



**ESCUELA AMERICANA**  
EL SALVADOR

# SECONDARY SCHOOL CATALOG

2024 - 2025



# TABLE OF CONTENTS

Letter from the Director	5
The Middle Years	7
EA Graduation Requirements	8
Credited Courses	10
The Advanced Placement (AP) Program	11
Course Selection Overview	12
English Courses	15
Mathematics Courses	20
Visual & Performing Arts	25
Physical & Health Education	34
Science Courses	36
Social Studies Courses	41
Spanish	46
World Languages	51
One Schoolhouse	54
Credit Tracker & Planning Worksheet	55
College Paths by Country	56



# LETTER FROM THE DIRECTOR

Dear Escuela Americana Secondary Student,

At EA, we're all about getting you ready for the awesome opportunities coming your way in the real world. Our mission is to help you Connect, Create, and Explore throughout your life. That means picking up skills like critical thinking and problem-solving, and nurturing your curiosity, creativity, and resilience. We want you to be the best you can be, both academically and personally.

This Course Catalog has been compiled to assist you in understanding the transition from middle school to the high school years of your Secondary School journey. You will have an increasing level of choice in designing your course of study, and this catalog will serve as a crucial resource for both you and your parents during your decision-making process. We encourage you to create a plan and remain open to the possibilities that come with exploring your academic and personal success.

EA offers challenging courses through our Advanced Placement options, providing an opportunity to explore interests beyond traditional courses. You will also have access to courses through our partnership with OneSchoolHouse in grades 10–12, enhancing your learning experience. While courses offered by OSH are billed separately, they will be reflected on EA transcripts and included in your GPA.

Please use the information in this course catalog to map your journey to success and design a curriculum that allows you to develop and explore personal interests. Select courses that strike a balance between your academic responsibilities and other interests, and consider the possibilities for developing your talents while discovering your strengths. Challenge yourself to demonstrate the necessary skills to become a more resilient, ethical, and motivated learner. Above all, we want you to relish your years of learning at EA and the time you spend in Secondary School creating memories and enduring learning experiences that will shape your adult life. We want you to remember Secondary School as the time when you learned how to learn and discovered more about yourself.

With best wishes,



**Mario Martinez**  
Secondary School Director



# THE MIDDLE YEARS

## 6<sup>TH</sup>-8<sup>TH</sup> GRADE

The Escuela Americana Secondary School uses a middle school model for students in grades six through eight to meet their age-appropriate needs. Incorporating grade level teams of teachers, a well-defined advisory program in Community Time, multi-faceted guidance and support services, and exploratory courses, our programs help build the strong foundation necessary for responsible civility, personal development, and life-long learning.

Our curriculum is challenging, integrative, and exploratory, and our programs are designed to meet the intellectual, social-emotional, psychological, developmental, and physical needs of students in the middle school age group. Habits and skills developed during this time will remain with the students for high school, college, and the rest of their lives, so we intentionally teach effective learning habits, time management strategies, and study skills. Summaries of individual courses can be found in subsequent sections of this catalog.

### 6<sup>th</sup> GRADE

- English 6
- Math 6
- Social Studies 6
- Science 6
- Physical Education/Health 6
- Spanish 6 or Spanish as a Second Language
- Exploratories include: Band, Choir, Drama, STEAM Lab, Art, French

### 7<sup>th</sup> GRADE

- English 7
- Math 7
- Social Studies 7
- Science 7
- Physical Education/Health 7
- Spanish 7 or Spanish as a Second Language
- Exploratories include: Band, Choir, Drama, STEAM Lab, Art, French

### 8<sup>th</sup> GRADE

- English 8
- Pre-algebra or Algebra 1
- Social Studies 8
- Science 8
- Physical Education/Health 8
- Spanish 8 or Spanish as a Second Language
- Exploratories include: Band, Choir, Drama, STEAM Lab, Art, French

# EA GRADUATION REQUIREMENTS 9<sup>TH</sup>-12<sup>TH</sup> GRADE

## COURSE PLANNING

English	4 credits
Mathematics*	4 credits
Spanish^	4 credits
Social Studies	4 credits
Science	4 credits
Physical Education	2 credits
Performing & Visual Arts Electives	2 credits
Other Electives	4 credits
Computers^^	Proficiency

\* Three of these credits must be earned between 9th and 12th Grade. Students must take a mathematics course every year.

^ Non-native speakers substitute these courses with Spanish as a Second Language (SSL).

^^ Computer skills learned in Elementary are mastered in Secondary through their application across the curriculum.

In order to achieve the high school diploma students must earn 27.5 credits and students must take a full course load all four years.

## BACHILLERATO DIPLOMA

Students desiring a Bachillerato Diploma from the Salvadoran Ministry of Education must follow a prescribed schedule of classes. Courses offered as part of the regular instructional program will count as credit towards this diploma. Students must also complete 150 social service hours and pass a national standardized test.

**Courses that are integrated within the EA courses meet the requirements for the Bachillerato Diploma. All required content is integrated into the US diploma courses for each student in their 10th and 11th grade years.**



## INTEGRATED CONTENT INTO 10TH AND 11TH GRADE COURSES

### ÁREA BÁSICA

Lenguaje y Literatura

Matemática

Ciencias Naturales

Estudios Sociales y Cívica

Idioma Extranjero

Informática

Orientación para la vida

### ÁREA COMPLEMENTARIA

Moral, urbanidad y cívica

Seminarios

Curso de Habilitación Laboral

### COMPETENCIAS CIUDADANAS

Evidencia de actitudes favorables para la convivencia y cultura de paz

Acepta y valora la diversidad

Toma decisiones de forma autónoma y responsable

Se expresa y participa con respeto

Muestra sentido de pertenencia y respeto por nuestra cultura

# CREDITED COURSES

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English I	English II or AP Seminar	English III or AP English Language	English IV or AP English Literature
Algebra I, Geometry and/or Algebra II	Geometry and/ or Algebra II, Pre-Calculus or AP Pre-Calculus	Algebra II, Probability & Statistics, Applied Math, Pre-Calculus, AP Pre-Calculus, Calculus or AP Calculus	Pre-Calculus, AP Pre-Calculus Calculus, AP Calculus, Probability & Statistics, Applied Math, or AP Statistics
Spanish I*	Spanish II*	Spanish III*	Spanish IV* or AP Spanish Literature
Modern World History	U.S. History or AP U.S. History	Salvadoran Studies^	Latin American History/ Comparative Government or AP European History
Biology	Chemistry	Physics or AP Physics	Environmental Science, Human Anatomy, or AP Science (Biology, Chemistry, Physics, or Environmental Science)
PE	PE	Elective Course(s)	Elective Course(s)
Art Elective Course(s)/ Foreign Language	Elective Course(s)	Elective Course(s)	Elective Course(s)

\* Non-native speakers will take Spanish as a Second Language (SSL)

^ Required course for the Salvadoran Bachillerato Diploma.

# THE ADVANCED PLACEMENT (AP) PROGRAM BY COLLEGE BOARD



The Advanced Placement program at Escuela Americana gives our students exposure to college level courses in a high school setting. Validated through College Board, students are able to explore higher level content in the different areas of their interest. Students who wish to challenge themselves with these more demanding courses get a 10–point bonus on the final annual grade for their GPA calculation, provided students pass the class and obtain a score of 3 or higher on the corresponding AP exam. Additionally, students who successfully pass the mandatory Advanced Placement examination from College Board in May each year may earn college credits for the course (colleges and universities decide which AP scores to accept in which subject areas). Students who score a 1 or 2 on their AP exam or who do not show up for their test will not be awarded the bonus GPA points and they will not be allowed to enroll in another AP class in that area the following school year.

Students may enroll in an Advanced Placement (AP) course if they meet the following criteria:

A current teacher recommendation.

A 90% or above three–quarter average and no learning behavior scores below 3 in the content area.

A committee will review and approve requests for enrollment in more than 3 AP courses.

*\* Students who do not qualify may appeal to a committee that will review their cases and make a final decision on a case–by–case basis.*

Since AP courses are college level, students are expected to complete work above and beyond that of the regular curriculum. Typically, such work entails additional homework and/or weekend work to complete reading, writing, and research required for classes. All students who register for an AP class are required to take the corresponding AP exam in May.

Advanced Placement Course Offerings:

• AP Precalculus	• AP Physics 1
• AP Calculus AB	• AP Environmental Science
• AP Calculus BC	• AP United States History
• AP Statistics	• AP European History
• AP Language and Composition	• AP Economics (Macro and Micro)
• AP Literature and Composition	• AP Spanish Literature and Culture
• AP Seminar	• AP French Language
• AP Chemistry	

All students who request an AP course must complete a summer assignment and pass a related assessment administered in the first days of class. Students who do not complete the summer work or who do not pass the related assessment will be automatically withdrawn from the class.

Students will be required to complete a full-length practice exam at least once during the school year to gauge readiness and set personal score achievement goals.

Students and parents will sign a contract acknowledging this policy and its requirements before the beginning of the school year.

## COURSE SELECTION OVERVIEW

The school master schedule is built in the spring based upon student needs and student course requests. The schedule is constructed so that students are enrolled in required courses, and every effort is made to schedule the electives students have indicated as their first choice. The schedule also takes into account the staff and facility parameters of our school. Courses and schools are staffed based on student course selection in the spring. Once course sections are finalized, changes will be made only if there are extenuating circumstances. Course offerings are subject to change.

### STUDENT RESPONSIBILITIES IN THE COURSE SELECTION PROCESS:

- Discuss selections with counselors and academic teachers.
- Inquire about elective offerings from teachers in those departments.
- When appropriate in High School (9th-12th Grade), discuss choices with the Blue Ivy college coach to ensure that course selection is appropriate for intended college preferences.
- Read and discuss the Course Catalog with parents.
- Discuss the preliminary course selections with parents and make sure chosen courses in the Four Year Plan are accurate and appropriate.
- Attend either an individual or group mandatory meeting to sign the four year plan. A parent or guardian must be present.
- Complete an online course request form and submit it to the counselor.
- For electives, choose an alternate course and add it to the "2nd Choice Course(s)" section in the course request form.

### **IMPORTANT NOTES REGARDING THE COURSE SELECTION PROCESS:**

- The master schedule will be created based on students' course selections. You will not be allowed to change your selection unless this can be accommodated after all student schedules are created.
  - Elective courses with low enrollment might not be offered. This is why selecting alternate courses is critical.
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### **SCHOOL RESPONSIBILITIES IN THE COURSE SELECTION PROCESS:**

- The school will provide appropriate support in the course selection process.
  - Incoming 9th grades students will have informational session and workshops to guide their elective selections.
  - Incoming 10th, 11th, and 12th grade students will have Course Planning Workshops to review and adjust their Four Year Plan.
  - The school will provide an electronic copy of the course catalog to all students to support their decision-making in course selection.
  - The school will build a master schedule in spring based upon student needs and elective course requests.
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### **SCHEDULE CHANGES:**

- It is the student's responsibility to recognize his/her inability to meet the requirements of a course within the first week of the school year for all courses.
- The student will have a period of six (6) school days to drop/add classes at the beginning of the school year; and four (4) school days for second-semester course changes at the beginning of second semester.
- If, for any reason, the student decides to drop a course after the drop/add period has closed, the student will receive a Withdraw (W) for the grade on their report card, which will be recorded on their official transcript. Withdrawing from a class is subject to administrator approval.
- Schedule changes are subject to space availability and can only be made if the requested change is for the same block or if it involves a block where SDL can be changed.



# ENGLISH COURSES

The Escuela Americana Secondary School English Department strengthens the abilities of students in reading, writing, and communicating in English. Through the study of literature, composition, and presentation, students will develop their vocabularies, improve and refine their skills in grammar and writing composition, and learn to think critically and analyze literature at increasingly sophisticated levels. Teachers incorporate assignments that appeal to a range of learning styles, both for variety and to maximize learning. Students will be exposed to literature by authors representing a variety of cultures, eras, styles and themes. Furthermore, students will write for a variety of purposes in order to enhance knowledge and skills, deeply engage with different perspectives and viewpoints, and efficiently prepare for college-level work. All required courses are year-long, one-credit courses.

## **ENGLISH 6 – *Connecting to the World Around Us***

The sixth grade English program focuses on developing skills that help students connect to the world. Through this lens, the processes of reading, writing, listening, and speaking are taught in an integrated manner. Students strengthen their knowledge and application of language conventions throughout the year. Course components include reading and analyzing various fiction and nonfiction texts; and writing realistic fiction, persuasive speeches, and informational articles. Instruction mainly occurs through a workshop model, which include class-wide mini-lessons, small group instruction, and student conferences.

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## **ENGLISH 7 – *Exploration***

The goal of this seventh grade English course is to provide a rigorous and engaging environment in which students develop their ability to write, speak, and understand literature through the lens of exploration. Students will read and respond to literature critically through understanding craft, mechanics, and social context. Classwide text selections include various novels, poems, and short stories, as well as works chosen by the students themselves to develop reading comprehension and confidence. In this course, students will grow their skills in multiple modes of writing, including narrative, persuasive, and literary. Emphasis will be placed on individual growth through the Writer's Workshop model, including adaptive mini-lessons, methods of revision, and individual conferencing. Writing will be assessed via rubrics based on the 6+1 Traits and the AERO Standards.

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## **ENGLISH 8 – *Creating Human Connections***

Eight grade English is focused on acquiring and refining skills necessary to become successful writers, readers, and thinkers. Students create connections with texts we read, conversations we have, and compositions we write. Using the lens of “creating human connections,” students explore the power of language in human relationships. Students hone practical skills like comparing and contrasting current events, assessing bias in the media, and understanding an author's purpose and their intended audience. They will also explore how specific language, writing styles, and the use of literary devices can change people. Students analyze plagiarism and its effect on pop culture, and identify and compare literary devices in short stories. They learn how to connect to

self-selected novels and the themes prevalent in dystopian fiction, as well as current events that they identify with as individuals. There is a heavy emphasis on the idea that writing is a rigorous and ongoing process that requires planning, drafting, and revising. Students write daily to enhance their techniques, as well as strengthen their vocabulary. To demonstrate understanding and comprehension, students generate and connect major ideas and then support them with properly cited and valid textual evidence. Together, these skills help students develop critical thinking capabilities and produce effective unbiased information by exposing them to an assortment of genres and topics.

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## ENGLISH I – *What Do We Owe Each Other?*

### (9th GRADE REQUIRED COURSE)

Coursework in English I requires students to critically think about what we owe one another. Using this lens, students will explore various literary genres and works to help them answer this question. These works include novels such as *The House on Mango Street* by Sandra Cisneros, *Night* by Elie Wiesel, *Romeo and Juliet* by William Shakespeare, and short stories and poetry by various authors. Additional novels may be added as deemed appropriate by teachers. An emphasis will be placed upon conventions of academic writing, including thesis statements, methods of organizing ideas in essay format, supporting assertions with textual evidence and evidence from primary and secondary sources, and identifying various themes to understand and explain the importance of a selection of literary texts, genres, and contexts. Additionally, students will develop research and argumentation skills via non-literary texts. Students will complete a minimum of two literary analyses, two argumentative essays, and one cause and effect essay. Collaboration will be emphasized through pair and small group activities and presentations. Competency will be assessed via daily participation, written assessment, quizzes, comprehension checks, and small group and individual presentations.

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## ENGLISH II – *Silver Linings: The Road to Happiness*

### (10th GRADE REQUIRED COURSE, MAY BE SUBSTITUTED WITH AP SEMINAR)

World Literature English II is designed to guide 10th grade students on an exploration of a variety of genres that include novels, drama, short story, nonfiction, film study, and poetry through the uniting theme of “Silver Linings: The Road to Happiness.” Some possible reading selections are: *Persepolis* by Marjane Satrapi, *Anthem* by Ayn Rand, *The Catcher in the Rye* by J.D. Salinger, *Lord of the Flies* by William Golding, and William Shakespeare’s *Julius Caesar*. Students will continue developing independent analysis, interpretation, and advanced comprehension skills through reading, writing, class discussions, oral presentations, and projects. The first semester will focus on analyzing literature and short fiction which will lead to a major research paper and project designed to expose students to research methodology, the use of licensed resources, proper use of MLA format, drafting, and editing; as well as transferring research to design a creative Awareness Campaign. The second semester will focus on nonfiction, poetry, and drama; paying close attention to oral presentations. Students will develop and hone public speaking skills through presentations from their collection of original poetry, writing and performing an original script, and designing, researching, and delivering a TED Talk focused on the theme of Silver Linings. The goal of the course is to provide students with solid analysis, writing, and speaking skills that will allow them to communicate ideas to a variety of audiences through diverse platforms. All writing and coursework is assessed via rubrics based on AERO Standards.

### ENGLISH III – *Shaping Ideals: The Changing Nature of “America.”*

(11th GRADE REQUIRED COURSE, MAY BE SUBSTITUTED WITH AP ENGLISH LANGUAGE AND COMPOSITION)

In English III, which focuses on literature from the United States, eleventh grade students continue to practice critical reading and writing with a focus on literature by authors from there. Using the lens of how the vision of the United States of America has changed over the past 500 years, students will take a chronological approach to help them understand the development of what we call “American Literature” from the beginning of the country’s history to literature from the last few years. Students will practice writing and editing formal and informal essays such as narrative, compare & contrast, and literary analysis. They will also keep a writing journal to encourage creativity and language fluency. Essays are graded using the English department rubric based on 6+1 Traits and AERO Standards with an emphasis on content, grammar, and mechanics. Through research projects, students will practice academic research and produce a works cited page in MLA format. The class will focus on a project based approach in some units, where students will produce meaningful compositions that stimulate creativity and interpersonal communication, and challenge established beliefs through exploration. Possible novel reading selections include ***The Great Gatsby***, ***The House on Mango Street***, ***Slaughterhouse Five***, and ***The Things They Carried***. In addition, there are essays and excerpts by Emerson, Thoreau, and many others. They will read short stories and poems by a selection of authors that include Poe, Hawthorne, Faulkner, Whitman, Dickinson, Kerouac, Ginsberg, Frost, Hemingway, Eliot, Oliver, LeGuin, Brockmeier, Chiang, Dimitrov, Ashbery, Coates, Baldwin, and Hayes.

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### ENGLISH IV – *Who Do We Want to Be in the World?*

(12th GRADE REQUIRED COURSE, MAY BE SUBSTITUTED WITH AP ENGLISH LITERATURE AND COMPOSITION)

English IV is a twelfth-grade course designed to strengthen student analysis of literature through critical reading of classic and contemporary literature. Students will explore a diverse range of literature and writing styles through the framework and guiding theme which asks the question, “who do we want to be in the world?” Students will gain a sophisticated understanding of literature and its analysis and will learn to communicate effectively through writing, discussion, and presentation. A tentative list of works to be studied includes: ***Native Speaker*** by Chang-Rae Lee, ***Arrow of God*** by Chinua Achebe, ***100 Years of Solitude*** by Gabriel García Márquez, as well as short stories, essays, poetry, and film. Students will complete writing assignments, including research essays, formal literary analysis papers, journal responses on ideas and themes in connection with the literature, in-class timed essays, and creative writing assignments. Writing will be assessed using the EA English Department rubric based on the 6+1 Traits writing model and the Common Core State Standards.



## ENGLISH ELECTIVE COURSES

### **AP SEMINAR** (10th GRADE)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

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### **AP ENGLISH LANGUAGE AND COMPOSITION** (11th GRADE)

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

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### **AP ENGLISH LITERATURE AND COMPOSITION** (12th GRADE)

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

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### **PUBLIC SPEAKING** (SEMESTER COURSE, 11th - 12th GRADE)

The public speaking elective is designed to give confidence and real world practice to students who may lack confidence speaking in front of an audience. Many different types of presentations will be used to help students gain experience in situations which they may encounter at the university level or beyond. Examples may include a partner presentation, a business pitch, telling a story, reciting a poem, and many other experiences. This course is highly recommended for students who want to improve their presentation skills before university. This course will strive to help students of all backgrounds feel more comfortable when addressing an audience.



# MATHEMATICS COURSES

The Escuela Americana math program strives to develop our students' potential and meet high standards. It offers a range of courses designed to challenge students who love math as well as those who may not feel strength in this subject. The math courses are aligned with both AERO and the US Common Core State Standards.

## MATHEMATICS 6

Students learn independent thinking and how to use math in today's world. The main goal is for students to have true mathematical understanding, being able to not only calculate an answer, but also to explain the answer and how to apply the calculation. Students will further strengthen their computational skills and explore algebraic thinking.

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## MATHEMATICS 7

Students develop proficiency in handling operations with integers, decimals, fractions, and percents. They acquire the skills to solve both one- and two-step equations and inequalities. Furthermore, students grasp fundamental concepts of geometry and probability. Through reinforcing strategies for problem-solving, they apply lessons learned to real-world examples.

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## PRE-ALGEBRA

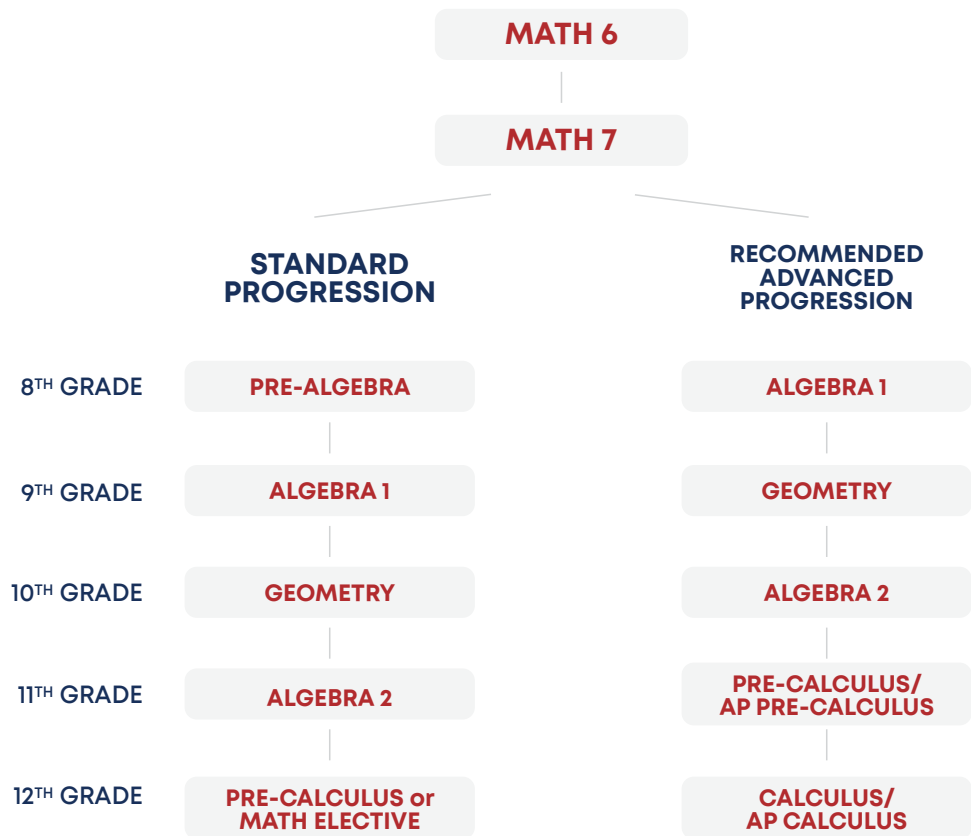
Students continue mastering operations with integers, decimals, fractions, and percents; and also solving one- and two-step equations. They strengthen strategies for problem-solving, explore number theory and geometry, analyze data, and learn how to convert units of measure.

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## ALGEBRA I\*

This course introduces students to the axiomatic bases of algebra, while at the same time helps to develop reasoning skills and the ability to use Algebra to solve problems, laying a foundation for subsequent courses in mathematics. The main topics covered are real numbers, solving linear and quadratic equations, solving systems of linear equations, applying laws of exponents, factoring expressions, and solving inequalities.

*\*Select students are invited to enter Algebra I in eighth grade based on factors that show readiness including MAP test scores, current and past performance in math classes, work ethic, level of self-advocacy, and teacher recommendations.*



*Students may request to take Geometry & Algebra 2 concurrently. Requests will be approved based on MAP Scores, current and past performance in math classes, work ethic, level of self-advocacy, and teacher recommendations.*

*Any credited courses taken outside EA due to special student circumstances must be preapproved by the administration.*





## MATHEMATICS IN 9th - 12th GRADE

In 9th–12th Grade, courses are based on specific content and are designed to integrate students from different grade levels. Students are able to take the courses that challenge them regardless of their grade level, for example some 9th and 10th graders may be taking the same Geometry or Algebra 2 courses.

Students may move from mainstream math to a more advanced track in consultation with counselors and teacher and administrator permission. Approval will be based on MAP test scores, current and past performance in math classes, work ethic, level of self-advocacy, and overall teacher recommendations.

### **ALGEBRA I** (REQUIRED COURSE)

This course introduces students to the axiomatic bases of algebra, while at the same time helps to develop reasoning skills and the ability to use Algebra to solve problems, laying a foundation for subsequent courses in mathematics. The main topics covered are real numbers, solving linear and quadratic equations, solving systems of linear equations, applying laws of exponents, factoring expressions, and solving inequalities.

## **GEOMETRY** (REQUIRED COURSE)

Geometry is an algebra-based course focusing on a concrete approach to understanding the structure of the space around us. It begins with a brief algebra review, then moves on to proofs, graphing, parallel lines, right triangles, an introduction to trigonometry, polygons (including parallelograms, trapezoids, and rectangles), and finding area and perimeter of different shapes, among other topics.

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## **ALGEBRA II** (REQUIRED COURSE)

This course will prepare students with the algebraic and graphical skills that are the base they need for success in Precalculus. The main topics to be covered in this course are linear equations, systems of equations and inequalities, matrices, quadratic functions, polynomial functions, exponential and logarithmic functions, rational and radical functions, and trigonometry.

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## **PRE-CALCULUS**

Pre-Calculus will provide students with all the skills and concepts necessary for success in Calculus. The course takes an in-depth look at solving and graphing a variety of equations and functions (polynomial, rational, logarithmic, trigonometric and exponential). Algebraic, graphical, and numerical approaches are emphasized to provide the student with options for solving and checking problems that model real-life situations. The course is taught with a constant awareness of what will help students be successful in any level of advanced math courses.

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## **CALCULUS**

Students completing Calculus demonstrate an understanding of the concepts of limits, curve sketching, continuity, techniques and applications of differentiation, and techniques and applications of integration. The Calculus course is taught using a graphical, numerical, and algebraic approach with the use of graphing calculators. Formal definitions and procedures will evolve from the investigation of practical problems.

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## **MATHEMATICS ELECTIVE COURSES**

### **AP PRE-CALCULUS**

This course equips students with the essential foundations for advanced college-level mathematics and science courses. Delving into a comprehensive exploration of solving and graphing diverse functions, including polynomial, rational, logarithmic, trigonometric, and exponential functions, students will cultivate a profound mastery of modeling various real-life scenarios using multiple representations. The curriculum is designed with a continual focus on fostering the skills necessary for success in Calculus at any level. The course framework meticulously outlines content and skills that are universally applicable to college precalculus courses.

### **AP CALCULUS AB** (11th - 12th GRADE)

AP Calculus AB is an introductory college-level Calculus course. Students cultivate their understanding of differential and integral calculus by engaging with real-world problems represented graphically, numerically, analytically, and verbally; and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Prerequisite: Pre-calculus.

### **AP CALCULUS BC** (11th – 12th GRADE)

AP Calculus BC is a college-level calculus course. AP Calculus BC is similar to AP Calculus AB. It explores the same concepts and applications, with additional advanced topics. AP Calculus BC covers more content than AP Calculus AB, though both courses require you to apply the same skills. Students will explore the concepts, methods, and applications of differential and integral calculus in more depth, including topics such as parametric, polar, and vector functions, and series. Prerequisite: Pre-calculus.

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### **APPLIED MATHEMATICS** (11th–12th GRADES)

Applied Mathematics is a course that is designed to move students further into the real-world application of mathematics. In the first semester, students will learn how to apply concepts of statistics and probability. Students will learn how to read, interpret, and analyze data presented in numerous ways. In the second semester, students will be introduced to and learn about key concepts and practical applications of the mathematics of personal finance. Finally, students will take time to review algebraic concepts to prepare them for success in first semester college math classes.

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### **PROBABILITY & STATISTICS** (11th – 12th GRADE)

Probability and statistics is a full year mathematics elective course that is designed to introduce students to the basic elements of probability and statistics. The students learn to display and describe quantitative data. Additionally, they analyze relationships between two variables. Practical skills in designing surveys, conducting experiments, and collecting data are emphasized, along with understanding sampling techniques and the importance of representative samples. Probability theory becomes a central theme, covering concepts like independent and dependent events, conditional probability, and basic rules of probability. Finally, students explore sampling distributions, equipping them with tools to make informed decisions based on data and apply statistical reasoning in real-world scenarios.

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### **AP STATISTICS** (11th –12th GRADE)

Equivalent to a one-semester university course in general statistics, focused on descriptive and inferential statistics. AP Statistics covers four main topics, including exploratory analysis, statistical studies, probability, and tests for statistical inference. Heavy emphasis is placed on real-life applications. With the use of the graphics calculator, students will perform simulations for deeper understanding of statistical patterns. Prerequisites: Algebra II and Geometry.

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### **PERSONAL FINANCE** (11th – 12th GRADE)

Personal Finance is a comprehensive and engaging course designed to equip students with the essential skills and knowledge to navigate the complexities of personal finance. The class will focus on developing financial literacy, gaining insights and practical tools to make informed and responsible financial decisions throughout life. Units of study include budgeting and financial planning, banking and money management, saving and investing, credit and debt management, understanding taxes, real-world financial decision making, and career vs. income choices.

# VISUAL & PERFORMING ARTS

At EA, we firmly believe in the fundamental role of the Arts in shaping a well-rounded student. Music, Theater, Visual and Media Arts serve as powerful experiential tools for exploring the significance of discipline, unity, creativity, problem-solving, and collaboration. Through hands-on learning, students express their creativity, manage responsibilities, and communicate with an audience. In a world that increasingly values instant gratification, they discover the fulfillment of working towards both short-term and long-term goals, all while relishing the connection with the present moment.

Now more than ever, experts across various fields acknowledge that creativity and collaboration are vital skills for young individuals. These skills, originating from engagement with the Arts, seamlessly transfer to every facet of life.

The artistic processes present challenges, provoke thoughts, inspire creativity, and affirm the individual and collective identity of students. They contribute to building a strong sense of self-worth while nurturing a feeling of connection with others. In this way, the Arts play a transformative role, making us more humane, elevating our spirits, kindling our imaginations and talents, and cultivating the essential skills and attitudes required for learning and leading fulfilling lives as global citizens.



# VISUAL ARTS

## **ART EXPLORATORY** (SEMESTER COURSE, 6th– 8th GRADE)

In an introduction to art, using the elements of art and the principles of design as a framework, students will investigate a variety of experiences and concepts. Students will explore various two-dimensional and three-dimensional art media using a variety of expressive and technical approaches. They will understand the factors that distinguish artistic styles and will develop an increased awareness of the nature of art and their relationship to it as they explore the meaning and value of works.

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## **3D-I** (SEMESTER COURSE, 9th–12th GRADE)

3D-I serves as the introductory level for sculpture, providing students with the foundational knowledge to create and interpret sculptures. Throughout the course, students explore various artists and their distinctive styles, applying their skills in the art process through research, ideation, creation, and analysis of their own three-dimensional creations. The curriculum includes experimentation of different materials used in sculpture, emphasizing their proper and safe usage. This Level I course has no prerequisites.

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## **3D-II** (SEMESTER COURSE, 9th–12th GRADE)

3D-II is designed for students dedicated to advancing their expertise in three-dimensional art. Participants will broaden their understanding of materials and artistic techniques and continue to explore various artists and styles as they apply their own creative process. The course focuses on refining creative skills through personal projects that require research and a written justification. Students will also have the opportunity to experiment with different concepts and ideas. Please note that this is a Level II course. Prerequisite: 3D-I.

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## **ART I** (SEMESTER COURSE, 9th–12th GRADE)

This art course is designed for beginners, introducing students to creative pathways in artmaking. It encourages the combination of traditional media to craft their pieces while exploring the elements of art and principles of design. The primary goal of the course is to instill confidence in students, enabling them to create original artwork and express their ideas. It is a Level I course with no prerequisites.

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## **ART II** (SEMESTER COURSE, 9th–12th GRADE)

This course encourages complete immersion in combining and mixing traditional and non-traditional art media to create original artwork. Through a variety of projects, students will explore, experiment, and reflect upon art while mindfully applying the creative pathways and honing their craftsmanship skills. Please note that this is a Level II course. Prerequisite: Art I.

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## **ART PORTFOLIO I** (10th–12th GRADE)

This is an advanced drawing/painting course for students who wish to compile several art portfolio-ready pieces

for future needs. The projects in the first semester aim for students to develop their observational, artistic, and compositional skills using various media. Projects in the second semester will center on the exploration of visual communication and personal style, all while enhancing artistic skills. This is a Level II student-driven course. Prerequisite: A previous year of any of the offered arts courses.

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### **ART PORTFOLIO II Drawing / 2D** (11th–12th GRADE)

This is a project-based course in which students are encouraged to explore further the media learned in other art courses and to understand the importance of creating art through inquiry, practice, experimentation, and revision of concepts, materials, and processes. Students will develop visual literacy and critical thinking skills while creating a high-quality research-based art portfolio. This course can be taken twice, each time resulting in a different portfolio outcome, either Drawing or 2D. It is a Level II student-driven course. Prerequisite: 2 years of any of the offered visual/design arts courses.

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### **PHOTOGRAPHY I** (SEMESTER COURSE, 9th–12th GRADE)

This is an introductory course to the art of photography, which focuses on developing an artistic eye through the use of composition fundamentals and skill development. It is a journey of experimenting and getting out of the box to find a personal visual voice and style through storytelling and purpose in photographs. Through a series of projects and challenges, in groups and individually, the student will find the freedom to explore issues and subjects that matter to them. The student will also learn the basics of photo editing using Lightroom, and will create a digital portfolio at the end of the semester. This is a Level I course and has no prerequisites.

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### **PHOTOGRAPHY II** (SEMESTER COURSE, 9th–12th GRADE)

This is a continuation of your personal creative photo journey and a pathway to move forward into a deeper understanding of light, camera settings, skill development and studio setup. Through a series of challenges and projects, both in groups and individually, the student will gain knowledge and refine techniques to advance into making this art form an instrument for personal expression. The student will also polish their editing skills, and learn to curate work for a digital portfolio. A camera with manual mode settings is required for this course. This is a Level II course. Prerequisites: Photography I and a camera.

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## **PERFORMING ARTS**

### **CHOIR & VOCAL MUSIC**

#### **CHOIR EXPLORATORY** (SEMESTER COURSE, 6th–8th GRADE)

Through this semester-long exploratory course, students gain skills to present themselves in front of an audience and learn how to use music as a form of self-expression. Students will develop self-confidence and build teamwork skills through high-energy, movement-based activities. A focus on fundamentals of vocal technique, reading music, and performance will enable students to employ practical skills in both musical and non-musical future endeavors. No previous singing or musical experience is required.

## **VOCAL PERFORMANCE** (9th–12th GRADE)

This course is designed for high school students who want to improve their singing voice, build confidence, and develop creativity while engaging in a collaborative community. In this course, students will learn about solo and ensemble vocal technique for a variety of different styles and genres, according to their interests. Students will develop skills in reading music and performing. No previous singing or musical experience is needed, but instructor permission is required to re-enroll in the course.

## **BAND & INSTRUMENTAL MUSIC**

### **BAND EXPLORATORY** (SEMESTER COURSE, 6th–8th GRADE)

The Band class in 6th to 8th grade is designed so that students can fully enjoy their band activities and continue to develop the musical skills learned in Elementary School. Students will gain a satisfactory mastery of the fundamentals of music and will have the opportunity to perform live in front of an audience. The course also serves as an introduction to a formal music program, continuing with High School 9th grade Band class. Students will learn teamwork and a sense of community by being part of a music band.

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### **HS BAND** (9th–12th GRADE)

This course is a continuation of skills and concepts learned in MS Band and is for students who have previous experience with woodwind, brass or percussion instruments. Students in this course will study, practice, and perform a range of wind band repertoire pieces. Along with learning music theory, and techniques for rehearsal and performance, students will hone their technical proficiency on their instrument. This is a performance-based class. Students are encouraged to have their own instrument at this level. Prerequisite: Band Exploratory and a previous audition or recommendation from the band teacher.

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### **BEGINNER INSTRUMENTAL MUSIC** (9th–12th GRADE)

This course is intended for those students who have little or no background in instrumental practice. In it, students will be introduced to the technical details of music, such as musical notation, intervals, and basic harmony, among others, in an enjoyable and practical way. They will learn that making music in collaboration with classmates is a fun and relevant activity. Music appreciation and listening to music from a more active perspective is an important aspect of this course.

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### **INTERMEDIATE MUSIC** (9th–12th GRADE)

In this course, intermediate level students with some experience playing guitar, electric bass, keyboard, or minor percussion will develop and improve their understanding of musical styles, terminology, methodology, and performance techniques. This course is for students who wish to delve deeper into the content seen in previous Music courses. The class projects are the main activity and determine the student's grades. In addition, the class will help improve and achieve instrumental performance skills with a challenging, higher level repertoire. Placement for this course is based on student audition and teacher discretion. Prerequisite: Beginner Instrumental Music or equivalent musical experience.

## **ADVANCED MUSIC** (9th–12th GRADE)

This course is for advanced students with experience playing guitar, electric bass, keyboard or minor percussion and who are interested in music performance and developing a deeper understanding of music theory and practice techniques. This course is for students who have shown great interest in music education and the deepening of the content seen in intermediate music courses, including reading music notation and instrumental practice. This course reinforces independent work and creativity. Also, the ensemble is a critical component of classwork, especially before a main project or before a performance. Placement for this course is based on student audition and teacher discretion. Prerequisite: Beginner Instrumental Music and Intermediate Music or equivalent musical experience.





## THEATER

### **THEATER EXPLORATORY** (SEMESTER COURSE, 6th – 8th GRADE)

Theater is an exploratory course where students will experience communicating and expressing themselves in a group setting. This class provides a foundation of vital skills to help students succeed in school and throughout their lives, including the fundamental qualities of self-esteem, confidence, creative thinking, performance skills, public speaking, leadership, and teamwork. Starting with warm-ups and games, students explore how to create a character, use their voice in different ways, and experiment with non-verbal communication and pantomime. The new acting skills are put to use by performing monologues, skits, and short plays.

### **THEATER I** (SEMESTER COURSE, 9th – 12th GRADE)

The overall goal of Theater I is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of theatrical skills. The imaginative exploration involves setting up a theatrical situation, “acting out” that situation, communicating within that situation and reflecting on the consequences. It is this reflection that provides the knowledge for self-development. This is a Level I course and has no prerequisites.

## MEDIA ARTS & FAB LAB

### **STEAM EXPLORATORY** (SEMESTER COURSE, 6th – 8th GRADE)

Throughout this semester course, students will grasp essential engineering design concepts, elevating their teamwork and analytical as well as creative thinking skills. The emphasis lies on the engineering design process and crucial soft skills such as time management, problem-solving, leadership, and empathy. Students engage in diverse projects incorporating problem-based learning and technology to further their comprehension. These in-class projects serve as challenges, encouraging the refinement of interpersonal skills, creativity, and a deeper

understanding of the design process. The overarching objective is to equip students with strategies for effective self-directed learning. The students will embark on a visual exploration in our Graphic Design STEAM program. Blending Science, Technology, Engineering, Arts, and Mathematics, the course introduces students to graphic design essentials. Using tools like Canva, students delve into typography, color theory, and layout creation. Beyond fostering artistic expression, the course enhances critical thinking and digital communication skills crucial in today's visually-driven world. Real-world projects make this course a valuable fusion of creativity and technology.

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### **DIGITAL DESIGN** (9th – 12th GRADE)

Digital Design is an introduction to computer-based design, where concepts and ideas are visually expressed by using Adobe CC design programs. In this course, we will be learning all the basic elements and principles of design that will serve as a guide to solve real world problems with authentic assessments. Students will explore the possibilities of each project through exercises, along with the language of design, and the application of design thinking, and the use of tools and programs for graphic solutions during the year through project based learning. The members of the class will work individually and in groups to develop projects that will allow them to follow different design methods, design thinking, creative techniques and graphic design tools for creation. The instructor will guide, observe, and monitor progress until each design student's expectations are clear, and projects are fully completed with constructive feedback given for each step in the process. Each unit will count as a course project that will sum up knowledge and gain skills by the year's end, preparing them to develop creative graphic design solutions. There is no prerequisite for this year-long elective course and it serves as a foundation for the rest of computer-design based courses. Necessary for this course: Computer specifications for Adobe programs (Illustrator/Photoshop) and memory space. **Visit link:** <https://helpx.adobe.com/creative-cloud/system-requirements.html>

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### **ADVERTISING & DESIGN THINKING** (10th – 12th GRADE)

This is a learning-by-doing studio class. Through demonstrations and hands-on projects, students apply design thinking and problem solving that go hand in hand with an innovative mindset. In this course students will be learning how to communicate with the user by designing, applying marketing strategies, and delivering solutions for a brief, working collaboratively to design campaigns. Working as agencies, students will apply design methods and creative techniques to reach solutions that can meet the user's needs. They will work individually and in groups to develop projects that will allow them to use different graphic design tools learned in Digital Design or Photography. They will aim to come up with possible real world solutions for a target audience, and use critical thinking skills to solve specific human needs. The instructor will guide, observe, and monitor progress until each design student's expectations are clear, projects are fully completed, and constructive feedback is made for each step in advance, while reflecting upon each project. They will have the opportunity to iterate in the application of design thinking stages to correct and present their work based on feedback. Each unit will count as a course project that will sum up knowledge by the end of the year and will also prepare them to develop creative advertising and graphic design solutions. This yearly course is the starting point for any student who is interested in studying Marketing, Advertising, Design and Photography. Digital Design or Photography I is a prerequisite for this year-long course. Necessary for this course: Computer specifications for Adobe Programs (Illustrator/Photoshop) and memory space. **Visit link:** <https://helpx.adobe.com/creative-cloud/system-requirements.html>

### **DIGITAL FABRICATION I** (SEMESTER COURSE, 10th – 12th GRADE)

This is a semester course that will introduce students to the fundamentals of digital manufacturing as well as the main objective of the more than 1,500 digital fabrication laboratories around the world. This course is focused on 3D printing, laser cutting, and vinyl cutting, as well as 3D modeling in 3D CAD (computer-aided design) software that is used in professional fields in many industries worldwide. Using the various machines and tools that we have available in the Fab Lab, students will develop projects such as 3D printing a headphones holder, designing and laser cutting a hinged box with compartments, designing and printing pieces of jewelry, designing and laser cutting pieces of clothing, or designing and cutting adhesive vinyl decals. Students will have the unique opportunity to design and use machines that are commonly used within these kinds of laboratories around the world. This is a Level I course and has no prerequisites.

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### **DIGITAL FABRICATION II** (SEMESTER COURSE, 10th–12th GRADE)

This is a semester course where students will continue to learn and explore digital fabrication machines and techniques to create innovative projects. This course focuses on designing in CAD software, creating furniture pieces that will be fabricated with a CNC router machine, and using basic woodworking tools. In addition, students will have the opportunity to create a project from scratch involving two or more of the technologies learned, where they will prototype, digitally design, and fabricate the parts with the machines available in the Fab Lab. Prerequisite: Digital Fabrication I.

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### **INVENTION BY DESIGN** (11th–12th GRADE)

In this collaborative course, students participate in and apply the design thinking process, a dynamic approach to problem-solving. The course encourages students to work collaboratively as they redesign a space or create their company/product. Within this entrepreneurial perspective, students develop innovative solutions tailored to address real-world problems. Through hands-on experience and creative exploration, they will gain insights into product development needs and problem-solving within a collaborative business context. This course is open to 11th and 12th graders. Prerequisite: At least one of the following – 3D, Photography, Digital Design, or Digital Fabrication.



# PHYSICAL & HEALTH EDUCATION

The Secondary School Physical Education and Health Department at Escuela Americana seeks to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. Our goal is to fulfill the students' physical, mental, and social-emotional health needs and prepare students for a lifetime of self-directed healthy physical activity. Course content focuses on activities such as gymnastics, yoga, rhythm and dance, recreational and team building games, outdoor pursuits, and a variety of conventional and nonconventional sports. Respect for self and others, self-discipline, sportsmanship, cooperation, giving and accepting constructive feedback, and goal setting are skills that we seek to develop through these activities. Additionally, each semester incorporates a 5-week Health Education course with the aim of understanding common themes related to basic health principles such as nutrition and how the body functions, first aid, healthy choices, self-esteem, the importance of exercise and substance abuse.

All courses are year-long, one-credit courses. Two high school credits are required in this field for graduation. These will be accredited in the 9th and 10th grades.

## **HEALTH & PHYSICAL EDUCATION** (REQUIRED COURSE IN 6th-10th GRADES)

In Physical Education, students assess their own fitness level using physical fitness assessments, setting and monitoring their progress toward individual goals.

Middle school focuses on team sports, including volleyball, basketball, team handball, American football (flag version), softball/baseball, and soccer. In high school, the focus is on individual and team sports, such as table tennis, badminton, wall climbing, bowling, and tennis. In addition, all students participate in physical activities including gymnastics, track and field, cross country, aerobics, dance, and yoga. Students learn lifelong health-related skills and concepts, such as understanding how to interpret their target heart rate, SMART goal-setting, FITT principles, stress management and reduction, and nutrition.

In Health Education, topics include how the body works, first aid, growth and development, substance abuse, nutrition, healthy habits, body systems, and emotional, physical, and mental health. Also, in conjunction with the Counseling Department, students receive talks on different topics such as social media, video games, goal setting, stress-reduction strategies, sexuality, and dealing with difficult emotions. We are visited by the Red Cross once a year to learn best practices of first aid.

## PE & HEALTH ELECTIVE COURSES

### **FITNESS** (SEMESTER COURSE, 11th–12th GRADE)

The Fitness class is designed to help students achieve their fitness goals through a comprehensive program that includes cardiovascular exercise, strength training, flexibility, and balance exercises. The course is suitable for individuals of all fitness levels, from beginners to advanced athletes. In addition to providing physical benefits, the course will also focus on the mental benefits of exercise, including stress relief, improved mood, and increased energy levels. Students will learn about the importance of rest and recovery, and how to listen to their bodies to prevent overtraining and injury. This course does not count towards GPA calculation.



# SCIENCE COURSES

In an increasingly science-saturated society, the study of science throughout a student's school years is invaluable. Students need to not only develop a strong knowledge base but also to develop scientific skills of observing, classifying, predicting, experimenting, analyzing, and making conclusions. Science courses are aligned to the United States' Next Generation Science Standards.

The 6th–8th Grade curriculum is integrated and designed to explore topics that pertain to the three branches of science. It encompasses content that focuses and integrates earth, life, and physical science. This curriculum is not only designed to teach content, but to also empower students through developing critical thinking, inquiry, problem solving, communication, and hands-on science skills. Key areas of focus for each grade include:

## **SCIENCE 6**

- Introduction to Energy
- From Molecules to Organisms: Structures and Processes
- Heredity: Inheritance and Variation of Traits
- Earth's Systems
- Earth and Human Activity

## **SCIENCE 7**

- Matter and its Interactions
- From Molecules to Organisms: Structures and Processes
- Ecosystems: Interactions, Energy and Dynamics
- Earth's Systems
- Earth and Human Activity

## **SCIENCE 8**

- Motion and Stability: Forces and Interactions
- Energy
- Waves and their Applications in Technologies for Information Transfer
- Heredity: Inheritance and Variation of Traits
- Biological Evolution: Unity and Diversity
- Earth's Place in the Universe
- Earth and Human Activity

### **BIOLOGY** (9th GRADE REQUIRED COURSE)

This is an introductory course that includes aspects of the nature of science, principles of ecology, cellular structure and function, photosynthesis and cellular respiration, mitosis and meiosis, protein synthesis, genetics, evolution, and classification. Students also learn diverse lab techniques and perform and design experiments. Additionally, students will engage in discussions on current events related to the topics covered in the course.

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### **CHEMISTRY** (10th GRADE REQUIRED COURSE)

This course introduces students to the fundamental principles of chemistry, emphasizing the structure and behavior of matter. Topics include atomic structure, the periodic table, chemical bonding, intermolecular forces, basic chemical reactions, kinetic molecular theory, and nuclear chemistry. Students will engage in hands-on laboratory activities to develop essential skills in observation, measurement, and data analysis. Emphasis will be placed on developing problem-solving skills and connecting theoretical concepts to real-world applications. Prerequisite: Biology.

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### **PHYSICS** (11th GRADE REQUIRED COURSE, MAY BE SUBSTITUTED WITH AP PHYSICS 1)

This course examines the interaction of matter and energy in the context of daily applications. A conceptual description of topics is emphasized. The areas of study include the different types of motion, Newton's Laws of Motion, universal gravitation, momentum and its conservation, mechanical energy and its conservation as it relates to surviving a collision, wave properties, sound as it relates to music, and light behavior as it relates to color, vision and communication, electrostatics, electric circuits, and exploring the magnetic forces that shape our world, and the fascinating interplay of electromagnetism. This course not only enriches the student's knowledge of scientific fundamentals but also sharpens critical thinking skills, empowering them to analyze and apply this knowledge to navigate the complexities of our dynamic universe. Prerequisite: Completed or Concurrently taking Algebra II.



## SCIENCE ELECTIVE COURSES

### **AP CHEMISTRY** (11th–12th GRADE, ALTERNATING EVERY OTHER YEAR WITH AP BIOLOGY)

This course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs. Prerequisite: Chemistry and Algebra II.

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### **AP PHYSICS 1** (11th–12th GRADE)

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 kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, and torque and rotational motion. This course requires that 25% of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students are encouraged to retain their notebooks, reports, and other materials. Prerequisites: Geometry and completed or concurrent Algebra II or equivalent. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

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### **AP ENVIRONMENTAL SCIENCE** (11th–12th GRADE)

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory university course in environmental science. The goal of the course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Through the course of the year students will be examining the following topics: Earth systems and resources, the living world, population, land and water, energy resources and consumption, pollution and global change. In addition to environmental studies, the social, economic, political, historical impacts on the environment are discussed. Strong writing, reasoning skills, and basic math skills and number sense are encouraged. Prerequisites: Biology and Chemistry.

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### **ENVIRONMENTAL SCIENCE** (SEMESTER COURSE, 10th–12th GRADE)

Environmental Science is a course designed to explore natural and human-induced changes through time. Students are expected to research, write, and present from a wide variety of topics. They are also required to work on at least three projects aimed at strengthening their environmental stewardship. Prerequisite: Biology.

### **HUMAN ANATOMY & PHYSIOLOGY** (SEMESTER COURSE, 11th–12th GRADE)

Anatomy & Physiology is a course designed to provide understanding of the structure and function of the human body. Basic concepts in the chemical makeup of the body and its cellular structure are used as a basis of studying its systems and their interactions. Special attention will be given to common diseases related to each system and to their treatment or prevention. Students with an interest in the health sciences would especially benefit from this course. Students in AP Biology may benefit by taking this course concurrently. Prerequisites: Biology and Chemistry.

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### **FOOD SCIENCE** (SEMESTER COURSE, 11th–12th GRADE)

Food Science is a course that brings together science and chemistry relating to the food sciences. Students will investigate food preparation and handling (including food-borne illness), explore the science of cooking, analyze food ingredients, analyze nutritional and sensory characteristics of foods, explore the different food molecules (proteins, carbohydrates and lipids), and learn about the health effects of various foods and diets. Additionally, students will examine the effects of cooking and preservation techniques for foods. This course will be interactive, hands-on, and laboratory based. Lab reports following the scientific method and research and cooking outside of class will be required. Prerequisites: Biology and Chemistry.





# SOCIAL STUDIES COURSES

The Social Studies Department provides a variety of courses within the social sciences and the humanities. Areas such as Government, History, Economics, Philosophy and Psychology are utilized to help students make informed and reasoned decisions as both citizens and individuals.

## **SOCIAL STUDIES 6**

World Geography consists of 2 parts. The first part is a comprehensive review of basic physical geography concepts learned in Elementary School, including the use of basic geographic tools, how movements of the Earth in space and the forces inside it create and affect the world around us, and how forces on the surface of the planet can affect our lives. In the second part, human geography is introduced, where we try to make connections between the influence the environment has on the different aspects of our lives, and how this interaction developed aspects of our lives such as economies, governments, arts, and cultures.

## **SOCIAL STUDIES 7**

Seventh Grade Social Studies familiarizes the student with the geographic details, histories, and cultures of both El Salvador and North America through projects related to the topic. In this course we will take a journey through migrations to North America, the thirteen colonies of the United States, the formation of government there, and early westward expansion. We will also focus on the migration, conquest, colonization, and independence of El Salvador.

## **SOCIAL STUDIES 8**

Eighth Grade Social Studies covers a wide range of history from different cultures throughout the world. The course starts in prehistory and ends with Pre-Columbian America just prior to European contact. We will examine different peoples, nations, cultures, and religions, along with their origins and influence on history. This course will focus on skill acquisition as well as historical knowledge and creating historical and present day connections to the source material.

## **MODERN WORLD HISTORY** (9th GRADE REQUIRED COURSE)

This course is an introductory survey of World History from the 1400s to the twenty-first century. It will address a variety of topics, including the motivations for, and consequences of, European expansion into the New World, the development of the Middle East and Asia and their relationships with the West, the political and intellectual revolutions of the eighteenth century, the Industrial Revolution and the Age of New Imperialism, the causes and consequences of the world wars, and the Cold War and the fall of Communism. It includes fundamental themes in history such as politics, economy, religion, societies, and intellectual and artistic aspects as well as geography. The purpose of this class is to enhance the students' understanding of history by covering essential events and periods in a comprehensive way. Much emphasis is given to research and essay writing and primary source

analysis. Students are encouraged to interpret history through various points of view and to understand bias. By learning about other cultures across time, students will develop a broader view of the human past and enhance their critical thinking and writing skills.

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### **UNITED STATES HISTORY** (10th GRADE REQUIRED COURSE, MAY BE SUBSTITUTED WITH AP U.S. HISTORY)

Students develop “historical thinking skills” that they will use to construct meaning of past events and help them develop into informed, reflective, and responsible citizens. Historical thinking involves the use of critical thinking skills to process information and construct meaning from events. This process focuses on active learning and discussion as students examine the five skills of change over time, context, causality, contingency, and complexity in relation to current and historic events in US history. Based on research and classroom interaction, students will grow their ability to develop and defend arguments, articulate informed opinions, and ask well-reasoned questions. Students will examine past and current interactions of the people and government of the United States with international countries and societies, as well as minorities within the United States. This type of active learning and varying perspectives will lead to a strong understanding of the role of citizenship in a representative democracy.

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### **SALVADORAN STUDIES** (11th GRADE REQUIRED COURSE FOR THE BACHILLERATO PROGRAM)

El curso de ‘Salvadoran Studies’ es una materia en la que se promueve la formación del pensamiento crítico y la conciencia social a través del conocimiento de nuestra realidad nacional. Esta materia se desarrolla bajo la continua aplicación de dos perspectivas, el aspecto político y el aspecto económico, factores que han sido de mucha influencia y que engloban de manera general la historia de nuestro país. También se estudiarán diferentes factores que influyeron en la guerra civil y sus consecuencias, firma de los Acuerdos de Paz, y fenómenos contemporáneos importantes como la emigración y la globalización. También analizaremos las transformaciones del mundo contemporáneo sin dejar de lado la importancia de las nuevas realidades que le imponen al país el estudio y conocimiento de los Derechos Humanos en todas sus categorías y aspectos esenciales de la legislación del país.

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### **LATIN AMERICAN STUDIES** (SEMESTER COURSE, 12th GRADE REQUIRED COURSE, MAY BE SUBSTITUTED WITH AP EUROPEAN HISTORY OR PREVIOUS YEAR AP COMPARATIVE GOVERNMENT)

Latin American Studies focuses on the contemporary historical evolution of Latin America, from the beginning of the 20th century to the present day. There is also a brief overview of Latin America from the 18th and 19th centuries, emphasizing the continent’s independence movements and the relationship with the rest of the world, especially Europe and the United States. Themes revolve around Latin American politics and economies, their relationships with western powers and the vision of the Latin American world. Specific objectives include presenting a brief historical synthesis of the Latin American region prior to the 20th century, understanding the formation processes of Latin American states, analyzing the way in which the institutions that give life to Latin American states in the political and economic fields are consolidated, critically analyzing the role of Latin America in the post-World War II world, understanding relations with the superpowers of the time and the influence of developmental models in Latin American industrialized economies, understanding the democratizing processes that spread throughout Latin America from the 80s of the 20th century, analyzing the current Latin American societies and their main social challenges, and comparing the recent democratizing models in Latin America with those that arose from the emergence of new models of popular democracy in the region.

**COMPARATIVE GOVERNMENT** (SEMESTER COURSE, 12th GRADE REQUIRED COURSE, MAY BE SUBSTITUTED WITH AP EUROPEAN HISTORY OR PREVIOUS YEAR AP COMPARATIVE GOVERNMENT)

Comparative Government aims to illustrate the rich diversity of political life, show available institutional alternatives, explain differences in processes and policy outcomes, and communicate the importance of global political and economic changes. This course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of various governments. Using a project-based approach and studying the specific cases of five countries (Britain, Germany, Russia, India, and Iran) allows students to understand political histories, institutions, identities, and interests. Furthermore, by comparing the political institutions and practices of developed and developing countries, we can begin to understand the political consequences of various levels of economic development.

**SOCIAL STUDIES ELECTIVE COURSES**

**AP UNITED STATES HISTORY** (10th–12th GRADE)

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

**AP ECONOMICS** (11th–12th GRADE)

This is a year-long Macroeconomics and Microeconomics combined course. AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. AP Microeconomics introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts in both semesters.

**AP EUROPEAN HISTORY** (11th–12th GRADE)

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world, economic and commercial developments, cultural and intellectual developments, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovation.

## **CURRENT WORLD ISSUES** (SEMESTER COURSE, 10th–12th GRADE)

This course is designed to give students a deeper understanding of ongoing world events and the underlying issues that give rise to them. In this increasingly interconnected world, it is important to understand how all the parts of the international puzzle fit together and to have a context for the news as it happens. The course will follow two paths simultaneously: One will be to follow news as it breaks and develops; and the other will be to study in greater depth a number of underlying issues and themes that lie behind the news stories. These thematic topics will be examined from multiple perspectives and will include wars, conflicts, peacemaking, humanitarian missions, international politics, poverty, hunger and disease, food and agriculture, the environment and energy policies, financial news, developments in science, technology and medicine, and criminal activities such as the drug trade and human trafficking. Course activities will include comparative analysis of news coverage, class discussion, debates, round tables, documentary and primary sources analysis.

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## **PSYCHOLOGY** (SEMESTER COURSE, 10th–12th GRADE)

Psychology is an empirical science, which aims to understand how and why people act in the ways they do, and to apply that knowledge in a variety of settings. The purpose of the psychology course is to introduce students to the systematic and scientific study of behavioral and mental processes which are of immense range and depth. The objective is to gain insights into the biological, cultural, social, and psychological drives that shape us as individuals. This course consists of projects and activities that also allow us to examine ourselves, our motivations, and our behavior on a personal level. Major topics in the course include research methods, the history of psychology, the biology of the brain, developmental psychology, stress and health, therapy, and social psychology.

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## **SOCIOLOGY** (SEMESTER COURSE, 10th–12th GRADE)

This course is a basic introduction to the study of sociology. Sociology is the study of human organizations. In particular, it focuses on the relationships and dynamics within families, institutions, and corporate and international organizations. We try to gain understanding into why people act the way they do because of their social surroundings by exploring modern social issues affecting the United States, El Salvador, and the world. The thematic units of study include topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study these topics and the influences they have on our behavior, both as a group and individually. Each unit will include readings and activities that enable us to research these topics from others' perspectives. This course requires an open mind and an empathetic approach while studying each topic.

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## **GLOBAL CITIZENSHIP** (SEMESTER COURSE, 10th–12th GRADE)

Global Citizenship is a semester-long course designed to introduce the concept of global citizenship and place it within the contexts of student engagement and service learning. It is designed to engage students in guided inquiry through the meaning of global citizenship via the United Nations Millennium Development Goals / Sustainable Development Goals (MDGs/SDGs). Students will use the MDGs and SDGs to investigate their rights and responsibilities in the 21st century to engage as individuals in support of global citizenship. This project based course will culminate with students designing and implementing a plan to act locally in support of global issues.



# SPANISH

El Departamento de Español en Secundaria ofrece una serie de cursos que pretenden alcanzar las competencias pertinentes en el uso correcto del idioma. A través del estudio de la literatura y la gramática, se busca el desarrollo pleno de las habilidades de expresión en nuestros estudiantes, tanto de forma oral como escrita, y fungir, asimismo, como una guía para explorar, conocer y analizar las obras más destacadas de las letras en sus diferentes géneros.

## SPANISH 6

El curso de sexto grado se enfoca en el desarrollo de las capacidades que el estudiante necesita para comunicarse con su entorno. El dominio de estas capacidades supone aprender conceptos, dominar procedimientos y adoptar actitudes de manera integrada. Con este propósito los contenidos amplían las habilidades de comprensión y expresión tanto oral como escrita (leer, hablar, escuchar y escribir) que permiten a los estudiantes relacionarse eficientemente con los demás. En el segundo ciclo se propicia la lectura de diferentes tipos de textos necesarios para la comunicación cotidiana y literaria, incluyendo textos informativos, descriptivos, narrativos, textos de tradición oral, textos argumentativos, textos dramáticos y poéticos. Este curso enfoca el aprendizaje de la gramática y la ortografía desde su utilidad en la vida cotidiana.

## SPANISH 7

En este curso se desarrollan competencias lingüísticas en las áreas de expresión oral y escrita, análisis literario y comprensión de lectura, y la gramática y la ortografía como auxiliares indispensables de la comunicación. Además, se hace un fuerte énfasis en la ampliación del vocabulario. Los contenidos del curso están organizados en las siguientes áreas integradas: Reflexión sobre la lengua (que incluye gramática y ortografía); comunicación oral y comunicación literaria escrita; y educación en valores como parte integral del plan de estudio. Los objetivos generales son: Utilizar diversas estrategias de lectura para aumentar la fluidez y comprensión lectora por medio de la apreciación por la herencia literaria hispana; aplicar las reglas de ortografía y los conceptos gramaticales en los trabajos escritos; practicar y reforzar la expresión escrita, desde oraciones simples hasta resúmenes de lecturas y relatos; y fortalecer la comunicación para transmitir mensajes coherentes de manera oral.

## SPANISH 8

El curso, fundamentado en el programa del MINED de El Salvador, ha sido adaptado al contexto bilingüe de la institución. En este año escolar nuestros alumnos de 8vo. grado serán competentes en analizar obras literarias narrativas, líricas y dramáticas, las situaciones comunicativas imaginarias y sus relaciones con el contexto, con el fin de desarrollar habilidades para analizar críticamente cualquier clase de discurso. También van a elaborar diferentes tipos de textos orales y escritos, tales como el boletín, la noticia y el sensacionalismo en redes sociales, las columnas de opinión, la información y comunicación virtual, la nota periodística, la narrativa, la lírica y el diálogo, para acomodarlos a una situación de comunicación que alcance transmitir el mensaje anteriormente propuesto.

### **SPANISH I** (9th GRADE REQUIRED COURSE, MAY BE SUBSTITUTED WITH SSL)

El curso de Español I tiene una duración de dos semestres y está enfocado en obras dramáticas y ensayísticas con el fin de desarrollar destrezas o habilidades para analizar críticamente cualquiera de las obras pertenecientes a este género literario. También, en este curso, se elaboran diferentes clases de textos orales y escritos relacionados a la parte argumentativa y expositiva, cuidando así el desarrollo coherente de las ideas y la corrección gramatical. Durante el curso se pretende no sólo que el alumno conozca contenido dramático, sino que por medio de ellos y las diversas experiencias lectoras fortalezca sus facultades lógicas, enriquezca su vocabulario, ejercite su pensamiento y comunicación en forma ordenada y desarrolle destrezas para expresarse correctamente tanto de forma oral como escrita para poder así relacionar su contenido a la vida actual.

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### **SPANISH II** (10th GRADE REQUIRED COURSE, MAY BE SUBSTITUTED WITH SSL)

El curso de Español II comprende el estudio de obras literarias comprendidas entre el periodo clásico greco-latino y el romanticismo en España del siglo XIX. Se hará énfasis en la lectura, comprensión y análisis de textos literarios para ser transferidos a la época actual y al contexto propio del estudiante, todo ello con el propósito de alcanzar una mejor comprensión de cada contenido. Para medir la destreza adquirida, se evaluará por medio de ensayos, presentaciones de multimedia, redacción de artículos y producción de videos entre otros. Además se reforzarán y aplicarán los conocimientos de gramática, ortografía, redacción, expresión oral y escrita adquiridos en años anteriores.

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### **SPANISH III** (11th GRADE REQUIRED COURSE, MAY BE SUBSTITUTED WITH SSL)

El curso de Español III desarrolla las habilidades comunicativas de lectura, escritura, escucha y expresión oral de los estudiantes teniendo como base los lineamientos curriculares del área de la literatura. Como parte de los objetivos del curso, se incluye el desarrollo del pensamiento crítico por medio de diversos proyectos que estimulan la creatividad, la comunicación interpersonal y el desafío de las creencias establecidas a través de la exploración. A su vez, este curso enriquece las competencias de interpretación y argumentación de textos con intención literaria y no literaria para darle continuidad al proceso de redacción de ensayos críticos y analíticos, y la creación de reseñas literarias. Los estudiantes desarrollarán destrezas en el empleo de la lengua como instrumento de cultura y como factor de mejoramiento de la propia persona, de las manifestaciones de su vida y de su convivencia en comunidad.

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### **SPANISH IV** (12th GRADE REQUIRED COURSE, MAY BE SUBSTITUTED WITH SSL OR AP SPANISH LITERATURE & CULTURE)

El curso de Español IV comprende el estudio de la literatura hispanoamericana, desde la literatura precolombina hasta la literatura contemporánea. También abarca el estudio de la literatura centroamericana y salvadoreña. En el desarrollo del curso se tiene no sólo un acercamiento a las principales corrientes literarias y a sus máximos representantes, sino también la lectura de las obras más importantes producidas a lo largo de estos siglos y que mayor influencia han tenido en el desarrollo de nuestra lengua y literatura. Paralelamente se desarrollarán habilidades de comunicación oral y escrita, comprensión lectora, redacción, gramática y ortografía. El Curso se divide en dos semestres, cada uno de los cuales, a su vez, estará subdividido en dos cuartos.

### **AP SPANISH LITERATURE & CULTURE** (12th GRADE)

El curso AP de Literatura y Cultura Española utiliza un enfoque temático para presentar a los estudiantes textos representativos (cuentos, novelas, poesía y ensayos) de la literatura española peninsular, latinoamericana e hispana de los Estados Unidos. Los estudiantes continúan desarrollando competencias en toda la gama de modos de comunicación (interpersonal, de presentación e interpretativa), perfeccionando sus habilidades de lectura crítica y escritura analítica. La literatura se examina dentro del contexto de su tiempo y lugar, mientras los estudiantes reflexionan sobre las muchas voces y culturas presentes en las lecturas requeridas. El curso también incluye un fuerte enfoque en conexiones y comparaciones culturales, incluida la exploración de diversos medios (por ejemplo, arte, cine, artículos y crítica literaria).



At Escuela Americana we pride ourselves in teaching all academic subjects in English. Still, at the same time, we need to share our culture and the language of our host country. This is why all international students whose native language is not Spanish, or those students whose native language is Spanish but who have resided in countries where they have not been able to practice it thoroughly in an academic environment, are assessed upon entering the school, and according to the results, are assigned to develop their communication and academic skills in their corresponding level.

### SSL PRE A1

At the end of this level students will be able to understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of concrete needs. They will be able to ask and answer questions about personal details such as where they live, people they know, and things they own. They will be able to describe people, things, and places around them in a basic way. They will be able to interact in a simple way, provided the other person speaks slowly and clearly and is prepared to help. They will also be able to manage these aspects in writing. The proper use of grammar is part of the content to provide tools for effective communication.

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### SSL A1

At the end of this level students will be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment, and school). They will be able to communicate in routine tasks requiring a simple and direct exchange of information on familiar matters. They will be able to describe aspects of their background, immediate environment, and matters in areas of immediate need. They will also be able to manage these aspects in writing. The proper use of grammar is part of the content to provide tools for effective communication.

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### SSL A2

At the end of this level, students will be able to understand the main points of familiar matters regularly encountered in work, school, leisure, and other routine environments. They will be able to deal with most situations likely to arise while traveling in an area where the language is spoken. They will be able to produce simple connected text on topics which are familiar or of personal interest. They will be able to describe experiences and events, hopes and ambitions and briefly give reasons and explanations for opinions and plans. The proper use of grammar is part of the content to provide tools for effective communication.

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### SSL B1

At the end of this level, students will be able to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions and Hispanic literature. They will be able to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They will be able to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

## SSL B2

At the end of this level, students will be able to understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language, including technical discussions in their fields of interest. The students will be able to give clear, detailed descriptions and presentations on a wide range of subjects, expanding and supporting ideas with complementary points and relevant examples. They will be able to give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. Finally, the students will produce clear, detailed texts on a variety of subjects related to fields of interest, synthesizing and evaluating information and arguments from a number of sources.

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## SSL B2+

At the end of this level, students will be able to understand standard language or a closely related dialect on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. They will be able to give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points and relevant supporting detail.

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## AP SPANISH LANGUAGE – EXAM ONLY (9th–12th GRADE)

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught exclusively in Spanish. The course engages students in an exploration of culture in both contemporary and historical contexts, and develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

*Escuela American offers the opportunity to take the AP exam for this course. Students are informed of the procedure to follow in September every year. This course does not appear listed in the student's transcript. The exam's score will be reported to colleges via the CollegeBoard.*

# WORLD LANGUAGES

The philosophy of language teaching aims to address the growing need for communication by not only providing tools for language use but also by fostering a broader understanding of the world. The focus extends beyond language skills, aiming to cultivate responsible, sensible, and open-minded students prepared for modern global challenges. The philosophy emphasizes insights into language learning, an appreciation of diverse cultures, effective learning approaches, and the reinforcement of skills applicable to various subjects. Through communication, critical thinking, and problem-solving, students gain competence, understanding, and valuable skills that are both rewarding and useful.

## FRENCH

### FRENCH EXPLORATORY (6th–8th GRADE)

This is an introductory and discovery level of the French language in which students are able to understand and use frequently used everyday expressions, as well as simple phrases designed to satisfy immediate needs. At this level, students learn to introduce themselves and others, and ask for and give basic personal information about their home, their belongings, and the people they know. In addition, skills are acquired to talk about their preferences and their routines.

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### FRENCH I

This is an introductory course to oral and written French. With an emphasis on communication, students study greetings, numbers, calendar, time, dates, family members, how to express possession, preferences, conjugation patterns, present and future tenses, descriptions, sports, and vocabulary needed to respond to basic questions. Through these common topics, students are consistently challenged to learn to express themselves using grammar structures and their new vocabulary.

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### FRENCH II

This course continues to build on the basic level of proficiency learned in French I. Students establish the foundation necessary to acquire proficiency in their reading and listening comprehension as well as in their writing and oral skills. Students strengthen present and future tenses and learn past tenses. Besides that, students study many aspects of French literature, film, and arts while using acquired grammar and vocabulary knowledge in class to respond in French. Prerequisite: French I.

### **FRENCH III**

This course is a continuation of French II, with an ever-increasing emphasis on communication and verbal fluency. Students practice oral and written skills. At the end of the course, students are able to communicate easily and naturally in everyday situations. Students study current and historical French literature, film, and arts while using acquired grammar and vocabulary knowledge in class to respond in French. There is also an emphasis on learning about the French-speaking world and their culture, people, geographical locations, and histories.

Prerequisite: French II.

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### **FRENCH IV**

Students in this level will focus on advanced conversation and culture. Students continue the study of the French language and culture in a communicative approach. They do a series of activities related to any French or non-French speaking context. Students are required to develop and make dialogues, presentations, podcasts, videos, and other presentations in a variety of situations. They read and discuss a series of articles, news pieces, and other written sources as well as watch and listen to a series of videos, documentaries, movies, podcasts, and other audio sources to learn more about French language and other cultures in depth. Although this course does not prepare students for the Advanced Placement test, it is similar in content and continues to review grammatical and linguistic elements of the language. Prerequisite: French III.

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### **AP FRENCH LANGUAGE AND CULTURE**

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The course engages students in an exploration of culture in both contemporary and historical contexts, and develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Prerequisite: French III.

## **PORTUGUESE**

### **INTRODUCTION TO PORTUGUESE (SEMESTER COURSE, 9th–12th GRADES)**

This is an introductory course to oral and written Portuguese. With an emphasis on communication, students study greetings, numbers, calendar, time, dates, family members, how to express possession, preferences, conjugation patterns, present and future tenses, descriptions, sports, and vocabulary needed to respond to basic questions. Through these common topics, students are consistently challenged to learn to express themselves using grammar structures and their new vocabulary. This will help the student to interact in an elementary way as long as the interlocutor speaks slowly, clearly and is willing to cooperate.



# ONE SCHOOLHOUSE

One Schoolhouse is a provider of high-quality online high school courses for the most elite private schools around the world. With years of experience, it employs experienced faculty who currently teach at prestigious private schools throughout the United States. Using their online platform, these instructors provide high quality, personalized instruction to students. Students will have opportunities to collaborate with their peers from other schools and experience the innovation of online learning that is currently becoming the norm in many universities.

Students who enroll in these courses will be provided scheduling flexibility as they will be assigned a block in their schedule that will be devoted to the completion of assignments for this class. Since students will need to be mature enough to handle this responsibility, only the most dedicated students in 11th-12th grade with a cumulative simple GPA of at least 87% and two accompanying teacher recommendations will be accepted into this program. Students who choose to enroll in these courses will incur an additional cost.

If you are interested in learning more about One Schoolhouse and the courses available for the 2024-25 school year, please visit the course catalog <https://www.oneschoolhouse.org/student-information.html>



# CREDIT TRACKER & COURSE PLANNING WORKSHEET

Credits are a way of measuring a student's fulfillment of educational requirements. High school courses are worth either 1.0 credit (for a one-year course) or 0.5 credit (for a semester course). The credit assigned to a course generally takes into account course content, instruction time, and the time the student spends completing course work.

When you're creating your high school plan, the student will want to determine the total credits they should earn in 9th–12th grades, as well as the credit totals in each subject area. This will equip them to plan coursework that meets these totals, and it will help them stay on track through all four years of high school.

The school records on each student's transcript the credits for each completed course, allowing colleges, universities, trade schools, military recruiters, and employers to see at a glance what subjects the student has taken and how deeply they studied each subject.

CREDITS REQUIRED	SUBJECT AREA	GRADE NINE	GRADE TEN	GRADE ELEVEN	GRADE TWELVE
4	English				
4	Mathematics				
4	Social Studies				
4	Science				
4	Spanish				
2	Physical Education & Health				
2	Performing & Visual Arts				
4	Electives				

# COLLEGE PATHS BY COUNTRY

	GENERAL	SPECIFIC MAJORS
<b>SPAIN</b>	<p><b>Private Universities:</b></p> <ul style="list-style-type: none"> <li>• TOEFL/IELTS.</li> <li>• Salvadoran diploma for “homologación”.</li> <li>• Salvadoran studies needed.</li> <li>• AP Physics for STEM. (recommended but not required)</li> </ul> <p><b>Public Universities:</b></p> <ul style="list-style-type: none"> <li>• Full IB Diploma or 1 Year preparation of the Selectividad.</li> </ul>	<ul style="list-style-type: none"> <li>• Add portfolio component to art classes.</li> <li>• AP Physics for STEM.</li> </ul>
<b>CANADA</b>	<ul style="list-style-type: none"> <li>• Two sciences senior year for some programs. Students/coaches must check.</li> </ul>	<ul style="list-style-type: none"> <li>• Add portfolio component to art classes.</li> <li>• AP Physics for STEM.</li> <li>• <b>Architecture:</b> Physics in Grade 12.</li> <li>• <b>Industrial Engineering:</b> Grade 12.</li> </ul>
<b>UK</b>	<ul style="list-style-type: none"> <li>• Generally 3–5 AP classes with 4+.</li> <li>• There are specific class recommendations for each major.</li> <li>• Most schools will not accept dual credit.</li> <li>• Students who do not meet these requirements may be able to take a foundation year or international year one. This will depend on the university and foundation years are not available for all majors or at all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Add portfolio component to art classes.</li> </ul>

## GENERAL

## SPECIFIC MAJORS

### USA

#### US diploma

- AP is stronger than standard curriculum.
- Highly recommended that students take SAT/ ACT as many schools move away from test optional.
- Probability & Stats recommended in 11th grade as a general course for all students in order to help with SAT
- Encourage as many students as possible to take Calculus.

- Add portfolio component to art classes.

### MEXICO

- TOEFL/IELTS.
- PAA required for most schools .
- Might need further math.



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