



# American Overseas School of Rome

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

### Grades 9-12

Head of School: Dr. Kristen DiMatteo  
Secondary School Principal: Mr. Jerome Duggan

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# TABLE OF CONTENTS

Introduction & Principal's Welcome Letter	3
Who We Are, Mission, Community Beliefs	4
Student Profile	4-5
Admissions Information	5
AOSR Graduation Requirements	6
Grading, Important Points, Class Changes	7-9
Student Course Options	9-11
International Baccalaureate (IB)	11
Advanced Placement Program (AP)	11
Library Information	12
Course Descriptions	13-47

## PRINCIPAL'S WELCOME LETTER

Dear Students and Parents,

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

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

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

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

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

**Mr. Chris Brown** – AP/ IB Coordinator – 0633438337 [chbrown@aosr.org](mailto:chbrown@aosr.org)

**Mr. Steve Petraglia** – High School College Counselor – 0633438327 [spetraglia@aosr.org](mailto:spetraglia@aosr.org)

**Mr. Jerry Duggan** – Secondary School Principal – 0633438326 [jduggan@aosr.org](mailto:jduggan@aosr.org)

I look forward to discussing your academic journey with you.

Mr. Jerry Duggan  
Secondary School Principal



**American Overseas  
School of Rome**

## WHO WE ARE

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

## MISSION

AOSR offers the **best of an American-International education**. We **inspire** our **diverse** student body to **courageously** meet the demands of a changing world.

## OUR COMMUNITY BELIEFS

### Integrity

**Our community is founded upon our ethical actions.** We reflect upon our interactions and seek to continuously better ourselves. When we make mistakes, we admit them and use restorative practices to seek a harmonious resolution.

### Respect

We believe that **the dignity of each person in our community must be honored**. Guided by integrity, our actions demonstrate acceptance and appreciation of others.

### Responsibility

We believe that **a focus on personal accountability, self-direction, and an ethic of service empowers us to productively interact in our community** and life beyond AOSR.

### Trust

We believe that **collaboration based in trust stimulates learning; nurtures our community; and results in better outcomes, ideas, and solutions**. Trust is created through the respectful exchange of ideas and opinions and is strengthened through compromise and understanding.

## AOSR STUDENT PROFILE

### Compassionate

We **demonstrate compassion through appreciative, supportive and well-intended interactions**. Our communication and actions reflect our collective kind, caring and empathetic spirit.

### Creative

**We engage in artistic endeavours to express ourselves and enhance our lives**. Our creativity leads to **innovation and divergent approaches to problem solving** that improve our world.

### Critical thinker

**We analyze, apply, and create** with an unprecedented volume of information. We develop **new understandings, solve problems, and make well-informed decisions** that better ourselves and our community.

### **Curious**

**We actively pose and seek answers to challenging questions about our world.** We find joy in the active inquiry of concepts, phenomena, and differing perspectives brings forth valuable new learning.

### **Ethical**

**Our actions are guided by honesty and a clear sense of right and wrong.** We model our Community Beliefs, and we know that our actions impact others. Acting ethically means doing what's right, even when it is difficult or challenging to do so.

### **Open Minded**

By **understanding and embracing differences**, we appreciate our common humanity and are equipped to interact with care. **We confidently and respectfully express our ideas and seek to understand those of others.**

### **Resilient**

We **demonstrate resilience when we see setbacks as an opportunity to grow.** As AOSR community members, we help each other identify and persevere to reach our goals. We strive to **balance physical, emotional and academic needs to lead a fulfilling life.**

## **ADMISSIONS INFORMATION**

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

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

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

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

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

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

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

## **AOSR GRADUATION REQUIREMENTS**

<b>COURSES</b>	<b>CREDITS/CREDIT SEQUENCE</b>
<b>English</b>	One 4 credit sequence
<b>Math, Social Studies, Foreign Language, Science</b>	Three credit sequences for each of these areas
<b>Fine or Performing Art</b>	1 credit
<b>Physical Education</b>	1 credit
<b>Elective</b>	4 elective credits
<b>Special requirements</b>	Italian 5 (for Italian citizens), US History (for US citizens), Choice for dual national

A minimum of 23 credits is required for graduation.

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

## GRADING AND GPA

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

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

Letter Grade	Percentile Grade	Grade Point Average (GPA)
A+	97-100 (excellent or superior)	4.3
A	93-96	4
A-	90-92	3.7
B+	87-89 (very good, above average)	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79 (average, satisfactory)	2.3
C	73-76	2
C-	70-72	1.7
D+	68-69 (below average)	1.3
D	64-67	1
D-	63-60 (unsatisfactory)	0.7
F	Below 60 (unacceptable, failing)	0

AP and IB courses receive a weighted GPA of .5. For example, a grade of A in one of these courses would count 4.5 towards the cumulative GPA.

### POINTS TO BEAR IN MIND

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

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

## While planning your courses, remember the following:

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

## CLASS CHANGES / DROPS AND ADDS

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

1. Any request for a schedule change from a student should occur within the first 10 school days that a student is enrolled in classes at AOSR.
2. Students must complete a drop/add form to initiate any schedule change. It is important that all required signatures are obtained (instructor whose class is being dropped, instructor whose class is being added, guidance counselor, principal, and parent signatures). These forms may be obtained from the Counseling Office or the Principal's Office. A schedule change is not official until the completed drop/add form is turned in to the Counselor's Office and a new schedule has been entered in PowerSchool showing the changes.
3. A schedule change after the first ten days of enrollment in a class will only be permitted when authorized by the classroom teacher and approved by the Guidance Counselor and/or Principal. When the schedule change takes place within the first 10 days of enrollment, the course that is dropped will be removed from the student's record. If this change is authorized and approved and occurs after the first ten days of enrollment in a course, a grade of W will be recorded for the marking term. The course will be noted on the student's record. Changes made after the first 10 days of enrollment will receive a grade of WP (withdrawal while passing) or WF (withdrawal while failing) for the semester. For grade point average, a WF will count as a zero. A WP will not be figured into the GPA.

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

- Students carry a minimum eight (8) academic subjects worth eight credits in grades 9-10, and seven (7) in grades 11-12. Students who have at least three AP or IB courses among the six subjects may take only six (6) academic subjects worth six credits with the Principal's permission.
- Half credit may be granted for one semester's successful work in a full year course providing the individual teacher, the Guidance Counselor and the Principal have approved the drop.
- Students who repeat a course they have passed in order to improve their level of mastery are advised that the original mark may remain. Both marks are recorded though credit is granted only once. Schools and colleges approve of evidence of non-required self-improvement.
- Independent study may be permitted or encouraged in certain situations. The demands of these special study situations are rigorous and no project can be undertaken without a fully outlined course plan that includes the evaluation criteria for it. The Principal must approve any independent study course.
- Students who are permitted to withdraw from a course after the first 10 days of a semester will have the course noted on their record and the second term grade and the semester grade will be reported as a WP (withdrawn while passing) or WF (withdrawn while failing).

### STUDENT COURSE OPTIONS

	<b>FRESHMAN (Grade 9)</b>	<b>SOPHOMORE (Grade 10)</b>
<b>English</b>	English 9, English Language and Composition*	English 10 English Language and Composition*
<b>Math</b>	Integrated Math 1A, Integrated Math 1B Integrated Math 2 , Integrated Math 2 Honors Integrated Math 3 Honors	Integrated Math 2, Integrated Math 2 Honors, Integrated Math 3, Integrated Math 3 Honors,
<b>Social Studies</b>	Ancient History	US History, European History, AP European History
<b>Science</b>	Introduction to Biology and Environmental Science	Introduction to Chemistry, Introduction to Physics
<b>World Language</b>	Italian, French, Spanish	Italian, French, Spanish
<b>P.E.</b>	Physical Education/Health**	Physical Education/Health**, Exercise Physiology

<b>Technology</b>	Desktop Publishing 1, Web Design, Design Technology, Programming 1	Desktop Publishing 1 & 2, Programming 1 & 2, Web Design, Computer Graphics & Animation, Design Technology
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\*With teacher recommendation

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

	<b>ADDITIONAL AREAS OF STUDY</b>
<b>Art</b>	Studio Art 1, Intermediate Art, Advanced Art, Theater 1 & 2, Photography 1, Computer Graphics & Animation
<b>Music</b>	Chorus, Guitar, Music Ensemble, Concert Band, Survey of Rock n Roll
<b>Other</b>	English as an Additional Language (EAL), Student Support Services, English Language and Composition, Virtual High School (VHS) Online courses
<b>Social Science</b>	Psychology, Sociology/Anthropology (these options are for Grade 11 and 12 but can be approved for Grade 10 students in special circumstances)

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

	<b>JUNIOR (GRADE 11)</b>	<b>SENIOR (GRADE 12)</b>
<b>English</b>	American Literature, Literature Across Cultures, AP English Language & Composition, IB English Language & Literature Year 11	American Literature, Literature Across Cultures, AP English Language & Composition, AP English Literature & Composition, IB English Language & Literature Year 12
<b>Math</b>	Integrated Math 3, AP Statistics, IB Math Applications SL yr 1, IB Analysis SL/HL yr 1, Business Math	Business Math, AP Statistics, AP Calculus AB, Calculus BC, IB Math Applications SL yr 2, IB Analysis SL/HL yr 2
<b>Social Studies</b>	US History, Psychology, Sociology/Anthropology, AP Comparative Government & Politics, AP European History, AP Art History, AP Psychology, AP Microeconomics, AP Macroeconomics, IB European History, IB Economics	US History, Psychology, Sociology/Anthropology, AP Comparative Government & Politics, AP European History, AP Art History, AP Psychology, AP Microeconomics, AP Macroeconomics, IB World History, IB Economics

	IB Environmental Systems and Societies, yr 1*	IB Environmental Systems and Societies, yr 2*
<b>Science</b>	AP Physics 1, IB Biology SL/HL yr 1, IB Chemistry SL/HL yr 1, IB Physics SL/HL yr 1 IB Environmental Systems and Societies, yr 1*	AP Biology, AP Chemistry, AP Physics 1, AP Physics 2, IB Biology SL/HL yr 2, IB Chemistry SL/HL yr 2, IB Physics SL/HL yr 2 IB Environmental Systems and Societies, yr 2*
<b>World Language</b>	Italian, French, Spanish	Italian, French, Spanish

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

\* IB Environmental Systems and Societies may count as a social studies credit for IB Diploma candidates only

#### **ADDITIONAL AREAS OF STUDY**

<b>Arts</b>	Studio Art 1, Intermediate Art, Advanced Art, Theater 1 & 2, Advanced theater, IB Visual Arts, IB Film Year 1, Photography 1 & 2
<b>Technology</b>	Desktop Publishing 1 & 2, Introduction to Programming 1 & 2, Web Design, Computer Graphics & Animation, Design Technology, AP Computer Science A
<b>Music</b>	Chorus, Guitar, Music Ensemble, Concert Band, Survey of Rock n Roll
<b>PE</b>	Exercise Physiology
<b>Other</b>	IB TOK 11 and 12, English as an Additional Language (EAL), Student Support Services, English Language & Composition, Seminar in Leadership Studies, Virtual High School (VHS) Online courses

## **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM**

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

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

### **THE IB DIPLOMA CURRICULUM**

Corresponding to the requisites of most universities, the IB framework integrates six foundational fields

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

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

### **REGISTERING IN THE DIPLOMA**

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

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

## **THE ADVANCED PLACEMENT PROGRAM (AP)**

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

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

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

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

### **INTERNATIONAL UNIVERSITY ACCEPTANCE**

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

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

### **THE AP INTERNATIONAL DIPLOMA**

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

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

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

exams must be:

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

## **SECONDARY LIBRARY/MEDIA CENTER**

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

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

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

## **ENGLISH**

### **PHILOSOPHY**

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

### **ENGLISH 9**

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

produce reactions, examinations, and insights of their own, giving back to the universe of knowledge that feeds us.

Credits: 1

Length of Course: 1 year

Texts: Selected play by William Shakespeare

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

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

Prerequisites: English 8

## **ENGLISH 10**

English 10 is designed to enhance critical thinking, reading, composition, and speaking skills. At the core of the literacy discourse is the study of different literary genres, their purposes, conventions, and impacts on contemporary readers and philosophies. Students will engage in the writing process through creative works, narrative writing, analytical essays, critical essays, and authentic tasks. Another component of this course is the improvement of speaking skills through seminars, dramatic, and formal presentations.

Credits: 1

Length of Course: 1 year

Texts:

- Theater Study
- *Memoir* Literature Circles
- *Catcher in the Rye* by JD Salinger,
- *The Hate U Give* by Angie Thomas
- Selections of prose, poetry, and non-fiction

Prerequisites: English 9

## **ENGLISH LANGUAGE & COMPOSITION**

English Language and Composition is a course designed to enhance critical thinking, analytical reading, composition, and speaking skills. This course asks students to join an editorial team in order to craft, edit, and publish content. Students will read a variety of articles, short stories, poems, essays and speeches as they learn to compose their own. Teamwork, creativity, communication, and energy are a must for this course as students will continuously work to improve writing skills, will read a variety of text types, and will engage in the writing process throughout the year. This course is open to students in grades 9-12.

Credits: 1

Length of Course: 1 year

Texts: Selected articles from *The New York Times* Learning Network Writing Curriculum. Selected essays by David Sedaris and Chimamanda Ngozi Adichie. Short stories by Roald Dahl and Shirley Jackson. A variety of additional texts will also be student selected.

Prerequisites: English 8, Teacher recommendation

## **AMERICAN LITERATURE (not offered in 2022-23)**

American Literature is a survey course that investigates the cultural heritage and identity of the people of the United States from historical, literacy, and personal points of view. It considers the interrelationships among history, literature, and culture from Native American times to the present. Questions such as “What

does it mean to be an American and what responsibilities accompany citizenship in a democratic society?” “How do the experiences, cultures, and histories of individuals and groups shape their understanding of the world?” “Is there a distinctly American voice in writing and thought, and if so, what are its characteristics?” “What is the definition of the American Dream and how has the vision of that dream changed, evolved, and even regressed throughout history?” will be examined. N.B “American” in this context is specific to the United States of America.

Credits: 1

Length of Course: 1 year

Texts:

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

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

### **LITERATURE ACROSS CULTURES**

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

Credits: 1

Length of Course: 1 year

Texts:

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

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

### **AP LANGUAGE AND COMPOSITION**

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

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

Credits: 1

Length of Course: 1 year

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

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

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

## AP LITERATURE AND COMPOSITION

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

Summer Reading:

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

Credits: 1

Length of Course: 1 year

Texts: At least four of the following major works:

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

Selected poetry, prose, and nonfiction

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

## IB ENGLISH LANGUAGE AND LITERATURE Year 11

This course is designed to prepare students for university level English with an emphasis on language and

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

Credits: 1

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

Year 11 Texts:

- *Brave New World* by Aldous Huxley
- *The Glass Menagerie* by Tennessee Williams
- *Song of Solomon* by Toni Morrison
- Student-selected outside reading
- Selected poetry, prose, non-fiction, and diverse media

Prerequisites: Successful completion of English 10 and teacher recommendation

## **IB ENGLISH LANGUAGE AND LITERATURE Year 12**

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

Credits: 1

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

Year 12 Texts:

- *The Tempest* by William Shakespeare
- *Citizen* by Claudia Rankine
- *A Doll's House* by Henrik Ibsen
- Self-selected outside reading
- Selected poetry, prose, nonfiction, and diverse media

Prerequisites: Successful completion of IB English Language and Literature 11

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

### **PHILOSOPHY**

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

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

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

Credits: 1

Length of Course: 1 year

Texts: All materials provided by the EAL teacher

Prerequisites: EAL teacher approval

## **MATHEMATICS**

### **PHILOSOPHY**

The mathematics department creates an environment where students develop an appreciation of the power of mathematics and develop a clear understanding of its principles and nature. Through our college-prep curriculum, we enable students to build confidence, become lifelong learners, develop problem solving skills, communicate effectively, and develop logical and abstract thinking. The mathematics department plans appropriately challenging lessons designed for student mastery, holds students to high expectations, recommends students for courses befitting their abilities, work ethics, interests, and prerequisite skills, and employs a variety of assessment strategies to help students monitor their own progress and develop resilience and balance. To prepare students for a technologically advanced future workplace, the mathematics department uses technology to enhance creativity, demonstrate applications of math software and ensures that students are adept at using the TI-84 graphing calculator. The department works consistently to help students appreciate the international dimension of mathematics and the moral and ethical implications arising from the applications of mathematics in the global context.

### **INTEGRATED MATH 1B**

Integrated Math 1B is the second year of a course designed to combine the basic principles of Algebra, Geometry, and Statistics covered in Integrated Math 1. This slower paced course allows students to build a strong foundation for future higher level math courses. Students will deepen and extend their understanding of linear relationships and be introduced to exponential functions, modeled through data. Students will use properties and theorems involving congruent figures to expand and broaden understanding of geometric knowledge. Students will experience mathematics as a coherent, useful, and logical subject that draws on their ability to make sense of problem solving situations and will develop the ability to explore and solve mathematical problems, think critically, work cooperatively with other students and communicate mathematical ideas clearly.

Credits: 1

Length of Course: 1 year

Text: *Carnegie Learning Integrated Math 1*

Prerequisites: Integrated Math 1A

### **INTEGRATED MATH 2**

The Integrated Math 2 course focuses on rules of exponents, absolute value and quadratic functions including their graphs and solving equations. The study of similarity leads to an introduction to right-triangle trigonometry and connects to quadratics through Pythagorean relationships. Geometry topics include triangles and circle theorems.

Credits: 1

Length of Course: 1 year

Text: *Carnegie Learning Integrated Math 2*

Prerequisites: Integrated Math 1 or 1B

## **INTEGRATED MATH 2 Honors**

Integrated Math 2 Honors is the first course in an enriched math sequence that concludes with Integrated Math 3 Honors and prepares students for the highest level courses offered by the school. Students build upon work with functions and extend this knowledge to understand inverse functions, including logarithmic functions. Additionally, a deeper understanding of number and quantity and expressions are developed through the advanced manipulation of more complex expressions and equations. Students also study the application of probability and use the language of set theory to expand their ability to compute and interpret probabilities.

Credits: 1

Length of Course: 1 year

Text: *Carnegie Learning Integrated Math 2*

Prerequisites: Teacher recommendation

## **INTEGRATED MATH 3**

Integrated Math 3 completes the three-course sequence of Integrated Mathematics and is designed to further explore the principles introduced in Integrated Math 1 and Integrated Math 2 in preparation for enrolling in further mathematics courses. This course brings together knowledge acquired in the previous two courses and uses it as a bridge to expand into more complex territory. Students will expand their repertoire of functions to include polynomial, rational, radical, and logarithmic functions. They also expand their study of right-triangle trigonometry to include general triangles and trigonometric functions. Students bring together all of their experience with functions and geometry to create models and solve contextual problems. Finally students explore univariate statistical models. Graphing Calculator required (Ti-84 Plus recommended).

Credits: 1

Length of Course: 1 year

Text: *Carnegie Learning Integrated Math 3*

Prerequisites: Integrated Math 2

## **INTEGRATED MATH 3 Honors**

Integrated Math 3 Honors is the second course in an honors sequence that starts with Integrated Math 2 Honors. The compacted sequence is for advanced students and allows completion of the college preparatory math over two years with any remaining standards integrated into the advanced Math Analysis Year 1 curriculum. In this course, students use graphing calculators and or other technology to address graphical analysis, which is an essential element of the course. Modeling of functions and equations is extended from previous course work as a means of problem solving. Topics include polynomial, rational, and exponential functions and their inverses as well as extending trigonometry to general triangles. The course concludes with a unit on statistics and normal distributions. Graphing Calculator required (Ti-84 Plus recommended).

Credits: 1

Length of Course: 1 year

Text: *Carnegie Learning Integrated Math 3*

Prerequisites: Teacher recommendation

## **AP STATISTICS**

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Graphing Calculator required (Ti-84 Plus recommended).

Credits: 1

Length of Course: 1 year

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

Prerequisites: Teacher recommendation

### **IB MATHEMATICS: APPLICATIONS AND INTERPRETATION (SL) - Year 1.**

As the first year of the two-year IB Course, the IB DP 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 modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as precalculus and statistics. Students will study the topics of Number Theory, Algebra, Functions, Trigonometry, Statistics and Probability. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. Graphing Calculator required (Ti-84 Plus required).

Credits: 1

Length of Course: 1 year

Text: *IB Mathematics: Application and Interpretation*

Prerequisites: Teacher recommendation.

### **IB MATHEMATICS: APPLICATIONS AND INTERPRETATION (SL) - Year 2**

The second year of IB DP Mathematics: applications and interpretation course continues to focus on topics that are often used as applications or in mathematical modeling. Students will build on their understanding from Year 1 in the areas of Algebra, Functions, Trigonometry, Statistics, Probability and Calculus. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students will build their technology skills, and apply links between the theoretical and the practical concepts in mathematics. In Year 2 students engage in a mathematics explorative project. The project is a written piece of work that involves investigating a field of mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. Graphing Calculator required (Ti-84 Plus required).

Credits: 1

Length of Course: 1 year

Text: *IB Mathematics: Application and Interpretation*

Prerequisites: Teacher recommendation.

### **AP CALCULUS AB**

AP Calculus AB focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. The course requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Graphing Calculator required (Ti-84 Plus recommended). All students are required to take the AP Calculus AB exam from The College Board in May.

Credits: 1

Length of Course: 1 year

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

Prerequisites: IB Analysis and Approaches Year 1 and teacher recommendation.

## **AP CALCULUS BC**

AP Calculus BC teaches the same topics as Calculus AB but includes further study in more advanced topics. The course focuses on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Graphing Calculator required (Ti-84 Plus recommended). All students are required to take the AP Calculus BC exam from The College Board in May.

Credits: 1

Length of Course: 1 year

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

Prerequisites: IB Analysis and Approaches Year 1 and teacher recommendation.

## **IB MATHEMATICS ANALYSIS AND APPROACHES SL - Year 1**

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Topics include functions (including logarithms and advanced trigonometry), Probability and Statistics, Sequences and Series, Financial Math and an introduction to calculus. Students are also encouraged to develop the skills

needed to continue their mathematical growth in other learning environments. Graphing Calculator required (Ti-84 Plus recommended). Year 1 of this course is taught concurrently with IB Analysis HL and also serves as a prerequisite for AP Calculus courses.

Credits: 1

Length of Course: 1 year

Texts: *IB Mathematics: Analysis and Approaches, Haese Mathematics*

Prerequisites: Integrated Math 3 Honors and teacher recommendation.

## **IB MATHEMATICS ANALYSIS AND APPROACHES SL - Year 2**

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. Topics include calculus, advanced trigonometry and functions. Graphing Calculator required (Ti-84 Plus recommended). All students are required to take the IB Analysis and Approaches exam in May which covers both the year 1 and year 2 curriculum.

Credits: 1

Length of Course: 1 year

Texts: *IB Mathematics: Analysis and Approaches, Haese Mathematics*

Prerequisites: Integrated Math 3 Honors and teacher recommendation.

## **IB MATHEMATICS ANALYSIS AND APPROACHES HL - Year 1**

This highly rigorous course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. Graphing Calculator required (Ti-84 Plus recommended). Year 1 of this course is taught concurrently with IB Analysis SL and also serves as a prerequisite for Calculus courses. Topics include functions (including logarithms and advanced trigonometry), Probability and Statistics, Sequences and Series, Financial Math and an introduction to calculus. Year 1 of this course is taught concurrently with IB Analysis SL and also serves as a prerequisite for AP Calculus courses.

Credits: 1

Length of Course: 1 year

Texts: *IB Mathematics: Analysis and Approaches, Haese Mathematics*

Prerequisites: Integrated Math 3 and teacher recommendation.

## **IB MATHEMATICS ANALYSIS AND APPROACHES HL - Year 2**

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

Credits: 1

Length of Course: 1 year

Texts: *IB Mathematics: Analysis and Approaches, Haese Mathematics*

Prerequisites: IB Analysis and Approaches Year 1 and teacher recommendation.

## **BUSINESS MATH**

This course applies students' interpretation of basic mathematical concepts to common business usage covering such topics as percentages, interest, trade, bank and cash discounts, payroll, time value of money, and business loans. The course will cover financial responsibilities, planning for the future, budgets, income and careers, spending and credit, saving and investing. The main focus is to understand how to plan for the future by planning for today.

Credits: 1

Length of Course: 1 year

Prerequisites: Integrated Math 2 and teacher recommendation.

## **SCIENCE**

### **DEPARTMENT PHILOSOPHY**

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

Students will explore and understand their world through pattern-making, cause and effect, scale, proportion and quantity, systems, energy and matter, structure and function, stability and change. Students will investigate the interconnectedness of these concepts, through disciplines including earth, life, physical, and environmental science. Concepts will be taught at developmentally appropriate levels from Pre-K to grade 12 using the Next Generation Science Standards (NGSS), involving the cross-cutting concepts, disciplinary core ideas, and science and engineering practices. Instructional approaches will support students' ability to reason, think logically and make inter/ transdisciplinary connections, incorporating technology and other instructional approaches.

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

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

## **INTRO TO BIOLOGY/ENVIRONMENTAL SCIENCE**

Biology is the scientific study of living things. Over two semesters students will explore conditions of the living world and various life processes. The course focuses on structures and functions of cells, genetics, biotechnology, evolution, natural selection, ecology, conservation biology, and diversity and classification of organisms. Students will learn skills in scientific inquiry and field and laboratory investigations. Understanding of biological science is fostered through identifying research questions, forming hypotheses, designing controlled experiments, analyzing data, and drawing conclusions. Students will demonstrate their knowledge through a variety of assessments including lab reports, research projects, posters, models, presentations, and tests.

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

Credits: 1

Length of Course: 1 Year

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

Prerequisites: Successful completion of 8th grade science

## **INTRO TO PHYSICS**

This general physics course is a foundational course exploring a broad range of physics topics. Physics is important to understanding motion, the interaction of forces and matter, and fundamental laws that explain the physical world around us. Beginning from a conceptual framework, students will develop strong problem solving skills and analytical thinking. The topics covered include Dynamics, Energy, Momentum, Electricity, and Waves. Learning activities include problem solving practice, laboratory work, simulation activities and research projects.

Credits: .5

Length of Course: 1 semester

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

Prerequisites: Successful completion of 9th grade science.

## **INTRO TO CHEMISTRY**

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

Credits: .5

Length of Course: 1 semester

Text: *Chemistry* by Prentice Hall, 2005

Prerequisites: Successful completion of 9th grade science

### **IB BIOLOGY Year 1- Standard Level (SL), Higher Level (HL)**

As the first year of the two-year IB explores biochemistry, cell biology, cellular metabolism, and brief introduction to genetics. Beginning with a foundation of cells, students will learn about various types of cells, and the major cellular processes such as transport, cellular respiration, and photosynthesis. There is also a strong emphasis on laboratory and data analysis from scientific literature as well as scientific writing. Assessment includes tests, essays, research projects, presentations and lab reports. This course prepares students for AP Biology or IB Biology Year 2.

Credits: 1

Length of Course: 1 year

Text: *Biology* by Campbell (7<sup>th</sup> edition)

Prerequisites: Successful completion of Intro to Biology, Intro to Chemistry

### **IB BIOLOGY Year 2 - Standard Level (SL) High Level (HL)**

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

Credits: 1

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

Text: *Biology* by Campbell, 9<sup>th</sup> edition, 2010

Prerequisites: IB Biology 1 and Intro to Chemistry

### **IB ENVIRONMENTAL SYSTEMS AND SOCIETIES (SL) - Year 1**

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfill **either** the IB individuals and societies or the sciences requirement. Alternatively, this course enables students to satisfy the requirements of **both** IB subject groups simultaneously while studying one course. ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

Credits: 1.0

Length of Course: 1 Year

Text: *Oxford Environmental Systems and Societies. Intbinking Online*

Prerequisites: Completion of Intro to Biology and Intro to Environmental Science

### **IB ENVIRONMENTAL SYSTEMS AND SOCIETIES (SL) - Year 2**

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfill **either** the IB individuals and societies or the sciences requirement. Alternatively, this course enables students to satisfy the requirements of **both** IB subject groups simultaneously while studying one course. ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

Credits: 1.0

Length of Course: 1 Year

Text: *Oxford Environmental Systems and Societies, Intbinking Online*

Prerequisites: Completion of Year 1 IB Environmental Systems and Societies

### **IB CHEMISTRY - Standard Level (SL) or High Level (HL) - Year 1**

International Baccalaureate chemistry is an introduction to the general topics of advanced study in the field of chemistry, available as a standard level (SL) or high level course (HL) (taught together). The course is open to two groups of students: IB diploma candidates as well as students who have completed Intro to Chemistry and would like to take AP Chemistry in their senior year.

All IB program courses are built around inquiry (synthesis and analysis of knowledge), problem solving in a global context, collaboration, and content-specific writing. This course aims to combine academic study with hands-on laboratory practical skills for an authentic experience of how science is carried out in the field. Assessments for IB Chemistry include regular quizzes, tests, and lab reports.

Topics covered in the first year IB chemistry HL and SL programs are: atomic theory, periodic systems and bonding, quantitative chemistry, gas laws, thermodynamics, kinetics, equilibrium, acid-base theory, and oxidation/reduction. Students will explore these topics through class discussion, inquiry exercises, presentations and other projects, reading, and practical laboratory work (individual and small group). This course prepares students for AP Chemistry or IB Chemistry Year 2.

Credits: 1

Length of Course: 1 year

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

Prerequisites: Successful completion of Intro to Chemistry and teacher recommendation

### **IB CHEMISTRY - Standard Level (SL) or High Level (HL) - Year 2**

This second year International Baccalaureate course is only for IB Diploma or Certificate students who have already completed IB Chemistry year one.

All IB program courses are built around inquiry (synthesis and analysis of knowledge), problem solving in a global context, collaboration, and content-specific writing. This course aims to combine academic study

with hands-on laboratory practical skills for an authentic experience of how science is carried out in the field. The assessments for IB Chemistry reflect these priorities and, in addition to regular quizzes, tests, and lab reports, will include: a large student-driven lab project, a collaborative group project with the other IB biology and physics students, and an IB course exam at the close of the second year.

Topics covered in the second year of IB chemistry HL and SL are: oxidation/reduction, organic chemistry, and analytical chemistry. In addition, one additional topic (usually *Energy*) will be chosen for further in-depth study in year two. Students will explore these topics through class discussion, inquiry exercises, presentations and other projects, reading, and practical laboratory work (individual and small group).

Credits: 1

Length of Course: 1 year

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

Prerequisites: Successful completion of IB Chemistry Year 1

### **IB PHYSICS Year 1 (SL or HL)**

This course is designed to be the first year of a two-year IB SL/HL course and is open for students in 11th grade. This course can also serve as a one-year stand alone introduction to physics for students in either 11th or 12th grade. It is a comprehensive laboratory course in physics providing broad exposure to a full range of topics. Although physics is a quantitative science and mathematics will be used throughout the course, much emphasis will be placed on conceptual understanding, the development of problem solving skills, and the improvement of communicating and analyzing both theory and data. The topics introduced will include the following: laws of motion, work and energy, gravity, wave phenomena, foundations in electricity including electrostatics and particle physics. The IB Group IV subjects require participation in a 10-hour interdisciplinary group project. The HL version of this course is much more challenging and Students taking the HL version of this course will be required to do extensive work outside of class. Once a week an after school laboratory is required for all students.

Credits: 1

Length of Course: 1 year, including a once per week after school lab period Text: *Physics* by David Homer Oxford Press

Prerequisites: SL: 85% in Intro to Physics

HL: 93% in Intro to Physics and Teacher Approval

### **IB PHYSICS Year 2 (SL or HL)**

This is the second of a two-year intensive laboratory course in IB SL or HL Physics requiring a strong math foundation and is therefore open for students in 12th grade. The topics covered will include a greater depth of the topics covered in Year 1 and in addition: circuit theory, magnetism, thermodynamics, modern and nuclear physics as well as completion of an independent experimental project. An optional topic will also be completed. During this course, all students will participate in an extensive independent lab research project called the IB Individual Investigation. Students taking the HL version of this course will be required to do extensive work outside of class. Once a week an after school laboratory is required for all students.

Credits: 1

Length of Course: 1 year, including a once per week after school lab period Text: *Physics* by David Homer Oxford Press

Prerequisites: 80% in IB Physics Year 1

## AP BIOLOGY

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

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

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

Credits: 1

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

Biology by Campbell, 9<sup>th</sup> edition, 2010

Prerequisites: IB Biology Year 1, Intro to Chemistry, and/or teacher recommendation.

## AP PHYSICS 1

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

Credits: 1

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

Giancoli, Prentice-Hall, 6<sup>th</sup> edition

Prerequisites: 90% in Intro to Physics

## AP PHYSICS Year 2

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

Credits: 1

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

Giancoli, Prentice-Hall, 2006; *Physics for the IB Diploma*, Chris Hamper; Pearson, 2010

Prerequisites: 80% in AP Physics 1

## **AP CHEMISTRY**

Advanced Placement chemistry is a *very rigorous, math-based, university level* course that provides students with a challenging qualitative and quantitative program of study of the following topics: atomic theory, periodic systems and bonding, quantitative chemistry, gas laws, thermodynamics, kinetics, equilibrium, acid-base theory, and oxidation/reduction. Students will explore these topics through class discussion, inquiry exercises, reading, and practical laboratory work (individual and small group). Students will be expected to master skills of personally-led study, scientific collaboration and investigation, and utilizing creativity in mathematical and conceptual problem solving. Upon completion of the AP course, students will be encouraged to take the Advanced Placement exam. Students who wish to succeed in this college-level course must be self-starters, strong in mathematics, regularly chose to go above and beyond in their study and in class, and aware that the level of work needed at home will be much higher than most courses to maintain the pace required to be well-prepared for the exam in May.

Credits: 1

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

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

Prerequisites: IB Chemistry year 1 or transfer credit of year-long honors chemistry equivalent

## **SOCIAL STUDIES**

### **PHILOSOPHY**

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

The Social Studies Department offers a wide range of courses based on the American curriculum while maintaining a commitment to our international setting. The emphasis will include not only the in-depth study connecting past and present historically, but the exploration of the relationship of groups and societies across time and space; the study of philosophy and thought; the appreciation of diverse cultures; systems of economic exchange; government structures and the art of diplomacy. The high school faculty also provides preparation for Advanced Placement and International Baccalaureate exams. The use of both primary and secondary sources, the development of research techniques, of critical thinking, collaboration, academic debate and discourse, and a consistent emphasis on analytical writing are essential elements of these courses. Our teaching strategies vary with the goals that are set for each course in grades 6-12 but will be chosen with the school's profile trait-- to succeed academically-- in mind.

### **ANCIENT HISTORY**

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

Credits: 1

Length of Course: 1 year

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

Prerequisites: None

## **EUROPEAN HISTORY**

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

Credits: 1

Length of Course: 1 year

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

Prerequisites: Successful completion of Ancient History or instructor approval.

## **AP EUROPEAN HISTORY**

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

Credits: 1

Length of Course: 1 year

Text: Craig, et. al. *The Western Heritage*, AP Edition. publisher Pearson, Tenth Edition

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

## **UNITED STATES HISTORY**

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

Credits: 1

Length of Course: 1 year

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

Prerequisites: None

## **AP UNITED STATES HISTORY**

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Credits: 1

Length of Course: 1 year

Text: *A People & A Nation*, Norton et. al., 7th edition, Houghton Mifflin Company

Prerequisites: Teacher Recommendation

**Note\*** This course may be taught in conjunction with US History depending on the course enrollment.

## **AP COMPARATIVE GOVERNMENT AND POLITICS**

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

Credits: 1

Length of Course: 1 year

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

Prerequisites: Teacher Recommendation

## **IB WORLD HISTORY Year 2**

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

Credits: 1

Length of Course: 1 year

Texts:

Todd et. al. *History for the IB Diploma Paper 1. 2nd Ed.* Cambridge University Press 2018.

Wells et al. *History for the IB Diploma Paper 2. 2nd Ed.* Cambridge University Press 2018.

Breslin, Shaun. *Mao: Profiles in Power. Longman: 1998.*

Prerequisites: Successful completion of Ancient History and European History, and IB European History Y1; Note: Students who did not complete year 1, the I.A. in history, and/or are not in the full Diploma program should **not** take this course as an elective.

### **IB EUROPEAN HISTORY Year 1**

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

Credits: 1

Length of Course: 1 year

Texts: *Todd et.al. History for the IB Diploma Paper 3. 2nd Ed. Cambridge University Press 2017.*

*Todd et. al. History for the IB Diploma Paper 1. 2nd Ed. Cambridge University Press 2018.*

*Wells et al. History for the IB Diploma Paper 2. 2nd Ed. Cambridge University Press 2018.*

*Lafore, Lawrence. The Long Fuse: An Interpretation of the Outbreak of WWI, 2nd. Ed. Waveland Press: 1976.*

Prerequisites: Successful completion of Ancient History and European History and/or AP European History; Note: Open to non-diploma candidates as an elective.

### **AP MICROECONOMICS**

Advanced Placement (AP) Microeconomics is a college level course that focuses on the decision making of individuals, businesses, and the government. Students will study a variety of economic theories and analyze their practical applications in the real world. The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. This is a year long course that will prepare students to take the microeconomics AP Exam at the end of the year.

Credits: 1 credit per year

Length of Course: 1 year

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

Prerequisites: Success in Basic Algebra, and Teacher Recommendation

NOTE: This course will be offered in the 2022-23 school year, as part of a rotating sequence with AP Macroeconomics

### **AP MACROECONOMICS (not offered in 2022-23)**

Advanced Placement (AP) Macroeconomics is a college level course that focuses on the problems and policies related to national economic objectives of Price stability, Employment, and Economic growth. Students will study a variety of economic theories and analyze their practical applications in the real world.

The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price- level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. - AP College Board Economics.

Credits: 1 credit per year

Length of Course: 1 year

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

Prerequisites: Success in Basic Algebra, and Teacher Recommendation

NOTE: This course will be offered in the 2023-24 school year, as part of a rotating sequence with AP Microeconomics

## **IB ECONOMICS Year 1**

## **IB ECONOMICS Year 2**

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

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

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

### **Year One:**

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

### **Year Two:**

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

Credits: 1 credit per year

Length of Course: 2 years

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

*IB DP Economics*: Cambridge Press

Prerequisites: Teacher recommendation and IB DP Coordinator approval; Successful completion of Year 1 is prerequisite for Year 2.

## **AP ART HISTORY**

This course is articulated around three essential questions: What is art and how is it made? Why and how does art change? How do we describe our thinking about art? In order to answer these questions, students have the opportunity to explore in depth the history of art from Paleolithic art to Postmodernism. It includes the study and visual analysis of significant artworks in the areas of: architecture, painting, sculpture,

photography and other medias from around the world. These are studied within their historical context by examining issues such as politics, religion, patronage, gender, function and ethnicity. Students are encouraged to visit museums, exhibitions, archeological sites and art galleries regularly. This course is designed to prepare students for the AP Art History Exam.

Credits: 1

Length of Course: 1 year

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

Prerequisites: Successful completion of Ancient History and European History

## **PSYCHOLOGY**

This course surveys the various fields of psychology, with emphasis on recent discoveries and the specific contribution and character of European roots and developments. This introductory course will survey the major fields of psychology, with special emphasis on its basic vocabulary. The physiological and biological bases of behavior are first investigated through a study of the nervous system, the endocrine system and the cerebral hemispheres. Sensation and perception complete the first section of the program. Psychological development (cognitive, social and emotional), learning and cognitive processes and their apparent counterparts, motivation and emotion, constitute the second part of the program. The last section of the course will deal with the psychology of personality and individual differences, social psychology, psychopathology and an overview of the major psychotherapies.

Text: Zimbardo, Johnson, McCann, *Psychology Core Concepts*, Seventh Edition, 2014, Pearson.

Prerequisites: Open to all 11th or 12th Grade Students

## **AP PSYCHOLOGY**

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

Credits: 1

Length of Course: 1 year

Text: *Myers Psychology for AP 2nd Ed.* (2018)

Prerequisites: Intro to Biology; Only open to 11th and 12th grade students

## **SOCIOLOGY**

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

Credits: 0.5

Length of Course: 1 semester (First Semester)

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

Prerequisites: Juniors and seniors

## **ANTHROPOLOGY**

Anthropology is the study of humankind – of ancient and modern people and their ways of living. Different branches of anthropology focus on different aspects of the human experience. Cultural anthropology in its broadest sense is a continuation of the intellectual impulse of observant travelers and writers of natural histories since the Renaissance to describe the world as it appears to be. Cultural anthropology proceeds by the relativist postulate that each culture must be understood *sui generis*. The evolution of humankind's biological characteristics and our place in the animal kingdom are first investigated, as well as the origin and significance of contemporary "racial" differences. Culture, language, production and reproduction are then studied in detail. The last section of the course covers economic and domestic organizations, kinship, law and the origin of the state, as well as religion and art.

Credits: 0.5

Length of Course: 1 semester (Second Semester)

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

Prerequisites: Juniors and seniors

## **THEORY OF KNOWLEDGE (TOK)**

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

Credits: 0.5 per year

Length of Course: 2 years running opposite IB Pastoral

Texts: *Theory of Knowledge Course Companion* Oxford University Press, Teacher provided materials

Prerequisites: Admission to IB Diploma Program

## **Seminar in Leadership Studies**

Students will learn about theories, concepts, and issues associated with leadership. This course is designed to introduce the student to the tasks, strategies, and skills of effective leadership. Course activities will move the student from theory to the practical application and case studies of leadership. The course will include ethics, personal skill development and organizational leadership behavior. Recommended for students with interest in leadership and business management.

Credits: 1

Length of Course: 1 year elective credit

Pre-requisites: Juniors and Seniors, Sophomores by request.

## WORLD LANGUAGE

### PHILOSOPHY

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

### ITALIAN 1 REGULAR

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

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

Credits: 1

Length of Course: 1 year

Texts: *Noi* / Zanichelli

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

Prerequisites: None

### ITALIAN 2 REGULAR

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

Credits: 1

Length of Course: 1 year

Texts:

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

Prerequisites: Successful completion of Italian 1 or departmental approval

### ITALIAN 3 REGULAR

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

Credits: 1

Length of Course: 1 year

Texts:

*Sei pronto a migliorare?*, Ed. Farinelli, 2012

*Diario della studentessa Jean*, Ed. Farinelli, 2011

*Cantagramma (livello intermedio B1-B2)*, Ed. Guerra, 2011

*2 Orizzontale (intermedio)*, Ed. Guerra 2011

Supplemental material

Prerequisites: Successful completion of Italian 2 Regular or equivalent

### ITALIAN 4 REGULAR

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

Credits: 1

Length of Course: 1 year

Texts:

*Uffa!*, Ed. Farinelli

*Sei pronto a perfezionarti?*, Ed. Farinelli, 2012

*Lecture divertenti: Umore*, Edizioni Farinelli, 2010

*Amicizia, affetto, amore*, Ed. Farinelli

Supplemental material

Prerequisites: Successful completion of Italian 3 R or equivalent

### ITALIAN 3 NATIVE

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

Credits: 1

Length of Course: 1 year

Texts:

Antologia italiana per il biennio (Ginnasio) – Survey of Italian Literature, XIX and XX cent:

*Biblioteca del mondo, racconto e romanzo*, by Barberi, Squarotti- Atlas

Selezione da *Novelle per un anno* by Pirandello

*Il fu Mattia Pascal* by Pirandello

*Il sentiero dei nidi di ragno* by I. Calvino

*A ciascuno il suo*, by L. Sciascia

*La boutique del mistero*, by D. Buzzati- selezione

Supplemental material

Prerequisites: Terza Media State Exam or departmental approval

### **ITALIAN 4 NATIVE**

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

Credits: 1

Length of Course: 1 year

Texts:

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

*I Malavoglia* by Giovanni Verga.

Prerequisites: Successful completion of Italian 3N or equivalent

### **ITALIAN 5 NATIVE**

This course is intended for native Italian speakers and students preparing for IB Italian A. In this first year, exercises in order to develop students' literary appreciation are essential elements of the course. Extensive reading in Italian literature and World literature are required. Oral and written texts contribute to shape the student's ability to analyze the works they have read.

Credits: 1

Length of Course: 1 year

Texts: World Literature:

*Lo straniero* by Albert Camus

*Persepolis* by M. Satrapi

*Cronaca di una morte annunciata* by Gabriel Garcia Marquez

*Novecento* by Alessandro Baricco (film study)

*La metamorfosi* by Franz Kafka

*Il cacciatore di aquiloni* by Khaled Hosseini

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

### **AP ITALIAN LANGUAGE AND CULTURE**

The AP Italian Language and Culture course aims at developing and refining students' ability to speak, read, listen, and write in Italian. As the class is conducted in the target language, the pedagogical framework of this course relies on what is known as *communicative philosophy*, which means that grammar study and review is placed *at the service of* communication and intercultural understanding of the six required themes (*Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges*). Students are expected to be able to express opinions, to communicate ideas, and discuss topics in the target language in order to develop their interactive communication skills. Based on supplemental materials utilized in class, such as films and newspaper articles, students are also asked to produce written works in which they summarize, describe, and critique important aspects of Italian culture.

Credits: 1

Length of Course: 1 year

Texts:

*Ace the AP language and culture Exam*- 5th edition, Ed. Farinelli 2012

Course materials include online resources and authentic texts( written, audiovisual...)

EF: *Film Study-Nuovo Cinema Paradiso*

Concetta Perna, *Non soltanto un baule*, Edizioni Farinelli, 2005

Prerequisites: Successful completion of Italian 4R or departmental approval

### **IB ITALIAN Language B (Year 1)**

The content of this IB Y1 course is largely determined by the levels of competency required by the International Baccalaureate Exam. The course is designed with three main objectives in mind: to refine students' linguistic skills, to deepen the inter-cultural awareness that will enable them to communicate successfully in an environment where Italian is spoken, and to prepare them to use Italian in real-life settings. As the class is conducted in the target language, the pedagogical framework of this course relies on what is known as *communicative philosophy*, which means that grammar study and review is placed *at the service of* communication and intercultural understanding of the five required themes (*Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet*). On the one hand, students can have the opportunity to take this exam as “anticipated”, if their competency is up to the IB standards. On the other hand, classes are already designed to suit both standard and higher levels as well.

Credits: 1

Length of Course: 1 year

Texts: *philpot.education*

*Nel mare ci sono i cocodrilli*, by F. Geda

*Il lungo viaggio*, by L. Sciascia

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

Prerequisites: Successful completion of Italian 4R or departmental approval

### **IB ITALIAN Language B (Year 2)**

The content of this second IB course is primarily determined by the levels of competency required by the International Baccalaureate Exam. This course is designed with the same three objectives in mind as they were in Year 1, only they have been taken to the next level in order for students to refine students' linguistic skills, to deepen the inter-cultural awareness, and to be prepared to use Italian in real-life settings. The class is conducted in the target language, and its pedagogical framework of the second IB course relies on what is known as *communicative philosophy*, which means that grammar study and review is placed *at the service of* communication and intercultural understanding of the five required themes (*Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet*). On the other hand, classes are already designed to suit both standard and higher levels as well.

Credits: 1

Length of Course: 1 year

Texts: *philpot.education*

*Novecento*, by A. Baricco

Prerequisites: IB Italian Language B Year 1

### **IB ITALIAN A: Literature (Year 1)**

This course is intended for native Italian speakers and students preparing for IB Italian A. In this first year,

exercises in order to develop students' literary appreciation are essential elements of the course. Extensive reading in Italian literature and World literature are required. Oral and written texts contribute to shape the student's ability to analyze the works they have read.

Credits: 1

Length of Course: 1 year

Texts: World Literature:

*Lo straniero* by Albert Camus

*Persepolis* by M. Satrapi

*Cronaca di una morte annunciata* by Gabriel Garcia Marquez

*Novecento* by Alessandro Baricco (film study)

*La metamorfosi* by Franz Kafka

*Il cacciatore di aquiloni* by Khaled Hosseini

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

### **IB ITALIAN A: Literature (Year 2)**

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

Credits: 1

Length of Course: 1 year

Texts:

*Enrico IV* by Luigi Pirandello

*La boutique del mistero* by Dino Buzzati

*I Canti* by Giacomo Leopardi

*Il gattopardo* by Tomasi di Lampedusa

*La coscienza di Zeno* by Italo Svevo

*Il castello dei destini incrociati* by Italo Calvino

*Uno, nessuno e centomila* by Luigi Pirandello

Review of all the readings of the IB program.

Prerequisites: Successful completion of IB Italian A Year 1 and completion of a summer reading program.

### **IB ITALIAN AB INITIO - Year 1**

Italian Ab Initio Year 1 is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. The Italian Ab Initio Y1 course is organized into five themes: *Identities, Experiences, Social Organization, Human Ingenuity, and Sharing the Planet*. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Taught in the target language, and through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations at the end of this course. This class prepares students for the correspondent PLIDA Diploma (official Italian proficiency exam) as well.

Credits: 1

Length of Course: 1 year

Texts: teacher's material, and online resources.

Course materials also include: online resources and authentic texts (written, audiovisual, and films).

Prerequisites: Departmental approval

## **IB ITALIAN AB INITIO - Year 2**

Italian Ab Initio Year 2 is a language acquisition course designed to develop fluency and consolidate objectives started in Italian Ab Initio Y1. Taught in the target language, students will be challenged with new skills and intercultural understanding and awareness, and consequently, will be empowered to higher levels of the Spanish language and culture. The Italian Ab Initio Y2 course is organized into five themes as well: *Identities, Experiences, Social Organization, Human Ingenuity, and Sharing the Planet*. Each theme has a list of topics that provide the students with opportunities to practice and explore the language and culture, as well as, to develop intercultural understanding at this level. Through the development of receptive, productive and interactive skills, students should be more than able to respond and interact appropriately in a defined range of more complex situations. On a final note, this class prepares students for the correspondent PLIDA Diploma (official Italian proficiency exam).

Credits: 1

Length of Course: 1 year

Texts: teacher's material and online resources

Course materials also include: online resources and authentic texts (written, audiovisual, and films).

Prerequisites: Successful completion of Italian Ab Initio Year 1 or departmental approval

## **FRENCH 1**

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

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

Credits: 1

Length of Course: 1 year

Texts:

*Déjà 1* and Workbook, Panorama Francophone 1 Coursebook, Panorama Francophone 1 Workbook

Supplementary teacher provided materials

Prerequisites: None

## **FRENCH 2**

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

Credits: 1

Length of Course: 1 year

Texts:

*Déjà 2* and Workbook

Supplementary teacher provided materials

Prerequisites: Successful completion of French 1 or equivalent

### FRENCH 3

The aims of this course are to review and consolidate vocabulary and structures already acquired and to develop further competence in speaking, listening, reading and writing. The emphasis is on discussions about global issues in French speaking countries.

At the end of the course, students should be able to:

- Understand main ideas of unfamiliar written and oral resources from various media
- Express themselves in French accurately both orally and in writing with reasonable fluency
- Write various types of texts using the rhetorical styles and devices authentic to the language
- Read and understand texts of moderate difficulty
- Identify and analyze the relationship between ideas and perspectives of French speaking countries and contemporary issues.
- Synthesize and present information collected from different authentic sources

This class prepares students for the Delf Diploma B1 (official French proficiency exam).

Credits: 1

Length of Course: 1 year

Texts:

*Défi 3* and Workbook

Supplementary teacher provided materials

Prerequisites: Successful completion of French 2 or equivalent

### FRENCH 4

The aims of this course are to develop proficiency in the French language. Students read and discuss in depth literary works and periodicals, selected in view of the AP French and culture exam. Syllabi and reflects intellectual interests shared by the student and the teacher: society, art, current events and literature.

At the end of the course, students should be able to:

- Understand spoken French in various conversational situations
- Express themselves in French accurately both orally and in writing with reasonable fluency
- Write various types of texts using the rhetorical styles and devices authentic to the language
- Read and understand texts of moderate difficulty and mature content (newspaper and magazine articles and literary texts)
- Formulate and express critical opinions and judgements in correct oral and written French
- Prepare and deliver oral presentations, such as speeches and debates, on various topics
- Identify, analyze and evaluate the relationship between ideas and perspectives of the Francophone world and contemporary issues

To best facilitate the study of language and culture, the course is taught exclusively in French.

This class prepares students for the Delf Diploma B2 (official French proficiency exam).

Length of Course: 1 year

Texts:

*Trésors du temps*

*Le monde en français*

*“Art” by Yasmina Reza*

*L’Enfant de Noé by Eric-Emmanuel Schmitt*

## Online Resources

Course materials include a wide array of authentic texts: written, audiovisual, and films.

Prerequisites: Successful completion of French 3.

### **IB FRENCH Language B (Year 1)**

This course is designed around the five IB required themes : *Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet*. The aim of the class is to communicate clearly and effectively in French in a range of contexts and for a variety of purposes, to provide students awareness of the importance of language in relation to other areas of knowledge and to foster curiosity, creativity and lifelong enjoyment of language learning. Students will be exposed to Francophone culture, art, literature and world global issues.

To best facilitate the study of language and culture, the course is taught exclusively in French.

This class prepares students for the Delf Diploma B2 (official French proficiency exam).

Credits: 1

Length of Course: 1 year

Texts:

*Trésors du temps*

*Le monde en français*

*“Art” by Yasmina Reza*

*L’Enfant de Noé by Eric-Emmanuel Schmitt*

Online Resources

Course materials include a wide array of authentic texts: written, audiovisual, and films.

Prerequisites: Successful completion of French 3.

### **IB FRENCH Language B (Year 2)**

This course is designed to deepen the five IB required themes : *Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet*. The aim of the class is to enable students to communicate in the language in a range of contexts and for a variety of purposes, to develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance, and to encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures. Students will be exposed to Francophone culture, art, literature and world global issues.

Classes are designed to suit both standard and higher levels and accommodate anticipated students.

To best facilitate the study of language and culture, the course is taught exclusively in French.

Credits: 1

Length of Course: 1 year

Texts:

*Une fois pour toutes*

*AP French*

*Le monde en français*

*Petit Pays by Gaël Faye*

Online Resources

Course materials include a wide array of authentic texts: written, audiovisual, and films.

Prerequisites: Successful completion of IB French Language B Year 1.

## **AP FRENCH LANGUAGE AND CULTURE**

This course is designed around the 6 AP required themes : *Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges*. The AP French Language and Culture course emphasizes communication by applying interpersonal, interpretive and presentational skills in real-life situations. This includes vocabulary use, language control, communication strategies, and cultural awareness. The course engages students in an exploration of culture in both contemporary and historical contexts. Students will be exposed to Francophone culture, art, literature and world global issues.

To best facilitate the study of language and culture, the course is taught exclusively in French.

Credits: 1

Length of Course: 1 year

Texts:

*Une fois pour toutes*

*AP French*

*Le monde en français*

*Petit Pays* by Gaël Faye

Online Resources

Course materials include a wide array of authentic texts: written, audiovisual, and films.

Prerequisites: Successful completion of French 4

## **IB FRENCH AB INITIO (Year 1)**

French Ab Initio is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. The language ab initio course is organized into five themes: Identities, Experiences, Social Organization, Human Ingenuity and Sharing the Planet. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Credits: 1

Length of Course: 1 year

Texts: *Panorama Francophone 1* Coursebook and Workbook, *Panorama Francophone 1* Coursebook and Workbook

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

Prerequisites: Departmental approval

## **IB FRENCH AB INITIO (Year 2)**

French Ab Initio is a language acquisition course designed to develop fluency and consolidate objectives started in French Ab Initio Y1. The program is aimed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. The language ab initio course is organized into five themes: Identities, Experiences, Social Organization, Human Ingenuity and Sharing the Planet. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills,

students should be able to respond and interact appropriately in a defined range of everyday situations.

Credits: 1

Length of Course: 1 year

Texts: *Panorama Francophone 2* Coursebook and Workbook, *Panorama Francophone 2* Coursebook and Workbook

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

Prerequisites: Completion of IB French Ab Initio Year 1

## **SPANISH 1**

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

Credits: 1

Length of Course: 1 year

Texts:

*Nuevo Mañana 1*

Supplementary teacher provided materials

Prerequisites: None

## **SPANISH 2**

The second year of continuing Spanish completes the minimum World Language requirement for graduation and university acceptance in the United States. The communicative/interactive mode started in level 1 continues to progressively demand more oral and written accuracy from students. A wide range of authentic documents are presented to practice reading skills. During the second year of Spanish more emphasis is placed on exploring the cultural expressions and awareness of the Hispanic world. The class is taught in the target language. This class prepares students for the correspondent DELE Diploma (official Spanish proficiency exam).

Credits: 1

Length of Course: 1 year

Texts:

*Nuevo Mañana 2*

Supplementary teacher provided materials

Prerequisites: Successful completion of Spanish 1 or departmental approval

## **SPANISH 3**

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

participate in discussions and presentations. This class prepares students for the correspondent DELE Diploma (official Spanish proficiency exam).

Credits: 1

Length of Course: 1 year

Texts: Nuevo Compañeros 4 + Nuevo Mañana 3

Course materials include online resources and authentic texts (written, audiovisual, and films).

Prerequisites: Successful completion of Spanish 2 or departmental approval

## **SPANISH 4**

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

Credits: 1

Length of Course: 1 year

Texts: : Nuevo Compañeros 4 (second half) + Nuevo Mañana 3 (second half)

Course materials include online resources and authentic texts (written, audiovisual, and films).

Prerequisites: Successful completion of Spanish 3 or departmental approval

## **AP SPANISH LANGUAGE AND CULTURE**

The content of this course is largely determined by the AP Spanish Language and Culture requirements. The course is designed with three main objectives in mind: to refine students' linguistic skills, to deepen the inter-cultural awareness that will enable them to communicate successfully in an environment where Spanish is spoken, and to prepare them to use Spanish in real-life settings. As the class is conducted in the target language, the pedagogical framework of this course relies on what is known as *communicative philosophy*, which means that grammar study and review is placed *at the service of* communication and intercultural understanding of the six required themes (*Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges*). This class prepares students for the correspondent DELE Diploma (official Spanish proficiency exam) as well.

Credits: 1

Length of Course: 1 year

Textbook: Course materials include online resources and authentic texts (written, audiovisual, and films).

Prerequisites: Successful completion of Spanish 4 or departmental approval

## **IB SPANISH Language B (Year 1)**

The content of this IB Y1 course is largely determined by the levels of competency required by the International Baccalaureate Exam. The course is designed with three main objectives in mind: to refine students' linguistic skills, to deepen the inter-cultural awareness that will enable them to communicate successfully in an environment where Spanish is spoken, and to prepare them to use Spanish in real-life settings. As the class is conducted in the target language, the pedagogical framework of this course relies on what is known as *communicative philosophy*, which means that grammar study and review is placed *at the service of* communication and intercultural understanding of the five required themes (*Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet*). On the one hand, students can have the opportunity to

take this exam as “anticipated”, if their competency is up to the IB standards. On the other hand, classes are already designed to suit both standard and higher levels as well. On a final note, this class prepares students for the correspondent DELE Diploma (official Spanish proficiency exam) as well.

Credits: 1

Length of Course: 1 year

Course materials include online resources and authentic texts (written, audiovisual, and films).

Prerequisites: Successful completion of Spanish 4 or departmental approval

### **IB SPANISH Language B (Year 2)**

The content of this second IB course is primarily determined by the levels of competency required by the International Baccalaureate Exam. This course is designed with the same three objectives in mind as they were in Year 1, only they have been taken to the next level in order for students to refine students' linguistic skills, to deepen the inter-cultural awareness, and to be prepared to use Spanish in real-life settings. The class is conducted in the target language, and its pedagogical framework of the second IB course relies on what is known as *communicative philosophy*, which means that grammar study and review is placed *at the service of* communication and intercultural understanding of the five required themes (*Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet*). On the other hand, classes are already designed to suit both standard and higher levels as well. On a final note, this class prepares students for the correspondent DELE Diploma (official Spanish proficiency exam) as well.

Credits: 1

Length of Course: 1 year

Course materials include online resources and authentic texts (written, audiovisual, and films).

Prerequisites: Successful completion of IB Spanish B Year 1 or departmental approval

### **IB SPANISH AB INITIO - Year 1**

Spanish Ab Initio Year 1 is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. The Spanish Ab Initio Y1 course is organized into five themes: *Identities, Experiences, Social Organization, Human Ingenuity, and Sharing the Planet*. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Taught in the target language, and through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations at the end of this course. This class prepares students for the correspondent DELE Diploma (official Spanish proficiency exam) as well.

Credits: 1

Length of Course: 1 year

Texts: Nuevo Mañana 1

Course materials also include: online resources and authentic texts (written, audiovisual, and films).

Prerequisites: Departmental approval

### **IB SPANISH AB INITIO - Year 2**

Spanish Ab Initio Year 2 is a language acquisition course designed to develop fluency and consolidate objectives started in Spanish Ab Initio Y1. Taught in the target language, students will be challenged with new skills and intercultural understanding and awareness, and consequently, will be empowered to higher levels of the Spanish language and culture. The Spanish Ab Initio Y2 course is organized into five themes as well: *Identities, Experiences, Social Organization, Human Ingenuity, and Sharing the Planet*. Each theme has a list

of topics that provide the students with opportunities to practice and explore the language and culture, as well as, to develop intercultural understanding at this level. Through the development of receptive, productive and interactive skills, students should be more than able to respond and interact appropriately in a defined range of more complex situations. On a final note, this class prepares students for the correspondent DELE Diploma (official Spanish proficiency exam).

Credits: 1

Length of Course: 1 year

Texts: *Nuevo Mañana 2*

Course materials also include: online resources and authentic texts (written, audiovisual, and films).

Prerequisites: Successful completion of Spanish Ab Initio Year 1 or departmental approval

## **FINE AND PERFORMING ARTS**

### **PHILOSOPHY**

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

### **CONCERT BAND**

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

Credits: 1

Length of Course: 1 year

Texts:

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

Prerequisites: None

### **MODERN MUSIC ENSEMBLE**

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

Credits: 1

Length of Course: 1 year

Texts:

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

Prerequisites: None

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

## **GUITAR**

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

Credits: 1

Length of Course: 1 year

Text: *Hal Leonard Guitar Method 1 & 2*

Prerequisites: Students can use their own guitar or school acoustic guitars are available for rental

## **SURVEY OF ROCK AND ROLL**

This course is a survey of the popular genre of rock and roll and how it developed into a cultural force from the 1950s into our current times. Students will learn the various influences of rock in the years preceding the 1950s as they analyze how Country, Gospel, and rhythm and blues played major roles in its establishment. Continue with the rise of teen idols through the British Invasion, the 1960s, into the styles of Motown, Southern Rock, and Progressive Rock of the 1970s, hair bands of the 1980's and 90's, and through the 2000's.

Credits: 1

Length of Course: 1 year

Text: All materials provided by instructor

Prerequisites: None

## **CHORUS**

In this performance based ensemble, this course provides the fundamentals of vocal technique and interpretation in a mixed choral group setting. Correct vocal production, developing breath control, posture and diction are a part of the vocal training. In addition to vocal technique and ensemble singing, students will engage in music reading, study theory, and explore music history. The repertoire studied includes a variety of musical styles and time periods, which are performed at various events within the community.

Credits: 1

Length of Course: 1 year

Text: All materials provided by instructor

Prerequisites: None

## **THEATER 1**

Students of Theater 1 will learn to stretch out in their creative thinking, and exercise techniques for transforming creative thought into performance. Most importantly, they will focus on taking creative risks, and supporting others in their own creative risk taking. Students will learn theater games, improvisational comedy, modern scene study, theater combat, Shakespearean theater, and audition techniques. Our class will also produce two performances: a fall Improv Show, and our Evening of One Acts. The things we learn in this class not only make ourselves better actors and actresses, but also creative and supportive individuals, capable of, and driven to, making all of life extraordinary!

Credits: 1

Length of Course: 1 year

Text: All materials provided by instructor

Prerequisites: None

## **THEATER 2**

Theater 2 meets together with Theater 1, however students will be challenged with taking on leadership roles in theater. Theater 2 students will grow their creative vision by leading games during our Improv unit, assisting in the instruction of Theater Combat, and student-directing our Evening of One Acts. In order to complete this requirement, students will need to be present for a limited number of after-school rehearsals (to be determined according to your job) as well as the dress rehearsal and show nights.

Credits: 1

Length of Course: 1 year

Text: All materials provided by instructor

Prerequisites: (Theater 2 only) Theater 1 or equivalent

## **STUDIO ART 1**

This foundation course is structured to enable the students to develop basic perceptual, observational and compositional skills necessary to communicate a wide range of aesthetic and conceptual aspects of artistic practice... Course topics include two-dimensional and three-dimensional media and techniques. Students are required to keep a visual journal of their progress and are encouraged to record and discuss their ideas with the class.

Credits: 1

Length of Course: 1 year

Prerequisites: None

## **INTERMEDIATE ART**

This course is a continuation of the program developed in the Studio Art 1 course. Emphasis is placed on the individual student's advancement in longer, sustained projects and his/her personal interpretation of the elements of design and composition. Students keep sketchbooks and are encouraged to record and discuss their ideas and art work.

Credits: 1

Length of Course: 1 year

Prerequisites: Studio Art 1 or art background

## **ADVANCED ART**

This is an advanced studio course for students who are interested in submitting an Portfolio for art school in their senior year.

They should have two or more years of art and interest in developing their choice of medium and style. Students are expected to initiate their own projects and to keep a sketchbook/journal with sustained investigations similar to the IB Visual Art Program. Instruction is conducted primarily on an individual basis with some group critiques. Credits: 1

Length of Course: 1 year

Prerequisites: Intermediate Art or Instructor approval

## **IB VISUAL ARTS SL/HL**

IB Visual Arts is a rigorous course that encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking and time-consuming course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists. The aims of the arts subjects are to enable students to: 1. enjoy lifelong engagement with the arts 2. become informed, reflective and critical practitioners in the arts 3. understand the dynamic and changing nature of the arts 4. explore and value the diversity of the arts across time, place and cultures 5. express ideas with confidence and competence 6. develop perceptual and analytical skills. In addition, the aims of the visual arts course at SL and HL are to enable students to: 7. make artwork that is influenced by personal and cultural contexts 8. become informed and critical observers and makers of visual culture and media 9. develop skills, techniques and processes in order to communicate concepts and ideas.

Credits: 1

Length of Course: 1 year

Prerequisites: Instructor approval

## **PHOTOGRAPHY 1**

The Photography course is aimed primarily towards mastering the photographic medium by focusing on its three most important aspects: Aperture, Shutter Speed and ISO. The class will work on consolidating the understanding of these tools by subsequently adding numerous features and aspects that will allow students to master the art of light.

The course is divided in two semesters; the first will be dedicated to the basic technical features relating to the photographic medium alongside providing an introduction to photoshop (post production), the second to a final project where the students will be able to choose and focus on one of the central themes central to the understanding of the photographic medium – landscape, portrait and still-life.

The course features a year-long Photography history module that will be developed in parallel with the technical and practical assignments. The Photography History lesson plan starts from the inception of the photographic medium and traces its evolution all the way up to our present times.

Throughout the course students will complete photo assignments, photo history reports and research papers that will be reviewed and evaluated.

The overall aim of the course is to reach an acute level of manual and theoretical understanding in order to allow the pursuit of photography as a lifetime hobby and career path.

Credits: 1

Length of Course: 1 Year

Texts: Printed material provided by teacher and online resources

Prerequisites: None

### **IB FILM, Year 1**

The IB film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others. Students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. Students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

Credits: 1

Length of Course: 1 Year

Texts: Printed material provided by teacher and online resources

Prerequisites: None, open to students in grades 11-12f

## **TECHNOLOGY**

### **PHILOSOPHY**

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

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

### **COMPUTER PROGRAMMING 1**

This course introduces students to computer programming with Python. Students will write computer programs and develop a solid understanding of the basic structures of a programming language, including; data types, variables, arrays, dictionaries, functions, control flow, debugging and objects. Students will work

with a diverse set of data sources to produce statistics and graphs that can be used for analysis. This course will prepare students for Computer Programming II in Java followed by AP Computer Science.

Credits: 1

Length of Course: 1 year

Texts: Materials to be provided by instructor

Prerequisites: None

## **DESKTOP PUBLISHING/YEARBOOK**

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

Credits: 1

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

Texts: Materials to be provided by instructor

Prerequisites: none

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

## **COMPUTER GRAPHICS AND ANIMATION**

The computer graphics course is primarily aimed towards mastering the professional computer design programmes required to enter the digital creative fields: Photoshop, Illustrator, Indesign, Final Cut and basic website building software. The course is divided in two semesters; the first will be dedicated to the basic technical features through extended focus lessons and assignments on the above mentioned programmes surveyed.

The second semester is geared towards the consolidation of the programmes surveyed through an extended personal project. This unit is aimed at putting together all the notions acquired in by assigning the students the creation of an online publication, a website dedicated to the project and a stop motion animation. The course is aimed at building the confidence and skills of the students to further develop the tools required to take the first steps towards a career in the areas surveyed. Students who have taken and enjoyed Photography 1 are encouraged to take this course.

Credits: 1

Length of Course: 1 year

Texts: Printed material provided by teacher and online resources

Prerequisites: none

## **COMPUTER PROGRAMMING 2**

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

fundamentals of computer programming including how to write, compile and execute programs.

Credits: 1.0

Length of Course: 1 year

Texts: Introduction to Programming in Java: An Interdisciplinary Approach

Prerequisites: Computer Programming 1

## **AP COMPUTER SCIENCE A**

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Credits: 1.0

Length of Course: 1 year

Texts: AP College Board web site

Prerequisites: Integrated Mathematics 3

## **DESIGN TECHNOLOGY**

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

Credits: 1

Length of Course: 1 year

Texts: Students may need to purchase a sketchbook.

Prerequisites: none

## **WEB DESIGN**

Students will learn the fundamentals of creating a website utilizing a range of web page creation, graphic design and coding software. The basic web development languages are covered, including: HTML, CSS, and JavaScript. Students will examine and evaluate existing websites to develop both functional and aesthetic design criteria. The course will include a focus on web design planning and management.

Credits: 1

Length of Course: 1 year

Texts: Materials to be provided by Instructor

Prerequisites: none

## **HEALTH & PHYSICAL EDUCATION**

### **PHILOSOPHY**

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

and demonstrate resilience and balance.

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

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

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

## **PHYSICAL EDUCATION**

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

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

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

## **HEALTH EDUCATION**

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

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

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

Credits: 1

Length of Course: 1 year

Text: *Glencoe Health* (Web-Based)

Prerequisites: None

## **EXERCISE AND FITNESS**

This course has the following objectives:

1. To provide upper grade students an opportunity to develop individual personal fitness training programs under the instruction of a certified trainer.
2. Introduce students to basic exercise physiology principles including nutrition, training, recovery and sport specific exercises.
3. Monitor student progress and make recommendations and make adjustments accordingly in order to maximize student improvement and performance.
4. Depending on course numbers, opportunities for team play may exist whereby strategies, sport theory, and team management may be included.

The instructor will meet with each student enrolled and create a profile including goals and strategies in order to meet these goals. In addition, leadership opportunities will exist where students can mentor younger classes by providing instruction and giving feedback when supervised by the instructor.

Credits: 1

Length of Course: 1 year

Text: Teacher-provided materials

Prerequisites: PE/Health (Physical Education and Health Education) or teacher approval; open to students in grades 10-12

## **HS RESOURCE**

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

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

This is a general support class and students must qualify for the program by referral process.

Credits: 1 credit per year

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

## **VIRTUAL HIGH SCHOOL**

Virtual High School (<http://thevhscollaborative.org/>) offers the possibility to AOSR High School

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

Prerequisites: - Open to interested juniors and seniors

- Requests to participate in a VHS class must be made to the College Counselor at least a month before a semester unless approved by the Principal

- Students may take one VHS course per semester but it must be as a 7th (if taking 3 or more AP/IB courses) or 8th course on a student's schedule unless waived by the Principal

**VHS AND ANY OTHER ONLINE COURSES WILL BE REPORTED ON AOSR TRANSCRIPTS AS PASS/FAIL GRADES.**