

High School Requirements and Course Descriptions

Pan American School of Porto Alegre

2023-2024



PAN AMERICAN

THE INTERNATIONAL SCHOOL OF PORTO ALEGRE

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CURRICULUM AND GRADUATION REQUIREMENTS

To obtain the dual US and Brazilian Diplomas, students must earn a total of 34 credits in Grades 9 through 12. One credit is equivalent to a course that meets at least 120 class hours for the full year.

High School (G9-G12) Credit Requirements

English	4 credits
English Language and Literature Seminar or AP Capstone Seminar	
Mathematics	4 credits
Geometry Algebra 2 Pre-Calculus AP Calculus or Senior Math Seminar or AP Statistics	
Social Studies	4 credits
Human Geography World History or AP World History or Comparative Government US History or AP US History Research or AP Capstone Research	
Science	4 Credits
Biology Chemistry Physics or AP Physics Environmental Science or AP Chemistry or AP Biology	
Portuguese Language	4 credits
Portuguese Language and Literature	
Brazilian Social Studies	4 credits
Geography History Philosophy & Sociology	
Physical Education and Health	4 credits
Technology or Fine Arts	1 credit
Personal Project	1 credit
Electives	4 credits
Total Required	34 credits

Students are expected to earn a minimum of 8 academic credits per year.

Advanced Placement classes from an online provider are offered and may be taken in place of the courses listed above. An application process is required.

ATTENDANCE REQUIREMENT

In order to receive credit for a course a student needs to be present in class for a minimum of 90% of all classes. This requirement includes excused and unexcused absences. In the case that a student is absent for more than 10% of total class meetings for a specific course, the student will need to recuperate hours in order to receive credit for that course.

SERVICE LEARNING REQUIREMENT

PAS POA believes that serving others helps students to develop a sense of community and to realize the power each person has to contribute to the common good. In addition to providing students with a way to use their skills in a practical, purposeful manner, performing service to others reinforces the knowledge that education and responsibility go hand in hand.

- ❖ **Students at the high school level must participate in at least ten hours of service per school year, totalling at least 40 hours throughout high school.**

Online Courses and Advanced Placement Guidelines

The College Board created the Advanced Placement program to provide challenging courses for high school students whose academic achievement and motivation indicate their readiness for college level study. These college level courses provide excellent academic preparation and may result in the awarding of college credit which can provide financial waivers. Students interested in this should talk with counselors and have a college list ready to compare the reciprocity of the AP exam score and an individual university's credit matrix.

The student is required to be highly organized and very conscientious, as well as bright and skilled at time-management. AP courses are not for everyone and a decision to take them should result from careful deliberations among school, student and family.

AP courses at PAS are taught both on-site and online. On-campus courses do not have a fee, except for the exam fee, but online courses have both an exam fee and a course registration fee. Students may apply for any course for which they feel qualified, but they are urged to consult with parents, teachers, and their counselor. Parents must sign a consent form which indicates the approval of the AP Exam fees and any online course costs.

AP Classes Enrollment

- Students in Grade 9 may take a maximum of one AP course on campus (no online courses)
- Students in Grade 10 may take a maximum of two AP courses (one online maximum).
- Students in Grade 11 may take up to three AP classes (two online maximum)
- Students in grade 12 may take up to four AP classes (two online maximum).

All classes must be approved.

AP Capstone Diploma

For the AP Capstone Diploma to be earned, students take AP Seminar in grade 11, followed by AP Research in grade 12. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

Course Descriptions

English

The English curriculum and its supporting programs at the Pan American School provide students with opportunities to develop effective reading, oral, and written communication skills. Students develop knowledge and skills that enable them to read, write, listen, and speak for a variety of purposes and contexts. In addition to following the AdvancEd Curriculum Accreditation Standards, we aim to provide a balanced English program to meet the needs of the Brazilian and international students of PAS.

Grade 9 MYP English Language and Literature	1 Credit
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This course reflects the International Baccalaureate Middle Years Programme for English Language and Literature. In this course, students will be challenged to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Taken from the *IB MYP Language and Literature Guide* (2014-2015)

Students in grade 9 will see a variety of tasks and assessments throughout the year, including the “50 People, 1 Question” independent project, which will help them prepare for the rigor of the MYP Personal Project.

Grade 10 MYP English Language and Literature	1 Credit
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This course reflects the International Baccalaureate Middle Years Programme for English Language and Literature. In this course, students will be challenged to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Taken from the *IB MYP Language and Literature Guide* (2014-2015)

Students in grade 10 will see a variety of tasks and assessments throughout the year, including a research-based position paper, which will help them prepare for the rigor of the AP Capstone Seminar course.

Grade 11 AP Capstone Seminar / Seminar	1 English Credit
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The AP Capstone Seminar is the first course in a two-year diploma program offered through the College Board. During the year, students will work both individually and in groups to develop their critical thinking, argumentation, research, academic writing, public speaking, and collaboration skills using the QUEST process: Question and explore; Understand and analyze arguments; Evaluate multiple perspectives; Synthesize ideas; Team, transform, and transmit. Ultimately, students will be required to conduct their own in-depth research on a chosen question, write a paper weighing the various evidence and perspectives on their topic, and share their findings through a formal multimedia presentation and oral defense of their work.

Grade 11 English	1/2 English Credit
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The G11 English course complements the objectives and skills being concurrently learned in the G11 Seminar class. This course aims to further improve students' writing and reading comprehension skills in the English language. The G11 English course also focuses on literature exploration and analysis which serves to prepare students for the G12 English Literature course.

Grade 12 English Literature and Composition (AP option)	1 Credit
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The English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students will engage in close readings and critical analyses of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they work, students will consider six BIG ideas that serve as the course's foundation: (1) character, (2) setting, (3) structure, (4) narration, (5) figurative language, and (6) literary argumentation. Students will debate and discuss literature, while participating in a variety of writing activities focusing on argumentation, interpretation, analysis, rhetorical strategies, exposition, structure, and style.

Writing tasks will develop creative and critical-thinking skills in order to produce argumentative essays that analyze and interpret literary works. Students also will practice oral communication skills, through poetry presentations, classroom discussions and student-led discussions and activities.

English Language Acquisition - Phases 1, 2, and 3 (G9-G12)

Multiple credits

These courses are designed for 9-12th non-English speaking students who need additional support and language instruction in English. Each level of Language Acquisition will emphasize language development in academic vocabulary as well as listening, speaking, reading and writing in the content area courses. Students engage in conversations, comprehend and interpret written and spoken language on diverse topics from diverse media, demonstrate knowledge and build skills in listening, speaking, reading, and writing.

Social Studies

The social studies programs at Pan American School aim to guide students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. Our programs strive to promote intercultural understanding and respect for individuals and their values and traditions.

G9 MYP Individuals and Societies

1 credit

This course helps students develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live. Appropriate concepts and skills will be developed in connection with an investigation into the relationship between physical geography, natural resources, and the economic, political, social, cultural, religious, and historical aspects of human activity. The course is taught using the MYP Criteria and Rubrics.

G10/11 Comparative Government and Politics

1 credit

Comparative Government and Politics introduces students to the rich diversity of political life around the world. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges of three governmental types: consolidated democracies, transitional democracies and authoritarian regimes. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

World History & AP World History**1 credit**

AP World History: Modern is an advanced, college-level survey course offered through the **AP College Board**. The course has the added benefit of allowing a student the opportunity of earning college credit by taking an end-of-course exam that allows them to demonstrate their mastery of course content.

This course covers the history of the world from the year 1200 C.E. until the present.

The course framework includes two (2) essential components:

1. Historical thinking skills and reasoning processes

The historical thinking skills and reasoning processes are central to the study and practice of world history. Students will practice and develop these skills and processes on a regular basis over the span of the course.

2. Course content

The course content is organized into nine (9) units of study sequenced for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in six (6) themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

Students will learn major historical patterns and trends that will benefit them in understanding, interpreting, and expressing their level of understanding of processes which have occurred and are continuing to occur in the modern world.

AP Economics: Elective**1 credit**

This course is split into two modules: microeconomics and macroeconomics. The purpose of studying microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. The purpose of studying macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole, particularly on the study of national income and price-level determination. Students use knowledge and critical-thinking skills learned in previous social studies courses to analyze issues and problems and contemporary economic systems.

US History**1 credit**

The purpose of this course is to enable students to understand the development of the United States from the pre-Columbian era through the 20th century. This course addresses key

historical changes across nine major eras of development (Pre-Columbian to Modern America). We will look at social, economic, and political changes during these eras to better understand the choices made by the United States and their interactions with foreign powers. Students will critically assess historical materials and primary sources -their relevance, reliability, and importance to then make informed and valid judgements on historical events.

AP US History	1 credit
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AP United States History surveys the period beginning with the first European settlement of the New World and ending with international affairs and domestic changes in the post -1945 period to the present. The course is designed to provide a comprehensive overview of U.S. History and to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will critically assess historical materials and primary sources -their relevance, reliability, and importance to then make informed and valid judgements on historical events. Students will also be challenged to present reasons and evidence clearly and persuasively in essay format - a crucial skill for any college level course.

Grade 12 Capstone Research (AP option)	1 Credit
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Prerequisite: G11 Capstone Seminar

Students will have the choice of completing the Research class for regular or for AP credit. AP Research is the second course in the AP Capstone program. AP Seminar is a prerequisite for AP Research. The course focuses on student-selected research and culminates in both a written paper and a formal presentation. If you earn scores of 3 or higher in AP Seminar and AP Research, as well as on four additional AP Exams of your choosing, you will receive the AP Capstone Diploma. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if you earn scores of 3 or higher in AP Seminar and AP Research only, without scoring 3 or above on 4 additional AP exams, you will receive the AP Seminar and Research Certificate.

Mathematics

The school delivers a mathematics curriculum that is aimed at producing students who both understand the mathematical processes and are able to apply them in both theoretical and practical situations.

To that end, the school strives:

- To ensure that common methods and approaches are used.
- To ensure that the American, International and Brazilian mathematical curriculum requirements are met.
- To ensure that children's individual learning needs are recognized and provided for.
- To develop assessment tools that both support the program diagnostically and to

measure its success.

- To enhance the children's learning by providing a wide range of mathematical experiences.
- To ensure that concepts are developed in a way that the learning is supported by age appropriate equipment and resources.

G9 MYP Math: Geometry

1 credit

Prerequisite: Algebra 1

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a wide variety of real world and mathematical problems. Topics shall include geometric constructions, terminology and fundamental properties of geometry, deductive and inductive reasoning and their application to formal and informal proof, formulas pertaining to the measurement of plane and solid figures, coordinate geometry and transformations on the coordinate plane, exploration of geometric relationships such as parallelism, perpendicularity, congruence, and similarity, properties of circles, and right triangle trigonometry. Students develop an understanding of the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives. The course is taught using the MYP Criteria and Rubrics.

G10 MYP Math: Algebra 2

1 credit

Prerequisite: Geometry

This course extends many of the concepts introduced in Algebra I, including solving equations, functions of different types, and algebraic skills. Matrices and their applications are studied in depth with the use of determinants to solve two and three equations. Coordinate geometry is extended to include further study of functions. Graphing calculators will be used extensively throughout the course and will be used to solve equations and inequalities. Complex numbers and their graphs will be studied.

G11 Pre-calculus

1 credit

Prerequisite: Algebra 2

The purpose of this course is to enable students to develop concepts and skills in advanced algebra, analytic geometry and trigonometry. The content includes: trigonometric functions and their inverses, trigonometric identities and equations, vectors and parametric equations, structure and properties of the Complex Number System, polar coordinate system, sequences and series, conic sections, limits of a function, mathematical induction, parametric equations, continuity and discontinuity of functions, function limits involving infinity, properties of derivatives, and derivatives of polynomial functions,

G12 AP Calculus AB

1 credit

Prerequisites: Pre-Calculus

AP Calculus offers college-level mathematics under the guidelines of the Advanced Placement Program. The course content follows the outline set forth by the College Board for Advanced Placement Calculus AB focusing on the three main Calculus topics: limits, derivatives and integrals. These topics are explored through the interpretation of graphs, tables, and analytic methods, and are supported by the use of graphing technologies to connect abstract concepts to concrete skills and applications. Calculus applications can be found in areas of business, chemistry, biology, physics, engineering and statistics, to name a few. Students must have demonstrated strong math skills in all previous courses and possess a motivation to handle the rigor of this college-level course. Students should be prepared to spend above normal amounts of time in preparation for class on a daily basis. AP Calculus concludes the year with a unit focusing on sequences and series, which lays the groundwork for several more advanced Calculus topics.

G12 Senior Math Seminar	1 Credit
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Prerequisite: Pre-Calculus

This course aims to qualify students mathematically in order to enable them to read, understand, interpret and solve problems presented in daily life. Students will be able to interpret and analyze data from charts, diagrams and tables, and, instead of memorizing definitions, theorems and formulas, students will be able to use deductive, inductive, combinatorial, geometric and algebraic thinking to solve problems and establish connections. The course presents, when possible, issues involving an integrated view of mathematics with other subjects. The scaffolded content is provided in such a way that it can serve as a basis for further studies in different undergraduate courses and also prepare students for international and Brazilian universities entrance exams. Throughout the course, opportunities to engage in mock exams will be provided, both in Portuguese and in English, to help and evaluate students in terms of their mathematical skills and academic growth.

Science

Science is defined as the study of the many physical, chemical and living systems (and their interactions) operating in the natural universe. It is an ongoing endeavor, which seeks to help people to better understand natural phenomena by providing them with the skills to follow a process of inquiry (scientific methodology) in which questions or problems relating to these systems may be researched and explored.

PURPOSES:

- To provide students with knowledge and an understanding of fundamental scientific concepts, relating to the physical, chemical and biological systems of the natural universe.
- To provide students with practical experience in the scientific manner of investigating problems, and an appreciation of how the scientific inquiry approach contributes to new knowledge and collective understanding pertaining to the natural universe.
- To enable students to appreciate the importance, relevance and potential benefits that new scientific knowledge and technology may provide both for themselves as individuals and for society.

- To enhance a sense of responsibility arising from an increasing awareness of the interactions, that exists between humans and the natural world, and of the consequences (both positive and negative) of human activities upon it.

G9 MYP Science: Biology	1 credit
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MYP Biology is a college prep course designed to introduce students to and engage them with a variety of topics regarding the molecular, cellular, and macro-level biological systems on Earth. Units of study include ecology and energy, cells and cellular processes, genetics heredity and identity, and DNA to evolution. Special emphasis will be placed on students doing the work of investigation, as well as reading, researching, discussing issues and topics related to the study of biology, synthesizing information, and creating interactive projects. The course includes both laboratory and field investigations (where possible), and could include a multi-day “Classroom without Walls” trip, if covid conditions improve. The textbook companion to the course is Biology, by Miller & Levine (Pearson, 2010). Next Generation Science Standards (NGSS) and MYP Criteria and rubrics are used as the basis of assessment in this course.

G9/G10 MYP Science: Chemistry	1 credit
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The purpose of this course is to study the composition, properties, and changes associated with matter and their applications. The course is framed around the concepts of patterns as well as energy and matter. In addition to the focus on the NGSS chemistry science content, scientific practices, engineering design, and social justice are emphasized throughout the course. Laboratory investigations, which include the use of scientific methods, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. This course also includes the use of mathematical processes, graphical representation, and data analysis. The content includes: the nature of science, nature of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions, and balanced equations; stoichiometry, reaction rates and equilibrium.

AP Biology	1 credit
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Prerequisite: HS Biology and Algebra 1

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course includes laboratory investigations which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures. This course also includes the use of mathematical processes, graphical representation, data analysis and evaluation of evidence.

G11 Physics	1 credit
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Prerequisite: Chemistry and Algebra 2

The purpose of this course is to provide opportunities to study the concepts, theories, and laws governing the interaction of matter, energy, and forces, and their applications through exploratory investigations and activities. This course includes laboratory investigations which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures. This course also includes the use of mathematical processes, graphical representation, and data analysis.

The content includes: unifying concepts and processes of science, energy, force and motion, dynamics, wave characteristics, conservation of energy and momentum, heat and thermodynamics, electricity, magnetism, and interactions among science, technology, and society.

AP Physics 1**1 credit**

Prerequisite: Chemistry and Algebra 2

AP Physics 1 is an algebra-based, introductory college level physics course. Students cultivate their understanding of Physics through inquiry based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC Circuits; and mechanical waves and sound. This course includes laboratory investigations which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures. This course also includes the use of mathematical processes, graphical representation, and data analysis.

G12 Environmental Science (AP option)**1 Credit**

Prerequisite: Biology, Chemistry, and Algebra 1

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Environmental science covers areas of climatology, geology, biology, ecology, environmental studies, agriculture, chemistry, economics and geography. This is a rigorous science course, in terms of academic expectations, as well as in breadth of topics and level of detail, and it includes a laboratory component, which is reflective of what is found in many introductory college courses in environmental science. The AP Environmental Science course is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science or, alternatively, to fulfill a basic requirement for a laboratory science and thus free time for taking other courses. AP students will sit the exam in May.

AP Chemistry**1 credit**

Prerequisite: HS Chemistry and Algebra 2

AP Chemistry is intended to be the equivalent of a general chemistry course taken during the first years of college. Typically, this course will enable students to enter past the first level of chemistry at the university level or enroll in courses with general chemistry as a prerequisite. AP Chemistry emphasizes science practices which enable students to justify their ideas both in writing and orally. Centered around 6 Big Ideas surrounding concepts such as chemical matter,

chemical and physical properties, chemical changes, kinetics, thermodynamics, equilibrium, and much more. This course includes a rigorous laboratory portion where students will engage with constructing procedures, collecting data, interpreting findings and presenting results. All students will sit the AP exam in May.

Brazilian Studies

O grupo docente do programa brasileiro da Escola Panamericana de Porto Alegre encara a língua como uma instituição social, lugar de interação e de interlocução que, ao ser transmitida pelos nossos pares, nos faz conhecer o mundo, objetiva a realidade e dá sentido às nossas experiências. Acreditamos que é pelo desenvolvimento das capacidades de expressão verbal que os alunos são capazes de assumir a palavra e postura crítica frente à vida, ter a liberdade de opinião como valor, desenvolver a capacidade de avaliação e investigação e tornarem-se seres responsáveis pelo seu crescimento intelectual. O estudo da língua portuguesa é entendido como prática interativa que, na sua dinâmica, possibilita o domínio das habilidades orais, de produção escrita, de leitura e análise de textos, principalmente daquelas competências que tenham validade social e que os auxiliem a atuar conscientemente no mundo em que vivem. Nosso objeto de estudo é a própria língua em seus diversos aspectos, gramaticais e socioculturais, buscando constantemente a produção de sentido por meio do uso intencional da linguagem, da troca de experiências com o outro e da reflexão sobre o que se lê e se escreve.

Portuguese

Grade 9 MYP Portuguese Language and Literature

1 credit

Required for the Brazilian Diploma

O ensino da Língua Portuguesa enfatiza a leitura e a escrita a partir da literatura e aborda os principais gêneros (romance, conto, poesia, teatro) e seus temas universais. Na Grade 9, trabalhamos as conexões entre as representações da mulher na sociedade, os papéis sociais exercidos na família e as diferentes formas de amor, bem como os conflitos gerados pelo confronto entre gerações e entre concepções filosóficas. Na produção textual, trabalhamos com escritas e reescritas, oportunizando ao aluno a reflexão e o amadurecimento necessários para o desenvolvimento das capacidades argumentativas, discutindo as questões gramaticais pertinentes. Além disso, durante todos os bimestres, trabalhamos em diferentes projetos, que se dispõem a ampliar a gama de gêneros textuais e visuais, além dos de divulgação.

- Leituras: Persépolis (Marjane Satrapi); Lucíola (José de Alencar); Laços de Família (Clarice Lispector); O Filho Eterno (Cristovão Tezza); O quatrilho (José Clemente Pozenatto); Dom Casmurro (Machado de Assis); Uma leve simetria (Rafael Ban Jacobsen); Dois Irmãos (Milton Hatoum).
- Gêneros: carta argumentativa, relatório de pesquisa (gráfico, infográfico), relato pessoal em vídeo, propaganda, reportagem, editorial, conto, debate regrado público, artigo de opinião, texto dissertativo-argumentativo, articulação.

- Gramática: Ortografia; Verbos (transitividade e regência verbal); Revisão de acentuação; Crase; Revisão de período composto por coordenação, subordinação; Figuras de Linguagem (som, palavra, sintaxe e pensamento).

<p>Grade 10 MYP Portuguese Language and Literature</p>	<p>1 credit</p>
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Required for the Brazilian Diploma

O ensino da Língua Portuguesa enfatiza a leitura e a escrita a partir da literatura e aborda os principais gêneros literários (romance, conto, poesia) e seus temas universais. Na Grade 10, fazemos uma reflexão sobre o mundo lusófono, estudando a poesia e a prosa portuguesa e africana, além das relações entre esses países falantes de português e o Brasil. Na produção textual, trabalhamos com escritas e reescritas, oportunizando ao aluno a reflexão e o amadurecimento necessários para o desenvolvimento das capacidades argumentativas, discutindo as questões gramaticais pertinentes. Além disso, durante todos os bimestres, trabalhamos com projetos relacionados às temáticas propostas, que se dispõem a aprofundar o conhecimento sobre os gêneros discursivos focais.

- Leituras: Inês de Castro – trecho de “Os Lusíadas” (Camões), Seleção de poemas de Fernando Pessoa; A máquina de fazer espanhóis (Walter Hugo Mãe); O Primo Basílio (Eça de Queiroz); As intermitências da morte (José Saramago); Os da minha rua Ondjaki ; Budapeste (Chico Buarque); seleção de contos (Mia Couto, Pepetela e Honwana)
- Gêneros: texto dissertativo-argumentativos, carta argumentativa; relato pessoal; ensaio; entrevista; fotografia; jogos de tabuleiro.
- Gramática: conotação e denotação; concordância verbal, concordância nominal; pontuação; ortografia; métrica e rima.
- Projetos bimestrais: projeto fotográfico conotativo, projeto de escrita criativa de poesia épica, projeto de criação de jogo, projeto de entrevistas sobre velhice e infância.

<p>Grade 11 Portuguese Language and Literature</p>	<p>1 credit</p>
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Required for the Brazilian Diploma

O ensino da Língua Portuguesa enfatiza a leitura e a escrita a partir da literatura e aborda os principais gêneros (romance, conto, poesia, teatro) e seus temas universais. Na Grade 11, falamos de liberdade, discutimos a importância do conceito para a vida em comunidade, para a aceitação do outro e para a liberdade de escolha. O que é a liberdade? O que nos faz livres e que diferença isso faz? Na produção textual, trabalhamos com escritas e reescritas, oportunizando ao aluno a reflexão e o amadurecimento necessários para o desenvolvimento das capacidades argumentativas, discutindo as questões gramaticais pertinentes. Além disso, desenvolvemos um projeto semestral de criação de um caderno cultura, com o objetivo de ampliar a gama de gêneros textuais e visuais trabalhados e oportunizar o protagonismo do aluno na construção de seu aprendizado.

- Leituras: *O bem-amado* – Dias Gomes; *Vestido de Noiva, Boca de Ouro* (Nelson Rodrigues); *Abril Despedaçado* (Ismail Kadaré); *Metamorfose* – Franz Kafka ; *A Hora da Estrela* (Clarice Lispector); *Vidas Secas* (Graciliano Ramos); *Terras do sem fim* – Jorge Amado.

- Gêneros: resenhas críticas, entrevistas estruturadas, roteiro, dissertação argumentativa, documentário, convites, resumos, sinopses e cartazes de divulgação.
- Gramática: Colocação pronominal, Vozes verbais, regência nominal.
- Projeto: Caderno Cultural

Grade 12 Portuguese Language and Literature

1 credit

Required for the Brazilian Diploma

Língua Portuguesa - Linguagens, Códigos e suas Tecnologias

O ensino da Língua Portuguesa enfatiza o uso da norma culta, buscando construir, juntamente com os alunos, habilidades específicas. Nesse sentido, as diferentes linguagens são meios pelos quais organizamos a realidade e compreendemos a arte como saber cultural e estético, capaz de gerar significado. A língua materna, portanto, deve ser compreendida e utilizada como geradora de significação e integradora da organização do mundo e da própria identidade. Neste último ano, a disciplina de literatura e de língua portuguesa busca, além de auxiliar o aluno a articular os conhecimentos construídos ao longo de sua escolarização, também os instiga a produzir textos de memória, visando a produção de um livro coletivo sobre a trajetória da turma na escola, focando, portanto, nesse gênero específico ao longo do ano.

- Leituras: *As meninas*, Lygia Fagundes Telles; *Feliz ano velho*, Marcelo Rubens Paiva; *Deixe o quarto como está*, Amílcar Bettega; *Bagagem*, Adélia Prado; *São Bernardo*, Graciliano Ramos, *Ponciá Vivêncio*, Conceição Evaristo, *Construção*, Chico Buarque e *Cadernos de memórias coloniais*, Isabela Figueiredo (leituras obrigatórias UFRGS)
- Conteúdos: Estrutura e Formação de palavras, Gêneros textuais, Escolas literárias, Classes gramaticais, Acentuação, Sintaxe, Crase, Coordenação e Subordinação, Pontuação, Literatura contemporânea.
- Redações (vestibulares e ENEM)

Portuguese Language Acquisition (Phases 1, 2, 3 and 4)

Multiple credits

These courses are designed for G9-12 non-Portuguese speaking students who are not ready to attend the Portuguese or BSS classes and need language instruction in Portuguese. This course will emphasize language development as well as listening, speaking, reading and writing in the content area courses. Students engaging in conversations, comprehend and interpret written and spoken language on diverse topics from diverse media, and demonstrate knowledge and build skills in listening, speaking, reading, and writing.

Brazilian Social Studies (BSS)

Credits are variable based on year due to the Brazilian Diploma requirements. Some courses are listed BSS while others, such as Philosophy, Geography and Sociology may be listed separately.

As disciplinas de Estudos Sociais Brasileiros tem como objetivo debater os processos históricos, do ponto de vista temporal, por meio da análise conceitual da historiografia e das Ciências Sociais, concatenada com a relação espacial através da geografia física, humana,

econômica e política, além de transpor as reflexões das análises para os campos filosóficos, promovendo assim um processo de interdisciplinaridade entre as ciências humanas vinculados também a literatura para estudo dos acontecimentos ocorridos no Brasil e na América Latina no período de 1889 até o tempo presente.

Para tanto, contempla-se as experiências de trabalhadores urbanos e rurais, artistas, religiosos, elites, militares, intelectuais, produtores culturais, partidos e movimentos sociais. Em todo os planejamentos as abordagens estão voltadas à atuação das forças ideológicas entre o urbano, o campo, os imaginários sociais, perspectivas antropológicas, etnológicas, com base nas análises das pesquisas quantitativas e qualitativas, suas formas de organizações com recortes temporais definidos da seguinte forma: 1889 -1930 (Primeira República -Grade 9) 1930 - 1964 (República Populista/Nacional-Desenvolvimentista Grade 10), 1964-1985 (Ditadura Civil-Militar Grade 11) e 1985-2016 (Redemocratização – Globalização - Neoliberalismo - Grade 12). Propõe-se delinear as relações entre as esquerdas, direitas, liberais, elites, conservadores, organizações da sociedade civil, os governos militares, a resistência à ditadura civil-militar, considerando-se as lutas armadas e as disputas político partidárias, além da atuação dos militantes católicos, protestantes e dos demais segmentos religiosos, estudantes, ativistas culturais e políticos. Busca-se ressaltar o ordenamento jurídico do estado e as atuações para execução de políticas dos governos militares no Brasil e na América Latina. Por fim, o centro da discussão será a atuação de vários segmentos da sociedade organizada no processo de redemocratização e a análise do que resta da ditadura civil-militar na sociedade atual, suas relações com o processo de globalização, neoliberalismo, capitalismo e as crises sociopolíticas que permeiam o estado contemporâneo.

Grade 9 MYP Brazilian Individuals And Societies
Required for the Brazilian Diploma

1 Credit

Os alunos da G9 através da análise do papel histórico das instituições públicas aprimoram a compreensão dos processos de gestão e intervenção governamental juntamente com seus impactos nas relações sociais e na formação de identidade, especificamente, no período de nascimento da república brasileira. Dessa forma, as pesquisas focadas na expressão cultural e pessoal dos movimentos sociais demonstram as interações sociais da época, bem como representam os desejos de mudanças ou rupturas nos muitos processos de disputa pelo poder brasileiro. Por outro lado, as transformações técnicas e tecnológicas, entre os séculos XIX e XX interferem diretamente na estrutura dos sistemas e promovem impactos significativos nos processos de produção, nas relações sociais e na formação de identidade. Por esses motivos, o conteúdo da Grade 9 é focado numa perspectiva de análise social das mudanças políticas causadas pelas inovações da incipiente república, além de construir um olhar sobre a interação dos diferentes conceitos de formação de identidade e do resultado da adoção de novas perspectivas nas relações sociais. O debate proposto contempla os processos históricos, do ponto de vista temporal, por meio da análise conceitual da historiografia e das Ciências Sociais, concatenada com a relação espacial através da geografia física, humana, econômica e política, além de transpor as reflexões das análises para os campos filosóficos, promovendo assim um processo de interdisciplinaridade entre as ciências humanas vinculados também a literatura para estudo dos acontecimentos ocorridos na América Latina, Brasil e mundo no período entre 1889 e 1930.

Grade 10 MYP Brazilian Individuals And Societies
Required for the Brazilian Diploma

1 Credit

As disciplinas de Estudos Sociais Brasileiros tem como objetivo debater os processos históricos, do ponto de vista temporal, por meio da análise conceitual da historiografia e das Ciências Sociais, concatenada com a relação espacial através da geografia física, humana, econômica e política, além de transpor as reflexões das análises para os campos filosóficos, promovendo assim um processo de multidisciplinaridade entre as ciências humanas vinculados também a literatura para estudo dos acontecimentos ocorridos no Brasil e na América Latina no período de 1889 até o tempo presente.

Para tanto, contempla-se as experiências de trabalhadores urbanos e rurais, artistas, religiosos, elites, militares, intelectuais, produtores culturais, partidos e movimentos sociais. Em todo os planejamentos as abordagens estão voltadas à atuação das forças ideológicas entre o urbano, o campo, os imaginários sociais, perspectivas antropológicas, etnológicas, com base nas análises das pesquisas quantitativas e qualitativas, suas formas de organizações no período histórico compreendido entre o início da Era Vargas, conhecida como República Populista e a construção do nacional desenvolvimentismo no Brasil e na América Latina. As conexões entre o local e o global serão uma constante no decorrer do curso, uma vez que a história global e transnacional nas humanidades é imprescindível para formação dos aprendizes globais.

Grade 11/12 BSS/Philosophy
Required for the Brazilian Diploma

1 Credit each year

As disciplinas de Estudos Sociais Brasileiros tem como objetivo debater os processos históricos, do ponto de vista temporal, por meio da análise conceitual da historiografia e das Ciências Sociais, concatenada com a relação espacial através da geografia física, humana, econômica e política, além de transpor as reflexões das análises para os campos filosóficos, promovendo assim um processo de interdisciplinaridade entre as ciências humanas vinculados também a literatura para estudo dos acontecimentos ocorridos no Brasil e na América Latina no período de 1889 até o tempo presente.

Para tanto, contempla-se as experiências de trabalhadores urbanos e rurais, artistas, religiosos, elites, militares, intelectuais, produtores culturais, partidos e movimentos sociais. Em todo os planejamentos as abordagens estão voltadas à atuação das forças ideológicas entre o urbano, o campo, os imaginários sociais, perspectivas antropológicas, etnológicas, com base nas análises das pesquisas quantitativas e qualitativas, suas formas de organizações com recortes temporais definidos a partir dos períodos históricos convencionados da seguinte forma: Guerra Fria Cultural, anticomunismo, Ditaduras Civil-Militar ou Regimes Militares, processos de redemocratização, Globalização, implementação do Neoliberalismo, atualidades, cenários e conjunturas do tempo presente.

O curso se propõe a delinear as relações entre as esquerdas, direitas, elites, conservadores, organizações da sociedade civil, os governos militares, a resistência à ditadura civil-militar,

considerando-se as lutas armadas e as disputas político partidárias, além da atuação dos militantes católicos, protestantes e dos demais segmentos religiosos, estudantes, ativistas culturais e políticos. Busca-se ressaltar o ordenamento jurídico do estado e as atuações para execução de políticas repressivas dos governos militares no Brasil e na América Latina. As conexões entre o local e o global serão uma constante no decorrer do curso, uma vez que a história global e transnacional nas humanidades é imprescindível para formação dos aprendizes globais. Por fim, o centro da discussão será a atuação de vários segmentos da sociedade organizada no processo de redemocratização e a análise do que resta da ditadura civil-militar na sociedade atual, suas relações com o processo de globalização, neoliberalismo, capitalismo e as crises sociopolíticas que permeiam o estado contemporâneo.

Eletiva de Humanidades - História das ideias: cultura, política e imaginário social.

1 Credit

Prerequisite: G9 BSS

O presente curso tem com objetivo analisar o processo de construção social no Brasil e no Mundo a partir das muitas rupturas ocasionadas por correntes teóricas que compõem a história das ideias. Nesse sentido, a proposta considera analisar a interlocução entre a cultura política e a cultura social no mundo ocidental e oriental, apresentando as muitas articulações entre conceitos e contextos de diferentes escolas teóricas. A eletiva será pautada por estudos de caso em escala global e nacional, bem como pelo arcabouço teórico-metodológico existente sobre os fenômenos da dinâmica social do mundo contemporâneo.

World Languages

AP Spanish Language and Culture - Elective

1 Credit

The AP Spanish Language and Culture course is a rigorous course, taught exclusively in Spanish, that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, magazine and newspaper articles. Additionally, we will use a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Central to communication is the following premise from the Curriculum Framework: *When communicating, students in the AP[®] Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).*

To support building communicative proficiency, I use the *Palabra de honor*, adapted from the protocol used at Middlebury College, which requires that students speak Spanish exclusively: between them and me and among the students themselves, at all times and for all purposes while in my classroom and beyond.

Design and Technology

G9 MYP Design	½ Credit
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This course is divided into two sections.

Section V, which has the goal to develop students' programming skills and fluency on the Design Cycle. The students will design mobile apps to solve a problem of their choice.

Following the Design Cycle, the students will inquire about how the problem is understood by a specific audience, analyze existing apps, inquire about how to program the app, develop ideas and create the solution. The courses use JavaScript as the programming language and AppLab from Code.org as the platform to design and program the apps. The concepts learned in this course will span all programming languages and tools. Students will be able to design, program, use, share and test mobile apps.

Section S, will also aim to develop students' programming skills and problem solving skills by engaging with elements of computer science as a medium for creativity and communication. Students will empathize with the visual and content needs of a user and design solutions to address those needs. By learning how to structure and style pages using HTML and CSS, students will practice programming skills such as debugging and commenting and how HTML can be applied on different platforms. In addition, they will also explore digital citizenship of intellectual property, copyright and digital footprint. The course will use the code.org platform to inquire how different systems used to represent information in a computer, the challenges and tradeoffs posed by using them, how collections of data are used to solve problems, and how computers help to automate the steps of this process. Concepts learned in this course will be applied to the redesign of their student portfolios as their final product.

<i>Computer Science Principles (AP option)- Elective</i>	1 Credit
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Computer Science Principles is a course designed to introduce high school students to the foundational concepts of computer science and challenge them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. The course covers 7 big topics including the Internet, Big Data, Abstraction, Global Impact, Algorithms & Programming, data and information. The course will make use of resources and endorsed curriculum available on the platform Code.org, where students will find videos to support concept learning, digital environments to support skill practice and online activities to be tracked and graded by the teacher.

Physical Education and Health

G9 and G10 MYP Physical and Health Education	1 Credit each
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Physical and health education focuses on both learning about and learning through physical activity. This class encourages and enables students to use inquiry to explore physical and health education concepts, participate effectively in a variety of physical activities, and understand the value of a healthy lifestyle. The course is taught using the MYP Criteria and Rubrics.

G11-G12 Physical Education	1 Credit each
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These courses are required each year of high school and are intended to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. In each of the grades, knowledge, skills and application of concepts are built by participation and instruction in the following activities: team, dual and individual sports, movement composition, and physical fitness. All students must earn 2 credits in PE in order to graduate.

Fine Arts, Music, and Drama

The arts enable students to creatively express ideas and respond to a wide range of human experiences, thus PAS believes that artistic experiences are vital in facilitating the holistic development of the students across the curriculum. In addition to following the requirements of the AdvancEd Accreditation Standards, PAS aims to provide an arts program that allows both its International and Brazilian students regular opportunities to experience the satisfaction, accomplishment, and joy of the artistic process.

G9 MYP Music	½ Credit
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This course enables students to read and compose rhythms fluently through drums, percussion and songwriting. Students will be provided with both theoretical and technical knowledge in order to sight read music, play as a group and make a full composition following a rubric. The learning experiences include music notation, modal system / harmony and scales, guitar, piano and songwriting.

G9 MYP Visual Arts	½ Credit
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The Gr9 elective is first semester only and will give students opportunities to work on a variety of scales, formats and materials using a range of techniques in both 2D and 3D and increasingly with the DLP digital formats, too ; they will develop confidence in their knowledge and understanding of processes and be informed by historical and contemporary art and culture. Techniques are demonstrated and students will be encouraged to vary and add their own twist, personality and interests. Feedback is in live classes where peer review and support is encouraged, it is also verbally recorded using note for formative assessment on class and homework activities and written to individual pupils for their summative tasks.

The first quarter project is built around a design problem such as interior or set design for theater which gives students the opportunity to collaborate with each other to construct the design solution in 2D & 3D. Quarter two is interdisciplinary with English and Geography in a

project called *Voices in Society* where there will create artworks for a film on a marginalised group of people in society.

HS Visual Arts - Elective

1 credit

This course strives to give students a broad range of experience in drawing, painting and sculpture. Students are encouraged to think in creative and imaginative ways and use art techniques in expressing themselves by communicating their ideas, beliefs and feelings. The understanding of depth in art skills is in the centre of the course's main skill techniques. Students will be creating art in response to whole school events and will be adapted into a variety of digital formats during and beyond the DL programme. Whole school events include the Daniel Pearl concert, International Day and Literary Week among many others. Art and design history also form part of the research conducted for projects and students will work individually and in groups to present to the rest of the class and to improve their understanding of art and use of vocabulary in their critical and creative thinking.

HS Music & Band - Elective

1 credit

This course will begin with a short review of music principles on singing, guitar, keyboards and drums. The main goal will be to learn and perform different music genres as a group. For every song to be learned there will be an objective analysis of its main music elements. Part of the repertoire will be chosen by students and the performances might include the Holiday Concert, Arts Assemblies and the Variety Show.

HS Drama - Elective - Not Offered SY 20-21

1 credit

This course will begin with an overview of the many roles and jobs that are a necessary part of mounting and presenting any type of theater production. Students who take this course will be integrally involved in the production side of the annual school musical and will be asked to take a leading role in some aspect of the show, whether it be pre-production, or backstage. They may also choose to participate as an actor. The course will also include a complete review of the history of musical theater from its inception up until the present day and the students will play an important role in the selection of the musical that will be chosen for the school year in which they are enrolled in the class. All pre-production work for the musical will be done as part of our class time and will require no further time commitment by students, however, if a student chooses to also be an actor or work in backstage production, they should be aware that an outside-of-class time commitment will be involved.