



ESTABLISHED  
1953

# **2024-2025**

# **Upper School**

# **Program of Studies**

## **Course Offerings**

HS Vice-Principal  
MS Vice-Principal  
IB DP Coordinator  
IB DP Coordinator  
IB MYP Coordinator HS  
Counselor 11-12 HS  
Counselor 11-12 US  
Counselor 8-10 US  
Counselor 8-10 MS  
Counselor 6-7  
HS Counseling Assistant

Luke MacBride  
Heather Densley  
Chris Taylor Agatha  
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Dear Students and Parents,

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

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

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

# UPPER SCHOOL ACADEMIC PROGRAM AT ASW

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

## International Baccalaureate

### Middle Years Programme Grades 6-10

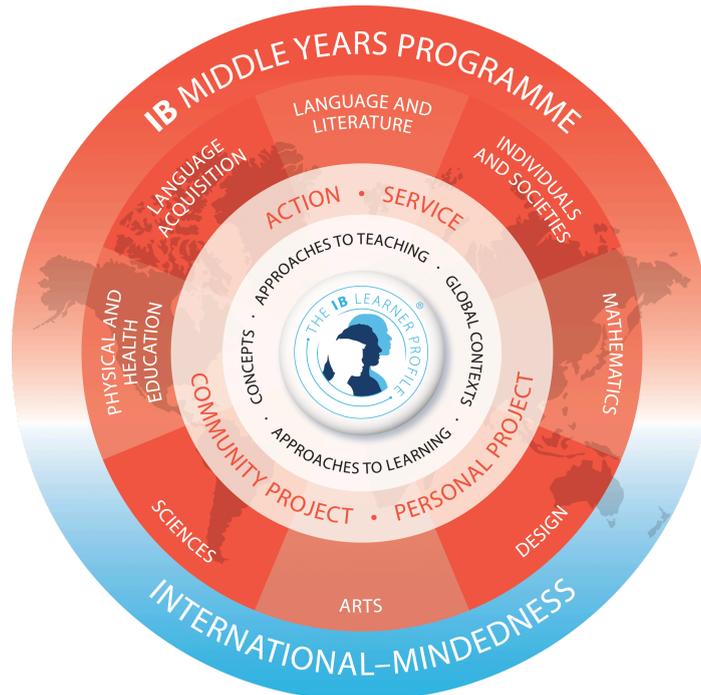


Image source: <http://www.ibo.org/globalassets/digital-toolkit/logos-and-programme-models/myp-model-en.png>

## OVERVIEW

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

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

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

# International Baccalaureate

## Diploma Programme

Grades 11/12



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

### OVERVIEW

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

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

\*Film is a fourth option in the Arts which can be studied through Pamoja which is an IB registered online learning group who deliver IB course certificates.

\*\*Other options from Groups 2 & Group 3 are also available through Pamoja, such as Mandarin SL and Philosophy SL.

Students must choose one course from each group, except Group 6; students may elect to take a second course from Groups 1 - 4 instead of a Group 6 subject. Environmental Systems & Societies, offered at only SL, can be taken as either Group 3 or 4. (See

description below, or Counselor or DP Coordinator for more information.) Furthermore, if a student chooses two languages in Group 1, they will satisfy the Group 2 requirement. To complete the full IB Diploma, students must successfully complete 3 courses at the Higher Level and 3 at the Standard Level in addition to the additional requirements listed below.

## **OTHER IB DIPLOMA REQUIREMENTS**

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

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

**THEORY OF KNOWLEDGE (TOK):** This is a required 100 hour course for all full IB Diploma Program candidates. However, similar to the EE, students not pursuing an IB Diploma may opt to take this course as an elective or as part of their course selections for certificate.

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

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

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

## **INFORMATION REGARDING ASW GRADUATION REQUIREMENTS**

### **High School Diploma Requirements**

At ASW, high school begins in grade 9 and finishes in grade 12. Over the course of these 4 years, students must pass and earn a "credit" for a required number of courses in specific

subjects. Students must not turn 21 years of age before graduation.

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

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

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

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

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

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

### **Stipulations:**

- Each year, students must be enrolled full time at ASW (full time = in grades 9 & 10 students must have a minimum of 7 credit-bearing courses; in grades 11 & 12 students must have a minimum of 6 credit-bearing courses).
- A maximum of 18 credits may be transferred from other accredited institutions at the time of enrolment.
- Credits are earned by achieving 3 or higher in final grades of courses while

- adhering to the attendance policy
- Learning Support is credit-bearing, but cannot count toward the required 23 credits.

### **IB Diploma Programme**

Students have the option to earn additional qualifications alongside their ASW High School Academic Diploma or ASW High School General Diploma (described below) from the International Baccalaureate Organization (IBO) as described below.

### **IB Diploma Programme Courses**

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

### **IB Diploma**

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

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

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

### **ASW General Diploma**

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

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

<b>ASW High School General Diploma</b>	
English	<b>4 credits</b>
Social Studies	2 credits
Science	2 credits
Mathematics	2 credits
PE & Health <sup>1</sup>	2 credits
Visual & Performing Arts <sup>1</sup>	1 credit
Design <sup>1</sup>	1 credit
Electives <sup>2</sup>	9 credits
Total Credits (minimum)	23 credits
<p><b>CREATIVITY, ACTIVITY, SERVICE (CAS): <u>All ASW HS students</u></b> are required to complete activities which meet the goals of CAS over the course of two years. Upon completion, students will showcase their experiences by presenting to the community. (see full explanation under IBDP CAS below).</p>	
<p><sup>1</sup> Denotes courses in which waivers may be granted depending on the student's enrollment date and prior educational experiences.  <sup>2</sup> Credits from any course area may be used as elective credit after other requirements are met.</p>	

**Stipulations:**

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

**CAS Requirements**

**CREATIVITY, ACTIVITY, SERVICE (CAS):**

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

**REQUIREMENTS FOR STUDENTS NOT ENGAGED IN THE FULL DP**

1. Students must participate in, document, and present on experiences, learning and growth from each of the strands of CAS characterized as follows:
  - a. Creativity – arts, and other experiences that involve creative thinking

- b. Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in their coursework
  - c. Service – an unpaid and voluntary exchange that has a learning benefit for the student; the rights, dignity and autonomy of all those involved are respected
2. Students must demonstrate the following 5 learning outcomes:

Learning Outcome	Descriptor
Identify own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
Demonstrate that challenges have been undertaken, developing new skills in the process.	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through new experiences or through increased expertise in an established area.
Show commitment to, and perseverance in, CAS experiences.	Students demonstrate regular involvement and active engagement in CAS.
Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and collaboration gained through CAS experiences.
Recognize and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out the CAS experiences.

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

1. Students must participate in, document, and present on experiences, learning and growth from each of the strands of CAS characterized as follows:
  - a. Creativity – arts, and other experiences that involve creative thinking
  - b. Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in their DP coursework
  - c. Service – an unpaid and voluntary exchange that has a learning benefit for the student; the rights, dignity and autonomy of all those involved are respected
2. Students must develop a CAS Project, which is a collaborative series of sequential CAS experiences lasting at least one month. Students must be involved in at least one CAS Project during the programme.
  - a. The Project challenges students to
    - i. show initiative
    - ii. demonstrate perseverance

- iii. develop skills such as collaboration, problem solving and decision making. On completion students will showcase their experiences by presenting their projects and experiences which were documented on an individualized website to a panel of faculty members.
3. Students must demonstrate the following 7 learning outcomes:

Learning Outcome	Descriptor
Identify own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
Demonstrate that challenges have been undertaken, developing new skills in the process.	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through new experiences or through increased expertise in an established area.
Show commitment to, and perseverance in, CAS experiences.	Students demonstrate regular involvement and active engagement in CAS.
Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and collaboration gained through CAS experiences.
Recognize and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out the CAS experiences.
Demonstrate how to initiate and plan a CAS experience.	Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on previous experience or launching a new idea or process.
Demonstrate engagement with issues of global significance.	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.

### **SUPPORT SERVICES**

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

students develop the skills they need to be successful learners.

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

### **PHILOSOPHY**

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

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

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

- Length of Course: Semester based (repeatable)  
Grade Level: Grades 6, 7 and 8  
Recommendations: This course is recommended to English language learners in grades 6-10 who have been identified with a WIDA MODEL (Measure of Developing English Language) proficiency assessment of 1.0-4.7 (ASW Tiers 1-2).  
Exit Requirements: The final decision about whether a student is ready to be exited from the course is at the discretion of the EAL Director, in consultation with the EAP teacher, content-based teacher, school counselor, and data on student progress (WIDA, MAP). Students who are exited remain identified as an EAL student for one academic year and receive language proficiency monitoring and support during this time.

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

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

- Credits: 1  
Length of Course: 1 year  
Grade Level: Grades 9 and 10  
Recommendations: This course is recommended to English language learners in grades 6-10 who have been identified with a WIDA MODEL (Measure of Developing English Language) proficiency assessment of 1.0-4.7 (ASW Tiers 1-2).  
Exit Requirements: The final decision about whether a student is ready to be exited from the course is at the discretion of the EAL Director, in consultation with the EAP teacher, content-based teacher, school counselor, and data on student progress (WIDA, MAP). Students who exit remain identified as an EAL student for one academic year and receive language proficiency monitoring and support during this time.

## **LEARNING SUPPORT**

### ***PHILOSOPHY***

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

ASW uses a three-tier model of support, called RTI2 (Response to Instruction and Intervention). Tier 1 support happens in the subject classroom, is provided by the subject teacher and is available to all students. Tier 2 support is provided by learning support teachers and/or assistants in intervention classes and is available short term to students experiencing challenges in their learning. Tier 3 support is provided by learning support teachers and/or assistants in learning support classes as well as through support in subject classes and is a long term support. Tier 3 support is available to students with identified learning needs.

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

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

### ***MS STUDY SKILLS CLASS***

The Study Skills class is a Tier 2 course dedicated to supporting students with their approaches to learning skills (ATLs). The course focuses on teaching strategies to improve executive function skills such as impulse control, emotional control, flexible thinking, working memory, self-monitoring, planning and prioritizing, task initiation and organization. Support may also be given for mild, undiagnosed reading, writing or problem solving challenges. Within this class, students seek to optimize their academic potential, develop their self-advocacy and self-confidence.

Length of Course: 1 year (repeatable with evidence of need)  
Prerequisites: Student Study Team (SST) approval; demonstrated need for Tier 2 level support.  
Exit Criteria: Meets grade level approaches to learning (ATL) skills with Tier 1 support

### ***MS LITERACY SKILLS CLASS: Leveled Literacy Intervention Class***

This is a Tier 2 course for students with recognized learning needs in literacy. The focus of the course is to use a combination of direct instruction, guided and independent practice and leveled books matched to the student's reading level to develop literacy skills. The skills focussed on include matching the sounds of spoken English with individual letters or groups of letters, reading fluency, understanding word parts and origins, reading, spelling and comprehension.

Length of Course: 1 year (repeatable with evidence of need)  
Prerequisites: Student Study Team (SST) approval; demonstrated need for Tier 2

level support.  
Exit Criteria: Meets grade level reading expectations with Tier 1 support

### **MS LEARNING SUPPORT CLASS**

This is a Tier 3 course for students with identified learning needs and an Individualized Learning Plan (ILP) or Accommodation Plan. Student learning focuses on individualized goals that are in-line with their diagnosis, learner profile, and identified needs. The goal is for students to learn strategies and skills to compensate for their learning difficulties related to their learning disability, to develop self-awareness of their learning profile and to learn self-advocacy skills. Learning is done both in the context of materials from the regular subject curriculum and using specifically designed content.

Length of Course: 1 year (repeatable)  
Prerequisites: Student Study Team (SST) approval; Standardized or Psycho-Educational Assessment indicating an identified learning need.  
Exit Criteria: Meets grade level academic expectations and approaches to learning (ATL) skills with Tier 1 support and/or accommodations.

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

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

Length of Course: 1 year (repeatable)  
Prerequisites: Student Study Team (SST) approval; a Psycho-Educational Assessment indicating an identified learning need

### **MS SPECIALIZED EDUCATION PROGRAM**

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

Length of Course: 1 year (repeatable)  
Prerequisites: Student Study Team (SST) approval; a Psycho-Educational Assessment indicating an identified learning need

### **HS MATH SKILLS CLASS**

This is a short term, Tier 2 support class that students in the Upper School will take concurrently with their grade level math course. This course will help students improve upon identified gaps in their mathematical knowledge, skills, and approaches to learning with the goal of finding greater success and ultimately no longer needing this support. Progress is evaluated on a semester basis, and those who have successfully improved on their identified gaps will have the opportunity to exit at that time.

Length of Course: 1 semester (repeatable up to a year)  
Prerequisites: Identified need through Math Placement and Admissions/MAP data.

### **HS STUDY SKILLS CLASS**

The Study Skills class is a Tier 2 course dedicated to supporting students with their approaches to learning skills (ATLs). The course focuses on teaching strategies to improve executive function skills such as impulse control, emotional control, flexible thinking, working memory, self-monitoring, planning and prioritizing, task initiation and organization. Support may also be given for mild, undiagnosed reading, writing or problem solving challenges. Within this class, students seek to optimize their academic potential, develop their self-advocacy and self-confidence.

Length of Course: 1 year (repeatable)  
Prerequisites: Student Study Team (SST) approval; a Psycho-Educational Assessment indicating an identified learning need  
Exit Criteria: Meets grade level approaches to learning (ATL) skills with Tier 1 support

### **HS LEARNING SUPPORT CLASS**

This is a Tier 3 support course for students with identified learning needs and an Individualized Learning Plan (ILP) or Accommodation Plan. Student learning focuses on individualized goals that are in-line with their diagnosis, learner profile, and identified needs. The goal is for students to learn strategies and skills to compensate for their learning difficulties related to their learning disability, to develop self-awareness of their learning profile and to learn self-advocacy skills. Learning is done both in the context of materials from the regular subject curriculum and using specifically designed content.

Length of Course: 1 year (repeatable)  
Prerequisites: Student Study Team (SST) approval; Standardized or Psycho-Educational Assessment indicating an identified learning need.  
Exit Criteria: Meets grade level academic expectations and approaches to learning (ATL) skills with Tier 1 support and/or accommodations.

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

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

Length of Course: 1 year (repeatable)  
Prerequisites: Student Study Team (SST) approval

## **ADVISORY**

### **PHILOSOPHY**

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

### **6-8 ADVISORY**

The Middle School Advisory Program supports students' academic, emotional, and developmental well-being through intentional activities designed to empower students to be engaged, reflective, and active community members. Advisory classes, consisting of nine to eleven students in a grade level and an adult advisor, are built into the class schedule and meet once or twice a week for 65 minutes. The advisory curriculum is based around the CASEL framework on Social Emotional Learning and is individualized to meet the students' age-specific needs. We start the year by creating a connected community of learners with subsequent units including topics such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making. We also include activities to help our students strengthen their approaches to learning. Throughout the year we will come together as a grade level or entire middle school for larger group presentations, assemblies, and activities.

### **9/10 ADVISORY**

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

### **11/12 ADVISORY**

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

# OFFERINGS IN EACH SUBJECT AREA

## THE ARTS

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



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

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

MYP Arts values both the process of creating artwork and the point of realization. In MYP Arts, the four objectives have equal importance and value, meaning that the creative process and the response to other art is as important as the creation process. MYP Arts courses help specifically to prepare students for the study of visual arts and theater in the DP at either the SL or HL.

MYP Arts objectives/assessment criteria include the following:

- Criterion A: Investigating
- Criterion B: Developing
- Criterion C: Creating/Performing
- Criterion D: Evaluating



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

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

## COURSE OFFERINGS

### VISUAL ARTS

#### **PHILOSOPHY**

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

Goals for students in the program are as follows:

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

### **MS MYP ART 6**

This course will introduce students to and provide students with the opportunity to function as artists, as well as learners of the arts. Students will explore a variety of materials, methods, concepts, and skills providing them with a strong foundation for exploring the fine arts. They will be encouraged to approach their projects in an interdisciplinary fashion; integrating skills and concepts from multiple art approaches and the MYP. Student independence and artistic growth are supported through structured learning experiences designed to meet each student at their level of ability and understanding. With guidance, they will examine and develop creative strategies and habits of mind through the exploration of artistic practices.

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

### **MS MYP ART 7**

This course continues to introduce students to and provide students with the opportunity to function as artists, as well as learners of the arts. Students will develop their understanding of a variety of materials, methods, concepts, and skills providing them with a strong foundation for exploring the fine arts. They will be encouraged to approach their projects in an interdisciplinary fashion; integrating skills and concepts from multiple art approaches and the MYP. Student independence and artistic growth are supported through structured learning experiences designed to meet each student at their level of ability and understanding. With guidance, they will examine and develop creative strategies and habits of mind through the exploration of artistic practices.

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

### **MS MYP ART 8**

This course provides students with the opportunity to function as artists and continues to support them as learners of the arts. Students will have a variety of materials, methods, concepts, and skills providing them with a strong foundation for exploring the fine arts. They will be encouraged to approach their projects in an interdisciplinary fashion; integrating skills and concepts from multiple art approaches and the MYP. Student independence and artistic growth are supported through structured learning experiences designed to meet each student at their level of ability and understanding. With guidance, they will examine and develop creative strategies and habits of mind through the exploration of artistic practices.

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

### **HS MYP PHOTOGRAPHY 1**

Photography 1 is a course offered to any high school student interested in photography. The units of the course that cover *classic photography* will include instruction on each aspect of

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

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

### **HS MYP PHOTOGRAPHY 2**

Photography 2 is a course offered to any high school student who has successfully completed level one of Photography. The units of the course will build upon knowledge and skills acquired in level one. Students will continue using digital cameras and computer software (Adobe Lightroom CC and Adobe Photoshop CC), but the emphasis will be placed on a creative rather than technical approach to the subject. They will focus on developing personal style, visual literacy and ability to tell a photo-story. Assessment will be based on projects realized throughout the course. Students' understanding and development will be reflected in their process journals. This class will provide an even stronger foundation for students continuing on to IBDP Visual Arts.

Credits:	1
Length of Course:	1 year
Required Equipment:	Digital camera with manual controls for aperture, shutter speed and ISO (student-owned), and a memory card reader
Recommended Equipment:	tripod
Grade Level:	9 – 12
Prerequisite:	HS MYP Photography I

### **HS MYP DRAWING & PAINTING**

This course is an engaging and comprehensive course that will introduce students to the methods, concepts, and skills vital to understanding fine arts and the role of the artist. Students will explore a variety of drawing and painting materials (such as graphite, charcoal, pastel, colored pencil, marker, ink, watercolor, acrylic paint, oil paint, etc.) through both structured and open-ended activities that sequentially build upon previous learning and experiences. Students will cultivate their own style, refine techniques and skills, and explore themes in art through a contextual lens. Student understanding will be demonstrated through sketchbooks, digital portfolios, and completed artworks, which will be presented in a variety of art exhibits throughout the year.

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

### **HS MYP 3D ART**

This course is an engaging and comprehensive course that will introduce students to the methods, concepts, and skills vital to understanding fine arts and the role of the artist. Students will explore a variety of three-dimensional materials (such as ceramics, constructed forms, found objects, fiber arts, architecture, installation, etc.) through both structured and open-ended activities that sequentially build upon previous learning and experiences. Students will cultivate their own style, refine techniques and skills, and explore themes in art through a contextual lens. Student understanding will be demonstrated through sketchbooks, digital portfolios, and completed artworks, which will be presented in a variety of art exhibits throughout the year.

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

### **HS MYP MIXED MEDIA ARTS**

This course is an engaging and comprehensive course that will introduce students to the methods, concepts, and skills vital to understanding fine arts and the role of the artist. Students will explore a variety of mixed media materials (such as collage, printmaking, digital arts, assemblage, bookmaking, stop motion, fashion design, etc.) through both structured and open-ended activities that sequentially build upon previous learning and experiences. Students will cultivate their own style, refine techniques and skills, and explore themes in art through a contextual lens. Student understanding will be demonstrated through sketchbooks, digital portfolios, and completed artworks, which will be presented in a variety of art exhibits throughout the year.

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

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

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

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

## **MUSIC**

### ***PHILOSOPHY***

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

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

The music curriculum will give the students opportunities to:

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

Students will perform and listen to music in a variety of genres and styles, from different periods and cultures. The repertoire chosen will be broad and designed to extend students' musical experience and knowledge. It will include examples of works taken from varied time periods, countries, and linguistic/cultural backgrounds.

### **MS MYP CHOIR 6**

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

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

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

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

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

### **MS MYP BEGINNING BAND**

This is a performance-based class open to all students from grades 6-8 who have never played a band instrument. Instruments include: flute, oboe, bassoon, clarinet, saxophone, trumpet, french horn, trombone, euphonium, tuba, bells, and snare drum. Students interested in playing percussion must be willing to play a large variety of instruments, including bells, xylophone, and marimba. This course introduces students to the concepts and skills of playing an instrument, reading music, listening critically, and collaborating in an ensemble.

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

### **MS MYP CONCERT BAND**

This is a performance-based class open to all students 6-8 who have at least one full year of experience playing a concert band instrument, including: flute, oboe, clarinet, bassoon, saxophone, trumpet, French horn, trombone, euphonium, tuba. Students interested in playing percussion must be willing to play a large variety of instruments, including bells,

xylophone, and marimba. Through this course students will hone their skills on a concert band instrument, and expand their abilities to listen and analyze music, work in large and small ensembles, and collaborate daily through student-led experiences.

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

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

This is an ensemble performance-based class open to all students who want to learn to play guitar, bass guitar, keyboard, drum set and sing in a rock band. The emphasis is on gaining useful guitar, drum set and vocal skills necessary to perform student-selected music and applying them in a small and large band setting. Each semester culminates in a public concert to present the music learned throughout the term.

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

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

This is an ensemble performance-based class open to all students who want to learn to play guitar, bass guitar, keyboard, drum set and sing in a rock band. The emphasis is on gaining useful guitar, drum set and vocal skills necessary to perform student-selected music and applying them in a small and large band setting. Each semester culminates in a public concert to present the music learned throughout the term.

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

### **HS WIND ENSEMBLE**

This is a performance-based class open to all students from grades 9-12 who have at least one year of experience on a Concert Band wind instrument, including: piccolo, flute, oboe, clarinet, bassoon, saxophones, trumpet, French horn, trombone, euphonium, and tuba. Percussion students must have prior experience on mallet instruments and be able to read basic music notation in addition to playing snare drum. Through this course, students continue to hone their instrumental skills while exploring the written and unwritten musical concepts in their music to increase their ability to play expressively. This elective can be repeated for credit. The course is run as an MYP Arts course for grade 9 and 10; grade 11 and 12 students are assessed on similar criteria but achievement is reported on the non-IB 1-7 scale.

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

### **HS MYP CHOIR**

This is a performance-based class open to all students, grade 9-12, who enjoy singing. No previous singing experience is necessary. The repertoire will be taken from various genres, languages, and cultures, including modern and historical music. This elective can be

repeated for credit. The course is run as an MYP Arts course for grade 9 and 10; grade 11 and 12 students are assessed on similar criteria but achievement is reported on the non-IB 1-7 scale. Pianists may also take this class as accompanists, with permission.

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

### **HS MYP GUITAR**

This is primarily a musical performance-based class open to all students from grades 9-12 who are interested in learning and developing their guitar playing. The course encompasses classical, acoustic, electric and bass guitar technique in context of various musical styles. It is open to students who have guitar-playing experience and to those who have never played an instrument before. Students are able to design their own track of learning depending on experience and keep a record of their progress in a process journal. This can include the study of instruments other than guitar, but this course primarily focuses on guitar skills. The course is run as an MYP Arts course for grade 9 and 10; grade 11 and 12 students are assessed on similar criteria but achievement is reported on the non-IB 1-7 scale.

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

### **HS MYP STUDIO MUSIC**

The Studio Music course is designed to challenge students to reach their musical potential as creators, performers, and listeners through the process of learning and recording both the music of others and applying concepts to create original, student-generated music. Students should expect to acquire more in-depth knowledge of music theory and how it applies to a variety of instruments, both in practice and in composition. The media used in this course will range from simple to more complex Digital Audio Workstations, Audio Interfaces, Recording Microphones, Analog and Digital Instruments, among other tools and software to record, perform, and produce existing and original music. Students taking this course need strong self-management skills which will be necessary in planning and completing long- and short-term projects covering a range of skills. Although students without a musical background can access this course, it will be valuable to have had some experience on an instrument or voice in a previous music course either at ASW or a prior school.

Credits: 1  
Length of course: 1 year  
Grade Level: 9-12  
Prerequisites: contingent upon interview with teacher about which HS course would be appropriate

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

The DP Music course will challenge students to reach their potential as performers, creators, and listeners through the engagement in four areas of inquiry: 1) music for sociocultural and political expression, 2) music for listening and performance, 3) music for dramatic impact, movement and entertainment, and 4) music technology in the electronic and digital age. Both SL and HL students will compile a portfolio of three components: Exploring Music in Context, Experimenting with Music, and Presenting Music. HL students will additionally create a multimedia presentation of The Contemporary Music-Maker. Through the development of listening skills, solo and/or ensemble performance proficiency, compositional craft, and the ability to discuss music critically and justify creative choices, students will

develop into well-rounded musicians. Students will pursue personal musical goals, as the course has flexible assessments that connect to students' interests. Students can participate in HS Choir or Ensemble to help fulfill some of the requirements for this course.

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

## **THEATER**

### **PHILOSOPHY**

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

### **MS MYP THEATER 6**

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

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

### **MS MYP THEATER 7**

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

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

### **MS MYP THEATER 8**

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

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

### **HS MYP STAGECRAFT**

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

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

### **HS MYP MEDIA & PERFORMANCE**

In this combined grade 9 & 10 course, students explore the growing relationship between live performance and film, video and audio production. In addition to exploring the distinct elements of live performance and on-camera acting, students will also learn an overview of basic film and video production techniques; including camera angles, shot types, effects, editing and audio recording and editing. Students will have the opportunity to experiment and explore their own interests with audiovisual production, videography, video editing, audio editing, and script development. This course may be repeated for credit, with teacher permission. The course is run as an MYP Arts course for grade 9 and 10; grade 11 and 12 students are assessed on similar criteria but achievement is reported on the non-IB 1-7 scale.

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

### **HS MYP THEATER**

In this combined grade 9 & 10 course, students build upon their existing knowledge of the elements of drama and theater and dive deeper into more focused, "performance based" work. Scene-study, monologues, directing opportunities and explorations of world theater traditions will be covered in this course. Students will also devise original theater pieces, and begin to experiment with various theatrical forms and theories. Performance is a significant

part of this course. This course may be repeated for credit, with teacher permission. The course is run as an MYP Arts course for grade 9 and 10; grade 11 and 12 students are assessed on similar criteria but achievement is reported on the non-IB 1-7 scale.

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

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

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

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

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

## **DANCE**

### ***PHILOSOPHY***

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

### **MS MYP CREATIVE MOVEMENT**

Students in Creative Movement will explore their creativity and self-expression through movement and develop an understanding of how to use body, energy, space, and time to create movements. Students will have opportunities to learn choreography as an ensemble and devise original dance pieces in small groups. This course is open to all students and no previous dance or movement experience is required.

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

### **MS MYP DANCE 7**

Students in Dance 7 will study the elements of dance and begin to identify and evaluate their choices for movement using body, energy, space, and time. Students will explore how movement is used in a variety of dance genres such as jazz, and hip-hop. Devising, refining, and presenting original dance studies will take place throughout the semester. Students will develop an appreciation for dance and movement as a means for self-expression and communicating ideas. No previous dance experience is required for this course.

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

### **MS MYP DANCE 8**

Students in Dance 8 will explore choreographic devices, such as unison and canon, as tools to use in devising original dance studies. Students will explore traditional and popular dance styles from a variety of countries including Korea, South Africa, and India. Engaging in the creative process through devising and presenting original dance pieces will take place throughout the semester. No previous dance experience is required for this course.

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

## **NON-IB ARTS OFFERINGS**

### **YEARBOOK**

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

Credits: 1  
 Length of course: 1 year  
 Grade Level: 8 - 12  
 Recommendations: General creativity, computer skills, interest in graphic design  
 Prerequisites: None

## **ENGLISH LANGUAGE AND LITERATURE COURSES**

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



**IB MYP ENGLISH LANGUAGE & LITERATURE:**  
 Language is integral to exploring and sustaining personal development and



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

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

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

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

- Criterion A: Analyzing
- Criterion B: Organizing
- Criterion C: Producing text
- Criterion D: Using language

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

Through each course, students are able to develop:

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

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

## ***PHILOSOPHY***

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

Students will become familiar with exemplary authors and literary works through a sustained and structured study of literature. Students will read selections which encompass all literary types, address universal themes, and encourage them to acquire a lifelong love of reading. Students will develop critical and analytical skills to respond to communication media and will learn to use technology to search for and share information. Proficient use of the English language will enable students to explore and articulate the complex issues and ideas

## **COURSE OFFERINGS**

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

Year 1 of the MYP Language and Literature programme sees students engage with and explore a range of literary and informational texts extending across genres, cultures, and historical periods. An important focus of the course is developing an understanding of the criteria that is used in the MYP programme as well as developing a consistent reading habit

through which to explore concepts and skills discussed in class. Students develop their abilities to communicate appropriately and effectively through speaking, writing and presenting for specific audiences and purposes. Some of the projects students will create are advertisements, speeches, essays, and poems.

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

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

MYP Year 2 focuses on demonstrating skills in analyzing, discussing, and creating texts. Students are exposed to the literary elements of fiction and nonfiction, and non-literary text types such as articles and film. In addition, this course develops students in understanding, discussing, and writing about abstract concepts. Students focus on the study and creation of a personal narrative, how societal issues can be represented in dystopian fiction, the way film reinterprets novels, and how to create a plan for independent study.

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

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

Year 3 of the MYP Language and literature programme sees students not only practicing approaches to learning (ATL) skills but also developing an understanding of how to master skills so they can be transferred to work they do in other disciplines. During the units of study, students have the opportunity to express their teenage identities through poems, hone their reading skills while examining the reading strategies they use most effectively, and explore how people's personal stories are a result of real-world events. In Year 3, students also have the opportunity to write for a variety of purposes and audiences, and this consistent practice allows students to become more intentional as writers. Short stories, poems, novels, and articles are some of the texts that students read critically and for comprehension.

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

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

Year 4 of the MYP Language and literature programme requires students to demonstrate their ability to use approaches to learning (ATL) skills in a variety of contexts, while tracking the development of skills in each unit. During the units of study, students compose persuasive, narrative, and expository texts, and explain the style, structure, and techniques used in the texts. The texts students read during the year are chosen to invite critical thought and offer different perspectives on issues. Additionally, students are encouraged to read a variety of sources for information and for pleasure. Students are also supported in becoming self-directed learners by helping them identify learning goals, strategically engage in the learning process, and use skills to evaluate learning.

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

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

MYP Year 5 emphasizes content-first writing. Students learn that in order to write and speak

well, they must have something to say. Thus, we focus on research and analysis, helping students develop their ideas about literature, culture, and history, and then using those ideas to build writing, speaking, and presentation skills. In order to build their catalog of ideas, students study a variety of fiction and nonfiction texts, as well as mass media artifacts from print advertising to Instagram.

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

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

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

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

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

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

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

## **ADDITIONAL LANGUAGES**

### **LANGUAGES AT ASW**

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

### **LANGUAGE ACQUISITION**

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

## **NATIVE/MOTHER TONGUE LANGUAGES**

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

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

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

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

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

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

## **LANGUAGE ACQUISITION PROGRAM**

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



### **IB MYP LANGUAGE**

#### **ACQUISITION:**

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

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

MYP language acquisition courses should be planned with consideration of the students' possible pathways to the DP and further study. Courses are divided by proficiency levels known as phases. A full description of each phase offered is below.



### **IB DP/COURSE LANGUAGE**

#### **ACQUISITION:**

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

The knowledge, skills, and attitudes that students develop in language acquisition courses provide a meaningful foundation for these further studies and the world of work in global economies and international business.

Language Acquisition objectives/criteria are:

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

### **ESSENTIAL AGREEMENTS**

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

### **COURSE OFFERINGS**

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

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

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

Credits:

1

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

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

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

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

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

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

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

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

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

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

### **HS DP AB INITIO LANGUAGE SL 1 AND 2 (FRENCH, GERMAN AND SPANISH – offerings depend on enough student interest)**

The language ab initio courses are for students with little or no previous experience of

learning the target language. The main focus of the courses is on acquisition of the structures and vocabulary necessary for situations common in everyday social interaction. The content is grouped around three thematic areas: individual and society; leisure and work; and urban and rural environment. In addition, students will develop an intercultural understanding and awareness of the topics covered. Language ab initio courses are taught over two years and are only available at standard level.

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

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

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

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

## **NATIVE LANGUAGES**

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



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

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



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

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

Through each course, students are able to develop:

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

the attributes of an ASW and IB learner profile.

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

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

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

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

### ***PHILOSOPHY***

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

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

### **COURSE OFFERINGS**

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

This is a year-long course based on the MYP expectations as well as the ASW-specific curriculum. Students read and analyze texts and visuals representative to Polish and world literature and explore the cultural, historical and social background of them. The emphasis is mainly in developing the skills involved in reading, writing, listening, speaking, viewing and presenting. Students develop critical, creative and personal approaches to studying and analyze age appropriate fictional, non-fictional and visual texts, as well as they, practice use of different forms of written and oral expressions, such as character and setting analysis, creative short story, presenting a visual text inspired by an old literature, persuasive speech and nonfictional characters' evolution. During the course, they improve their language skills for proper register and style, language correctness as well as speaking and presenting for a specific purpose and audience.

Length of Course: 1 year  
Grade Level: Grade 6  
Prerequisites: ES teacher's recommendation for placement test

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

This is a year-long course designed for students who are fluent Polish speakers and need to develop their proficiency in academic reading and writing in Polish. This course mirrors a Polish Language and Literature 6 Extended course in terms of concepts and "big ideas" and

learning targets but will have an increased emphasis on development of reading comprehension and writing skills, and smaller emphasis on analyzing complex literature texts.

Length of Course: 1 year  
Grade Levels: Grades 6  
Prerequisites: ES teacher's recommendation for placement test

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

This is a year-long course based on the MYP expectations as well as the ASW-specific curriculum. Students read and analyze texts representative to Polish and world literature, and explore the cultural, philosophical, and social background of them. The emphasis is mainly in developing the skills involved in reading, writing, listening, speaking, viewing and presenting. Students develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts, such as drama, documentary texts, fantasy novels and poems. During the course they improve their language skills for proper register and style, grammar correctness, speaking and presenting for a specific purpose and audience. Students practice writing different types of descriptions, advertisements, interviews, creative stories, poems, and making short clips.

Length of Course: 1 year  
Grade Level: Grade 7  
Prerequisites: MYP Polish teacher's recommendation for placement test

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

This is a year-long course that is a continuation of the Polish Language & Literature 6 Standard designed for students who are fluent Polish speakers and need to develop their proficiency in academic reading and writing in Polish. This course mirrors a Polish Language and Literature 7 Extended course in terms of concepts and "big ideas" and learning targets but will have an increased emphasis on development of reading comprehension and writing skills, and smaller emphasis on analyzing complex literature texts.

Length of Course: 1 year  
Grade Levels: Grades 7  
Prerequisites: MYP Polish teacher's recommendation for placement test  
test

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

This is a year-long course based on the MYP expectations as well as the ASW-specific curriculum. Students read and analyze texts/watch visuals representative to Polish and world literature and culture and explore the cultural, philosophical, historical and social background of them. The emphasis is mainly in developing the skills involved in reading, writing, listening, speaking, viewing and presenting. Students develop critical, creative and personal approaches to studying and analyzing modern literature, such as philosophical stories, modern poems, documentary texts, realistic fiction, reportage and drama. A big emphasis of the course is on analyzing visual texts, such as theater performances and movies. Students practice use of different forms of written and oral expressions, mainly literary text analysis, movie analysis, persuasive essay, creative story, speech, and class debate. During the course, they improve their language skills for proper register and style, language correctness, and presentation.

Length of Course: 1 year  
Grade Level: Grade 8  
Prerequisites: MYP Polish teacher's recommendation or placement test

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

This is a year-long course that is a continuation of the Polish Language & Literature 7 Standard designed for students who are fluent Polish speakers and need to develop their

proficiency in academic reading and writing in Polish. This course mirrors a Polish Language and Literature 8 Extended course in terms of concepts and “big ideas” and learning targets but will have an increased emphasis on development of reading comprehension and writing skills, and smaller emphasis on analyzing complex literature texts.

Length of Course: 1 year  
Grade Levels: Grades 8  
Prerequisites: MYP Polish teacher’s recommendation or placement test

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

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

Credits: 1  
Length of Course: 1 year  
Grade Level: Grade 9  
Prerequisites: MYP Polish teacher’s recommendation for placement test

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

This is a year-long course that is a continuation of the Polish Language & Literature 8 Standard designed for students who are fluent Polish speakers and need to develop their proficiency in academic reading and writing in Polish. This course mirrors a Polish Language and Literature 9 Extended course in terms of concepts, learning targets and “big ideas” but will have an increased emphasis on development of reading comprehension and writing skills, and smaller emphasis on analyzing complex literature texts.

Credits: 1  
Length of Course: 1 year  
Grade Level: Grade 9  
Prerequisites: MYP Polish teacher’s recommendation for placement test

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

This is a year-long course based on the MYP expectations as well as the ASW-specific curriculum. Students read and analyze literary texts crucial to the 20th and 21st century, of a Polish and international background. Students develop critical, creative and personal approaches to studying and analyzing modern and classic literary, non-literary and visual texts: poetry, short stories and novels, drama, biography, graphic novels, satires, essays, letters, literary non-fiction, speeches, screenplays, film. The course will prepare students for the IB DP Language A program.

Credits: 1  
Length of Course: 1 year  
Grade Level: Grade 10  
Prerequisites: MYP Polish teacher’s recommendation for placement test

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

This is a year-long course that is a continuation of the Polish Language & Literature 9 Standard designed for students who are fluent Polish speakers and still need to develop their proficiency in academic reading and writing in Polish. This course mirrors a Polish Language and Literature 10 Extended course in terms of concepts, learning targets and “big

ideas” but will have an increased emphasis on development of reading comprehension and writing skills, and smaller emphasis on analyzing complex literature texts.

Credits: 1  
Length of Course: 1 year  
Grade Level: Grade 10  
Prerequisites: MYP Polish teacher’s recommendation for placement test

### **HS DP POLISH A – SL/HL 1 & 2**

This course is designed for students who have experience of using the language of the course in an academic context. Students will focus exclusively on literary texts (SL students are required to study 9 works, while HL students are required to study 13), adopting a variety of approaches to textual criticism. They will also explore the nature of literature, the aesthetic function of literary language, and the relationship between literature and the world. The course is structured around three Areas of Exploration: Readers, Writers, and Texts; Time and Space; and Intertextuality. Students develop interpretive and analytical skills through speaking, reading, writing, and presenting. They also develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and appreciation of how they open up multiple meanings. Preparing and presenting an oral analysis of two texts connected with the same global issue is one of the focus of this course. Learning how to write analytical essays is another big emphasis of the course. Students master writing text’s analysis (Paper 1) and comparative essays (Paper 2).

Credits: 1 per year  
Length of Course: 2 years  
Grade Level: Grades 11/12  
Prerequisites: Completion of Polish Language and Literature 10 Extended and/or departmental approval

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

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

## **NON-MYP LANGUAGE OFFERINGS**

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

#### **NATIVE SWEDISH**

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

#### **GRADE 9 SWEDISH**

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

Sweden, present and past.

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

### **GRADE 10 SWEDISH**

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

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

### **INDEPENDENT LANGUAGE STUDY**

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

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

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

## **MATHEMATICS**

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



#### **MYP MATHEMATICS:**

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



#### **IBDP MATHEMATICS:**

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

mathematical understanding in familiar and unfamiliar situations.

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

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

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

Individual students have different needs, aspirations, interests and abilities. The two aforementioned courses are designed for different types of students: those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects.

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

### **PHILOSOPHY**

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

Note about technology: ASW requires all students to own a Texas Instruments TI-84 or TI-NSpire CX II-T graphing calculator for all high school courses.

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

<b>ASW MATHEMATICS PROGRESSION</b>					
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grades 11-12</b>
MYP 1	MYP 2	MYP 3	MYP 4 Standard	MYP 5 Standard	IB DP Mathematics SL Courses

			MYP 4 or 5 Extended	MYP 5 Extended	IB DP Mathematics HL Courses
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## **COURSE OFFERINGS**

### **MS MYP MATH 6**

This course incorporates the Common Core mathematics standards. Students work on developing problem solving strategies for a variety of situations at the beginning of the course. Content areas of focus include writing and understanding algebraic expressions, solving one step equations, one variable statistics and graphing, decimal and fraction operations, percentages, and application to real-world budgeting, number systems, ratios and proportional reasoning and their applications to scale factors, and working with perimeter, area, and volume. Students have many opportunities to apply their knowledge in real life scenarios.

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

### **MS MYP MATH 7**

This course incorporates the Common Core mathematics standards. Students work to develop an understanding of operations with positive and negative rational numbers, express patterns as algebraic formulas, solve multi-step linear equations, explore proportional relationships and angle properties, analyze data sets and measures of central tendency, graphically represent data, and develop, use, and evaluate probability models. Students apply understanding to solve real-world problems and have the opportunity to engage in advanced topics related to the core content.

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

### **MS MYP MATH 8**

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

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

### **Note about HS Mathematics**

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

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

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

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

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

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

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

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

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

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

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

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

This course is designed for students who have an aptitude for and a strong interest in mathematics. Students will explore all topics covered in Math 10 Standard in greater depth and complexity, plus the following topics: imaginary numbers, polynomial and rational functions, inverse and composite functions, exponential and logarithmic functions, and trigonometric functions. Throughout the course, there is an emphasis on problem solving, mathematical communication, and on the effective use of technology to explore and discover concepts. Given the pace and the breadth of the material covered, students in this course are expected to know how to work independently, and to have very strong

organizational and time management skills.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **SCIENCES**

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



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

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

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

Scientific inquiry enables students to develop a way of thinking and a set of skills



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

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

and processes that they can use to confidently tackle the internal assessment component of DP subjects in biology, chemistry, and physics. MYP sciences objectives and assessment criteria are aligned with the DP sciences objectives and internal assessment criteria, supporting the smooth transition from the MYP to the DP.

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

MYP Sciences objectives/assessment criteria include the following:

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

## ***PHILOSOPHY***

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

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

## **COURSE OFFERINGS**

### **MS MYP SCIENCE 6**

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

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

### **MS MYP SCIENCE 7**

Science 7 is a yearlong inquiry-based course that gives students the opportunity to develop scientific knowledge, skills, and attitudes that will be relevant in everyday life. Together, students will go through the steps of scientific inquiry to investigate relationships and

understand patterns of change in matter and the consequences of science and technology on our world. In particular, students will study chemical interactions through an exploration of the periodic table; explore the relationship between our environment and our bodies in order to survive; and inquire into how understanding our weather and climate can help keep people safe and possibly prevent damages to important infrastructure and ecosystems.

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

### **MS MYP SCIENCE 8**

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

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

### **HS MYP SCIENCE 9**

Science 9 is a yearlong integrated inquiry-based course. It includes integrated units focused on the academic understanding of Chemistry, Physics, Biology, and ESS, with a focus on scientific skill development including manipulative skills, applied mathematics, critical thinking skills, research and referencing skills, and report writing. Scientific knowledge and understanding is developed through contextual real-world examples with a focus on reflecting on the impacts science has on our everyday lives. The units taught include Atomic Structure and Chemical Bonding, Health and Evolution, as well as Homeostasis. The course is designed to develop transferable skills needed for MYP and DP sciences and to develop conceptual understanding, the ability to think critically, and make connections between ideas.

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

### **HS MYP SCIENCE 10**

Science 10 is a yearlong integrated inquiry-based course. It explores concepts of science through project-based learning with an emphasis on inquiry and research techniques. The topics include ecology, sustainability, motion and forces through space exploration, as well as the study of forensic techniques. The skills introduced in Grade 9 are further enhanced with continued emphasis on critical thinking, experimental design, interpreting data, and scientific writing. These skills are critical for success in DP sciences.

Credits: 1  
Length of Course: 1 year  
Grade Level: 10  
Prerequisites: Completion of Science 9 or equivalent

*ASW offers IBDP Science classes in four subjects: Biology, Chemistry, Computer Science, Environmental Systems and Societies, and Physics. Courses are offered at both Standard*

*Level (SL) and Higher Level (HL) depending on student interest/enrolment.*

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

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

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

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

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

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

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

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

Standard level DP Chemistry is a course which explores all the same topics as listed above only in less detail. The course provides a solid overview of chemical principles and concepts at a slower pace than the Higher level course.

Credits: 1 credit per year

Length of Course: 2 years  
Grade Level: 11 and 12

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

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

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

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

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

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

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

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

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

Topics to be covered:

- Systems and Models
- The Ecosystem (structure, measuring abiotic and biotic components of the system, biomes, function, changes, measuring changes in the system)
- Human Population: Carrying Capacity and Resource Use (population dynamics, resources—natural capital, energy resources, the soil system, food resources, water resources, limits to growth, environmental demands of human populations)
- Conservation and Biodiversity (biodiversity in ecosystems, evaluating biodiversity and vulnerability, conservation of biodiversity)
- Pollution Management (nature of pollution, detection and monitoring of pollution,

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

approaches to pollution management, eutrophication, solid domestic waste, depletion of stratospheric ozone, urban air pollution, acid deposition)

- The Issue of Global Warming
- Environmental Value Systems

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

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

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

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

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

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

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

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

# INDIVIDUALS AND SOCIETIES

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



### IB MYP INDIVIDUALS AND SOCIETIES:

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

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

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

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

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



### IB DP/COURSE INDIVIDUALS AND SOCIETIES:

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

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

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

## **PHILOSOPHY**

The Individuals and Societies Department of ASW wishes to expose students to a variety of approaches, which will enable them to answer the question, How can I understand the world and my place in it? Students of social studies will understand themselves more thoroughly because they will have been trained in a variety of disciplines. By studying the record of human behavior, they may better view how people have attempted to solve difficulties similar to those which they themselves face today, and which they will face in the future as active and constructive members of a global society.

## **COURSE OFFERINGS**

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

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

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

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

This course focuses on the study of Individuals and Societies through the lenses of history, geography, economics, culture and government. Students will explore concepts and topics through various inquiries and projects. In the class, there is a strong emphasis on developing investigation, communication and critical thinking skills. In the first semester, we focus on the need and impact of inventions, by starting with the Middle Ages in Europe as a case study. Students will then investigate inventions of their choice from history, with an emphasis on developing research skills, by focusing on their impacts on people and society. In the second semester, we will explore economics and geography. Students will learn about different resources and their distribution around the world and how it affects choices, societies and the environment. Finally, they will explore elements of culture, like world religions, to understand how such factors affect identity and interactions in societies.

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

### **MS MYP INDIVIDUALS AND SOCIETIES 8**

This course focuses on the study of Individuals and Societies through the lenses of history, geography, economics, sociology, and government. Students will explore concepts through various inquiries and projects. In the class, there is a strong emphasis on students developing collaboration, investigation, communication, and critical thinking skills. For example, students will explore conceptual impacts and understanding of social issues, especially around how symbolism can present opportunities for change. An exploration of D, E, I, (diversity, equity and inclusion) will have the eight grade developing an understanding of how D, E, I has become influential and impactful within our world and communities. We will also work to develop further understanding of migration and the opportunities it provides for

individuals as well as the strain it can present for communities and societies. We will want students to also explore the systems in place within societies that can influence upon choice and identity for the individuals within, or wanting to contribute, to those societies.

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

### **HS MYP INDIVIDUALS AND SOCIETIES 9**

Ninth grade Individuals and Societies focuses on A New Dawn of Thinking - European Renaissance and Reformation 1300 – 1600, Role of ideology in creating culture and systems - The Muslim World Expands 1300 – 1700, Growth of World Empires / Global Age - An Age of Explorations and Isolation 1400 – 1800 / The Atlantic World 1492 – 1800, and Revolutions - Enlightenment and Revolution 1550 – 1789. To include multiple perspectives within a historical framework, the course utilizes a thematic approach, which includes a study of the fields of government, economics, philosophy, literature, the arts, science, and law that are representative of specific areas. Selected primary and secondary sources, as well as web-based activities are supported by document-based questions and visuals to promote critical thinking, in addition to our primary text: *Modern World History: Patterns of Interaction*, McDougal Littell, 2009. History is an ongoing process, with the events of yesterday influencing today, and what happens today influencing tomorrow. Understanding history means not only knowing what events caused others, but why they caused them, and what they can teach us for tomorrow. Students are graded on various assignments ranging from reading quizzes, informal writing pieces, to research papers. Grade 9 humanities follows and evaluates student performance according to the four MYP assessment criterias of A: Knowing & Understanding, B: Investigating, C: Communicating, and D: Thinking Critically.

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

### **HS MYP INDIVIDUALS AND SOCIETIES 10**

In this tenth grade course students explore the following three topics: Globalization, Political Systems, and Conflict & Peace. The year culminates with students writing a 1500 word extended research essay, choosing from such topics as environment and sustainability, migration, poverty, health and disease, culture & identity, and international security.

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

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

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

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

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

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

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

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

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

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

IBDP Psychology is the scientific study of human behavior and cognitive processes. This is a 2-year course in which students take an in-depth look at studying human behavior by way of three approaches; biological, cognitive, and sociocultural. During the first year students will focus on these three approaches. The second year will focus on integrating these approaches by examining abnormal behavior and the psychology of human relationships. An in-depth look at the methods of both quantitative and qualitative research used by psychologists is integrated throughout the course. For the Internal Assessment (IA), students will complete a replication of an actual psychological research study and then prepare a detailed lab report.

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

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

The Business Management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques.

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

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

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

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

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

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

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

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

Topics to be covered:

- Systems and Models
- The Ecosystem (structure, measuring abiotic and biotic components of the system, biomes, function, changes, measuring changes in the system)
- Human Population: Carrying Capacity and Resource Use (population dynamics, resources—natural capital, energy resources, the soil system, food resources, water resources, limits to growth, environmental demands of human populations)
- Conservation and Biodiversity (biodiversity in ecosystems, evaluating biodiversity)

- and vulnerability, conservation of biodiversity)
- Pollution Management (nature of pollution, detection and monitoring of pollution, approaches to pollution management, eutrophication, solid domestic waste, depletion of stratospheric ozone, urban air pollution, acid deposition)
- The Issue of Global Warming
- Environmental Value Systems

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

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

## PHYSICAL & HEALTH EDUCATION

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



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

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

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

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

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

## **PHILOSOPHY**

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

## **COURSE OFFERINGS**

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

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

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

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

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

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

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

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

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

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

This course aims to foster the development of knowledge, skills and attitudes that will

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

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

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

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

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

## **DESIGN & TECHNOLOGY**

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



### **MYP DESIGN:**

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

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

MYP Design objectives/assessment criteria include the following:

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

## **PHILOSOPHY**

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

## **COURSE OFFERINGS**

### **MS MYP DESIGN 6**

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

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

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

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

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

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

Students will be challenged to apply and refine skills developed in Design 7 in more sophisticated and purposeful design challenges. Students will continue to utilize the MYP design cycle to guide their research, design, and evaluation of their hands-on projects. Classes are conducted in the ASW Design Center, where the focus is on developing solutions (CAD) and hands-on exercises which develop engineering and making skills with many materials and processes. Units are connected to service learning which includes research to develop design briefs and specifications that lead to 3D modeling and making, which integrates traditional and high-tech designing and manufacturing methods.

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

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

Digital Design 8 is a project based course that focuses on how to apply the design cycle to create relevant technological solutions that help improve people's lives. Students will identify

a need within the community and follow the design cycle--inquiry, developing ideas, creating a solution, and evaluation--to create a working digital solution. Projects enable students to develop their skills in research, planning, creation, using digital tools, critical reflection and evaluation. Students will create a phone app and a virtual reality environment.

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

### **MS MYP ROBOTICS 7**

This course is the first in a series of design courses that build students' knowledge and skills in engineering tasks related to robots. The context of robotics in our unit emphasizes the importance of using technology to help the planet. Students will continue to utilize the MYP design cycle to guide their research, designing, and evaluation of robots they build and code for various challenges designed to build their skills. In this course, students will learn coding with blocks, the basics of structures, simple machines, mechanisms with lego, and the operation of the microcontroller, EV3.

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

### **MS MYP ROBOTICS 8**

This course is the second in a series of design courses that build students' knowledge and skills in engineering tasks related to robots. The context of robotics in our unit emphasizes the importance of using technology to help the planet. Students will continue to utilize the MYP design cycle to guide their research, designing, and evaluation of robots that they build and code for various challenges designed to build their skills. In this course, students will continue to learn coding with blocks, mechanisms with lego, and the operation of the microcontroller, EV3. However, depending on the interests of the class and the type of solutions students offer for design problems, students may be using Micro:bit, Arduino, or other type of microcontroller. Students will primarily be learning to code with blocks, but C may be introduced, again depending on solutions. Solutions may also venture beyond lego to utilize a wide variety of design environments including 2D and 3D modeling, as well as work with 3D printers, laser cutters, and CNC machines. Finally, students will be introduced to Python to gain experience with a language they may be learning in High School.

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

### **HS MYP ROBOTICS**

This course is the third in a series of design courses which builds a student's knowledge and skills in the area of engineering related to robotics and our modern world of Internet of Things (IoT). Students will gain basic knowledge and skills working with microcontrollers. Depending on the unit, students may be designing solutions using Arduino, Raspberry Pi or other types of microcontroller based devices including drones and robots. They will get a hands-on approach in the designing of input and output of physical computing systems. Coding skills will be developed using blocks and C languages, Python, and/or Java may be introduced as well. Students will learn electronics, circuit design and electrical components in a hands on manner. In the creation of prototypes students will create solutions that will

utilize a wide variety of design environments including 2D and 3D modeling, working with 3D printers, laser cutters, and CNC machines. The MYP Design Cycle will guide their work and students will be evaluated using MYP Design Standards.

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

### **HS MYP DESIGN**

Design is a project-based course that covers modern tools and methods for product design and development. Students utilize the MYP design cycle to guide their research, design, testing, and evaluation of their projects. Students will learn to apply the design cycle to improve their community, inspire others and solve global design challenges. Class sessions are conducted in the ASW Design Center and employ hands-on exercises to reinforce the key course concepts. Surrounding topics include product design, simple machines, sustainability, and high tech manufacturing.

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

### **HS MYP INTRODUCTION TO PROGRAMMING**

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

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

### **HS MYP ADVANCED PROGRAMMING**

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

This course is predominantly interdisciplinary in nature. For example a common first-project is modeling and simulating infectious diseases. In order to model a system, a student must

deeply understand the variables and constants which make up that system.

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

## INDEPENDENT STUDY AND GLOBAL ONLINE ACADEMY

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

Independent studies are credit-bearing courses in which a student will earn a Pass or Fail mark. Criteria for passing and failing are outlined in the student's Independent Study Contract and are assessed at the completion of the scheduled period. This contract can be obtained from the student's counselor.

Independent studies can be student-driven or investigation/project-based; they could be led by a tutor with a desired goal for completion; or they may allow for a student to complete an online course through the Global Online Academy (GOA). The cost is \$700 per semester, per course. GOA courses will appear as Pass/Fail on the student's transcript with "GOA" and the course name.

Who typically takes GOA courses? GOA is an attractive option for students who want to study an established program in their area of interest beyond what is offered at ASW. For example, a student interested in medicine might take a semester of GOA *Medical Problem Solving* in addition to their Biology class offered at ASW. Another example would be students who were on an accelerated math track and have completed ASW's MYP Math offerings prior to finishing the MYP. This might allow that student to take semester courses in *Linear Algebra*, *Game Theory*, or *Number Theory* to fill out their program prior to starting IBDP Math in grade 11. Some students who plan to study in particular countries are required to take three advanced sciences in HS for admission to certain programs, so they might opt to take a GOA course for one year along with their two IBDP sciences (which are both two-year courses) to alleviate some pressure during senior exams. There are a number of reasons why GOA might be appropriate, and the student's counselor is the best to advise on the options.

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

- Participation requires ASW counselor and parent approval.
- Students must take either a year-long GOA course, two back-to-back semester courses, or a single semester course in place of a student's self-directed study.
- Only courses not provided by ASW will be available to students.
- All passed courses within the designated timeframe will receive course credit on the ASW transcript.
- Fees of \$700 per semester must be paid by the student's family to the school's Business Office.

GOA Course Catalog is listed here:

<https://globalonlineacademy.org/student-program/student-courses>

Profile for success in an independent study or online course:

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

We recognize that independent, online learning is different from a traditional classroom-based course and may present students with unexpected obstacles. To support students in their online learning, an ASW Site-Based Coordinator serves as liaison among the student, the online teacher, the parents, and the student's counselor.