



American Overseas School of Rome

American Overseas School of Rome **Program of Studies**

Grades 9-12

Head of School: Ms. Kristen DiMatteo
Secondary School Principal: Mr. Justin Walsh

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PRINCIPAL'S WELCOME LETTER

Dear Students and Parents,

The selection of courses for an academic year is a very important process. The courses and programs that you choose will determine your experiences and affect your ability to reach future goals. It is imperative that students decide, with the proper guidance and recommendations, on a course of study that is both challenging and enjoyable.

High School is a time to explore new areas and experiences. This is typically a time when students begin to see the development of talents or interests and skills that they will use for the rest of their lives. It is also the time to prepare for your next level of learning. Please take time to consider the appropriate balance of depth and breadth of your selections.

This Program of Studies booklet contains the information that students need to assist in the course selection process. Along with a brief description of each course that is offered at AOSR, there is information on preparing for college admission, graduation requirements, and the Advanced Placement (AP) and International Baccalaureate (IB) Programs.

Each student's course of studies will be reviewed and approved by both parents and the guidance counselor to ensure that the courses selected are appropriate and meet both personal and program criteria. Our faculty and staff are willing to help students by recommending courses, but careful initial selection of courses by students and parents is very important. While the minimum core graduation requirements must be met over the four years in high school, students have many opportunities to select elective courses in the areas of computers, English, fine arts, world languages, mathematics, performing arts, physical education, science, and social studies.

If you have any questions or concerns regarding any of our programs and/or procedures, please do not hesitate to contact the following offices:

Ms. Belinda Fiochi & Mr. Chris Brown – AP/ IB Coordinator – 0633438337

Mr. Steve Petraglia – High School College Counselor – 0633438327

Mr. Justin Walsh – Secondary School Principal – 0633438326

I look forward to discussing your academic journey with you.

Mr. Justin Walsh
Secondary School Principal

WHO WE ARE

The American Overseas School of Rome is a vibrant, open-minded, and caring community from the United States, Italy, and more than fifty countries across the globe. AOSR is proud of its rich Italian heritage and many languages and cultures. We educate our students in pre-kindergarten through grade 12 to continue their studies wherever their travels lead them. Our students are well-prepared to gain admission to universities in the United States, United Kingdom, Italy, and beyond.

MISSION

AOSR offers the best of an American-International education in a supportive learning environment. We inspire a diverse student body to courageously meet the demands of a changing world through an engaging and creative curriculum.

OUR BELIEFS

Respect:

We believe that the dignity and worth of each person in our community must be honored. Guided by honesty and integrity, we build respect, acceptance and appreciation of ourselves and others. *Collaboration:* We believe that working together stimulates learning; nurtures interpersonal relationships; develops effective communication skills; fosters independent thinking and self-awareness; builds community; and results in better outcomes, ideas, and solutions.

Responsibility:

We believe that responsibility contributes to self-direction and the opportunities that education provides; it guides students to an understanding of their role in our community and to the compassionate service needed to be productive world citizens.

Community:

We believe that the relationships formed through the positive and productive interactions among AOSR's parents, students, and staff are an invaluable asset in educating our students.

Learning:

We believe that inquiry, risk-taking, and reflection are at the heart of a rich learning environment; we adapt to the individual needs of our students and nurture their personal and academic growth. *Trust:* We believe that trust is promoted through the honest and free exchange of ideas and opinions and is strengthened through communication, compromise and understanding.

PROFILE OF GRADUATES

Succeed Academically

Education provides us with an unparalleled opportunity to envision and put into action both *who* we desire to be and *how* we will contribute to our communities. A solid academic foundation is critical to self and society. Academic skills and knowledge empower us to observe, reflect, question, and understand the world around us, and to find joy in the process.

I succeed academically when:

1. I know the foundational concepts of my disciplinary subjects of study.
2. I can transfer my knowledge and skills and make meaningful contributions to the real world.
3. I set high expectations for myself and work hard to continuously develop my potential.
4. I use my academic skills across all disciplines to make connections and derive meaning from my learning.
5. I am curious and have a passion for learning.

Communicate Skillfully

Effective communication skills ensure that we are able to actively listen to and reflect upon ideas of others while sharing our own ideas and beliefs. We display flexibility and skill in our choice of media and tailor it to the intended audience.

I communicate skillfully when:

1. I listen for understanding.
2. I articulate information for different purposes (inform, instruct, motivate, persuade, etc.).
3. I convey my ideas effectively and adapt to different audiences when using oral, written, and nonverbal communication.
4. I use technology appropriately.

Collaborate Purposefully

Collaboration with people of different skills, backgrounds, perspectives, and ages is essential. Purposeful collaboration enables us to accomplish shared goals while developing an understanding of effective group dynamics. Together, we make better decisions, accomplish more, and develop fulfilling relationships.

I collaborate purposefully when:

1. I listen and respond with an open mind to different ideas.
2. I value the role and contributions of each group member and build on the team's work to achieve a common goal.
3. I know when to advocate for my ideas and when to integrate the opinions and views of others in my responses.

Think Critically

Critical thinking allows us to filter and prioritize an unprecedented volume of information to solve problems, make well-informed decisions, and develop enduring understanding to better ourselves and our community.

I think critically when:

1. I identify key issues and gather essential information.
2. I evaluate strategies and consider multiple solutions.
3. I use various types of reasoning and logic to analyze and synthesize information and make connections.

4. I reflect on the learning experience, question and apply what I have learned to extend my thinking.

Cultivate Creativity

Creativity is essential to flexibility, innovation, and expression in every part of our lives. By cultivating creativity, we are better able to develop multi-faceted, meaningful responses and solutions that enrich individual and group well-being.

I cultivate creativity when:

1. I generate new ideas through a wide range of techniques such as brainstorming, considering multiple perspectives and possibilities.
2. I refine and evaluate my own ideas in order to improve them.
3. I act on creative ideas to make a tangible and useful contribution.

Live as Ethical Citizens

Ethical citizens positively impact their community by modelling respect, trust and integrity, which are the behaviors that contribute to creating a healthy community.

I live as an ethical citizen when:

1. I reflect upon the choices that I make understanding their impact on others in my community.
2. I model our school Beliefs/Values and replicate those as a global compassionate citizen.

Be Globally Minded

By understanding and embracing differences, we become increasingly globally minded thus we are better equipped to understand the world around us. We can navigate challenges and be positive change agents for the communities in which we reside.

I am globally minded when:

1. I seek to understand the point of view of others even when it may not be one that I share.
2. I reflect upon different cultures to strengthen my understanding of self and how I connect to the global community.
3. I am responsible for interpreting the complexity of our world and how it influences my relationships and actions.

Demonstrate Resilience and Balance

The ability to confront adversity and determine our proper course of action provides endless opportunities for growth. It is essential to prioritize commitments as well as monitor the time and energy needed to achieve our goals.

I demonstrate resilience and balance when:

1. I identify and persevere towards reaching my goals.
2. I see setbacks as an opportunity to grow.
3. I balance my physical, emotional and academic needs to lead a fulfilling life.

ADMISSIONS INFORMATION

The American Overseas School of Rome accepts admission applications throughout the year for admission at any time during the school year. Applicants to AOSR must submit all documents as required in the Admissions Procedures, available from the Admissions Office and from the school web page (www.aosr.org). For admission into the International Baccalaureate (IB) Diploma Programme, please refer to the IB section in this document.

As part of the admissions process, students may be asked to take placement tests in English and in mathematics. The results of these exams will help facilitate decisions regarding admission, grade level, and/or the need for additional support in the English language. All of the required documents MUST be received before registration can be completed.

All applicants must submit complete, official school records for the past two years (three years for students applying to Grade 12). Records may be forwarded by the applicant's previous school(s) or scanned and sent electronically to AOSR. In the event that records are not in English, an official English translation must also be submitted.

For the senior year students must be in residence at AOSR if they are intending to graduate from AOSR. In addition, students must complete graduation requirements before their 20th birthday.

Non-native speakers of English who are not fluent in English may be admitted to AOSR with English as an Additional Language (EAL) services. In the secondary school, admission also depends upon the applicant's achieving a sufficient score on the English language placement examination to be able to access learning in English. A limited number of students will be admitted into the secondary school who require EAL services to support the transition to AOSR. Upon successful completion of the EAL program, the EAL teacher will recommend the student be exited from the EAL support class or classes.

Students enrolled in the American Overseas School of Rome must reside with their parents or with a legal guardian. If parents are absent from home for a short period of time, an adult guardian must take responsibility for the student's day-to-day welfare. Parents should submit written notice of such temporary guardianship to the respective school Principal.

All questions regarding admission should be directed to the Admissions Office, Head of School, or respective school Principal.

AOSR GRADUATION REQUIREMENTS

COURSES	CREDITS/CREDIT SEQUENCE FOR CLASSES OF 2019, 2020, 2021	CREDITS/CREDIT SEQUENCE FOR CLASS OF 2022 AND BEYOND
English	One 4 credit sequence	One 4 credit sequence
Math, Social Studies Foreign Language Science	One 4 credit sequence, two 3 credit sequences, one 2 credit sequence	Three credit sequences for each of these areas
Fine or Performing Art	1 credit	1 credit

Physical Education	1 credit	1 credit
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Technology Education	1 credit	1 credit
Elective	3 elective credits	4 elective credits
Special requirements	Italian 5 (for Italian citizens) US History (for US citizens) Choice for dual national	Italian 5 (for Italian citizens) US History (for US citizens) Choice for dual national

A minimum of 22 credits is required for graduation for 2019, 2020 and 2021 graduates. Note: For graduates beginning in 2022, 23 credits are required for graduation.

9th and 10th grade students must enroll in eight classes per semester. 11th and 12th grade students must enroll in seven classes per semester unless they are IB or AP students. IB and AP students may take six classes if they are a full diploma IB student or taking at least 3 AP classes.

GRADING AND GPA

Credit is awarded by completing all the requirements of a course. One full credit is earned by completing two semesters of a course that meets for an average of 200 minutes each week. The school year consists of approximately 175 teacher-student contact days from early September through the middle of June.

Number grades are given for all courses. The following grading scale showing letter grade and grade point average (GPA) equivalent is the standard used.

Letter Grade	Percentile Grade	Grade Point Average (GPA)
A+	97-100 (excellent or superior)	4
A	93-96	4
A-	90-92	3.7
B+	87-89 (very good, above average)	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79 (average, satisfactory)	2.3
C	73-76	2
C-	70-72	1.7
D+	68-69 (below average)	1.3
D	64-67	1

D-	63-60 (unsatisfactory)	0.7
F	Below 60 (unacceptable, failing)	0

POINTS TO BEAR IN MIND

Each student at the American Overseas School of Rome must carry a full complement of courses each semester.

In some cases, a student may elect to audit a course (without credit). However, this may be done only with the permission of the principal, guidance counselor and the instructor involved. The student must report to the class for all scheduled times and do the same work expected of a student taking the course for credits. Grades will be listed on the report card or transcript, with the exception of EAL students.

While planning your courses, remember the following:

1. Although you may be very interested in a particular field at the moment, you could change your mind. Our graduation requirements ensure that you explore a variety of courses.
2. Technology is becoming more complex with increasing reliance upon computers; therefore, every student should attempt to take a computer course before graduation. While all students may not be able to program computers, the ability to do word processing, inventory, and purchasing are increasingly necessary computer skills and hands-on experience will be helpful to all students. Additionally, all students should take as many courses in mathematics as possible.
3. Consecutive years of study of the same world language are essential. The first two years of language study are foundation years. To achieve a reasonable level of mastery, a student should take three or four years of the same language.
4. Scientific development continues at an unprecedented pace. The future well-educated citizen will need a broad science background in order to make sound decisions. Every student should, therefore, give consideration to gaining a solid foundation in the sciences even if his/her present career goals may not be in a scientific area.
5. Social Science and History electives should be considered by 11th and 12th grade students as a means of gaining information in a number of content areas that may be encountered in college.
6. Fine and Performing Arts are important as a means of developing transferable skills. Therefore, our very strong arts program should be explored. Also, colleges look for students with courses reflecting diverse interests and activities. The Fine and Performing Arts departments offer many opportunities in these areas.
7. Community Service should become a part of your individual high school profile. You may involve yourself in service activities through the school or through local service organizations.
8. Italian. All Italian students must study Italian language and/or literature. All students are encouraged to take Italian.

CLASS CHANGES / DROPS AND ADDS

Students are counseled by the faculty in the selection of courses and the planning of their academic programs. However, if there is a need for a change in a student schedule, the following procedures apply:

1. Any request for a schedule change from a student should occur within the first 10 school days that a student is enrolled in classes at AOSR.
2. Students must complete a drop/add form to initiate any schedule change. It is important that all required signatures are obtained (instructor whose class is being dropped, instructor whose class is being added, guidance counselor, principal, and parent signatures). These forms may be obtained from the Counseling Office or the Principal's Office. A schedule change is not official until the completed drop/add form is turned in to the Counselor's Office and a new schedule has

been entered in PowerSchool showing the changes.

3. A schedule change after the first ten days of enrollment in a class will only be permitted when authorized by the classroom teacher and approved by the Guidance Counselor and/or Principal. When the schedule change takes place within the first 10 days of enrollment, the course that is dropped will be removed from the student's record. If this change is authorized and approved

and occurs after the first ten days of enrollment in a course, a grade of W will be recorded for the marking term. The course will be noted on the student's record. Changes made after the first 10 days of enrollment will receive a grade of WP (withdrawal while passing) or WF (withdrawal while failing) for the semester. For grade point average, a WF will count as a zero. A WP will not be figured into the GPA.

The following guidelines must be kept in mind when discussing schedule changes:

- Students carry a minimum seven (7) academic subjects worth seven credits. Students who have at least three AP or IB courses among the six subjects may take only six (6) academic subjects worth six credits with the Principal's permission.
- Half credit may be granted for one semester's successful work in a full year course providing the individual teacher, the Guidance Counselor and the Principal have approved the drop. 3. Students who repeat a course they have passed in order to improve their level of mastery are advised that the original mark may remain. Both marks are recorded though credit is granted only once. Schools and colleges approve of evidence of non-required self-improvement. 4. Independent study may be permitted or encouraged in certain situations. The demands of these special study situations are rigorous and no project can be undertaken without a fully outlined course plan that includes the evaluation criteria for it. The Principal must approve any independent study course.
- Students who are permitted to withdraw from a course after the first 10 days of a semester will have the course noted on their record and the second term grade and the semester grade will be reported as a WP (withdrawn while passing) or WF (withdrawn while failing).

STUDENT COURSE OPTIONS Academic Year 2018–2019

	FRESHMAN (Grade 9)	SOPHOMORE (Grade 10)
English	English 9	English 10
Math	Integrated Math 1, Integrated Math 2	Integrated Math 2, Integrated Math 3
Social Studies	Ancient History	European History, Italian History, AP European History
Science	Introduction to Biology Introduction to Environmental Science	Introduction to Chemistry Introduction to Physics
World Language	Italian, French, Spanish	Italian, French, Spanish
P.E.	Physical Education/Health**	

Technology	Computer Applications*	Computer Programming I, Video Production, Desktop Publishing, Computer Programming II, Photography 1 & 2, Robotics, Web Page Design, Computer Graphics & Animation, Design Technology
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*As part of Laptop Program, all grade 9 students are required to take Computer Applications. In special circumstances students may opt to take this class during their sophomore year.

**Physical Education/Health required in grade 9. If not completed in grade 9, then it must be taken in grade 10.

	ADDITIONAL AREAS OF STUDY
Art	Studio Art 1, Intermediate Studio Art, Advanced Studio Art, Theater 1, 2
Music	Chorus, Guitar, Music Ensemble, Concert Band & Survey of Rock n Roll
Other	English as an Additional Language (EAL), Resource Services, Community Service (grade 10), Virtual High School (VHS) On-line courses
Social Science	Psychology, World Religions/History of Philosophy, Sociology/Anthropology (these options are for junior and seniors but can be approved for sophomores in special circumstances)

Courses completed beyond the minimum credits needed for graduation will be counted as electives.

	JUNIOR (GRADE 11)	SENIOR (GRADE 12)
English	American Literature, Literature Across Cultures, AP English Language & Composition, IB English Language & Literature Year 11	American Literature, Literature Across Cultures, AP English Literature & Composition, IB English Language & Literature Year 2, AP English Language & Composition
Math	Integrated Math 3/Statistic, Precalculus, Advanced Precalculus, AP Calculus AB/BC, IB Math Studies, IB Math SL/HL	Integrated Math 3/Statistics, Precalculus, AP Statistics, AP Calculus AB/BC, IB Math Studies, IB Math SL/HL

Social Studies	US History, Economics, Italy: History and Culture, AP Comparative Government & Politics, AP US History, AP European History, AP Art History, World Religions/History of Philosophy, Sociology/Anthropology, Psychology, AP Psychology, IB European History, IB World History, IB Economics, AP Economics	US History, Economics,, AP Comparative Government & Politics, AP European History, AP Art History, World Religions/History of Philosophy, Sociology/Anthropology, Psychology, AP Psychology, IB European History, IB World History, IB Economics, AP Economics
Science	Advanced Biology, IB Biology, AP Biology, IB Chemistry SL, AP Chemistry, AP Physics 1, AP Physics 1, IB Physics DP1, AP Physics 2, IB Physics DP2, Environmental Science	Advanced Biology, IB Biology, AP Biology, IB Chemistry SL, AP Chemistry, AP Physics 1, AP Physics 1, IB Physics DP1, AP Physics 2, IB Physics DP2, Environmental Science
World Language	Italian, French, Spanish	Italian, French, Spanish
	ADDITIONAL AREAS OF STUDY	
Arts	Studio Art1, Intermediate Studio Art, Advanced Studio Art, Theater 1, 2 & Advanced Theatre, IB Visual Arts	
Technology	Computer Programming I, Video Production, Desktop Publishing, Computer Programing II, Photography 1 & 2, Web Page Design, Computer Graphics & Animation, Design Technology	
Music	Chorus, Guitar, Music Ensemble, Concert Band, Survey of Rock n Roll	
Other	IB TOK, 11 and 12, English as an Additional Language (EAL), Resource Services, Virtual High School (VHS) On-line courses	

Courses completed beyond the minimum credits needed for graduation will be counted as

electives. **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM**

The International Baccalaureate (IB) is a two-year challenging program of international education and rigorous assessment. Usually done in grades 11 and 12, the focus of the IB Diploma program aims to develop inquiring, knowledgeable and caring young people who help to create a better world through intercultural understanding and respect.

The IB Diploma promotes lifelong learning by requiring students to develop the attributes of the IB Learner Profile: Inquirers – Knowledgeable – Thinkers – Communicators – Principled – Open-Minded – Caring – Risk-Takers – Balanced – Reflective.

THE IB DIPLOMA CURRICULUM

Corresponding to the requisites of most universities, the IB framework integrates six foundational fields of study. In addition to the six IB academic areas of study, students are required to complete a set of three additional independent components denominated the core of the program. All core components are done over the two years of the program; they consist of a research paper of some 4000 words called the Extended Essay, a collection of service and creative activities called CAS, and the Theory of Knowledge class (TOK) which encourages students to reflect on and apply what they learn in their areas of study.

All candidates take the exams in the six areas of study. Two levels of exams exist: higher and standard. Candidates must complete successfully three at the higher level and three at the standard level. Students must average a score of four on a scale of seven on each level and complete the core components to earn the diploma.

REGISTERING IN THE DIPLOMA

At AOSR students need to submit an application in grade 10 in order to be considered for the IB Diploma program. The application will be considered on the basis of the students' GPA, teacher recommendations and PSAT scores. A minimum GPA of 3.0 is required.

In the two years of the program it is expected that students maintain a 3.0 GPA and that they strive constantly to develop the traits of the IB Learner Profile.

THE ADVANCED PLACEMENT PROGRAM (AP)

The College Board's Advanced Placement Program (AP) enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. The focus of the AP program is to connect students to college success and opportunity through the completion of challenging courses that bring the college experience to the High School classes.

AP courses help develop skills and knowledge and introduce students to new possibilities in college majors and in career options. Qualities like Curiosity, Creativity, and Commitment are the key ingredients for success in AP.

The American Overseas School of Rome was the first in Italy to offer the AP Program, sponsored by the College Board. We offer 16 different courses in many subject areas: Languages - Sciences - Mathematics - History and Social Sciences.

AP exams are taken at the end of the preparatory course and are graded on a 1 - 5 scale with the passing grade being a 3.

INTERNATIONAL UNIVERSITY ACCEPTANCE

There are hundreds of universities in over 55 countries inside and outside the United States that recognize the Advanced Placement program in admitting students.

The Italian Ministry of Education has recognized the High School Diploma with the completion of at least three AP exams as a valid entry requirement for Italian universities.

THE AP INTERNATIONAL DIPLOMA

The AP International Diploma (AIPID) is a globally recognized award for students interested in international studies. It requires students to display mastery on AP Exams across several disciplines, and represents an exceptional level of achievement.

The following are the criteria to earn an AP International Diploma at AOSR

Students must earn AP grades of 3 or higher on FIVE or more full-year AP examinations. The qualifying exams must be:

- English, Italian, French or Spanish 2 exams
- Comparative Government & Politics, Art History, Macro Economics 1 exam
- Mathematics or Science 1 exam
- Another Social Science, Experimental Science or Math 1 exam

SECONDARY LIBRARY/MEDIA CENTER

The Secondary School Library-Media Center offers a variety of both print and digital resources that support student learning. High school students have the option to use the library during open periods to prepare for classes and exams as well as to conduct research. The library-media specialist supports high school students in a variety of ways by helping with resource selection, instruction on the use of databases, and providing instruction on how to avoid plagiarism. IB students enjoy instruction and support related to their Extended Essay completion. The library-media specialist provides support for bibliographic work and proper citations for all research projects, including the IB essay. Teachers collaborate with the library-media specialist on various topics to refine research skills through the use of databases and print resources.

Access to online databases can be found on the AOSR webpage under libraries. All databases can be accessed with a password from off campus by logging into the student, parent, or faculty/staff portals. Passwords are posted on the link: Libraries: Online Databases and Resources, Login In Information. No login is required when on the AOSR campus.

The Secondary School Library-Media Center has a wide selection of books that are available to all in the AOSR community to check-out and read. Students, teachers, staff, and parents are all encouraged to come to the library to check-out books. The online Destiny library catalog can be viewed from anywhere. No login is required. The library is open 8:30 AM to 4:45 PM on Monday, Tuesday and Wednesday and from 8:30 AM to 3:30 PM on Thursday and Friday.

ENGLISH PHILOSOPHY

The English/Language Arts Program is designed to assist the learner in developing the highest degree of conscious and informed control over his or her use of the English language. The curriculum emphasizes the development of the powers of comprehension and critical thinking and the employment of unity, coherence, clarity, and conciseness along with fluency in the communication of ideas through oral and written composition for both the native and non-native English speaker. The program aids in the development of basic language skills by offering opportunities for thinking, listening, speaking, reading, and writing. Literature is presented to the learner in order to provide opportunities to read, study, and discuss great books and ideas. An essential element in the study of these books involves honing the skills of critical analysis along with developing a sense of aesthetics and imagination.

ENGLISH 9

Students of English 9 should expect a range of projects designed to build our skills in reading, writing, speaking, and listening. By the end of the year students will be able to write organized essays using textual evidence, participate in rich peer discussions, and analyze sophisticated texts using a robust vocabulary of literary terms and devices. The texts include a mix of short story, novels, dramatic literature, and nonfiction, and many allow for student choice based on taste and challenge level. Most importantly students will learn to open their minds, and even their hearts, to the works we will be reading, and then produce reactions, examinations, and insights of their own, giving back to the universe of knowledge that feeds us.

Credits: 1

Length of Course: 1 year

Texts: Selected play by William Shakespeare

- *To Kill a Mockingbird* by Harper Lee
- *Of Mice and Men* by John Steinbeck
- *Night* by Elie Wiesel
- *Animal Farm* by George Orwell

In addition to the works assigned to the class students will be obliged to seek out reading choices of their own.

Prerequisites: English 8

ENGLISH 10

English 10 is designed to enhance critical thinking, reading, composition, and speaking skills. At the core of the literacy discourse is the study of different literary genres, their purposes, conventions, and impacts on contemporary readers and philosophies. Students will engage in the writing process through creative works, narrative writing, analytical essays, critical essays, and comparison/contrast essays. Another component of this course is the improvement of speaking skills through dramatic presentations, and formal presentations. A major emphasis will be placed on academic writing and students will also be writing in-class essays during the upcoming year.

Credits: 1

Length of Course: 1 year

Texts:

- Selected Play By William Shakespeare,
- *Lord of the Flies* by William Golding,
- *Catcher in the Rye* by JD Salinger,
- *Purple Hibiscus* by Chimamanda Ngozi Adichie
- Selections of prose, poetry, and non-fiction

Prerequisites: English 9

AMERICAN LITERATURE

American Literature is a survey course that investigates the cultural heritage and identity of the people of the United States from historical, literacy, and personal points of view. It considers the interrelationships among history, literature, and culture from Native American times to the present. Questions such as “What does it mean to be an American and what responsibilities accompany citizenship in a democratic society?” “How do the experiences, cultures, and histories of individuals and groups shape their understanding of the world?” “Is there a distinctly American voice in writing and thought, and if so, what are its characteristics?” “What is the definition of the American Dream and how has the vision of that dream changed, evolved, and even regressed throughout history?” will be examined. N.B “American” in this context is specific to the United States of America.

Credits: 1

Length of Course: 1 year

Texts:

- *The Great Gatsby* by Fitzgerald
- *The Adventures of Huckleberry Finn* by Mark Twain
- *A Streetcar Named Desire* by Tennessee Williams
- Selected Stories & Poetry

Prerequisites: Successful completion of English 10 and/or teacher recommendation

LITERATURE ACROSS CULTURES (*NOT OFFERED IN 2018-2019*)

Over the course of the year we will be reading literature from a variety of social and political cultures, and thinking about how the works reflect the voice of the culture through their content, and form. As a multicultural community we will also think about our own world view and create writing that shares our perspective both through what we write and how we write it. By the end of the year, students will be able to write a variety of text styles comparative essay, personal essay, drama, screenplay, and short story. Students will know how use author and context research to gain a deeper understanding literature and express their learning in presentations, debates, and peer discussions.

Credits: 1

Length of Course: 1 year

Texts:

- *The Assault* by Harry Mulisch
- *Things Fall Apart* Chinua Achebe Selected poetry, nonfiction and short stories
- Poetry by Lorna Goodison, Maya Angelou, Wislawa Szymborska, Langston Hughes
- *The Importance of Being Earnest* by Oscar Wilde

Prerequisites: Successful completion of English 10 and/or teacher recommendation

AP LANGUAGE AND COMPOSITION

AP English Language and Composition is a university level course created according to the course overview, objectives, and descriptions published by the College Board. In accordance with the College Board, “this course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading will make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.”

Questions such as “How does our past influence our present?”, “How can we use language to effectively record our experiences?”, “Is the American* Dream broken?”, “What is true success?”, “In what ways is power gained and lost?”, “What do we believe and how can we convince others of our beliefs?”, “How do our core beliefs shape our behavior?”, and “Who am I?” are examined. *N.B. “American” in this context is specific to the United States of America.

Credits: 1

Length of Course: 1 year

Texts: Selections from *One Hundred Great Essays*, 4th Edition published by Penguin including essayists such as: Joan Didion, Pico Iyer, Thomas Jefferson, Abraham Lincoln, John F. Kennedy, Martin Luther King, Jr., Niccolò Machiavelli, Barack Obama, George Orwell, Scott Russell Sanders, David Sedaris, Jonathan Swift, Sojourner Truth

- *The Great Gatsby* by F. Scott Fitzgerald
- *Everything's an Argument*, 5th edition pub. by Bedford/St. Martin's or
- *They Say, I Say*, 2nd edition pub. by W.W. Norton and Company
- *The Spirit Catches You and You Fall Down* by Anne Fadiman
- *Into the Wild* by Jon Krakauer
- *The Crucible* by Arthur Miller

Prerequisites: Successful completion of English 10 and/or teacher recommendation

AP LITERATURE AND COMPOSITION

This university level course is designed to engage students with the European and American literary traditions and the discourse about their impacts in our lives on both personal and global levels. The study of the content is as important as the understanding of the language; the literary aspects and rhetorical strategies of the authors that continue to influence post-modern thought are key to understanding their philosophies. Moreover, this course aims to solidify students' critical reading and thinking skills through writing. The Advanced Placement Literature and Composition program provides an excellent forum and authentic assessments for this course, and students who excel in this course will be well prepared for the AP exams, future courses at their respective universities, and beyond. The course outline is ambitious, but it is also versatile so that students, in addition to comprehending the breadth of the literary realm, will pursue their inspirations in depth. Compositional skills will be developed based on diagnostics of students' works. Lessons, advice, lecture, and practice will be based on the focus area corrections needed by the majority of the class and will be supplemented by differentiated instruction based on individual skills lists. Students will build two writing portfolios throughout the year: analytical and creative. Also, students will engage in spoken discourse that will be assessed in a variety of ways ranging through Socratic seminars, theatrical performances, literary inquiry, and philosophical debates.

Summer Reading:

Excerpts from *Metamorphoses* (Ovid), *The Bible* (Genesis, Exodus, Luke, Matthew, Acts, Letters of Paul...), *Beowulf* (Translated by Seamus Heaney)

Credits: 1

Length of Course: 1 year

Texts: At least four of the following major works:

- *Oedipus Rex* or *Antigone* by Sophocles
- *Hamlet* or *Much Ado About Nothing* by William Shakespeare
- *Heart of Darkness* by Joseph Conrad
- *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson
- *The Importance of Being Earnest* by Oscar Wilde
- *A Farewell to Arms* by Ernest Hemingway
- *The Great Gatsby* by F. Scott Fitzgerald
- *1984* by George Orwell
- *A Brave New World* by Aldous Huxley

Selected poetry, prose, and nonfiction

Prerequisites: Successful completion of a Grade 11 English course and/or teacher recommendation

IB ENGLISH LANGUAGE AND LITERATURE Year 11

This course is designed to prepare students for university level English with an emphasis on language and literature, maintaining the IB philosophy that “the study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live” (*Language and Literature Guide*). With the dual emphasis on language and literature, the definition of “texts” is broadened to include language in texts other than literature (advertisements, propaganda, essays etc). During this first part of their two-year course, students will complete their IB further oral activities and two of the four IB written tasks - one creative and one analytical.

Credits: 1

Length of Course: 1st year of 2-year course

Year 11 Texts:

- *Persepolis* by Marjane Satrapi
- *Brave New World* by Aldous Huxley
- *The Glass Menagerie* by Tennessee Williams
- *Song of Solomon* by Toni Morrison

- Student-selected outside reading
- Selected poetry, prose, non-fiction, and diverse media

Prerequisites: Successful completion of English 10 and teacher recommendation

IB ENGLISH LANGUAGE AND LITERATURE Year 12

During this second part of their two-year course, students will complete the following IB tasks: the individual oral commentary, the remaining 2 written tasks, exam paper 1, and exam paper 2.

Credits: 1

Length of Course: 2nd year of 2-year course

Year 12 Texts:

- *The Tempest* by William Shakespeare
- *The Great Gatsby* by F.Scott Fitzgerald
- *A Doll's House* by Henrik Ibsen
- Self-selected outside reading
- Selected poetry, prose, nonfiction, and diverse media

Prerequisites: Successful completion of IB English Language and Literature 11

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

PHILOSOPHY

We believe it is necessary to be responsive to the needs of our English Language Learner (ELL) students, who comprise a group of linguistically and culturally diverse learners, and to structure a successful academic experience for them. A variety of approaches are used to help students develop language proficiency, learn the central concepts and build knowledge in various disciplines. A caring, inclusive and safe learning atmosphere is established where students take intellectual risks and work both independently and collaboratively.

English as an Additional Language is offered to High School students who have previously acquired a good level of proficiency in English, but are still not able to participate fully in subject area classes. EAL instruction serves as a bridge for English Language Learners (ELLs) until they can function competently in the mainstream classroom. The duration of the EAL program is generally 2– 3 years, but may vary according to individual student progress.

At the beginning of each academic year, a standard language proficiency test is administered to non-proficient speakers of English in order to evaluate each student's proficiency level. Our goal is to enable students to communicate competently and to refine the language skills necessary to participate successfully in class activities across all areas of the curriculum. Please review the *AOSR EAL Handbook* for further information.

Credits: 1

Length of Course: 1 year

Texts: All materials provided by the EAL teacher

Prerequisites: EAL teacher approval

MATHEMATICS

PHILOSOPHY

The mathematics department creates an environment where students develop an appreciation of the power of mathematics and develop a clear understanding of its principles and nature. Through our college-prep curriculum, we enable students to build confidence, become lifelong learners, develop problem solving skills, communicate effectively, and develop logical and abstract thinking. The mathematics department plans appropriately challenging lessons designed for student mastery, holds students to high expectations, recommends students for courses befitting their abilities, work ethics, interests, and prerequisite skills, and employs a variety of assessment strategies to help students monitor their own progress and develop resilience and balance.

To prepare students for a technologically advanced future workplace, the mathematics department uses technology to enhance creativity, demonstrate applications of math software and ensures that students are adept at using the TI-84 graphing calculator.

The department works consistently to help students appreciate the international dimension of mathematics and the moral and ethical implications arising from the applications of mathematics in the global context.

Integrated Math 1

Integrated Math 1 is designed to combine some of the basic principles of Algebra, Geometry, and Statistics. Students will deepen and extend their understanding of linear relationships and be introduced to exponential functions, modeled through data. Students will use properties and theorems involving congruent figures to expand and broaden understanding of geometric knowledge. Students will experience mathematics as a coherent, useful, and logical subject that draws on their ability to make sense of problem situations, and will develop the ability to explore and solve mathematical problems, think critically, work cooperatively with other students and communicate mathematical ideas clearly.

Credits: 1

Length of Course: 1 year

Text: *Math Vision Project*

Prerequisites: Grade 7 Math

Integrated Math 1H

Integrated Math I Honors is the first course in an accelerated, compacted math sequence that includes Integrated Math II Honors and Integrated Math III Honors. The goal is for students to develop an integrated understanding of algebra, geometry, and data analysis, where concepts, skills, and representations in each of the content strands support concepts, skills, problem solving, and reasoning in the other strands. Students will be expected to describe and translate among the various representations such as graphic, algebraic, numeric, tabular, and verbal relationships and use these representations to solve problems. The curriculum will extend the understanding of general concepts of linear relations, functions, algebraic manipulation, applications of data and rigid motions on the coordinate plane to building various functions, including exponential and quadratic; interpreting solutions to equations and inequalities; employing regression techniques and using rigid motions as a basis for geometric proof.

Credits: 1

Length of Course: 1 year

Text: *Math Vision Project*

Prerequisites: Grade 7/8 Math and teacher recommendation

Integrated Math 2

Integrated Math 2 is designed to combine some of the intermediate principles of Algebra I, Geometry, Algebra 2 and Probability. Topics include Quadratic Functions, Similarity and Congruence, Circles, Basic Trigonometric Functions and Probability. The Common Core Standards for Mathematical Practices will be addressed throughout the course.

Credits: 1

Length of Course: 1 year

Text: *Math Vision Project*

Prerequisites: Integrated Math 1 and teacher recommendation

Integrated Math 2H

Integrated Math II Honors is the second course in an accelerated, compacted math sequence that includes Integrated Math I Honors and Integrated Math III Honors. Students build upon work with exponential functions and extend this knowledge to understand inverse functions, including logarithmic functions. Additionally, a deeper understanding of number and quantity and expressions are developed through the advanced manipulation of more complex expressions and equations. Students now study the application of probability and use the language of set theory to expand their ability to compute and interpret probabilities.

Credits: 1

Length of Course: 1 year

Text: *Math Vision Project*

Prerequisites: Integrated Math 1 and teacher recommendation

Integrated Math 3

Integrated Math 3 completes the three-course sequence of Integrated Mathematics and is designed to further explore the principles introduced in Math 1 and Math 2 in preparation for enrolling in advanced mathematics courses. This course brings together knowledge acquired in the previous two courses and uses it as a bridge to expand into more complex territory. Students will expand their knowledge of linear, exponential, and quadratic functions to polynomials, rationals, and trigonometric functions. Students will also extend their previous work with circles to other conic sections, their understanding of trigonometry to all triangles, and experiences with data as they solve sophisticated problems. Students will experience mathematics as a coherent, useful, and logical subject that draws their ability to make sense of problem

situations, and will develop the ability to explore and solve mathematical problems, think critically, and work cooperatively with other students and communicate mathematical ideas clearly.

Credits: 1

Length of Course: 1 year

Text: *Math Visions Project*

Prerequisites: Integrated Math 2 and teacher recommendation

Integrated Math 3H

Integrated Math III Honors is the third course in a compacted, honors sequence that includes Integrated Math I Honors and Integrated Math II Honors. The compacted sequence is for advanced students and allows completion of the college preparatory math over two years with any remaining standards integrated into the pre-calculus curriculum. In this course, students use graphing calculators and or other technology to address graphical analysis, which is an essential element of the course. Modeling of functions and equations is extended from previous course work as a means of problem solving. In addition, extensive study of fundamental trigonometric identities and their applications along with analytical practices are at

the focus in order to prepare students for the study of Calculus. Graphing Calculator required (Ti-84 Plus recommended).

Credits: 1

Length of Course: 1 year

Text: *Math Visions Project*

Prerequisites: Integrated Math 2 and teacher recommendation

AP STATISTICS

As noted on the College Board AP Statistics webpage, “The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.” Regular use of graphing calculator (Ti 84 Plus recommended) and use of personal computer are integral to the course.

Credits: 1

Length of Course: 1 year

Text: *The Practice of Statistics*, Starnes. W.H. Freeman and Company, 2015

Prerequisites: Algebra II and teacher recommendation

PRECALCULUS

Pre-Calculus is a course designed with two goals in mind. One is to prepare students for Calculus. The other is to prepare students to think so they are better prepared to move from the concrete to the abstract realm of pure mathematics.

It is rigorous course, which will require using acquired knowledge in applied circumstances. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus to model physical situations.

The course is taught at two levels depending on students’ abilities. The Precalculus course will cover all polynomial and transcendental functions and the study of sequences and series. Emphasis is placed on problem solving and applications. Students completing this course will continue to AP Calculus AB or IB Mathematics SL

There will also be an accelerated section of Pre-Calculus which will cover also Vector Analysis and Statistics. The emphasis will be on higher mathematical rigor, more demanding problem solving abilities and added content. The students that complete this course will continue to AP Calculus BC or IB Mathematics HL.

A graphing calculator is required.

Credits: 1

Length of Course: 1 year

Texts: *Precalculus, Larson, 9th edition*. Cengage Learning 2014

IB Mathematics HL, Oxford University Press, 2015

Prerequisites: B or higher in Algebra 2/Trigonometry for Precalculus, with higher expectations for Accelerated Precalculus. Teacher recommendation is necessary for both courses

IB Mathematics: APPLICATIONS AND INTERPRETATION

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. Graphing Calculator required

(Ti-84 Plus recommended).

Credits: 1

Length of Course: 1 year

Text: *IB Mathematics: Application and Interpretation*

Prerequisites: Integrated Math 3 and teacher recommendation.

AP CALCULUS AB/BC

AP Calculus AB and BC are intensive collegiate calculus courses. Students will master the concepts, skills, and applications of limits, continuity, derivatives, and integrals algebraically, graphically, and verbally. Students will be prepared for and are expected to take the AP Calculus AB or BC exam at the end of the school year and may earn college credit. Emphasis is placed on problem solving, communication, and application as lifelong learners. Graphing Calculator required (Ti-84 Plus recommended).

Credits: 1

Length of Course: 1 year

Text: *Calculus Of A Single Variable*, 8th edition publisher D.C Heath, 2006

Prerequisites: Pre-calculus and teacher recommendation.

IB MATHEMATICS ANALYSIS AND APPROACHES SL

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing Mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. Graphing Calculator required (Ti-84 Plus recommended).

Credits: 1

Length of Course: 1 year

Texts: *IB Mathematics: Analysis and Approaches*

Prerequisites: Integrated Math 3 and teacher recommendation.

IB MATHEMATICS ANALYSIS AND APPROACHES HL

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments,

problem solving and exploring real and abstract applications, with and without technology. Graphing Calculator required (Ti-84 Plus recommended).

Credits: 1

Length of Course: 1 year

Texts: *IB Mathematics: Analysis and Approaches*

Prerequisites: Integrated Math 3 and teacher recommendation.

SCIENCE

DEPARTMENT PHILOSOPHY

At AOSR we aim to inspire lifelong scientific curiosity, and develop critical thinking and inquiry skills in a collaborative and supportive environment. Students will be able to make globally responsible, ethical decisions and propose solutions through the lenses of the scientific method

Students will explore and understand their world through pattern-making, cause and effect, scale, proportion and quantity, systems, energy and matter, structure and function, stability and change.

Students will investigate the interconnectedness of these concepts, through disciplines including earth, life, physical, and environmental science. Concepts will be taught at developmentally appropriate levels from Pre-K to grade 12 using the Next Generation Science Standards (NGSS), involving the cross-cutting concepts, disciplinary core ideas, and science and engineering practices. Instructional approaches will support students' ability to reason, think logically and make inter/ transdisciplinary connections, incorporating technology and other instructional approaches.

Students will develop a set of skills that are introduced, practiced and scaffolded throughout their science experiences at AOSR. They will actively construct knowledge and challenge their understanding through observation, investigation, analysis, research, and peer/ self evaluation. Students will have opportunities to become both critical thinkers and observers by forging connections between learned content and the world around us. They will make inferences and draw conclusions based on data collection, analysis, and sharing knowledge. A significant part of a student's experience will be performing authentic tasks that require flexible thinking, creativity, arguing their findings, building confidence to take risks, and the ability to persevere. Independent research skills and purposeful collaborative group work will be explicitly taught to students. Students will effectively communicate their understanding in a variety of ways including writing, generating models, giving oral presentations, and making diagrams.

Our vision at AOSR is to promote integration and application of scientific principles and thinking in the daily lives of our students. AOSR students will be able to identify and solve real-world problems using a transdisciplinary approach, as they develop into globally aware and responsible citizens. Our vision includes greater community involvement, in and out of the classroom, as students will have opportunities to make a difference at AOSR and beyond.

INTRO TO BIOLOGY

Biology is the scientific study of living things. Over two semesters students will explore conditions of the living world and various life processes. The course focuses on structures and functions of cells, genetics, biotechnology, evolution, natural selection, ecology, conservation biology, and diversity and classification of organisms. Students will learn skills in scientific inquiry and field and laboratory investigations. Understanding of biological science is fostered through identifying research questions, forming

hypotheses, designing controlled experiments, analyzing data, and drawing conclusions. Students will demonstrate their knowledge through a variety of assessments including lab reports, research projects, posters, models, presentations, and tests.

Credits: .5

Length of Course: 1 Semester

Text: *Biology* by Miller and Levine, Pearson, Prentice Hall, 2008 Prerequisites:

None

INTRO TO ENVIRONMENTAL SCIENCE

Environmental Science is the study of the interactions between the living and non-living components of our surroundings. The course integrates the disciplines of ecology, geology, chemistry and physics. It encompasses topics in ecosystems, biogeochemical processes in recycling natural resources, concerns and issues relating to human activities, waste and resource management, as well as conservation of biodiversity and sustainable development of our society. Students will develop skills in critical thinking, problem solving, decision-making, and forming opinions that are supported by evidence.

Credits: .5
Length of Course: 1 Semester
Text: *Environmental Science* by Karen Arms
Prerequisites: Biology

ADVANCED BIOLOGY

As the first year of the two-year IB and AP Biology curriculum, Advanced Biology explores biochemistry, cell biology, cellular metabolism, and brief introduction to genetics. Beginning with a foundation of cells, students will learn about various types of cells, and the major cellular processes such as transport, cellular respiration, and photosynthesis. There is also a strong emphasis on laboratory and data analysis from scientific literature as well as scientific writing. Assessment includes tests, essays, research projects, presentations and lab reports.

Credits: 1
Length of Course: 1 year
Text: *Biology* by Campbell (7th edition)
Prerequisites: Successful completion of Biology, Chemistry, and Algebra 1

IB BIOLOGY - Standard Level (SL) or High Level (HL)

This course meets the objectives of general biology courses on the college level. The objectives include studying the characteristics, unity, and diversity of living things; the concept of evolution as an explanation of unity and diversity; the nature of science as a human enterprise; collection, analysis and interpretation of data; and the application of biological concepts to new situations including those involving man, society and populations. The aim of the course is to develop an understanding of the vast and often confusing array of biological knowledge and to put this new knowledge into a framework that can be understood. Several unifying themes serve as a conceptual framework for the science course and provide a rationale for the sequence of topics in the curriculum. IB students will also take part in a major science project, the Group 4 project, working with students from other science disciplines in a broad-based student-led investigation. This project allows the development of experimental skills together with the ability to collaborate and communicate within a multidisciplinary team.

Major themes in the course are:

1. Biological Organization
2. Emergent Properties
3. Cellular Basis of Life
4. Structure and Function
5. Unity in Diversity
6. Evolution and Change
7. The Environment

This course provides a wide range of experiences that help students develop and apply thinking process skills.

Credits: 1
Length of Course: 1 year, including a required once per week after school lab period
Text: *Biology* by Campbell, 9th edition, 2010
Prerequisites: Advanced Biology (first year IB Biology) and Chemistry

AP BIOLOGY

This course meets the objectives of general biology courses on the college level. The objectives include studying the characteristics, unity, and diversity of living things; the concept of evolution as an

explanation of unity and diversity; the nature of science as a human enterprise; collection, analysis and interpretation of data; and the application of biological concepts to new situations including those involving man, society and populations. The aim of the course is to develop an understanding of the vast and often confusing array of biological knowledge and to put this new knowledge into a framework that can be understood. Several unifying themes serve as a conceptual framework for the science course and provide a rationale for the sequence of topics in the curriculum. Major themes in the course are:

1. The process of evolution drives the diversity and unity of life.
2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
3. Living systems store retrieve, transmit, and respond to information essentials to life processes.
4. Biological systems interact, and these systems and their interactions possess complex prop

This course provides a wide range of experiences that help students develop and apply thinking process skills.

Credits: 1

Length of Course: 1 year, including a required once per week after school lab period Text:

Biology by Campbell, 9th edition, 2010

Prerequisites: Advanced Biology, Chemistry, and teacher recommendation

INTRO TO CHEMISTRY

Chemistry is the study of the composition, properties, and interaction of matter that govern our lives and the physical world around us. This class is recommended for 10th or 11th grade students. Though the course provides a fundamental building block for the advanced study in the physical and life sciences, the primary focus is the further development of critical thinking and analysis skills in a wide variety of contexts. In this course the following major concepts are studied: scientific measurement and method, atomic structure, matter and its properties (including gas behavior), periodic trends, energy, bonding and intermolecular forces, chemical reactions, and quantitative chemistry. Students will explore these topics through experimentation (individual and small group), inquiry exercises, class discussion, technological simulations, research, writing, reading, and project work. This is a required course to enter into AP or IB chemistry, and is also a prerequisite for Advanced Biology.

Credits: .5

Length of Course: 1 semester

Text: *Chemistry* by Prentice Hall, 2005

Prerequisites: Successful completion (recommended C+ or better) of Algebra 1 and Biology

INTRO TO PHYSICS

The General Physics course is a foundational course exploring a broad range of physics topics. Physics is important to understanding motion, the interaction of forces and matter, and fundamental laws that explain the physical world around us. Beginning from a conceptual framework, students will develop strong problem solving skills and analytical thinking. The following topics will be covered to provide a solid background for further study: classical mechanics, thermodynamics, electricity and magnetism, waves and light, modern physics of the atom and nucleus, and quantum mechanics. Learning activities include problem solving practice, laboratory work, simulation activities and research projects.

Credits: .5

Length of Course: 1 semester

Text: *Conceptual Physics for High School*, by Paul Hewitt

Prerequisites: Successful completion of Algebra 1 and Geometry

IB CHEMISTRY - Standard Level (SL) or High Level (HL) - 2 year course

International Baccalaureate chemistry is a two-year standard (SL) or high level course (HL) (taught together) tailored to IB diploma candidates. Students who have completed General Chemistry and would like to take AP Chemistry, but would like a year of introduction to the general topics first to feel more comfortable, can also take the first year of IB Chemistry as a preparation. The second year course is only for IB Diploma or Certificate students who have already completed IB Chemistry year one.

All IB program courses are built around inquiry (synthesis and analysis of knowledge), problem solving in a global context, collaboration, and content-specific writing. This course aims to combine academic study with hands-on laboratory practical skills for an authentic experience of how science is carried out in the field. The assessments for IB Chemistry reflect these priorities and, in addition to regular quizzes, tests, and lab reports, will include: a large student-driven lab project, a collaborative group project with the other IB biology and physics students, and an IB course exam at the close of the second year.

Topics included in the IB chemistry HL and SL programs are: atomic theory, periodic systems and bonding, quantitative chemistry, gas laws, thermodynamics, kinetics, equilibrium, acid-base theory, oxidation/reduction, organic chemistry, and analytical chemistry. In addition, one additional topic (usually *Energy*) will be chosen for further in-depth study in year two. Students will explore these topics through class discussion, inquiry exercises, presentations and other projects, reading, and practical laboratory work (individual and small group).

Credits: 2 (or 1 if taking first year only as “Advanced Chemistry”)

Length of Course: 2 years

Text: *Chemistry Standard Level* by Pearson, 2nd edition, 2014

Prerequisites: Successful completion of general chemistry (recommended B or higher) and Algebra 2 (or taken concurrently)

AP CHEMISTRY

Advanced Placement chemistry is a *very rigorous, math-based, university level* course that provides students with a challenging qualitative and quantitative program of study of the following topics: atomic theory, periodic systems and bonding, quantitative chemistry, gas laws, thermodynamics, kinetics, equilibrium, acid-base theory, and oxidation/reduction. Students will explore these topics through class discussion,

inquiry exercises, reading, and practical laboratory work (individual and small group). Students will be expected to master skills of personally-led study, scientific collaboration and investigation, and utilizing creativity in mathematical and conceptual problem solving. Upon completion of the AP course, students will be encouraged to take the Advanced Placement exam. Students who wish to succeed in this college-level course must be self-starters, strong in mathematics, regularly chose to go above and beyond in their study and in class, and aware that the level of work needed at home will be much higher than most courses to maintain the pace required to be well-prepared for the exam in May.

Credits: 1

Length of Course: 1 year, including a required once per week after school lab period

Text: *AP Chemistry*, 8th edition by Zumdahl. Brooks/ Cole, 2010

Prerequisites: Successful completion of chemistry (B or higher) and Algebra 2, and teacher recommendation

AP PHYSICS 1 or IB PHYSICS Year 1 (SL and HL)

AP Physics 1/IB Physics DP1 is an algebra-based, introductory college-level physics course and/or IB diploma level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. *(Description as seen on the College Board AP website. Please see <https://apstudent.collegeboard.org/apcourse/> for more details.)*

Credits: 1

Length of Course: 1 year, including a once per week after school lab period

Text: *Physics* by Giancoli, Prentice-Hall, 6th edition

Prerequisites: Prior completion of Algebra 2/Trigonometry required

AP PHYSICS 2 or IB PHYSICS Year 2 (SL and HL)

AP Physics 2/IB Physics DP2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. *(Description as seen on the College Board AP website. Please see <https://apstudent.collegeboard.org/apcourse/> for more details.)*

Credits: 1

Length of Course: 1 year, including a once per week after school lab period

Texts: *Physics* by Giancoli, Prentice-Hall, 2006

Physics for the IB Diploma, Chris Hamper; Pearson, 2010

Prerequisites: Completion of AP Physics 1/IB Physics DP1

SOCIAL STUDIES

PHILOSOPHY

The Social Studies Department believes the purpose of Social Studies instruction is to foster a sense of global mindedness, ethical citizenship, social awareness, and critical thinking. Through guided reflection, students will use knowledge of the past to recognize patterns and trends to better understand their relationship with the present, the environment in which they live, and the role they play in society.

The Social Studies Department offers a wide range of courses based on the American curriculum while maintaining a commitment to our international setting. The emphasis will include not only the in-depth

study connecting past and present historically, but the exploration of the relationship of groups and societies across time and space; the study of philosophy and thought; the appreciation of diverse cultures; systems of economic exchange; government structures and the art of diplomacy. The high school faculty also provides preparation for Advanced Placement and International Baccalaureate exams. The use of both primary and secondary sources, the development of research techniques, of critical thinking, collaboration, academic debate and discourse, and a consistent emphasis on analytical writing are essential elements of these courses. Our teaching strategies vary with the goals that are set for each course in grades 6-12 but will be chosen with the school's profile trait-- to succeed academically-- in mind.

ANCIENT HISTORY

This course focuses on major empires throughout ancient and early world history. Course instruction will cover the connections that these empires had with each other and the influence that these empires had on later civilizations. A large portion of this course will be dedicated to the studying of the Roman Republic and the Roman Empire. An interdisciplinary approach is used throughout the course which strengthens the appreciation of past empires through the use of classroom art projects, various technology platforms, and local field trips. Class discussion and analytical thinking is encouraged and students will develop skills for analyzing primary and secondary documents.

Credits: 1

Length of Course: 1 year

Texts: *World History - The Human Journey Holt*, 2005

Prerequisites: None

EUROPEAN HISTORY

This course is concerned with the main historical themes from the end of the Middle Ages to our times. A brief review of the classical and feudal worlds is followed by a fuller treatment of the Renaissance and the Reformation, the growth of modern and absolutist nation-states, the Scientific and Economic Revolutions of the 17th and 18th centuries, the Enlightenment and the French Revolution, 19th century Nationalism and Imperialism, and an intensive study of 20th century war, peace and political and ideological upheaval. The most recent changes in the overall political situation are also studied.

Credits: 1

Length of Course: 1 year

Text: *Modern World History* by Beck, Black et.al, McDougal-Littell, 2007

Prerequisites: Successful completion of Ancient History or instructor approval.

AP EUROPEAN HISTORY

Taught at the same pace and academic rigor of a first-year university course, Advanced Placement European History is crafted to give students an in-depth understanding of critical events, trends, and developments occurring in regions historians refer to as ‘the West.’ and requires extensive, high-level reading to be done outside of class. The demanding syllabus of this course is designed to prepare students for a successful AP examination in May. The course follows an ambitious chronological syllabus which traces modern Europe from the Renaissance to the present, stressing on in-depth study of the following topics: Renaissance, Reformation, Emergence of Nation-states, Absolutism, Scientific Revolution, Enlightenment, French Revolution, Industrial Revolution, Romanticism, German Unification, Italian Risorgimento, Colonialism, Socialism and Fascism, WWI, Russian Revolution, World War II, and the Cold War. This course is best suited for juniors or seniors, however, the course is also taken by academically strong and motivated sophomores.

Credits: 1

Length of Course: 1 year

Text: *The Western Heritage*, publisher Pearson, Tenth Edition

Prerequisites: Successful completion of Ancient and/or European History and/or instructor approval.

UNITED STATES HISTORY

In United States history, students will learn to read, write, and think like historians. Using their primary sources, secondary texts and videos, students will synthesize various views of United States history from 1492 to the present. They will become familiar with major events, people and phenomena while developing their analytical skills and improving their historical writing.

Credits: 1

Length of Course: 1 year

Text: *The Americans* publisher McDougal-Littell, 2000

Prerequisites: None

AP COMPARATIVE GOVERNMENT AND POLITICS

Students interested in global politics and international affairs will find themselves challenged, engaged, and inspired in this class. This course examines the historical background, political framework, and evolution of state and society using six countries as in-depth case studies: United Kingdom, Russia, China, Mexico, Iran and Nigeria. Specifically, we explore the social, political, and economic contexts of each country, asking ourselves: What are the greatest challenges to a country's sovereignty, authority, and power? How do democratic and non-democratic regimes maintain power? What are the internal and external catalysts to ethnic and national conflicts? What are the connections between state power and legitimacy? General themes include the application of sovereignty, authority, and power; the nature of political institutions; organization and interaction between and among citizens, society, and the state; the nature of political and economic change; and the history, development, and progress of public policy. In addition to the two texts, we incorporate newspaper articles, periodicals, peer-reviewed journals, YouTube clips, and documentaries.

Credits: 1

Length of Course: 1 year

Texts: (1) Kesselman, Mark, et al. *Introduction to Comparative Politics - AP Edition*. 5th Ed. Boston: Houghton Mifflin, 2014; and (2) Wood, Ethel. *AP Comparative Government and Politics: A Study Guide*. 4th Ed. WoodYard Publications, 2009.

Prerequisites: Teacher Recommendation

IB WORLD HISTORY

This advanced history course prepares Standard Level and Higher Level (in conjunction with AP European History) students for the IB exam. Twentieth century history is approached thematically. The principal themes studied are single-party states, the causes, practice and effects of wars and international relations during the interwar years: 1918-1936. Students are expected to read critically, develop historiographical understanding and write analytically.

Credits: 1

Length of Course: 1 year

Texts: *Modern World History* by Norman Lowe

Peacemaking, Peacekeeping, International Relations: 1918-1936, Oxford

20th Century World: Causes, Practices, Effects of War, Pearson

20th Century World: Authoritarian and Single-Party States, Pearson

Prerequisites: Successful completion of Ancient History and European History

IB EUROPEAN HISTORY

IB European History is a one-year course, which is partial preparation for students preparing to take History as a higher level subject. While this course shares some of the same topics as the IB World History course, students will explore specific events in great detail. In this course, students will read historical works and write essays frequently. The course begins with the Unification of Italy and Germany and traces the major social, economic and political trends in Europe throughout the 19th and first half of the 20th century. Possible units each year include: The Unification of Italy and Consolidation of Germany, and the First World War, and Inter-war Period. Students will also be expected to complete an independent historical investigation.

Credits: 1

Length of Course: 1 year

Texts: *A History of Modern Europe: 1789 to 1981* by H.L. Peacock

Mastering Modern European History by Stuart Miller

Prerequisites: Successful completion of Ancient History and European History

AP MICROECONOMICS/AP MACROECONOMICS

Advanced Placement (AP) Economics is essentially two college level courses that focus on the decision making of individuals, businesses, and the government. Students will study a variety of economic theories and analyze their practical application in the real world. These two semester long courses will cover both microeconomics and macroeconomics preparing students for both AP Exams at the end of the year. The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price- level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. - AP College Board Economics.

Credits: 1 credit per year

Length of Course: 1 year

Text: *Krugman's Economics for AP* by Margaret Ray and David Anderson

Prerequisites: Success in Basic Algebra, and Teacher Recommendation

IB ECONOMICS

Economics is a dynamic social science that uses scientific methodologies that include quantitative and qualitative elements.

The IB Economics course emphasizes the economic theories of microeconomics and macroeconomics. These economic theories are to be applied to real world issues. Prominent among those issues are fluctuations in economic activity, international trade and environmental sustainability. The instructor will emphasize thinking and research skills such as comprehension, text analysis, transfer and use of primary sources.

The Curriculum will be developed over a two-year period with the following model:

Year One:

- Microeconomics – the theories dealing with economic variables affecting individuals, firms and markets.
- Macroeconomics - the theories dealing with economic variables affecting countries, governments and societies.

Year Two:

- International Economics – Perspectives of international trade and global issues.
- Development Economics - The role of international trade and foreign direct investment and assistance.
- A Portfolio of three commentaries on different sections of the syllabus will be requested in year two.

Credits: 1 credit per year

Length of Course: 2 years

Texts: *Advanced Placement Economics* by Mc Connell, Bree and Flinn

IB DP Economics: Cambridge Press

Prerequisites: Teacher recommendation and IB DP Coordinator approval

AP ART HISTORY

This course is articulated around three essential questions: What is art and how is it made? Why and how does art change? How do we describe our thinking about art? In order to answer these questions, students have the opportunity to explore in depth the history of art from Paleolithic art to Postmodernism. It includes the study and visual analysis of significant artworks in the areas of: architecture, painting, sculpture, photography and other medias from around the world. These are studied within their historical context by examining issues such as politics, religion, patronage, gender, function and ethnicity. Students are encouraged to visit museums, exhibitions, archeological sites and art galleries regularly. This course is designed to prepare students for the AP Art History Exam.

Credits: 1

Length of Course: 1 year

Text: *Art Across Time 4th Edition*, Laurie Adams

Prerequisites: Successful completion of Ancient History and European History

AP PSYCHOLOGY

This course is designed to prepare students for a university experience in psychology and prepares students to take the AP exam in psychology. It is faster-paced and covers more content than the regular psychology course. The course emphasis is on the following topics: biopsychology, sensation and perception (vision, hearing and the other senses), psychological development (nature-nurture controversy, maturation, cognitive, social and emotional development), learning and the cognitive processes (memory systems, deductive and inductive reasoning, problem solving, forgetting). Other important aspects include motivation and emotion (functions and different theories), personality and individual differences, social psychology (roles, rules and norms), and psychopathology and the different psychotherapies.

Credits: 1

Length of Course: 1 year

Text: *Myers Psychology for AP* (2011)

Prerequisites: Biology

SOCIOLOGY

Sociology is most appropriately defined as the scientific study of social structure and processes in modern, developed societies. What distinguishes sociology from the other social sciences is the focus on entire societies and their subdivisions, or groups, not individuals. This does not imply a lack of interest in individuals, but the object of study is what persists in any group or society despite turnover of personnel. This introductory course will survey the major fields of sociology, with special emphasis on its basic vocabulary. The cultural and psychological bases of social behavior are first investigated, followed by a general introduction to groups and formal organizations. A selection of formal organizations, such as family, education, and political and economic institutions are studied in detail. Deviance, stratification or inequality, (whether it be based on class and occupation, race, ethnic group, or gender, or the intersection of all of these), are the major subjects of the last section of the course.

Credits: 0.5

Length of Course: 1 semester (First Semester)

Text: *Sociology* by Jon M. Shepard, Wadsworth, 2011 Tenth edition

Prerequisites: Juniors and seniors

ANTHROPOLOGY

Anthropology is the study of humankind – of ancient and modern people and their ways of living. Different branches of anthropology focus on different aspects of the human experience. Cultural anthropology in its broadest sense is a continuation of the intellectual impulse of observant travelers and writers of natural histories since the Renaissance to describe the world as it appears to be. Cultural anthropology proceeds by the relativist postulate that each culture must be understood sui generis. The

evolution of humankind's biological characteristics and our place in the animal kingdom are first investigated, as well as the origin and significance of contemporary "racial" differences. Culture, language, production and reproduction are then studied in detail. The last section of the course covers economic and domestic organizations, kinship, law and the origin of the state, as well as religion and art.

Credits: 0.5

Length of Course: 1 semester (Second Semester)

Texts: *Culture, People, Nature, An Introduction to General Anthropology* by Marvin Harris, Longman, 1997, seventh edition. *Psychology* by Weber, Zimbardo and Johnson (2010)

Prerequisites: Juniors and seniors

THEORY OF KNOWLEDGE (TOK)

Theory of Knowledge is a key element in the International Baccalaureate Diploma Program. It is taken over two years in grades 11 and 12. TOK is composed almost entirely of questions. The most central of these is "How do we know?" Other questions include: "What counts as knowledge?" "What is the value of knowledge?" "What are the implications of having, or not having, knowledge?" As we explore these questions, students will gain an understanding of what it means to know something, how the forms of knowledge relate to one another, and how to think critically. In TOK there may not be right and wrong answers, but there are standards for judgment and defenses of knowledge claims. Critical thinking can only take place when there is evaluation of that inquiry and its expression.

Credits: 0.5 per year

Length of Course: 2 years running opposite IB Pastoral

Texts: *Theory of Knowledge Course Companion* by Eileen Dombrowski et al.

Teacher provided materials

Prerequisites: None

WORLD LANGUAGE

PHILOSOPHY

The World Language Department seeks to prepare students to communicate accurately in languages other than their own and to foster respect for the culture of others in order to function in a multilingual / multiethnic world as well as to encourage Italian native speakers to study in depth their own language and cultural heritage.

ITALIAN 1 REGULAR

The aims of this course are to develop communicative competence in Italian and to foster cultural awareness of Rome and Italy. The primary objective of this class is to provide the most efficient strategies to enable students to communicate in Italian using the four skills of listening, speaking, reading and

writing. Whenever possible, the teachers will organize field trips, which are an integral part of the course in order to introduce students to Italian cultural reality.

Credits: 1

Length of Course: 1 year

Texts: *Noi* / Zanichelli

- *Progetto italiano I*, Edilingua edizioni,
- *Sei pronto a cominciare?*, Ed. Farinelli 2012,
- *Dieci racconti*, Edilingua edizioni
- *Gramm.it* Bonacci editore
- Supplemental material

Prerequisites: None

ITALIAN 2 REGULAR

This course is conducted in Italian and aims at improving the students' oral proficiency in order to converse about practical concerns and current events, to formulate opinions and explanations, and to begin to deal with abstract topics. Emphasis is placed in improving oral and written expression.

Credits: 1

Length of Course: 1 year

Texts:

- *Noi*, Zanichelli
- *Centro! 1*, Edilingua
- *Parla con me 2*, Alma
- *Progetto italiano I*, Edilingua edizioni
- *Sei pronto a cominciare?*, Ed. Farinelli 2012
- *Espresso 1-2*, Alma edizioni
- *Gramm.it*, Bonacci editore
- *L'Italiano con le canzoni*, Guerra edizioni
- Supplemental material

Prerequisites: Successful completion of Italian 1 or departmental approval

ITALIAN 3 REGULAR

This course aims to develop fluency and literacy in Italian using readings from newspaper articles, and various sources. Emphasis is given to speaking, reading and writing skills. The students are trained to identify key points in written texts.

Credits: 1

Length of Course: 1 year

Texts:

- *Sei pronto a migliorare?*, Ed. Farinelli, 2012
- *Diario della studentessa Jean*, Ed. Farinelli, 2011
- *Cantagramma (livello intermedio B1-B2)*, Ed. Guerra, 2011
- *2 Orizzontale (intermedio)*, Ed. Guerra 2011
- Supplemental material

Prerequisites: Successful completion of Italian 2 Regular or equivalent

ITALIAN 4 REGULAR

The Italian 4 R course aims at developing and refining students' ability to speak, read, listen and write in Italian. Students are expected to be able to express opinions, to communicate ideas, and discuss topics in the target language in order to develop their interactive communication skills. Students are also asked to produce written works in which they analyze, describe and critique important aspects of Italian culture.

Credits: 1

Length of Course: 1 year

Texts:

- *Uf a!*, Ed. Farinelli
- *Sei pronto a perfezionarti?*, Ed. Farinelli, 2012
- *Lecture divertenti: Umore*, Edizioni Farinelli, 2010
- *Amicizia, af etto, amore*, Ed. Farinelli
- Supplemental material

Prerequisites: Successful completion of Italian 3 R or equivalent

ITALIAN 3 NATIVE

The course introduces students to the basic skills of literary analysis skills and fosters the student's ability to comment on the passages read. Students will be asked to write compositions and to give oral reports. This course is intended for native Italian speakers or very strong non-native Italian speakers.

Credits: 1

Length of Course: 1 year

Texts:

- Antologia italiana per il biennio (Ginnasio) – Survey of Italian Literature, XIX
- and XX cent:
- *Biblioteca del mondo, racconto e romanzo*, by Barberi, Squarotti- Atlas
- Selezione da *Novelle per un anno* by Pirandello
- *Il fu Mattia Pascal* by Pirandello
- *Il barone rampante* by I. Calvino
- *Il sentiero dei nidi di ragno* by I. Calvino
- *Io non ho paura* by N. Ammaniti
- Supplemental material

Prerequisites: Terza Media State Exam or departmental approval

ITALIAN 4 NATIVE

This is the second preparatory course required for native Italian speakers. Study of Italian literature continues, including specific topics and genres: Poetry, Theater and Novels. Historical background is taught when necessary in order to understand the context of works read. Commentaries of literary passages, analysis and comparison of literary texts are required. Students write short essays frequently, they are subjected to oral and written tests and quizzes throughout the year.

Credits: 1

Length of Course: 1 year

Texts:

- *Il Nuovo fare letteratura* vol. 1, 2, 3a, ed. with Divina Commedia, Magri-Vittorini, Paravia.
- *I Malavoglia* by Giovanni Verga.

Prerequisites: Successful completion of Italian 3N or equivalent

ITALIAN 5 NATIVE

This course is intended for native Italian speakers and students preparing for IB Italian A. In this first year, exercises in order to develop students' literary appreciation are essential elements of the course. Extensive reading in Italian literature and World literature are required. Oral and written texts contribute to shape the student's ability to analyze the works they have read. In the second semester students work on the IB Written Assignment about the World Literature section; it will be sent for external assessment within due date according to IB requests.

Credits: 1

Length of Course: 1 year

Texts: World Literature:

- *Lo straniero* by Albert Camus
- *Kitchen* by Banana Yoshimoto
- *Persepolis* by M. Satrapi
- *Cronaca di una morte annunciata* by Gabriel Garcia Marquez
- *Novecento* by Alessandro Baricco (film study)
- *La metamorfosi* by Franz Kafka
- *Il cacciatore di aquiloni* by Khaled Hosseini

Prerequisites: Successful completion of Italian 3N and 4N or equivalent

AP ITALIAN LANGUAGE AND CULTURE

The AP Italian Language and Culture course aims at developing and refining students' ability to speak, read, listen, and write in Italian. The course is conducted completely in Italian and presents an overview of the Italian culture through the use of a variety of instructional material such as audio, video, and print materials. Students are expected to be able to express opinions, to communicate ideas, and discuss topics in the target language in order to develop their interactive communication skills. Based on supplemental materials utilized in class, such as films and newspaper articles, students are also asked to produce written works in which they summarize, describe, and critique important aspects of Italian culture.

Credits: 1

Length of Course: 1 year

Texts:

- *Ace the AP language and culture Exam*- 4th edition, Ed. Farinelli 2012
- *Cultura italiana di regione in regione* New Featured, Ed. Farinelli, 2011
- *EF: Film Study-Nuovo Cinema Paradiso*
- Concetta Perna, *Non soltanto un baule*, Edizioni Farinelli, 2005

Prerequisites: Successful completion of Italian 4R/Italian 4N or equivalent

IB ITALIAN A: Literature

This course completes the sequence for IB candidates to take the formal commentary in early spring and the two written examinations in May. Emphasis is on reviewing and connecting the themes of works read. The Written Assignment, the recorded Oral Commentary and the Extended Essay are sent to IB examiners by the month of January or February according to IB deadlines.

Credits: 1

Length of Course: 1 year

Texts:

- *Enrico IV* by Luigi Pirandello
- *La boutique del mistero* by Dino Buzzati
- *I Canti* by Giacomo Leopardi
- *Divina commedia - Inferno* by Dante Alighieri
- *Il gattopardo* by Tomasi di Lampedusa
- *La coscienza di Zeno* by Italo Svevo
- *Il castello dei destini incrociati* by Italo Calvino
- *Uno, nessuno e centomila* by Luigi Pirandello
- *Il fu Mattia Pascal* by Luigi Pirandello
- *Una donna* by Sibilla Aleramo
- Review of all the readings of the IB program.

Prerequisites: Successful completion of Italian 5 and completion of a summer reading and program.

FRENCH 1

The objective of this course is to acquaint students with the sounds, rhythms, and patterns of spoken French and to provide the linguistic base needed for basic communicative competence in listening, speaking, reading, and writing. Pronunciation, grammar and spelling patterns are presented gradually to help students feel confident to begin to express themselves clearly and correctly in French. The program

includes culturally authentic real life segments and a multimedia integration of video, text, and simulated classroom activities to echo a “real world” exposure to the target language and culture.

Credits: 1

Length of Course: 1 year

Texts:

- *Version originale 1* and workbook
- Supplementary teacher provided materials

Prerequisites: None

FRENCH 2

This course is designed to reinforce and progressively improve the four skills necessary for comprehensive communication in French: speaking, listening, reading and writing. More emphasis is placed in vocabulary building and on the reading of authentic documents to enhance cultural awareness. Students are given ample opportunities to communicate in the target language in ways that are relevant to their age and level of interest. This class prepares students for the Delf Diploma A2 (official French proficiency exam).

Credits: 1

Length of Course: 1 year

Texts:

- *Version Originale 2* and Workbook
- Supplementary teacher provided materials

Prerequisites: Successful completion of French 1 or equivalent

FRENCH 3

The aims of this course are to review and to consolidate the basic vocabulary and structures acquired in French I and French II, to develop further competence in speaking, reading and writing, and to introduce students to various forms of French and Francophone literature. This course also completes the grammar cycle started in French I and begins to prepare students for the advanced language work in the IB and AP courses. Readings from periodicals and literary texts are used as sources for discussions. At this level, more emphasis is placed on writing. Evaluation consists of reading checks, compositions, grammar tests, and oral reports. This class prepares students for the Delf Diploma B1 (official French proficiency exam).

Credits: 1

Length of Course: 1 year

Texts:

- *Version Originale 3* and Workbook
- Supplementary teacher provided materials

Prerequisites: Successful completion of French 2 or equivalent

FRENCH 4

The aims of this course are to develop proficiency in the French language and to expose students to Francophone culture, art and literature and world global issues. Literary works and articles, selected in view of the IB and AP, are read and discussed in depth. Evaluation consists of reading checks, analytical essays, compositions, researches on the Internet, grammar tests, debates and oral presentation.

Credits: 1

Length of Course: 1 year

Texts:

- *Trésors du temps*
- *Le Monde* en français
- "Art" by Yasmina Reza
- *Huis clos* by Jean-Paul Sartre
- *L'Enfant de Noé* by Eric-Emmanuel Schmitt

Prerequisites: Successful completion of French 3 or equivalent

AP/IB FRENCH

Course content follows the AP/IB syllabi and reflects intellectual interests shared by the students and the

teacher (current events, arts, literature, etc.) Most of the class is devoted to discuss world issues through a variety of newspaper and magazine articles, literary texts, videos and movies. Through writing and speaking a wide range of topics, students expand their vocabulary, develop their writing style in French, and improve their critical thinking skills. This class prepares students for the Delf Diploma B2 (official French proficiency exam).

Credits: 1

Length of Course: 1 year

Texts:

- *Une fois pour toutes*
- *AP French*
- *Le monde en français*

Prerequisites: Successful completion of French 4 or equivalent

SPANISH 1

The premise of this course is that language is always interactive. As such, instruction is tailored to provide students with experience performing a variety of language functions in real-life contexts to encourage cultural awareness, and to develop levels of accuracy. In addition, this course recognizes the wide range of cultural and linguistic backgrounds students bring to the classroom as well as the multiplicity of their learning styles. During the first year of Spanish, emphasis is placed on conversation, listening comprehension, and the acquisition of basic grammar, vocabulary and spelling.

Credits: 1

Length of Course: 1 year

Texts:

- *Mañana 1*
- Supplementary teacher provided materials

Prerequisites: None

SPANISH 2

The second year of continuing Spanish completes the minimum World Language requirement for graduation and university acceptance in the United States. The communicative/interactive mode started in level 1 continues to progressively demand more oral and written accuracy from students. A wide range of authentic documents are presented to practice reading skills. During the second year of Spanish more emphasis is placed on exploring the cultural expressions of the Hispanic world.

Credits: 1

Length of Course: 1 year

Texts:

- *Mañana 2*
- Supplementary teacher provided materials

Prerequisites: Successful completion of Spanish 1 or departmental approval

SPANISH 3

This is a fast-paced course designed to develop fluency and to prepare students for the next level: Spanish 4. The objectives are to consolidate grammar and expand vocabulary. Students are introduced to more complex reading and writing structures. Reading includes excerpts from a wide array of cultural texts produced throughout the Spanish-speaking world. There are frequent audiovisual exercises to develop oral comprehension. The class is taught in the target language and students are encouraged to actively participate in discussions and presentations.

Credits: 1

Length of Course: 1 year

Texts: Course materials include online resources and textbooks that are available in the classroom. Linguistic competence will increase as the Spanish language is experienced through a wide array of authentic texts: written, visual and filmic.

Prerequisites: Successful completion of Spanish 2 or departmental approval

SPANISH 4

This course - conducted in the target language - precedes the highest level of Spanish offered in High School. The objectives of this level are to expand on all the linguistic and cultural concepts learned in the first three levels of Spanish as well as to offer an authentic experience of language production and reception, which will empower students to take the AP/IB class the following year. This course also offers the opportunity to focus on the history and arts of the Spanish-speaking world. This may be the highest level of Spanish for students not wishing or unable to take AP/IB Spanish.

Credits: 1

Length of Course: 1 year

Texts: Course materials include online resources and textbooks that are available in the classroom for weekly tasks. Linguistic competence will increase as the Spanish language is experienced through a wide array of authentic texts: written, audiovisual, and film.

Prerequisites: Successful completion of Spanish 3 or departmental approval

SPANISH Ab INITIO

Spanish Ab Initio is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. The language ab initio course is organized into three themes. Individual and society, Leisure and work, Urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Credits: 1

Length of Course: 1 year

Texts: Course materials include online resources and textbooks that are available in the classroom for weekly tasks. Linguistic competence will increase as the Spanish language is experienced through a wide array of authentic texts: written, audiovisual, and film.

Prerequisites: Departmental approval

AP/IB SPANISH

The content of this course is largely determined by the AP Spanish Language Course Description and by the levels of competency required by the International Baccalaureate Exam. The course is designed with three main objectives in mind: to refine students linguistic skills, to deepen the inter-cultural awareness that will enable them to communicate successfully in an environment where Spanish is spoken, and to prepare them to use Spanish in real-life settings. The class is conducted in the target language. The pedagogical framework of this course relies on what is known as *communicative philosophy*, which means that grammar study and review is placed *at the service of* communication and intercultural understanding.

Credits: 1

Length of Course: 1 year

Textbook: Course materials include online resources and textbooks that are available in the classroom for weekly tasks. Linguistic competence will increase as the Spanish language is experienced through a wide array of authentic texts: written, audiovisual, and filmic.

Prerequisites: Successful completion of Spanish 4 or departmental approval

FINE AND PERFORMING ARTS

PHILOSOPHY

Rome is a cradle of Western culture, and it is fitting that the Fine Arts play a central role in our high school curriculum. We believe that a direct experience of people's creative potentialities is a fundamental part of the educational process, it is natural that acting, painting, drawing, sculpting, singing and playing music form an integral part of student life at AOSR. Furthermore, the department's offerings are designed for all students to have the fullest appreciation and understanding of humankind's creative genius.

CONCERT BAND

This performing ensemble includes woodwind and brass instruments, piano, bass guitar, singular and percussion. Intensive work aims to improve the techniques of execution, intonation, music reading and interpretation, while providing the experience of group and solo performance. Beginner students are welcome to join and all students will receive private instruction on their instrument. The repertoire includes music of the European classical tradition (from the Middle Ages to the present), jazz, and rock. All students in the course are expected to perform in formal concerts for the school community.

Credits: 1

Length of Course: 1 year

Texts:

- *Essential Elements Books 1, 2 and Advanced Technique*
- Supplementary materials provided by instructor

Prerequisites: None

MODERN MUSIC ENSEMBLE

This ensemble includes vocalists, orchestral string instruments, electric guitar, bass guitar, piano and percussion. Intensive work aims to improve the techniques of execution, intonation, music reading and interpretation, while providing the experience of group performance. Beginner bass guitar students and percussionists are welcome but all other instruments must have one year of prior instruction. In class, private instruction on individual instruments is provided. All students in the course are expected to perform in formal concerts for the school community.

Credits: 1

Length of Course: 1 year

Texts:

- *Essential Elements Books 1, 2 and Advanced Technique*
- Supplementary materials provided by instructor

Prerequisites: Vocalists must audition

Instrumentalists, other than bass guitar and percussion, must have one year of experience

GUITAR

This course develops basic guitar technique. Students will learn the correct posture, hand-positions and effective practice strategies. Using popular songs and etudes, open chords and essential barre chords are presented. Accompaniment and solo styles are explored, including finger-picking and strumming techniques. Fundamental concepts such as rhythm, meter and harmony are presented.

Credits: 1

Length of Course: 1 year

Text: *Hal Leonard Guitar Method 1 & 2*

Prerequisites: Acoustic guitar provided by student

Survey of Rock n Roll

This course will unlock the secrets of music composition through a direct and creative contact with its building blocks. By understanding rhythms, scales, keys, intervals and chords, students will be able to manipulate these elements and construct original compositions. The course will balance an objective comprehension look at the history of this musical form with a series of creative assignments.. Everyone listens to music, but very few people know all of its origins. You are opening a secret door that will make you creative and unique.

Credits: 1

Length of Course: 1 year offered every other year

Text: All materials provided by instructor

Prerequisites: Students must have a guitar. School rentals are available

CHORUS

This course provides the fundamentals of vocal technique and interpretation in a mixed choral group setting. Correct vocal production, developing breath control, posture and diction are a part of the vocal training. Ample scope is given to music reading and ear training. The repertoire includes a variety of musical styles, both classical and popular, which are performed at various events within the community.

Credits: 1

Length of Course: 1 year

Text: All materials provided by instructor

Prerequisites: None

THEATRE I

Students of Theater I will learn to stretch out in their creative thinking, and exercise techniques for transforming creative thought into performance. Most importantly, they will focus on taking creative risks, and supporting others in their own creative risk taking. Students will learn theater games, improvisational comedy, modern scene study, theater combat, Shakespearean theater, and audition techniques. Our class will also produce two performances: a fall Improv Show, and our Evening of One Acts. The things we learn in this class not only make ourselves better actors and actresses, but also creative and supportive individuals, capable of, and driven to, making all of life extraordinary!

THEATRE II

Theater II meets together with Theater I, however students will be challenged with taking on leadership roles in theater. Theater II students will grow their creative vision by leading games during our Improv unit, assisting in the instruction of Theater Combat, and student-directing our Evening of One Acts. In order to complete this requirement, students will need to be present for a limited number of after-school rehearsals (to be determined according to your job) as well as the dress rehearsal and show nights.

Credits: 1

Length of Course: 1 year

Text: All materials provided by instructor

Prerequisites: (Theater 2 only) Theater 1 or equivalent

Studio Art 1

This foundation course is structured to enable the students to develop basic perceptual, observational and compositional skills necessary to communicate a wide range of aesthetic and conceptual aspects of artistic practice... Course topics include two-dimensional media and basic techniques, developed alongside a chronological art history overview implemented to aid the students in the understanding of the mediums

utilised. . Students are required to keep a visual journal of their progress and are encouraged to record and discuss their ideas with the class.

Credits: 1

Length of Course: 1 year

Text: Due to the high cost of some materials students buy their own art supplies, paper will be submitted by AOSR.

Prerequisites: None

Intermediate Studio Art 2

This course is a continuation of the program developed in the foundation drawing and painting course. Emphasis is placed on the individual student's advancement in techniques and his/her personal interpretation of the elements of design and composition. Students keep sketchbooks and are encouraged to record and discuss their ideas and art work.

Credits: 1

Length of Course: 1 year

Text: Due to the high cost of some materials, students buy their own pastels, sketchbooks, pencils, paints and brushes.

Prerequisites: Drawing / Painting I or art background

Advanced Studio Art

This is an advanced course in drawing and painting for students who have taken two years of art and are interested in continuing to develop their own work in their choice of medium and style. Students are expected to initiate their own projects and to keep a sketchbook/journal. Instruction is conducted primarily on an individual basis with some group critiques. This course is recommended for students who are interested in submitting an advanced Placement Portfolio in their senior year.

Credits: 1

Length of Course: 1 year

Text: Due to the high cost of some materials, students buy their own pastels, sketchbooks, pencils, paints and brushes

Prerequisites: Instructor approval

IB VISUAL ARTS SL/HL

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists. The aims of the arts subjects are to enable students to: 1. enjoy lifelong engagement with the arts 2. become informed, reflective and critical practitioners in the arts 3. understand the dynamic and changing nature of the arts 4. explore and value the diversity of the arts across time, place and cultures 5. express ideas with confidence and competence 6. develop perceptual and analytical skills. In addition, the aims of the visual arts course at SL and HL are to enable students to: 7. make artwork that is influenced by personal and cultural contexts 8. become informed and critical observers and

makers of visual culture and media 9. develop skills, techniques and processes in order to communicate concepts and ideas.

Credits: 1

Length of Course: 1 year

Textbook: Due to the high cost of some materials, students buy their own pastels, sketchbooks, pencils, paints and brushes

Prerequisites: Instructor approval

PHOTOGRAPHY I

This is an introductory photography course, focusing on the basics of light and digital photography. Students learn the composition and technical qualities sought in a good picture suitable for publication. Students learn to effectively compose their photos using the rule of two thirds, horizon lines, balance, grouping, leading lines, framing, selective focus, and lighting techniques. It includes instruction in digital photography with an emphasis on manipulation, as well as instruction in ethics, privacy, and law. The history, techniques, philosophy and markets of photography are explored through lectures, discussion and appropriate photographic assignments as well as field trips. Digital photographic techniques are stressed using Photoshop. Students will produce a digital portfolio.

Credits: 1

Length of Course: 1 Year

Texts: Printed material provided by teacher and online resources

Prerequisites: Completion of Computer Applications or instructor approval

PHOTOGRAPHY II

In this course students will develop advanced skills in photography and composition. Students will demonstrate an understanding of the technical content and composition of effective photography by identifying those elements in amateur and professional contexts and apply those elements to their own work. They will use the manual settings of the camera to create better pictures and we spend most of our time implementing techniques that manipulate the image. During the school year, students will produce a digital portfolio. Student will take RAW pictures in order to digitally develop their pictures in Adobe LightRoom. Guest speakers will be invited and field trips will broaden students' knowledge of the field of photography. Students will come away from the course with a better understanding of how to tell stories visually with concisely edited photographs.

Credits: 1

Length of Course: 1 Year

Texts: Printed material provided by teacher and online resources

Prerequisites: Photography I or instructor approval

TECHNOLOGY

PHILOSOPHY

At AOSR, we believe that technology plays an important role in learning. We strive to connect technology to learning while offering challenging elective courses geared towards developing problem solving skills and creativity.

Students in grades 9-12 are expected to have a personal laptop in addition to the computers which are available in our computer labs. We are a wireless campus and all students have access to a range of technology resources. As much as possible, teachers try to use open source, cross platform solutions that are available to all of our students.

COMPUTER APPLICATIONS

The course is a general introduction to computers and their uses in academics. Major areas covered include document management systems, researching skills, computers and society, Google Maps, web site development, image processing, computer programming, multimedia production, 3D modelling. Basic programs used include: Google Docs and Maps, Scratch, Sketchup, Ted Talks, Audacity, data processing. The aim of the course is to provide a wide overview of computer applications. At the end of the year students will be able to learn a new program or application independently, and be prepared for academic success.

Credits: 1

Length of Course: 1 year

Texts: Materials to be provided by instructor

Prerequisites: None

INTRO TO PROGRAMMING

This course introduces students to computer programming with Python. Students will write computer programs and develop a solid understanding of the basic structures of a programming language, including; data types, variables, arrays, dictionaries, functions, control flow, debugging and objects. Students will work with a diverse set of data sources to produce statistics and graphs that can be used for analysis. This course will prepare students for Computer Programming II in Java followed by AP Computer Science.

Credits: 1

Length of Course: 1 year

Texts: Materials to be provided by instructor

Prerequisites: Completion of Computer Applications with a minimum grade of B or, equivalent course, approval by instructor, or passing of skills assessment exam

DESKTOP PUBLISHING/YEARBOOK

Desktop Publishing is a highly regarded class for college preparatory students who are interested in multimedia design. Students in Desktop Publishing decide the theme, focus and design of the Tabularium, our AOSR yearbook that is given to the whole AOSR community that will be cherished forever; and contribute to the Falcon Flyer change to “school publications”. Students will learn how to produce professional publications using industry standard software, including Adobe Photoshop and Adobe InDesign. They will cover school events Students learn the following aspects of publication: design, writing, editing, layout, word processing, advertising, photography. Organizational and leadership qualities are required for participating. By the end of the class you will have an excellent student run publication that you can share and be proud of. Second year students will have a leadership role in decision making in all aspects of yearbook creation.

Credits: 1

Length of Course: 1 year (can be taken more than once)

Texts: Materials to be provided by instructor

Prerequisites: Completion of Computer Applications or Instructor Approval

Note: Background and interest in photography, basic IT and keyboard skills, journalism, graphic design or art is helpful.

COMPUTER GRAPHICS AND ANIMATION

Students will create 2D illustrations and 3D models using a variety of programs including; Inkscape, Illustrator, Flash, Photoshop, Sketchup and Blender. Designs include characters, props and background scenes that are used for student created games and animations. Students 3D models will be animated in Blender. Open to all students who enjoy art, design, mathematics and animation.

Credits: 1

Length of Course: 1 year

Texts: Printed material provided by teacher and online resources

Prerequisites: Completion of Computer Applications or instructor approval

COMPUTER PROGRAMMING II

This course provides problem solving and computer programming skills for students who have taken Computer Programming 1 or Web Design and are interested in further studies in computer science. Students will be using Java, a high-level, object-oriented computer programming language, to learn the fundamentals of computer programming including how to write, compile and execute programs.

Credits: 1.0

Length of Course: 1 year

Texts: Introduction to Programming in Java: An Interdisciplinary Approach

Prerequisites: Computer Programming 1 or Web Design II

DESIGN TECHNOLOGY

Work in AOSR's new MakerSpace! Students will learn how the Design Cycle can be used to solve problems. Course includes introduction to the safe use of hand and power tools, 3D printer, and digital design applications. Students learn terminology related to tools and engineering processes.

Credits: 1

Length of Course: 1 year

Texts: Students may need to purchase a sketchbook.

Prerequisites: Computer Applications

HEALTH & PHYSICAL EDUCATION

PHILOSOPHY

The aim of PE and Health education at AOSR is to develop students' physical, mental/emotional, and social health, and to promote a balanced and healthy lifestyle. Students participate in engaging, developmentally-appropriate physical activities to improve physical fitness. Team and individual sports skills, effective collaboration, and an understanding of the importance of health, wellness, and sportsmanship are the focus of every grade level at AOSR. Students are inspired to achieve their potential, and demonstrate resilience and balance.

Students work to improve skills and behaviors that promote lifelong learning and a healthy lifestyle. This includes embracing concepts such as respect, sportsmanship, teamwork and cooperation as well as the pursuit of fitness activities for health benefits and enjoyment. Motor skills, movement patterns and physical fitness are key components of all PreK - 12 classes. In addition, students develop understanding of health literacy, including disease prevention, risk avoidance, personal safety and healthy habits. By embracing these values and understanding these concepts students develop self-awareness as well as understand the implications and benefits of participating in various types of physical activities.

Building upon learning from the previous grade level, students learn the skills of balance, movement, coordination, strength, and flexibility. Individual, partner and team sport skills are taught at a developmentally-appropriate level and in a way that best meets the needs of the specific age group. Students have positive and productive interactions with others, where they problem solve, collaborate purposefully and communicate skillfully. Through self-reflection of personal fitness levels, students set goals and persevere for continued physical activity now and in their future life.

The vision for PE at AOSR includes an opportunity for all Pre-K -12 students to engage in physical activity every day, to ensure that students gain an awareness of the importance of physical fitness and health, a balanced lifestyle, and a lifelong commitment to physical activity and healthy habits. There will be opportunities for students to engage in a variety of both team-oriented and individual activities, both inside and outside the classroom. AOSR students will live healthy lifestyles and lead by example.

PHYSICAL EDUCATION

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthy physical activity. To pursue a lifetime healthful physical activity, a physically literate individual:

- Demonstrates competency in a variety of motor skills and movement patterns.
- Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Exhibits responsible personal and social behavior that respects self and others.
- Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

By the end of high school, the learner will be college or career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

HEALTH EDUCATION

Each year, students will participate in two comprehensive 15-day health units - one per semester. The health curriculum focuses on health-related behaviors, has a positive wellness orientation and is based on skill development. The program involves students actively learning, matches educational priorities with appropriate age level and is culturally sensitive. Units of instruction will include:

- Community Health • Consumer Health • Environmental Health • Family Life • Mental/Emotional Health • Injury Prevention/Safety • Personal Health • Prevention/Control of Disease
- Nutrition • Substance Use/Abuse

Assessment will include daily reading and quizzes along with projects and papers based on the National Health Education Standards set forth by the Centers for Disease Control and Prevention.

Credits: 1

Length of Course: 1 year

Text: *Glencoe Health* (Web-Based)

Prerequisites: None

HS RESOURCE

Resource covers a variety of topics across all content areas through small group and individual instruction. Students work to improve reading comprehension, writing, and math skills such as literary elements, essay writing and algebraic skills. Students receive additional support in the research and application process to university and other post-high school opportunities.

An important aspect of the high school resource program is to support students' deeper understanding of their learning needs and continue practicing advocacy skills to support their unique educational needs throughout their school years and beyond.

This is a general support class and students must qualify for the program by referral process. Please review the *Handbook of Services of Students for Special Needs* more information.

Credits: 1 credit per year

Texts: *Daybook of Critical Reading and Writing*, student texts

VIRTUAL HIGH SCHOOL

Virtual High School (<http://thevhscollaborative.org/>) offers the possibility to AOSR High School students to choose from over 200 online courses for HS credit. Because of our partnership with the Virtual High School Collaborative, these courses will appear on your AOSR transcript. The wide variety of courses offered allows our students to further their exploration in unique areas of interest or to challenge themselves with honors and AP courses. This is a great opportunity to take a class not currently offered at AOSR and to participate in a global learning environment. Students do not need to pay for VHS courses taken during the school year, but do need to apply and show that they will be successful as independent learners. Courses taken during the summer for credit recovery or enrichment are the responsibility of the family. Go to the VHS website to check out offerings or pick up a list of course options and application form from the HS or Counselor's office.

Prerequisites: - Open to interested juniors and seniors

- Requests to participate in a VHS class must be made to the College Counselor at least a month before a semester unless approved by the Principal
- Students may take one VHS course per semester but it must be as a 7th (if taking 3 or more AP/IB courses) or 8th course on a student's schedule unless waived by the Principal