

Grades 9-10 2022-2023



Introduction	4
Grade 9 and 10 Course Descriptions	4
English	4
English A 9	5
English A 10	5
History	6
History 9	6
History 10	6
Mathematics	7
Accelerated Math Program	7
Math Placement	8
To Enter Grades 9-10 Accelerated Math	8
To Remain in Accelerated Math Classes	8
Accelerated Math Placement for Transfer Students	8
IB Higher Level Math Placement (preparing for grades 11 and 12)	8
Mathematics 9	9
Mathematics 10	9
Accelerated Mathematics 9 & 10	9
The aims of this course are to enable students to:	10
Science	10
Diagram of Science Pathways	11
Successful Student Science Sequence:	11
Biology 9	12
Environmental Science 10	12
Physics 10	12
Chemistry 10	13
World Languages	14
ASM World Languages Pathways	14
French, Italian and Spanish B 1	15
French, Italian and Spanish B 2	15
French, Italian and Spanish B 3	16
French, Italian and Spanish B 4	16
Italian A Grade 9	16
Italian A Grade 10	17
High School Electives	18
Academic Electives	18
Academic Writing (semester, grades 9-10) - by teacher recommendation only	18
A Time Traveler's Guide to Literature (semester, grades 9-12)	18
Contemporary World Issues (semester, grades 9-12)	19
Creative Writing (semester, grades 9-12)	19
Forensic Science (semester, grades 9-10)	19

Introduction to Neuroscience (semester, grades 9-11)	19
Anatomy & Physiology 1 (semester, grades 9-11)	19
Anatomy & Physiology 2 (semester, grades 9-11)	20
Epidemiology (semester, grades 10-12)	20
Introduction to World Mythology (semester, grades 9-12)	20
Introduction to Philosophy (semester, grades 9-10)	20
Math Skills (semester, grades 9-10) - by teacher recommendation only	20
Independent Study (semester, grades 9-12)	21
TED Ed Public Speaking (semester, grades 9-12)	21
Yearbook (full year, grades 9-12)	21
Computers, Technology & Film	21
3D Design and Animation (semester, grades 9-12)	21
Digital Society (semester, grades 9-10)	21
Film 1 (semester, grades 9-10)	21
Film 2 (semester, grades 9-10, prerequisite Film 1)	22
How Things Work 1- Engineering Design (semester, grades 9-12)	22
How Things Work 2 - Engineering Design 2 (semester, grades 10-12 prerequisite How th Work 1)	ings 22
Introduction to Computer Science (semester, grades 9-10)	22
Introduction to Electronics with the Raspberry Pi and Python (semester, grades 9-10)) 23
Music	23
Choir Advanced (full year, grades 9-12)	23
String Orchestra (full year, grades 9-12)	23
Band Advanced (full year, grades 9-12, grades 6-8 by teacher recommendation only)	23
Piano (semester, grades 9-12)	23
Guitar 1 (semester, grades 6-12)	23
Rock Band (Semester, grades 9-12, by teacher recommendation only)	23
Physical Education	24
Physical Education 1 (semester, grades 9-11)	24
Physical Education 2 (semester, grades 9-12, prerequisite PE 1 or equivalent)	24
Lifelong Fitness (semester, grades 10-12, prerequisite PE 1 or equivalent)	24
Visual & Theatrical Arts	24
Art Foundations and Drawing (semester, grades 9-12)	24
Digital Art (semester, grades 9-12)	20
Pointing and Drawing (semester, grades 9-12)	25
Fainting and Drawing (semester, grades 9-12) Sculpture (composter, grades $9-12$)	25
Theatre 1 (semester, grades $0, 12$)	20
meane i (Semester, grades 3-12)	23
Community Service	26
Parent Meeting and Preparation for the IB	26

Introduction

The International Baccalaureate (IB) Diploma program is the benchmark that drives the curriculum development for our grade 9 and 10 students. All of our 11th and 12th grade students undertake this challenging program by selecting one of three paths: the ASM Diploma, IB Diploma or IB Certificate. In order for our students to experience success in the IB, we have designed ASM's curriculum to prepare grade 9 and 10 students for the rigors of the IB Diploma program. We have drawn on best practices from research and years of experience from faculty members and the respected learning objectives of the IB Program as well as our focus on an American-style education where emphasis for every student is placed not only on intellectual development, but also on social, emotional, physical and aesthetic development.

Program Highlights include:

- Core Subjects: Math, Science, English and Humanities
- Sciences: Environmental Science, Biology, Chemistry and Physics
- Electives: Introduction to Computer Science, 3D Design and Animation, Creative Writing, Introduction to Philosophy, Forensic Science, Contemporary World Issues, Project Based Learning, Film, TED-Ed Public Speaking, Visual Art and more.
- University Preparation Program starting from Grade 9
- Rich Music Program with choir, string/band orchestra and instrumental music
- Language options: Italian, French and Spanish
- Accelerated Math classes
- 25 hours of community service
- Social and emotional counseling
- October Field-Trip program to enhance classroom learning and bond with other students and teachers
- Standardized Tests: MAP in Grade 9 and PSAT in Grade 10

Grade 9 and 10 Course Descriptions

English

ASM Literacy definition: Language literacy develops over time and is the ability to understand texts both explicitly and implicitly through listening and reading. Furthermore, it is the ability to express oneself accurately and fluently through speaking and writing.

Literacy Mission: ASM strives to inspire students to be conscious of the power of language, both as readers, writers, speakers and listeners, and to use language in knowledgeable, thoughtful and ethical ways. Our curriculum is designed to foster compassionate, discerning, and informed global citizens.

Every course for English in grade 9 and 10 is designed as an IB Diploma preparation course to prepare students for the rigor and academic expectations in grades 11 and 12. Each semester in both the 9 and 10 class is modeled after a semester of the two year IB A1 Diploma course, Language and Literature. All assessments for grade 9 and 10 students are also modeled on IB Diploma assessments and will be graded according to a modified IB Diploma rubric. During these two years, students will learn key skills such as the ability to engage in close, detailed analysis of individual texts and make relevant connections; the ability to clearly and effectively express oneself in both oral and written communication; the ability to appreciate the formal, stylistic and aesthetic qualities of text, and the ability to recognize the importance of the contexts in which texts are written and received.

English A 9

During the first semester of Grade 9, students will explore themes of cultural and community identity, as portrayed in both fiction and nonfiction literature. After introducing the themes of the year through Celeste Ng's Little Fires Everywhere, students will be encouraged to reflect on expressions of identity in the real world through non-fiction texts. Then students will continue these discussions while reading poetry. The first semester culminates in a study of Mark Haddon's The Curious Incident of the Dog in the Night-time, and crafting personal essays.

During the second semester, the focus will be on themes of responsible use of technology in the 21st century, asking the question of what it means to be human in a digital and changing world. A study of a variety of texts, including a contemporary classic, Never Let Me Go by Kazuo Ishiguro, and Mary Shelley's Frankenstien will help students connect the themes of identity from the first semester to topics discussed in their History class and the impact of technological innovation on cultural and individual identities. Students will analyze these literary works in detail in order to understand the implicit and explicit meanings in a text, while also learning about the significance of key features, such as setting, characterization and language. Additionally, students will be able to independently analyze a novel of their choice. This study will culminate in a literary analysis essay of works studied throughout the year.

For both semesters, students will compose analytical, critical and creative written pieces as well as plan and deliver analytical, critical and creative oral presentations, all of which are based on established IB assessments.

English A 10

In this course, students study a wide range of literary and non-literary texts in a variety of media. Students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems.

In the first semester, we will explore the global issues of power and propaganda through the study of a variety of non-literary texts and the literary texts of Beneath a Scarlet Sky, a novel by Mark Sullivan, and Animal Farm, a novella by George Orwell.

In the second semester, we will explore the global issues of discrimination and inequality through the study of a range of non-literary texts and the literary texts of The Merchant of Venice, a play by William Shakespeare, and A Thousand Splendid Suns, a novel by Khaled Hosseini.

History

ASM Diploma Preparation courses in historical studies for students in grades 9 and 10 aim to prepare them for success in the IB Diploma program. The scope and sequence of topics taught as well as skill development in writing and historical analysis are directly in line with expectations of IB Diploma students. While the topics addressed in grades 9 and 10 provide in-depth background understanding of the historical events covered in the IB curriculum, the methods of assessment employed in the IB years will also be taught. Content acquisition, understanding and interpretation of those events as well as how to judge the values and limitations perspectives will be taught. The essential academic skill of critical writing is a central focus of the curriculum.

History 9

The History 9 course focuses on historical content, skills and interpretations. It is primarily a study of the history of Europe and the West. Our content focuses on revolutions: American, French, Russian and Industrial. Skills taught include note-taking and reading comprehension, historical reasoning and writing in English, source analysis, and the research and presentation skills needed to advance students to the International Baccalaureate Diploma Program.

As such, students should become more confident in expressing their own interpretations of historical events and eras. The course closely follows the methodology of the ASM Pre-IB program, as well as the ASM writing guide.

Some guiding questions for 9th grade History are:

- What are the essential liberties and when does the government have the right to restrict them?
- What are the recurrent motifs of history and in what ways have they changed or remained the same?
- When is it appropriate to challenge the beliefs or values of society?
- What are the benefits and consequences of questioning / challenging social order?
- How would we define a utopian society?
- What is community and what are the individual's responsibility to the community as well as the community's responsibility to the individual?
- What are the factors that create an imbalance of power within a culture?
- When a person's individual choices are in direct conflict with his/her society, what are the consequences?
- What are the recurrent motifs of history and in what ways have they changed or remained the same?

History 10

The ASM grade 10 History course focuses primarily on major historical events of the 20th century. The course is an in-depth study of World War I, the Interwar years 1919-1939, World War II and Political and Social Issues of the 1960's. This sequence of topics provides a foundational understanding of major historical events covered in the IB History course, which is an option for grade 11 students. Throughout the course, students will:

- acquire knowledge and understanding of historical events and themes;
- develop the research and writing skills of an historian;
- learn to analyze historical data and understand the basis of historical interpretation;

- learning to make their own judgments and interpretations;
- be encouraged to make concrete and personal connections between historical and current events in order to develop a deeper/practical understanding and judgment.

The sourcing of course content is heavily dependent upon primary sources, though textbooks, historical documentaries and other traditional sources will be utilized as well. To excel in the course students are expected to enhance their history understanding through independent reading and research.

The Major Units of historical content covered in the course are as follows:

- What is History and What is the role of a historian?
- The fundamental characteristics of economics;
- World War I Causes and Consequences;
- The Inter- War Years 1919-1939;
- World War II Causes and Consequences;
- The Holocaust;
- Political and Social Issues of the 1960's Civil Rights movements in America / Anti-Apartheid movements in South Africa.

Mathematics

ASM has adopted the CCSS integrated approach. Each course in middle school includes topics on ratio and proportional relationships, the number system, expression and equations, geometry, statistics and probability. Extending to the high school, our sequence of courses consist of units including number and quantity, algebra, geometry and probability and statistics.

Our program aims to develop problem-solvers with a mathematical mindset. The following interconnected Standards for Mathematical Practices encourage a mathematical way of thinking while learning content towards proficiency and understanding. They apply throughout each course and together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject.

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

Accelerated Math Program

To challenge exceptional math students and adequately prepare them for Higher Level IB Mathematics, material from 7th through 11th grade Common Core States Standards will be compacted into 4 years by increasing the pace of instruction. Students will undertake work at an accelerated pace without omitting critical concepts and topics. These courses are designed for students with advanced mathematical thinking, a liking for theory and a higher degree of problem solving skills.

Math Placement

The ASM Math placement policy is designed with students' best interests in mind. When placed in the correct Math course, students should be appropriately challenged in addition to having the skills required for success. Changing a course during the school year is disruptive to students' and teachers' schedules and is usually not possible. Therefore, our goal is to place students into the correct course from the beginning of the year. The math faculty at ASM has many years of experience with student placements and as such, their professional judgment should be respected.

To Enter Grades 9-10 Accelerated Math

- In June, students must notify their teacher of their desire to change to Accelerated Math for the following school year. Students will fill out an <u>Accelerated Math Request Form</u> and submit it to their teacher prior to the end of the school year.
- Students will have the summer to prepare for an exam which covers the Accelerated Math class content from that year. Preparation materials will be provided to students. (For example, a student in Grade 8 Standard who wishes to transfer to Grade 9 Accelerated will study the content from the Grade 8 Accelerated course over the summer vacation.)
- Interested students will sit for the exam the week before school begins. High achievement on this exam will determine whether students will be placed into the accelerated course.
- Placement decisions are final for the duration of the academic year. Students can try again the following year.

To Remain in Accelerated Math Classes

• Students must maintain a minimum grade of a C+ (78%) or higher at the end of the school year.

Accelerated Math Placement for Transfer Students

- For initial placement, MAP scores and previous math courses along with teacher recommendations will be considered.
- Interested students will take a grade-level placement exam to determine their placement in either the Standard or Accelerated Math course.

IB Higher Level Math Placement (preparing for grades 11 and 12)

Our aim is to ensure that students are placed correctly from the beginning of their involvement in the IB Diploma Programme. When students are correctly placed in IB Math courses, their chances of performing successfully in the IB Diploma are higher and, at the same time, we avoid situations of unnecessary stress that can be detrimental to their well-being.

- We highly recommend that students take Accelerated Math courses if planning to enroll in IB Higher Level Math.
- It is recommended that students possess at least a B average in G10 Accelerated Math.
- In the Spring, all Grade 10 ASM students will take an IB Placement test. Scores on this
 test will be used to determine which course students will be able to take. Students who
 do not make the minimum score to enter the HL courses will not be permitted to take

those courses. The test will be administered one time only. (Placement based on this exam is supported by years of data and records of student success.)

Mathematics 9

The fundamental purpose of Mathematics 9 is to formalize and extend the mathematics that students learned in middle school. The 6 critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena and in part by applying linear models to data that exhibit a linear trend. Mathematics 9 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied.

Mathematics 9 at-a-glance

- Relationships between Quantities
- Reasoning with Equations and Inequalities (linear programming)
- Functions: Linear and quadratic
- Descriptive Statistics
- Congruence, Proof and Construction
- Connecting Algebra and Geometry through Coordinates

Mathematics 10

The focus of Mathematics 10 is on quadratic expressions, equations and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics 9 as organized into 6 critical areas. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships.

Mathematics 10 at-a-glance

- Extending the number system
- Functions: Exponential
- Expressions and equations: Quadratics/Exponentials/Logarithms
- Applications of probability
- Similarity, Right Triangle Trigonometry and Proof
- Circles and their 3D relatives

Accelerated Mathematics 9 & 10

This course caters to students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will have a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The course focuses on introducing important mathematical concepts through the development of mathematical techniques.

The aims of this course are to enable students to:

- 1. Enjoy mathematics, and develop an appreciation of the elegance and power of mathematics.
- 2. Develop an understanding of the principles and nature of mathematics.
- 3. Communicate clearly and confidently in a variety of contexts.
- 4. Develop logical, critical and creative thinking, and patience and persistence in problem-solving..
- 5. Employ and refine their powers of abstraction and generalization
- 6. Apply and transfer skills to alternative situations, to other areas of knowledge and to future developments.
- 7. Appreciate how developments in technology and mathematics have influenced each other.
- 8. Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics.
- 9. Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives.
- 10. Appreciate the contribution of mathematics to other disciplines, and as a particular area of knowledge.

It is expected that all students taking this course have extensive previous mathematical experiences, but these will vary. It is expected that Accelerated Mathematics students will be familiar with the following topics before they begin the course. Teachers must therefore ensure that any topics listed here that are unknown to their students at the start of the course are included at an early stage. This table lists the knowledge, together with the syllabus content, that is essential to successful completion of the Accelerated Mathematics course. Students must be familiar with SI (Système International) units of length, mass and time, and their derived units.

Science

The 9th and 10th grade science courses are designed as a preparation for the rigor and academic expectations of the IB Diploma Program in the sciences. All ninth grade students will take biology. In the tenth grade, students will have the choice of taking a full year of one or two sciences, either physics, chemistry, and/or environmental science. During these two years, students will learn and refine the key scientific skills of data processing, the use of data loggers, and formal communication of results. A great emphasis is placed on practicing the scientific thought process which will prepare students for success in their future courses.

Diagram of Science Pathways



Successful Student Science Sequence:

As a science department, we believe that all students have the potential to be stimulated by our curriculum. We propose this sequence and these recommendations to help our students be appropriately challenged and prepared for their future of science learning and discovery.

The above flow chart diagrams the recommended paths of a student through ASM science courses for a student to have the most fruitful science experience possible. Due to the nature of our community, deviations from this path are possible; however, when changes occur, we strongly encourage dialogue between students, parents, teachers and administration.

In 9th grade, students will select either one or two tenth grade science courses. If they chose a second science, then they will usually drop one of their world languages. The purposes of the 10th grade curricula are to build skills for strong scientists as well as potential IB candidates. This is why the science department recommends following this sequence. Secondly, the 10th grade curricula are an opportunity for a student to explore their interest in the physical and Earth sciences.

In 10th grade during course selection, a student should discuss with their parents and teachers their potential selection(s). If a student elects to take an SL science, it is suggested that a student have at least a C-. For HL science, it is recommended that a student have at least a B-. These grade recommendations stem from the IB diploma requirements of minimum scores in HL subjects. As all students are required to take science and should be able to explore their interests, these recommendations are adaptable as long as they are combined with meaningful conversations with students, parents, teachers, and administration.

If a student does not take a companion course (i.e. they take 10th grade physics and desire then to take IB chemistry), they are welcome to change path, but the student will be expected to complete a summer assignment where they learn the major themes in the new subject. This also applies to students who are new to ASM. The summer assignment is intended to help the student build the skills necessary to be successful in their new science course. The student will be expected to discuss the packet with the teacher at the beginning of the new school year. All students will be assessed at the beginning of course.

Biology 9

In Introduction to Biology, students will acquire a foundation that will make them scientifically literate so they can make informed judgments about scientific issues and use the acquired scientific process skills for successful problem-solving. Students will be required to explore:

- 1. The Chemistry of Life
- 2. Cell Biology
- 3. Genetics
- 4. Evolution and Biodiversity
- 5. Ecology
- 6. Anatomy and Physiology.

Students will understand the interdependence between science and society, develop their science communication skills, understand and apply the main ideas and concepts of science, develop scientific inquiry skills and carry out investigations, be able to record, organize, and process data, develop attitudes that make them responsible members of society. Students will use Biology by Miller and Levine, Pearson Publishing as a reference.

Environmental Science 10

Environmental Science is an interdisciplinary course with a systems approach. The prime intent is to provide students with a coherent perspective of interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues. Topics include: 1) Ecology, 2) Biodiversity, 3) Conservation, 4) Population Dynamics, 5) Pollution Management, 6) Geology and Resources, and 7) Energy Resources and Consumption. Students will understand the interdependence between science and society, develop their science communication skills, understand and apply the main ideas and concepts of science, develop scientific inquiry skills, be able to record, organize, and process data, develop attitudes that make them responsible members of society.

Physics 10

This course represents a rigorous introduction to physics and it is specifically designed in order to prepare students for the IB Physics Diploma course. The students will appreciate the role of Physics within the physical sciences, in relation to its theoretical structure as well as its practical and technological implications. The course is organized into 6 core and 2 optional units of work, which are expressly aligned to the IB Diploma Physics topics. These are: 1) basic skills 2) 1D kinematics 3) 2D kinematics 4) dynamics I 5) energy I 6) dynamics II 7) energy II 8) gravitation. The students will learn how to identify the main physical laws

behind many naturally occurring phenomena. They will practice their knowledge and understanding by solving problems and by designing and running experiments. The problems will challenge them at various levels and are designed to enhance their knowledge and prepare them for the IB Diploma Physics course.

Mathematics plays an important role within this course since it is the basic language of Physics. At the beginning of the course the students will be expected to have a good background in basic algebra. During the course some more advanced mathematical concepts will be reinforced, in parallel to the mathematics course. The students will gain useful knowledge in trigonometry and vectors, as these are both essential tools in the study of physics. Technology will also play an important role. Although problem solving will normally happen 'by hand', the use of scientific calculators and laptops will be frequent and essential. The students will receive training in Excel, Matlab, Logger Pro and other software / applications that allow for data manipulation and graphs plotting.

Textbooks and other resources include: 1) Theory notes written by the teacher, 2) Problems worksheets written by the teacher, and 3) IB Oxford Course Companion.

PLEASE NOTE: Within the Physics 10 course students will gain the necessary background knowledge for the IB Physics course.

Students with an interest in Physics and who might want to study IB Physics are strongly encouraged to choose Physics 10. Students, who choose IB Physics without having been enrolled in Physics 10 or similar courses, will be required to study the necessary background knowledge over the summer before starting the IB Diploma Program.

Chemistry 10

This course represents a rigorous introduction to chemistry and it is specifically designed in order to prepare students for the IB Chemistry Diploma course while simultaneously serving as a strong introduction to chemical studies. The students will appreciate the role of chemistry within other sciences, its theoretical development, as well as its practical and technological implications. The course is organized into several themes including, but not limited to:

- 1. Scientific investigation
- 2. Atomic structure and periodicity
- 3. Bonding
- 4. Chemical formulas and reactions
- 5. Stoichiometric relationships
- 6. Gases
- 7. Kinetics
- 8. Acids and bases

The theoretical constructs the students will learn through this course include the structure of matter, the kinetic theory of matter, and atomic theory. They will appreciate how the periodic table relates to recurring patterns in the chemical and physical properties of elements. A special emphasis will be cast upon the theory of chemical reactions and bonding (covalent, ionic, metallic) as well as on the energetic aspects involved in reactions and their rates of occurrence. Alongside theoretical knowledge, the students will learn how

to recognize and handle laboratory equipment. They will implement standard chemistry laboratory measuring techniques and safety procedures. They will be taught how to design and perform a scientific experiment. Students will solve problems mathematically and they will use technology for data handling and graphing.

PLEASE NOTE:

Students with an interest in chemistry, medicine, and/or biology and who might want to study IB Chemistry are strongly encouraged to choose Chemistry 10. Students, who choose IB Chemistry without having been enrolled in Chemistry 10 will be required to study the necessary background knowledge over the summer before starting the IB Diploma Program.

World Languages

Every course for French, Italian and Spanish as additional Languages in grade 9 and 10 is designed as a diploma preparation course to prepare students for the rigor and academic expectations in grades 11 and 12. Depending upon their level of acquisition of the language, students will be preparing in 9 and 10 for the IB AB Initio examination (2-3 years learning of the language) or for the IB Language B examination (3-5 years learning of the language)

All assessments for grade 9 and 10 students are also modeled on IB Diploma assessments and will be graded according to a modified IB Diploma rubric.

During these two years, students will learn key skills such as communicating clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding, use language appropriate to a range of interpersonal and/or cultural contexts, understand and use language to express and respond to a range of ideas with accuracy and fluency, organize ideas on a range of topics, in a clear, coherent and convincing manner and understand, analyze and respond to a range of written and spoken texts.

ASM World Languages Pathways

The conditions and requirements for the placement of students in a world language course at ASM are based on the directions given by the International Baccalaureate Organization.

Language B courses:

- Add to the international dimension of the diploma program.
- Promote intercultural understanding and greater respect for other people
- Should provide an appropriate academic challenge for the student

Therefore, coordinators, in conjunction with teachers, are responsible for the placement of students. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgment to guide them."

Based on the IBO requirements, any student who falls into any of the following categories will not be allowed to enroll in French, Italian or Spanish as foreign languages courses:

1. Target Language is the candidate's usual language of communication at home and/or the student is proficient in listening and/or reading and/or writing the language.

2. The candidate has studied all or a substantial part of his/her primary and/or secondary education in the Target Language.

Students will be assessed on their language competence by means of a language test. The final decision regarding the placement of the student in the appropriate language course will be taken by the World Languages Committee and the Diploma Coordinator.

If a student is not eligible to take a World language course, he/she may choose to do the following:

Study the language as native speakers (Language A) or Choose one of the other World languages (Language B) offered at ASM

French, Italian and Spanish B 1

The aim of this course is to provide students with the skills necessary for effective communication in different situations and contexts in which communication takes place.

The acquisition of the language is obtained through these skills: reading, writing, listening and speaking in real life situations. Students will learn accurate pronunciation and intonation, vocabulary and grammar structure by daily usage of conversation, class interaction, enactment of daily life situations.

Students will be exposed to the following concepts: personal information, family, school environment, leisure time, and vacation. By the end of the course they will be able to use everyday expressions and basic grammar structure to ask questions about familiar matters and answer them. They will be able to describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

They will be exposed to easy and short readings and will have the tools to understand and answer easy questions about them. They will create short and easy original dialogues.

French, Italian and Spanish B 2

The acquisition of the language is obtained by developing and reinforcing these skills: reading, writing, listening and speaking in real life situations. Students will learn accurate pronunciation and intonation, vocabulary and grammar structures by daily usage of conversation, class interaction, enactment of daily life situations.

Students will be exposed to the following themes : social relationship, travels and holiday, education, healthy lifestyles and community engagements. One work of literature will be studied in depth.

By the end of this course, students will be able to :

- 1. Communicate clearly and effectively in a range of daily life situations;
- 2. Understand and use accurately a variety of basic language structures;
- 3. Understand and use an appropriate range of vocabulary.

French, Italian and Spanish B 3

The main focus of the course is on language acquisition and intercultural awareness. While learning the language, students will explore the culture connected to it by exploring a diversity of current topics through a variety of media resources. The study of vocabulary and grammar structures is integrated in the course. Oral participation is an essential element of this course.

Students will be exposed to the following themes: *Culture of the target language, youth culture and values, discrimination, new technologies.*

By the end of this course, students will be able to:

- 1. Demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics;
- 2. Communicate ideas and opinions clearly and effectively about familiar topics;
- 3. Understand and use accurately a variety of language structures;
- 4. Understand and use an appropriate range of vocabulary;
- 5. Use a register and a format that are appropriate to the situation.

French, Italian and Spanish B 4

The Language B4 program prepares students to communicate fluently, to demonstrate accuracy in their use of spoken and written language, to take part in discussions to express their opinions, and learn about the culture of the target language

By the end of the course and in preparation for the IB program, students will:

- 1. Be engaged in class discussion on current events; will read articles from newspapers and magazines, engage in group work;
- 2. work on different types of texts, listening and oral activities, reading and comprehension exercises;
- 3. enhance their knowledge of the language and being able to communicate in a range of contexts and for a variety of purposes;
- 4. continue developing awareness of the relationship between the languages and cultures;
- 5. study one work of literature in depth.

Italian A Grade 9

The course is a study of Italian literature from the Eleventh to Sixteenth century. Parallel to the history of literature, students are exposed to modern and contemporary readings. Authors and works are studied through text analysis and in relation to the social and cultural context. Teaching of critical reading and writing is integrated in the literature study in order to prepare for the IB requirements. The course explores different genres and types of texts: narrative, poetry, drama, journalistic pieces, essays (in connection with IB requirements).

Students will:

- Develop good study habits: listening, reading, taking notes, underlining, quoting, and
- researching;
- Understand and employ the many facets of verbal communication;

- Develop the knowledge of the course of history of literature;
- Develop interdisciplinary connections between literature and: History, Art, Philosophy;
- Sciences; (TOK)
- Read and interpret critically a variety of texts and literary genres, both orally and in writing;
- Improve literary vocabulary;
- Exercise critical and analytical thought;
- Recognize figures of speech;
- Recognize the difference between connotation and denotation in a literature work;
- Recognize features and themes of different genres and their impact on an audience;
- Recognize and analyze visual communication.

Content in details:

- Chronological overview of the history of Italian literature 1000-1500;
- An overview of the main philosophical concepts of Medieval times;
- Latin e volgare: evolution of the Italian language;
- Dolce Stil Novo;
- Dante, La Divina Commedia;
- Boccaccio, II Decameron;
- Petrarca, II Canzoniere and Humanism;
- Machiavelli, Il Principe;
- Literary and text analysis, narrative and poetry.

Italian A Grade 10

The course is a study of Italian literature from the sixteenth to the nineteenth century. Parallel to the history of literature students are exposed to modern and contemporary readings. Authors and works are studied through text analysis and in relation to the social and cultural context. Teaching of critical reading and writing is integrated in the literature study in order to prepare for the IB requirements. The course explores different genres and types of texts: narrative, poetry, drama, journalistic pieces, essays (in connection with IB requirements)

In preparation for the IB requirements, a part of the course is dedicated to the study of different media languages (advertising and the internet) in order for the students to "develop an understanding of how language, culture and context determine the ways in which learning is constructed in texts) (IB Language and Literature A1 guide, 2013)

Students will:

- Develop good study habits: listening, reading, taking notes, underlining, quoting, and
- researching;
- Understand and employ the many facets of verbal communication;
- Develop the knowledge of the course of history of literature;
- Develop interdisciplinary connections between literature and: History, Art, Philosophy,
- Sciences; (TOK)
- Read and interpret critically a variety of texts and literary genres, both orally and in writing;
- Improve literary vocabulary;
- Exercise critical and analytical thought;

- Recognize figures of speech;
- Recognize the difference between connotation and denotation in a literature work;
- Recognize features and themes of different genres and their impact on an audience;
- Recognize and analyse visual communication.

Content in detail:

- Il Cinquecento: La Riforma e la Controriforma;
- Galileo Galilei e la scienza nuova;
- Cartesio e il razionalismo moderno;
- Il Barocco G.B.Marino;
- L'Illuminismo C.Beccaria;
- Goldoni, il teatro e il genere letterario della Commedia;
- Il genere letterario della tragedia;
- Romanticismo Foscolo Manzoni;
- Media communication: newspapers and advertising; visual communication.

High School Electives

The elective program offerings for grades 9 and 10 are based upon student interest, schedule adaptation and teacher availability and expertise. These semester courses are designed to develop student skills and interests in the arts, physical education and technology. Students will be encouraged to critically reflect on their own artistic, physical and technological development and progress at different stages of their work; to demonstrate curiosity, self-motivation and initiative; and to show knowledge and understanding of the topic in relation to societal, cultural, historical and personal contexts.

Academic Electives

Academic Writing (semester, grades 9-10) - by teacher recommendation only

This semester-long course is for students who need extra support in writing. The major objective of this course is to improve students' writing and reading abilities, so they can succeed in expressing themselves in assignments which require written responses using academic language. Students will expand their vocabulary, analyze texts and improve their writing skills. The course includes paragraph and essay structure and a systematic grammar review. Based on students' previous year's academic achievement in English and History, teachers will recommend students for this course.

A Time Traveler's Guide to Literature (semester, grades 9-12)

This semester-long course examines a range of literature, alongside learning about the historical events that serve as these works' respective wellsprings. This class will give students a better understanding of important historical events, as well as how those events continue to reverberate in art and culture. Students preparing for (or currently taking) IB Language & Literature can think of this class as helping them prepare for "Literature: Texts and Contexts." Our class work will be based primarily in discussions of the works examined; students will write one formal essay, and take a midterm/final exam. Prerequisite: Must love reading!

Contemporary World Issues (semester, grades 9-12)

This course is designed to examine current events, ideas and opinions that are apart of the general public's discourse, such as migration, terrorism, causes of poverty, child labor and abuse, racism, gender equality, global warming, food and agriculture, international conflicts, health and ethical issues. Students will also have the possibility to propose topics to be researched, discussed, debated or presented as a case study. This course will develop students' understanding of the society in which they live, enable them to make informed judgments and prepare them for their role in society. Contemporary issues also provide an excellent basis for further study in IB classes such as Theory of Knowledge, History, Global Politics, Economics and Psychology.

Creative Writing (semester, grades 9-12)

This multi-genre introduction to the craft of creative writing will explore the basic elements of fiction writing including narrative perspective, scene, character and dialogue. It will also include the basic elements of poetry and lyric writing such as imagery, rhyming structures, meter and metaphor. Students will read a variety of models as inspiration and then practice through writing exercises designed to help each student find his/her unique voice and direction through language.

Forensic Science (semester, grades 9-10)

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, and physical and trace evidence from the perspective of the forensic scientist. Through lessons, virtual and hands-on labs, and analysis of crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions. Students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis and blood spatter analysis.

Introduction to Neuroscience (semester, grades 9-11)

Introduction to the mammalian nervous system with an emphasis on how cognitive processes can be explained by the structure and functional organization of the human brain. Units begin with activities involving case studies, and the topics in each unit investigate and expand upon the case study. Lessons will cover the function of nerve cells, anatomical terminology, neuroimaging, regions of the brain, sensory perception, optical illusions, attention, memory, learning, brain development, effects of drugs on the brain, chemical pathways underlying addiction, mental disorders, and strategies for mental wellness.

Anatomy & Physiology 1 (semester, grades 9-11)

Anatomy and Physiology is the study of the structure and function of the human body. Students will explore the inner workings of the human body, focus on anatomical and medical terminology, and develop an understanding of the relationships between the structures and functions of the human body. This course is the perfect foundation for students wanting to expand their vocabulary and learn about the body and its levels of organization, as well as the cooperation required between those levels. Students will focus on an introduction to all systems, histology (tissues), skeletal system, integumentary system

(skin), and reproductive system. This course will involve laboratory activities, projects, dissections, and hands-on experiences.

Anatomy & Physiology 2 (semester, grades 9-11)

This is a continuation of Anatomy & Physiology I that promotes students to explore the human body. Emphasis put on medical terminology and discovering relationships between the structures and functions. Students will focus on the digestive system, muscular system, blood, cardiovascular system, and respiratory system. This course will involve laboratory activities, projects, dissections, and hands-on experiences. Prerequisite for the course: Anatomy & Physiology I.

Epidemiology (semester, grades 10-12)

Epidemiology explores the history and patterns of past epidemics, how they are studied and managed, and how they can be managed in the future. We will focus on a variety of epidemics and pandemics, examining patterns of transmission, statistics, ethics, and outcomes. Students will complete group activities, discussions, projects, and debates. For students who are interested in both science and humanities, this course provides a crossover between the two.

Introduction to World Mythology (semester, grades 9-12)

"You know Hercules and Medusa? OK, but do you know...Gilgamesh? Utnapishtim? Humbaba the Terrible?!?" This semester-long course examines a variety of cultural mythologies. Students will get a sense of how mythological traditions (particularly in Eurasia) have developed over time, from the earliest human records through modern times. Students will also study how these traditions continue to influence one another, as well as current world events and even our own individual behavior.

Introduction to Philosophy (semester, grades 9-10)

Introduction to Philosophy is a course designed to provide 9th and 10th grade students a solid foundation on the main philosophical concepts through an overview of the history of Western Philosophy. The course is structured taking into consideration the requirements of the Theory of Knowledge course, but it also provides the theoretical tools to approach the study of all the subjects taught in the IB Diploma. Students will be encouraged to investigate concepts like free will, the "self", the moral values that define a culture and the methods used in science in order to gain knowledge about reality. The investigation will also be conducted through the philosophical analysis of non-philosophical material such as movies, magazines, photography and paintings. Students will also be encouraged to use their imagination to create original projects and activities (video making, skits, scripts, newspaper articles).

Math Skills (semester, grades 9-10) - by teacher recommendation only

This class provides support and extra practice to students in need of remediation in math. Instructional practices used by the teacher include effective questioning, asking for explanations and focusing on different representations and multiple approaches. Students use the additional time to apply math to real life situations, explain how they solved a problem to the class, discuss possible solutions with other students and build their verbal and analytical skills. A variety of materials and resources are used including graphing calculators, laptop computers, graphic organizers, manipulatives and SmartBoard.

Independent Study (semester, grades 9-12)

This is a scheduled time for students to work independently on a topic of their choice. The expectation is that the time will be used wisely for academic purposes. A teacher will be present to check-in with students to help them keep on task.

TED Ed Public Speaking (semester, grades 9-12)

This course aims to guide students through the development of an idea; from its conception to a final presentation, in front of an audience, in the shape of a TED Talk. The course is divided into explorations where members will be able to understand how to properly shape an idea while developing research, creative and critical thinking skills. Also, students will explore the elements of a presentation by developing public and oral speaking skills. The final goal of the TED-Ed Club is to give students a platform to share their ideas to their school and the world. For these reasons, TED-Ed Club presentations will be uploaded to a public YouTube Channel allowing students to have an opportunity to possibly present in a larger national or international TED stage.

Yearbook (full year, grades 9-12)

Yearbook is a digital publication course, and aims to prepare students in the planning, design and publication of the ASM Yearbook. Hence, the course will follow a series of self-guided tutorial lessons on page design, layout and construction of various aspects of the making of the book. Prerequisites to enrollment include: 1) competency in the use of Photoshop software, 2) ownership of an up-to-date laptop compatible with the ASM server platform, 3) commitment to the timely completion of assignments, self-discipline and PRE-approval by the Yearbook teacher. Class size will be limited to 8-10 students from grades 9-12.

Computers, Technology & Film

3D Design and Animation (semester, grades 9-12)

Students on this course will explore the possibilities of 3D design and animation using the program, Autodesk Maya. Students will create 3D objects and characters, animate with keyframes, learn modeling, shading, texturing, and lighting techniques and create short 3D scenes. This is an excellent opportunity for those eager to develop skills in film and media production, game, product, graphic, and architectural design. Familiarity with editing or computer-based design programs would be an advantage.

Digital Society (semester, grades 9-10)

Digital innovations are reshaping our society, economy and industries with a scale and speed like never before. Students will explore diverse sources relevant to digital society, investigating impacts and implications of digital systems for people and communities. Furthermore, students will take part in inquiry based lessons using content and contexts from real-world examples, and share their discoveries about digital society with others. Reflect on emerging trends, future developments and further insights. This course is an excellent foundation for the IB Digital Society course.

Film 1 (semester, grades 9-10)

Film 1 is a single semester course for students interested in learning about film production from script to screen. Students on this course will write, shoot, and edit their own short

films using HDSLR video cameras and industry-standard editing software, as well as learning aspects of film history, analysis and genre studies. There are no prerequisites for this course although it is helpful if you have taken Digital Photography or Movie Making in the past. By the end of the course, students will produce a variety of films including short fiction, montage, and trailers.

Film 2 (semester, grades 9-10, prerequisite Film 1)

Film 2 is a single semester course designed to prepare students for the IB Film course and/or for students who have already completed Film 1 and wish to further their understanding of visual storytelling with more advanced workshops in scriptwriting, cinematography, sound design and editing effects. Students will produce challenging, sophisticated, and professional-looking film projects using the skills they have acquired. Film 2 will develop technical and conceptual understanding of areas such as lighting, camera lenses, sound recording, narrative, character, and editing (including advanced techniques in Premiere and After Effects). Students are expected to work independently and must be highly organized, creative, and responsible in using the filmmaking equipment. Prerequisite: Introduction to Film 1.

How Things Work 1- Engineering Design (semester, grades 9-12)

This is a problem-solving 'maker' course giving students the freedom to find creative ways to design, experiment, build, and invent. You will study and apply some of the practical principles of physics, mathematics and programming as you construct cool gizmos that can accomplish tasks. This is a place where exciting new technologies combine with traditional hands-on methods of construction. You will learn how to use tools and machines culminating in a 'design and make' activity that will support understanding of concepts in relation to prototyping, electronics and mechanical systems. Projects will be assigned to both individuals and collaborative groups. (Max of 12 students)

How Things Work 2 - Engineering Design 2 (semester, grades 10-12 *prerequisite How things Work 1*)

The advanced course in Engineering Design will focus on application of knowledge and skills acquired in the first course. It will involve a closer study of the mathematics of mechanical advantage in the application of both simple machines and hydraulic power. The advanced course will also see students more fully engaged in the safe and precise use of power tools. Further, the course will make considerable use of 3D printing to produce student-designed parts. Projects for the course will be both individual and group work. These projects will be a mixture of student designs which address problems proposed by the teacher, and projects which explore individual student curiosity. *(Max of 12 students)*

Introduction to Computer Science (semester, grades 9-10)

At the core of computer science are the principles of information and computation, how digital systems work, and how to put this knowledge to work through programming. Topics include how computers work, simple algorithms and their efficiency, networking, databases, artificial intelligence, graphics, simulation and modeling, security and the social impact of computing. The course also includes a gentle hands-on introduction to programming concepts with Python. Introduction to Computer Science is for students seeking a broad overview of the discipline, giving students a solid foundation for taking IB Computer Science.

Introduction to Electronics with the Raspberry Pi and Python (semester, grades 9-10)

Students will start at the very beginning and learn about electronics, creating circuits, programming, and then how to combine those skills to build a functional device using a Raspberry Pi (a credit-card sized computer, not a tasty snack!) and a range of components. This course is an excellent preparation for the IB Computer Science, and specifically supports them with the development of their Internal Assessment project.

Music

Choir Advanced (full year, grades 9-12)

Intermediate to advanced singers are welcome to join this fun and energetic course which explores singing in a large ensemble. Music from a variety of styles will be sung. Throughout the course, students can expect to learn how to read music independently as well as explore a large variety of genres from Italian chant to today's hits! Students will be able to share their talent and showcase their singing in the ASM music concerts.

String Orchestra (full year, grades 9-12)

The String Orchestra is a wonderful opportunity to play music from a classical context moving to different kinds of music (pop, folk, rock, contemporary). Violins, violas, cellos and double bass, are the core of the ensemble. In addition, other instruments will be offered such as piano, electric guitar, bass and drums in order to create a broader music repertoire. History of music and theory of music will be learned by playing and analyzing the music pieces.

Band Advanced (full year, grades 9-12, grades 6-8 by teacher recommendation only)

This elective is open to any student who plays a woodwind, brass or percussion instrument at an intermediate to advanced level. This is an ideal course for students who have already taken band class in the past and wish to challenge themselves by playing more advanced repertoire. Pieces from many musical styles will be explored and the band will have the opportunity to perform at concerts throughout the year.

Piano (semester, grades 9-12)

Have you ever wanted to learn how to play the piano? This course is for you! Keyboard skills will take a practical look on learning how to play the piano. Students will learn the fundamentals of music theory as well as basic playing techniques. We will work on a variety of repertoires but will focus on music that you want to learn.

Guitar 1 (semester, grades 6-12)

This course is open to any student who would like to play guitar and have no previous experience. This class focuses on development of playing chords, reading standard notation and performance on guitar. Students will have the time in class to work and practice individually, as well as, in a group setting. This class has no public performance.

Rock Band (Semester, grades 9-12, by teacher recommendation only)

This exciting new course is designed for students interested in developing their musicianship through performance in a contemporary music ensemble, also known as

"rock band." Students with prior experience performing solo vocals, guitar, bass, piano, and drum set will learn to play arrangements of Pop, Rock, R&B, Country e.t.c from the early 1950's to today. Emphasis will be placed on individual preparation, group collaboration, stagecraft, small group leadership skills, and performances for the school community. Enrollment in the class is limited and interested students will need to audition with the new instructor, Mr. White. Students who register for the course will be contacted by Mr. White to schedule the auditions prior to the start of the year. Guitar and bass students will be expected to provide their own instruments.

Physical Education

Physical Education 1 (semester, grades 9-11)

Physical Education contributes to a student's physical, intellectual, emotional and social development. Students will be engaged in units of instruction and activities that address motor skill development. Team sports, individual sports and cooperative activities will be the core units of instruction. Competition is minimized in this environment, promoting an atmosphere of mutual respect for all participants.

Physical Education 2 (semester, grades 9-12, prerequisite PE 1 or equivalent)

Physical Education contributes to a student's physical, intellectual, emotional and social development. Students will be engaged in units of instruction and activities that address motor skill development. Team sports and individual sports will be the core units of instruction, with an emphasis on leadership roles and peer coaching.

Group Fitness (semester, grades 9-12)

Group Fitness is an upbeat course for students interested in developing their individual fitness, health, and well-being while exploring a variety of activities in a positive group setting. Group Fitness encompasses any and all forms of workouts done in a group setting and led by a group instructor. Examples include: cycling, yoga, interval training, pilates, circuit training, Zumba, boxing, step aerobics, and more! These activities are designed to instill life-long fitness practices. No prior experience necessary.

Lifelong Fitness (semester, grades 10-12, *prerequisite PE 1 or equivalent*)

This course will provide students with the skills and understanding of basic fitness principles based in an exercise center. It will be an opportunity for students of all fitness levels to gain a foundation of skills and knowledge-base that will promote a future life of healthy and functional fitness habits. The students will analyze fitness needs and create an appropriate fitness plan to focus on Muscular Strength or Muscular Endurance and follow the results. Additional emphasis will be on Agility, Flexibility, and Body Composition analysis.

Visual & Theatrical Arts

Art Foundations and Drawing (semester, grades 9-12)

Drawing is foundational to all visual art forms, and will be the primary focus of this course. A variety of drawing media will be used, including graphite pencils, markers, charcoal, and pen and ink. Students will also be introduced to color theory and 2D design, and be introduced to some basic painting techniques. All units are designed to incorporate brief studies in art history and aesthetics.

Digital Art (semester, grades 9-12)

Digital Art will combine Technology with the Arts. Students will be trained in the IT tools needed to create a variety of digital works, including photo manipulation/ photoshop, graphic design and typography. This will include topics such as digital composition, use of color, light and editing. Students may also learn how to manipulate photographs using hands-on collage and painting techniques to artistically alter, to discover and create new perspectives in Art.Students will learn the fundamentals of photography along with basic design principles.Digital Art is both an academic and a practical course. Research connected to Art History, culture and society is integrated into art production. Experimentation is also an important aspect of this course. These are all skills that can be used in IB Visual Arts. Students are required to have a quality camera/phone to use each lesson.

Mixed Media Art (semester, grades 9-12)

The Mixed media course will focus on using a variety of mixed media/materials to create Artwork. This may include drawing, printmaking, and painting materials as well as collage and textiles while exploring both traditional and modern techniques.

Students are encouraged to develop individual responses and solutions to the concepts presented in class. Mixed Media is both an academic and practical program. Research involving art movements and artists are integrated with art production.

Painting and Drawing (semester, grades 9-12)

A variety of drawing and painting materials are presented in this course to students interested in exploring both traditional and contemporary techniques. The course integrates research as part of studio practice leading to a resolved Artwork. Students are given the skills and building blocks necessary to develop a final Artwork, with a focus on portraiture. The work is encouraged to develop individual responses and solutions to the concepts presented in class. Emphasis is on skill building, independent judgment and the use of narratives. Skills will be developed in materials such as Acrylics, Watercolor, Pencil, Ink and Pastels. Painting and Drawing is both an academic and practical art program. Research exploring art history cultural and societal connections are integrated with art production.

Sculpture (semester, grades 9-12)

This elective gives students practical experience in a variety of sculptural media, including paper mache, ceramics and plaster. Traditional carving and sculpting techniques are explored with the chosen media, including hand building and experimental practices. This course is an introduction to methods and strategies for using ceramics as well as other materials as a sculptural medium. The course initiates the students to the process, vocabulary and techniques involved in all the steps of making from conception through to finishing. The class also approaches the history and contemporary practice of sculpture through Artist research and exploration.

Theatre 1 (semester, grades 9-12)

The theatre elective course engages students in an active relationship with the fundamental concepts of drama and encourages learning through discovery and exploration. Through

practical work, students will develop creative, reflective and communication skills. Emphasis is placed on the artistic process as an essential component of artistic development through continuous self-discovery and awareness, investigation, improvisation, research, rehearsing, performing, reflection and evaluation. Be ready to get physical (come to class in comfortable and loose clothing), collaborate with others and test your limits.

Community Service

While academics are a primary focus for grades 9 and 10, ASM recognizes that a balance between intellectual stimulation and a need to educate the whole person is fundamental for young adults of this age.

Therefore, students are expected to participate in at least 25 hours of community service projects a year. While ASM offers many service opportunities, students are encouraged to identify service programs within Italy and in the surrounding community of the school and in the greater area of Milan.

Parent Meeting and Preparation for the IB

Students and parents will be invited to regular meetings in grade 10 that will be conducted by the IB Coordinator. Students will be encouraged and advised by teachers as they prepare for course selections. Parents will be informed on IB expectations to prepare them for the academic rigor that their children will experience in grades 11 and 12.