

UPPER SCHOOL HANDBOOK



AMERICAN SCHOOL
OF PARIS
founded 1946

the FUTURE is
HERE

MISSION AND BELIEFS

The American School of Paris is a vibrant, international, family-oriented community. Our mission is to inspire and prepare every student to achieve personal and academic excellence as an engaged global citizen by providing a challenging, innovative program within a compassionate environment.

We Believe That:

- Every person has equal worth.
- Honesty and integrity are central to all we do.
- Individuals are responsible for their choices and actions.
- We best meet the needs of learners when we understand them as individuals.
- Through hard work and determination individuals can achieve their potential.
- Every member of a community has the responsibility to contribute to the greater good.
- Seeking to understand diverse cultures, ideas and practices enriches a community.
- A culture of high expectations and striving for excellence leads to higher achievement.
- Learning is a continuous lifelong endeavor.
- Great schools nurture passion, curiosity, creativity, self-expression and joy.
- Going beyond the familiar and taking risks stimulate growth, innovation and self-discovery.
- In a rapidly changing world, achieving excellence demands commitment to continuous improvement.
- Everyone shares responsibility for our global community and environment.

THE UPPER SCHOOL

Serving a student body of approximately 350 students in grades 9 to 13, the Upper School offers a rich and varied curriculum along with a wide variety of co-curricular activities and sports programs. An American High School and an International Baccalaureate diploma can be earned at ASP by successfully completing the requirements of each. A variety of American Advanced Placement courses are also available.

The school is a college preparatory, with more than 98% of each graduating class attending institutions of higher education in the year following graduation. In addition, over 90% of all seniors are currently participating in either AP (Advanced Placement) or IB (International Baccalaureate) classes. Academically challenging, these programs strengthen the standing of college-bound seniors' entrance to universities. Most North American universities will grant college credit or advanced standing to students who perform well on IB or AP examinations. The school also offers an array of non- AP/IB courses which also prepares students for university courses.

PHILOSOPHY AND OBJECTIVES

ASP seeks to educate the whole child, emphasizing not only students' intellectual development, but also their moral, social, emotional, physical, and aesthetic development. For this reason, all students are encouraged to participate in the elective and co-curricular programs available.

While the curriculum is primarily American, the international character of the student body is one of the important strengths of the Upper School. The diversity of backgrounds is a tremendous asset to the educational environment and ambiance of the school. An acceptance and understanding of cultural differences are at the center of the school's philosophy. Furthermore, the location of the school provides a unique opportunity to instill in all students a knowledge and appreciation of French culture, history and language.

TABLE OF CONTENTS

ACADEMIC INFORMATION	4
SYSTEM OF EVALUATION & GRADUATION REQUIREMENTS	10
COURSE DESCRIPTIONS	14
ENGLISH	14
SOCIAL STUDIES	19
THEORY OF KNOWLEDGE	24
MATHEMATICS	25
DESIGN & TECHNOLOGY	31
SCIENCES	34
FRENCH AS A FOREIGN LANGUAGE	39
FRANCOPHONE COURSES	42
SPANISH AS A FOREIGN LANGUAGE	43
VISUAL ARTS	45
PERFORMING ARTS	51
INTERDISCIPLINARY COURSES	54
PHYSICAL EDUCATION	55
STUDENT SUPPORT	56
ASP UPPER SCHOOL POLICIES	58
ACADEMIC SOCIETIES AND DISTINCTIONS	62
CO-CURRICULAR ACTIVITIES AND ORGANIZATIONS	64
TECHNOLOGY RESPONSIBLE USE POLICY	69
BRING YOUR OWN DEVICE PROGRAM	74
CHILD SAFEGUARDING GUIDELINES FOR DISTANCE LEARNING	76

ACADEMIC INFORMATION

SAMPLE SCHEDULE

8:45–9:00	PAC ASSEMBLY Monday, Wednesday, and Thursday
9:00–10:20 (8:45–10:20 on non-PAC days)	Block 1
10:20–10:40	Break
10:40–12:00	Block 2
12:05–1:25 (Lunch 1:25–2:10)	Block 3a
12:50–2:10 (Lunch 12:00–12:45)	Block 3b
2:15–3:30	Block 4

THE ADVANCED PLACEMENT PROGRAM (AP)

The Advanced Placement program allows students to pursue coursework equivalent to first-year American university courses. AP students can earn credit and/or advanced placement in American universities, and gain admission to many non-American universities. Students can take AP exams in individual subjects in May of each school year. The AP offers a scholar program for students taking 3 or more AP courses and receiving a 3 or above on the subject exams. In addition, the AP International Diploma is comprised of 5 AP courses from certain categories. Please see the Academic Dean for details. AP courses are offered in English, French, Spanish, Mathematics, Sciences, Social Studies, and Music. For more details please consult the Upper School IB/AP page on our website.

THE INTERNATIONAL BACCALAUREATE (IB)

Designed to accommodate students from a variety of educational backgrounds, the two-year International Baccalaureate (IB) program prepares students for admission to the most competitive American and international universities. American universities will often grant IB students credit and/or advanced placement for their coursework. The curriculum is global, stressing serious academic research, critical thinking and oral presentation. Students may choose to complete the IB Diploma or to pursue individual subject certificates. In addition to six required courses, candidates for the Diploma must complete a course in the Theory of Knowledge, write an extended essay, and satisfy CAS (Creativity, Activity, and Service) requirements. Students interested in pursuing the IB Diploma or individual IB courses should

discuss these options with the Academic Dean since these choices require advance planning. Please consult the IB/AP page on our website for details.

COURSE LOAD

All students must be enrolled in at least five academic courses each semester. Grade 9 and 10 students have no free periods and Grade 11 students are permitted no more than two 80 minute free periods per 4 day cycle. Grade 12 students are allowed no more than one free period per day. Any student with more than this number of free periods must choose either another academic class or non-academic elective.

LEARNING SUPPORT PROGRAM

ASP's Learning Support Services serves students with a diversity of documented learning differences by providing mild and moderate levels of support. The inclusion-based program incorporates teaching practices that sustain and promote student learning, regardless of student learning differences.

Learning differences are specific impairments that impact information acquisition, processing, comprehension, organization, memory recall or use. The ASP program offers a range of academic support services to children with mild and moderate levels of need, by providing learning accommodations and program modifications. The distinction between mild and moderate is commonly defined by the services provided. Mild levels of student learning needs are met predominantly by co-teaching, flexible in-class support, accommodations, and small-group support. Moderate levels of need are serviced through individualized intervention, co-teaching, accommodations, and/or curricular modifications.

The Learning Support staff provides specific academic intervention and works with teachers to implement strategies in the classroom that result in an optimal learning experience for every child. Our goal is for students to become independent, lifelong learners. Areas targeted in specialized instructional settings include, but are not limited to: social-emotional growth, reading, writing, mathematics, core content instruction, time-management, organization, self-advocacy, study skills, and learning strategies.

The Learning Support team works together to design an Individualized Learning Plan (ILP) for every student requiring extra support to manage the demands of the curriculum with accommodations or modifications.

GRADING SYSTEM

Attainment grades are awarded as follows:

- A+ (97% - 100%)
- A (94% - 96%)
- A- (90% - 93%)
- B+ (87% - 89%)
- B (84% - 86%)
- B- (80% - 83%)
- C+ (77% - 79%)
- C (74% - 76%)
- C- (70% - 73%)
- D+ (67% - 69%)
- D (64% - 66%)
- D- (60% - 63%)
- F = Fail
- P = Pass
- I = Incomplete
- U = Unsatisfactory Attendance (Fail)
- ME = Medical Excuse
- AUD = Audit

In exceptional cases where prior permission has been obtained from the Guidance Committee, a student may be given an incomplete in a class. Incompletes must be made up within five days of the end of the semester. After this period, incompletes will be converted to failing grades. Semester grades are a combination of the term grades and a semester exam, and are awarded at the end of each semester in January and June. Grade 11 and 12 students have a first semester exam, along with Grade 10 students taking AP courses.

Semester grades are the only grades which appear on the official transcripts. Once grades have been entered on official transcripts they can only be changed as a result of teacher error and must be approved by the Director.

Please note: ASP transcripts and report cards only reflect work done at ASP. Records from previous schools are attached to the student's ASP transcript.

EXAMINATIONS

Semester exams are given in December to Grade 11 and 12 students, along with Grade 10 students taking AP classes. All 9-11 grade students sit for semester exams in June. Seniors not taking AP or an IB exam in a class take their exams in May. Seniors with an A- in a particular class may, at the discretion of the instructor, be exempt from their May semester examination. Advanced Placement (AP) and International Baccalaureate (IB) exams are administered in the month of May. Grade 10 and 11 students who take official IB and AP exams in May are exempt from June semester exams in those courses but must continue to attend class and turn in assignments.

GRADE EQUIVALENCIES

IB

In order for the school to accurately construct IB predicted grades, the following guidelines are applied to IB assessed student work.

IB PREDICTED GRADE	DESCRIPTION	IB ASSESSED WORK
7	Excellent	A+/A
6	Very Good	A/A-
5	Good	B+/B
4	Satisfactory	B-/C+
3	Mediocre	C/C-
2	Poor	D+/D
1	Very Poor	D-/F

AP

The following guidelines should serve as benchmarks for determining whether a student is performing at a level that will allow them to achieve a 3 on the AP examination.

AP GRADE	DESCRIPTION	SCHOOL GRADE
5	Excellent	A+/A
4	Very Good	A-/B+
3	Proficient to Good	B/B-
2	Mediocre	C+/C-
1	Poor	D+/F

Please note: Predicted grades will only be given to students who are currently enrolled in the corresponding ASP course.

MINIMUM STUDENT ENROLMENT NUMBERS

Parents and students should be aware that one-year courses with fewer than 10 students enrolled and the first year of a two-year IB course with fewer than 12 students enrolled may be cancelled. Cancellations are rare, but students should consider secondary options when planning their schedule with a counselor.

UNIVERSITY ENTRANCE EXAMINATIONS AT ASP

College entrance exams are considered in the admissions process for the United States as well as a number of universities around the world. Sophomores and juniors take the PSAT's in preparation for the SAT exams. Advanced Placement (AP), International Baccalaureate (IB), SAT Tests are all held at ASP. ACT tests are not held on the ASP campus. Information about the exam is available on the ACT website.

ADD/DROP DETAILS

New students must arrive within 30 school days of the end of the semester in order to receive credit for a course. For existing students, October 15th is the 1st semester deadline for dropping/adding a class; March 15th for the 2nd semester. Students are required to submit a request to a guidance counselor to drop/add a course after the first two weeks of the semester. All requests will be reviewed by the Guidance Committee and written decisions rendered.

STUDENTS ARRIVING DURING THE SCHOOL YEAR

Students who enter ASP after the beginning of a semester must be aware that, while every effort is made to meet their needs, their placement in classes may be limited by considerations of class size and scheduling conflicts. In addition, many semester elective classes cannot accept students after the first three weeks of a semester due to the quantity and nature of work already completed.

SATISFACTORY ACADEMIC STANDING AND ACADEMIC PROBATION

A student must earn a grade of C- or above in a course at the November and March check-in periods in order to be considered in satisfactory academic standing. Students receiving either two D grades or an F grade at one of these check-in points will be notified in writing that they have been placed on academic probation. They will only be allowed to participate in co-curricular activities that involve time away from school (i.e. sports) if a written request with a detailed academic plan of action has been approved by the Guidance Committee. If approved, the student will then be placed on academic monitoring. If a student is placed on academic probation at both the November and March check-in periods, they may be asked to repeat the year or, when deemed necessary, may not be readmitted the following year.

HOMEWORK AND ASSESSMENT POLICIES

Assignments are given to support student learning and students are expected to meet deadlines as part of this learning process. Students can expect on average 45 minutes of homework per class between sessions in Grades 9 and 10, and on average 60 minutes per class between sessions in Grades 11 and 12. Students who find it difficult to meet these expectations should consult with teachers. Longer assignments will be given in advance to manage time commitments for completion (1-2 weeks in advance). Typically students will not be assigned homework over vacation periods, but AP/IB courses may be required to complete assignments over vacations in order to meet curricular demands. Major assessments are given to support student learning and students are expected to meet assessment deadlines as part of this learning process.

- The penalty for submitting work up to one week late is 20%, and 50% for work submitted between one and two weeks late.
- Late assignments will not be accepted two weeks beyond the original due date. Unsubmitted assessments will receive a mark of zero.
- Make-up tests for students who have been absent due to an illness or traveling athletes should be determined with the classroom teacher. Students who miss class should plan to take their make-up tests within two days of returning to school.
- Students are not required to sit more than two major assessments on a given day. If there is an exam overload issue, students should email all related teachers and CC their grade counselor/Learning Support staff at least 48 hours before the exam.

POWERSCHOOL LEARNING / HAIKU GUIDELINES

Students can expect PowerSchool Learning / Haiku to be a resource for syllabi, homework assignments, and general class information. PowerSchool Learning / Haiku is the first point of reference for students who have missed class.

SYSTEM OF EVALUATION & GRADUATION REQUIREMENTS

GRADE POINT AVERAGE (GPA)

A non-cumulative, weighted GPA is calculated at the end of each semester according to the scale below. The semester GPA will be reported on first and second semester report cards as well as on the official transcripts. Because of the high mobility of our student population, we do not calculate a cumulative GPA or class rank. Colleges, however, will obtain a percentile distribution of the semester GPA as well as a grade distribution for individual classes. The following scale of grade point equivalents is used.

LETTER GRADE	PERCENTAGE	4.3 BAND NON-IB/AP COURSES	4.8 BAND ALL IB YEAR I AND SL ALL AP 401 & 502 COURSES	5.0 BAND MATH 401 IB	5.3 BAND ALL IB HL AND AP 501 COURSES
A+	97-100	4.3	4.8	5.0	5.3
A	94-96	4.0	4.5	4.7	5.0
A-	90-93	3.7	4.2	4.4	4.7
B+	87-89	3.3	3.8	4.0	4.3
B	84-86	3.0	3.5	3.7	4.0
B-	80-83	2.7	3.2	3.4	3.7
C+	77-79	2.3	2.8	3.0	3.3
C	74-76	2.0	2.5	2.7	3.0
C-	70-73	1.7	2.2	2.4	2.7
D+	67-69	1.3	1.8	2.0	2.3
D	64-66	1.0	1.5	1.7	2.0
D-	60-63	0.7	1.2	1.4	1.7
F	00-59	0.0	0.0	0.0	0.0

GPA BANDS BY COURSE

GPA Bands by Course

English			
501A AP English Literature	5.3	501 Spanish Advanced II (IB Higher Level Lang. B)	5.3
501B English (IB Higher Level II)	5.3	501 French Advanced (IB Higher Level Lang. B)	5.3
502B English (IB Standard Level II)	4.8	501 Francophone Grade 12 (IB Higher Level Lang. A)	5.3
503 Senior English	4.3	502B French Advanced (IB Standard Level Lang. B)	4.8
401B English (IB Higher & Standard Level I)	4.8	502A French Advanced (AP Language)	4.8
401A AP English Language & Composition	4.8	401 Spanish Advanced I (IB Standard Level Lang. B)	4.8
401C AP Seminar	4.8	401 Francophone Grade 11 (IB Standard Level Lang. A)	4.8
402 Junior English	4.3	502 Spanish Advanced (AP Language)	4.8
201 English	4.3	402 French Advanced Langue et Culture	4.3
202 English	4.3	401A1 French Advanced I	4.3
101 English	4.3	401 French Intermediate II	4.3
102 English	4.3	301 French Intermediate I	4.3
Science			
501 Physics (IB Higher Level II)	5.3	301 Spanish Intermediate	4.3
501 Chemistry (IB Higher Level II)	5.3	301 French Francophone 10	4.3
501 Biology (IB Higher Level II)	5.3	201 Spanish Novice II	4.3
502 Biology (IB Standard Level II)	4.8	201 French Francophone 9	4.3
401 Biology (IB Higher & Standard Level I)	4.8	201 French Novice II	4.3
401 Chemistry (IB Higher Level I)	4.8	101 Spanish Novice I	4.3
401 Physics (IB Higher Level I)	4.8	101 French Novice I	4.3
401 Env. Systems & Societies (IB SL I)	4.8	Electives	
401 AP Physics 1	4.8	501 Theater Arts (IB Higher Level II)	5.3
401A AP Environmental Science	4.8	501 Visual Arts (IB Higher Level II)	5.3
402 Physics	4.3	501 Film (IB Higher Level II)	5.3
402 Environmental Science	4.3	501 Music (IB Higher Level II)	5.3
201 Life Science	4.3	502 Theater Arts (IB Standard Level II)	4.8
101 Physical Science	4.3	502 Visual Arts (IB Standard Level II)	4.8
Social Studies			
501 Psychology (IB Higher Level II)	5.3	502 Film (IB Standard Level II)	4.8
501 History (IB Higher Level II)	5.3	401 Theater Arts (IB Higher & Standard Level I)	4.8
501 Economics (IB Higher Level)	5.3	401 Visual Arts (IB Higher & Standard Level I)	4.8
501A AP Economics	5.3	401 Film (IB Higher & Standard Level I)	4.8
501A AP US History	5.3	401 Music (IB Standard Level II)	4.8
401G AP US Government	4.8	AP Music Theory	4.8
401A AP Comparative Gov. & Politics	4.8	402 Visual Arts	4.3
502 Psychology (IB Standard Level II)	4.8	Advanced Studio Art	4.3
401 History (IB Higher & Standard Level I)	4.8	402 Theater Arts	4.3
401 Economics (IB Standard Level)	4.8	Ensemble Theater	4.3
401 Psychology (IB Higher & Standard Level I)	4.8	Ceramics	4.3
402 Psychology	4.3	Sculpture	4.3
402 Human Geography	4.3	Drawing	4.3
201 Social Studies (US History)	4.3	Painting	4.3
101 Social Studies (Modern World History)	4.3	Printmaking	4.3
Theory of Knowledge (IB I)	4.8	Digital Filmmaking	4.3
Theory of Knowledge (IB II)	5.3	Digital Art	4.3
Mathematics			
501B Math (IB Analysis Higher Level II)	5.3	Digital Photography	4.3
501B AP Calculus BC	5.3	Theme-Based Art: Street Art	4.3
501A AP Calculus AB	4.8	Yearbook / Desktop Publishing	4.3
502B Math (IB Analysis Standard Level II)	4.8	Concert Choir	4.3
401A AP Statistics	4.8	Digital Music	4.3
401B Math (IB Analysis Higher Level I)	4.8	Concert Band	4.3
402B Math (IB Analysis Standard Level I)	4.8	Music, Lyrics, & Culture	4.3
402A Functions, Stats, & Trig	4.3	Creative Writing	4.3
402C Math (IB Applications Standard Level)	4.3	Fitness for Life	4.3
301 Advanced Algebra / Pre-Calculus	4.3	Physical Education	4.3
302 Algebra II Standard Level	4.3	Ethical Entrepreneurship	4.3
303 Algebra II Studies	4.3	Teaching Dialogue for Social Justice	4.3
201 Geometry (Honors)	4.3	Integrated Design Technology	
202 Geometry	4.3	AP Computer Science	5.3
101 Algebra I	4.3	AP Computer Science Principles	4.8
100 Foundations of Algebra	4.3	IB Computer Science (Standard Level II)	4.8
		IB Computer Science (Higher Level II)	5.3
		Robotics with Arduinos	4.3
		Coding the Web	4.3
		Mobile Applications Programming	4.3
		3-D Modeling	4.3
		Simulations & Game Design	4.3
		Wearable Computing & E-textiles	4.3
		Interactive Visual & Sonic Art	4.3
		Unity for Creators	4.3

GRADUATION REQUIREMENTS

It is important for students to carefully plan their program of studies, taking into consideration their individual academic strengths and interests, along with their plans for future studies after graduation. In order to graduate from ASP and earn an American high school diploma, each student must meet the school's graduation requirement of 24 credits. Full-time courses earn 1/2 credit per semester. Two-period-per-cycle electives earn 1/4 credit per semester. If a student repeats the same course, grades will be awarded but no additional credit will be given.

ADDITIONAL REQUIREMENTS

- Students must complete at least one full year at ASP in order to be eligible for graduation and an ASP diploma.
- Students are expected to complete four years of high school. In very exceptional cases, students may be granted permission to graduate a semester early if they have completed ASP's graduation requirements and have the approval of the Guidance Committee. Should a student be required to repeat a year, then they must complete five years of high school.

Many of the more advanced courses have certain prerequisites that must be met before students can be admitted, so a long-range academic plan should be considered even when choosing courses in grades 9 and 10. Decisions should be made on the basis of the best educational advice, including the recommendations of teachers, department coordinators, and counselors.

ONLINE COURSES

Students seeking to further their learning or pursue a specialized interest may wish to enroll in an online course. In order for such courses to be recorded on the ASP transcript and to be awarded credit, the following guidelines must be met, and a formal request should be submitted to the Guidance Committee for consideration.

GUIDELINES FOR ONLINE COURSES:

- This option is available only for courses not taught at ASP and is available only to students in grades 11 and 12.
- This option is offered for only one course in a given year either as a full-year credit course or one course per semester that will be counted toward a student's fifth academic course requirement per semester.
- Online courses to be added to official ASP transcripts must be taught by an online provider whose integrity and accreditation can be verified by the American School of Paris. Any course request would need to be presented to the Guidance Committee and approved by that committee before a student registers for and is granted permission to receive ASP course credit and before the course is reflected on the ASP transcript. Students seeking ASP transcript credit for an online course must put

together a full proposal of their outside/online course of study, a syllabus for the course, and the steps the student will take to ensure steady progress and successful completion of the course. It is a student's responsibility to identify the course they will take.

- Online courses to be considered for ASP transcript inclusion must have an ASP faculty sponsor/supervisor to monitor progress and to hold students accountable for meeting during a regularly scheduled school block to account for the credit they are receiving (credit toward graduation requirements or proof necessary to validate inclusion on official ASP transcript). There would be regular attendance requirements to be met and check-in meetings with the faculty supervisor.
- Grades for all online courses reflected on an ASP transcript will be recorded as Pass or Fail only. Students will be able to use the externally provided transcripts to provide evidence of a letter grade provided and proof of successful completion of the course.
- If a student does not provide evidence in the form of an official transcript from the accredited online school, then the course would be removed from the ASP transcript.
- The cost of any online course will be paid for by the family and is not included in ASP fees.

MINIMUM CREDIT REQUIREMENTS FOR GRADUATION

English	4 credits
Mathematics	3 credits
Sciences	3 credits
Languages	3 credits*
Social Studies	3 credits
Design & Technology	½ credit (1 semester)
Arts (one performing art, one fine art)	1 credit
Physical education	1 credit (¼ credit per semester)
Additional Arts or Design & Technology	½ credit

*Students must take French in Grade 9 and 10. Grade 11 students must take at least one language course (French and/or Spanish). Grade 12 students are not required to take a foreign language if they have met the graduation requirements (3 years of a foreign language).

COURSE DESCRIPTIONS

ENGLISH

The goals of the English Department are threefold:

- to develop advanced critical reading, oral, and written skills in students,
- to teach them to recognize the value and use of appropriate language and style, and
- to provide an appreciation of and sensitivity to literature and the human values it illustrates.

To this end, students learn how to research, analyze, and construct an argument, to read and think clearly, and to write well and confidently. During this process they become versed in the analysis of language and style through regular oral and written assignments. Correct persuasive expression, as well as structured formal essay skills, is stressed at each course level.

A variety of works are used to introduce students to the finest in classical and contemporary literature. They are encouraged to reflect on the moral and human continuum portrayed in these texts and to share and develop this experience within the ASP community.

Student placement at a particular level is based upon the recommendation of the teacher and/or the department.

ENGLISH 101 (Grade 9, full year, 1 credit)

Required Summer Reading: a collection of short stories (specific readings are available through the Upper School Library hub) and one longer text, chosen from the list of 9th grade summer reading books on the Upper School Library Hub.

(<http://aspsummerreading.weebly.com>).

This course aims to build foundational skills in critical reading, literary analysis, and argumentative writing, which will support students' success in the years to follow.

Texts May Include: Selected short stories; *Lord of the Flies*, William Golding; selected poetry; *Romeo and Juliet*, William Shakespeare; selected argumentative nonfiction texts; Literature Circles on novels and memoirs such as: *Night*, Elie Wiesel; *Of Mice and Men*, John Steinbeck; *To Kill a Mockingbird*, Harper Lee; *Ender's Game*, Orson Scott Card; *All the Light We Cannot See*, Anthony Doerr.

ENGLISH 201 (Grade 10, full year, 1 credit)

Required Summer Reading: Khaled Hosseini's *The Kite Runner* (Penguin Group or other edition) (Note: See <http://aspsummerreading.weebly.com> for more specific summer reading guidelines)

Texts May Include: Selected Women Narrative Writers; *Franny and Zooey*, J.D. Salinger; *The Crucible*, Arthur Miller; *selected poetry of the Harlem Renaissance/Selected Poetry*; *The Merchant of Venice*, William Shakespeare; *The Things They Carried*, Tim O'Brien; *Sing, Unburied, Sing*, Jesmyn Ward.

ENGLISH 102 AND ENGLISH 202

These courses are designed for students who could benefit from additional support improving their academic reading, oral communication, and writing skills. Both the 102 and 202 courses maintain a literary focus in that students study a range of genres including poetry, novels, drama, and nonfiction texts, and will develop skills in literary analysis. Where possible, students study the same or similar texts to those in the 101 and 201 courses.

ENGLISH 102 (Grade 9, full year, 1 credit)

Students should select one book from the summer reading list – incoming 9th grade (Note: See <http://aspsummerreading.weebly.com> for more specific summer reading guidelines)

Texts May Include: *The Absolutely True Diary of a Part-Time Indian*, Sherman Alexie; Short story unit; a range of nonfiction texts, WW1 poetry; *Romeo and Juliet*, Williams Shakespeare; *To Kill a Mockingbird*, Harper Lee; among others novels.

ENGLISH 202 (Grade 10, full year, 1 credit)

Required Summer Reading: *The Kite Runner Graphic Novel*, Khaled Hosseini and illustrated by Fabio Celoni and Mirka Andolfo (Penguin Group or other edition) (Note: See <http://aspsummerreading.weebly.com> for more specific summer reading guidelines)

Texts May Include: narrative essays by selected writers; *The Crucible*, Arthur Miller; selected poetry of the Harlem Renaissance; *The Things They Carried*, Tim O'Brien.

ENGLISH 401A AP ENGLISH LANGUAGE AND COMPOSITION (Grades 11 or 12, full year, 1 credit)

Required Summer Reading: a sampling of expository essays from a variety of writers; specific readings are available through the Upper School Library hub. (Note: See <http://aspsummerreading.weebly.com> for more specific summer reading guidelines)

Students work on the skills necessary to their success on the AP English Language and Composition Examination given in May. To this end, the course develops students' critical reading skills examining topical nonfiction texts representing a variety of genres that could be read in an introductory composition and rhetoric class in college. The class focus emphasizes analysis of rhetorical elements and their effects, as well as develops skill in crafting evidence-based analytic and argumentative essays. Throughout the course, students work to develop a personal voice through the examination of the style decisions of a wide variety of writers.

Texts include selected expository and argumentative essays representing a variety of disciplines and historical periods. Representative authors include: Virginia Woolf, James Baldwin, Frederick Douglass, Scott Russell Sanders, Anna Castillo, George Orwell, Gloria Anzuldua, Stephen Jay Gould, Mary Wollstonecraft, Deborah Tannen, Zadie Smith, Peggy Orenstein, Joan Didion, Barbara Kingsolver, E. B. White, Ralph Waldo Emerson, Charlotte Perkins Gilman, and others.

ENGLISH 401 IB LITERATURE SL/HL I (Grade 11, full year, 1 credit)

Required Summer Reading: *Fathers and Sons* by Ivan Turgenev, and one or two texts from the incoming 11th and 12th Grade Summer Reading List (Note: See <http://aspsummerreading.weebly.com> for more specific summer reading guidelines)

This course prepares students for the IB HL and SL Year 2 courses. Students work on the skills necessary to their success on the IB Individual Oral and on the Essay (HL students only). The Individual Oral task requires students to prepare a response to any two texts studied in Year 1 of the course, one of which will be in translation. The focus will be on the way the texts present an issue of global concern, and the task will include detailed analysis of an extract from each work. The individual oral is the internal assessment; it will be administered by the course teacher, in the spring of Year 1 of the course.

Texts may include: *Fathers and Sons*, Ivan Turgenev; Selected Poetry by T. S. Eliot; *A Doll's House*, Henrik Ibsen; *Chronicle of a Death Foretold*, Gabriel Garcia Marquez; *The Complete Persepolis*, Marjane Satrapi; *The Cherry Orchard*, Anton Chekhov; short stories of Haruki Murakami, *The Outsider*, Albert Camus; *Notes of a Native Son*, James Baldwin; *Half a Yellow Sun*, Chimamanda Ngozi Adichie; *Arcadia*, Tom Stoppard; poetry of Elizabeth Bishop or Carol Ann Duffy.

ENGLISH 402B AP SEMINAR (Grades 11-12, full year, 1 credit)

Required Summer Reading: a small collection of texts from a variety of writers and genres yet relating to a central topic; specific readings are available through the Upper School Library hub. (Note: See <http://aspsummerreading.weebly.com> for more specific summer reading guidelines)

In this course, students investigate and engage in conversations about complex real-world issues through a variety of lenses, considering multiple points of view. In the process, students learn to evaluate the credibility of sources, to synthesize information from a variety of sources, to develop their own lines of reasoning in research-based written essays, and to deliver oral and visual presentations, both individually and as part of a team. Oral presentations and essays completed during the course will constitute a portion of students' AP Examination grades, and the skills developed in the process will prepare them for the AP Seminar Exam administered in May. Course content will focus on themes stemming from student interests, local and/or civic issues, and global/international topics.

ENGLISH 402: JUNIOR ENGLISH (Grade 11, full year, 1 credit)

Required Summer Reading: Students should select one book from the summer reading list. (Note: See <http://aspsummerreading.weebly.com> for more specific summer reading guidelines)

This course balances a rigorous, skills-based writing program exploring fiction, poetry, and drama in tandem with expository and argumentative essays as departure points for student exploration of the world around them.

Texts May Include: *Proof*, David Ausburn; *The Tragedy of Julius Caesar*, William Shakespeare; Huxley, *Brave New World*; *The Metamorphosis*, Franz Kafka; selected expository and argumentative essays; focused survey of poetry.

ENGLISH 402C: CREATIVE WRITING (Grades 11- 12, one semester, ½ credit)

Required Reading: John Gardner, *The Art of Fiction*

Whether an avid creative writer or simply a lover of the written word, this course will offer students the opportunity to identify, to define, and to structure their narrative voice through a series of medium and genre focused exercises.

Texts may include works from canonical poets, novelists, and essayists such as John Keats, Sylvia Plath, Walt Whitman, William Carlos Williams, Henry James, James Baldwin, Louis Sepulveda, Ernest Hemingway, Toni Morrison among others. Students will write poetry, short stories, plays, narrative essays, drama and more, as well as workshop with peers at various stages in the writing process.

ENGLISH 501A AP ENGLISH LITERATURE (Grades 12-13, full year, 1 credit)

Required Summer Reading: one from the following list: *Jane Eyre*, Charlotte Bronte; *Wuthering Heights*, Emily Bronte; *Crime and Punishment*, Fyodor Dostoyevsky. (Note: See <http://aspsummerreading.weebly.com> for more specific summer reading guidelines)

This course prepares students for the Advanced Placement English Literature and Composition Examination administered in May. To this end, the course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works representative of numerous time periods and movements.

Texts May Include: *The Sound and the Fury*, William Faulkner; *King Lear*, William Shakespeare; *The Mayor of Casterbridge*, Thomas Hardy; *Invisible Man*, Ralph Ellison; *The Bingo Palace*, Louise Erdrich; an extensive study of poetry and poets representing a variety of periods and styles, from the sixteenth century to the present.

ENGLISH 502 IB LITERATURE STANDARD LEVEL II (Grade 12, full year, 1 credit)

Required Summer Reading: William Shakespeare, *Othello* (The Arden Shakespeare) (Note: See <http://aspsummerreading.weebly.com> for more specific summer reading guidelines)

Students study poetry and prose, fiction and nonfiction, comparing and contrasting both content and stylistic conventions through class discussion, more formal oral presentation

and in writing. The texts studied lend themselves to an exploration of the human capacity for hostility which societies simultaneously engender and combat. Students will strengthen skills in communicating analysis in an increasingly precise and sophisticated manner, demonstrating an appreciation for the insight into the human condition literature offers.

Texts May Include: First Semester: Selected poetry: Selected Essays, Shakespeare, *Othello*. Second Semester: *The God of Small Things*, Arundhati Roy; *Never Let Me Go*, Kazuo Ishiguro; *In Cold Blood*, Truman Capote; *Notes of a Native Son*, James Baldwin.

ENGLISH 501B IB LITERATURE HIGHER LEVEL II (Grade 12, full year, 1 credit)

Required Summer Reading: Shakespeare, *Othello* (The Arden Shakespeare) and *The Awakening* by Kate Chopin. <http://aspsummerreading.weebly.com> for more specific summer reading guidelines)

This course offers prepared students the opportunity to broaden and deepen their understanding of literature as a vehicle to self-awareness. Studies focus primarily on the impact of choices on the individual's immediate surroundings as well as the greater culture he or she inhabits. The course invites students to engage in a detailed study of works across and within genres and hone their skills of critical analysis through research, discussion, essays, and oral/written commentaries. The course showcases both male and female authors whose perspectives, and styles are distinctively American and British. Students will thus be led to draw parallels between the ramifications of decisions made by fictive characters and their own lives.

Texts May Include: First Semester-Detailed Study (Part Two): Shakespeare, *Othello*; selected poems of John Donne and Louise Gluck; *Playing in the Dark: Whiteness and the Literary Imagination*, Toni Morrison.

Second Semester-Genre Study (Part Three): Fiction: *The Great Gatsby*, F. Scott Fitzgerald; *The Remains of the Day*, Kazuo Ishiguro; *A Lesson before Dying*, Earnest J. Gaines; *The Awakening*, Kate Chopin.

ENGLISH 503 SENIOR ENGLISH (Grades 12-13, full year, 1 credit)

Required Summer Reading: Plath, *The Bell Jar* and one text from summer reading list for incoming Grades 12–13 of the student's own choosing. (Note: See <http://aspsummerreading.weebly.com> for more specific summer reading guidelines)

This course includes a focused study of a wide range of texts, novels, short stories, poetry, plays, memoirs, and essays. In the process, students will develop an increased self-awareness, an appreciation for reading and writing, and a desire to engage the world more deeply as they become adults. Thematically, students will also explore how authors confront mental instability and insanity. What makes one stable? How does one heal from traumatic events? What conditions make it possible for one to recover?

Texts may include: *The Bell Jar*, Sylvia Plath; *The Catcher in the Rye*, J.D. Salinger; *Ceremony*, Leslie Marmon Silko; *The Laramie Project*, Moisés Kaufman; *Hamlet*, William Shakespeare; *Beloved*; Toni Morrison; *The Great Gatsby*, F. Scott Fitzgerald.

SOCIAL STUDIES

PROGRAM OVERVIEW

The Grade 9 and 10 Social Studies sequence provides a survey of major topics in Modern World and American History. Students will hone writing, research, and presentation skills while exploring the broader context of human experience.

SOCIAL STUDIES 101 - MODERN WORLD HISTORY, 1450-2000 (Grade 9, full year, 1 credit)

This course covers world history topics from 1450-2000. The course focuses on important areas of study, including an introduction to the modern era, the world at the turn of the 15th century, the interconnected world, revolution in thought and action, the Industrial Revolution, nationalism and imperialism, the world in turmoil, and the contemporary world. Students will be taught how to write historical essays, how to do basic historical research, how to interpret historical documents and how to present their understanding of historical information.

Texts: *Modern World History*, HMH Social Studies; selective readings from other primary and secondary sources.

SOCIAL STUDIES 201 - UNITED STATES HISTORY (Grade 10, full year, 1 credit)

This course introduces students to key themes in American History, with an emphasis on foundations of American government and critical historical developments in the 20th Century. The historical themes are presented in a chronological manner that introduces students to the key events, people, and processes in the development of the United States. Students are taught how to write different types of historical essays, how to do increasingly in-depth research, how to interpret a wide range of historical documents, and how to present their understanding of historical information.

Texts: *American History*, HMH Social Studies; selective readings from other primary and secondary sources.

ECONOMICS 401 - IB STANDARD LEVEL (Grades 11-13, full year, 1 credit)

This course is an introduction to the basic macroeconomic and microeconomic issues: the efficient allocation of resources, aggregate demand and supply, national income determination, Macroeconomic arguments, international trade and finance, and economic development. Besides the basic factual knowledge acquired by studying these topics, students develop analytical skills including reading graphs and statistical tables as well as understanding of the workings, particular problems and relative benefits of economic systems found in different countries. In addition to studying the SL Economics topics, students will also complete three Internal Assessments—analytical and evaluative essays

(750 words maximum each)—based on three out of the four sections of the IB syllabus. Upon completion of this one– year course, students will take the IB SL examination.

Texts: Blink and Dorton, *I.B. Economics Course Companion*. Ziogas, *Economics for the IB Diploma*.

ECONOMICS 501 - IB HIGHER LEVEL (*Grades 12-13, full year, 1 credit*)

To enter Economics 501 students must have completed Economics 401 or its equivalent. This course expands upon the skills and knowledge introduced in Economics 401 in the four main sections of the IB syllabus (Microeconomics, Macroeconomics, International Economics, and Development Economics), but a significant amount of time is devoted to introducing to the study of Microeconomics the theory of the firm, comparing the market structures of perfect competition, monopoly, oligopoly, and monopolistic competition. Throughout the course, greater emphasis is placed on analysis, evaluation and on practical and mathematical applications of the previous year's studies.

Students will read conflicting views on current economic issues and discuss the political context of economic decision–making. Students will be encouraged to develop a more critical approach to economic expertise. In addition to studying the HL Economics topics, students will also complete three Internal Assessments—analytical and evaluative essays (750 word maximum each)—based on three out of the four sections of the IB syllabus. Upon completion of this one–year course, students will take the IB HL examination.

Texts: Tragakes, *Economics for the IB Diploma*; *Economics IB Study Guide*, Constantine Ziogas.

ECONOMICS 501A - AP ECONOMICS (*Grades 11-13, full year, 1 credit*)

This course is designed to simulate college-level, introductory Microeconomics and Macroeconomics courses. It starts with fundamental economic principles common to both micro and macro and expands on microeconomics concepts, such as consumer behavior; utility maximization; market structures; profit-maximizing strategies; public choice theory; government and market failure; taxation; income inequality; and poverty.

The second half of the course expands on macroeconomics concepts, such as measuring domestic output; unemployment and inflation; deficits, surpluses, and debt; monetary and fiscal policy; money and banking; contending macroeconomic theories and policies; and international trade and finance. In order to familiarize students with the academic rigors of a college level economics course and the expectations of the AP curricula, special attention will be paid to graphical and mathematical models and analysis.

This course prepares students for the two Advanced Placement exams: Microeconomics and Macroeconomics.

Text: McConnell, Brue and Flynn, *Economics*; McConnell, Brue, Flynn, and Walstad, *Study Guide for Economics*.

SOCIAL STUDIES 402 - HUMAN GEOGRAPHY - An Interdisciplinary Approach (Grades 11-13, full year, 1 credit)

By examining multiple cultures from around the world, the course presents an introduction to four aspects of Human Geography. The first is the fundamental knowledge of the globe and the human interaction with the natural world. The second part of the course is an introduction to the characteristics of culture, including world religions, basic political systems, language development, and gender. In part three we cover population studies, including demographics, and global urban development. The final portion of the class deals with economic aspects of human geography such as resource and land use, as well as climate change, its impacts on humanity, and ways to successfully combat it. The course will culminate with students writing a business plan for an organization capable of tackling an actual problem in the world.

We will simultaneously work on improving writing and presentation skills. Conceptually, students will attain a deep, meaningful and relevant understanding of social progress, conflict, and the human condition. Assessment is based on written and creative work, oral presentations, and participation.

Text: *Geography Alive*, Teacher's Curriculum Institute (digital)

SOCIAL STUDIES 401A - AP COMPARATIVE GOVERNMENT AND POLITICS (Grades 11-13, full year, 1 credit)

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the diverse political structures and challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to numerous global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Texts: Samuels, David. *Case Studies in Comparative Politics*, 2013. This text takes a country studies approach and provides a comprehensive study of the political systems of the six main countries studied in the course, as well as several others. Patrick O'Neil. *Essentials of Comparative Politics*, 2013. This text takes a theoretical approach, and is used at the beginning of the course and at the beginning of each unit.

SOCIAL STUDIES 401G - AP UNITED STATES GOVERNMENT AND POLITICS (Grades 11-12, full year, 1 credit)

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess the causes and consequences of political events, and interpret data to develop evidence-based arguments. This course will be offered on alternate years with AP Comparative Government and Politics.

Texts: Magelby, David B., Paul C. Light, and Christine L. Nemacheck. *Government by the People*, 2014 Serow, Ann Gostyn., and Everett Carll. Ladd. *The Lanahan Readings in the American Polity*, 2014.

HISTORY 501A - AP UNITED STATES HISTORY (Grades 10-13, full year, 1 credit)

This course is designed to provide students with the analytical skills and factual knowledge necessary to critically investigate U.S. history. It includes an in-depth study of major topics from exploration to the present through political, social and economic issues.. Emphasis is placed on analysis of documents and the development of writing skills. AP U.S. History may be substituted for Social Studies 201- United States History for 10th graders with a teacher recommendation.

Texts: Kennedy, David M., and Lizabeth Cohen. *The American Pageant*. 15th ed., 2013 and Zinn, Howard. *A People's History of the United States: 1492-2001*

HISTORY 401 & 501 - IB STANDARD & HIGHER LEVEL (Grades 11-13, full year, 1 credit)

IB History is a two-year program which students can elect to take at the Standard or Higher Levels. Both levels of IB History start with the same topics in 20th Century history. This includes the Paper One topic "The Move To Global War", in which students study the underlying causes of the Second World War from multiple geographic and historical perspectives. The Paper Two topics include "Causes and Effects of 20th Century Wars" and "Authoritarian States". The study of Paper Two topics involves explorations of ideologies, historiography, and an examination of trends and perspectives in modern history. Students will engage in class discussions using historical documents as well as the most up-to-date historical research. Furthermore, all students will complete an independent research paper as a part of the Internal Assessment component of the IB History course.

Students deciding to study IB History at the Higher Level will cover all of the information above, as well as three additional Paper Three topics for in-depth understanding. These Paper Three topics include a detailed study of the causes, course, and outcomes of the French Revolution through the rule of Napoleon Bonaparte; an analysis of nationalism through the case studies of Italian and German national unification; and a 19th century study of the long-term causes of the First World War in Europe. As with the Standard Level course, students will interact with historical documents and the latest in historical scholarship through interactive lessons and research.

Texts: Morris and Murphy's *Europe 1870-1991*; *Seminar Studies Series* on various themes of 19th and 20th century Europe. Hite & Hinton's *Weimar and Nazi Germany*; Corin & Fiehn's *Communist Russia Under Lenin and Stalin*; Hite & Hinton's *Fascist Italy*. Murphy, Morris, Staton and Waller's *Europe 1760-1871*;

PSYCHOLOGY 402 (Grades 11-13, full year, 1 credit)

This course uses traditional as well as project-based learning methods to accompany a thematic approach to building foundational knowledge in psychology. Content includes fundamental areas such as understanding and evaluating research methods along with learning biological, cognitive and social cultural factors that influence human behavior.

There will be opportunities for students to research topics of their own choice and produce work in a variety of media based on their learning and insights. Guided research projects can be on topics such as criminology, the psychology of fashion, marketing strategies, therapeutic architecture, video game design, etc. Assessments in the course range from traditional testing to portfolio-based assignments which allow students to work in formats of their own choosing.

Text: Crane, John. *IB Psychology*. InThinking. 2020.

PSYCHOLOGY 401 - IB STANDARD LEVEL AND HIGHER LEVEL I (Grades 11-13, full year, 1 credit)

(Part 1 of a two-year course) In this course students are introduced to psychology by studying three levels of analysis (also known as perspectives): the cognitive, the biological and the socio-cultural. All three levels of analysis look at what motivates human behavior, trying to understand whether it is nature or nurture that affects us more. These levels of analysis are then applied to one area of psychology: Health Psychology. Students carry out one independent research study, an experiment that is internally assessed by the teacher but externally moderated by the IB. Upon completion of this course, students should take Psychology 501 or 502.

Texts: Jamison, *Levels of Analysis in Psychology*; Crane & Hannibal, *Psychology Course Companion*; Selected chapters from Hook, *Forty Studies that Changed Psychology*; Rolls, *Classic Case Studies in Psychology*.

PSYCHOLOGY 502/501 - IB STANDARD LEVEL II AND HIGHER LEVEL II (Grades 12-13, full year, 1 credit)

(Part 2 of a two-year course) The first semester of this course involves the study of methods of psychological research with a focus on qualitative research: principles of research design, elementary statistical analysis, and ethical principles.

Students conduct one independent, experimental research study. The theories of the three levels of analysis as well as the area of Health Psychology that were studied in 401 IB SL Psychology are reviewed and one more area is studied, namely Abnormal Psychology, which emphasizes therapy. Upon completion of this course, students will be prepared to take the IB Standard or Higher Level examination.

Texts: Crane & Hannibal, *Psychology Course Companion*; *Psychology Study Guide* by Hannibal. Selected chapters from other texts will also be used.

THEORY OF KNOWLEDGE

THEORY OF KNOWLEDGE 401 IB LEVEL I (Grades 11-13, full year, ½ credit)

This TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the IB Diploma Program. The course centres on the exploration of knowledge questions, which are a key tool for both teachers and students. These suggested knowledge questions are organized into a framework of four elements: scope, perspectives, methods and tools, and ethics.

There are two assessment tasks in the TOK course.

- The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.
- The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words.

Texts: Heydon, Wendy and Susan Jesudason. *Theory of Knowledge for the IB Diploma Course Guide*. Cambridge University Press, 2020.

THEORY OF KNOWLEDGE 501 IB LEVEL II (Grades 12-13, full year, ½ credit)

This TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the IB Diploma Program. The course centres on the exploration of knowledge questions, which are a key tool for both teachers and students. These suggested knowledge questions are organized into a framework of four elements: scope, perspectives, methods and tools, and ethics.

There are two assessment tasks in the TOK course.

- The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.
- The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words.

Texts: Heydon, Wendy and Susan Jesudason. *Theory of Knowledge for the IB Diploma Course Guide*. Cambridge University Press, 2020.

MATHEMATICS

PROGRAM OVERVIEW

Central to the philosophy of the Mathematics Department is the belief that mathematics should be presented in an enjoyable and dynamic fashion. Math literacy is essential for everyday problem-solving and is the basis for further study, whether in the liberal arts or in the sciences. ASP offers a full program of college preparatory courses that can be adapted to student needs. Included are courses in algebra, geometry, trigonometry, calculus and statistics. There are also courses preparing students for the Advanced Placement and International Baccalaureate examinations. Courses marked 400 or above are beyond what is required for graduation and are designed for more motivated and capable students. Students are placed according to their demonstrated ability.

Graphic display calculators are required for all math courses at ASP. The TI-84 Plus, TI-83 CE Premium, or the TI-Nspire CX (non-CAS version) are the recommended calculators and are the ones which the instructors will be using. The TI-Nspire calculators with CAS written in the top right corner are not permitted at our school. Use of the graphic display calculator is an integral part of the instructional program. Students will be expected to use the calculator on a daily basis and some assessments will assume the use of the calculator. **If you are purchasing a new calculator, BE SURE TO PURCHASE the TI-NSPIRE. Both the TI-Nspire CX (non-CAS) and the TI-Nspire CX II-T (non-CAS) versions are acceptable. The CAS version of the calculator is not allowed on assessments.**

US MATH PATHWAYS

Grade 9	Grade 10	Grade 11	Grade 12
Foundations of Algebra	Algebra I	Geometry	Algebra II SL Or Algebra II Studies
Foundations of Algebra	Algebra I	*Geometry	IB Math Applications SL (one-year course) Or Adv. Algebra / Precalc Or Functions, Stats, & Trig Or AP Statistics
		*Algebra II SL	

Algebra I	Geometry	Algebra II SL	IB Math Applications SL (one-year course) Or Adv. Algebra / Precalc Or Functions, Stats, & Trig Or AP Statistics
Algebra I	Geometry	Algebra II Studies	Functions, Stats, & Trig Or Algebra II SL
Algebra I	*Geometry *Algebra II SL	IB Math Analysis SL Year 1 Or Adv. Algebra / Precalc Or Functions, Stats, & Trig	IB Math Analysis SL Year 2 Or AP Calculus Or IB Math Applications SL (one-year course) Or AP Statistics
Geometry	Algebra II SL	IB Math Analysis SL Year 1 Or Adv. Algebra / Precalc	IB Math Analysis SL Year 2 Or AP Calculus
Geometry	Algebra II Studies	Functions, Stats, & Trig Or Algebra II SL	IB Math Applications SL (one-year course) Or AP Statistics
Geometry Honors Or Algebra II SL	Adv. Algebra / Precalc	IB Math Analysis HL Year 1 Or IB Math Analysis SL Year 1 Or AP Calculus	IB Math Analysis HL Year 2 Or IB Math Analysis SL Year 2 Or AP Statistics
Geometry Honors	Algebra II SL	IB Math Analysis SL Year 1 Or Adv. Algebra / Precalc	IB Math Analysis SL Year 2 Or AP Calculus Or AP Statistics
Adv. Algebra / Precalc	AP Calculus	IB Math Analysis HL Year 1	IB Math Analysis HL Year 2

Highlighted path indicates the most common course sequence taken by students

*Must have current teacher recommendation to double up in math

MATH 100 - FOUNDATIONS OF ALGEBRA (Grades 9-10, full year, 1 credit)

In this course students will study the following topics: order of operations, simplifying expressions, rules of exponents, the coordinate plane, graphing linear equations and inequalities, and solving multi-step equations. After completing this course students will be prepared to take Algebra I.

MATH 101 - ALGEBRA I (Grades 9-10, full year, 1 credit)

After a brief review of pre-algebra concepts, this course progresses to more advanced topics. Solving linear and quadratic equations, graphing linear and quadratic functions, solving and graphing systems of linear equations, exponents and radicals are studied, with applications. Algebra I students will also study combined inequalities and absolute value equations and work with rational and irrational numbers. In addition to skills work, application problems are emphasized throughout the course.

Text: Carter et al., *Glencoe Algebra 1* (Common Core Edition), McGraw Hill, 2014.

MATH 201 - HONORS GEOMETRY (Grades 9-10, full year, 1 credit)

The concepts, techniques and results of axiomatic and coordinate geometry are studied in great depth throughout this course. There is a major emphasis on the understanding and creation of deductive proofs. During the year, students will study the properties of lines in a plane, triangles, polygons, right triangles including trigonometric ratios, circles, area and volume. Three-dimensional concepts are introduced as an extension of plane geometry and, throughout the year, more advanced algebraic techniques are applied to geometric problems.

Text: Larson et al., *Geometry: Applying, Reasoning, Measuring*, McDougal Littell, 2004. In addition, the course uses supplemental on-line books and resources such as: *Geometry*, by Charles, Bellman, and Wiggins, Pearson, 2016 and Geogebra.

MATH 202 - GEOMETRY (Grades 9-11, full year, 1 credit)

The main concepts, techniques and results of axiomatic and coordinate geometry are studied in this course. There is an introduction to the understanding and creation of deductive proofs. During the year, students will study the properties of lines in a plane, triangles, polygons, right triangles (with an introduction to basic trigonometric ratios and solving right triangles), and circles. At the end of the course, there are two units dedicated to the study of area and volume. Three-dimensional concepts are introduced as an extension of plane geometry and, throughout the year, algebraic techniques are applied to geometric problems.

Text: Larson et al., *Geometry: Applying, Reasoning, Measuring*, McDougal Littell, 2004

MATH 301 - ADVANCED ALGEBRA / PRECALCULUS (Grades 9-12, full year, 1 credit)

After a brief review of Algebra I concepts, this course progresses to more advanced topics. Linear and quadratic functions, graphical transformations, polynomials, rational functions, exponential and logarithmic functions, and complex numbers are studied. The basic concepts of analytical geometry including conic sections are also included, as are circular

functions and elements of trigonometry (identities, laws of sines and cosines, double and half-angle relations, graphing trigonometric functions, etc).

In addition, students in this course will study introductory units on sequences, series, probability, and statistics. Students who successfully complete this course are prepared to take IB Higher or Standard Level Math, AP Calculus, or AP Statistics.

Text: Larson et al., *Precalculus with Limits* (5th edition), Brooks/Cole, 2008

MATH 302 - ALGEBRA II STANDARD LEVEL (*Grades 9-12, full year, 1 credit*)

After a careful review of Algebra I concepts, this course progresses through the topics typical of a second year algebra course. Students extend their knowledge of linear equations, systems of equations, inequalities, and quadratic equations. This is followed by a thorough study of functions, radicals, exponents, logarithms, polynomial functions, and rational functions. The elements of trigonometry (right triangle trigonometry, the unit circle, radian measure, graphs of trigonometric functions, and the laws of sines and cosines if time permits) are also covered.

Text: Larson et al., *Algebra 2*, Holt McDougal, 2011.

MATH 303 - ALGEBRA II STUDIES (*Grades 10-12, full year, 1 credit*)

This course serves as a foundational course in algebraic skills and concepts to help students develop a greater understanding of topics that may have been challenging in Algebra I and Geometry. Students engage in a rigorous review of Algebra I and Geometry concepts while extending their knowledge of linear equations, inequalities, and quadratic equations. This is followed by examining polynomial functions, radicals, exponential & logarithmic functions, right triangle trigonometry, and an introduction to probability & statistics. This class emphasizes application and reasoning with the goal of preparing students for the multiple approaches to problems that are essential for standardized exams and further study in math. Students who successfully complete this course are eligible to take Algebra II Standard Level or Functions, Stats, & Trig.

Text: Larson et al., *Algebra 2*, Holt McDougal, 2011.

MATH 401A - AP STATISTICS (*Grades 12-13, full year, 1 credit*)

AP Statistics is an appropriate course for students with plans to major in social sciences, health sciences, or business. This is a suitable option for a student who has successfully completed Algebra II Standard Level, Functions, Stats, & Trig, or Advanced Algebra/Precalculus and who possesses sufficient mathematical maturity and quantitative reasoning ability.

Text: Starnes, Yates, and Moore, *The Practice of Statistics 4th Edition*, Freeman, 2012.

MATH 401B - IB MATHEMATICS ANALYSIS AND APPROACHES HIGHER LEVEL I (*Grade 11, full year, 1 credit*)

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.

This is the first of a two-year math course. To enter this course students should have completed a Precalculus course (or equivalent) and possess a strong mathematical background, a high level of motivation, and a deep interest in mathematics. The syllabus presupposes a thorough knowledge of pre-calculus including trigonometry (the unit circle, graphs of the sine and cosine functions and work with trigonometric identities and formulae). Over the two years, students will study vectors, mathematical induction, limits, complex numbers, polar graphing, differential calculus, integration, probability, and statistics. The course requires an extensive, independent research project to be completed outside of class.

Text: *Mathematics: Analysis and Approaches HL and Analysis and Approaches HL Core Topics*, Michael Haese, Haese Mathematics

MATH 402A - FUNCTIONS, STATS, & TRIG (Grades 11-13, full year, 1 credit)

This course integrates all the techniques and concepts of elementary mathematics (algebra, geometry, elementary statistics and trigonometry) to develop versatility in mathematical skills and to deepen concepts of mathematical structure. This course gives students a more in-depth study of mathematics than the standard level Algebra II course in addition to introducing statistics. Topics include: Descriptive Statistics, Functions (Linear, Quadratic, Exponential, Logarithmic, Polynomial, Rational, and others), Statistical Applications, Trigonometry, Financial Math, Sequences and Series, and Logic (if time permits). There will be an emphasis on applications in real-world contexts. To enter this course, students should have completed Algebra II Standard Level or Algebra II Studies.

MATH 402B - IB MATHEMATICS ANALYSIS AND APPROACHES STANDARD LEVEL I (Grades 11-12, full year, 1 credit)

This course is the first of a two-year sequence for students preparing to take the IB Analysis & Approaches Standard Level (SL) Mathematics examination. This course will cover trigonometry, functions, probability, statistics, exponents, logarithms, the binomial expansion, and sequences and series. The course requires an extensive, independent research project to be completed outside of class. To enter this course, students should have achieved a minimum of B- in Algebra II Standard Level or the equivalent.

Texts: Haese, Michael, *Analysis and Approaches SL: Books 1 & 2*, Haese Mathematics, 2019.

MATH 402 - IB MATHEMATICS APPLICATIONS AND INTERPRETATION SL (Grades 12-13, full year, 1 credit)

The IB Mathematics: Applications and Interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

There are five topics and within these topics there are sub-topics. The five topics are: number & algebra, functions, geometry & trigonometry, probability & statistics, and calculus.

This is a one-year accelerated course that prepares students for the IB Math Applications & Interpretation SL exam in May. The course requires an extensive, independent research project to be completed outside of class.

Text: *Mathematics Applications and Interpretation SL*, Oxford, 2019.

MATH 501A - AP CALCULUS AB/BC (Grades 10-13, full year, 1 credit)

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Although computational competence is an important outcome, the main emphasis is on a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are important.

Before studying calculus, all students should have completed a precalculus course in which they studied algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions at the common angles and their multiples.

Text: Larson et al, *Calculus 6th Edition*

MATH 501B - IB MATHEMATICS ANALYSIS AND APPROACHES HIGHER LEVEL II (Grades 12-13, full year, 1 credit)

This course is the second of a two-year course for students registered to take the IB Analysis & Approaches Higher Level (HL) Mathematics examination. Over the two years, students will study vectors, mathematical induction, limits, complex numbers, polar graphing, differential calculus, integration, probability, and statistics. The second year also includes more advanced topics in calculus in the area of series and differential equations. The course requires an extensive, independent research project to be completed outside of class.

Text: *Mathematics: Analysis and Approaches HL and Analysis and Approaches HL Core Topics*, Michael Haese, Haese Mathematics

MATH 502B - IB MATHEMATICS ANALYSIS AND APPROACHES STANDARD LEVEL II (Grades 12-13, full year, 1 credit)

This course is the second of a two-year course for students registered to take the IB Analysis & Approaches Standard Level (SL) Mathematics examination. This course will cover probability, statistics, differential and integral calculus. The course requires an extensive, independent research project to be completed outside of class.

Text: Haese, Michael, *Analysis and Approaches SL: Books 1 & 2*, Haese Mathematics, 2019.

DESIGN & TECHNOLOGY

PROGRAM OVERVIEW

Our project-based courses invite students to collaborate on some of the crucial issues facing today's world using the contemporary technological tools available to them. Students in these courses will learn to use logical reasoning to give unambiguous instructions to computers through code. They will develop collaborative computational thinking skills including the ability to break down problems into smaller parts, find patterns, generalize solutions, and write step-by-step algorithms. Students will gain the knowledge that will allow them to be the creative innovators of tomorrow.

All students are required to take one of the above semester or year-long courses to fulfill our Design & Technology graduation requirement.

Semester courses

DT 302: Mobile App Programming
DT 302: Unity for Creators
DT 302: Wearable Computing & the Internet of Things
DT 302: Simulations & Game Design
DT 302: Robotics
DT 302: Interactive Visual & Sonic Art
DT 302: Coding the Web
DT 302: 3-D Modeling

Year-long courses

DT 302: AP Computer Science Principles
DT 401: AP Computer Science A (Java)
DT 402: IB Computer Science SL/HL I
DT 501: IB Computer Science SL / HL II

DT 302 MOBILE APP PROGRAMMING (*Grades 9-13, one semester, ½ credit*)

In this course we will be using MIT's App Inventor, a simple block-based program for making apps for Android smartphones and tablets. This visual language enables novice programmers to build powerful mobile applications that interact with the web and with other devices. Students will create exciting, socially useful, and entertaining apps that can be shared with the ASP community. Students will test their apps on Amazon Kindles, which will be provided.

DT 302 UNITY FOR CREATORS (*Grades 9-13, one semester, ½ credit*)

This course will introduce students to Unity, the most popular tool for creating 2D and 3D games, apps and experiences. No experience is necessary, but students need to have a Mac or Windows computer capable of running the Unity software (specifications available at unity.com). You will be learning to code in C# to define properties and behaviors of actors within their digital worlds. As you iterate with prototypes, tackle programming challenges,

complete quizzes, and develop your own personal project, you will transform from an absolute beginner to a capable Unity developer. By the end of the course, you will also be ready to put your skills to the test on the Unity Certified User Programmer Exam. Most importantly, though, when you complete this course, you will have the confidence that you can create with code.

DT 302 WEARABLE COMPUTING & THE INTERNET OF THINGS (Grades 9-13, one semester, ½ credit)

Students will learn about coding and electronics through the medium of fashion, wearable computing technology and home automation. Using the Design Thinking process, along with coding and electronics, they will investigate problems in the school community and develop ideas and solutions to solve those problems. Students can choose to write their programs with Scratch-like visual blocks or with a syntax-based programming language like Python. They will explore ways they can connect the products they design to their phone and to the internet. This class combines a mix of practical product design with creative expression. It is perfect for students without prior experience who wish to increase their knowledge of computer programming and electronics. This class is also suitable for students who wish to combine their technical skills with traditional hand craft.

DT 302 ROBOTICS (Grades 9-13, one semester, ½ credit)

In this course, students will learn how to design, build, and program robots. We begin using BBC MicroBits, a pocket-sized computer that introduces how software and hardware work together, and then move on to Arduinos, an open-source electronics platform. Both Microbits and Arduinos boards are able to read inputs - light on a sensor, a finger on a button, or a Twitter message - and turn it into an output - activating a motor, turning on an LED, publishing something online. Grit and creativity are essential as students scaffold their way through increasingly difficult design tasks.

DT 302 SIMULATIONS & GAME DESIGN (Grades 9-13, one semester, ½ credit)

Students will develop their problem solving skills as they code their own 2-D and 3-D worlds simulating predator and prey relationships, viral transmission, forest fires, and more. NetLogo, a free and open source programming environment, will be the basis for our exploration. It is used by tens of thousands of students, teachers and researchers worldwide, and we will use the software to model complex models of natural and social phenomena.

DT 302 INTERACTIVE VISUAL & SONIC ART (Grades 9-13, one semester, ½ credit)

Students will explore how computer programming and electronics can be used for artistic expression and music. They will analyse existing examples of interactive artwork and the tools and techniques of contemporary artists and musicians. In addition to programming and electronics, students will also learn how to use digital fabrication tools such as the 3-D printers and the laser cutter to make their interactive art pieces and installations. In addition to learning new technical artistic tools, while in the course students can choose to pursue and integrate another medium of art they are more familiar with, such as sculpture, painting, video editing, graphic design, dance or music. Students do not need prior experience with computer programming to take this class.

DT 302 3-D MODELING (Grades 9-13, one semester, ½ credit)

This course teaches how to design and create objects with 3D printers and laser cutters. From architecture to product creation, students will be exposed to the infinite possibilities of these new technologies. This course teaches both the art and engineering skills necessary. This class is an excellent option for anyone who ever wanted to prototype an invention, create a work of art, customize a product or just make something cool.

DT 302 CODING THE WEB (Grades 9-13, one semester, ½ credit)

The course focuses on the techniques of planning, designing, implementing and managing a website. Students will learn HTML, CSS, and JavaScript, the languages of the web. Using these tools, they will make interactive sites that showcase their own interests and creativity. This is a course designed for both novice and experienced programmers.

DT 302 AP COMPUTER SCIENCE PRINCIPLES (Grades 10-13, full year, 1 credit)

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. Using primarily the Python language, the course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. The class also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. There is no prerequisite for this course.

DT 401 AP COMPUTER SCIENCE A (JAVA) (Grades 11-13, full year, 1 credit)

AP Computer Science A (Java) is the equivalent of an introductory college-level programming class. Students will learn the fundamentals of computer science using the Java programming language. It begins by focusing on programming basics and then on writing full classes and the logic and structures around building them. In addition to preparing students for the AP exam, this course also prepares students to become Oracle Certified Associates, Java SE 7 Programmers. This course will be taught in the same class as IB Computer Science SL/HL I. A semester of a Design & Technology course or comparable background is recommended as a prerequisite.

DT 402 IB COMPUTER SCIENCE SL/HL I & II (Grades 11-13, two years, 1 credit per year)

IB Computer Science is a rigorous and practical problem-solving course. This class teaches an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. During the course the student will develop computational solutions. This will involve the ability to:

- Identify a problem or unanswered question
- Design, prototype and test a proposed solution
- Liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

As a Group 4 IB Science subject, collaborative projects form a major part of the coursework. Students will learn programming skills applicable to virtually all fields of study. The first year of this course will be taught in the same class as AP Computer Science A (Java). As a prerequisite, students must have taken one semester of a Design & Technology course or received specific approval from the teacher.

SCIENCES

PROGRAM OVERVIEW

From global warming to agricultural epidemics, from stocking nuclear waste to cloning, science has never been so present in people's minds. The study of science develops a sense of rigor and analytical abilities that, together with a sound knowledge base, are essential tools for participating wisely in a democratic society.

The range of courses offered reflects the department's belief that students should have a basic understanding of the three sciences. All science courses include laboratory investigation. This work develops manipulative and analytical skills while underscoring basic scientific principles. Students will do data logging experiments and use chosen internet sites for research projects and interactive learning experiences.

PHYSICAL SCIENCE 101 (Grades 9-10, full year, 1 credit)

Physical Science is a comprehensive course integrating physics and chemistry that serves as a foundation for the higher sciences (IB and AP) through teaching basic science topics and laboratory skills. The course involves examining forces, motion, energy, matter, and properties of matter in a hands-on way, using laboratory activities meant to teach students concepts through observation, experience, measurement and interpretation.

Students will develop inquiry and problem solving skills within the context of scientific investigation and apply what they learn to everyday situations by conducting investigations, formulating and testing their own hypotheses and producing lab report write-ups.

Text: *Conceptual Physics*, Hewitt

LIFE SCIENCE 201 (Grades 9-10, full year, 1 credit)

Life Science is a laboratory based course that investigates chemistry and biology. First semester begins by exploring organic molecules and the role they play in core biological topics; cells, tissues, proteins, genes and DNA. Second semester focuses on the "macro" level of biology covering the topics of; genetics, evolution, anatomy & physiology and concludes with ecology. Throughout the year, chemistry topics are woven into the curriculum to provide a coherent understanding of the interrelatedness of chemistry and biology. Life Science is designed to develop skills in cooperative learning, lab techniques, and critical thinking. The course provides an excellent background for students to continue their scientific studies at the AP and IB level.

ENVIRONMENTAL SCIENCE 402 (Grades 11-13, full year, 1 credit)

This course provides an introduction to the science of our environment, with units on soil, water, atmosphere, and ecology, with an emphasis on human impacts. There is special attention to current news related to the environment. The prime intent of this course is to enable students to adopt an informed and responsible stance on the wide range of environmental issues we face today. Topics from geology, ecology, oceanography, climate science and hydrology will be studied. Background knowledge in biology, chemistry and physics is helpful but not essential.

PHYSICS 402 (Grades 11-13, full year, 1 credit)

The first semester of this course covers predominately wave phenomena including Sound, Light, Mirrors, Refraction, Lenses, and Circuits. The second semester covers classical mechanics, including the study of Linear Motion, Newton's Laws, Momentum, and Energy. Through student-driven investigations and physical modelling, students will develop laboratory skills and problem solving techniques. No previous knowledge of physics is required. The course will contain some math and students should have successfully completed Algebra I and Geometry before beginning this class.

AP PHYSICS 1 (Grades 11-13, full year, 1 credit)

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as kinematics, dynamics, rotational motion, energy, simple harmonic motion, mechanical waves, and introductory circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, and analyzing data. In this course, students will learn many problem-solving techniques as they apply to the real world.

Text: Giancoli, Douglas. *Physics: Principles with Applications, AP Edition*. 7th ed, 2014.

PHYSICS 401 - IB HIGHER LEVEL I (Grades 11-13, full year, 1 credit)

This is a college-level physics course. Topics include mechanics, thermodynamics, sound, light, electricity & magnetism, energy resources, and digital technology. The course covers both theoretical and practical physics with the lab component representing approximately 25 % of course assignments. No prior knowledge of physics is required, but a student should have completed Algebra II Standard Level prior to entry. In addition, a student should have achieved a B or higher in their previous science course.

Text: *Higher Level Physics 2nd edition*, Chris Hamper

PHYSICS 501 - IB HIGHER LEVEL II (Grades 12-13, full year, 1 credit)

This is the second year of advanced physics. Topics covered include rotational motion, electromagnetism, astrophysics, and quantum mechanics. Lab work is completed on a weekly basis; in addition, students will undertake an independent investigation, which will account for the Internal Assessment (IA) portion of the course. This will entail the design,

data collection, data processing and evaluation of an experiment involving some aspect of physics. The two-year sequence of IB Physics HL culminates in an external examination.

Text: *Higher Level Physics 2nd edition*, Chris Hamper

ENVIRONMENTAL SYSTEMS AND SOCIETIES 401- IB STANDARD LEVEL I (Grades 11-13, full year, 1 credit)

Environmental systems and societies is an interdisciplinary course which scientifically explores the cultural, economic, ethical, political and social interactions of societies with the environment. Students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Students will improve skills such as textual analysis and use of primary sources while developing solutions at the personal, community and global levels.

Text: *Environmental Systems and Societies*, Rutherford, Oxford University Press

ENVIRONMENTAL SYSTEMS AND SOCIETIES 502- IB STANDARD LEVEL II (Grades 12-13, full year, 1 credit)

Environmental systems and societies is an interdisciplinary course which scientifically explores the cultural, economic, ethical, political and social interactions of societies with the environment. Students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Students will improve skills such as textual analysis and use of primary sources while developing solutions at the personal, community and global levels. In this second year, students will complete an in-depth research project and sit a culminating external examination.

Text: *Environmental Systems and Societies*, Rutherford, Oxford University Press

BIOLOGY 401 - IB STANDARD & HIGHER LEVEL I (Grades 11-13, full year, 1 credit)

This is the first year of a two-year program in IB Biology. Students will learn a wide range of scientific investigation skills, which include experimental design, data collection, data processing, statistical applications, and data analysis, while studying a range of topics from the common core of the syllabus. Topics include molecular biology; cell biology; genetics; human physiology; ecology; and evolution and biodiversity. A student should have achieved a B or higher in their previous science course in order to take this class.

Text: *Biology*, Allott and Mindorff, Oxford University Press

BIOLOGY 501 - IB HIGHER LEVEL II (Grades 12-13, full year, 1 credit)

This course follows the IB Biology 401 course as the second part of a two-year program at the higher level. Students will continue to develop their scientific investigation skills, while studying a range of topics, including nucleic acids; metabolism, cell respiration and photosynthesis; plant biology; genetics and evolution; animal physiology; and one option. Students will also embark on an independent investigation, which will account for the Internal

Assessment (IA) portion of the course. This will entail the design, data collection, data processing and evaluation of an experiment involving some aspect of the biological sciences.

Text: *Biology*, Allott and Mindorff, Oxford University Press

BIOLOGY 502 - IB STANDARD LEVEL II (Grades 12-13, full year, 1 credit)

This course follows on from the 401 biology course. Students continue to develop their data collecting and processing skills in the lab program and study an option from the new syllabus. Topics covered include molecular genetics and biotechnology, enzymes, basic concepts of cell respiration and photosynthesis. Students will also embark on an independent investigation, which will account for the Internal Assessment (IA) portion of the course. This will entail the design, data collection, data processing and evaluation of an experiment involving some aspect of the biological sciences.

Text: *Biology*, Allott and Mindorff, Oxford University Press

CHEMISTRY 401 - IB HIGHER LEVEL I (Grades 11-13, full year, 1 credit)

This is the first year of a 2-year program in IB Chemistry. With an emphasis on lab and investigative skills, students learn the chemical principles that underpin both the physical environment and biological systems. Topics studied include atomic structure and bonding, quantitative chemistry, periodicity, energetics and kinetics. The nature of science is addressed throughout the year to explore what science is, how scientists operate, and the interaction between science and society. A student should have achieved a B or higher in their previous science course in order to take this class.

Text: *Chemistry for the IB Diploma*: Owen

CHEMISTRY 501 - IB HIGHER LEVEL II (Grades 12-13, full year, 1 credit)

This is the second year of chemistry for students who have completed Chemistry 401. Topics covered include organic chemistry, acids and bases, reduction and oxidation, and an option to be determined according to student interest. Students will also embark on an independent investigation, which will account for the Internal Assessment (IA) portion of the course. This will entail the design, data collection, data processing and evaluation of an experiment involving some aspect of chemistry.

Text: *Chemistry for the IB Diploma*: Owen

AP ENVIRONMENTAL SCIENCE 401A (Grades 11-13, full year, 1 credit)

This course is designed to be the equivalent of a one-semester college introductory environmental science course. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Topics include: Earth Systems & Resources, The Living World, Population, Land & Water Use, Energy Resources & Consumption, Pollution, and Global Change. A student should have achieved a B or higher in their previous science course in order to take this class.

Text: *Living in the Environment*; Miller and Spoolman, International Edition, 17th Edition

MODERN LANGUAGES: FRENCH AND SPANISH

PROGRAM OVERVIEW

Our mission is to instill a love of languages, people, and cultures in our students, and to provide students with tools to communicate efficiently and meaningfully. Our language philosophy is inclusive and this drives our professional development and curriculum. Language learning is a unique, lifelong process which requires specific skills, commitment, exposure, and interaction. It promotes global citizenship and multicultural understanding. Furthermore, proficiency in additional languages allows students to acquire competencies in other areas of learning.

Language learning is a shared responsibility of the whole ASP community. We value both learning additional languages and the development of mother tongue languages. ASP is an English-speaking school where French is the language of the host country. As such, we believe in:

- fostering a sense of belonging to the local community
- taking advantage of living in France to fully experience and appreciate its richness in art, history, science and culture.

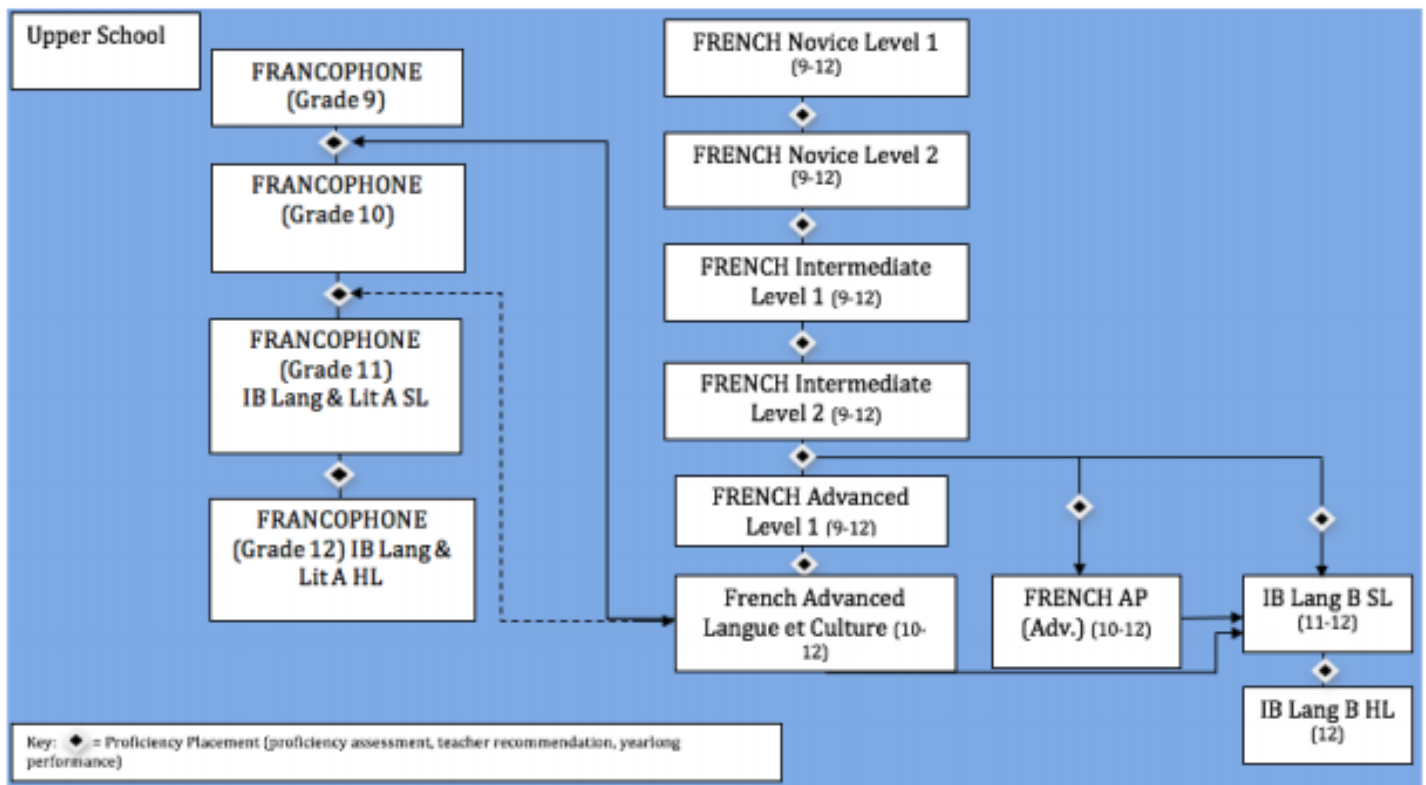
FRENCH AND SPANISH AS A FOREIGN LANGUAGE

The different course levels and the methodological tools used by the language teachers are defined according to the proficiency guidelines published by the American Council on the Teaching of Foreign Languages. This document is a description of “what an individual can do in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context.

For each skill, these guidelines identify three major levels of proficiency: Advanced, Intermediate, and Novice. The three levels in Advanced, Intermediate, and Novice are subdivided into sublevels 1 and 2.

Teachers also use an intercultural approach to help students develop an appreciation of the target culture, i.e. of Francophone and Hispanic civilizations, and an awareness of the plurality of languages and cultures. Students in Grades 11 to 13 can prepare for the International Baccalaureate and Advanced Placement examinations depending on their level.

For students entering ASP, course placement is based on an online written test (grammatical knowledge, reading and listening comprehension) and an oral interview in August at ASP. For returning students, course placement is based on previous achievement and teacher’s recommendation.



FRENCH AS A FOREIGN LANGUAGE COURSES

101 FRENCH NOVICE I (Grades 9–13, full year, 1 credit)

This beginner course is designed to introduce students to the major structural, functional, and lexical areas of French. The wide range of activities offered to students allow them to practice and assimilate the material. Some tools are given for immediate use of the language outside the classroom. Culture is another important aspect of this course that also aims to provide students with keys for a better appreciation of their stay in France.

Texts: teacher-made study guides and activities, extracts from various text and activity books, pictures, songs, articles, authentic documents (maps, timetables, menus, etc.), online exercises designed on BookWidgets, websites (lepointdufle, tv5, etc.)

201 FRENCH NOVICE II (Grades 9–13, full year, 1 credit)

This course is designed for students who have acquired a good proficiency in the basic language skills. Emphasis is based on developing reading comprehension and accurate expression of ideas in both oral and written forms on topics such as health, social media, or collaborative consumption.

Texts: teacher-made study guides and activities, extracts from various text and activity books (Saison 2); videos (tv reports, news, animated presentations, commercials, movie scenes, etc.), extracts from radio programs, pictures, articles (from *Le Monde des ados*, *Okapi*, *L'Actu*), authentic documents, selected readers, websites).

301 FRENCH INTERMEDIATE I (Grades 9–13, full year, 1 credit)

This course will further develop oral and written communication skills acquired at beginners' levels. Students are introduced to various cultural aspects through magazines, articles, reading selections, audio and video documents.

Students develop their knowledge of French Culture and Language through different IB themes (Education, Customs and Traditions, Holidays/travels, Environment).

Text: Extracts and units from *Panorama Francophone 1 and 2*, selection of exercises from A2 grammar and vocabulary books; selected readers (short stories, bandes-dessinées); selected articles from *Le Monde des ados*, *Okapi* and other magazines; extracts from movies like *L'ascension*, *Intouchables*, *Les émotifs anonymes*; French songs and videos, languagesonline and other websites.

401 FRENCH INTERMEDIATE II (Grades 9–13, full year, 1 credit)

This is an advanced course for students who have acquired a good proficiency in the basic language skills. This course focuses on developing reading and listening comprehension, and accurate expression of ideas in both oral and written forms. The course seeks to enrich students' vocabulary, and grammatical and syntactic structures so they can discuss various social themes such as health, social media, ecology, consumption, service, etc.

Text: Selected articles from *Phosphore*, *Le Monde des ados*, *1 jour 1 actu*, *Okapi*, and other newspapers/magazines; videos, radio capsules, movie extracts, songs, blogs, websites, and other authentic documents.

401A1 FRENCH ADVANCED I (Grades 9–10, full year, 1 credit)

This course is suitable for advanced students whose written skills are in need of reinforcement. The four skills will be developed with special emphasis on written proficiency through cultural topics with a content based approach.

Text: selection of themes from *Réseaux*, *La France en poche* and *La France au quotidien* ; selected articles from *l'Actu*, *Le Monde des ados*, *Phosphore*, *Okapi*, *20 minutes*, *Un jour une actu*; selection of exercises from *Civilisation progressive du français*, *Exercices de grammaire en contexte*, *Grammaire en dialogues*, *Vocabulaire en dialogues* and *Vocabulaire progressif du français*; readings: *Jours de soleil*; extracts from films (*Bienvenue chez les Ch'tis*, *Entre les murs*,); lepointdufle.fr and other websites.

402 FRENCH ADVANCED LANGUE ET CULTURE (Grades 10–13, full year, 1 credit)

Français *Langue et Culture* is offered to both Francophone students and to advanced students with good oral fluency who want to continue improving their writing, work on their style, and strengthen their argumentation skills. This course will expose students to French culture, and the curriculum will be organized around cultural events such as: Les Journées du Patrimoine, la Semaine du Goût/le Salon du chocolat, les Fêtes de fin d'année, le festival de la Bande Dessinée d'Angoulême, les Césars, le Salon de l'Agriculture, la Semaine de la Francophonie, la Journée de la Femme, etc.

Articles and extracts from the press, websites, blogs, short literary texts, videos, movies, and news reports will also be part of the curriculum. This course is open to 10th, 11th and 12th grade students who have successfully completed French Advanced I, as well as to Francophone students who want to pursue French in a non-exam class. Students will be able to continue onto the AP or IB French Language B class the following year.

Text: teacher-made study guides and activities, extracts from various text and activity books, websites of cultural events, videos (tv reports, news, animated presentations, commercials, movie scenes, etc.), extracts from radio programs, pictures, articles, authentic documents, short literary readings. Readings: *Et j'irai loin bien loin*, *Blog*. + work on various *Bandes Dessinées*, advertising posters

502A FRENCH ADVANCED AP LANGUAGE AND CULTURE (Grades 10–13, full year, 1 credit)

The AP French Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course develops students' appreciation of cultural products, patterns, and perspectives while preparing them for the AP external examination in May.

Texts: *Thèmes* (Pearson); *Barron's AP French Language and Culture* (to be purchased by the student); selected audio documents and articles from French magazines and newspapers; selected video–documents; tv5.org, lepointdufle.fr, savoirs.rfi.fr, and other websites.

502B FRENCH ADVANCED IB STANDARD LEVEL (Grades 11–13, full year, 1 credit)

This course focuses on linguistic competence and on written and oral comprehension. It is based on a variety of resources including newspaper and magazine articles, television and radio programs, and works of twentieth-century literature. Students in this course will develop and refine writing skills emphasizing the production of well-organized creative essays. The program is structured around 5 main topics: human ingenuity, experiences, identity, sharing the planet, social organization.

Text: IB French B course companion 2nd edition; *Le Monde en Français* 2nd edition; French B hodder 2nd edition; D de Vigan: *No et moi* and another reader; selected articles from the French press; extracts from films (*Samba*; *1:54*; *Les Misérables*; *Les Invisibles...*); un jour une actu, inthinking.com, lepointdufle.fr, tv5.org and other websites.

501 FRENCH ADVANCED IB HIGHER LEVEL (Grades 12–13, full year, 1 credit)

This course builds linguistic competence while emphasizing written comprehension and production. Oral comprehension exercises are based on recent television programs and documentaries related to current events and aspects of life in France. Reading comprehension is developed through reading selected contemporary short stories, poems, and magazine articles dealing with the themes relevant to a sociological examination of France and French speaking countries. Written skills are developed in order to produce

well-organized and coherent essays. The program is structured around 5 main topics: human ingenuity, experiences, identity, sharing the planet, social organization.

Text: IB French B course companion 2nd edition; Le Monde en Français 2nd edition; French B hodder 2nd edition; Faïza Guène *Kiffe kiffe demain* and another reader; selected articles from the French press; extracts from films (Samba; 1:54; les Misérables; les Invisibles...); un jour une actu, inthinking.com, lepointdufle.fr, tv5.org and other websites.

FRANCOPHONE COURSES

The Francophone courses are designed for native or near-native speakers of French who already have a high level of language competence. Language A courses aim to improve and refine their oral and written language skills, to develop their knowledge and critical analysis of a wide range of texts, and to foster their appreciation of Francophone cultures. Themes include bilingualism, issues of the Francophone world, and the evolution of the French language.

The program includes the study of literary works, social issues, and cultural topics. The curriculum of advanced Language A courses is based on the International Baccalaureate Language A (Language and Literature) program that leads to the award of the Bilingual IB Diploma at Standard and Higher Level.

201 FRANCOPHONE GRADE 9 (Grade 9, full year, 1 credit)

This course is designed to help students develop and refine their oral and written language skills, with emphasis on spelling, grammar and syntax. In order to foster their appreciation of literary texts and to develop analysis of register and style, students are introduced to a wide range of texts: Grammaire Bordas (niveau 1); selected activities from Zéro faute ! (niveau 1); a selection of Letters by Mme de Sévigné (17th century) and by Montesquieu (18th), a selection of short stories (nouvelles) by Sagan, Maupassant, Mérimée; a selection of 19th and 20th century poems; a play by E. Rostand, *Cyrano de Bergerac*. Two major projects are proposed to help students enhance their creativity: first semester - *salon littéraire*, second semester - writing a short story.

301 FRANCOPHONE GRADE 10 (Grade 10, full year, 1 credit)

This course is a reinforcement of the written and oral skills developed in Francophone 9, and an introduction to the program and components of the IB Language A Language and Literature program. The curriculum covers studies of language and literature. The approach to the study of language is through press articles on various topics, advertising posters and campaigns, news reports, songs in relation to social themes, etc.

Texts include a selection from: Molière: *Les Précieuses Ridicules*, *Le Malade Imaginaire*, or other plays by Molière; Maupassant, *Pierre et Jean*; L Sebbar, *Isabelle l'Algérien*; Gael Faye, *Petit Pays*; short stories and selected poems "poésie engagée". Films: *Welcome*, *Banlieusards*, *Molière*. Television documentaries (Secrets d'histoire) and other video

documents, radio interviews, articles from the press (Le Monde, Le Figaro, Le Point, 20 minutes), websites. Spelling/grammar on Site Voltaire, individualized training

401 FRANCOPHONE GRADE 11 (IB LANGUAGE & LITERATURE SL) (Grades 11–13, full year, 1 credit)

This is an advanced course for students who have completed Francophone 10 and who have obtained a teacher recommendation. The curriculum focuses on the study of language and the study of literature. Topics of language in cultural context can include the study of myths and their influence, stereotypes and manipulation in media, etc. Students are expected to develop a critical approach in their structured oral presentations and written papers.

Texts: J. Anouilh: *Antigone* (play); G. de Maupassant: *Pierre et Jean* (roman); R. Tagore: *Le Laurier-sang* (play; translation); E. Ajar: *La vie devant soi* (roman). N. Huston: excerpts from *Nord perdu* (essai); selected articles from the French press; communication (marketing); clemi.fr; ina.fr, TV5.org, and other websites.

501 FRANCOPHONE GRADE 12 (IB LANGUAGE & LITERATURE HL) (Grades 12–13, full year, 1 credit)

Students who have completed Francophone 11 are admitted to this course following a teacher recommendation. Like the Francophone 11 course, the Francophone 12 course covers both language and literature studies. Topics include gender differences as reflected in language, expression of social relationships in language, representation of various social groups in the media, political language and speeches, and translation. Students continue developing their critical approach to literature, textual analysis, and cultural topics through structured oral presentations, debates, and written papers. They also must submit one written task, which counts towards the IB examination.

Texts: Beaumarchais: *Le Mariage de Figaro* (study of the play and live performance); A. Camus: *La Peste*; Vercors: *Le Silence de la mer et autres récits*; selected poems; N. Hikmet: *Il neige dans la nuit* (work in translation, IB requirement); selected articles from the French press (Le Monde, Le Figaro, Le Point, Le Nouvel Observateur), television documentaries, interviews or speeches of authors; websites.

SPANISH AS A FOREIGN LANGUAGE COURSES

101 SPANISH NOVICE LEVEL I (Grades 9–13, full year, 1 credit)

In this introductory course, students learn basic conversation patterns, grammar and vocabulary. This beginner course is designed to introduce students to the major structural, functional, and lexical areas of Spanish. The wide range of activities offered to students allow them to practice and assimilate the material. Culture is another important aspect of this course that also aims to provide students with keys for a better appreciation of Spanish speaking countries.

Texts: *Diverso 1, Gente 1* Units 1 to 8 (textbook and workbook), teacher-made study guides and activities, extracts from various text and activity books, pictures, songs, articles, authentic documents (maps, timetables, menus, etc.), online exercises , websites (aprender español, profe de ele, videoele, etc.)

201 SPANISH NOVICE LEVEL II (Grades 9–13, full year, 1 credit)

Students review and build upon structures studied in Spanish Novice I. More advanced writing and reading is required, and there is an emphasis on the use of Spanish in class at all times.

Text: *Gente 1* Units 9-11 (textbook and workbook); *Pasaporte B1*; extracts of films; songs; short films and languages websites.

301 SPANISH INTERMEDIATE (Grades 9–13, full year, 1 credit)

In this course students will further develop oral and written communication skills learned at the beginner level. Students are introduced to various cultural aspects of Spanish speaking countries through magazines, articles, reading selections, audio excerpts and video clips. Students develop their knowledge of Spanish language and culture through different topics including Holidays/Travel, Education, Customs & Traditions, Environment, and New Technologies.

Text: *Diverso 2 ; Escribir en español; Gramática B1* (Segunda parte); teacher-made study guides and activities, extracts from various text and activity books, pictures, songs, articles, authentic documents, online exercises , websites (aprender español, profe de ele, videoele, etc.)

401 SPANISH ADVANCED IB SL (Grades 11–13, full year, 1 credit)

This course follows the IB Spanish B SL program of study. In this class students listen to songs, radio programs, and mini lectures about a variety of topics that include literature, history, culture and current events. They will be exposed to authentic sources like newspapers and magazines as well as to short stories, poems, and cultural selections. In this course students are encouraged to develop their speaking skills through oral presentations that are based on pictures and magazine or newspaper articles. Students will also employ media and technology into their presentations.

Text: *IB skills; Pasaporte B2; Gramática B1/B2*; poems, extracts of films; songs; short films and languages websites.

501 SPANISH ADVANCED IB HL (Grades 11–13, full year, 1 credit)

This is an advanced course for students who have acquired a very good proficiency in the four language skills. This course follows the IB Spanish B HL program of study. Students are exposed to a demanding review of grammatical structures, formal writing, extensive conversational practice (discussions, debates), and aural comprehension activities.

Discussion of literary works, amplification of vocabulary, guided and free composition, and expression of ideas allow the students to develop the necessary skills they need to be successful on the IB Higher Level examination.

Text: *Lengua: Gramática B2* (Segunda parte); Short novels (Matute, García Márquez); selected newspaper articles from European and Latin American media; poems; extracts from films; songs; short films and languages websites.

502 SPANISH ADVANCED AP LANGUAGE AND CULTURE (Grades 10–13, full year; 1 credit)

This course follows the College Board curriculum for AP Spanish Language and Culture. Students will develop advanced competencies in listening comprehension, speaking skills, reading and writing. This course prepares students for the AP external examination in May.

Text: *AP Spanish* (Pearson); *Abriendo Paso Temas y Lecturas* (Pearson); *AP Spanish* (Barron's); *Temas AP Spanish* (Vista Higher Learning); selected audio documents and articles from Spanish magazines and newspapers; selected video-documents and Spanish websites

VISUAL AND PERFORMING ARTS

PROGRAM OVERVIEW

Our aim as arts educators is to develop and implement comprehensive, creative, innovative music, theater, film and visual art programs. Such programs will equip students to think like artists, and will establish in them lifelong artistic dispositions as bold, sensitive creators, thoughtful, informed appreciators and enthusiastic, active supporters of the arts.

The true artist is a visionary who makes the world a better place. The arts are intrinsically valuable as an avenue for the creative expression of our human psyche. Exposure to, exploration of, and instruction in the arts are essential components of a comprehensive 21st century education. Research clearly shows that the arts contribute greatly to the social, emotional, cognitive, physical and civic development of the students we work with. The arts uniquely address the complete human experience, making them a significant foundation upon which to develop the personal and academic excellence that is part of ASP's mission.

VISUAL ARTS

The Visual Arts courses at ASP offer a diverse curriculum dedicated to expanding students' critical and aesthetic horizons. Students may choose from a variety of media, with emphasis placed on individual growth and creative expression.

CERAMICS (Grades 9–13, one semester, ½ credit)

In this course students learn the basic procedures working and creating with clay. Students will make mainly functional pieces using basic techniques such as pinching, coil–building, and slab building. They will also learn a variety of approaches for decorating and glazing their pieces. In addition to building specific skills working with clay, students are also expected to explore, experiment and problem solve, to express their creativity.

DIGITAL ART & DESIGN (Grades 9–13, one semester, ½ credit)

This course will introduce the concept of digital imaging through the creation of 2D and 3D computer generated pieces. Programs such as Photoshop and Illustrator will be taught. Students will learn the basic tools in one or more of the graphic programs through teacher presentations, online tutorials and experimentation. This course also provides the opportunity to use high tech digital machinery such as the 3D printer, laser cutter, and vinyl printer in certain projects.

In addition, students will learn the fundamentals of graphic design through the production of publicity posters for school events such as theater, visiting speakers and sports events, etc. Discussions on balance, elements of design and color theory are a continual part of the course. Grading is based on a set of criteria with ongoing formative assessment.

DIGITAL PHOTOGRAPHY 1 (Grades 9–13, one semester, ½ credit)

In today’s world of mass-produced image exposure; visual literacy & comprehension is crucial to an individual’s education. This course explores digital photography through the critical eye of the artist, developing a sense of visual communication and creative expression via digital imagery. Practice and prowess of the human eye in connection with the lens of the camera will be taught and developed. The basic fields of study will include compositional rules, depth of field, shutter-speed, light management, and photojournalism. Students will be introduced to the historical aspects of photography as well as to the study of famous photographers. This is a fast paced course and students are required to take photos outside of school.

Please note: Students are encouraged to provide their own compact digitals or SLR digitals.

DIGITAL PHOTOGRAPHY 2 (Grades 9–13, one semester, ½ credit)

This course utilises all of the different skills and techniques learned in Digital Photography 1 and applies them to a range of creative concepts and compositions. Students will explore different genres and aspects of Art Photography and will create photo sets such as portraiture, still life, and fashion photography. Students will also use the outdoors to create landscape, architecture and street photography, going beyond with micro, montage and abstract photography. The history of photography and its photographers will also be studied and applied. The goal of Digital Photography 2 is for students to develop a portfolio of expressive and aesthetic work via their images captured through the lens.

One semester of Digital Photography is a prerequisite for this course. Personal Digital Camera highly recommended.

STREET ART (Grades 9–13, one semester, ½ credit)

This course offers a unique approach to studying art that focuses on one overarching theme, while exploring multiple artistic techniques. The current theme is: Street Art, one of the most prominent and sometimes controversial art movements of our time. Students will discuss the legitimacy and social impact of Street Art, explore its history, and gain knowledge about the works of major and local artists. Hands-on creation of original pieces is an important aspect of this course, as students explore both traditional and digital mediums commonly used in creating Street Art. Projects include: stenciling, printmaking, mosaic and sticker-making. Students will also benefit from exploring Street Art on a field trip into Paris and/or working with an artist in residence to create a school-wide Street Art inspired piece, such as a mural.

SCULPTURE (Grades 9–13, one semester, ½ credit)

This course will introduce the basic principles of three-dimensional design. The concept of spatial relationships and the understanding of proportions and harmony will be studied through a variety of problem-solving projects. Form, space, volume and surface finishes will be explored. Mediums of art-making will be cardboard, stone, wire and plaster. Students will be introduced to different sculptural elements applied within different cultures and throughout history. Innovation, imagination and motivation are paramount.

DRAWING (Grades 9–13, one semester, ½ credit)

Drawing is the first authentic form of art-making since the beginning of civilisation, and whilst the world becomes increasingly wired, drawing remains the most direct and immediate form of self-expression. Training your hands to work with your eyes and mind can only enhance your vision and dexterity. If you love to draw or wish to learn, this course is for you. Working with graphite, charcoal, pastels, coloured pencils, felt tips, pen/brush & ink as you render from observation and imagination you will develop a base that can be applied to any other art discipline and more.

This course specializes as a hands-on introduction course to the creative world of Painting and Printmaking. Students will explore different painting media, such as watercolor, acrylic and oil. In addition, foundation skills in printmaking will also be introduced through relief, etching, and monotype prints. In the printmaking portion of the class, students work with the concepts of limited editions and the creation of multiples. Color theory and basic elements of art and design are an integral part of this course. Historical, contemporary and cultural references will be discussed in detail. This course is a suggested prerequisite for Adv. Studio Art.

PAINTING (Grades 9–13, one semester each ½ credit)

Whether you love to paint, or are not quite sure, this hands-on course offers the opportunity to develop technical skills in watercolor, tempera, acrylic and oil painting. Exploring Color Theory, Art History, and Art Elements and Principles are also integral components of this class. It is the perfect opportunity for all students interested in painting, regardless of prior

experience, to deepen their skill-set and gain a greater understanding of this timeless medium. This course is a suggested prerequisite for Adv. Studio Art.

PRINTMAKING (Grades 9–13, one semester each ½ credit)

This course specializes as a hands-on introduction course to the creative world of Printmaking. Foundational skills in printmaking will be explored through relief, etching, and monotype prints. Students work with the concepts of limited editions and the creation of multiples. Color theory and elements of art and design are an integral part of this course. Historical, contemporary and cultural references will be discussed in detail. This course is a suggested prerequisite for Adv. Studio Art.

ADVANCED STUDIO ART (Grades 10–13, full year, 1 credit)

This course is designed for students who strive to work at a high level in preparation for entering the IB Visual Arts course in their Junior year or for students who wish to challenge their artmaking and art appreciation beyond the basic levels. Students will experiment with a range of different art skills and media to include artmaking in a variety of art forms. Students will also learn to keep a visual art journal, explore different established artists and their artworks, analyze and compare art from different cultures and times, develop visual arts vocabulary and articulate personal responses to their artmaking. All students will produce an independent portfolio of studio work.

IB VISUAL ARTS – 401 IB STANDARD LEVEL & IB HIGHER LEVEL I (Grades 11–13, full year, 1 credit) and 502 1B STANDARD & IB HIGHER LEVEL II (Grades 12–13, full year, 1 credit)

“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 the first year of the two year course, students begin to develop a portfolio of Artwork experimenting in an extensive range of artforms to include 2 dimensional formats, 3 dimensional formats and lens/screen based formats. Via a selection of given concepts students are encouraged to research, create, explore and manifest their personal voice of expression and seek meaning in their artworks. Students will begin to articulate and document their inspirations, creative thoughts, artmaking, reflections and connections in both a digital Process Portfolio and a hardcopy Visual Journal. Students will begin to learn to analyse an artwork using the methods of formal analysis, create links to a work’s cultural significance and discover the meaning or purpose of an artwork. The aim is for these young artistic individuals to leave this course with a general thematic concept that they will indulge and develop in their sequential Senior year. Students must be highly motivated and autonomous artistically.

Please note that this IB Visual Arts course has a substantial writing element along with Artmaking.

Students can decide at the end of the first year if they want to choose standard level or high level.

Prerequisite: Advanced Studio Art or several Studio Art electives -with teacher recommendation.

The second year of the course requires that the young artistic individual dedicates an in depth study and engagement into their thematic artmaking as well as the required textual content.

1. The Comparative Study (20% externally assessed) is an intensive presentation that critically analyses and compares 3 different artworks of their choice. (Started the year precedent.) This demanding study teaches the young individual to know and appreciate great works of art. They will refine their critical eye, via a method of formal analysis and define an 3 artworks' composition, they will study the impacts that the culture, social structure and epic had in the making of these artworks and they will learn to define the meaning, purpose and significance of the artworks. They will then compare the three, discover their common thread and create an artwork inspired from their studies.

2. The Process Portfolio (40% externally assessed) includes inspirational research, experimentation and engagement with different creative concepts, media, techniques and processes involved in their Artmaking. The rubrics involved are: *Exploring Skills, Techniques & Processes. *Critical Investigations & Making Connections. *Communication of Ideas & Intentions - Both Visual & Written. *Reviewing, Refining & Reflecting – Both Visual & Written

3. The Exhibition (40%, Internally Assessed) is a student curated exhibition showcasing their thematic artworks created from their two years of Artmaking study. The exhibition takes place in early spring. Standard Level will exhibit 4–7 artworks. Higher Level will exhibit 8–11 Artworks. Students will write a 400–700 word Curatorial Rationale reflecting their process of creation and articulating their inspirations and decisions regarding their exhibition aesthetics. Prerequisite: Advanced Studio Art or several Visual Arts courses -with teacher recommendation.

Students must be highly motivated to connect with the art world to include visiting museums and galleries as sources of inspiration.

DIGITAL FILMMAKING SEMESTER (*Grades 9–13, semester, ½ credit*)

Visual narratives surround us with films, television programs, commercials and YouTube having an ever-increasing presence in students' lives. Digital Filmmaking provides students opportunities to better understand, as well as to create, digital videos. Students learn the technical aspects of digital production, including digital cinematography, non-linear editing, lighting, and computer-based special effects.

Equally important is the art of storytelling. Students work to create original, well-structured stories with compelling characters and conflicts. Besides that, students will have contact with films from different countries and cultures, learning about film history and early techniques.

DIGITAL FILMMAKING YEAR-LONG (*Grade 9–13, full year, 1 credit*)

Same as the semester-long course, but we will dive deeper into the filmmaking process. The pace is faster than the semester course. There is no prerequisite for this course, but some previous knowledge about filmmaking is helpful so it's ideal for students who already took

digital filmmaking semester course and wants to follow with more knowledge in the art of filmmaking

IB FILM - 401 IB STANDARD LEVEL I & IB HIGHER LEVEL I (*Grades 11–12, full year, 1 credit*)

IB Film, year one of this two-year program, challenges students to fully explore Film as Art by studying great films, creating documentary scripts and producing short films. This three-pronged approach creates opportunities to thoroughly investigate Film as Art while preparing students for the IB Film assessments, submitted in Year 2. Students will follow the IB curriculum, but the course is not limited only to those seeking the IB Diploma. The course is open to all students who seek an in-depth understanding of the power of film to inspire, to inform, and to entertain.

Year 1 of the program looks critically at a variety of film genres, develops cinematography and editing skills, and introduces script writing as art. It is advisable but not required to have some film experience before taking this course.

IB FILM - 502 IB STANDARD LEVEL II & 501 IB HIGHER LEVEL II (*Grades 12–13, full year, 1 credit*)

IB Film is the second-year component of the two-year IB Film curriculum, where students complete the three elements of the IB Film Portfolio - a film (with trailer for HL), a documentary script and a structured film analysis. Throughout the year students will view and discuss select films, work on production exercises and script writing assignments.

Students will spend the first semester creating their IB film, a seven-minute (HL) production. During this process they will specialize and focus on one production role. They will also research and begin writing their documentary script for submission.

During the second semester students will finalize all of the pieces of the IB Film Portfolio, including the analysis component of the course, a 10 minute comparative study project, and a textual analysis of a scene from one of the pre-defined films assigned by IBO.

YEARBOOK/DESKTOP PUBLISHING (*Grades 9–13, full year, 1 credit*)

In this cross curricular, project-based class, students work collaboratively using technology such as digital cameras and online design software to produce a high-quality yearbook. Students use writing, communication skills, and creativity to tell the story of the school community in an engaging way. Digital Art and Digital Photography are excellent preparation for this course, but not required.

PERFORMING ARTS

Performing Arts courses offer an active and dynamic addition to the life of ASP. The 375-seat Performing Arts Center allows for the staging of numerous performances and productions. Other facilities include music ensemble and practice rooms, a modern sound and light booth and diverse backstage rooms for actors. ASP also holds a wide range of string, woodwind and brass instruments available for rent, as well as many orchestral, jazz and world percussion instruments on campus.

US Concert Band (Grades 9–13, full year, 1 credit)

If you are an instrumental musician on **woodwind**, **brass** or **percussion**, then this class is for you! You should normally have 2 or more years of playing experience, including reading music comfortably. Piano players are welcome to join as percussionists, starting on mallets and timpani.

The concert band meets on alternate days in the schedule, focusing mostly on practical playing to develop technique, aural skills, musicality and essential theory. Throughout each year we aim to play music from a wide variety of styles and periods, also encouraging a broader appreciation of musical cultures and history. We perform at 3 official school concerts, augmented by other performance opportunities including the ASP Jazz Band, US and MS musicals and auditioned music festivals run by The Association for Music in International Schools (AMIS). Private teachers are also available on voice and several instruments – just contact a music teacher for details.

Playing an instrument in a musical ensemble should be an enjoyable, challenging and rewarding experience. Scientific studies have also proven the many additional benefits to cognitive development, problem solving, language acquisition, social skills and more. Come and join us in the US Concert Band to continue and expand your musical journey into the future.

CONCERT CHOIR - ULTIMATELY VOCAL (Grades 9–13, full year, 1 credit)

Singing together creates a sense of community as well as the stimulating opportunity to work together towards the creation of something beautiful. Awareness and appreciation of your part in a vibrant ensemble is a powerful stimulus, and research shows that ensemble singing has significant mental, social, physical, emotional and academic benefits. With this in mind, our concert choir is open to *all* students who want to sing! Enthusiasm is mandatory, experience is optional!

The class reinforces the fundamentals of vocal technique, music reading and the skills necessary for performing choral repertoire from a wide variety of musical styles and genres. Opportunities are also given to perform as soloists and members of smaller vocal ensembles, and to conduct, arrange, or accompany.

Our choir is a team effort and as this is a performance based course, participation in all school concerts (approximately three per year) is required. Students enrolled in choir are eligible to audition for a popular annual International Honor Choir Festival run by the Association for Music in International Schools (AMIS).

DIGITAL MUSIC (Grades 9–13, one semester, ½ credit)

A subtitle for this introductory course might be “What Music Is and How to Make It”, as it combines an overview of the roots and development of American popular music – blues, folk, country, jazz, rock and rap – with hands-on experience creating and arranging music using digital audio production techniques. The ASP Media Lab’s MIDI keyboard-equipped Macintosh computers allow students with widely varied musical backgrounds to learn basic concepts of melody, harmony and rhythm while creating their own compositions. The students will also produce soundtracks for films made in ASP’s Digital Filmmaking classes.

AP MUSIC THEORY (Grades 10–13, full year, 1 credit)

*If you are already a music reader and want to know **why** the music you like sounds good, then this is the course for you.*

Most of the musical idiomatic language used in contemporary music was established long ago, and AP Music Theory seeks to enable a student to understand, appreciate and use this language fluently both in a written and aural setting. Such understanding is enormously helpful to the aspiring composer and performer of music of any style or genre.

This is unashamedly a college level music course so the required reading level at the point of entry is important. Students should be fluent in standard notation for pitch, rhythm, harmony and have a fundamental knowledge of terms and signs used for tempo, dynamics and articulation. The ability to perform on an instrument is helpful in order to contextualize theoretical concepts, but is not essential, however AP Music students should be comfortable with their own singing voice as sight-singing is a part of the course.

Any student wishing to enquire about AP Music Theory should see Mrs. Love for more information and for a packet of theory work to ensure success at the start of the academic year.

IB MUSIC SL and HL (Grades 11–13, full year, 1 credit per year)

The new 2-year IB Music course opens the doors to a *wide range of musicians*, offering exciting opportunities for students to explore, experiment with, create and perform a diverse range of musical styles. This course caters for all students who have a genuine interest in music, whether self taught performers, singers and composers who wish to extend their musical knowledge and skill, or those who have learned an instrument or sung for years. As a researcher, creator and performer working within personal, local and global musical contexts, students will, over 2 years, create individual portfolios that demonstrate their musical growth through the exploration of four stimulating areas of inquiry that promote both historical and contemporary investigation. Students are encouraged to work with Digital Audio Workstations (DAWs) using software such as GarageBand, Logic Pro, or Ableton Live and notation software such as Sibelius, Muscore or Noteflight, as well as with acoustic instruments, including voice.

The course follows a similar path for both Standard and Higher Level students, but the HL student will also be required to complete a Contemporary Music Maker collaborative multimedia project in their second year.

Students who wish to enrol in this course must have an adequate level of musical literacy, reading standard notation for pitch, rhythm and chords. They must also have some

proficiency on an instrument (note that the voice is an instrument) and wish to improve their skills in that area. Knowledge of DAW software is desirable but not essential. Interested students should see Mrs Love for more information.

ENSEMBLE THEATER (*Grades 9–11, full year, 1 credit*)

This course inspires students to explore the very nature of Theatre by ‘Making Theatre’ as well as by studying it. Theatre is essentially an art of communication, of telling a good story. Students will learn about the craft of acting, directing and dramaturgy. The course encourages students to gain a deeper understanding of their creative potential through performance experience. Students will also be introduced to a variety of contemporary as well as classical playwrights. No experience necessary.

IB THEATER - 401 IB STANDARD LEVEL & IB HIGHER LEVEL I (*Grades 11–12, full year, 1 credit*) and 502 IB STANDARD LEVEL & 501 IB HIGHER LEVEL II (*Grades 12–13, full year, 1 credit*)

The IB Diploma Program theatre course is dynamic, multifaceted and practical in nature. The course focuses on the reflective, expressive, and creative skills of its students. It promotes holistic learning and strongly emphasizes the value of individual creativity and the importance of ensemble work. It encourages the taking of risks, the building of confidence through play, enthusiasm and imagination.

Emphasis is placed on the discovery and exploration of the various interrelated disciplines of the theatre arts. The assessment components for this course are practical in nature and involve producing a Director’s Notebook (HL&SL), the collaborative devising of an original theatre piece (HL&SL), a presentation of applied research to performance (HL&SL), as well as theatre theory in practice at the HL level in the form of a solo performance. Exam components are assessed at the end of the two-year course.

THEATRE ARTS 402 (*Grades 11-12, full year, 1 credit*)

Students in this course follow the structure of the second year of the IB program. A mixture of texts, theory and practical projects students are encouraged to define what theatre means to them and create performances that explore their vision.

INTERDISCIPLINARY COURSES

ETHICAL ENTREPRENEURSHIP (*Grades 10-13, one year, 1 credit*)

Designed for students serious about making a positive impact either in the context of service and social entrepreneurship or through running their own business. This course will serve as an introduction on how to build a business from the ground up, including business models and financing, communication, studies of current businesses and their founders, and more. Most importantly, students will engage in weekly projects and activities designed to teach them actual hands-on business development. Students will learn how to work as teams and present ideas to others in clear, effective, and compelling ways. They will also become more comfortable with communication in general from creating resumes, writing emails, role-playing, and more.

Students will be empowered to execute ideas on their own and in small groups, culminating in final projects that showcase their own business creations. An overarching theme that will be carried throughout the course is that of social good: one can make money and still operate in an ethical and responsible manner. How can businesses do this and what are examples of ones that do? Students will interact with business owners and entrepreneurs, who will visit as guest speakers, and will hopefully be able to visit local businesses. They will learn about B-Corps, Corporate Social Responsibility, and Triple Bottom Line businesses (focused on planet, people, and profits).

While there will be some basic math used in the course, it is assumed that students taking this class will not have a specific math or business background or business experience.

MUSIC, LYRICS, & CULTURE (*Grades 9 - 13, one semester, ½ credit*)

This course is designed for anybody who likes music – non-musicians as well as musicians, and will involve the study of the music and lyrics of songs throughout the past 70 years as well as modern songs. We will study the cultural and historical relevance of these songs, by analyzing how they reflect the culture of the time and also have the power to change the culture of the time. Assessments will involve lyrical analysis and lyric-writing, musical/structural analysis of songs, and an understanding of the historical relevance of certain artists and songs. This course will give students an outlet for creative expression by allowing students to bring in songs for the class to listen to, and to write lyrics of their own. The course is also designed to be a “stress reducer” by providing opportunities to listen to and study music and lyrics. At the end of the semester, there will be an option for a songwriting project (music, or lyrics, or both). No previous musical knowledge or musical talent is necessary to take this course.

DIALOGUES FOR SOCIAL JUSTICE (*Grades 11-13, one semester, ½ credit*)

The goal of this course is to develop students' knowledge and skills as potential facilitators of dialogue-based education for social justice. Students will acquire a deep understanding of systemic social, economic, and political issues, as well as practical skills for real-life facilitation. The topics of this course include social identity development, the roots of oppression, power and privilege, and organizing for social change. Class discussions will be guided by readings, lectures, films, simulations, role-plays, and written assignments.

As future facilitators, students will acquire an understanding of non-violent communication, group development, and conflict exploration. Students will engage in exercises called "facilitator challenges". These challenges will occur during class time and will be based on required readings. In these challenges, students will be asked to apply the material covered in the course to facilitation situations. Your instructor will use these challenges to help you reach a greater understanding of the material and the dynamics of facilitation. You will also have the opportunity to exercise your facilitation skills in a 9th Grade classroom. Throughout the semester, you will construct a lesson with a classmate and have the opportunity to deliver it in a Leadership Lab classroom as guest facilitators. The final assessment will be an opportunity to integrate learning from all aspects of the course. Details will follow in class.

PHYSICAL EDUCATION

PHYSICAL EDUCATION (*Grades 9–10, full year, ¼ credit per semester*)

All 9th and 10th grade students are required to participate in a year-long physical education class. Students participate in a variety of sports, including fitness-based activities, team games and individual sports. Students' physical fitness is an overlapping theme throughout the year, with a strong emphasis on personal growth and achievement.

Over the course of the two years, students will understand and develop the different components of physical fitness, learning how to measure and improve their progress along the way. They will learn to appreciate and implement in their daily lives various cognitive, social, and motor skills that they acquire in the PE program. Our goal is to ensure that students understand the components of an active lifestyle and master the fundamental skills of various activities to make healthy choices for the future. Upon completion of the program, students will understand how to independently lead a physically active life into adulthood and enjoy the many associated benefits.

FITNESS FOR LIFE (*Grades 11-13, full year, ¼ credit per semester*)

The Fitness for Life course enables students to learn and practice a variety of training activities that promote a healthy, active lifestyle and develop personal physical fitness. Students will implement training techniques to develop a personal fitness plan whilst learning injury prevention and methods for activity adherence.

STUDENT SUPPORT

THE GUIDANCE COMMITTEE

The Guidance Committee is composed of the Director, Assistant Director, Academic Dean, Guidance Counselors, College Counselors, Learning Support teachers and the Athletic Director. This group meets weekly to review students' academic and emotional development and to formulate plans to assist those students in need. Students having special requests, such as additional days beyond the absence policy limit or a course waiver may submit a written request, signed by their parents to a member of the Guidance Committee. The committee will review these special requests and provide a written response usually within two weeks.

ASSISTANT DIRECTOR

An important liaison between students, parents and the school, the Assistant Director acts to support students and helps to establish a safe, nurturing environment by creating and guiding students in line with our school's beliefs and mission. The assistant director also seeks to empower students to have a positive impact on our community and beyond, discovering their own voice and passions in the process.

ACADEMIC DEAN

The Academic Dean oversees the International Baccalaureate and Advanced Placement program as well the Upper School schedule, attendance management, and grades. Students with questions concerning either the IB and AP programs should consult the Academic Dean to plan their course of study.

GRADE COUNSELORS

Each grade level is assigned a counselor who provides emotional and academic support throughout their time at ASP. Counselors guide students in the course selection process, helping them to choose a balanced range of courses that will meet their individual needs and aspirations. Counselors also provide emotional support and critical guidance both individually and through grade level programs.

COLLEGE GUIDANCE

The goal of our college guidance program is to help students make the "right" match and select a college where they will be successful, productive and happy. The College Counselors at ASP comprehensively assist students in the college selection and admissions process. Students begin working with the College Counselors at the beginning of the second semester of the junior year when families attend both group and individual guidance meetings. Evening information sessions are held with parents of both juniors and seniors. Each year scores of university admissions officers from around the world visit ASP to meet with students. In addition, over 60 colleges and universities are represented at the annual Paris College Day Fair.

LEADERSHIP LAB AT ASP

Leadership Lab is our two-year advisory program for 9th and 10th grade students. The sequence seeks to support students on their journey to self-realization, as they grow individually and as members of a community. Throughout Leadership Lab, students will engage in activities and discussions that cultivate their sense of self, communication capacities, and anti-oppression practice. Leadership Lab is based on the belief that meaningful leadership requires an ongoing exploration of our personal identities and belief systems, so that we can be authentic and impactful in our service to others.

Leadership Lab for 9th Grade: Social Justice Dialogue

In 9th grade, students will follow workshops designed to explore the interconnected nature of inequalities in accessible and transformative ways. Through a variety of learning games and activities that encourage deep reflection on personal bias and engagement in peer-to-peer dialogue, participants will acquire new perspectives in favor of social justice change.

Leadership Lab for 10th Grade: Sexuality Education through *Unhushed*

Unhushed is a comprehensive sexuality education curriculum that focuses on social justice, personal identity, empowerment of the sexual self, and healthy communication. The themes developed complement the concepts introduced in social justice dialogues from 9th grade.

In both years, sessions will be interspersed with visits from our Guidance Counselors for information on orientation to high school, study skills, and college readiness.

ORIENTATION PROGRAM

Each year, ASP welcomes a large number of new students to its community. For some newcomers, meeting classmates and teachers and adapting to a new school routine come easily. For others, however, a new host-country and culture, as well as the demands of an independent school, require adjustment and preparation. ASP recognizes the importance of a smooth transition for continued academic success and social well-being. The school endeavors to make every student's first day and subsequent school year exciting and rewarding. To help with the transition, we organize a number of events at the beginning of the year such as Orientation Day, Activities Day, and a Welcome Back Picnic. Detailed information about these events, will be sent to you before the school year begins.

ASSEMBLIES

Regular assemblies are organized to promote student activities, helping to raise awareness and foster a spirit of community. Held in the PAC from 8:40 to 9 a.m. on Monday, Wednesday and Thursday mornings, these meetings serve to keep students informed of all the various activities occurring at school, highlight student achievements, promote student talent, encourage student voice and reinforce key elements of our school's mission and values . In addition, longer community meetings are organized roughly once per month

where outside speakers and performers are often center stage though students often lead longer meetings as well.

THE SAWIRIS FAMILY LIBRARY (THE HUB!)

The Upper School Library supports the curriculum and instruction for teachers and students, promoting a lifelong love of reading and learning while helping students become efficient and responsible users and creators of ideas and information.

Specifically, the Library:

- Creates a safe and inviting environment that is conducive to learning.
- Provides access to a wide range of resources to help answer research and reading needs.
- Collaborates with the school community to teach 21st century information, communications and technology skills.

ASP UPPER SCHOOL POLICIES

STUDENT ATTENDANCE POLICY

Regular attendance at school is clearly essential to the learning process and is vital for students seeking to attain challenging educational goals. It is for this reason that the Upper School has set clear guidelines regarding attendance.

Students are expected to be on campus the entire day between 8:40 a.m. and 3:30 p.m. Students are expected to attend PAC on Monday, Wednesday, and Thursday beginning at 8:40 a.m. On Tuesdays and Fridays, classes begin promptly at 8:45.

Students are expected to be on time for class. If a student is late to class, students should either:

- Present a dated/timed note from a teacher, counselor, or nurse if an appointment has run over.
- Go to the Upper School Office to collect a note.

When a student arrives with a note, teachers will enter a “tardy excused OR unexcused” in PowerSchool. After three tardies in any of the student’s classes, the student will be assigned a mandatory after-school study session. After six tardies, the student will be assigned another mandatory after-school study session. Nine tardies in one semester will result in a mandatory four hour Saturday study session. If a student misses more than half of a given class period, he/she will be marked absent from that class (this includes excused absences for outside appointments or visits to the nurse). Any student who is absent from a class

without justification (parent e-mail or teacher permission) will result in a mandatory after-school study session.

All excused absences must be documented by a parental email to usoffice@asparis.fr. We ask that parents schedule medical and other appointments outside of the school day. If an appointment must be scheduled during school hours, a doctor's note should be submitted to usoffice@asparis.fr in order for this absence to be excused. A student is allowed no more than 5 excused absences (i.e. personal medical appointment) per class per semester. An additional 3 excused absences are allowed for sports and co-curricular trips. For example, a student missing four days for sports and one day for an illness would be within the absence policy. If a student has an extended illness which requires three or more days out of school at any time, he/she should present a medical certificate. If a student is absent for a semester exam because of illness he/she must present a medical certificate. Should a student exceed the allotted absences in a semester, they will receive a "U" (unsatisfactory attendance) in that particular class. In exceptional cases, an appeal for additional days may be made in writing to the Guidance Committee.

Students who miss school on school-sponsored trips are required to consult with their teachers BEFORE the day of absence in order to determine deadlines for turning in assignments and making up assessments. For example, sports teams leaving on a Friday should turn in assignments the day before departing. Students are not permitted to participate in after-school activities on any day that they are absent from classes. A list of students intending to miss school for a school-sponsored event will be sent out in advance, and any teacher has the right to express concern if that the student is in poor academic standing.

SCHOOL VISITORS:

Students should apply to the Assistant Director for permission to bring a guest onto campus. All applications must be made at least three days in advance of the visit. All visitors must wear a visitors' pass, which will be collected from reception upon arrival at school and must remain with the host student throughout the day.

OUR COMMITMENT TO SHARED VALUES AND RESPONSIBILITIES:

ASP is a community. As such, all members of the community have a responsibility to respect and uphold the mission and values that are the defining core of our community. Students at ASP are expected to conduct themselves, both on and off campus, in a manner which reflects well on themselves and the school. Mutual respect and consideration are the keys to making our school a great place to be. Below are some more specific details that help to ensure a positive experience for everyone.

We believe that realizing ASP's mission and core values is a continuous, developmental process and mistakes and lapses in judgment are learning opportunities. Our community works to instill ASP's shared values through open dialogue, teaching, and counseling. The ultimate goal for all ASP students is to develop appropriate, autonomous, and self-correcting

behavior. All ASP disciplinary procedures are derived from these beliefs. The Head of School and/or the Director reserves the right to take appropriate disciplinary action in the case of a violation of these standards. Further disciplinary procedures are outlined [here](#).

COMMUNITY AGREEMENTS

ON CAMPUS

Respect in the classroom: If students show a lack of respect to their teachers and/or peers, they will be reminded by the teacher of their responsibilities. If the behavior does not change, they will be referred to the Assistant Director. Potential consequences: after-school or Saturday mandatory study session, disciplinary probation, among others.

Students must follow the instructions of the teacher concerning **technology** in the classroom.

- In general, phones must be off and stored in the student's bag during class time, unless otherwise instructed by their teacher. Likewise computer use must be in accordance with teacher directives.
- If a student's phone is being used inappropriately in class, the phone will be confiscated and
- given to the Assistant Director, to be collected at the end of the day. If this happens more than once, the student will leave the phone in our office in the mornings, and collect after school.

Please see the Upper School Responsible Use of Technology Policy at the end of this Guide.

Respect for Academic Integrity in Your ASP Classes: ASP aims to develop “engaged ethical citizens” who use information ethically and value the work of others. Academic Integrity means being trustworthy and responsible in all academic work, creating and expressing one's own ideas and acknowledging the intellectual contributions of others. Academic Integrity is a fundamental aspect of responsibility, which is part of our core values.

Please follow this link for a [full description of academic dishonesty](#).

Consequences for academic dishonesty may include:

- First instance: meeting with the Assistant Director and parents, a mark of “zero” on the assignment.
- Second instance: meeting with the Assistant Director and parents, a mark of “zero” on the assignment, disciplinary probation for one semester, will likely lead to a letter in the student's file, and potential suspension. Any instances of academic dishonesty beyond this can lead to longer suspension and potential removal from school.

PLEASE NOTE THAT FOR IB DIPLOMA CANDIDATES, AN INSTANCE OF ACADEMIC DISHONESTY CAN LEAD TO REMOVAL FROM THE PROGRAM.

Respect Throughout Campus: Students should show the same sort of respect in the hallways and all other school facilities that is expected of them in class. This includes interactions with community members, language, and use of facilities. For example (and not limited to): no food or drink in the Upper School, PAC, Gym; cleaning up after oneself in the

cafeteria, community spaces, no student use of elevators, etc. If this is not the case, they will be referred by an adult to the Assistant Director.

ASP is a smoke/vape free campus. If a student is smoking or vaping on campus, he or she will face consequences; this is generally a two-day suspension from school. For further instances, please refer to our specific disciplinary procedures outlined [here](#).

Respectful Attire at ASP: Students are asked to dress appropriately and respectfully. Clothing or accessories should be culturally sensitive and should not display offensive or vulgar language or promote alcohol or illegal products. A member of staff will speak with any student whose clothing is deemed inappropriate. The administration reserves the right to ask students to change their clothing or send students home if they are in violation of the code.

Respect on the Bus: The bus service is an extension of the ASP campus. When students are on the bus, they should act as if they were at school. The above rules apply to the buses. Inappropriate behavior on the bus may lead to suspension of bus privileges.

OFF CAMPUS

In the Local Community: Students must remember that their actions outside of school reflect on our community. Irresponsible and unsafe behavior outside of school will lead to a conversation between the administration and families about healthy choices. In the specific case of smoking or vaping, students should not engage in this behavior. If a student of legal age chooses to smoke or vape, it must not be within view of the school. Students will be reminded of this, and if there is not a change in behavior, they will face disciplinary action. N.B.: Any instance of smoking or vaping on campus will result in disciplinary action.

On sports or co-curricular trips: Students hold the same responsibilities and will be held accountable for inappropriate actions on a sports or co-curricular trip as they would while on campus.

If a student repeatedly finds it difficult to follow the above guidelines, he or she will work with the Assistant Director to develop a behavior contract in order to help guide them. Students who disregard this behavior contract will be subject to suspension or expulsion. Further disciplinary procedures are outlined [here](#).

The “Non-Negotiables”: There are a series of behaviors which are deemed unacceptable in the ASP community. These behaviors can lead to suspension and eventual expulsion from our school.

- Any instance of discrimination based on race, academic needs, gender, or sexual orientation.
- Repeated instances of disrespect to any adult (teacher, administrator, or staff member of our school).
- Physical violence or intimidation
- Possessing, taking, being under the influence of, or selling drugs or alcohol
- Possessing any form of weapon

- Theft, vandalism
- Online intimidation or “Cyber bullying” (includes but not limited to): posting images or videos without an individual’s consent; disparaging comments about a member of the school community...)

Further disciplinary procedures are outlined [here](#).

ACADEMIC SOCIETIES AND DISTINCTIONS

CUM LAUDE SOCIETY OF AMERICA

Since 1954, the Upper School administration has nominated deserving juniors and seniors to this most prestigious academic honor society. Selection is based on a student's academic record and character.

NATIONAL HONOR SOCIETY

The National Honor Society recognizes students from Grades 10 to 12 who have excelled scholastically and who have shown commitment to service and leadership. Prospective candidates are invited to apply for admission to NHS. A faculty committee formally reviews all applications and makes the selection. Grade 10 students are eligible for induction in their second semester and Grade 12 students are eligible in their first semester.

ACADEMIC AWARDS FOR GRADES 9–12

In June, recognition is given to outstanding students in each subject area at special awards assemblies.

GRADUATION AWARDS AND HONORS

Students are selected for the following awards and prizes by the faculty and administration of the Upper School. These awards are announced at Graduation.

ACADEMIC EXCELLENCE

This award is given to two seniors who have achieved a record of academic excellence by ranking the highest in their class.

J.P. CHAPMAN AWARD

This award, in memory of former Headmaster, John Chapman, who met an untimely death on November 23, 1964, is presented to those students who have contributed with "great modesty" to life at the American School of Paris.

CITIZENSHIP AWARD

This award is presented to two students who have demonstrated outstanding citizenship and service to the school community.

SERVICE AWARD

This award is presented to two students who have given of themselves in unselfish service to their school.

INTERNATIONAL AWARD

This award is presented to two students who have fostered better understanding among the diverse nationalities comprising the school community.

LYLE–NICOLL MERIT AWARDS

In memory of Upper School faculty member, Jack Lyle, and student, David Nicoll, who died in separate accidents in 1979, the Jack Lyle/David Nicoll Merit Scholarship Award is presented to a graduating senior in recognition of his or her contribution to the school community. Selection criteria include a strong academic background, citizenship and service, a desire for advanced education and a definite financial need. The award is determined by the Executive Board of the Parent Faculty Association, advised by the seniors' Guidance Counselor and the Upper School administration.

RENAISSANCE AWARD

This award is given to two students who have distinguished themselves in at least three of the following areas: the Humanities, the Sciences, the Arts and Athletics.

THE PARKER BRADFORD SPIRIT AWARD

This award, named in honor of Parker Bradford, Class of 2007, is given to a student whose energy, enthusiasm and dynamism have lifted the spirit of the A.S.P. community.

MARK E. ULFERS AWARD

The Mark E. Ulfers award for global understanding and leadership. This award is in honour of Mark E. Ulfers, distinguished Head of School from 2010 to 2018. The award is given to a student who has demonstrated a commitment to contributing to a global community of understanding and compassion through informed dialogue and service to others.

SENIOR SPEAKERS

The school faculty selects two seniors to speak at graduation.

CO-CURRICULAR ACTIVITIES AND ORGANIZATIONS

The Upper School offers a rich and varied range of co-curricular offerings. These include not only our athletic and performing arts programs, fine arts, service organizations, student government, literary clubs and more. Our students are traditionally very active in these programs and often choose to invest in a combination of several of these offerings. Please find below a selection of this year's after school options.

A CAPPELLA/THE TREBELS

Student-run a cappella singing group. Members are chosen through audition.

AMNESTY INTERNATIONAL

Amnesty International aims to identify, bring attention to, and petition grave abuses of human rights across the world. A movement of over 3 million activists and supporters, Amnesty uses the power of international pressure to affect change. Amnesty at ASP is an officially recognized affiliate of Amnesty France, and the club often works in conjunction with its headquarters in Paris while still remaining independent, with the flexibility to choose which topics the club members wish to pursue.

ANIMAL WELFARE CLUB

This club unites students who care about animal welfare. The club meets weekly. Student's share information and concerns. Past activities included: posters to help with the adoption of abandoned pets, maintaining a bulletin board with information, planning two PAC events that shared information, sponsoring an endangered animal through WWF, making a game for international day, and planning a dog-walkathon.

ART CLUB

In ART CLUB, students may work on various projects involving diverse materials and supports (choice made individually). This club is for the student who needs more time to do his/her artwork (IB) or just the student who cannot fit art into his/her schedule. Group projects, such as murals for the school may be proposed.

GREEN TEAM

Green Team is an environmental club that is dedicated to preserving and protecting the environment at ASP and beyond. It oversees the recycling at schools and works to reduce the consumption of paper, water, electricity and other such resources. We also fundraise for various charity groups every year.

HABITAT FOR HUMANITY

The Habitat Club at ASP, which was started by student Jessica Papalia, continues to battle poverty by building homes for low-income families. Club members, in addition to raising awareness throughout the year, prepare throughout the year for a trip to a build site; past trips have included Portugal, Romania, Macedonia, and Indonesia.

INDIA CLUB

India Club raises funds and collects donations for the Jyoti School for handicapped children in Rishikesh, India as well as the Luxman Jhula Medical center, which treats people with leprosy. Goals include giving as much support as possible to these two institutions and learning about India and its culture, as well as how to perform community service.

INK

Ink is ASP's student-led literary magazine. We take part in expeditions into Paris (for example, to the bookstore Shakespeare & Co.), host an open-mic literary evening every year and publish an annual magazine containing student photography, poetry, short fiction, essays, graphic stories, etc. Our aim is to allow budding writers to explore their talents, their imagination and their self-confidence. Contributions are always welcomed.

JAZZ BAND

We are a standard 'big band' that plays a wide variety of musical styles. These include blues, swing, cool jazz, funk, rock, Latin and movie themes. Upper School musicians with at least 2–3 years of playing experience are welcome to join on the following instruments: Flute, alto/tenor/ baritone saxophones, trumpet, trombone/ euphonium, electric guitar, piano, bass and drum kit. Good reading of musical notation is essential for our repertoire, including chord symbols for guitarists. Improvising is encouraged but not required from all musicians. We perform at school concerts as well as school events on and off campus. Members of the band are also eligible to audition for the AMIS Honor Jazz Festival which takes place each year at various locations worldwide. More information here: <https://www.amis-online.org/mshmc-festival-details> There is also an opportunity to attend the AMIS Jazz Skills Workshop, part of the main jazz festival, which is open to all musicians who wish to learn or improve their jazz techniques.

For more information please contact the ASP Band Director, [Mr. Hall](#).

KALAHARI EDUCATION EXPERIENCE (KEE)

The Kalahari Education Experience culminates in a two-week trip that ASP students take during summer vacation (the last week of June and the first week of July) to the Moshaweng Valley in South Africa. We specifically travel to the small village of Ganap, where we work at an intermediate school during the students' winter break. The students at this school will have to take and pass a matriculation exam in English in order to gain acceptance into high school. During the school year, KEE meets one Tuesday per month for two hours. At these meetings, we work on two things: fundraising for school supplies for the students of Ganap and the anthology used as the basis of the lessons we provide.

KENYA CLUB

Kenya Club is a philanthropic organization which conducts fundraisers in order to help a special youngster in Kenya, Kelvin Atuya, pursue his education. The club has been in existence for several years. Its immediate goal is to support Kelvin through to the end of his secondary education. The club has recently broadened its interests to encompass issues particularly affecting young African women.

KIDS HOME

Kids Home Club supports the Baan Dek Foundation in Chiang Mai, Thailand. This organization supports four different programs, which help families and children of different ages. The main program provides support for migrant children on construction sites where they do not have access to education or health care. The Kids Home club at ASP thinks of creative and fun ways to raise money to help these children in Thailand, including an annual Fashion Show.

LET'S TALK ACCEPTANCE (LTA)

Let's Talk Acceptance Club addresses the issues of acceptance facing the ASP community and the larger world. We work on providing a support system that is accepting at the individual level for those that are in need.

MODEL UN/PAMUN

Model UN is a club in which we debate global issues, with the goal of finding solutions to these issues in the UN framework. In meetings, we practice our skills of debate and public speaking, while researching the nations we represent to learn about foreign policy. We also attend several conferences throughout the year, which require great levels of leadership and collaboration with others. In addition, we host the Paris Model UN conference held annually at UNESCO which brings together approximately 900 participants.

REBEL TV

The Upper School media production club. We will be producing PSA videos, comedy skits and learn about the inside of a production studio. Our videos will be shown in PAC to the whole High School throughout the year.

ROBOTICS CLUB

The Robotics Club is for anyone interested in engineering and/or coding. We participate in two annual competitions: the Zero Robotics Challenge in the fall and the FIRST Tech Challenge in the spring. Zero Robotics is run by MIT and NASA, and we have the opportunity to code small autonomous robots on the International Space Station. FIRST requires us to build a large robot capable of competing against other teams doing a series of complex tasks. We travel to Grenoble to go head to head against other schools throughout France. Everyone of any level is encouraged to join the club!

ROMANIA CHILDREN'S RELIEF

For over ten years now, the Romania club has been supporting the work of Romanian Children's Relief/Fondatia Innocenti which runs a playroom for abandoned babies and a program for elementary school Roma children in Bucharest. The club usually sends groups of students to Bucharest for a week during the Toussaint and April breaks to work.

STUDENT COUNCIL

The Student Council is an organization that acts as a liaison between the students and the administration. We seek to address the concerns of the students whilst striving to create the most favorable environment and culture for the entire student body and school. We are composed of 4 officers (President, Vice-President, Treasurer, Secretary) 12 representatives (3 representatives from each grade) and Spirit Liaisons.

SUMBA CLUB

Sumba Club is an ASP service club that, through fundraising, aims to lessen the consequences of poverty on the island of Sumba. Each year we focus on a specific goal that can be anything from funding mosquitos nets to funding water tanks for the villages. We try to come up with fun and original fundraising ideas while spreading awareness and making a difference.

WOMEN IN STEM

Women in Stem is a club dedicated to promoting and celebrating women's contributions to the fields of Science, Technology, Engineering and Mathematics. Annual activities include guest speakers, alumni outreach, challenge stand at international day, maintaining an informational bulletin board, creating an annual award to recognise achievements.

YEARBOOK CLUB

This club works in tandem with the Yearbook class to produce our annual school yearbook. Students are engaged in artfully and efficiently creating perhaps the key publication associated with our school. Every student enrolled at ASP receives a copy of the yearbook.

ATHLETICS PROGRAM

REBELS INTERSCHOLASTIC SPORTS: VARSITY/JV COMPETITION

Grade Eligibility: students in Grades 9-12 are eligible to be on a Varsity or JV team.

Team Eligibility: Try-outs are at the beginning of each of the 3 seasons in August, November, March. We do our best to keep on a team everyone who has minimum competency, is committed to learning, and attends all tryouts. If it is clear that there is a safety risk as a result of limited facilities or limited staffing to manage a team, the Athletic Director and Coaches will meet to determine team numbers.

- **Fall** (September-November): Boys & Girls Soccer, Boys & Girls Volleyball, Boys & Girls Cross Country
- **Winter** (November-March): Boys & Girls Basketball, Boys & Girls Swimming, Boys Rugby 7s
- **Spring** (March-May): Boys & Girls Tennis, Boys & Girls Track & Field, Girls Softball, Boys Baseball, Boys & Girls Golf
-

Practices: Mondays—Varsity only (3:45-6:20 pm), Tuesdays (4:30-6:20 pm), Thursdays (4:30-6:20 pm). Transport is available through the ASP bus service: late school bus service is available at 5:15 pm on Monday through Thursday and at 6:30 p.m. on Monday through Thursday. ASP teams use campus sports facilities—Fieldhouse (Building 1), Gym (Building 7), outdoor fields—and various sites near the school. Most games are on Fridays-Saturdays.

ISST Conference: ASP is one of the founding members of the International Schools Sports Tournament (ISST), and all Varsity teams travel to a championship tournament in the Fall (November), Winter (March), and Spring (May). There are also multiple competitions with other ISST teams, and this requires housing visiting students or traveling and staying with host families. In order to compete in Varsity sports at ASP, athletes must house at least 2 visiting students each season.

Attendance: mandatory for practices and games; the only possible exceptions are illness and family emergency. Three unexcused absences will result in dismissal from the team.

Academic Eligibility: Students are expected to maintain a good academic standing; if a student has 2 D grades or 1 F grade, they will be on academic probation and must petition the US Guidance for permission to practice and play. If a student is deemed eligible to practice or compete, s/he must submit a weekly progress report before the end of the day Thursday for participation in the following week.

THE ARTS IN UPPER SCHOOL

The ASP Arts Program mission is to foster an appreciation, understanding and respect for the visual and performing arts by providing exciting and inspirational opportunities for students to express themselves and find their creative venues. This aim is achieved through offering a variety of different creative mediums and forms of expression in which students can thrive regardless of their prior experience and talents. Just a few examples of co-curricular opportunities in the performing arts include:

- Music Program: Musical Productions, String Ensemble, Jazz band, Honor Band and Choir, A Capella
- Drama Program: At least one major production a year
- Film Program: ASP hosts “ Clash of the Titans “ international film competition

Upper School Technology Responsible Use Policy

Introduction and Overview

ASP recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work and life beyond school.

This Responsible Use Policy outlines the guidelines and behaviors that users are expected to follow when using school technologies or when using personally-owned computer devices at school.

- ASP technology resources are provided for educational purposes only.
- Users are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Users may only use technology, including network resources and the Internet, in an appropriate manner consistent with ASP policies and French and EU laws.
- All activity over the network or on computers at school may be monitored and retained, and in exceptional circumstances, logs and information identifying specific users will be submitted to the police or other relevant authorities.
- Failure to act responsibly while using school network and technology resources will be handled with appropriate disciplinary procedures.
- ASP makes a reasonable effort to ensure users' safety and security online, but will not be held accountable for any harm or damages that result from the use of school technologies.
- Users of the school network or other technologies are expected to alert IT Support staff immediately of any concerns for safety or security.

Usage Policies

All technologies provided by ASP are intended for education purposes. All users are expected to use good judgment and to follow the specifics of this document as well as the spirit of it: be safe, appropriate, careful and kind, don't try to get around technological protection measures, use good common sense, and ask if you don't know something.

1. Passwords and Security

ASP provides systems for privacy and security. You receive a temporary password when you are first given a user account. You should change your password immediately: create a secure password and do not disclose it to anyone else. Be sure to log off when you finish using a computer – you are responsible for taking reasonable care to keep your account secure. Do not share user accounts. IT Support staff don't know what your ASP account password is, but if you forget your password you can ask them to reset it. Then you should change it to something secure that you can remember.

You may not use hacking, phishing or any other techniques to attempt to access passwords or resources to which you have not been explicitly granted access. This includes other users' accounts and files, and school servers and other network

resources. Users may not access or take control of other users' accounts, files or devices without their permission.

2. School-Owned Computers

For certain classes, ASP provides desktop, laptop or tablet computers to support learning inside and outside of the classroom. Users are expected to treat these devices with care; they are expensive and the school is entrusting them to your care when you use them. Users should report any loss, damage, or malfunction to IT Support staff immediately. Users may be financially accountable for any damage resulting from negligence or misuse.

3. Personally-Owned Computers

This Responsible Use Policy also applies to personally-owned devices when they are used at school. There are specific requirements relevant to the use of those devices: 'Parameters for the use of students' own devices' in the **ASP Upper School Bring Your Own Device (BYOD) Program** document.

4. Malware

Users are expected to take reasonable safeguards against the transmission of malware, such as computer viruses, worms, Trojans, spyware or adware, over the school network.

Every user is responsible for their own devices – including computers and storage media such as USB keys and external hard drives – when they attach them to the ASP network or computers. Although ASP provides anti-malware software for school-owned computers, users are responsible for ensuring that their own devices have appropriate malware protection, when (1) they use them on the ASP network, or (2) they transfer files from those computers, even if they are not at school, to school-owned computers using external storage devices, or via wired or wireless networks.

If you believe a computer or mobile device you are using might be infected with a virus, please alert IT Support staff immediately.

5. Internet Access

ASP provides its users with access to the Internet, including web sites, content, and online platforms and tools. That access is restricted in compliance with French and EU regulations and school policies. Web browsing may be monitored and web activity records may be retained indefinitely.

Users are expected to respect that the web filter is a safety precaution, and should not try to circumvent it when browsing the Web. If a site is blocked and a user believes it shouldn't be, the user should alert the Technology Director or the Director of the Upper School for review.

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner. Users should also remember not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it is difficult and often impossible to remove - and can sometimes be shared and spread in ways you never intended.

6. Email, Social Media and Online Collaborative Tools

ASP provides users with email accounts for the purpose of school-related communication. These accounts should be used for all ASP provided services that are linked to an email account.

Recognizing the benefits collaboration brings to education, ASP also provides users with access to web sites and tools that allow communication, collaboration, sharing, and messaging among users.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email use, posts, chats, sharing, and messaging may be monitored.

7. Online Materials

Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet. The Upper School Library provides subscriptions to excellent online research databases.

Users should not download or attempt to download, install or run executable programs (including games) over the school network or on school computers without express permission from the IT Support staff.

You are able to download other file types, such as documents and images. For the security of our network, download such files only from reputable sites, and only for educational purposes.

You may not download copyrighted materials (including pictures, music and videos) without having the appropriate rights, licenses or permissions. If you download materials illegally, you are liable for any fines or prosecution that may be incurred.

8. Plagiarism

Users should not plagiarize content (or use as their own, without citing the original creator), including words or images, from the Internet. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author. Teachers at ASP use plagiarism checking tools. Academic dishonesty has serious consequences.

9. Personal Safety

Users should never share personal information, including phone number, address, birth date or financial information, over the Internet without appropriate adult supervision. Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. Students should never agree to meet someone they meet online in real life without parental permission.

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of a responsible adult

(teacher or staff member if you're at school; parent if you're using the device at home) immediately.

10. Cyber Bullying

Cyber bullying will not be tolerated from anyone in the ASP community. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyber bullying. Don't be mean. Don't send emails or post information or comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyber bullying can be a crime. Remember that your activities are monitored and retained.

Limitation of Liability

ASP takes seriously its obligations to protect users' safety, but will not be held responsible for damage or harm to persons, files, data, or hardware through the use of the IT equipment or infrastructure it provides.

While ASP employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness.

ASP will not be held responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

Violations of this Responsible Use Policy

Violations of this policy may have disciplinary consequences, including:

- Suspension of network, technology, or computer privileges
- Notification of parents
- Detention or suspension from school and school-related activities
- Permanent exclusion from the ASP community
- Legal action and/or prosecution

Examples of Acceptable and Unacceptable Use

I will:

- ✓ Use school technologies at appropriate times, in approved places, for educational pursuits.
- ✓ Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- ✓ Treat school resources carefully, and alert staff if there is any problem with their operation.

- ✓ Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- ✓ Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages or posts) online.
- ✓ Cite sources when using online sites and resources for research.
- ✓ Respect copyrights and intellectual property rights.
- ✓ Recognize that use of school technologies is a privilege and treat it as such.
- ✓ Be cautious to protect the safety of myself and others.
- ✓ Help to protect the security of school resources.

I will not:

- ✗ Use or store on my device media or software which has been downloaded or obtained illegally.
- ✗ Attempt to find inappropriate images or content.
- ✗ Use language online that would be unacceptable in the classroom.
- ✗ Try to find ways to circumvent the school's safety measures and filtering tools.
- ✗ Attempt to hack or access sites, servers, or content that isn't intended for my use.
- ✗ Use school technologies for illegal activities or to pursue information on such activities.
- ✗ Engage in cyber bullying, harassment, or disrespectful conduct toward others.
- ✗ Use school technologies to send spam or chain mail.
- ✗ Plagiarize content I find online.
- ✗ Post personally-identifying information online, about myself or others.
- ✗ Agree to meet someone I meet online in real life, except for when a responsible adult has verified that I will be safe.
- ✗ Make audio or video recordings of other people, including teachers and other students, without their permission.

These are not intended to be exhaustive lists. Users should use their own good judgment when using ASP technologies and be aware that online behavior has real world consequences for themselves and other people. You are responsible for your online behavior and its effects on yourself and others.

This update: September, 2020

Bring Your Own Device (BYOD) Program

Applicable to all grade 9-12 students.

Introduction

At ASP we are committed to allowing responsible, learning-centered use of technology in order to expand the resources and modes of learning available to students. We believe that technology can provide valuable tools for learning, and also that sometimes the best way to learn doesn't involve technology at all. We want students to be able to use technology in class, whenever it is appropriate and can make a worthwhile, positive contribution to their learning.

In the context of ASP's BYOD program, 'device' means a computer which is suitable for effective website use, document reading and note-taking. It must enable the use of media, and the creation of documents and other presentations in standard file formats.

Although tablets/ iPads and devices such as Chromebooks can be ideal for purposes such as note-taking, web browsing and media use, some courses require specific software which only runs on Windows and MacOS. ASP provides the software for you to install on your computer. Therefore, if you wish to use only one device at school, a laptop is best. A tablet or other non-Windows/ MacOS computer may be useful as a supplementary device. Most ASP Upper School students bring a MacOS or Windows laptop. If you are not sure whether a device you already have, or are thinking of buying, meets the required specifications or would be suitable for the ASP Upper School BYOD program, please email the ASP Director of Technology: techdirector@asparis.fr

At ASP, BYOD does not include smart phones. Student use of mobile phones in class is forbidden, except with special permission from the teacher. Any mobile phone brought to class should be stowed in the student's bag, rather than being on their person.

Parameters for the use of students' own devices

1. The use of personal devices falls under the **ASP Upper School Technology Responsible Use Policy**. Students are required to behave responsibly and respectfully in a manner consistent with ASP's Beliefs. They must not participate in any activity using their device that violates ASP's rules, or French or EU law.
2. The use of personal devices during the school day is at the discretion of teachers and staff, and students must use them as directed by their teachers. The use of personal devices must not disrupt class.
3. The primary purpose of the use of personal devices at school is educational. ASP does not make any commitment to supporting non-educational use during the school day.
4. Students must bring their device to school every day. For teachers to make effective use of technology with their classes they must be able to rely on all students having their devices with them.
5. Students are responsible for the completion of assigned tasks, and for their own contingency planning (for example, being able to access files online or using other

backup strategies to ensure that they can still meet their assignment obligations, despite potential technical difficulties).

6. Students must be able to manage and use the device themselves for the tasks required for their classes. Learning how to use their device and the software needed for their school work is the student's own responsibility.
7. Students must take reasonable precautions to ensure that their device and files they distribute are malware free. This may require the installation of anti-malware software on their device.
8. Students must bring the device to school each day fully charged, and should manage its battery resources throughout the day to ensure it can be used as needed for classes, preferably without requiring charging at school. There is limited provision of electrical outlets at school.
9. During class, students may not use their devices to communicate with other people inside or outside of the classroom without their teacher's permission.
10. Lessons may only be recorded with the permission of the teacher and other members of the class.
11. Students may not use software which uses large amounts of network bandwidth for personal purposes at school. This includes programs used for downloading or sharing music, videos or software, and peer-to-peer or torrent clients. Students who do so may lose the privilege of using the school network.
12. Students bring their personal computer device to school at their own risk. They are responsible for its upkeep and protection.

This update: September, 2020

Child Safeguarding Guidelines for Distance Learning

The following guidelines were developed to ensure the health and safety of our students and staff during distance learning sessions. Please note that ASP's child safeguarding policy and procedures, responsible use policies for technology, our code of conduct, as well as behavior codes outlined in student handbooks, apply to distance learning environments. The following resources were used to develop these guidelines:

- Council of International Schools - Adapting to New Learning Environments: How to keep students safe and protect their wellbeing
- International School Counselor Association - Position Statement: Role of the International School Counselor during School Closures
- American School Counselor Association - Ethical Standards for School Counselors

Distance Learning Protocols for Teachers and Tutors

- Teachers and students should arrange for a suitable space that is professionally appropriate and free from distractions to conduct online learning.
 - We ask parents to establish a suitable place at home where children will spend their time learning.
 - This is ideally in a public or shared space, not in the child's bedroom.
 - Students are expected to dress appropriately, as they would for a normal school day.
- The majority of online learning will take place in large or small group format (i.e. classroom instruction, breakout groups).
 - One-to-one educational sessions, outside of regularly scheduled classes, require the teacher to inform the parents of the date/ time of this session by copying parents on the Zoom invite (see below for counseling guidelines).
 - § As mentioned above, these sessions are to take place in a public or shared space, not in the child's bedroom.
 - § Please alert counselors to any concerns that arise during one-to-one sessions.
- In accordance with our child safeguarding policies, parents will be informed of any safeguarding concerns that arise during the conversation with a student.
 - Potential safeguarding concerns in an online learning context which warrant the teacher contacting a counselor could be, but are not limited to, student behaviors such as a student missing a disturbing amount of online classes, not turning in work, and/or making comments during classes which suggest despondency.
 - Potential safeguarding concerns in an online learning context which warrant a teacher contacting the student's division director, counselor, and Dan Kerr, our designated safeguarding lead, are behaviors indicating clear despondency, visible evidence of self harm, comments suggesting a desire to self harm or to harm others, or comments suggesting or stating that there has been abuse of some nature in the home.

- In a child safeguarding situation, staff will inform the child's division director, counselor and designated safeguarding lead, Dan Kerr, as soon as possible, and within the same day. The division director will call the parents of the child to share the concern.
 - The child's counselor will work with the division director, designated safeguarding lead, and school nurses to provide resources and support for the child and family.
- For any concern that arises during a distance learning session, staff and students should report directly to their divisional directors and/or counselors.
- If a student is not adhering to ASP's behavior code of conduct, then a member of staff has the right to mute online platform participants, disable users' videos and/or remove a participant from a virtual classroom.
- Any shared material in a virtual setting should be appropriate and in accordance with our acceptable use policy and behavior guidelines.
- All communication from staff should come from ASP approved devices using school approved communication tools such as email and Zoom.
- For all individual tutoring sessions conducted by ASP teachers, parents must be copied on the Zoom invitation and thereby notified of the date/time of the session.
- Recording of distance learning sessions is strictly prohibited.

Online School Counseling Services for ASP Students

- Counseling sessions will be provided using Zoom and ASP email will be used to book appointments.
- Counselors adhere to the same ethical guidelines in virtual/distance settings as they would in face-to-face settings.
- Students and counselors have the option to hold a session with audio only, not video.
- Counselors will not be able to provide intensive school counseling virtually and confidentiality may not be guaranteed as counselors are also working in home environments.
- If a child requires mental health support services, school counselors will provide the family with the contacts of licensed professionals.
- If, for any reason, parents do not wish for their child to participate in individual online Zoom counseling sessions, please let your child's counselor know.