become available.) Theory of Knowledge is graded on a Pass/Fail basis.

Credits:	0.5 per year
Length of Course:	2 semesters over 2 years
Grade Level:	Grades 11/12
Requirements:	All students are eligible for this course, it is required for those completing the IB Diploma.

## INFORMATION REGARDING ASW GRADUATION REQUIREMENTS

### High School Diploma Requirements

At ASW, high school begins in grade 9 and finishes in grade 12. Over the course of these 4 years, students must pass and earn a "credit" for a required number of courses in specific subjects. Students must not turn 21 years of age before graduation.

Credits: Academic credit is awarded for each course passed for a full year. A full-time course is worth 1.0 credit points toward graduation. To be awarded a credit a student must:

- satisfactorily complete all assigned academic work with a passing overall grade of 3 or higher;
- maintain satisfactory attendance (please see *Attendance Policy* in our *Student Handbook*);
- submit all assigned summative work.

### **ASW High School Academic Diploma**

The vast majority of ASW students will graduate with the ASW High School Academic Diploma. In order to do so, students must earn a minimum of 23 credits in specified subject areas and complete the CAS requirement as described below. Accommodations for identified student needs are supported within this program. The ASW Academic Diploma prepares students for university/college programs around the world.

### **Requirements for the ASW High School Academic Diploma**

<b>ASW High School Academic Diploma</b>	
English	4 credits
Social Studies	3 credits
Science	3 credits
Mathematics	3 credits
Language Acquisition (2 from the same language) <sup>1</sup>	3 credits
PE & Health <sup>1</sup>	2 credits
Visual & Performing Arts <sup>1</sup>	1 credit
Design <sup>1</sup>	1 credit
Electives <sup>2</sup>	3 credits
Total Credits (minimum, most graduates exceed this number as they are working toward university placement following high school)	23 credits
<b>CREATIVITY, ACTIVITY, SERVICE (CAS):</b> <u>All ASW HS students</u> are required to complete activities which meet the goals of CAS over the course of two years. Upon completion, students will showcase their experiences by presenting to the community. ( <u>see full explanation below</u> ).	
<sup>1</sup> Denotes courses in which waivers may be granted depending on student's enrollment date and prior educational experiences. <sup>2</sup> Credits from any course area may be used as elective credit after other requirements are met.	

#### Stipulations:

- Each year, students must be enrolled full time at ASW (full time = in grades 9 & 10 students must have a minimum of 7 credit-bearing courses; in grades 11 & 12 students must have a minimum of 6 credit-bearing courses).
- A maximum of 18 credits may be transferred from other accredited institutions at the time of enrolment.
- Credits are earned by achieving 3 or higher in final grades of courses while adhering to the attendance policy
- Learning Support is credit-bearing, but cannot count toward the required 23 credits.

### **IB Diploma Programme**

Students have the option to earn additional qualifications alongside their ASW High School

Academic Diploma or ASW High School General Diploma (described below) from the International Baccalaureate Organization (IBO) as described below.

### **IB Diploma Programme Courses**

Students that choose to complete selected independent IB Diploma Programme course requirements including an external exam can earn individual scores awarded by the IBO. All IB DP courses are 2 years in length and are completed during grade 11 and 12. Universities may award university credit for earning official IB scores in individual courses (specified by each university).

### **IB Diploma**

The IB Diploma is an additional diploma that can be earned while attending ASW. This additional diploma may serve as qualification for direct entry prerequisites to specific programs in some universities, count toward completion of the first year of university, and/or the universities may award individual course credits.

To obtain an IB Diploma, students must successfully complete the following requirements:

- Complete 6 IB DP courses (from specific subject disciplines) as well as IB Core components (TOK, Extended Essay, CAS).
- 3 courses must be taken at the “Higher Level”
- Candidates must earn a minimum of 24 points out of 45 (externally moderated/assessed by the IB)
- Candidates may not have a grade less than 2 in any course
- Candidates may not have more than two courses graded at 2 (SL or HL).
- Candidates may not have more than three courses graded at 3 or below (SL or HL)
- Candidates must earn at least 12 points on higher level (HL) subjects
- Candidates must earn at least 9 points on standard level (SL) subjects
- The candidates may not receive a penalty for academic misconduct.

### **ASW General Diploma**

This ASW General Diploma provides opportunity and flexibility for students with identified learning needs to earn a valid graduation diploma. Students on this track are in Learning Support, need accommodations as well as program or curricular modification and/or the support of an instructional aide to access the curriculum. In order to graduate with the ASW High School General Diploma, students must earn a minimum of 23 credits as detailed below and complete the CAS requirement. Students still have the option to complete some IB DP Courses.

This diploma prepares students for some college and university programs around the world as well as vocational programs. HS Counselors work with individual students and families to explore and work toward these options.

<b>ASW High School General Diploma</b>	
English	<b>4 credits</b>
Social Studies	2 credits
Science	2 credits
Mathematics	2 credits
PE & Health <sup>1</sup>	2 credits
Visual & Performing Arts <sup>1</sup>	1 credit
Design <sup>1</sup>	1 credit
Electives <sup>2</sup>	9 credits



Total Credits (minimum)	23 credits
<b>CREATIVITY, ACTIVITY, SERVICE (CAS): All ASW HS students</b> are required to complete activities which meet the goals of CAS over the course of two years. Upon completion, students will showcase their experiences by presenting to the community. (see full explanation under IBDP CAS below).	
<sup>1</sup> Denotes courses in which waivers may be granted depending on student's enrollment date and prior educational experiences. <sup>2</sup> Credits from any course area may be used as elective credit after other requirements are met.	

Stipulations:

- Students must attend full time, however, the courses do not have to be credit-bearing
- Students do not have to complete the foreign language requirement
- Fewer minimum credits are required in math, science, and social studies
- More flexibility in selection and application of elective credits
- Maximum 4 credits may come from Learning Support, Study Skills, or EAP courses (in electives category)
- Modifications made to courses (curriculum, assessment criteria, program requirements) will be indicated on the report card and transcript.

**CAS Requirements**

CREATIVITY, ACTIVITY, SERVICE (CAS):

In order to graduate with an ASW diploma, all students are required to complete a CAS program during grade 11 and grade 12. As specified below, students engaged in the full DP will meet all of the requirements as outlined by the IBO, while students not engaged in the full DP will meet most of the requirements. All students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences, the CAS project, and student reflections. All students at ASW will present their portfolios at the end of grade 12.

REQUIREMENTS FOR STUDENTS NOT ENGAGED IN THE FULL DP

1. Students must participate in, document, and present on experiences, learning and growth from each of the strands of CAS characterized as follows:
  - a. Creativity – arts, and other experiences that involve creative thinking
  - b. Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in their coursework
  - c. Service – an unpaid and voluntary exchange that has a learning benefit for the student; the rights, dignity and autonomy of all those involved are respected
2. Students must demonstrate the following 5 learning outcomes:

Learning Outcome	Descriptor
Identify own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
Demonstrate that challenges have been undertaken, developing new skills in the process.	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through

	new experiences or through increased expertise in an established area.
Show commitment to, and perseverance in, CAS experiences.	Students demonstrate regular involvement and active engagement in CAS.
Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and collaboration gained through CAS experiences.
Recognize and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out the CAS experiences.

### REQUIREMENTS FOR FULL IB DIPLOMA STUDENTS (AS REQUIRED BY THE IBO)

1. Students must participate in, document, and present on experiences, learning and growth from each of the strands of CAS characterized as follows:
  - a. Creativity – arts, and other experiences that involve creative thinking
  - b. Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in their DP coursework
  - c. Service – an unpaid and voluntary exchange that has a learning benefit for the student; the rights, dignity and autonomy of all those involved are respected
2. Students must develop a CAS Project, which is a collaborative series of sequential CAS experiences lasting at least one month. Students must be involved in at least one CAS Project during the programme.
  - a. The Project challenges students to
    - i. show initiative
    - ii. demonstrate perseverance
    - iii. develop skills such as collaboration, problem solving and decision making. On completion students will showcase their experiences by presenting their projects and experiences which was documented on an individualized website to a panel of faculty members.
3. Students must demonstrate the following 7 learning outcomes:

Learning Outcome	Descriptor
Identify own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
Demonstrate that challenges have been undertaken, developing new skills in the process.	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through new experiences or through increased

	expertise in an established area.
Show commitment to, and perseverance in, CAS experiences.	Students demonstrate regular involvement and active engagement in CAS.
Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and collaboration gained through CAS experiences.
Recognize and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out the CAS experiences.
Demonstrate how to initiate and plan a CAS experience.	Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on previous experience or launching a new idea or process.
Demonstrate engagement with issues of global significance.	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.

### **SUPPORT SERVICES**

ASW is committed to offering our students and their families a welcoming, inclusive and safe environment. Our in-house support services, including English as an Additional Language (EAL), Learning Support and Counselling/Advisory work with classroom teachers to help students develop the skills they need to be successful learners.

### **ENGLISH FOR ACADEMIC PURPOSES (EAP)**

#### ***PHILOSOPHY***

The American School of Warsaw EAP course is designed to create not only an academic support system, but also work towards integration into the learning community through building self-confidence by practicing English language production (discussion, presentation, peer-editing, etc). The objective of the EAP course is to equip students with the ability to function successfully within the mainstream classroom where English is the language of instruction. The course concentrates on the four primary language skills: speaking, listening, reading and writing. Course design focuses on vocabulary usage, language control, and linguistic complexity. A whole language approach is used to integrate language skills and relating language to function. It is our belief that EAP students are fully capable of grade level cognition and learning, and with support, they can succeed within the mainstream curriculum.

### **MS ENGLISH FOR ACADEMIC PURPOSES (EAP)**

This course is designed for students whose mother tongue is not English and are fairly limited in English proficiency. These students receive support with speaking and writing within the context of their mainstream subjects.

Length of Course: Semester based (repeatable)

Grade Level: Grades 6, 7 and 8

Recommendations: This course is recommended to English language learners in grades 6-10 who have been identified with a WIDA MODEL (Measure of Developing English Language) proficiency assessment of 1.0-4.7 (ASW Tiers 1-2).

Exit Requirements: The final decision about whether a student is ready to be exited from the course is at the discretion of the EAL Director, in consultation with the EAP teacher, content-based teacher, school counselor, and data on student progress (WIDA, MAP). Students who are exited remain identified as an EAL student for one academic year and receive language proficiency monitoring and support during this time.

### **HS ENGLISH FOR ACADEMIC PURPOSES (EAP)**

This course is designed for students whose mother tongue is not English and are fairly limited in English proficiency. These students receive support with speaking and writing within the context of their mainstream subjects.

Credits: 1

Length of Course: 1 year

Grade Level: Grades 9 and 10

Recommendations: This course is recommended to English language learners in grades 6-10 who have been identified with a WIDA MODEL (Measure of Developing English Language) proficiency assessment of 1.0-4.7 (ASW Tiers 1-2).

Exit Requirements: The final decision about whether a student is ready to be exited from the course is at the discretion of the EAL Director, in consultation with the EAP teacher, content-based teacher, school counselor, and data on student progress (WIDA, MAP). Students who are exited remain identified as an EAL student for one academic year and receive language proficiency monitoring and support during this time.

## **LEARNING SUPPORT**

### ***PHILOSOPHY***

Understanding that all students learn, grow, and develop in different ways, Learning Support teachers provide academic support services for struggling learners and students with identified learning needs. The goal is to assist students in reaching their highest potential academically, socially and emotionally. Students focus on developing independent learning and self-advocacy skills while accessing their chosen curriculum from the ASW course offerings.

### ***CLASSES AND ENROLLMENT REQUIREMENTS***

Students are only enrolled into Learning Support classes based on admissions criteria or by referral through the Student Study Team (SST and the Learning Support process). This includes both the Learning Support and Study Skills classes, as well as the Specialized Education Class in the Middle School and the Math Learning Intervention Class in High School. The Student Study Team (SST) consists of learning support teachers, counsellors, subject teachers, the principal and/or vice-principal.

### **MS STUDY SKILLS CLASS**

The Study Skills class is a course dedicated for students who struggle with executive functioning, that is impulse control, emotional control, flexible thinking, working memory, self-monitoring, planning and prioritizing, task initiation and organization and who are in need of early or mild intervention services. Within this class, students seek to optimize their potential by focusing on the development of executive functioning skills as well as a sense of self-advocacy.

Length of Course: 1 year (repeatable)

Prerequisites: Student Study Team (SST) approval

### **MS LEARNING SUPPORT CLASS**

In Middle School, there are two types of Learning Support Classes. There is the standard Learning Support class which is a course for students with identified learning needs and an Individualized Learning Plan (ILP). Student learning focuses on individualized goals that are in-line with their learner profile and identified needs. The goal is for students to learn strategies and skills to compensate for their learning difficulties, to develop self-awareness of their learning profile and to learn self-advocacy skills related to their learning. Learning is done both in the context of materials from the regular subject curriculum as well as using specifically designed content. In addition, for struggling readers, there is a separate section that focuses specifically on reading development.

Length of Course: 1 year (repeatable)

Prerequisites: Student Study Team (SST) approval

### **MS LEARNING SUPPORT CLASS for students requiring an INTENSE Level of Support**

This Learning Support Class is a course for students with identified complex, multi-faceted learning needs who require support in a class with a student/adult ratio of no greater than 3:1. Students have an Individualized Learning Plan (ILP). This class focuses on providing individual, specialized instruction and support to help students access the regular curriculum. The students have accommodations and modifications, focussed skill instruction as well as social-emotional and behavioural support. Learning is done in the context of topics of inquiry and materials from the regular subject curriculum as well as through the use of specifically designed curriculum and materials. Students receiving the intense level of support may be scheduled into this course multiple times. Student learning focuses on individualized goals that are in-line with their learner profile and identified needs.

Length of Course: 1 year (repeatable)

Prerequisites: Student Study Team (SST) approval

### **MS SPECIALIZED EDUCATION CLASS**

This Learning Support Class is a course for students with an identified significant cognitive or developmental disability who require support in a self-contained class with individually designed opportunities for inclusion in regular classrooms. Students have an Individualized Learning Plan (ILP). The student to adult ratio in this class is no greater than 3:1. Students work on a fully modified curriculum which may include academic and functional life skills and/or social-emotional skills and/or speech-language therapy. Students participating in the specialized education program may have multiple schedulings of this class. Student learning focuses on individualized goals that are in-line with their learner profile and identified needs.

Length of Course: 1 year (repeatable)

Prerequisites: Student Study Team (SST) approval

### **HS STUDY SKILLS CLASS**

The Study Skills class is a course dedicated for students who struggle with executive functioning, that is impulse control, emotional control, flexible thinking, working memory, self-monitoring, planning and prioritizing, task initiation and organization and who are in need of early or mild intervention services. Within this class, students seek to optimize their potential by focusing on the development of executive functioning skills as well as a sense of self-advocacy.

Credits: 1

Length of Course: 1 year (repeatable)

Prerequisites: Student Study Team (SST) approval

### **HS MATH LEARNING INTERVENTION CLASS**

This is a short term support class that students in grade 9 or 10 will take concurrently with their grade level math course. This course will help students improve upon identified gaps in their mathematical knowledge, skills, and approaches to learning with the goal of finding greater success and ultimately no longer needing this support.

This short term intervention is offered for Mathematics because it is a linear subject. Students come to ASW with varied math backgrounds, which at times do not align well with our courses and may hinder a student's ability to successfully access our curriculum. Progress is evaluated on a semester basis, and those who have met successfully improved on their identified gaps will have the opportunity to exit at that time.

Credits: 1

Length of Course: 1 semester (repeatable up to a year)

Prerequisites: Identified need through Math Placement and Admissions/MAP data.

### **HS LEARNING SUPPORT CLASS**

The Learning Support Class is a course for students with identified learning needs and an Individualized Learning Plan (ILP). Student learning focuses on individualized goals that are in-line with their learner profile and identified needs. The goal is for students to learn strategies and skills to compensate for their learning difficulties, to develop self-awareness of their learning profile and to learn self-advocacy skills related to their learning. Learning is done in the context of topics of inquiry and materials from the regular subject curriculum as well as through the use of specifically designed curriculum and materials.

Credits:1

Length of Course: 1 year (repeatable)

Prerequisites: Student Study Team (SST) approval

### **HS LEARNING SUPPORT CLASS for students requiring an INTENSE Level of Support in the MYP**

This Learning Support Class is a course for students with identified complex, multi-faceted learning needs who require support in a class with a student/adult ratio of no greater than 1:3. Students have an Individualized Learning Plan (ILP). This class focuses on providing individual, specialized instruction and support to help students access the regular curriculum. The students have accommodations and modifications, focussed skill instruction as well as social-emotional and behavioural support. Learning is done in the context of topics of inquiry and materials from the regular subject curriculum as well as through the use of specifically designed curriculum and materials. Students receiving the intense level of support may be scheduled into this course multiple times. Student learning focuses on individualized goals that are in-line with their learner profile and identified needs.

Length of Course: 1 year (repeatable)

Prerequisites: Student Study Team (SST) approval

## **ADVISORY**

### **PHILOSOPHY**

All students in grade 6-12 are enrolled in advisory each year of Upper School. The goal is to support students' academic, emotional and developmental well-being through intentional activities designed to empower students to be engaged, reflective, and active community members who connect with each other and the wider world. This structured time is scheduled to provide for a variety of needs. During this time we can support students through the advisory curriculum and activities, build community and showcase student success through assemblies, showcases and coffee houses. Students have the opportunity to connect with an adult advocate who can get to know them outside the academic arena. This adult advocate serves as a pastoral support looking out for each individual's developmental needs.

### **6-8 ADVISORY**

Meeting on average once to twice a week for 70 minute sessions, the Grade 6, 7 and 8 advisory programs build community, provide pastoral care, and support the development of students' approaches to learning. Each student is assigned to an adult advisor with nine to eleven of his or her peers. A few times per month the grade-level or entire middle school comes together for larger group presentations and assemblies.

### **9/10 ADVISORY**

Meeting on average once a week for 70 minute sessions, the Grade 9 and 10 advisory programs combine community building, pastoral care, and support for the required MYP Personal Project. In both years, students work through lessons to learn about themselves, as well as pursuing best practices of planning, studying, and maintaining balance and well-being in a pressured academic environment. Workshops and support for the Personal Project begin in the spring in grade 9 and continue into the fall in grade 10. At the end of the year, our goal is for students to feel more comfortable and confident in who they are, feel successful in their efforts with the Personal Project, and to have a comfortable safe space for social-emotional growth.

### **11/12 ADVISORY**

Meeting each week (either multiple times for 20 minutes, or once for 60minutes), advisory serves 11th and 12th graders in a variety of ways. Gatherings and materials are designed to help students understand themselves, achieve contentment, and define and achieve success. The students also work on discovering effective time management skills to complete their academic, and social, requirements, and explore ways to understand their changing emotional, physical, moral and mental selves. With a focus on how to best support the increasing academic needs of the upper grades, time is also built in for Counseling Seminar, CAS and the Extended Essay for students enrolled. At the end of the year, we aim to ensure that the students know their own strengths and tendencies, know how they can best succeed academically, and have a meaningful relationship with an adult in the school.

### **Sample 2 Day Schedule**

ASW Upper School operates 3 different bell schedules. To accommodate MS MYP, HS MYP, and HS DP programming. Students in grades 6-10 have 9 academic subjects periods and one advisory/community time block over the course of two days, however MS and HS operate on different time tables. Students in grades 11-12 have 8 academic subject periods and 2 shorter advisory periods over the course of 2 days. The following sample schedules for each grade level will be especially helpful for students new to ASW, or for those moving between divisions. Please note that these are only samples, and courses vary for everyone based on student selection and course availability.



Color Key:

	Courses where choice or leveling occurs
	Required course for all students in grade

## MYP 6-8 Sample Schedules

Grade 6			Grade 7			Grade 8		
Time	A Day	B Day	Time	A Day	B Day	Time	A Day	B Day
8:30-9:40	French Phase 1	Individuals & Societies 6	8:30-9:40	MS Robotics	Spanish Phase 1 MS	8:30-9:40	Physical & Health Ed. 8	Spanish Phase 1 MS
9:40-9:50	10 min break	10 min break	9:40-9:50	10 min break	10 min break	9:40-9:50	10 min break	10 min break
9:50-11:00	6th grade band	Art 6	9:50-11:00	Polish Phase 2.2	Math 7	9:50-11:00	Individ. & Societies 8	Product Design 8
11:00-11:30	Lunch	Lunch	11:00-11:30	Lunch	Lunch	11:00-11:30	Lunch	Lunch
11:30-11:40	10 min passing	10 min passing	11:30-11:40	10 min passing	10 min passing	11:30-11:40	10 min passing	10 min passing
11:40-12:50	Sciences 6	Physical & Health Ed. 6	11:40-12:50	Sciences 7	English Lang & Lit 7	11:40-12:50	English Lang & Lit 8	Math 8
12:50-1:05	15 min break	15 min break	12:50-1:05	15 min break	15 min break	12:50-1:05	15 min break	15 min break
1:05-2:15	Adv/Com. Time	Design 6	1:05-2:15	Adv/Com. Time	Individ. & Societies 7	1:05-2:15	Adv/Com. Time	Choir 7/8
2:15-2:20	5 min passing	5 min passing	2:15-2:20	5 min passing	5 min passing	2:15-2:20	5 min passing	5 min passing
2:20-3:30	Math 6	English Lang & Lite 6	2:20-3:30	Concert Band	Physical & Health	2:20-3:30	Sciences 8	Dance 8

## MYP 9-10 Sample Schedules

Color Key:

	Courses where choice or leveling occurs
	Required course for all students in grade

Grade 9			Grade 10		
Time	A Day	B Day	Time	A Day	B Day
8:30-9:40	Math 9 Extended	PHE 9	8:30-9:40	Math 10 Standard	Ind. & Soc. 10
9:40-10:00	20 min break	20 min break	9:40-10:00	20 min break	20 min break
10:00-11:10	Wind Ensemble	Sciences 9	10:00-11:10	Choir	Art. Found. 1
11:10-11:20	10 min passing	10 min passing	11:10-11:20	10 min passing	10 min passing
11:20-12:30	Ind. & Soc. 9	Spanish Phase 2.2	11:20-12:30	Lang. & Lit. (Eng) 10	Polish Phase 3
12:30-1:05	Lunch	Lunch	12:30-1:05	Lunch	Lunch
1:05-2:15	Adv/Com. Time	Robotics	1:05-2:15	Adv/Com. Time	Self Dir. Study
2:15-2:20	5 min passing	5 min passing	2:15-2:20	5 min passing	5 min passing
2:20-3:30	Lang. & Lit. (Eng) 9	Ind. Study Native French	2:20-3:30	PHE 10	Intro. to Theatre



## DP 11-12 Sample Schedules

Grade 11			Grade 12		
Time	A Day	B Day	Time	A Day	B Day
8:20-9:40	DP Literature HL 1	Wind Ensemble	8:20-9:40	DP Physics HL 2	DP Econ. SL 2
9:40-10:00	Break	Break	9:40-10:00	Break	Break
10:00-11:20	CAS/TOK	DP Math. Applic. SL 1	10:00-11:20	DP Math. Analys. HL 2	DP French HL 2
11:20-11:30	Passing	Passing	11:20-11:30	Passing	Passing
11:30-12:50	IB Bus. Mngmt. HL 1	IB Chemistry SL 1	11:30-12:50	DP Comp. Sci SL 2	Self Directed Study
12:50-12:55	5 min passing	5 min passing	12:50-12:55	5 min passing	5 min passing
12:55-1:15	Adv/Com. Time	Adv/Com. Time	12:55-1:15	Adv/Com. Time	Adv/Com. Time
1:15-2:00	Lunch	Lunch	1:15-2:00	Lunch	Lunch
2:00-3:20	IB Polish Lang Lit SL 1	IB Theater HL 1	2:00-3:20	TOK/CAS	IB Lang Lit (Eng) SL 2

## OFFERINGS IN EACH SUBJECT AREA

### THE ARTS

#### *IB MYP and IB DP/Course Overview of the Arts*



#### **MYP ARTS (PERFORMING AND VISUAL):**

MYP Arts includes both performing arts (theatre and music) and visual arts (studio art and photography). In MYP Arts, students have the opportunity to function as artists themselves, as well as learners of the arts. By developing curiosity about themselves, others, and the world, students become effective learners, inquirers, and creative problem-solvers. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences, and ideas.

MYP Arts values both the process of creating artwork and the point of realization. In MYP Arts, the four objectives have equal importance and value meaning that the



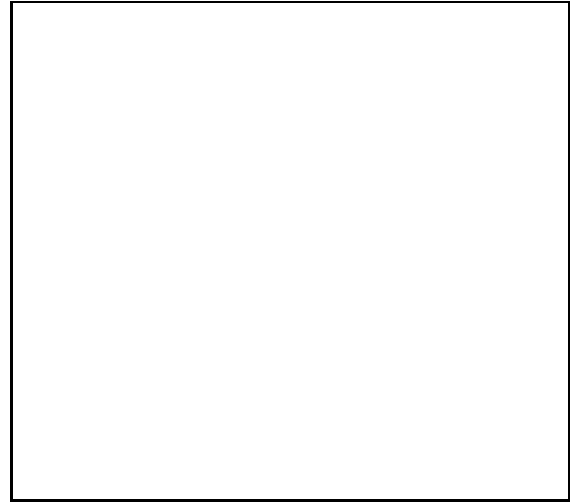
#### **IBDP/COURSE ARTS (PERFORMING AND VISUAL):**

Supporting the holistic, encompassing nature of the full IB Diploma Program, the Arts provide a critical, creative approach to a discipline with an emphasis on research into a relevant genre. Although not required (students may elect to take a third language or a second course from the DP offerings), the Arts encourage and develop a reflective awareness of culture, history, and time and space while fostering student expression.

creative process and the response to other art is as important as the creation process. MYP Arts courses help specifically to prepare students for the study of visual arts and theatre in the DP at either the SL or HL.

MYP Arts objectives/assessment criteria include the following:

- Criterion A: Knowing and understanding
- Criterion B: Developing skills
- Criterion C: Thinking creatively
- Criterion D: Responding



## **COURSE OFFERINGS**

### **VISUAL ARTS**

#### ***PHILOSOPHY***

Art is an unwritten language that deepens the understanding of people's interpretation of the world. It is the product that every culture leaves as a legacy and proof of their existence. It is a legitimate way of seeing the world and expressing ideas. The American School of Warsaw art program, in keeping with the school's philosophy, is designed to promote future citizens who will have the aesthetic knowledge to make critical decisions.

Goals for students in the program are as follows:

- Students will explore the elements of design and recognize the relationship of individual elements in a unified composition.
- Students will build creative confidence and reflect personal viewpoints.
- Students will enhance the ability to visualize.
- Students will develop the use of imagination as a means of self-expression.

#### **MS MYP ART 6**

The middle school visual arts program will introduce students to and provide students with the opportunity to function as artists, as well as learners of the arts. They will be encouraged to approach their projects in an interdisciplinary fashion; integrating skills and concepts from multiple art approaches and the MYP. Student agency and artistic growth are supported through structured learning experiences designed to meet each student at their level of ability and understanding. With guidance, they will examine and develop creative strategies and habits of mind through the exploration of artistic practices.

Length of Course: 1 semester  
Grade Level: 6  
Prerequisites: none

#### **MS MYP ART 7**

The middle school visual arts program will introduce students to and provide students with the opportunity to function as artists, as well as learners of the arts. They will be encouraged to approach their projects in an interdisciplinary fashion; integrating skills and concepts from multiple art approaches and the MYP. Student agency and artistic growth are supported through structured learning experiences designed to meet each student at their level of ability and understanding. With guidance, they will examine and develop creative strategies and habits of mind through the exploration of artistic practices.

Length of Course: 1 semester  
Grade Level: 7  
Prerequisites: none

### **MS MYP ART 8**

The middle school visual arts program will introduce students to and provide students with the opportunity to function as artists, as well as learners of the arts. They will be encouraged to approach their projects in an interdisciplinary fashion; integrating skills and concepts from multiple art approaches and the MYP. Student agency and artistic growth are supported through structured learning experiences designed to meet each student at their level of ability and understanding. With guidance, they will examine and develop creative strategies and habits of mind through the exploration of artistic practices.

Length of Course: 1 semester  
Grade Level: 8  
Prerequisite: none

### **HS MYP CLASSIC & DIGITAL PHOTOGRAPHY 1**

Classic & Digital Photography is a course offered to any high school student interested in photography. The units of the course that cover *classic photography* will include instruction on each aspect of the photographer's skill: the parts and functions of the camera, composition, the processes of exposure and development, and the uses of photographic materials. In the *digital* photography units, students will use digital cameras and computer software (Adobe Lightroom CC and Adobe Photoshop CC) to create original works of art. Assessment will be based on projects realized throughout the course. Strong emphasis will be placed on developing pre-visualization and compositional skills which will enable students to produce innovative and expressive photographs. Students will learn how to use the camera to avoid problems that cannot be fixed in Photoshop. Students understanding and development will be reflected in their process journals. This class will provide a good foundation for students continuing on to IBDP Visual Arts.

Credits: 1  
Length of Course: 1 year  
Required Equipment: Digital camera with manual controls for aperture, shutter speed and ISO (student-owned)  
Recommended Equipment: tripod  
Grade Level: 9 – 12  
Prerequisite: None

### **HS MYP CLASSIC & DIGITAL PHOTOGRAPHY 2**

Classic & Digital Photography II is a course offered to any high school student who has successfully completed level one of Classic & Digital Photography. The units of the course will build upon knowledge and skills acquired in level one. Students will continue using digital cameras and computer software (Adobe Lightroom CC and Adobe Photoshop CC), but the emphasis will be placed on a creative rather than technical approach to the subject. They will focus on developing personal style, visual literacy and ability to tell a photo-story. Assessment will be based on projects realized throughout the course. Students understanding and development will be reflected in their process journals. This class will provide an even stronger foundation for students continuing on to IB DP Visual Arts.

Credits: 1  
Length of Course: 1 year  
Required Equipment: Digital camera with manual controls for aperture, shutter speed and ISO (student-owned)  
Recommended Equipment: tripod

Grade Level: 9 – 12  
Prerequisite: HS MYP Classic & Digital Photography I

### **HS MYP ART FOUNDATIONS I**

This course is an engaging and comprehensive course that will introduce students to the materials, methods, concepts, and skills vital to understanding the fine arts and the role of the artist. Students will explore a variety of media through both structured and spontaneous hands-on activities that sequentially build upon previous learning and experience. In both Art Foundations I & II, students will cultivate their own style, refine techniques and skills with a variety of media, and explore themes in art through a historical and cultural context. In addition, students will participate in a variety of student art shows. Student understanding will be demonstrated through sketchbooks, digital process portfolios, and completed artworks.

Credits: 1  
Length of Course: 1 year  
Grade Level: 9-12  
Prerequisites: none

### **HS MYP ART FOUNDATIONS II**

This course builds upon Art Foundations I. Students will reinforce their understanding of the visual arts through a sustained investigation of media, methods, and topics in art. Focus will be placed on the development of personal style, visual communication, and the process of reviewing and refining work. Student exploration will culminate with a thematic body of work unified through visual and/or conceptual qualities. Student understanding will similarly be demonstrated through sketchbooks, digital process portfolios, and completed artworks, which will be presented in a variety of art exhibits throughout the year.

Credits: 1  
Length of Course: 1 year  
Grade Level: 10-12  
Prerequisites: Art Foundations I or relevant experience

### **HS DP VISUAL ARTS SL/HL 1&2**

This is a rigorous two-year course that fosters an enthusiastic, inquiring, and informed approach to the visual arts, in both theory and practice. Students will cultivate creative thinking, focused research, and an understanding of a variety of media with the ability to review and refine work as it progresses. Studio work will demonstrate the sustained and critical investigation of historical and contemporary concepts, as well as the focused development of technical skills and composition design. Through individual experimentation and persistent endeavor, students will be immersed in three core areas of study: visual arts in context, communicating visual arts, and visual arts methods. They will explore these concepts through theoretical, curatorial, and art-making practices and will demonstrate their understanding through three final assessment products: a comparative study, process portfolio, and curated exhibition.

Credits: 2  
Length of Course: 2 years  
Grade Level: Grade 11 and 12  
Prerequisite: None

## **MUSIC**

### ***PHILOSOPHY***

At the American School of Warsaw, we recognize that music plays an important role in the lives of all students. Our philosophy reflects the needs of both the students with a general interest, as well as those intending to continue their study of music further. Students will

experience a broad spectrum of music from Western and non-Western regions and cultures. The Music Department recognizes and benefits from the great variety of cultures represented by the diversity of our student community.

The music curriculum will give the students opportunities to:

- undertake a balanced program of activities which builds on previous work and takes account of previous achievement;
- work individually, in groups, and as a whole class;
- make appropriate use of information technology to create and record music.

Students will perform and listen to music in a variety of genres and styles, from different periods and cultures. The repertoire chosen will be broad and designed to extend students' musical experience and knowledge. It will include examples of works taken from all historical time periods and various world cultures (world music).

### **MS MYP CHOIR 6**

Grade Six Choir is an introductory course which introduces students to the joy of group singing! We will listen, respond to, discuss, and create music of many types and styles. Most importantly, students will develop confidence and skill as vocalists. All singers are required to attend one after-school rehearsal and one evening performance per semester. Solo opportunities are available for those who are interested.

Length of course: 1 year  
Grade Level: 6  
Prerequisites: none

### **MS MYP CHOIR 7-8**

Grade Seven-Eight Choir is a class for boys and girls of all experience levels, that involves daily singing, listening, and discussing of vocal music, especially choral music of the past 200 years. This course is for all voices and will teach singing, reading, listening analysis, and creativity. All singers are required to attend one after-school rehearsal and one evening performance per semester. Solo and travel opportunities are available for those who are interested.

Length of course: 1 year  
Grade Level: 7-8  
Prerequisites: none

### **MS MYP BEGINNING BAND**

This is a performance-based class open to all students from grades 6-8 with less than one full year of experience playing on a concert band instrument. Instruments include, but are not limited to: flute, clarinet, saxophone, trumpet, french horn, trombone, baritone horn, tuba, and bells. The course is run as an MYP Arts course for grade 6, 7, and 8. Please note this course is for wind instruments, students who play violin, viola, cello, bass, or piano should sign up for the after school strings program which will cater to their specific instrumental needs.

Length of course: 1 year  
Grade Level: 6-8  
Prerequisites: none

### **MS MYP CONCERT BAND**

This is a performance-based class open to all students 6-8 who have at least one full year of experience playing a on a concert band instrument, including (but not limited to): flute, oboe, clarinet, bassoon, saxophone, trumpet, French horn, trombone, baritone horn (or

euphonium), and tuba. Students interested in playing percussion must be willing to play a large variety of instruments, including bells, xylophone, and marimba. This elective can be repeated for credit. The course is run as an MYP Arts course for grade 7 and 8. Please note this course is for wind instruments and percussion, students who play violin, viola, cello, bass, or piano should sign up for the after school strings program which will cater to their specific instrumental needs.

Length of course: 1 year  
Grade Level: 6-8  
Prerequisites: Prior experience with an instrument and/or teacher recommendation

### **MS MYP ROCK BAND 6**

This is primarily a performance-based class open to all students who want to learn to play guitar, bass guitar, keyboard, drum set and sing in a rock band. The emphasis is on gaining useful guitar, drum set and vocal skills and applying them in a small band setting.

Length of Course: 1 semester  
Grade Level: 6  
Prerequisites: None

### **MS MYP ROCK BAND 7**

This is primarily a performance-based class open to all students who want to learn to play guitar, bass guitar, keyboard, drum set and sing in a rock band. The emphasis is on gaining useful guitar, drum set and vocal skills and applying them in a small band setting. As much as individual scheduling permits, Grade 7 level students are grouped with similar experience level Grade 8 students.

Length of Course: 1 semester  
Grade Level: 7  
Prerequisites: None

### **MS MYP ROCK BAND 8**

This is primarily a performance-based class open to all students who want to learn/continue to play guitar, bass guitar, keyboard, drumset, and sing in a rock band. The emphasis is on gaining/improving useful guitar, keyboard, drum set and vocal skills, and applying them in a small band setting. As much as individual scheduling permits, Grade 8 level students are grouped with similar experience level Grade 7 students.

Length of Course: 1 semester  
Grade Level: 8  
Prerequisites: None

### **HS MYP WIND ENSEMBLE**

This is a performance-based class open to all students from grades 9-12 who have at least two year's experience on a Concert Band wind instrument, including (but not limited to): piccolo, flute, oboe, clarinet, bassoon, saxophone, trumpet, French horn, trombone, baritone horn (or euphonium), and tuba. Percussion students must have prior experience on mallet instruments and be able to read basic music notation in addition to playing battery instruments. This elective can be repeated for credit. The course is run as an MYP Arts course for grade 9 and 10; grade 11 and 12 students are assessed on similar criteria but achievement is reported on the non-IB 1-7 scale. It should be noted that this course is for wind instruments and percussion, students who play violin, viola, cello, bass, or piano should sign up for the after school strings program which will cater to their specific instrumental needs.

Credits: 1  
Length of course: 1 year  
Grade Level: 9-12  
Prerequisites: Experience on a band or wind instrument and/or teacher recommendation

### **HS MYP CHOIR**

This is a performance-based class open to all students 9-12 who enjoy singing. Pianists may also take this class as accompanists, with permission of the instructor. No previous singing experience is necessary. The repertoire will be multilingual, multi-cultural and includes a variety of styles. This elective can be repeated for credit. The course is run as an MYP Arts course for grade 9 and 10; grade 11 and 12 students are assessed on similar criteria but achievement is reported on the non-IB 1-7 scale.

Credits: 1  
Length of course: 1 year  
Grade Level: 9-12  
Prerequisites: None

### **HS MYP GUITAR**

This is primarily a performance-based class open to all students from grades 9-12 who are interested in learning and developing their guitar playing. The course encompasses classical, acoustic, electric and bass guitar technique in context of various musical styles. It is open to students who have guitar-playing experience and to those who have never played an instrument before. The course will also include an overview of the history of guitar as well as its repertoire. The course is run as an MYP Arts course for grade 9 and 10; grade 11 and 12 students are assessed on similar criteria but achievement is reported on the non-IB 1-7 scale.

Credits: 1  
Length of Course: 1 year  
Grade Level: 9-12  
Prerequisites: None

### **HS MYP CREATING ROCK & POP MUSIC**

This is a combined composition and performance class open to grade 9-12 students who are interested in learning and developing their creative musical abilities. The course content and expectations are aimed at students who have well-grounded playing experience and a strong commitment to music. The course will focus on work with Guitar Promusic software, creating compositions and arrangements in pop/rock styles as well as performing them. Coursework will also include basic analysis of existing music scores. This is an MYP Arts course for grade 9 and 10; grade 11 and 12 students are assessed on similar criteria but achievement will be reported on the non-IB 1-7 scale.

Credits: 1  
Length of Course: 1 year  
Grade Level: 9-12  
Prerequisites: Experience on one of: guitar, bass guitar, keyboard, drum set, vocals as well as reading music or tablature.

### **HS MYP WORLD MUSIC**

This is a music exploratory class open to all students from grades 9-12 who are interested in learning about instruments and music from around the world. Through this musical journey, students will be introduced to a variety of instruments, and learn to connect musical

elements from different cultures and compare them to their own, which will enable them to become global and open-minded thinkers. This course is open to all students regardless of any prior music knowledge. This elective can be repeated for credit. The course is run as an MYP Arts course for grade 9 and 10, grade 11 and 12 students are assessed on similar criteria but achievement is reported on the Non-IB 1-7 scale.

Credits: 1  
Length of Course: 1 year  
Grade Level: 9-12  
Prerequisites: None

## **THEATRE**

### **PHILOSOPHY**

Drama is the art of live communication. Theatre courses at ASW are designed to allow students to develop a variety of drama and other skills in order to communicate their ideas through live performance. Depending on the courses they choose, students can experience improvisation, script interpretation, character development, movement and other forms of theatrical expression. They can learn about and apply the theories of theatre to the hands-on experience of producing, directing and managing a theatre production or they can explore other aspects of world theatre traditions. In all theatre courses, students learn to reflect on their learning experiences through a process journal.

### **MS MYP THEATRE 6**

6th Grade Theatre Arts is based on National Core Arts Standards for drama. Students learn and practice the basics of stage performance by creating original characters using a wide variety of “actor’s tools” such as voice, facial expression, gesture, body and stage area movement. Participants are introduced to the elements of stagecraft such as costuming, make-up, set and prop creation, sound and lighting. Some of the learning activities in the course include creating ensemble, theatrical warm-ups, improvisation, selecting and writing scripts, monologue, puppetry and small ensemble performance. Students will create and maintain a personal Google site to be used a portfolio of their work, as well as a place to reflect on their skill development and experiences in the class. All participants will demonstrate their learning by performing for other ASW students, parents and audiences from the greater Warsaw community.

Length of Course: 1 semester  
Grade Level: 6  
Prerequisites: None

### **MS MYP THEATRE 7**

TVASW is a semester long course offered to grade 7 students. In this standards-based course students learn and practice the essential skills required for more professional video productions. Students will explore the three stages of creating original videos: pre-production, production, post-production. Within each of these stages students participate in idea development, scripting, studio and location shooting, lighting, camera operation, editing, directing and acting for the camera. Students will become proficient in the use of iMovie for editing and YouTube for publishing their projects. Students will create and maintain a Google site to be used as a personal portfolio of their work, as well as a place to reflect on their progress and learning experiences.

Length of Course: 1 semester  
Grade Level: 7  
Prerequisites: None

### **MS MYP THEATRE 8**



8th Grade Theatre Arts is a semester long course based on the National Core Arts Standards for drama. Throughout this class students will learn and demonstrate the basic skills required for physical theatre, devised sketch comedy, and interpreting scripted works. In our class workshops students will explore how to communicate to each other, as well as an audience, focusing primarily on body and gesture, facial expression, stage movement, vocalization and partner interaction. In the first part of the class students will work together as an ensemble to practice physical theatre, and comedic techniques including clown, slapstick and comedy duos/trios. All participants will demonstrate their learning by performing for other students, parents and audiences from the greater Warsaw community. Students will create and maintain a personal Google site to be used as a portfolio of their work, as well as a place to reflect on their skill development and experiences in the class.

Length of Course: 1 semester  
Grade Level: 8  
Prerequisites: None

### **HS MYP STAGECRAFT**

Stagecraft is a hands-on course that gets students working with the tools and techniques of theatrical production in a practical way. Students will have the opportunity to experience, understand, analyze and create all aspects of technical theatre production. Particular emphasis will be placed on developing skills needed by crew members in play productions. This class will take students from script analysis, through research, conceptualization, planning, and technical production techniques. Areas specifically covered will include scenic design and construction, stage lighting, sound design, and theatrical property building. The course is run as an MYP Arts course for grade 9 and 10; grade 11 and 12 students are assessed on similar criteria but achievement is reported on the non-IB 1-7 scale.

Credits: 1  
Length of Course: 1 year  
Grade Level: 9 - 12  
Prerequisites: None

### **HS MYP INTRODUCTION TO THEATRE**

This course introduces students to the elements of drama and theatre. The aim of this is for students to learn how to use voice, physicality, movement, characterization, approaches to acting and overall, stage and performance awareness. The course is divided into units of improvisation, devising theatre, interpreting scripts, and performing different theatrical traditions. The course is designed for students with any level of drama experience. The course is run as an MYP Arts course for grade 9 and 10; grade 11 and 12 students are assessed on similar criteria but achievement is reported on the non-IB 1-7 scale.

Credits: 1  
Length of Course: 1 year  
Grade Level: 9-12  
Prerequisites: None

### **HS MYP ADVANCED THEATRE**

This advanced theater course builds upon the building blocks from the intro course and moves the students towards a more focused “performance based” program. Scene-study, monologues, directing and world theater will be covered in this course. Early work from the IBDP Theatre syllabus will be introduced as well. Performance is a mandatory part of this course. This course may be repeated for credit, with teacher permission. The course is run as an MYP Arts course for grade 9 and 10; grade 11 and 12 students are assessed on similar criteria but achievement is reported on the non-IB 1-7 scale.

Credits:	1
Length of Course:	1 year
Grade Level:	10-12
Prerequisites:	Introduction to Theater or 1 semester of a theatre course

### **HS DP THEATRE SL/HL 1 & 2**

The DP Theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience. The course lays a foundation for potential further study in theatre, performing arts, and other related subjects.

Theatre students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through action and practice. In this respect, the theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and as spectators—they gain a richer understanding of themselves, their community and the world.

Credits:	2
Length of Course:	2 years
Grade Level:	11 - 12
Prerequisites:	None

## **DANCE**

### ***PHILOSOPHY***

The dance program is designed with the philosophy that dance is for all students, regardless of ability or background. Through the creative process of developing ideas for dance, devising movement, and performing original dance pieces for the class or small audiences, students will develop not only movement skills, but also social, problem solving, and reflective skills. Dance helps students to develop the IB Learner Profile traits of being a risk-taker and open minded in a supportive environment. Students will leave dance with an appreciation of dance as an art and also the ability to express themselves creatively through movement.

### **MS MYP DANCE 6**

Students in Dance 6 will begin with an exploration of the elements of dance and develop an understanding of how dancers use the body, energy, space, and time to create movements. Students will have opportunities to learn choreography as an ensemble and devise original dance pieces in small groups. Dance 6 is an opportunity for students to explore creativity and expression through movement. This course is open to all students and no previous dance experience is required.

Length of course:	1 semester
Grade Level:	6
Prerequisites:	None

### **MS MYP DANCE 7**

Students in Dance 7 will study the elements of dance and begin to identify and evaluate their choices for movement using body, energy, space, and time. Students will explore how movement is used in a variety of dance genres such as jazz, ballroom, and hip-hop.

Devising, refining, and presenting original dance studies will take place throughout the semester. Students will develop an appreciation for dance and movement as a means for self-expression and communicating ideas. No previous dance experience is required for this course.

Length of course: 1 semester  
Grade Level: 7  
Prerequisites: None

### **MS MYP DANCE 8**

Students in Dance 8 will explore choreographic devices, such as unison and canon, as tools to use in devising original dance studies. Students will explore movement by integrating dance with other subjects such as Science, Individuals & Societies, and Language & Literature. Students will also learn about a variety of dance styles and genres and the cultural influences of dance over time. Engaging in the creative process through devising and presenting original dance pieces will take place throughout the semester. No previous dance experience is required for this course.

Length of course: 1 semester  
Grade Level: 8  
Prerequisites: None

### **HS MYP DANCE**

Students participating in dance will develop their knowledge and understanding of the elements of dance and choreographic devices. Regardless of ability or previous experience, students will not only gain confidence as they rehearse and perform, but also develop their skills with choreographing original dance pieces, performing for an audience, and participating in projects related to service learning. The dance curriculum also focuses on reading and writing about dance with students conducting research projects about influential choreographers in dance and musical theater. This course can prepare students for further advancement in dance as well as generating topics that could be explored in an Extended Essay.

Credits: 1  
Length of course: 1 year  
Grade Level: 9-12  
Prerequisites: None

## **NON-IB ARTS OFFERINGS**

### **YEARBOOK**

Yearbook is a course whose end product is a beautifully composed account of our year at The American School of Warsaw and its graduating class. The yearbook class is organized in a manner similar to most publications with a managing editor, section editors, and so forth so students get a real world scenario of how publishing occurs. It is the goal of this course to have students accurately capture and communicate aesthetic compositions of text and images in the pages they are assigned. Concepts of design and page layout, photography, and reporting are covered in the course, with an emphasis on computer graphics. The software utilized is Adobe InDesign and to a lesser degree Adobe Illustrator and Photoshop. This course is for those interested in the publishing world or who have school spirit to share.

Credits: 1  
Length of course: 1 year  
Grade Level: 8 - 12  
Recommendations: Information Technology, computer skills or layout background  
Prerequisites: None

## ENGLISH LANGUAGE AND LITERATURE COURSES

*IB MYP and IB DP/Course Overview of English Language and Literature:*



### **IB MYP ENGLISH LANGUAGE & LITERATURE:**

Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. These six skills in the MYP language and literature subject group-- listening, speaking, reading, writing, viewing, and presenting-- develop as both independent and interdependent skills.

MYP language and literature equips students with linguistic, analytical, and communicative skills that can also be used to develop interdisciplinary understanding across all subject groups. MYP principles, integrated with the Common Core academic standards, contribute to the development of opinion-forming, decision-making, and ethical-reasoning skills, and further develops the attributes of an IB learner.

All MYP language and literature courses work to prepare students for further study in the IB Diploma Programme (DP) at both SL and HL levels, and for other courses of study. Students' interaction with chosen texts can generate insight into moral, social, economic, political, cultural, and environmental factors and facilitate student achievement toward the following criteria:

Criterion A: Analysing  
Criterion B: Organizing  
Criterion C: Producing text  
Criterion D: Using language



### **IB DP/COURSE LANGUAGE & LITERATURE:**

The courses offer a broad range of texts, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. Students take their studies in a language in which they are academically competent.

Through each course, students are able to develop:

- a personal appreciation of language and literature
- skills in literary criticism using a range of texts from different periods, styles and genres
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective
- an understanding of how language challenges and sustains ways of thinking.

Through studies in language and literature, the DP aims to develop a student's lifelong interest in language and literature, and a love for the elegance and richness of human expression.

### **PHILOSOPHY**

English education prepares students to participate in society as literate citizens equipped with the ability to communicate effectively. In studying English, students will develop skills in speaking, listening, reading, and writing, thus enabling them to express themselves creatively and imaginatively.

Students will become familiar with exemplary authors and literary works through a sustained and structured study of literature. Students will read selections which encompass all literary types, address universal themes, and encourage them to acquire a lifelong love of reading.

Students will develop critical and analytical skills to respond to communication media and will learn to use technology to search for and share information. Proficient use of the English language will enable students to explore and articulate the complex issues and ideas

## **COURSE OFFERINGS**

### **MS MYP ENGLISH LANGUAGE & LITERATURE 6**

Year 1 of the MYP Language and Literature programme sees students engage with and explore a range of literary and informational texts and works of literature extending across genres, cultures and historical periods. Students develop their abilities to communicate appropriately and effectively through speaking, writing and presenting in a range of social, cultural and academic contexts, and for specific audiences and purposes. An important focus of the course is developing an understanding of the criteria that is used in the MYP programme.

Length of Course: 1 year  
Grade Level: Grade 6  
Prerequisites: None

### **MS MYP ENGLISH LANGUAGE & LITERATURE 7**

MYP Year 2 focuses on demonstrating skills in analyzing, annotating, and discussing texts. Students are exposed to the literary elements of fiction, nonfiction, and non-literary text types such as newspaper articles and visual imagery. In addition, this course allows students to show mastery in understanding, discussing and writing about abstract concepts. Students focus on a character study with realistic fiction, the elements of dystopian literature, and a culture study.

Length of Course: 1 year  
Grade Level: Grade 7  
Prerequisites: None

### **MS MYP ENGLISH LANGUAGE & LITERATURE 8**

MYP Year 3 focuses on demonstrating skills in analyzing, annotating, and discussing texts. Students are exposed to the stylistic features of fiction, nonfiction, selected poetry and non-literary text types such as newspaper articles and visual imagery. In addition, this course allows students to show mastery in understanding, discussing and writing about abstract concepts. Public speaking and analytical essay writing are major components of this course.

Length of Course: 1 year  
Grade Level: Grade 8  
Prerequisites: None

### **HS MYP ENGLISH LANGUAGE & LITERATURE 9**

MYP Year 4 emphasises students' authentic response to literary texts. Students read a wide variety of genres and respond to them critically and creatively, sometimes orally and sometimes in writing. Students develop the ability to think independently about literature, to develop their ideas in cooperation with others, and to produce their own narrative, argumentative, and expository texts.

Credits: 1  
Length of Course: 1 year  
Grade Level: Grade 9  
Prerequisites: None

## **HS MYP ENGLISH LANGUAGE & LITERATURE 10**

MYP Year 5 emphasises content-first writing. Students learn that in order to write and speak well, they must have something to say. Thus we focus on research and analysis, helping students develop their ideas about literature, culture, and history, and then using those ideas to build writing, speaking, and presentation skills. In order to build their catalogue of ideas, students study a variety of fiction and nonfiction texts, as well as mass media artefacts from print advertising to Instagram.

Credits:	1
Length of Course:	1 year
Grade Level:	Grade 10
Prerequisites:	Successful completion of English 9

## **HS DP ENGLISH A: Literature SL & HL 1&2**

Language A: Literature asks students to engage with a range of texts, in a variety of media and forms, from different periods, styles, genres, and cultures. Students develop interpretive and analytical skills through listening, speaking, reading, writing, and presenting. The course is structured around three Areas of Exploration: Readers, Writers, and Texts; Time and Space; and Intertextuality. In each, students explore a variety of literary texts through broad conceptual questions about the place and effect literature has in the world.

Credits:	1 per year
Length of Course:	2 years
Grade Level:	Grades 11/12
Prerequisites:	Successful completion of English 10

## **HS DP ENGLISH A: Language and Literature SL & HL 1 & 2**

Language A: Language and Literature is structured very similarly to Language A: Literature. The Areas of Exploration and core texts in both courses are the same. However, in Language and Literature, additional texts are chosen from a variety of mass media and nonfiction genres rather than from traditional literary forms.

Credits:	1 per year
Length of Course:	2 years
Grade Level:	Grades 11/12
Prerequisites:	Successful completion of English 10

## **ADDITIONAL LANGUAGES**

### **LANGUAGES AT ASW**

ASW envisions students to be active and responsible world citizens, principled, compassionate and innovative life-long learners and leaders. The cultural diversity of ASW, along with its linguistic richness, enhances the learning environment of the school. With this in mind, ASW is proud to offer two different, but equally excellent, language programs: one for native and near-native speakers of certain languages, and the other for students who are being introduced to and are progressing along in a foreign language. Our goal is to stimulate every student through their curiosity and intellectual learning, while inspiring and challenging students to excel. In order for all students to be sufficiently inspired and challenged in their language development, it is imperative that students be enrolled in the appropriate program.

### **LANGUAGE ACQUISITION**

The Language Acquisition Program at ASW is designed for students whose language proficiency is that of a student learning a new language within a formal educational program. Placement is determined both by the ASW course progression and the demonstrated grade

and/or ability level of the student.

## **NATIVE/MOTHER TONGUE LANGUAGES**

The study of one's native language is based on students who could be considered native, bilingual, or near-native speakers of the target language. These already proficient language learners may include, but are not limited to, those who learned to speak the language before any other, who speak the language with at least one parent or sibling at home, or who have studied in a school where the target language is the language of instruction.

## **WHICH COURSE OF STUDY IS FOR ME?**

When choosing a path of study, please keep in mind that the Foreign Language Program at ASW is NOT designed for students whose language proficiency is already developed (see above). Any student with a near-native oral proficiency can work with the counselor or IB Coordinator to explore options to study native languages in courses offered by ASW (Polish only) or independently.

## **WHAT CAN I EXPECT IN THE PLACEMENT PROCESS?**

Students new to ASW (grades 6-12) are placed in an appropriate language class based on the following criteria which may include:

- the information provided in their ASW school application
- the information provided on academic transcripts from previous institutions
- recommendation of previous teachers
- personal interview (language instructor evaluates the oral proficiency of the student)
- language placement exam
- other (as needed)

## **LANGUAGE ACQUISITION PROGRAM**

### *IB MYP and IB DP/Course Overview of Language Acquisition*



### **IB MYP LANGUAGE ACQUISITION:**

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission.

The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes, and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving, and viewing the world.

MYP language acquisition courses should be planned with consideration of the students' possible pathways to the DP and further study. Courses are divided by



### **IB DP/COURSE LANGUAGE ACQUISITION:**

The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

proficiency levels known as phases. A full description of each phase offered is below. The knowledge, skills, and attitudes that students develop in language acquisition courses provide a meaningful foundation for these further studies and the world of work in global economies and international business.

Language Acquisition objectives/criteria are:

- A: Comprehending spoken and visual text
- B: Comprehending written and visual text
- C: Communicating in response to spoken and/or written and/or visual text
- D: Using language in spoken and/or written form

### **ESSENTIAL AGREEMENTS**

- Topics studied in class will reflect the reality of life and culture of the target language.
- The choice of topic will be student-oriented, stimulating their interest and creativity.
- Learning is promoted through interactive activities where content, form and purpose of activities motivate learners to participate and to develop language control.
- A variety of approaches will be necessary to develop students' view of language-learning as a positive experience.
- Appropriate resources will be utilized in order to extend the learning experience beyond the classroom walls.
- Technology will be implemented to enhance language-learning and exposure to the cultures of the target language.
- All new students, as well as current ASW students, who require attending a language level higher than the one advised by their current language teacher will have to take a placement test.
- Native French, German, Polish or Spanish speakers will not be able to join foreign language acquisition students. They can choose another language or make arrangements for independent or on-line study.

### **COURSE OFFERINGS**

For all language acquisition courses, students choose the language and placement is determined by proficiency, therefore recommended and signed off on by the teacher. In some cases a placement test may be required.

#### **MS & HS MYP Phase 1 (French, German, Polish, Spanish)**

This is a one-year course designed for students with no prior knowledge of, or with limited experience in the language. The phase 1 course is designed around two main areas: language and cultural awareness. Special attention is paid to the four primary language skills: speaking, listening, reading, and writing. The main focus of the course is on the acquisition of language required for everyday social interaction in familiar situations. Students prepare role-plays and skits, as well as written assignments such as blog entries, short e-mail messages and posters. The goals are to teach students to communicate in the target language, introduce them to the culture of the target language and give them a sound foundation on which to build further study. HS students who enroll in Phase 1 will have class combined with the Ab Initio class so as to better prepare students for taking a language in IBDP if appropriate.



Credits: 1  
Length of Course: 1 year  
Grade Level: Grades 6-10 (also open to grade 11-12 as appropriate)  
Prerequisites: None

### **MS & HS MYP Phase 2 (French, German, Polish and Spanish)**

This is typically a two year course (2.1 and 2.2) which combines an inquiry-based approach with a more conventional structural and grammatical progression. More complex listening, reading and writing activities are used. Students will learn how to interact in rehearsed and some unrehearsed situations. They will prepare interviews, role-plays, skits and oral presentations, as well as written assignments such as letters, messages, blog entries, advertisements, posters and short essays. Both teacher and student use the target language as the medium of communication

Credits: 1 per year  
Length of Course: 2 years (most students take 2 years to reach proficiency)  
Grade Level: Grades 6 -10 (also open to grade 11-12 as appropriate)  
Prerequisites: Completion MYP phase 1 or recommendation

### **MS & HS MYP Phase 3 (French, German, Polish and Spanish)**

This is typically a two year course (3.1 and 3.2) which combines a inquiry-based approach with a conventional structural and grammatical progression. The emphasis of the course is on communication and interaction with the goal of preparing the student to use the language appropriately in a range of unrehearsed situations. It is intended to prepare the students for the IB DP SL course. The skills of listening, speaking, reading and writing are developed equally via integrated activities involving communication and interaction with a wide range of authentic oral and written texts of different styles and registers. Students prepare interviews, role-plays, skits and oral presentations, as well as written assignments such as letters, messages, blog entries, advertisements, posters and short essays. Both teacher and student use the target language as the medium of communication.

Credits: 1 per year  
Length of Course: 2 years (most students take 2 years to reach proficiency)  
Grade Level: Grades 6-10 (also open to grade 11-12 as appropriate)  
Prerequisites: Completion MYP phase 2 or recommendation

### **HS MYP Phase 4 (French and Spanish)**

This is a course designed for students who have gained a level of proficiency after having completed phase 3. The main focus of this course shifts from everyday language to more complex language needed to function on a higher level. It is intended to prepare the students for the IB DP HL course and uses inquiry-based units to develop their reading, writing, speaking and listening skills. Various aspects of literature and culture will be introduced and all skills are developed equally via integrated activities involving communication and interaction with a range of authentic oral and written texts. The syllabus consists of contemporary, literary and cultural topics taught alongside an appropriate range of grammatical material. The types of tasks carried out in class deal with text-handling, written production, listening and oral work.

Credits: 1 per year  
Length of Course: 1 year  
Grade Level: Grade 6-10 (also open to grade 11-12 as appropriate)  
Prerequisites: Completion MYP phase 3 or recommendation

### **HS DP AB INITIO LANGUAGE SL 1 AND 2 FRENCH, GERMAN AND SPANISH**

**(offerings depend on enough student interest)**

The language ab initio courses are for students with little or no previous experience of learning the target language. The main focus of the courses is on acquisition of the structures and vocabulary necessary for situations common in everyday social interaction. The content is grouped around three thematic areas: individual and society; leisure and work; and urban and rural environment. In addition, students will develop an intercultural understanding and awareness of the topics covered. Language ab initio courses are taught over two years and are only available at standard level.

Credits: 1 per year  
Length of Course: 2 years  
Grade Level: Grades 11/12  
Prerequisites: None

**HS DP B-LEVEL LANGUAGES SL AND HL 1 & 2 (FRENCH, GERMAN AND SPANISH)**

Language B is a foreign language-learning course designed for study at both higher and standard levels by students with between two (SL) and five (SL/HL) previous years of experience in the language of study. The main focus of the course is on language acquisition, as well as the development of language skills and intercultural understanding. The study of literature and other authentic texts will play an important role in this process. Language B is communicative in that it focuses principally on interaction between speakers and writers of the target language. The main aim of the course is to prepare the learner to use the language appropriately in a range of situations and contexts and for a variety of purposes.

Credits: 1 per year  
Length of Course: 2 years  
Grade Level: Grades 11/12  
Prerequisites: Teacher recommendation or placement test

**NATIVE LANGUAGES**

*IB MYP and IB DP/Course Overview of Native Languages*



**IB MYP POLISH LANGUAGE & LITERATURE:**

MYP Polish Language & Literature program is based on six skills of the MYP: speaking, reading, writing, viewing, and presenting. Within MYP framework students learn how to explore language and literature, how to apply linguistic and literary concepts and skills in a variety of authentic contexts, and they develop critical approaches to studying and analysing different types of texts. MYP language and literature equips students with linguistic, analytical, and communicative skills that can also be used to develop interdisciplinary understanding across all subject groups as well as contribute to the development of opinion-forming, decision-making, and



**IB DP/COURSE NATIVE LANGUAGE:**

At ASW, we value our students' diverse languages and strive to provide courses and options to meet both mother-tongue and academic proficient language and literature studies. Students study a variety of texts in order to appreciate all that a language has to offer.

Through each course, students are able to develop:

- a personal appreciation of language and literature
- skills in literary criticism using a range of texts from different periods, styles and genres

ethical-reasoning skills, and further develops the attributes of an ASW and IB learner profile.

All MYP language and literature courses work to prepare students for further study in the IB Diploma Programme (DP) at both SL/HL levels or another course of study. Students' interaction with chosen texts can generate insight into moral, social, economic, political, cultural, and environmental factors and facilitate student achievement toward the following criteria:

Criterion A: Analysing  
Criterion B: Organizing  
Criterion C: Producing text  
Criterion D: Using language

- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective
- an understanding of how language challenges and sustains ways of thinking.

Through studies of literature, the DP aims to develop a student's lifelong interest in language and literature, and a love for the elegance and richness of human expression.

### **Philosophy:**

Education in Polish is offered for the students considered native, bilingual or near-native speakers. Students develop an appreciation of the nature of language and literature as well as imagination and creativity through the language and literature. Students are exposed to the wide variety of Polish and classic European texts that can generate insight into moral, social, cultural and political factors and contribute to the development of opinion-forming, decision-making and ethical-reasoning skills.

The aim of the course is to enable students to use language as a vehicle for thought, reflection, learning, self-expression, analysis and social interaction, to develop skills involved in listening, speaking, reading, writing, viewing and presenting, and to explore and analyze Polish language, literature, history and culture through literary and non-literary texts.

## **COURSE OFFERINGS**

### **MS MYP POLISH LANGUAGE & LITERATURE 6**

This is a year-long course based on the MYP expectations as well as ASW specific. Students read and analyze texts and visuals representative to Polish and European literature, mainly legends, fantasy, biography, and historical fiction, and explore the cultural, historical and social background of them. The emphasis is mainly in developing the skills involved in reading, writing, listening, speaking, viewing and presenting. Students develop critical, creative and personal approaches to studying and analyze mainly fictional and visual texts, as well as they, practice use of different forms of written and oral expressions, such as characters and setting analysis, creative short story, presenting a visual text inspired by an old literature, persuasive speech and nonfictional characters' evolution. During the course, they improve their language skills as for proper register and style, language correctness, and presentation. They are also exposed to topics related to Polish early history when necessary.

Length of Course: 1 year  
Grade Level: Grade 6  
Prerequisites: Completion of PYP Native Polish course or placement test

### **MS MYP POLISH LANGUAGE & LITERATURE 7**

This is a year-long course based on the MYP expectations as well as ASW specific. Students read and analyze texts representative to Polish and European literature, history and culture, and explore cultural, philosophical, and social background of them. The emphasis is mainly in developing the skills involved in reading, writing, listening, speaking, viewing and presenting. Students develop critical, creative and personal approaches to studying and analyze literary and non-literary texts, such as drama, documentary texts, fantasy novels, poems, historical sources. During the course they improve their language skills as for proper register and style, grammar correctness, and presentation. They practice writing different types of descriptions, advertisements, interviews, creative stories, poems, and making movies and short clips. They are also exposed to the topics related to Polish history from 18th to 20th century when necessary.

Length of Course: 1 year  
Grade Level: Grade 7  
Prerequisites: Completion of Language & Literature 6 or placement test

### **MS MYP POLISH LANGUAGE & LITERATURE 8**

This is a year-long course based on the MYP expectations as well as ASW specific. Students read and analyze texts/watch visuals representative to Polish and European literature, history and culture and explore the cultural, philosophical, historical and social background of them. The emphasis is mainly in developing the skills involved in reading, writing, listening, speaking, viewing and presenting. Students develop critical, creative and personal approaches to studying and analyze modern and classic literary, non-literary and visual texts, such as philosophical stories, modern poems, documentary texts, realistic fiction, reportage and drama as well as they practice use of different forms of written and oral expression, mainly literary text analysis, movie analysis, historical journal, persuasive essay, creative story, speech, and class debate. During the course, they improve their language skills as for proper register and style, language correctness, and presentation. They are also exposed to the topics related to 20th century Polish history.

Length of Course: 1 year  
Grade Level: Grade 8  
Prerequisites: Completion of Language & Literature 7 or placement test

### **HS MYP POLISH LANGUAGE & LITERATURE 9**

This is a year-long course based on the MYP expectations as well as ASW specific. Students read and analyze texts representative to literary periods starting with antiquity and finishing at 19th century. Elements of Polish history are studied when necessary. Students develop critical, creative and personal approaches to studying and analyzing modern and classic literary, non-literary and visual texts: poetry, short stories and novels, drama, biography, graphic novels, satires, essays, letters, literary non-fiction, speeches, screenplays, films. They focus mainly on Polish texts and explore European cultural, philosophical, and social background of them. The course will prepare students for the IB DP Language A program.

Credits: 1  
Length of Course: 1 year  
Grade Level: Grade 9  
Prerequisites: Completion of Language & Literature 8 or placement test

### **HS MYP POLISH LANGUAGE & LITERATURE 10**

This is a year-long course based on the MYP expectations as well as ASW specific. Students read and analyze literary texts crucial to 20th and 21st century, mainly Polish but with some links to European cultural, historical, and social background. Elements of Polish 20th century history are studied when necessary. Students develop critical, creative and personal approaches to studying and analyze modern and classic literary, non-literary and

visual texts: poetry, short stories and novels, drama, biography, graphic novels, satires, essays, letters, literary non-fiction, speeches, screenplays, film. They focus mainly on Polish texts and explore European cultural, philosophical, and social background of them. The course will prepare students for the IB DP Language A program.

Credits: 1  
Length of Course: 1 year  
Grade Level: Grade 10  
Prerequisites: Completion of Language & Literature 8 or placement test

### **HS DP POLISH A – SL/HL 1 & 2**

This course is designed for students who have experience of using the language of the course in an academic context. It will expose students to selected literary works in the wide context of human life, history and culture and the chosen threads of the world literary tradition. The study of texts provides a focus for developing knowledge about culture and contexts, understanding of how language works to create different meanings in the culture as well as in particular texts. All selected texts are understood according to their form, content, purpose, and audience and through the social, cultural, historical contexts. In addition, skills will be developed for written and oral communication, the study of literary works (including theater and arts), and poetry. Language A is designed to support the future academic study by developing a high social, aesthetic and cultural literacy as well as effective communication skills.

Credits: 1 per year  
Length of Course: 2 years  
Grade Level: Grades 11/12  
Prerequisites: Completion of Native Polish 1 and 2 or equivalent native Polish courses

### **IB DP SELF TAUGHT LANGUAGES – LITERATURE (offered only at SL level)**

Any student may study their native language at the standard level as a self-taught language in the IB DP program (eleventh and twelfth grade). This program is literature based and is externally assessed by the IBO. The student is expected to complete all coursework and assessments over the final two years of secondary school. The student may choose to work independently or with a private tutor. The cost of the tutor is the responsibility of the student's family. The school will facilitate all correspondence with the IBO and the final examination. Students will earn ASW credit upon completion of the program.

## **NON-MYP LANGUAGE OFFERINGS**

### **(AS INDEPENDENT STUDY WITH FAMILY-PROVIDED TUTOR)**

#### **NATIVE SWEDISH**

The Swedish School Association makes it possible for students with Swedish/Finnish background to study Swedish at ASW. The program at ASW works according to the curriculum set by the Swedish National Agency for Education, allowing our students to continue their studies in Sweden, being qualified to enter the Swedish educational system according to their age. A requirement for acceptance to study Swedish at ASW is that it must be the student's mother tongue, a language spoken at home. To qualify for Government grants, at least one parent needs to be a Swedish citizen.

#### **GRADE 9 SWEDISH**

Grade 9 students take the National Test in Swedish and get a Swedish "Slutbetyg" which entitles them to apply to Swedish High School - Gymnasium. The course aim is to develop reading, writing and oral communication skills. Students read and discuss contemporary and historical texts. Focus is on correct and effective use of written and spoken Swedish, in

different situations. The course also includes Swedish traditions and general knowledge of Sweden, present and past.

Credits: 1  
Length of Course: 1 year  
Grade Level: Grade 9  
Prerequisites: Teacher Recommendation

### **GRADE 10 SWEDISH**

Grade 10 students take “Svenska A”, the same course that grade 10 Swedish students take. It is a general language and literature course. The students study and discuss challenging texts from contemporary and historical periods. Writing skills are further developed with assignments where the student is expected to write a wide range of types of texts, with appropriate register and style.

Credits: 1  
Length of Course: 1 year  
Grade Level: Grade 10  
Prerequisites: Completion of Native Swedish 9 or equivalent.

### **INDEPENDENT LANGUAGE STUDY**

Students in Upper School may choose the opportunity to study Native Language through an independent tutor or on-line study program. Some past examples of this have included Dutch, Danish, French, and Mandarin. Applications to study in this program are only with the permission of the Upper School Principal and should be coordinated through the student’s counselor.

Students who chose to study an independent language can ask to have a period of their school day be devoted to this. The independent study contract should be completed to outline what work will be done during this period, and ultimately the outcome will determine if the student will earn credit on a pass/fail basis.

Independent language students in the 11th and 12th grade levels also have the opportunity to study DP Self Taught Language A SL through the self taught program, which can count towards their IB Diploma or IB Courses load.

## **MATHEMATICS**

### *IB MYP and IB DP/Course Overview of Mathematics*



#### **MYP MATHEMATICS:**

MYP Mathematics aims to ensure that learners acquire mathematical understanding by constructing their own meaning through increasing levels of abstraction. It is fundamental to the program that, since it is used in real-life situations, mathematics needs to be taught in relevant, realistic contexts, rather than by attempting to impart a fixed body of knowledge. Teaching and learning experiences challenge students to be curious, ask questions, and to construct meaning about mathematical concepts in order to transfer



#### **IBDP MATHEMATICS:**

The two mathematics courses available to Diploma Programme (DP) students express both the differences that exist in mathematics and the connections between them. Mathematics: analysis and approaches and Mathematics: applications and interpretation are both offered at SL and HL. These two courses might approach mathematics from different perspectives, but they are connected by the same mathematical body of knowledge, ways of thinking and approaches to problems.

this meaning to symbols and apply mathematical understanding in familiar and unfamiliar situations.

MYP mathematics courses help specifically to prepare students for the study of group 5 courses in the IB Diploma Programme (DP). MYP mathematics at ASW follows the Common Core academic standards and further extends them by encouraging students to engage with the moral, social, economic, political, cultural, and environmental applications and implications arising from the work of mathematicians.

The MYP mathematics objectives and criteria have been developed with both the internal and external assessment requirements of the DP in mind. The use of technology, which is required in DP mathematics, is also emphasized in the MYP as a tool for learning, applying, and communicating mathematics.

- Criterion A: Knowing and understanding
- Criterion B: Investigating patterns
- Criterion C: Communicating
- Criterion D: Applying mathematics in real-life contexts

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different subjects in mathematics, each available at SL and HL. These courses are designed for different types of students: those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects.

Students in all DP Mathematics courses will study the five major concepts of algebra, functions, geometry & trigonometry, statistics & probability, and calculus. At HL, students will explore additional content and greater depth in each concept at a faster pace.

**PHILOSOPHY**

Mathematics at ASW reinforces skills and knowledge, while also maintaining interest and enthusiasm for the subject through collaborative classwork, investigations and real-world applications, and creating the opportunity for transfer to other disciplines. It is our belief that mathematics is best taught, learned, assessed, and understood through a variety of strategies. We believe that technology enhances mathematical understanding. Students will be given the opportunity to communicate mathematics effectively by writing, reading, and speaking in mathematically appropriate language. Importance is placed on justifying mathematical statements, reasoning effectively, and providing mathematical proofs at developmentally appropriate levels. Students will develop an appreciation for the international dimensions of mathematics and its varied cultural and historical perspectives.

Note about technology: ASW requires all students to own a Texas Instruments TI-84 graphing calculator for all high school courses. Calculators can be purchased in the High School office.

**Grades 6–12 Course (Typical) Flowcharts**

ASW MATHEMATICS PROGRESSION					
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grades 11-12
MYP 1	MYP 2	MYP 3	MYP 4	MYP 5	IB DP

			Standard	Standard	Mathematics SL Courses
			MYP 4 or 5 Extended	MYP 5 Extended	IB DP Mathematics HL Courses

## **COURSE OFFERINGS**

### **MS MYP MATH 6**

This course incorporates the Common Core mathematics standards. Students work on developing problem solving strategies for a variety of situations at the beginning of the course. Content areas of focus include simplifying algebraic expressions, solving one and two step equations, one variable statistics and graphing, decimal operations and applications to currency conversions, number system and scientific notation, ratios and proportional reasoning and their applications to scale factors, and working with perimeter, area, and volume. Students have many opportunities to apply their knowledge in real life scenarios.

Length of Course: 1 year  
 Grade Level: Grade 6-8  
 Prerequisites: Completion of PYP mathematics

### **MS MYP MATH 7**

This course incorporates the Common Core mathematics standards. Students work to develop an understanding of operations with positive and negative rational numbers, solve multi-step linear equations, explore proportional relationships and their applications, solve problems involving scale drawings and informal geometric constructions, work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume, analyze data sets, graphically represent data, and develop, use, and evaluate probability models. Students apply understandings to solve real-world problems and have the opportunity to engage in advanced topics related to the core content.

Length of Course: 1 year  
 Grade Level: Grade 6-9  
 Prerequisites: Completion of MYP Math 6

### **MS MYP MATH 8**

This course incorporates the Common Core mathematics standards with the MYP Mathematics objectives. Students will be engaged with the topics of exponents, radicals, volume, surface area, linear equations, statistics and systems of equations, where they will analyse patterns to discover rules and apply their knowledge and skills to solve real-life problems. The focus at all times will consist of communicating their mathematics and ideas clearly and completely.

Length of Course: 1 year  
 Grade Level: Grade 6-10  
 Prerequisites: Completion of MYP Math 7

### **Note about HS Mathematics**

***Prerequisites for success are specified for each math course. In addition, students will receive their teacher's recommendation for the course(s) in which they will be most successful. Students who choose a course for which they do not fulfill the***



***prerequisites must complete the Course Against Advisement process with their family, teacher and counselor.***

### **HS MYP MATH 9 STANDARD**

This course is designed to be accessible for students from a wide range of mathematical backgrounds. Students will explore geometric topics including relationships of lines and angles; properties and congruence of triangles and other polygons; and coordinate geometry. There is an emphasis on reasoning and proof throughout. Algebraic topics covered include systems of equations and modeling with exponential and quadratic functions. Throughout the course, there is an emphasis on problem solving, on mathematical communication, and on the effective use of technology to explore and discover concepts.

Credits: 1  
Length of Course: 1 year  
Grade Level: Grade 7-10  
Prerequisites: Completion of MYP Math 8

### **HS MYP MATH 9 EXTENDED**

This course is designed for students who have a strong interest in mathematics. Students will explore geometric topics including relationships of lines and angles, triangle, quadrilateral and circle properties with an emphasis on reasoning and proof throughout, as well as right triangle trigonometry. Algebraic topics covered include linear programming, exponential and quadratic functions. The pace of this course is accelerated given the breadth and depth of the concepts covered. Throughout the course, there is an emphasis on problem solving, on mathematical communication, and on the effective use of technology to explore and discover concepts.

Credits: 1  
Length of Course: 1 year  
Grade Level: Grade 7-10  
Prerequisites: Achievement levels of 6 or higher in all criteria of MYP Math 8 or department approval

### **HS MYP MATH 10 STANDARD**

This course aims to build the skills needed for students to succeed in IB DP Mathematics. Students will explore the following topics: review and extension of concepts related to linear and quadratic functions, rational expressions, polynomials, inequalities, functions, exponential and logarithmic expressions and functions, and an introduction to trigonometry. There will be emphasis on problem solving, communicating mathematics, and effective use of technology throughout the course.

*Note: This course is intended for students who are planning to take IBDP Standard Level Mathematics courses as part of their IB DP program in 11th and 12th grades.*

Credits: 1  
Length of course: 1 year  
Grade Level: Grade 7 -10  
Prerequisites: Completion of MYP Math 9 Standard

### **HS MYP MATH 10 EXTENDED**

This course is designed for students who have an aptitude for and a strong interest in mathematics. Students will explore the following topics: quadratic functions, imaginary numbers, polynomial and rational functions, inverse and composite functions, exponential and logarithmic functions, including  $e$  and  $\ln$ , transformations of functions, trigonometric

functions, right and non-right triangle trigonometry, trigonometric equations and identities. Throughout the course, there is an emphasis on problem solving, mathematical communication, and on the effective use of technology to explore and discover concepts.

*Note: This course is intended for students who are planning to take IBDP Higher Level Mathematics courses as part of their IBDP program in 11<sup>th</sup> and 12<sup>th</sup> grades.*

Credits:	1
Length of course:	1 year
Grade Level:	Grade 7-10
Prerequisites:	Achievement levels of 5 or higher in all criteria of MYP Math 9 Extended or department approval

*Students in MYP 5 will have an individual conversation with their current mathematics teacher, who will recommend which DP courses are most appropriate based on the student's performance and interests.*

### **HS DP Mathematics: applications and interpretations SL & HL 1 & 2**

This two-year course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

#### **Distinction between SL and HL:**

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and solving real-world problems. Students who wish to take this course at the HL level will have good algebraic skills and experience of solving real-world problems. They will be students who are comfortable working at a faster pace and who get pleasure and satisfaction when exploring challenging problems.

Credits:	1 per year
Length of Course:	2 years
Grade Level:	Grade 11 (year 1) and 12 (year 2)
Prerequisites:	SL: Completion of MYP 10 Standard HL: Achievement levels of 6 or higher in all criteria of MYP 10 Extended or department approval

### **HS DP Mathematics: analysis and approaches SL and HL 1 & 2**

This two-year course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify

correct mathematical arguments.

### **Distinction between SL and HL:**

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions, enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take this course at the HL level will have strong algebraic skills and the ability to understand simple proof. They will be students who are comfortable working at a faster pace and who enjoy spending time with and solving challenging problems.

Credits:	1 per year
Length of Course:	2 years
Grade Level:	Grade 11 (year 1) and 12 (year 2)
Prerequisites:	SL: Completion of MYP Math 10 Standard HL: Achievement levels of 6 or higher in all criteria of MYP Math 10 Extended or department approval

***Prerequisites for success are specified for each math course. In addition, students will receive their teacher's recommendation for the course(s) in which they will be most successful. Students who choose a course for which they do not fulfill the prerequisites must complete the Course Against Advisement process with their family, teacher and counselor.***

## **SCIENCES**

### *IB MYP and IB DP/Course Overview of Sciences*



#### **IB MYP SCIENCES:**

Sciences within the MYP aims to encourage inquiry, curiosity, and ingenuity as students explore the natural and manmade worlds. Learners should develop an understanding of the resources of a rapidly-changing scientific and technological society and how to use those resources wisely.

The main approach to teaching and learning in sciences is through structured inquiry in the context of interdisciplinary units and real life applications. Students are encouraged to investigate science by formulating their own questions and finding answers to those questions, including through research and experimentation, both individually and collaboratively. All IB sciences encourage students to reflect on the ethical, social, economic, political, cultural, and environmental implications of using science to solve specific problems.



#### **IB DP/COURSE SCIENCES:**

In the IBDP, the sciences are explorative and practical, focusing on the skills and knowledge of real world scientists. Students are encouraged to engage with the overarching theme of the "Nature of Science" in the 21st century, complete with debates surrounding ethics and the limitations of creative scientific endeavors.

Scientific inquiry enables students to develop a way of thinking and a set of skills and processes that they can use to confidently tackle the internal assessment component of DP subjects in biology, chemistry, and physics. MYP sciences objectives and assessment criteria are aligned with the DP sciences objectives and internal assessment criteria, supporting the smooth transition from the MYP to the DP.

MYP Sciences at ASW is informed by the Australian Science Curriculum (ACARA) through the MYP framework. Science 9 has a physical science focus (chemistry and physics) while Science 10 has a biological science (biology and ecology) focus.

MYP Sciences objectives/assessment criteria include the following:

Criterion A: Knowing and understanding  
Criterion B: Inquiring and designing  
Criterion C: Processing and evaluating  
Criterion D: Reflecting on the impacts of science

## ***PHILOSOPHY***

We believe our science program should instill in the student an understanding and appreciation of the basic laws which describe our physical and natural environment, and should develop the various analytical and practical skills necessary to function successfully in an increasingly complex world.

We provide a variety of learning experiences, designed to engage students at their capability level, but which will challenge them to achieve personal excellence. Students will also come to appreciate that science is not just a static body of information but rather an ongoing process.

## **COURSE OFFERINGS**

### **MS MYP SCIENCE 6**

Science 6 is a yearlong inquiry-based course. Students focus on what it means to think, be, and act like a scientist. We explore the scientific inquiry cycle, examine how scientists apply their knowledge and understanding to solve problems, and inquire into how we can use science to take meaningful action in local and global communities. We focus on gathering and analysing data in order to make scientifically-supported decisions, and identify ways in which science impacts different aspects of life.

Length of Course: 1 year  
Grade Level: 6  
Prerequisites: None

### **MS MYP SCIENCE 7**

Science 7 is a yearlong inquiry-based course that gives students the opportunity to develop

scientific knowledge, skills, and attitudes that will be relevant in everyday life. Together, students will go through the steps of scientific inquiry to investigate relationships and understand patterns of change in matter and the consequences of science and technology on our world. In particular, students will study chemical interactions through an exploration of the periodic table; explore the relationship between our environment and our bodies in order to survive; and inquire into different forms of energy that impact the physical world around us.

Length of Course: 1 year  
Grade Level: 7  
Prerequisites: None

### **MS MYP SCIENCE 8**

Science 8 is a yearlong inquiry-based course that gives students diverse opportunities to develop their scientific understanding, skills, and attitudes that will be relevant in the science classroom and beyond. Students will gain independence in working through the scientific inquiry process. This includes learning how to effectively research as well as design, conduct, analyse and evaluate their own experiments. In particular, students will study optimization of plant growth through exploration of cells and organism survival, the relationship between the Earth and Sun and how this allows us to live more sustainably as well as understanding the changing of the Earth's surface over time.

Length of Course: 1 year  
Grade Level: 8  
Prerequisites: None

### **HS MYP SCIENCE 9**

Science 9 is a yearlong inquiry-based course. It includes integrated units focused on the academic understanding of Chemistry and Physics, with a focus on scientific skill development including manipulative skills, applied mathematics, critical thinking skills, research and referencing skills, and report writing. Scientific knowledge and understanding is developed through contextual real-world examples with a focus on reflecting on the impacts science has on our everyday lives. The Chemistry topics studied include atomic structure and chemical bonding. The Physics content focuses on movement, velocity and acceleration. The course is designed to develop transferable skills needed for MYP and DP sciences and to develop conceptual understanding, the ability to think critically and make connections between ideas.

Credits: 1  
Length of Course: 1 year  
Grade Level: 9  
Prerequisites: None

### **HS MYP SCIENCE 10**

Science 10 is a yearlong inquiry-based course. It explores concepts of biological science through project-based learning with an emphasis on inquiry and research techniques. The topics include photosynthesis, respiration, ecology, the human body and genetics. The skills introduced in Grade 9 are further enhanced with continued emphasis on critical thinking, experimental design, interpreting data, and scientific writing. These skills are critical for success in DP sciences. Topics are drawn from a broad range of areas, including molecular biology, cellular systems, and ecological systems.

Credits: 1  
Length of Course: 1 year  
Grade Level: 10

Prerequisites: Completion of Science 9 or equivalent

*ASW offers IB DP Science classes in four subjects: Biology, Chemistry, Computer Science and Physics. Courses are offered at both Standard Level (SL) and Higher Level (HL) depending on student interest/enrolment.*

### **HS DP BIOLOGY SL/HL 1 & 2**

Higher Level IBDP Biology is a two-year course designed for students who plan to pursue a university degree in any area of science. Students study the Core DP Biology and Additional Higher Level topics as well as one Option of the instructor's choosing. The course combines an extensive theoretical study of biology with the acquisition of practical and investigational skills. Students study the following topics: Cell Biology, Molecular Biology, Genetics, Ecology, Evolution & Biodiversity, Human & Animal Physiology, and Plant Biology. The Option topic is selected from Neurobiology & Behavior, Biotechnology & Bioinformatics, Ecology & Conservation, or Human Physiology.

Standard Level DP Biology is also a two-year course but is more suitable for students who are not pursuing science as a career or course of study. Most of the same topics are covered, however with less depth.

Both courses include an extensive laboratory component with an emphasis on developing scientific writing skills. In addition, each student is required to carry out and write up an experiment of his/her own design (Internal Assessment). Students also complete the Group IV Project, an interdisciplinary group project between the DP science courses.

Credits: 1 credit per year  
Length of Course: 2 years  
Grade Level: 11 and 12

### **HS DP CHEMISTRY SL/HL 1 & 2**

The overarching theme of the DP Chemistry course is to understand the Nature of Science in the 21st century through contextual real world examples. Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. The course covers the essential principles of the subject but also, through selection of an option, the course can be tailored to student interests. Students will experience opportunities to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. The course also allows students to develop interpersonal skills and digital technology skills, which are essential in 21st century scientific endeavour and are important life-enhancing, transferable skills in their own right.

Higher Level DP Chemistry is a fast-paced, rigorous two-year course designed for students who want to better understand the world around them through the lens of a chemist. A solid background in mathematics is helpful, but not essential. Topics covered in the course are atomic structure, stoichiometry, periodicity, chemical bonding, energetics, equilibrium, redox reaction, organic chemistry, acids and bases, kinetics and spectroscopic identification. Principles around measurement and uncertainty as well as manipulative lab skills and techniques are taught throughout the course in all topics. In this course students will be expected to present papers which demonstrate thinking like a scientist. In addition, all students will complete the Group IV Project, an interdisciplinary group project between the IBDP science courses.

Standard level DP Chemistry is a course which explores all the same topics as listed above

only in less detail. The course provides a solid overview of chemical principles and concepts at a slower pace than the Higher level course.

Credits: 1 credit per year  
Length of Course: 2 years  
Grade Level: 11 and 12

### **HS DP COMPUTER SCIENCE SL/HL 1 & 2**

DP Computer Science is a rigorous two-year course that covers a broad array of computer science topics defined by the DP syllabus. It is designed for any student who has an interest in computer science and who would like to better understand the deep underpinnings of technology.

This course will allow students to demonstrate initiative in critically applying thinking skills to identify and resolve complex problems. This course enables students to apply and use a body of knowledge, methods and techniques that characterize computer science<sup>1</sup>. All students learn the core topics which include networks, system fundamentals, computer organization, and computational thinking, problem-solving and programming. Higher level topics include abstract data structures, resource management and control. Students explore the web science option, where they will be expected to have demonstrated skill and understanding in how the world wide web actually works. In addition, all students will complete the group 4 project, an interdisciplinary group project between the DP science courses.

Credits: 1 credit per year  
Length of Course: 2 years  
Grade Level: 11 and 12

### **HS DP ENVIRONMENTAL SYSTEMS AND SOCIETY SL 1 & 2**

ESS is an interdisciplinary course, which means students can study this course and have it count as either an Individuals and Societies (Group 3) or a Science (Group 4) course, or both. This gives students the opportunity to study (an) additional subject(s) from Groups 2, 3, 4, or 6 as part of their IB Diploma.

In this course, students will learn how our choices and actions as individuals and within communities impact the environment. They will explore the interplay between natural and human-made systems and evaluate the opportunities and responsibilities we have to protect life—including human life—on our planet. This evaluation will include various aspects of past, current, and future issues from scientific, ethical, and socio-political perspectives.

The understandings and skills of the ESS course allow students to adopt an informed personal response to the range of environmental issues faced by society and to be critically aware that resources are finite and often unevenly distributed/exploited.

During the course, students will study eight different topics over the course of two years. An important aspect of the ESS course is hands-on work in the laboratory and/or out in the field.

Topics to be covered:

- Systems and Models
- The Ecosystem (structure, measuring abiotic and biotic components of the system, biomes, function, changes, measuring changes in the system)
- Human Population: Carrying Capacity and Resource Use (population dynamics, resources—natural capital, energy resources, the soil system, food resources, water

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<sup>1</sup> IB Diploma Programme Computer science guide (first examinations 2014). Cardiff, Wales, United Kingdom: International Baccalaureate Organization. January 2012.

- resources, limits to growth, environmental demands of human populations)
- Conservation and Biodiversity (biodiversity in ecosystems, evaluating biodiversity and vulnerability, conservation of biodiversity)
- Pollution Management (nature of pollution, detection and monitoring of pollution, approaches to pollution management, eutrophication, solid domestic waste, depletion of stratospheric ozone, urban air pollution, acid deposition)
- The Issue of Global Warming
- Environmental Value Systems

External assessment consists of two written papers (exams) and provides opportunities for students to demonstrate an understanding through the application, use, synthesis, analysis and evaluation of environmental issues, information, concepts, methods, techniques and explanations. The Internal Assessment task accounts for 25% of the final assessment. This involves the completion of an individual investigation of an ESS research question that has been designed and implemented by the student. The investigation is submitted as a written report.

Credits:	1 credit per year
Length of Course:	2 years
Grade Level:	11 and 12

### **HS DP PHYSICS SL/HL 1 & 2**

IBDP Physics is a rigorous two-year course that covers a broad array of physics topics defined by the DP syllabus. It is designed for any student who has an interest in physics, a solid background in mathematics and who would like to better understand the world around them. This course will allow students to develop practical skills through experimentation as well as increase their abilities in the use of mathematics, which is the language of physics. This course is algebra based (no calculus skills are necessary), and the expectations for data processing are high as the assessment problems are complex. While HL mathematics is definitely not necessary for the study of HL Physics, students will require a certain level of mathematical insight and skill.

Students will further develop skills in planning for data collection, collecting and analyzing relevant data, drawing conclusions and evaluating experimental methods. HL students are required to complete 60 hours of experimental work, while SL students are required to complete 40 hours.

Topics covered during the course include: measurement and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic nuclear and particle physics, and energy production. One option topic will also be studied. The choices for this topic include; relativity, engineering physics, imaging, and astrophysics.

In addition, all students will complete the Group IV Project, an interdisciplinary group project between the DP science courses.

Credits:	1 per year
Length of Course:	2 years
Grade Level:	11 and 12

## **SOCIAL STUDIES/INDIVIDUALS & SOCIETIES**

*IB MYP and IB DP/Course Overview of Sciences*





### **IB MYP INDIVIDUALS & SOCIETIES:**

Courses in individuals and societies (I & S) encompass experimentation and observation, reasoning and argumentation, the use of primary sources, and data that can be used to propose knowledge claims about human existence and behavior. In this subject group, MYP students begin to explore these knowledge claims by assessing the validity, reliability, credibility, and certainty and individual, as well as cultural and historical perspectives.

The humanities and social sciences focus on the development of critical and creative thinking skills that students can apply in a wide variety of interests and careers. The knowledge, skills, and attitudes that students develop in individuals and societies courses provide a meaningful foundation for further study and help to prepare students to work in academia, non-governmental and governmental organizations, non-profit organizations, and business and industry.

In MYP individuals and societies students develop cognitive and procedural skills as well as strong conceptual understandings that support teaching and learning in the DP. Research and investigation transfer to the DP's core requirements including Creativity, Action, Service (CAS), the Extended Essay, and Theory of Knowledge (TOK). MYP I & S supports students in pursuing DP group 3 subjects (Economics, Psychology, History) at both the SL and HL levels.

MYP Individuals and societies objectives/assessment criteria include the following:

- Criterion A: Knowing and understanding
- Criterion B: Investigating
- Criterion C: Communicating
- Criterion D: Thinking critically



### **IB DP/COURSE INDIVIDUALS & SOCIETIES:**

Individuals and Societies engages students in the critical study of the human experience. Studying any one of these subjects provides for the development of a critical appreciation of:

- human experience and behaviour
- the varieties of physical, economic and social environments that people inhabit
- the history of social and cultural institutions.

In addition, each subject is designed to foster in students the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

### **PHILOSOPHY**

The Social Studies Department of ASW wishes to expose students to a variety of approaches, which will enable them to answer the question, How can I understand the world

and my place in it? Students of the social studies will understand themselves more thoroughly because they will have been trained in a variety of disciplines. By studying the record of human behavior, they may better view how people have attempted to solve difficulties similar to those which they themselves face today, and which they will face in the future as active and constructive members of a global society.

## **COURSE OFFERINGS**

### **MS MYP INDIVIDUALS AND SOCIETIES 6**

In this first year of MYP Individuals & Societies, students begin to critically think about the connections and relationships between individuals, societies, and the environment. Using inquiry and investigation, students develop their understanding of the world in which we live through the lens of archaeologists, anthropologists, historians, and geographers. Throughout the year, a foundation for learning is established as students develop research and collaboration skills, reflect on the process and product of their learning, and apply their knowledge, understanding and skills to real-life issues. Developing an understanding of the criteria that is used for MYP Individuals & Societies will be a focus for this course.

Length of Course: 1 year  
Grade Level: Grade 6  
Prerequisites: None

### **MS MYP INDIVIDUALS AND SOCIETIES 7**

This course focuses on the study of Individuals and Societies through the lenses of history, geography, economics, culture and government. Students will explore concepts and topics through various inquiries and projects. In the class, there is a strong emphasis on students developing investigation, communication and critical thinking skills. For example, students will explore economic concepts like consumer choices, resources and economic processes like trade by researching and creating a business idea of their choosing. In the process, they will work on identifying and analyzing sources, discussing visual representations, and communicating their learning for different audiences and purposes. Another topic of study includes understanding the origins of different inventions in historical periods from the Middle Ages to the Information age, and how those inventions arose from needs in society and how they might impact individuals and societies over time.

Length of Course: 1 year  
Grade Level: Grade 7  
Prerequisites: None

### **MS MYP INDIVIDUALS AND SOCIETY 8**

This course focuses on the study of Individuals and Societies through the lenses of history, geography, economics, sociology, and government. Students will explore concepts through various inquiries and projects. In the class, there is a strong emphasis on students developing collaboration, investigation, communication, and critical thinking skills. For example, students will explore immigration from the past to present, focusing on types of migration, concerns surrounding movement, and immigrant experiences. Students will inquire into current refugee and asylum seeker issues and will share their knowledge and understandings within the school community. Another topic of study includes understanding how people have challenged and changed systems through the use of nonviolent protest, with the culmination of our Living History trip to Gdansk to visit key Solidarity sites and the European Solidarity Centre, and Living History Day where students interview key people from the Solidarity movement. The year culminates in a study of economic and social issues. Students are then challenged to use their skills, knowledge, and understandings to begin their change movement.

Length of Course: 1 year  
Grade Level: Grade 8  
Prerequisites: None

### **HS MYP INDIVIDUALS AND SOCIETY 9**

This is a ninth grade course that focuses on the rise of democratic ideas and the development of Western influences in politics, economics and ideas, across the continents, from the 14th until the 18th centuries. To include multiple perspectives within a historical framework, the course utilizes a thematic approach, which includes a study of the fields of government, economics, philosophy, literature, the arts, science, and law that are representative of specific content such as: A New Dawn of Thinking: European Renaissance and Reformation; Role of Ideology in Creating Culture and Systems: The Muslim World Expands; Growth of World Empires/Global Age: An Age of Explorations & Isolation, and The Atlantic World; You Say You Want a Revolution: Scientific and French Revolutions. Using selected primary and secondary sources, web-based activities, document-based questions and visuals students will develop the skills of independent inquiry, critical thinking and communicating.

Credits: 1  
Length of Course: 1 year  
Grade Level: Grade 9  
Prerequisites: None

### **HS MYP INDIVIDUALS AND SOCIETY 10**

In this tenth grade course students explore the following three topics: Globalization, Political Systems and Conflict & Peace. Then, the year culminates with students writing a 2,000 word extended research essay, choosing from such topics as Environment and Sustainability, Migration, Poverty, Health and Disease, Culture & Identity, and International Security.

The scope of studies range from perspectives that are global, national and local in nature. Students will be assessed using a variety of methods that require reading closely, thinking critically, and writing effectively. Much of our approach to teaching involves empowering students to analyse current events and recognise geopolitical dynamics, all the while considering the impact that religion, language, socioeconomics, and culture play in understanding people and places. Another foundational principle of the course is that exposure to and involvement with issues of social justice help students to better understand not only the political systems under study, but the direct implications of policy making on societal well being. As such, students will be directly involved with one or more local service learning organizations that will require some after school or Saturday commitments.

Credits: 1  
Length of Course: 1 year  
Grade Level: Grade 10  
Prerequisites: None

### **HS DP ECONOMICS SL/HL 1 & 2**

DP Economics is designed as a two-year course of in-depth study of economic concepts, models and theories and their application to real world issues. Students who study DP Economics will have a greater understanding of the economic forces which shape social interactions and impact well-being. The first year of the course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. In the second year of the course these theories are further developed and applied within the contexts of international trade and economic development.

Over the course of the two years, students will explore the ways in which different countries deal with common economic issues such as government intervention, market failure, sustainability and the achievement of macroeconomic objectives. The course is open to 11th graders as an DP SL or HL course, with two full years necessary to sit the final DP examination. Assessment in economics consists of extended response, data response and economic commentary on current news articles. At HL, students are introduced to quantitative methods in economics and assessment at HL incorporates quantitative elements. Students may take DP Economics I as a one-year introduction to economics if they do not intend to sit the DP examination.

Credits: 1 per year  
Length of Course: 2 years  
Grade Level: Grade 11 & 12  
Prerequisites: None

### **HS DP HISTORY SL/HL 1 & 2**

This course is a rigorous study of 20th century European and associated world history, from the end of World War I to the dawn of the 21st century. Some of the topics covered include Europe between the world wars, the development of authoritarian and militaristic regimes in Asia and Europe during the Great Depression leading to World War II, and the Cold War as a global phenomenon. Specialized studies include China from the 1940s to 1976, Central and Eastern Europe after World War II, and Soviet and Russian history from 1924 to 2000. Skills taught during the course will include document analysis, historical essay writing, and basic historiography. Students also complete one internal assessment on a historical study of their own choice. Methods of instruction include discussion/note-taking, role-playing simulations, and Harkness Table discussions. Students have the option to go with the class on a field trip to Berlin to study the Cold War. Higher Level and Standard Level students are taught together, and course content provides students the flexibility to change their level as necessary.

Credits: 1 per year  
Length of Course: 2 years  
Grade Level: Grade 11 & 12  
Prerequisites: None

### **HS DP PSYCHOLOGY HL/SL 1 & 2**

IBDP Psychology is the scientific study of human behavior and cognitive processes. This is a 2 year course in which students take an in-depth look at studying human behavior by way of three approaches; biological, cognitive, & sociocultural. During the first year students will focus on these three approaches. The second year will focus on integrating these approaches by examining abnormal behavior and the psychology of human relationships. An in-depth look at the methods of both quantitative and qualitative research used by psychologists is integrated throughout the course. Students will complete a replication of an actual psychological research study and then prepare a detailed write-up. This is the Internal Assessment (IA). Methods of instruction include discussion/note-taking, and a wide variety of in-class activities, including ongoing participation in various psychological experiments.

Credits: 1 per year  
Length of course: 2 years  
Grade Level: 11 & 12  
Prerequisites: None

### **HS DP BUSINESS MANAGEMENT HL/SL 1 & 2**

The Business Management course is designed to develop students' knowledge and

understanding of business management theories, as well as their ability to apply a range of tools and techniques.

Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

Credits:	1 per year
Length of course:	2 years
Grade Level:	11 & 12
Prerequisites:	None

## PHYSICAL & HEALTH EDUCATION

*IB MYP Overview of Physical and Health Education (no DP options available)*



### **MYP PHYSICAL & HEALTH EDUCATION:**

MYP physical and health education (PHE) aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, PHE courses foster the development of knowledge, skills, and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, MYP PHE courses embody and promote the holistic nature of well-being. MYP PHE students will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction. PHE focuses on both learning about and learning through physical activity.

Through PHE, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. PHE also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility. Through the *Shape America* academic standards within the MYP framework, PHE at ASW develops the enjoyment, engagement and confidence in physical activity that students need in order to achieve and maintain a balanced, healthy lifestyle.

MYP Physical and health education objectives/assessment criteria include the following:

- Criterion A: Knowing and understanding
- Criterion B: Planning for performance
- Criterion C: Applying and performing
- Criterion D: Reflecting and improving performance

## **PHILOSOPHY**

The purpose of the Physical and Health Education program is to foster the development of knowledge, skills and attitudes that will contribute to a balanced and healthy lifestyle. Our program provides the opportunity for students to improve their physical fitness, the development of leadership and collaboration skills, provide stress reduction, and strengthen interpersonal skills and peer relationships. We strive to provide a comfortable and safe environment for students to explore many diverse activities in hopes that they will discover activities that they are motivated and interested to pursue further outside the classroom. The PHE team wants to empower students to become more confident with their abilities and to develop a passion and understanding of the importance of a physically active lifestyle.

## **COURSE OFFERINGS**

### **MS MYP PHYSICAL & HEALTH EDUCATION 6**

This course aims to develop a more independent learner with a focus on creating routines and explaining their responsibility for being an active member of the physical education community here at ASW. We offer a balanced course that provides each student with the opportunity to participate in a comprehensive program that consists of skill development followed by lead up games, team sports, and physical fitness activities. The units of study include: skill related fitness, aquatic team games, human development, free-running, and target games.

Length of Course: 1 year

Grade Level: 6

Prerequisites: None

### **MS MYP PHYSICAL & HEALTH EDUCATION 7**

This course aims to grow the learner both physically and academically. Each learner will develop skills, knowledge and concepts that will lead to a well balanced and healthy lifestyle. We offer a course that gives each learner the opportunity to gain knowledge about themselves and the opportunity to showcase their learning in a positive setting. The units of study include striking and fielding games, handball, synchronized swimming, puberty and human development, components of fitness and badminton.

Length of Course: 1 year

Grade Level: 7

Prerequisites: None

### **MS MYP PHYSICAL & HEALTH EDUCATION 8**

This course aims to continue to develop a more independent learner with a focus on applying routines acquired throughout middle school and taking responsibility for being an active member of the physical education community outside classroom as well. We offer a balanced course that provides each student with the opportunity to participate in a comprehensive program that consists of further knowledge and skill development. We also continue to develop interpersonal skills such as teamwork, communication and respect for one another. The units of study include: swim strokes refinement, team sports, personal fitness and nutrition, dance and net games.

Length of Course: 1 year

Grade Level: 8

Prerequisites: None

### **HS MYP PHYSICAL & HEALTH EDUCATION 9**

This course aims to foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. This course focuses on planning and implementing habits that promote lifelong healthy active lifestyles. We aim to offer opportunities to build positive interpersonal skills such as effective communication and collaboration skills. The units of study include health related components of fitness, partner dance, aquatic games, team sports with a focus on ball hockey, and health.

Credits: 1  
Length of Course: 1 year  
Grade Level: 9  
Prerequisites: None

### **HS MYP PHYSICAL & HEALTH EDUCATION 10**

This course aims to foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. We will focus on personal planning and implementing individualized goals that promote lifelong healthy active lifestyles. This subject offers opportunities to build positive interpersonal skills such as effective communication and collaboration skills. This is done by encouraging peer-to-peer teaching relationships that further foster the learning environment. The units of study include individualized fitness, lifeguarding, community building that focuses on building leadership skills, team sports and health.

Credits: 1  
Length of Course: 1 year  
Grade Level: 10  
Prerequisites: None

## **DESIGN & TECHNOLOGY**

*IB MYP Overview of Design (no DP options available)*



### **MYP DESIGN:**

MYP Design challenges all students to apply practical and creative thinking to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of MYP Design. Courses require the use of the 'design cycle' as a tool, which provides the methodology used to structure the inquiry and analysis of the problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solutions. In MYP Design courses, students are actively involved in, and focus on, the whole design process rather than on the final product/solution. MYP Design courses enable students to develop not only practical skills but also strategies for creative and critical thinking.

MYP Design objectives/assessment criteria include the following:

Criterion A: Inquiring and analysing  
Criterion B: Developing ideas  
Criterion C: Creating the solution  
Criterion D: Evaluating

## ***PHILOSOPHY***

Design courses at ASW challenge kids to think in a new way. They use “design thinking” by applying a design process to understand and solve real-life problems. They conduct research and design in the digital world, but their learning is demonstrated by pulling their ideas off the computer and manipulating physical objects to create tangible solutions and products. Failures are more obvious than in traditional coursework, but success is even more satisfying and memorable. The core skills that students develop in design courses are exactly what top level universities are looking for: Problem Solving, Critical Thinking, Resilience, Empathy, Collaboration, Multidisciplinary Thinking, and Innovation.

## **COURSE OFFERINGS**

### **MS MYP DESIGN 6**

Design 6 is a project-based course that introduces modern tools and methods for product design and development. Students utilize the MYP design cycle to guide their research, design, testing and evaluation of their projects. This course utilizes age-appropriate tools and equipment to create tangible solutions to complicated problems. Topics include identifying customer needs, concept generation, scale, measurement, technical drawings, and an introduction to the basic vocabulary of design. Tools and materials used in this course include foam board, foam, balsa wood, modeling knives, hot glue and papercraft.

Length of Course: 1 semester  
Grade Level: 6  
Prerequisites: None

### **MS MYP PRODUCT DESIGN 7**

Design 7 is a project-based course that introduces modern tools and methods for product design and development. Students utilize the MYP design cycle to guide their research, design, testing and evaluation of their hands-on projects. Class sessions are conducted in the ASW Design Center and employ cases and hands-on exercises to reinforce the key ideas. Topics include identifying customer needs, concept generation, 3D-modeling, industrial design, introduction to workshop tools and high-tech fabrication.

Length of Course: 1 semester  
Grade Level: 7  
Prerequisites: None

### **MS MYP PRODUCT DESIGN 8**

Students will be challenged to apply and refine skills developed in Design 7 to more complicated design challenges. Students will continue to utilize the MYP design cycle to guide their research, design, testing and evaluation of their hands-on projects. Class sessions are conducted in the ASW Design Center and employ cases and hands-on exercises to reinforce the key ideas. Topics include developing design briefs and specifications, 3D-modeling, integration of traditional and high tech manufacturing methods, design testing and evaluation.

Length of Course: 1 semester  
Grade Level: 8



Prerequisites: None

### **MS MYP DIGITAL DESIGN 7**

Digital Design 7 is an introductory digital design course that employs “design thinking” to gain an understanding of the needs within a community and create working digital solutions to authentic problems. A typical project will lead students to empathize with a client/target audience, conduct academic research, offer creative design options, create a technology-based solution and evaluate the final product against design goals. Beyond basic skills in digital design, graphics and other technology-based applications, students learn to create digital solutions that positively impact the world around them.

Length of Course: 1 semester

Grade Level: 7

Prerequisites: None

### **MS MYP DIGITAL DESIGN 8**

Digital Design 8 is a project based course that focuses on how to apply the design cycle to create relevant technological solutions that help improve people's lives. Students will identify a need within the community and follow the design cycle--inquiry, developing ideas, creating a solution, and evaluation--to create a working digital solution. Projects enable students to develop their skills in research, planning, creation, using digital tools, critical reflection and evaluation. Students will create a phone app and a virtual reality environment.

Length of Course: 1 semester

Grade Level: 8

Prerequisites: None

### **MS MYP ROBOTICS 6**

This course is the first in a series that builds a student's knowledge and skills in the area of engineering related to our modern world of Internet of Things (IoT) devices and robots. In this course, students will gain basic knowledge and skills working with microprocessors. Depending on the unit, students may be using BBC Mirco:Bit, EV3 Mindstorms, or other types of processors. Students will get a hands-on approach to physical computing that incorporates a variety of sensor inputs and outputs. Students will also gain an introduction to coding in a simple visual format and will learn to apply basic principles of electronics and circuitry. The MYP Design Cycle will guide their work as they apply their knowledge to solve complicated problems and challenges. Students will be evaluated using the MYP Design Standards.

Length of Course: 1 semester

Grade Level: 6

Prerequisites: None

### **MS MYP ROBOTICS 7**

This course is the second in a series of courses that build student's knowledge and skills in the area of engineering related to our modern world of the Internet of Things (IoT) devices and robots. In this course, students will gain basic knowledge and skills working with EV3 Mindstorms and lego. Students will get a hands-on approach to physical computing that incorporates a variety of sensor inputs, as well as various outputs. Coding will occur in a visual format in the Mindstorms (Labview) IDE. The emphasis of the course is to reinforce coding principles with more complex coding, simple machines, mechanical advantage, and other mechanical devices applied to solutions of projects within units. The MYP Design Cycle will guide their work and students will be evaluated using MYP Design Standards.

Length of Course: 1 semester

Grade Level: 7  
Prerequisites: None

### **MS MYP ROBOTICS 8**

This course is the third in a series of courses which builds a student's knowledge and skills in the area of engineering related to our modern world of Internet of Things (IoT) devices and robots. In this course, students will gain basic knowledge and skills working with microprocessors. Depending on the unit students may be using Mirco:bit, Arduino, or other types of processor. Students will get a hands-on approach to physical computing that incorporates a variety of sensor inputs, as well as various outputs. Coding skills will be further developed initially in a visual format and then with C, Python, or other appropriate formats according to the microprocessor. Students will learn circuit design and be introduced to various electrical components. They will apply their knowledge and create solutions that utilize a wide variety of materials and high tech manufacturing processes including 3D printers, laser cutters, and CNC machines. Students will also learn layout and planning techniques with CAD software as it applies to their solutions. The MYP Design Cycle will guide their work and students will be evaluated using MYP Design Standards.

Length of Course: 1 semester  
Grade Level: 8  
Prerequisites: None

### **HS MYP ROBOTICS**

This course is the fourth in a series of courses that build a student's knowledge and skills in the area of engineering related to our modern world of the Internet of Things (IoT) devices and robots. In this course, students will gain basic knowledge and skills working with microprocessors. Students will be using Arduino and possibly Rasberry Pi. Students will get a hands-on approach to physical computing which may include any possible sensor, as well as a variety of outputs. Coding skills will be primarily developed with C or possibly Python. Students will learn circuit design and be introduced to various electrical components. They will apply their knowledge to solutions along with constructions that will use materials and fabrications that utilize hand tools as well as automated tools, such as laser cutter and 3D printers. Students will also learn more complex layout and planning techniques with CAD software.

Credits: 1  
Length of Course: 1 year  
Grade Level: 9 - 12  
Prerequisites: None

### **HS MYP DESIGN: DESIGN TECHNOLOGY**

Design Technology is a project-based course that covers modern tools and methods for product design and development. Students utilize the MYP design cycle to guide their research, design, testing, and evaluation of their projects. Emphasis will be placed in the development phase of the design cycle specifically on CAD techniques and the ability to communicate technical information about design solutions. Class sessions are conducted in the ASW Design Center and employ cases and hands-on exercises to reinforce the key ideas. Surrounding topics include product design, simple machines, sustainability, and high tech manufacturing.

Credits: 1  
Length of Course: 1 year  
Grade Level: 9 - 12  
Prerequisites: None

## **HS MYP INTRODUCTION TO PROGRAMMING**

This course focuses on the practical application of computer programming to solve real-world problems. The center of gravity for this course will be on building practical, usable web-based applications using skills and knowledge to solve authentic problems. Students will learn advanced HTML, PHP, CSS, web-development frameworks and databases. Students will learn to use computational thinking to develop algorithmic solutions to real-world problems. Students will begin to understand the different levels of complexity in problem solving and to determine when team projects might generate more effective problem solutions than individual efforts. Students will learn and use a programming language and related tools, as well as appropriate collaboration tools, computing devices, and network environments. Finally, students will demonstrate an understanding of the social and ethical implications of your work and exhibit appropriate communication behavior when working as a team member.

Credits:	1
Length of Course:	1 year
Grade Level:	9 - 12
Prerequisites:	None

## **HS MYP ADVANCED PROGRAMMING**

This course is offered to all grade 10 students as a natural followup to Introduction to Programming and focuses on modeling and simulation to solve challenging problems on the micro and macro scale. Students will use the Python programming language to learn and apply artificial intelligence, natural language processing, and deep learning. They will learn to create visualizations and model complex systems. The essential understanding is modeling and simulation helps us understand how complex systems function and how change might impact those systems. Similar to Introduction to Programming, this new course will focus on pragmatic, immediately-usable skills and knowledge. Students will use industry-grade tools and processes to apply the design cycle to solve “wicked” problems. The scope of the problem solving is for non-trivial, meaningful problems.

This course is predominantly interdisciplinary in nature, with the first simulation centered on infectious diseases. In order to model a system, a student must deeply understand the variables and constants which make up that system.

Credits:	1
Length of Course:	1 year
Grade Level:	9 - 12
Prerequisites:	Successful completion of Introduction to Programming or teacher recommendation based on previous programming experience

## **INDEPENDENT STUDY AND VIRTUAL HIGH SCHOOL**

Students in High School (and occasionally in Middle School with special permission) are allowed to explore subjects and passions outside of the school’s articulated curriculum through an independent study model. Independent studies fit into a students schedule to allow for ample time for the student to complete a comprehensive exploration of their proposed topic. Students must speak to their counselors in order to pursue this option to discuss if it would fit appropriately into their 4 year academic plan.

Independent studies are credit bearing courses in which a student will earn a Pass or Fail mark. Criteria for passing and failing are outlined in the student’s independent study

proposal form/contract and are assessed at the completion of the scheduled period. This form/contract can be obtained from the student's counselor.

Independent studies can be student driven investigation/project based, they could be learning led by a tutor with a desired goal for completion, or may allow for a student to complete an online course. ASW has a partnership with Virtual High School which allows students to take courses online (with an instructor not employed by ASW) for a discounted fee of \$250 per semester (with extra fees associated with AP Course options). VHS courses will appear as pass/fail on the students transcript with "VHS" and the course name, however VHS does issue their own official transcript showing grades earned by them that can supplement the ASW transcript when submitting to universities or summer school programs. Who typically takes VHS courses? Students who want to study an established program in their area of interest beyond what is offered at ASW (for example, a student interested in medicine might take a semester of VHS Neuroscience in addition to their Biology class offered at ASW)/ Another example would be students who were on an accelerated Math track and have completed ASW's MYP Math offerings prior to finishing the MYP program. This might allow that student to take an AP level Mathematics course to fill out their program prior to starting IBDP Math in grade 11. Some students who plan to study in particular countries are required to take 3 advanced sciences in HS for admission to certain programs, and therefore a student might opt to take a VHS AP Biology, Chemistry or Physics for one year along with their two IBDP level science which are both two year courses to alleviate some pressure during senior exams. There are a number of reasons why VHS might be appropriate, and the student's counselor is the best to advise on the options.

Our VHS online learning opportunities are available to all students in grades 9-12 with the following provisions:

- Participation requires ASW counselor and parent approval.
- Students must take either a year long VHS course, two back to back semester courses, or a single semester course in place of a student's self directed study.
- Only courses not provided by ASW will be available to students.
- All passed courses within the designated timeframe will receive course credit on the ASW transcript
- Fees of \$250 per semester must be paid by the student/students family to the business office (with extra fees for AP courses as determined by VHS).

VHS Course Catalog is listed here: <https://my.vhslearning.org/PublicStudentCourseList.aspx>

Profile for success in an independent study or online course:

- ASW students who are particularly self-motivated and who wish to engage in a program/course on a topic of personal interest.
- Students who have strong organizational and time management skills and can make use of the independent study block appropriately and with limited direct oversight.
- Students who exhibit a high degree of personal responsibility, meeting assignment deadlines and demonstrate strength in managing their academic and co-curricular commitments.
- For those taking an online course for independent study, students should be skilled at interacting and collaborating with others as it is often an integral part of the experience. Students should be prepared to engage with their teacher and classmates

on a timely and frequent basis.

We recognize that independent, online learning is different from a traditional classroom-based course and may present students with unexpected obstacles. To support students in their online learning, an ASW Site Based Coordinator serves as liaison between the student, the online teacher, the parents and the student's counselor. For independent studies that are not online in nature, the counselor support the students needs as well as an on staff advisor as designated by the student at the time of the independent study proposal.