

GRADED

THE AMERICAN SCHOOL OF SÃO PAULO

**High School
Course Catalog
2025-2026**

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Introduction

Course Credits

Full-year courses are worth 1.0 credit, while semester courses are worth 0.5 credits unless otherwise stated in the course catalog. Credits are listed below with course descriptions.

Courses

The course availability is based on student enrollment, interest, and scheduling feasibility. Some courses listed in this book may not be available every semester or year.

Course Recommendations

Enrollment in a course depends on a student's academic performance in the prerequisite course(s), graduation requirements, the student's work ethic, teacher and/or department recommendation or permission, and scheduling feasibility. As many of the course offerings for grades 11 and 12 require a two-year commitment, we encourage students to gather as much information as possible when making decisions. In some courses, teacher recommendation is an important factor to consider. Specific departments may consider additional criteria. (See individual department criteria.)

Scheduling

Given the size of the high school and the multiple diplomas offered, a large number of courses are available. Though we do our best to schedule every student's first choice for courses, it may not always be possible. Therefore, we ask that students be flexible when planning their schedules. Please note that not all courses can be guaranteed due to various circumstances.

Students should work closely with the school counselors, the Office of College Counseling, and, possibly, the IB coordinator to select courses and should be mindful of the various diplomas' requirements. They should also register for a variety of courses to explore possible interests. Students are required to enroll in eight classes each semester in grades 9 and 10 except with administrative exemption. Students in grades 11 and 12 are recommended to enroll in at least five classes per semester.

Graduation Requirements

Graded School is accredited by NEASC, recognized by the Secretaria da Educação do Estado de São Paulo (SEDUC-SP), and is an International Baccalaureate World School. Graded's academic program is college-preparatory and designed to prepare students for entry into colleges and universities in the United States, Brazil, and other countries around the world.

Our available programs of study lead to three different diplomas. All students must earn an American diploma equal to those issued by accredited high schools in the United States. The Brazilian Accredited Program leads to a student earning a *Certificado de Conclusão do Ensino Médio*, which is required for entry into Brazilian universities and universities in countries with cultural agreements with Brazil. Please see the *Diretoria Oficial* (diretoria.official@graded.br) if you have any questions about the Brazilian Accredited Program. Graded also offers the [International Baccalaureate \(IB\) Diploma](#), earned upon successful completion of coursework and external examinations.

US High School Diploma

Requirements for the US diploma:

- Eight semesters (or the equivalent) of academic work beyond grade 8
- A minimum of 24 credits earned

Specific credit requirements for the US high school diploma, earned in grades 9-12, include those prescribed below:

- English (4 credits)
- World Languages (3 credits)
- Mathematics (3 credits)
- Social Studies (3 credits)
- Science (3 credits)
- Visual and Performing Arts (1.5 credits) *students are encouraged to include at least one Design and Technology course as a part of these credits*
- Physical Education (1.5 credits)
- Health (0.5 credits)
- Electives (4.5 credits)

TOTAL 24 Credits

Core Seminar for Juniors and Seniors

During the first semester of grade 11, the Core Seminar class introduces students to the nuances associated with the IB Diploma Program. It emphasizes providing support as students start to curate their CAS (Creativity, Activity, Service) portfolio on ManageBac. In the second semester, the class shifts its focus to the Extended Essay (EE), offering guidance as students navigate their way through the EE process.

In grade 12, the Core Seminar class renews its emphasis on supporting students in meeting their CAS requirements. Additionally, dedicated time is allocated to guide students through the IB exam registration process and assist them in uploading their IB coursework (IAs, HL essays, etc.) to the IB's eCoursework platform.

Flex

Flex is a 40-minute block scheduled every day for all students from 11:20 am to 12:05 pm. During this time, activities and clubs, high school assemblies, Peer Group Connection (PGC), academic consultation, College Counseling programming, college visits, and mentoring take place. The High School Mentoring Program supports all high school students through activities and discussions focused on intrapersonal and interpersonal skills, character development, and community building. The purpose is to build a sense of how we all are part of the Graded community and encourage students to see themselves as global community members.

Multiple Language Requirement

The following world language requirements apply:

- While enrolled in high school, students must study a language in addition to English. Portuguese or Spanish may fulfill this requirement. The high school administration must approve exceptions.
- Two years of study of the same world language (e.g., Portuguese or Spanish at the novice or intermediate level) and/or equivalent proficiency in another language, approved by Graded, is required.
- Students enrolled in the English for Academic Purposes (EAP) Program and students with a documented language disability may be exempted from studying a language other than English.

Dropping or Adding Courses

Student-initiated changes to a schedule of classes must be made in consultation with the school

counseling office for grades 9 and 10 or with the Office of College Counseling and/or the IB coordinator for grades 11 and 12. Necessary changes will be made only during the first two weeks at the beginning of the first semester and during the first two weeks of the second semester. Withdrawal and additional course requests are made based on need, feasibility, and availability and are at the discretion of the high school principal.

Brazilian Accredited Program (*Certificado de Conclusão do Ensino Médio*)

Equivalency of courses and programs:

- Grade 9: 9º ano do Ensino Fundamental
- Grade 10: 1º ano do Ensino Médio
- Grade 11: 2º ano do Ensino Médio
- Grade 12: 3º ano do Ensino Médio

Requirements for the Brazilian Certificate:

- Satisfactory completion of all requirements for the *Conclusão do 9º ano do Ensino Fundamental* by the end of grade 9
- Six semesters of academic work beyond grade 9
- Completion of all requirements of the BAP
- Satisfactory completion of all requirements for the American diploma
- Specific course requirements for the Brazilian Certificate include the following:

Brazilian Social Studies

- Grade 9: Brazilian Social Studies 9
- Grades 10-12: A minimum of one full year of Brazilian Social Studies
 - Two semesters of Brazilian Social Studies in grade 10
 - OR**
 - One semester of Brazilian Social Studies in grade 10 and IB Brazilian Social Studies Year 1 and Year 2

Portuguese Language

- Grade 9: Portuguese 9
- Grade 10: Portuguese 10
- Grade 11: IB HL/SL Portuguese A Lit I **OR** IB HL/SL Portuguese A Lang and Lit I **OR** IB HL/SL Portuguese B I
- Grade 12: IB HL/SL Portuguese A Lang and Lit HL II **OR** IB HL/SL Portuguese B II

Other levels of Portuguese must be approved by the head of the department of world languages, the IB coordinator (for grade 11 and 12 courses), and the HS principal.

Mathematics

Students must take one mathematics course in each of the four years of high school.

Science

Students must take one science course in each of the four years of high school.

Arts

Students must take at least 1.5 credits of Design and Technology and Visual Performing Arts classes.

Physical Education

Students must take three semesters of physical education in grades 9, 10, 11, or 12 and one semester of health in grades 9 or 10.

Please note that enrollment in Graded's Brazilian Accredited Program (BAP) is mandatory for all students who have lived in Brazil and attended local schools throughout their academic journey. Please contact the Diretoria Oficial (diretoria.official@graded.br) for information about the BAP.

International Baccalaureate Diploma Program

The International Baccalaureate Organization (IB) is a global leader in international education, aiming to develop inquiring, knowledgeable, confident, and caring young people who will contribute to the creation of a better and more peaceful world through education that fosters intercultural understanding and respect. The IB program empowers students to take ownership of their own learning and assists them in developing future-ready skills to make a difference and thrive in an ever-changing world.

IB Pathways at Graded

Graded offers the Diploma Program, a curriculum framework designed by the IB for students in the last two years of high school. Graded students can choose from two pathways within this program: individual course certificates or the full IB diploma. Both tracks provide students with the personal and intellectual benefits of an IB education and the mark of the IB on their school records and resume/CV for university application.

IB Diploma

Over the course of two years, IB diploma candidates study six subjects (three at Standard Level and three at Higher Level) and complete three additional requirements: Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, and Service (CAS). To receive an IB diploma, students must earn a minimum of 24 points out of a potential 45 points on the final assessments, which are externally marked and moderated by the IB. Of the minimum 24 points, students must obtain at least 12 points for their HL courses and at least 9 points for their SL courses.

Students who choose this pathway must be aware that the IB diploma is one of the most academically rigorous high school programs in the world. Students who succeed in the IB diploma have strong time management skills and the ability to work independently, since the IB expects students to complete many assessments and learning tasks outside of school. Additionally, excellent school attendance and adherence to internal deadlines are fundamental for IB diploma candidates.

IB Course Certificates

This pathway suits students desiring challenging courses and the experience of an IB education without the intense workload, time commitment, and organizational skills that the IB diploma requires. Students receive an official IB certificate after successfully completing their selected course and IB exams. This option is attractive to many students, as it allows them the flexibility to choose IB courses that interest them without the restrictions imposed by the diploma. They may, for example, choose to study all courses at Standard Level, take four courses at Higher Level, and/or avoid the additional IB requirements of the Extended Essay, Theory of Knowledge, and CAS requirements.



IB subjects currently offered by Graded:

- **Studies in Language and Literature (Group 1)**
 - Literature A HL and SL (offered in English and Portuguese)
 - Language and Literature A HL and SL (offered in English, Portuguese, and Spanish)
 - School-supported Self-taught Literature SL (This subject is offered for students wishing to study a “heritage” language not offered at Graded. Please contact the IB coordinator for more information if interested in this course.)
- **Language Acquisition (Group 2)**
 - Language B HL and SL (offered in Portuguese and Spanish)
 - *ab initio* SL (offered in Spanish)
- **Individuals and Societies (Group 3)**
 - Brazilian Social Studies SL
 - Business Management SL
 - Economics HL
 - History HL and SL
 - Psychology HL and SL
 - Environmental Systems and Societies SL
- **Sciences (Group 4)**
 - Biology HL and SL
 - Chemistry HL and SL
 - Physics HL and SL
 - Computer Science HL and SL
 - Environmental Systems and Societies SL
- **Mathematics (Group 5)**
 - Mathematics: Applications and Interpretations HL and SL
 - Mathematics: Analysis and Approaches HL and SL
- **The Arts (Group 6)**
 - Theater Arts HL and SL
 - Visual Arts HL and SL

IB Fees

Parents are responsible for the payment of all IB registration and exam fees. The fees for the May 2024 session were US\$140 per subject, so a full diploma student would pay a total of US\$840 to register for the exam session. Fees are payable in November prior to the May IB exam session. For further details, please consult the IB coordinator.

Families are also responsible for any penalty IB fees incurred after the November 15 deadline for grade 12 students, including those resulting from late registration, course level changes, or changes in IB status. The optional legalization of results and requests for IB exam re-marks also incur an additional fee. IB fees are not included in school fees.

[\[Sample Graded transcript\]](#)

Program and Course Descriptions

VISUAL AND PERFORMING ARTS

The Graded Arts faculty believes that the arts are among humanity's greatest and most noble achievements. The artistic expression of deep human feeling and emotion transcends all other forms of communication and is a measure of all great civilizations, past and present.

Working alongside one's peers with the goal of creating a work of great power and beauty is an important and profound experience with tremendous relevance in today's rapidly changing world. We believe that the arts are an essential part of every young person's education, and it is our mission to provide Graded students with these experiences.

Performing Arts

Digital Music 1

Credit: 0.5

Semester

No previous experience required

This course is designed for students who want to explore digital music composing at various levels. From learning music theory and basic piano skills to creating the next electronic dance piece, students have a variety of experiences. They start the semester by working on understanding common musical terminology and concepts before moving into personal projects. The course is catered to the experiences of the students based on their musical knowledge and interests. Students do not need experience in other music classes to be successful in Digital Music 1 and will learn everything they need for success in Digital Music 2. This course is limited to 10 students. [On the Graded transcript, this course appears as Digital Music 1 (S).]

Digital Music 2

Credit 0.5

Semester

Prerequisite: Digital Music 1

Digital Music 2 builds upon the foundation laid in Digital Music 1, offering students an advanced exploration of digital music composition and production. This dynamic course is designed to elevate students' proficiency in electronic music creation, providing them with a deeper understanding of the field's technical and creative aspects. Building on the fundamental music theory and basic piano skills acquired in the first year, Digital Music 2 delves into more complex musical structures and advanced production techniques. Students further refine their skills in using digital audio workstations (DAWs). The course is tailored to accommodate the diverse experiences and interests of the students, providing them with opportunities to specialize in specific genres or styles of digital music. Collaborative projects allow students to work together to produce intricate and unique compositions. This course is limited to 10 students. [On the Graded transcript, this course appears as Digital Music 2 (S).]

Guitar

Credit: 0.5

Semester

No previous experience required

This course is designed for guitar players of all levels. Students learn to play and develop chords, solos, and fingering on acoustic guitar in a group setting. They also learn music theory, music appreciation, and reading and listening to music. No previous experience is required. This course may be repeated for credit as there is a differentiated skills progression for students taking it multiple times. (This course may be repeated for credit.) [On the Graded transcript, this course appears as High School Guitar (S).]

Piano

Credit: 0.5

*Semester**No previous experience required*

This course is designed for individuals with limited or no prior piano experience. Over the course of a semester, students learn to read and understand piano music as well as a typical lead sheet with melody and chords. Students develop foundational piano techniques, create and play chords as an accompaniment for contemporary songs, and play well-known piano standards from a variety of musical styles. Enrollment is limited to 10 students. (This course may be repeated for credit.) [On the Graded transcript, this course appears as High School Piano (S).]

Beginning Orchestra

Credit: 1.0

*Year**No previous experience required*

Beginning Orchestra is an introductory course for string instrument players. Students learn to play the violin, viola, cello, or bass in a group setting and learn the music theory for their respective levels. Attendance at concert performances is mandatory. (This course may be repeated for credit.) [On the Graded transcript, this course appears as Beginning Orchestra.]

Senior Choir

Credit: 0.5

*Year**Previous choral experience is recommended but not required*

Senior Choir is a course designed for students with a special interest in singing. It addresses basic to advanced vocal techniques and teaches and reinforces the fundamentals of group singing. Students focus on improving intonation, choral blend, and musical interpretation within three- and four-part harmony. The choir learns a repertory of varied musical styles, and coursework includes sight-reading and music theory. There are several mandatory performances inside and outside school throughout the year. Attendance at concert performances is required as they are summative assessments. Advanced students have the opportunity to apply to and prepare for auditions for the Association for Music in International Schools (AMIS) International Honor Choir Festival. (This course may be repeated for credit.) [On the Graded transcript, this course appears as Senior Choir.]

Orchestra

Credit: 1.0

*Year**Prerequisite: Beginning Orchestra or teacher approval*

Orchestra is a course that brings together students of varying levels and grades to play orchestral repertory. Students improve their playing skills and are taught theory and techniques according to need. Attendance at concert performances is mandatory. Advanced students are encouraged to play in select ensembles and may prepare auditions for and apply to the AMIS International Orchestra Festival. (This course may be repeated for credit.) [On the Graded transcript, this course appears as Orchestra.]

Senior Band

Credit: 1.0

*Year**Prerequisite: Junior Band or instructor's permission*

Senior Band is a course devoted to the study of music written and arranged for wind and percussion instruments. Students of varying levels of ability and experience are invited to participate, but all are expected to have already mastered basic playing fundamentals, have a firm grasp on the technical demands of their instrument, and be able to read standard music notation with fluency. Concert band

literature representing various styles, historical periods, and traditions are studied, and students also work in chamber music ensembles. Attendance at concert performances is mandatory as they are summative assessments. (This course may be repeated for credit.) [On the Graded transcript, this course appears as Senior Band.]

Acting

Credit: 0.5

Semester

This course allows students to be part of the high school's semester production. Enrolled students have the opportunity to act and to experience the complete process of putting on a stage production, from casting to closing night. They also learn and apply different styles of acting techniques, from classic to modern. Participants dive deep into storytelling and discover their voices while developing confidence and character on stage. From exploring the hidden gems of contemporary playwrights to uncovering why Shakespeare is still studied today, this course will re-contextualize theater as a means of artistic expression and a tool to empower voices and make a change. This course is open to all, regardless of theatrical experience. [On the Graded transcript, this course appears as Acting (S).]

Production and Product Design

Credit: 0.5

Semester

The magic of modern theater productions is created by a savvy backstage team that combines their technical knowledge and creativity to solve a wide range of problems. This hands-on experience allows students to explore different interests while putting on the semester's high school play. Students learn to master the art of storytelling through mediums such as acting, lights, music, projections, and playwriting. They learn to set the tone or atmosphere for the performance, develop storytelling techniques, and design the set and lighting for the performance. Students in this class bring the magic to the stage by developing scenic designs, assembling 3D-printed and laser-cut props, mapping Q-Lab projections, applying robotics knowledge, or designing original costumes. Backstage team members also have the thrill of operating all technical equipment for performances. [On the Graded transcript, this course appears as Production and Product Design (S).]

IB SL/HL Theater Arts I

Credit: 1.0

Year

Previous theatrical experience is beneficial but not required

Theater is about students finding their voices by telling their own stories and those of others. This practical course pushes students to develop their imaginations and technical skills while deepening their understanding of theater through exploration, experimentation, research, and reflection. During Year 1, students build a foundational knowledge of theater practices, styles, and traditions through a wide range of creative tasks and performances. Working individually and as an ensemble, students gain the creative confidence to identify, develop, and realize their ideas for the stage. In preparation for the final assessment tasks in Year 2, students are expected to take on numerous theatrical roles, including that of actor, director, designer, creator, and spectator. [On the Graded transcript, this course appears as IB SL Theater Arts I or IB HL Theater Arts I.]

IB SL/HL Theater Arts II

Credit: 1.0

Year

Prerequisite: IB Theater Arts I

Year 2 IB Theater students delve deeper into a personal exploration of theater by researching, exploring, and applying theatrical traditions, styles, and theories to the final assessment tasks: the Director's Notebook, the Research Presentation, and the Collaborative Project. In addition, HL students are required to complete the Solo Project. These final assessment tasks require students to draw upon their theatrical knowledge and

experiences in Year 1 to showcase a range of creative work, individually and collaboratively. [On the Graded transcript, this course appears as IB SL Theater Arts II or IB HL Theater Arts II.]

Visual Arts

Art Foundations

Credit: 0.5

Semester

This course introduces students to the visual arts. Projects are designed to encourage creative play while nurturing critical thinking and problem-solving skills. Emphasis is placed on gaining the confidence to create. Students explore materials and techniques in both 2D and 3D art forms. They learn methods for looking at and talking about art and develop an increased awareness of the visual environment. Two semesters are required for students planning to follow the IB Visual Arts program. This course may be repeated a second time for credit by any student. [On the Graded transcript, this course appears as Art Foundations (S).]

Ceramics and Sculpture

Credit: 0.5

Semester

This course introduces students to three-dimensional thinking while teaching them the fundamentals of working with clay. Students are exposed to various projects designed to boost creativity while teaching them how to express it visually. This is an excellent course for beginning art students as well as experienced students who have never worked three-dimensionally. [On the Graded transcript, this course appears as Ceramics & Sculpture (S).]

Ceramics - Wheel and Extruder

Credit: 0.5

Semester

This course introduces students to the basics of potter's wheel and sculptural techniques, focusing on design and the many different ways of exploring the extruder. Students complete a series of projects, such as functional pottery and sculptural pieces, while learning to use the extruder and the electric wheel. The class is limited to 12 students. [On the Graded transcript, this course appears as Ceramics Wheel & Extruder (S).]

IB SL/HL Visual Arts I

Credit: 1.0

Year

This course is for those interested in all aspects of art, including its history, curation, and creation. It is challenging yet fun and rewarding. During the first year, students learn to explore and experiment with ideas, understand materials and techniques, and make connections between their work and that of other artists/cultures/social contexts by producing artwork and keeping a creative process journal. In the first semester, learning is facilitated through teacher-guided assignments. Students develop individual goals and ideas for self-guided exploration and art-making in the second semester. Research, reading, academic writing, and gallery visits are important parts of the course and students' artistic development. [On the Graded transcript, this course appears as IB SL Visual Arts I or IB HL Visual Arts I.]

IB SL/HL Visual Arts II

Credit: 1.0

Year

Prerequisite: IB SL/HL Visual Arts I

In Year 2, students pursue self-guided, studio-based exploration and research around personally meaningful topics. The process of creation and creation itself is the focus as students work towards an exhibition of their

artwork. Through this process, students learn about the broader world of visual arts and develop increasingly sophisticated and informed responses to what they see, experience, and create. A process portfolio demonstrating growth and development and a comparative study discussing and analyzing art are also submitted for external assessment by an IB examiner. [On the Graded transcript, this course appears as IB SL Visual Arts II or IB HL Visual Arts II.]

DESIGN AND TECHNOLOGY

As the world becomes increasingly centered on the importance of design and the use of technological tools in our lives, Graded is committed to giving students options to explore the creation, design, and use of these tools. The Design and Technology Department at Graded offers a range of courses that use a variety of platforms and diverse technology. Engineering courses focus on technological hardware (designing and working with physical structures), and computer science courses focus on software (the data and program pathways inside machines).

In most Design and Technology courses involving media, students use the Adobe Suite software. The software is provided by Graded for students to download onto their device. However, students must have a laptop device (not a tablet or Chromebook) that meets the minimum requirements set by the Graded BYOD policy. (<https://www.graded.br/academics/technology/bring-your-own-device>). Having a device that exceeds the Graded BYOD policy minimum requirements will enhance the student's experience in the class (<https://helpx.adobe.com/download-install/kb/operating-system-guidelines.html>).

Design & Publication

Credit: 1.0

Year

Prerequisite: Teacher interview

This course provides students with a near-professional opportunity to work on the creation of a high-quality publication. They experience a hands-on editorial role in selecting themes, designing layouts, and working collaboratively to produce Graded's annual yearbook. They learn about digital photography, graphic design, and other computer techniques using Adobe Photoshop, Illustrator, and InDesign. This course allows students to develop communication and leadership skills by conducting interviews and interacting with fellow students, teachers, and alumni. This course may require participation outside of scheduled class time to complete tasks and meet deadlines. (This course may be repeated for credit.) [On the Graded transcript, this course appears as Design & Publication.]

Multimedia Art

Credit: 0.5

Semester

This eclectic and exciting course explores the creative connections between technology and various mediums to create art. Students improve their skills in photography, image manipulation, video editing, and animation. The course allows students to expand their creativity through their approach to art-making. [On the Graded transcript, this course appears as Multimedia Art (S).]

Photography 1

Credit: 0.5

Semester

Do you enjoy taking photos with your phone? Are you ready to experiment with a professional camera? Do you know what *shutter speed* is? Have you ever developed a roll of film? These are some of the things that students learn in this introductory photography course. They also explore how to observe light, subject matter, and composition through the lens of photography as a creative art form. [On the Graded transcript, this course appears as Photography 1 (S).]

Photography 2

Credit: 0.5

Semester

Prerequisite: Photography 1 or teacher permission

This advanced photography course addresses alternative methods and studio-based processes for taking photos. It introduces students to more creative and innovative cameras, darkroom printing, and digital techniques. Students are challenged to cultivate their passions and creativity and build portfolios of black and white and color digital images while exploring themes that interest them. [On the Graded transcript, this course appears as Photography 2 (S).]

Film 1

Credit: 0.5

Semester

Film 1 is an introductory course that explores the art of filmmaking. Through lectures, screenings, and discussions, students gain a basic understanding of film theory, cinematic language, and storytelling techniques. Students participate in feedback sessions, examining how filmmakers use visual elements such as camera angles, lighting, and sound to convey meaning. Throughout the course, students work on individual and group film projects, learning how to plan, shoot, and edit short films using digital video equipment, and participate in the Graded Reels Festival at the end of the semester. [On the Graded transcript, this course appears as Film 1 (S).]

Film 2

Credit: 0.5

Semester

This course focuses on film as a powerful storytelling tool. It is designed to provide students with a highly collaborative and hands-on experience that promotes creativity and encourages authenticity. The class includes several screening sessions followed by critique circles where students develop and deepen their media awareness. Students write, pitch, direct, shoot, and edit their original short films and participate in the Graded Reels Festival at the end of the semester. There are no prerequisites for this course. However, students should have an interest in film and a willingness to engage in critical thinking and embrace challenges. [On the Graded transcript, this course appears as Film 2 (S).]

Film 3

Credit: 0.5

Semester

Prerequisites: Film 1 or Film 2

Film 3 is a course that focuses on meaning-making and impactful storytelling in film. Building on the foundational knowledge gained in Film 1 and/or Film 2, this course delves deeper into the art of filmmaking, exploring how filmmakers use visual language to create meaning and convey emotion. Through lectures, screenings, and discussions, students gain a deeper understanding of film theory, cinematic language, and storytelling techniques. In addition to film analysis, students work on individual and group film projects, learning how to plan, shoot, and edit short films with a focus on meaning-making and impactful storytelling. Students also explore different genres and formats of content-making, including documentary, narrative, and experimental forms, considering their strengths and limitations. [On the Graded transcript, this course appears as Film 3 (S).]

Film 4

Credit: 0.5

Semester

Prerequisites: Film 1 or Film 2

Students work on individual and group film projects, applying what they have learned about storytelling to create films that are both artistically and emotionally compelling. They learn advanced techniques in

cinematography, sound design, and editing and will be encouraged to experiment with different styles and genres. Students develop a deep understanding of the power of film to tell stories and evoke emotions, as well as the technical skills needed to create impactful films. They also develop critical thinking and analysis skills, enabling them to engage with and critique films on a deeper level. [On the Graded transcript, this course appears as Film 4 (S).]

Advanced Film

Credit: 1.0

Year

Prerequisites: Two semesters of film or equivalent experience. This course is open to students in grades 11 or 12 who are passionate about filmmaking and are committed to working collaboratively in a team-based environment.

In this course, students take their filmmaking skills to the next level by creating original and authentic audio-visual content. Through media convergence and transmedia storytelling, students learn how to combine different cinematic techniques to tell a compelling story that resonates with target audiences. Working in crews, students tackle real-world challenges and develop their creativity, critical thinking, and problem-solving skills. They learn how to plan, produce, and edit high-quality video projects, including short films, documentaries, and branded content. Throughout the course, students gain hands-on experience with the latest film production equipment and software, including cameras, lighting, sound, and editing tools. They also learn about the business side of the entertainment industry, including pitching ideas, marketing, and distribution. By the end of the course, students will have developed a professional-quality portfolio that showcases their skills and creativity. They will have a clear understanding of the steps involved in creating a successful film project and will be well-prepared to pursue a career in the entertainment industry. [On the Graded transcript, this course appears as Advanced Film.]

Digital Fabrication & Design

Credit: 0.5

Semester

In this course, students explore design, engineering, and digital fabrication to develop functional solutions for real-world challenges. They work with laser cutting, 3D printing, electronics prototyping, and traditional hand tools, enhancing both their technical and problem-solving skills. Guided by the Design Thinking framework and Problem-Based Learning (PBL), students conceptualize, prototype, and refine their ideas through hands-on projects. In the first quarter, students focus on digital fabrication fundamentals by designing and fabricating a sustainable product that addresses a local or global challenge. In the second quarter, they advance their skills by integrating electronics and user-centered design into a custom product tailored to a specific client or audience. The course emphasizes collaboration, iteration, and hands-on learning, fostering CAD modeling, rapid prototyping, and fabrication techniques alongside critical thinking and teamwork. By the end of the semester, students will have designed, prototyped, and fabricated multiple projects, preparing them for future studies and careers in engineering, product design, and digital fabrication. [On the Graded transcript, this course appears as Digital Fabrication & Design (S).]

Engineering and Robotics

Credit: 0.5

Semester

Engineering and Robotics is a high school-level foundation course in which students are introduced to the engineering profession, common approaches to solving engineering problems, and the engineering design process. Utilizing the activity-, project-, and problem-based (APB) teaching and learning pedagogy, students progress from completing structured activities to solving open-ended projects and problems that require planning, documentation, communication, and other professional skills. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work individually and in teams to design solutions to a variety of problems using VEX robotics components

and an engineering notebook in which to document their work. [On the Graded transcript, this course appears as Engineering & Robotics (S).]

Engineering and Flight

Credit: 0.5

Semester

The exciting aerospace world comes alive in Engineering and Flight. Students learn about the physics of flight and aerodynamics through hands-on experiments. They explore real-world applications of drone technology and learn aspects of responsible drone use. Students learn to demonstrate what can be done with GPS-based drones and powerful micro-drones such as Tello and program drones through logic-based code. To showcase their knowledge, students participate in missions that introduce various aspects of drone programming as challenges in which they compete and strive for better time and accuracy. [On the Graded transcript, this course appears as Engineering & Flight (S).]

Advanced Robotics

Credit: 1.0

Year

Prerequisites: Two semesters of Middle School Robotics, High School Engineering and Robotics, or Departmental approval based on significant prior experiences in robotics.

Students in Advanced Robotics delve into the world of cutting-edge technology, problem-solving, and international competition. Through engaging research, participants gain profound insights into the intricacies of Design Challenges, exploring various solutions and collaborating with peers to select the most innovative design. In this dynamic class, students embrace the interdisciplinary nature of authentic problem-solving, integrating engineering, science, and computer science skills to tackle real-world challenges. The course unfolds as a captivating adventure, guiding students through the design process. They meticulously craft solid models of their innovative designs, construct prototypes for rigorous testing, and adapt their creations based on insightful testing results. Students have the opportunity to showcase their skills on a global stage, participating in thrilling competitions that may even lead to international travel for tournaments. [On the Graded transcript, this course appears as Advanced Robotics.]

Introduction to Virtual Reality

Credit: 0.5

Semester

Introduction to Virtual Reality is a technical course introducing students to the basics of building virtual reality worlds using HTML and the A-Frame JavaScript Library. Through this course, students build their own virtual reality worlds that are compatible with VR devices, including smartphone VR headsets. This course is meant to be a first-time introduction to virtual reality and does not require students to come in with any programming experience. However, it involves some challenging content with 3D coordinates and geometry. This course cannot be taken twice for credit (even if the course was previously taken in middle school). [On the Graded transcript, this course appears as Introduction to Virtual Reality (S).]

Web Page Design

Credit: 0.5

Semester

Websites and web-based applications are the most important communication tools in our lives, but how they work is a mystery to many. In this course, students learn how web designers plan the user interface and user experience of websites and how web developers write computer code to turn the designer's plans into reality. Students design and create several example sites for both computers and mobile devices. This course is designed for students with any level of design and coding experience. [On the Graded transcript, this course appears as Web Page Design (S).]

Web App Design

Credit: 0.5

Semester

In this course, students design and code applications for mobile phones using two tools: the MIT App Inventor and the Code.Org App Lab (based on JavaScript). This process teaches the basics of user interface design, event-driven programming, and the decision-making process behind choosing a programming language for a specific task. This course is designed for students with any level of design and coding experience. [On the Graded transcript, this course appears as Web App Design (S).]

LANGUAGE ARTS AND LITERATURE

At its core, Graded's language arts and literature program teaches students to write effectively, read critically, speak coherently, and engage with their world imaginatively. The program is designed to cultivate intellectual curiosity and a lifelong love of language, helping students deepen their sense of humanity and enhance their capacity for wonder.

English

English 9: Language as Exploration

Credit: 1.0

Year

Prerequisite: English 8 or equivalent. This course is a requirement for all grade 9 students.

English 9 establishes the foundational skills in disciplinary thinking. Students increase their understanding of literary and non-literary forms by applying basic critical lenses. When studying and discussing a variety of texts, students sharpen their thinking, listening, and speaking abilities, fostering confidence and independent thought. Various approaches to writing for diverse purposes and audiences help students develop the necessary skills for communicating well. Through the deconstruction and production of language in its myriad forms, students gain self-knowledge and an increased ability to participate in their community effectively. [On the Graded transcript, this course appears as English: Language As Exploration.]

English 10: Voice and Identity

Credit 1.0

Year

Prerequisite: English 9 or equivalent. This course is a requirement for all grade 10 students.

English 10 builds on the analytical thinking skills developed in earlier grades to refine deeper critical approaches to literary and non-literary texts. This course explores language and meaning through the critical lenses of ethnicity, class, gender, and power. Students further develop specificity and sophistication in their written and spoken interpretations. Students develop interpretive and expressive skills with a sympathetic eye toward cultural context and the human condition. [On the Graded transcript, this course appears as English: Voice and Identity.]

English: Communication in Contexts I & II

Credit: 1.0

Year

Prerequisite: English 10 or equivalent

English: Communication in Contexts develops creative and persuasive writing skills through students' lives and interests. Students focus on real-world applications of language and communication through literary and non-literary texts and media to address current global issues. They develop skills in persuasive writing, journalistic analysis, and creative storytelling through diverse topics such as social justice, media influence, and business communication. Students demonstrate their learning through flexible and personalized

choices. [On the Graded transcript, this course appears as English: Communication in Contexts I and English: Communication in Contexts II.]

English Language & Literature I & II

Credit 1.0

Year

Prerequisite: Prior administrative approval

This course follows the curriculum and syllabus of the corresponding International Baccalaureate course, but does not meet the IB's internal or external assessment stipulations. However, it maintains the full rigor demanded by accredited US high school diploma requirements for this subject. A more complete syllabus is available upon request. [On the Graded transcript, this course appears as English Language & Literature I and English Language & Literature II.]

English Literature I & II

Credit 1.0

Year

Prerequisite: Prior administrative approval

This course follows the curriculum and syllabus of the corresponding International Baccalaureate course, but does not meet the IB's internal or external assessment stipulations. However, it maintains the full rigor demanded by accredited US high school diploma requirements for this subject. A more complete syllabus is available upon request. [On the Graded transcript, this course appears as English Literature I and English Literature II.]

IB SL/HL English A: Language and Literature I

Credit: 1.0

Year

Prerequisite: English 10 or equivalent

Language and Literature is a two-year course in which students study the complex and dynamic nature of the English language. This course develops students' knowledge and understanding of both language and literature through the study of literary and non-literary texts, including mass media. Students explore the multitude of roles language plays in communicating ideas, reflecting on the experience, and shaping the world. Students also consider how individuals produce, reconstruct, and consume language in this exploration. This involves extensive study of various text types, literary forms, and contextual elements. Students enrolling in the HL course should be prepared for a more rigorous course of study with a faster-paced reading schedule than SL and an additional IB assessment.

Students who take this course are expected to think critically, work independently, and take an active role in class discussions. In addition to IB requirements, students complete a variety of written and oral assignments that contribute to their Graded grades. This includes the IB Learner Portfolio, an individual collection of student work compiled during the course. This is a mandatory and central element of Language A: Language and Literature for both HL and SL students and will continue to develop through Year II of the course. [On the Graded transcript, this course appears as IB SL English A: Lang & Lit I or IB HL English A: Lang & Lit I.]

IB SL/HL English A: Language and Literature II

Credit: 1.0

Year

Prerequisite: IB SL/HL English: Language and Literature I

The second year of IB Language and Literature is an extension of the philosophy and scope of the first year. Students are required to take the IB English Language and Literature exams in May.

Distinctions between SL and HL

Ultimately, in the two years of the course, SL and HL students engage with literary and non-literary works drawn from multiple cultures, eras, and genres. SL uses four literary works, whereas HL uses eight, and both levels work with a variety of non-literary bodies of work that constitute half of the course reading. Students should anticipate a reading load consistent with a college-level course, especially in the HL. A focus on critical reading skills is combined with an analysis of the role of context and other interpretative approaches. During the study, students consider three areas of exploration:

- Readers, writers, and texts
- Time and space
- Intertextuality

IB Assessments

SL and HL students write a Paper 1 (weighted at 35% of the IB score for both HL and SL) and a Paper 2 (weighted at 35% of the IB score for SL and 25% for HL). These exams are seated in May of the second (grade 12) year. Additionally, both SL and HL students conduct an Individual Oral (30% for SL; 20% for HL). HL students write the HL 1200-1500 word essay (weighted at 20%).

Though the course is designed with these IB assessments in mind, students also engage in tasks that are not direct models of IB assessments. These activities are meant to help students develop strong reading and writing skills as well as broaden the scope of student expression and exploration. [On the Graded transcript, this course appears as IB SL English A: Lang & Lit II or IB HL English A: Lang & Lit II.]

IB SL/HL English A: Literature I

Credit: 1.0

Year

Prerequisite: English 10 or equivalent

The IB Literature course is a two-year program for students interested in studying literature and writing. This class encourages personal appreciation of literature and helps students understand techniques involved in literary criticism. Students develop powers of expression, practicing the skills involved in writing and speaking in a variety of styles and for a variety of audiences. The curriculum introduces students to a range of literary works of different periods, genres, and styles and broadens their perspectives through works from other cultures and languages. Through written and oral assignments, students develop the ability to think well and engage in close, detailed analysis of texts. Besides these skills, the course aims to promote an enjoyment of and lifelong interest in literature and writing. A focus on critical reading skills is combined with an analysis of the role of context and other interpretative approaches.

Students taking this course should be prepared to think critically, work independently, and take an active role in class discussions. In addition to IB requirements, students complete a variety of written and oral assignments that contribute to their Graded grades. Included in this is the IB Learner Portfolio, an individual collection of student work compiled during the course. This is a mandatory and central element of Language A: Literature for both HL students and will continue to develop through Year II of the course. [On the Graded transcript, this course appears as IB SL English A: Literature I or IB HL English A: Literature I.]

IB SL/HL English A: Literature II

Credit: 1.0

Year

Prerequisite: IB HL English: Literature I

The second year of the IB Literature program is an extension of the philosophy and scope of the first year. [On the Graded transcript, this course appears as IB HL English A: Literature II.]

Distinctions between SL and HL

Ultimately, in the two years of the course, SL and HL students engage with literary works drawn from multiple cultures, eras, and genres. SL uses nine literary works, whereas HL uses 14. Students should anticipate a reading load consistent with a college-level course, especially in the HL. A focus on critical

reading skills is combined with an analysis of the role of context and other interpretative approaches. During the study, students consider three areas of exploration:

- Readers, writers, and texts
- Time and space
- Intertextuality

IB Assessments

SL and HL students write a Paper 1 (weighted at 35% of the IB score for both HL and SL) and a Paper 2 (weighted at 35% of the IB score for SL and 25% for HL). These exams are seated in May of the second (grade 12) year. Additionally, both SL and HL students conduct an Individual Oral (30% for SL; 20% for HL). HL students write the HL 1200-1500 word essay (weighted at 20%).

Though the course is designed with these IB assessments in mind, students also engage in tasks that are not direct models of IB assessments. These activities are meant to help students develop strong reading and writing skills as well as broaden the scope of student expression and exploration. [On the Graded transcript, this course appears as IB SL English A: Lit II or IB HL English A: Lit II.]

Portuguese

(Please note: Portuguese as an Additional Language (PAL) course descriptions are found in the World Languages section of this course guide)

Portuguese 9 - Time, Permanence, Disruption

Credit: 1.0

Year

Curso obrigatório para alunos de Diploma Brasileiro do 9º ano do Ensino Fundamental.

Este curso, que encerra o Fundamental II para o Diploma Brasileiro, visa ao aperfeiçoamento das habilidades leitoras e de comunicação oral e escrita.

De maneira autônoma, o aluno é capacitado a selecionar diferentes procedimentos e estratégias de leitura, levando em conta as características dos gêneros e suportes e expressando avaliação crítica sobre os textos lidos, temas e autores e sobre a forma com que a língua foi utilizada para construir significado.

A ampliação do repertório de experiências leitoras é o objetivo para a diversificação dos gêneros estudados, que variam desde as narrativas ficcionais, aos gêneros jornalísticos, passando pela linguagem do cinema, do teatro e letras de música, com diferentes perspectivas e nos mais variados contextos de produção e recepção das obras. Em relação à sistematização dos estudos literários, **as obras selecionadas concentram-se em autores representativos da produção literária brasileira do século XX à contemporaneidade, explorando as conexões entre tempo, permanências e mudanças.**

No trabalho com a linguagem escrita, os alunos produzem, revisam e editam textos de diversos gêneros, com ênfase nos textos de base argumentativa, levando em consideração a variedade linguística apropriada. Assim, os estudos gramaticais abrangem uma imersão na sintaxe dos períodos simples e composto, com o intuito de capacitá-lo a compreender as relações de complementação e adjunção da língua. [On the Graded transcript, this course appears as Portuguese: Time, Permanence, Disruption.]

Portuguese 10 - Local and Global Cultures

Credit: 1.0

Year

Curso obrigatório para alunos de Diploma Brasileiro do 10º ano, 1º ano do Ensino Médio.

Neste curso, **o aluno aprende a relacionar as diferentes matrizes culturais, o contexto de produção e o modo como as obras significativas das literaturas brasileiras e de outros países e povos (em especial a portuguesa, a indígena, a africana e a latino-americana, sem se limitar a estas) dialogam com o presente, utilizando ferramentas da crítica literária ou outros critérios.** A partir de textos escritos, orais e multissemióticos, o aluno irá compartilhar sentidos construídos na leitura/escuta de textos literários,

percebendo diferenças e eventuais tensões entre as formas pessoais e as coletivas de apreensão desses textos, para exercitar o diálogo cultural e aguçar a perspectiva crítica.

Além disso, o aluno planeja, produz, revisa, edita, descreve e avalia textos escritos e multissemióticos, considerando sua adequação às condições de produção do texto, o lugar social assumido, a imagem que se pretende passar a respeito de si mesmo, ao leitor pretendido, o veículo e mídia de circulação, o contexto imediato e sócio-histórico mais geral, o gênero textual em questão, a variedade linguística apropriada a esse contexto e ao uso do conhecimento da ortografia padrão, da pontuação adequada, dos mecanismos de concordância nominal e verbal e da regência verbal, etc.

É importante notar que a escolha das obras a serem lidas, bem como das propostas de produção textual e os recortes gramaticais acontecem orientadas por um eixo de estudos, interligando todas as atividades na busca da construção do conhecimento de modo significativo.

Após ser aprovado(a) no 10º ano, o(a) aluno(a) deve solicitar a seu/sua professor/a de Português uma recomendação para ingressar no curso de IB - Bacharelado Internacional - que seja mais adequado a suas características. Para os alunos que sejam falantes nativos de português, o encaminhamento - salvo decisões contrárias de caráter acadêmico-pedagógico - é para o curso de IB HL/SL Língua e Literatura I. Aos estudantes estrangeiros, recomenda-se o curso de Português Língua B HL ou SL. [On the Graded transcript, this course appears as Portuguese: Local & Global Cultures.]

IB SL/HL Português A: Literatura I

Credit: 1.0

Year

Pré-requisito: Conclusão do curso de Português 10

O curso de Literatura é um programa de dois anos destinado a estudantes com interesse particular em estudar literatura e escrita. O curso incentiva a apreciação pessoal da literatura e ajuda os alunos a compreender as técnicas envolvidas na crítica literária. Os alunos desenvolvem habilidades de expressão, praticando as habilidades necessárias para escrever e falar em diversos estilos e para diversos públicos. O currículo apresenta aos alunos uma variedade de obras literárias de diferentes períodos, gêneros e estilos, ampliando suas perspectivas por meio de obras de outras culturas e idiomas. Através de tarefas escritas e orais, os alunos desenvolvem a capacidade de pensar de forma eficaz e se envolver em análises detalhadas de textos. Além dessas habilidades úteis, o curso tem como objetivo promover o prazer e o interesse vitalício pela literatura e pela escrita. O modelo para o curso de literatura é o mesmo em SL (Nível Superior) e HL (Nível Avançado), mas existem diferenças quantitativas e qualitativas entre os níveis. Os alunos de SL são obrigados a estudar 7 obras, enquanto os alunos de HL devem estudar 10. No exame 1, tanto os alunos de SL quanto os de HL recebem dois trechos ou textos literários previamente não vistos de formas literárias diferentes, cada um acompanhado de uma pergunta orientadora. Os alunos de SL escrevem uma análise guiada de um desses, enquanto os alunos de HL escrevem análises guiadas de ambos os trechos ou textos literários. Além disso, os alunos de HL têm um quarto componente de avaliação, o ensaio de nível superior (HL), uma tarefa de curso escrita que requer dos alunos que explorem uma linha de investigação em relação a um texto ou obra literária estudada. O resultado é um ensaio de 1.200 a 1.500 palavras no qual se espera que os alunos de HL demonstrem uma compreensão mais profunda da natureza do estudo literário. [On the Graded transcript, this course appears as IB SL Portuguese A: Lit I or IB HL Portuguese A: Lit I.]

IB SL/HL Português A: Língua e Literatura I

Credit: 1.0

Year

Pré-requisito: Conclusão do curso de Português 10

O curso de Língua e Literatura permite inúmeras possibilidades para aqueles alunos que querem desafiar a si mesmos no que diz respeito à análise da Língua e de como ela afeta o sentido do que comunicamos. Este curso desenvolve o conhecimento e a compreensão (dos alunos) de ambas, língua e literatura através do

estudo de textos literários e não-literários, incluindo-se dentre estes os encontrados nos meios de comunicação de massa. Desafiamos os alunos a pensar criticamente sobre as diferentes interações entre texto, público-alvo, intenção e a compreender como a língua, a cultura, o contexto determinam o modo pelo qual construímos o conhecimento. Através do estudo de textos variados, os alunos passam a ter um entendimento mais amplo do papel da língua na vida das pessoas, nos meios de comunicação de massa e nas artes.

Este curso de dois anos é organizado em três áreas de exploração: 1. Escritores, Leitores e Textos; 2. Tempo e Espaço; 3. Intertextualidade: conectando textos.

Os alunos que escolherem este curso devem estar preparados para pensar criticamente, para trabalhar independentemente, para assumir um papel ativo nos debates de sala de aula, tendo uma postura de compromisso e de empenho, independente das tarefas serem, ou não, obrigatórias para o IB. Sob a orientação do professor, os alunos tomarão decisões quando forem elaborar tarefas (sejam elas escritas ou orais), participar de projetos de pesquisa, criar materiais de estudo e participar dos ambientes virtuais de aprendizagem. [On the Graded transcript, this course appears as IB SL Portuguese A: Lang & Lit I or IB HL Portuguese A: Lang & Lit I.]

IB SL/HL Portuguese A: Língua e Literatura II

Credit: 1.0

Year

Pré-requisito: Conclusão do curso de IB Português Língua e Literatura I

O segundo ano do curso de IB Portuguese A: Língua e Literatura é a extensão da filosofia e do escopo do ano I. Dos alunos, espera-se que, ao final do curso, eles façam os exames de IB Portuguese A: L & Lit em Maio.

Distinção entre SL e HL

Dentre as atividades obrigatórias IB para os alunos SL incluem um Internal Assessment oral, (avaliado internamente e moderado externamente) baseado nos textos literários e não-literários estudados em classe; dois exames escritos (Paper 1 e Paper 2) - o primeiro sendo uma análise mediada de texto não-literário (não estudados em classe) e o segundo, uma análise comparada de duas das obras lidas em classe, ao longo dos dois anos (exceto a utilizada para o Internal Assessment oral). Os alunos HL terão, além das tarefas já mencionadas, a escrita de um Essay (avaliado externamente) de 1.200 a 1.500 palavras, podendo basear-se em qualquer texto literário ou não-literário lido em classe.

Ainda que os critérios de avaliação dos Papers 1 e 2 e do Internal Assessment sejam os mesmos, tanto para os alunos SL quanto para os HL, espera-se que os alunos HL demonstrem uma compreensão mais aprofundada do conteúdo e das técnicas de escrita que os alunos SL. [On the Graded transcript, this course appears as IB SL Portuguese A: Lang & Lit II or IB HL Portuguese A: Lang & Lit II.]

Spanish

Spanish Language and Performance

Credit: 1.0

Year

Prerequisite: Department recommendation

This course is designed specifically for native or heritage speakers of Spanish who communicate effectively in their home or community language and wish to develop their academic language proficiency and competency. This course enables students to develop, maintain, and enhance proficiency in Spanish by providing them with the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences. The class validates the linguistic and transcultural experiences and knowledge students already possess. The course provides students, through the language of performing practices such as

theater and film, the expansions of language repertoires. [On the Graded transcript, this course appears as Spanish: Language & Performance.]

Spanish Cultural & Discursive Variety

Credit: 1.0

Year

Prerequisite: Spanish 9 or department recommendation

The goal of this course is for students to continue developing, maintaining, and improving their Spanish proficiency by giving them more opportunities to listen, speak, read, and write in a variety of contexts and for a variety of audiences, all of which require a more complex and deeper knowledge of the language (in terms of grammar, vocabulary, and syntax). This class validates the linguistic and transcultural experiences and knowledge that students already possess but expects students to continue exploring cultures of the Hispanic world, validating any language diversity. [On the Graded transcript, this course appears as Spanish: Cultural & Discursive Variety.]

IB SL/HL Spanish A: Lengua y Literatura I/II

Credit: 1.0

Year

Prerequisite: Los alumnos deberán demostrar una amplia fluencia oral y escrita y recibir la recomendación del profesor.

Este curso ofrece la oportunidad de aprender la lengua española con mayor profundidad y está encaminado más específicamente al estudio de las literaturas española e hispanoamericana. Los alumnos, al mismo tiempo, analizarán y realizarán trabajos de reflexión sobre la evolución histórica de la cultura hispánica.

Los alumnos también producirán diferentes tipos de textos que implicarán el desarrollo de distintas habilidades y prácticas de escritura. La preparación para el examen de Bachillerato Internacional incluirá la realización de composiciones, pruebas gramaticales y lecturas del programa de IB. [On the Graded transcript, this course appears as IB SL Spanish A: Lang & Lit I or IB HL Spanish A: Lang & Lit I and IB SL Spanish A: Lang & Lit II or IB HL Spanish A: Lang & Lit II.]

MATHEMATICS

Graded's mathematics program fosters an appreciation of quantitative and abstract thinking, encouraging students to discover connections to the real world and other disciplines. Through a standards-based program, all students are challenged to develop mathematical curiosity and literacy as well as the confidence to approach mathematical endeavors individually and collaboratively.

Please note: Students are required to have a Numworks calculator for all courses.

Grade 9 Integrated Mathematics 1 Standard

Credit: 1.0

Year

Prerequisite: Grade 8 Math or Pre-algebra

Integrated Mathematics I introduces students to the high school curriculum through extensive work in number sense, algebra, coordinate geometry, and statistics. This course develops students' procedural and conceptual understanding of mathematics across a broad range of topic areas. The majority of grade 9 students are expected to take this course. [On the Graded transcript, this course appears as Integrated Mathematics 1.]

Grade 9 Integrated Mathematics 1 Extended

Credit: 1.0

Year

Prerequisite: Grade 8 Math, Algebra I, and department recommendation

Integrated Mathematics I Extended covers the same topic areas as Integrated Mathematics I, but delves into the topics with a deeper level of problem-solving and conceptual understanding. It is designed for students who master procedural skills quickly and are eager to challenge themselves to explore mathematics in greater depth. To take this course, students must have shown consistent mastery of grade 8 mathematics and have received a recommendation from their grade 8 mathematics teacher. [On the Graded transcript, this course appears as Integrated Mathematics I Extended.]

Grade 10 Integrated Mathematics 2 Standard

Credit: 1.0

Year

Prerequisite: Successful completion of Integrated Math I and department recommendation

This course is a second-year high school mathematics course that prepares students for success in either IB Mathematics: Analysis and Approaches I SL or IB Mathematics: Applications and Interpretations I SL. Topics include algebra, functions and equations, polynomials, exponents and logarithms, quadratics, analytic geometry, vectors, trigonometry, statistics, and probability. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. [On the Graded transcript, this course appears as Integrated Mathematics 2.]

Grade 10 Integrated Mathematics 2 Extended

Credit: 1.0

Year

Prerequisite: Successful completion of Integrated Math I Extended and department recommendation based on grades, interest, commitment, and ability to analyze appropriate higher-level problems.

This second-year high school mathematics course is designed to prepare grade 10 students for success in IB Mathematics: Analysis and Approaches HL or IB Mathematics: Applications and Interpretations I HL. Integrated Mathematics II Extended covers the same topic areas as Integrated Mathematics II but delves into the topics with a deeper level of problem-solving and conceptual understanding. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. [On the Graded transcript, this course appears as Integrated Mathematics 2 Extended.]

Statistics and Probability

Credit: 1.0

Year

Prerequisite: This course is open to all grade 11 and 12 students, but it is only offered every other year and alternates with Introduction to Contemporary Mathematics.

This course prepares students for the level of statistics that they will encounter at college level, both in a theoretical and practical sense. Students learn about bias, sampling, interpreting results, and applications in the real world. In the second semester, they study statistical hypotheses and how to test them. Assessment is conducted through a mixture of projects and tests. [On the Graded transcript, this course appears as Statistics and Probability.]

Introduction to Contemporary Mathematics

Credit: 1.0

Year

Prerequisite: This course is open to all grade 11 and 12 students, but it is only offered every other year and it alternates with Statistics and Probability.

This course introduces students to some of the topics and applications of mathematics in the modern world. The course covers concepts such as sets, logic, probability, statistics, money management, graph

theory, networks, voting, and Math's impact on real-life disciplines. The course aims to enhance students' critical thinking, communication, and problem-solving skills, as well as their cultural and ethical awareness and appreciation of mathematics in everyday life. This course can prepare students for a variety of careers and fields of interest, such as the disciplines in liberal arts that cover the humanities, natural sciences, social sciences, and fine arts. [On the Graded transcript, this course appears as Introduction to Contemporary Mathematics]

Mathematics I

Credit 1.0

Year

Prerequisite: Prior administrative approval

This course follows the curriculum and syllabus of the corresponding International Baccalaureate course, but does not meet the IB's internal or external assessment stipulations. However, it maintains the full rigor demanded by accredited US high school diploma requirements for this subject. A more complete syllabus is available upon request. [On the Graded transcript, this course appears as Math AI I or Math AA I.]

Mathematics II

Credit 1.0

Year

Prerequisite: Prior administrative approval

This course follows the curriculum and syllabus of the corresponding International Baccalaureate course, but does not meet the IB's internal or external assessment stipulations. However, it maintains the full rigor demanded by accredited US high school diploma requirements for this subject. A more complete syllabus is available upon request. [On the Graded transcript, this course appears as Math AI II or Math AA II.]

IB SL Mathematics: Analysis and Approaches I

Credit: 1.0

Year

Prerequisite: Successful completion of Integrated Math II Standard or Extended and departmental recommendation.

Mathematics: Analysis and Approaches is intended for students who wish to pursue studies in mathematics at university or subjects that have significant mathematical content. It is for students who enjoy developing mathematical arguments, problem-solving, and exploring real and abstract applications, with and without technology. [On the Graded transcript, this course appears as IB SL Math AA I.]

IB HL Mathematics: Analysis and Approaches I

Credit: 1.0

Year

Prerequisite: Integrated Math II Extended and department recommendation based on grades, interest, and ability to analyze appropriate higher-level problems.

Mathematics: Analysis and Approaches is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem-solving, and exploring real and abstract applications, with and without technology. At the HL Level, the additional content covered focuses on calculus. [On the Graded transcript, this course appears as IB H Math AA I.]

IB SL Mathematics: Applications and Interpretations I

Credit: 1.0

Year

Prerequisite: Integrated Math II Standard

Mathematics: Applications and Interpretation is designed for students who enjoy describing the real world and solving practical problems using mathematics and for those interested in harnessing the power of

technology alongside mathematical models and the more practical side of mathematics. [On the Graded transcript, this course appears as IB SL Math AI I.]

IB HL Mathematics: Applications and Interpretations I

Credit: 1.0

Year

Prerequisite: Integrated Math II Extended and department recommendation based on grades, interest, and ability to analyze appropriate higher-level problems.

Mathematics: Applications and Interpretation is designed for students who enjoy describing the real world and solving practical problems using mathematics and those interested in harnessing the power of technology alongside mathematical models and the more practical side of mathematics. At the HL level, there's additional content focusing on deeper levels of conceptual understanding and problem-solving. Questions and tasks pull upon strong mathematical reasoning and procedural skills. [On the Graded transcript, this course appears as IB HL Math AI I.]

IB SL Mathematics: Analysis and Approaches II

Credit: 1.0

Year

Prerequisite: IB SL Mathematics: Analysis and Approaches I

This is the second year of the IB SL Mathematics: Analysis and Approaches course of study. Students complete their study of the five topics which constitute the course's curriculum: numbers and algebra, functions, geometry and trigonometry, probability and statistics, and calculus. In addition to Graded assessments, students complete a detailed personal exploration of an aspect of mathematics related to the syllabus and two examinations as part of their IB assessment requirements. [On the Graded transcript, this course appears as IB SL Math AA II.]

IB HL Mathematics: Analysis and Approaches II

Credit: 1.0

Year

Prerequisite: IB HL Mathematics: Analysis and Approaches I

This is the second year of the IB HL Mathematics: Analysis and Approaches course of study. Students complete their study of the five topics which constitute the course's curriculum: numbers and algebra, functions, geometry and trigonometry, probability and statistics, and calculus. In addition to Graded assessments, students complete a detailed personal exploration of an aspect of mathematics related to the syllabus and three examinations as part of their IB assessment requirements. [On the Graded transcript, this course appears as IB HL Math AA II.]

IB SL Mathematics: Applications and Interpretations II

Credit: 1.0

Year

Prerequisite: IB SL Mathematics: Applications and Interpretations I

This is the second year of the IB SL Mathematics: Applications and Interpretations course of study. Students complete their study of the five topics that constitute the course's curriculum: numbers and algebra, functions, geometry and trigonometry, probability and statistics, and calculus. In addition to Graded assessments, students complete a detailed personal exploration of an aspect of mathematics related to the syllabus and two examinations as part of their IB assessment requirements. [On the Graded transcript, this course appears as IB SL Math AI II.]

IB HL Mathematics: Applications and Interpretations II

Credit: 1.0

Year

Prerequisite: IB HL Mathematics: Applications and interpretations I

This is the second year of the IB HL Mathematics: Applications and Interpretations course of study. Students complete their study of the five topics that constitute the course’s curriculum: numbers and algebra, functions, geometry and trigonometry, probability and statistics, and calculus. In addition to Graded assessments, students complete a detailed personal exploration of an aspect of mathematics related to the syllabus and three examinations as part of their IB assessment requirements. [On the Graded transcript, this course appears as IB HL Math AI II.]

PHYSICAL AND HEALTH EDUCATION





The high school Physical and Health Education (PHE) program allows students to choose three semester-long courses from nine different physical education (PE) courses that they can complete at any time during their high school life. Three PE courses will give students their required 1.5 PHE credits. The nine different courses—arranged in four different pathways—offer students a choice in the type of physical activity they would like to do, from dance to wellness activities like yoga, from recreational sports to competitive sports, and from individual activities to strength and conditioning.

High school students are also required to take the semester-long Foundational Health course, which will count for 0.5 credits. Students can enroll in this course in grades 9 or 10.

Some 'nuts and bolts' things to know:

- Students need 1.5 PHE credits to graduate.
- Students need 0.5 Health credits to graduate.
- Each semester course is 0.5 credits.
- Courses cannot be repeated for additional PHE credits.
- Student learning will largely be assessed using US national SHAPE PE and Health standards. The SHAPE PE standards will underpin the eight new conceptual understandings used to assess their learning in the nine PE courses.

PHE PATHWAYS

Do you love working out? 	Do you love playing team sports? 	Are you looking for physical activities with social connections or personal challenges? 	Do you love to dance or move your body in different ways? 
Fit for Life	Team Sports	Active Lifestyle	Creative Human Movement
<p>Intro to Strength & Conditioning</p> <ul style="list-style-type: none"> • Learn the basis of many different types of training • How to use equipment safely • Basic anatomy • Learn how to design and follow a program 	<p>Performance in Team Sports</p> <ul style="list-style-type: none"> • Participate in a number of different team sports • Learn the skills & strategies to become a <i>strong team player</i> • Learn how nutrition and psychology improves performance 	<p>Recreational Games</p> <ul style="list-style-type: none"> • Participate in recreational games (softball, spikeball, ultimate frisbee, etc.) • Emphasis on fun and creating social connections 	<p>Interpretive Movement</p> <ul style="list-style-type: none"> • Learn to use your body in creative and rhythmic ways • Learn different dance styles • Choreograph and perform dance
<p>Advanced Strength & Conditioning</p> <ul style="list-style-type: none"> • Develop your fitness at a higher level • Learn advanced lifting and training techniques • Learn the role of nutrition in training • Learn how anatomy and biomechanics improve your training 	<p>Leadership in Team Sports</p> <ul style="list-style-type: none"> • Participate in a number of different team sports • Develop your <i>leadership skills</i> in a team sports environment • Learn about injury prevention 	<p>Lifetime Pursuits for Active Individuals</p> <ul style="list-style-type: none"> • Participate in individual sports and activities • Set goals and personal challenges 	<p>Interpretive Movement</p> <ul style="list-style-type: none"> • Learn to use your body in acrobatic ways (gymnastics, parkour, circus, etc...) • Learn different acrobatic styles • Choreograph and perform a circus, cheer, and/or parkour routine
<p>Fitness for Wellbeing</p> <ul style="list-style-type: none"> • Learn how exercise affects your wellbeing • Practice different types of alternative fitness activities (yoga, pilates, etc...) • Explore how exercise reduces stress 			

Fit for Life Pathway

Strength and Conditioning

Credit: 0.5

Semester

In this course, students strengthen and condition their bodies using a wide range of fitness concepts, exercises, and programs that can be tailored to their specific fitness goals.

The course focuses on:

- Setting meaningful fitness goals;
- Learning to safely use fitness equipment and programs like plyometrics, High-Intensity Interval Training (HIIT), calisthenics, Tabata programs, battle ropes, medicine balls, weight machines, and basic free weights to maximum effect;
- Developing fitness using different training principles and training methods (resistance, fartlek, heart-rate training, interval, continuous, HIIT, plyometrics, circuit);
- Analyzing what programs may best meet specific fitness goals;
- Understanding basic physiology and anatomy;
- Learning basic fitness program design using the FITT principle and intensity measurements;
- Gaining a certification to use Graded's Wellness Gym outside of class.
- Developing sport-specific fitness around different fitness components—with an emphasis on strength, muscular endurance, power, speed, agility, and reaction time;
- Using weights and advanced lifting techniques safely;
- Increasing performance by understanding how to fuel and train the body's different energy systems through nutrition, hydration, and the role of supplements;
- Exploring different muscle recovery processes;
- Learning about periodization (an exercise design technique that promotes long-term performance improvements);
- Learning about Injury prevention.

[On the Graded transcript, this course appears as Strength & Conditioning (S).]

Fitness for Well-being

Credit: 0.5

Semester

In this holistic course, students learn how to care for their body, mind, and spirit and build lifestyle habits that will contribute to their sense of well-being. A large part of the course is geared towards developing habits for your emotional health around physical activity, sleep, and nutrition.

The course focuses on:

- Exploring different alternative individual physical activities like yoga, Tai Chi, Pilates, and calisthenics;
- Exploring and finding social connections in group fitness programs;
- Creating healthy/wellness habits based on sleep, good nutrition, and physical activity;
- Managing stress;
- Time to pursue a passion in this area.

[On the Graded transcript, this course appears as Fitness for Well-being (S).]

Team Sports Pathway

Performance in Team Sports

Credit: 0.5

Semester

Students learn skills and strategies needed to excel as a team player in a variety of competitive team sports. The course is designed for students who enjoy team sports or wish to improve their skills and knowledge in this area and enables them to focus on improving individual skills and strategies/tactics in sports such as basketball, volleyball, water polo, and soccer.

The course focuses on:

- Time to practice individual skills;
- Practicing and analyzing strategies commonly used in invasion game-styled team sports;
- Analyzing video evidence to improve;
- Understanding how teams work and how to improve team performance;
- Communication and the role that it plays on performance;
- The importance of sportsmanship;
- Developing sport-specific fitness & conditioning.

[On the Graded transcript, this course appears as Performance in Team Sports (S).]

Leadership in Team Sports

Credit: 0.5

Semester

Students develop their leadership skills in team sports. This course is designed for high school student-athletes who want to take their leadership to the next level.

The course focuses on:

- Learning to use a variety of leadership styles and leadership qualities;
- Improving organizational, communication, and problem-solving skills as a leader;
- Learning to build positive cultures within a team;
- Opportunities to practice leadership in small, isolated situations and in more dynamic team environments.

[On the Graded transcript, this course appears as Leadership in Team Sports (S).]

Active Lifestyle Pathway

Recreational Games

Credit: 0.5

Semester

In this course, students play several recreational games, including games like pickleball, beach tennis, 3 v 3 basketball, and Ultimate, to help them build the skills and confidence to play these games socially. There is a strong focus on the beneficial social aspects of doing physical activities. This course is designed for students who enjoy non-competitive recreational games and are looking for a fun, sociable physical activity to keep them active.

The course focuses on:

- Learning and practicing basic skills and strategies to build the confidence to play at a fun, social level;
- Developing activity-specific fitness;
- Finding ways to access these activities in the wider São Paulo community.

[On the Graded transcript, this course appears as Recreational Games (S).]

Lifetime Pursuits for Active Individuals

Credit: 0.5

Semester

Students participate in a variety of individual recreational and adventure sports such as wall climbing, biathlon, and net/wall games. This course is intended for students who wish to explore activities that will keep them active through personal challenges.

The course focuses on:

- Learning and practicing basic skills and strategies to build the confidence to play at a fun, social level;
- Goal setting for a personal challenge;
- Developing activity-specific fitness;
- Finding ways to access these activities in the wider São Paulo community.

[On the Graded transcript, this course appears as Lifetime Pursuits (S).]

Creative Human Movement Pathway

Interpretive Movement

Credit: 0.5

Semester

In this course, students learn to use their bodies to express emotions and storylines and how to choreograph dance routines, explore different dance genres, and collaborate within creative processes.

The course focuses on:

- Exploring body movements through rhythm and movement patterns;
- Learning various dance genre movements;
- Examining theoretical elements of dance to better understand dance routines and genres;
- Learning how to choreograph and perform group dances;
- Choreographing and participating in dance routines as part of the high school theater production.

[On the Graded transcript, this course appears as Interpretive Movement (S).]

Acrobatic Movement

Credit: 0.5

Semester

In this course, students learn how to use their bodies in creative, acrobatic ways using techniques from gymnastics and circus. Students explore creative ways to use their bodies to express themselves individually and as part of a group.

Students will explore gymnastics, rhythmic gymnastics, animal movements, and various circus movements.

The course focuses on:

- Fitness development based on flexibility, strength, and power;
- Learning basic gymnastic movements to incorporate into a creative routine;
- Developing mastery in creatively manipulating different objects—from stilts, to ropes, to hula hoops;
- Participating in choreographed individual and group creative routines.

[On the Graded transcript, this course appears as Acrobatic Movement (S).]

High School Health

Credit: 0.5

Semester

This course must be completed before the start of grade 11

This course enables students to make well-informed, healthy choices and develop behaviors that contribute to the well-being of self and others. Students develop assertive communication skills and acquire decision-making skills that promote healthy and safe choices. Students participate in small and large group discussions and role-play scenarios. They also complete research presentations and blog reflections.

The following units address the physical, mental, emotional, and social aspects of health:

- Drug use and abuse
- Relationship choices (family, friends, dating)

- Reproductive health (STDs and contraception)
- Unhealthy and abusive relationships

[On the Graded transcript, this course appears as High School Health (S).]

SCIENCE

Graded's science program is designed to inspire excellence through purposeful investigations that foster scientific inquiry skills. Students are empowered to critically and creatively apply scientific thinking to make reasoned, ethical decisions in a global context, both as individuals and in collaboration with others.

Biology and Environmental Science 9

Credit: 1.0

Year

This course is a requirement for all grade 9 students

Biology and Environmental Science is a hands-on course designed to give students a background in environmental science and cellular biology and experience in using the methods of scientific inquiry. The course focuses on the life processes within the cell. It also zooms out to look at how living organisms reproduce, develop, adapt to conditions in their environment, and interact with each other. [On the Graded transcript, this course appears as Biology & Environmental Science.]

Chemistry and Physics 10

Credit: 1.0

Year

This course is a requirement for all grade 10 students

The Chemistry and Physics 10 course has a strong laboratory component and emphasizes quantitative analytical skills. Topics covered include the scientific method, the metric system, atomic structure, the development of the concept of the atom, the periodic table, properties of the elements, balancing chemical equations, states of matter, the nature of chemical bonds, molecular shapes, and reactions in a chemical system. In physics, students study optics, astrophysics, and biomedical physics. [On the Graded transcript, this course appears as Chemistry & Physics.]

Principles of Neuroscience

Credit 0.5

Year

This course is open to all high school students

This introductory class provides an overview of the structure and function of the brain and nervous system and how they relate to behavior, cognition, and mental health. The course covers topics such as brain development, learning and memory, sensation and perception, and neurological disorders. Students will learn about the latest research in the field and gain hands-on experience through laboratory experiments and activities. The class provides a foundation for further study in neuroscience, psychology, and related fields and helps students understand the importance of brain health and well-being. [On the Graded transcript, this course appears as Principles of Neuroscience.]

Human Biology & Health: Exercise Physiology

Credit 1.0

Year

This course is open to all grade 11 and 12 students

How our bodies interact with and respond to our daily physical activities is a fascinating, interdisciplinary science. This course integrates physiology, biology, chemistry, and physics to investigate human body systems, the physiological and cognitive effects of exercise, neurobiology and sport performance, and the

principles that govern sports and exercise equipment. Classes will include investigations into the responses of our own bodies to exercise, case studies, lectures/discussions, and lab-based activities.

[On the Graded transcript, this course appears as Exercise Physiology.]

Integrated Science Systems I & II

Credit 1.0

Year

This course is open to all grade 11 and 12 students

Integrated Science Systems I & II explores real-world science projects to equip students to investigate and understand an ever-evolving environment. Based on student-selected interests, such as forensics, sports, fashion, and food, the course will be built around a framework designed to enhance your skills in planning, design-thinking, problem-solving, communicating, and change-management. [On the Graded transcript, this course appears as Integrated Science Systems: TBD or Integrated Science Systems: TBD.]

Science I

Credit 1.0

Year

Prerequisite: Prior administrative approval

This course follows the curriculum and syllabus of the corresponding International Baccalaureate course but does not meet the IB's internal or external assessment stipulations. However, it maintains the full rigor demanded by accredited US high school diploma requirements for this subject. A more complete syllabus is available upon request. [On the Graded transcript, this course appears as Biology I, Chemistry I, Physics I, or Environmental Sys & Societies I.]

Science II

Credit 1.0

Year

Prerequisite: Prior administrative approval

This course follows the curriculum and syllabus of the corresponding International Baccalaureate course but does not meet the IB's internal or external assessment stipulations. However, it maintains the full rigor demanded by accredited US high school diploma requirements for this subject. A more complete syllabus is available upon request. [On the Graded transcript, this course appears as Biology II, Chemistry II, Physics II, or Environmental Sys & Societies II.]

IB SL/HL Biology I/II

Credit: 1.0

Year

Prerequisite: Students scoring below a 6 in grades 9 and/or 10 are strongly advised to seek advice from their science instructors before enrolling in the HL course.

This is a two-year laboratory course in biological science designed to prepare students for the IB examination and IB internal assessment. The course material includes cell biology, molecular biology, genetics, ecology, evolution, and human physiology. The courses may also cover neurobiology and behavior, biotechnology and bioinformatics, ecology and conservation, and human physiology. Students develop and understand biological concepts through personal experience, with ample opportunities for research and discovery in this extensive laboratory class. It requires the completion of a lab assessment for external moderation. Additional topics that cover material in more depth and extra lab hours are required for the HL courses. [On the Graded transcript, this course appears as IB SL Biology I or IB HL Biology I and IB SL Biology II or IB HL Biology II.]

IB SL/HL Chemistry I/II

Credit: 1.0

Year

Prerequisite: Students scoring below a 6 in grades 9 and/or 10 are strongly advised to seek advice from their science instructors before enrolling in the HL course.

This two-year chemistry course is designed to fully meet IB requirements and prepare students to complete the IB chemistry exam. The course covers quantitative chemistry, atomic structure, periodicity, bonding, energetics and kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, and measurement and data processing. The courses also cover two options connecting core chemistry topics with real-world applications. Extra topics that cover more depth of material and extra lab hours are required for the HL courses. This is an extensive laboratory class and requires the completion of a lab portfolio for external moderation. [On the Graded transcript, this course appears as IB SL Chemistry I or IB HL Chemistry I and IB SL Chemistry II or IB HL Chemistry II.]

IB SL/HL Computer Science I/II

Credit: 1.0

Year

Prerequisite: Though no specific knowledge is required for this course, students planning to enroll in HL should be comfortable with mathematical reasoning. Before signing up, students should be recommended for the Analysis SL course or either HL course or talk to their teacher. Some prior programming experience is also helpful for HL. SL Computer Science has no prerequisites.

This two-year course in computer science is designed to fully meet IB requirements and prepare students to complete the IB CS exam and the internal assessment. Computer science is designed to instill an understanding of fundamental concepts of computational thinking and problem-solving as well as knowledge of how computers and other digital devices operate. In the course, students learn the basics of computer programming, how software is made, the mathematical underpinnings of computer science theory, the work behind designing and implementing software systems, the basic features of computer hardware, and how networks and the internet work. [On the Graded transcript, this course appears as IB SL Computer Science I or IB HL Computer Science I and IB SL Computer Science II or IB HL Computer Science II.]

IB SL Environmental Systems and Societies I/II

Credit: 1.0

Year

The two-year course in ESS is designed to fully meet IB requirements, prepare students to complete the IB ESS exam and IA internal assessment, and provide a foundation in ecological sciences. Students develop a global perspective of the interrelationships between diverse ecosystems and human societies. Students evaluate the scientific, ethical, and socio-economic aspects of topics, including sustainability, climate change, biodiversity conservation, freshwater use and shortages, food production systems, renewable and non-renewable energy production, and pollution management.

The ESS course includes hands-on activities both in the classroom and outdoors, ensuring student understanding of diverse scientific methods. **Students can take this interdisciplinary course and have it count either as a Group 3 individuals and societies course or a Group 4 science course, allowing students to study (an) additional subject(s) from either group.** [On the Graded transcript, this course appears as IB SL Environmental Sys & Soc I and IB SL Environmental Sys & Soc II.]

IB SL/HL Physics I/II

Credit: 1.0

Year

Prerequisite: Success in IB Physics requires confidence with basic algebra and trigonometry. Students are advised to consult with their mathematics and science teachers before selecting these courses.

This two-year introductory course in physics is designed to fully meet IB requirements and give students an overview of physics principles. Students develop algebra-based models of concepts in mechanics, thermal physics, waves, electromagnetism, quantum and nuclear physics, and energy production. Students complete extensive lab work, including completing the lab assessment for external moderation. Students

enrolled in HL physics study topics with greater depth and breadth. [On the Graded transcript, this course appears as IB SL Physics I or IB HL Physics I and IB SL Physics II or IB HL Physics II.]

SOCIAL STUDIES

The mission of Graded's social studies program is to provide students with a strong foundation in history and, at the same time, provide options for students to explore their interests in geography, economics, cultural studies, psychology, and government. At its core, we hope to nurture critical thinking and effective communication while helping students value diverse views and ideas to apply an understanding of these perspectives to contemporary issues. We hope that students learn to look beyond themselves and feel empowered to engage thoughtfully and empathetically with their world as citizens and individuals.

Social Studies 9 - Expansion & Revolution: 1469-1814

Credit: 1.0

Year

This course is a requirement for all grade 9 students

The focus of this course is to understand many of the central ideas and events that have shaped—and continue to shape—social, economic, political, and scientific thought in the modern world. This course explores the roots of this growth and change, examining the consolidation of Spain, the first contact between Europeans and indigenous Americans, and then the civil wars and revolutions that shaped European political thought in Great Britain, the United States, and France. Students study the foundational ideas and thinkers of the Enlightenment and examine their influence on society. Students learn the skills of historians, with an emphasis on reading comprehension, source analysis, and argumentative writing. Students develop knowledge that allows them to be thoughtful, critical participants in our global society. The work done this year provides students with many of the skills and much of the information needed to succeed in future social studies courses. [On the Graded transcript, this course appears as Expansion & Revolution: 1469-1814.]

Social Studies 10 - Global Responsibility: 1800-Today

Credit: 1.0

Year

Prerequisite: Successful completion of Social Studies 9 or equivalent. This course is a requirement for all grade 10 students.

Students develop three related lines: knowledge, understanding, and skills. Knowledge objectives include basic facts relating to history, economics, psychology, geography, politics and government, and culture. Students apply the facts to arguments, showing their understanding of how events and ideas interconnect over time. In addition, students apply the skills of social scientists to analyze and evaluate different social policies and practices. Students have opportunities to improve their writing and speaking skills formatively and on unit summative assessments. This course aims to understand many of the central ideas and events that have shaped—and continue to shape—economic, political, psychological, scientific, and social thought in the modern world. The course focuses on four key units of study: industrial innovation, the United Nations, human rights violations during the Holocaust, and an individual research project. [On the Graded transcript, this course appears as Global Responsibility: 1800-Today.]

Brazilian Social Studies 9

Credit: 0.5

Semester

This course is a requirement for all grade 9 Brazilian students pursuing the Brazilian Certificate

Este curso semestral tem como objetivo principal desenvolver estudos a respeito da História do Brasil, com foco no período do final da colonização portuguesa até os primeiros anos do Brasil como país independente. Dentro deste recorte histórico, analisam-se, a partir de documentos primários e secundários,

o processo de interiorização da colonização, o surgimento de movimentos emancipacionistas, a transferência da Corte portuguesa para o Rio de Janeiro, as diversas facetas da emancipação política e o Primeiro Reinado. A análise desses temas dá especial importância a aspectos como a relação entre as elites nacionais e o poder, a participação popular nos principais movimentos sociais; as transformações econômicas do país ao longo do século XVIII e XIX e a produção e divulgação da cultura nacional no mesmo período. [On the Graded transcript, this course appears as Brazilian Soc Studies (S).]

Estado e cultura política no Brasil do século XIX

Credit: 0.5

Semester

Se você considera fazer apenas um semestre de BrSS no décimo ano e, conseqüentemente, planeja fazer os dois anos de IB BrSS, é fortemente recomendado que você faça este curso como preparação para o curso de IB.

Com o objetivo central de desenvolver habilidades e competências da área de humanidades, o curso aborda aspectos e temas essenciais relacionados à construção do Estado nacional brasileiro através de variadas fontes (primárias e secundárias) e abordagens (História, Política, Sociologia). Considera a cultura política brasileira (práticas e concepções de poder), os projetos políticos historicamente em disputa, os embates para a institucionalização da estrutura do Estado liberal em vários momentos, principalmente no processo de transformação da ex-colônia em um país independente. Focaliza a estruturação e o funcionamento do regime monárquico num contexto de manutenção da escravidão em comparação a outros países do mundo ocidental e especificamente das Américas, e problematiza as especificidades da construção de um Estado liberal e representativo. [On the Graded transcript, this course appears as Brazilian Soc Studies: History (S).]

Natureza, geopolítica e gestão do território brasileiro

Credit: 0.5

Semester

O curso aborda aspectos e temas essenciais relacionados às dinâmicas territoriais que (re)produzem o território brasileiro e suas articulações com a geopolítica mundial. Dentre os aspectos e temas a serem considerados destacam-se o papel da dimensão continental brasileira e sua biodiversidade, a potencialidade estratégica de seus recursos, os modelos de gestão do território em suas dimensões econômicas, políticas, sociais e culturais. [On the Graded transcript, this course appears as Brazilian Soc Studies: Geography (S).]

IB SL Brazilian Social Studies I

Credit 1.0

Year

Este curso está estruturado na identificação e análise dos diferentes e principais processos de (re)produção do espaço geográfico do território que chamamos de Brasil. Estudaremos a formação do território brasileiro, seguindo em parte a cronologia histórica da ocupação, delimitação de fronteiras e limites internos. A (Re)produção do território será analisada através das formas de gestão dos recursos naturais existentes e de suas conseqüências para as populações originais e demais grupos humanos que aqui vivem. Outro ponto importante dessa estrutura de análise é considerar em todos esses processo o papel do Brasil na dinâmica estabelecida em cada uma das ordens mundiais. [On the Graded transcript, this course appears as IB SL Brazilian Social Studies I.]

IB SL Brazilian Social Studies II

Credit: 1.0

Year

Prerequisite: Successful completion of year 1 BrSS

O curso de IB BSS SL II aborda a História do Brasil na perspectiva de acompanhar os processos de construção de identidades e cidadanias. Aprofunda conteúdos metodológicos e conceituais por meio de leituras e análises de diferentes fontes primárias e textos acadêmicos de autores clássicos e

contemporâneos. Centrado na experiência republicana (séc. XX e XXI), o curso busca no processo histórico recuperar os fundamentos da construção da democracia contemporânea estudando também a América Portuguesa, a formação do Estado brasileiro, a organização política do Brasil-República e o Brasil no contexto mundial contemporâneo. No final do 12º ano, 3º ano do EM, os alunos serão avaliados nos exames do IB, cujos conteúdos envolvem tanto a Geografia (IB BSS SL I) quanto a História (IB BSS SL II) do Brasil. Um trabalho de pesquisa individual é também componente essencial do programa (Internal Assessment). [On the Graded transcript, this course appears as IB SL Brazilian Social Studies II.]

IB SL Business Management I

Credit: 1.0

Year

Prerequisite: Successful completion of Social Studies 10 or equivalent and teacher permission.

IB Business is the first of a two-year sequence that leads to the externally moderated IB exam. The IBDP Business Management course provides students with core business knowledge and encourages them to think critically about the decisions businesses make and the process to make them. They develop as independent learners by gaining awareness of current business topics and using the theory and tools learned in the course to analyze them. The course begins with a brief introduction to different types of business and their differences and is then followed by in-depth studies of finance and marketing. Students will also begin writing their required internal assessment, which is due during year 2. [On the Graded transcript, this course appears as IB SL Business Management I.]

IB SL Business Management II

Credit: 1.0

Year

Prerequisite: IB SL Business Management I

Students continue the business; however, this semester, the course shifts the majority of its focus to human resources (HR) and operations (OPS). Time is also spent ensuring that students are able to analyze business holistically, using the 5 main topics of the course—types of Business, Finance, Marketing, HR, and OPS—ensuring they understand the interrelations among these areas. While most of the class focuses on these topics, there will be time to review for mock exams and complete the internal assessment. [On the Graded transcript, this course appears as IB SL Business Management II.]

IB HL Economics I

Credit: 1.0

Year

Prerequisite: Successful completion of Social Studies 10 or equivalent and teacher permission.

IB Economics is the first of a two-year sequence that leads to the externally moderated IB exam. Students develop core knowledge of economics and think critically about the subject. They develop as independent learners through an awareness and understanding of internationalism in economics. Students begin with a brief introduction to the economic way of thinking, followed by in-depth studies of microeconomics and macroeconomics. Students begin writing their required economics commentaries. [On the Graded transcript, this course appears as IB HL Economics I.]

IB HL Economics II

Credit: 1.0

Year

Prerequisite: IB HL Economics I

This course continues where IB Economics I ends. Students focus on global economics and the Theory of the Firm, followed by a review period for IB exams in May. In addition, students complete their remaining required economics commentaries. [On the Graded transcript, this course appears as IB HL Economics II.]

IB SL/HL History I

Credit: 1.0

Year

Prerequisite: Social Studies 10 or equivalent

Students study the prescribed history topic—*The Road to Global War*—which examines the causes of World War II through case studies of Japan, Italy, and Germany. Additionally, students focus on two topics: authoritarian states and the causes and effects of 20th-century wars. They explore these topics through the use of case studies that include the fascist regimes in Italy and Nazi Germany and World War I, and the Spanish Civil War. From a chronological point of view, students cover the years 1871-1939. Though the greatest emphasis is on Europe and Asia, the class examines other pertinent world events. Students improve and assess several key skills: the ability to gain knowledge and understanding through reading and discussion; the ability to engage with a specific question and to structure a response that answers that question effectively and builds to a reasonable conclusion; the ability to find and use primary and secondary sources to inform, refine, and support arguments; and the ability to analyze and evaluate events through a variety of lenses, perspectives, and historical concepts. In addition to the SL requirements, students study the following HL options in detail: Europe and World War I (1871–1918), European States in the Inter-war Years (1918–1939), and Diplomacy in Europe (1919–1945). [On the Graded transcript, this course appears as IB SL History I or IB HL History I.]

IB SL/HL History II

Credit: 1.0

Year

Prerequisite: IB SL History I

Students continue IB SL History I and focus on the years 1939-1976., comparing historical events they studied in the class's first year. A close study of the rise of Mao in China is juxtaposed with the rise of totalitarian states in Europe. The examination of World War II and the Chinese Civil War allows for contrast with World War I and the Spanish Civil War. In addition to the IB exam taken in May, students must complete an internal assessment project. A multi-draft, formal research paper on a subject of the student's choice is required. In addition to the SL requirements, students study the following HL options in detail: Europe and World War I (1871–1918), European States in the Inter-war Years (1918–1939), and Diplomacy in Europe (1919–1945). [On the Graded transcript, this course appears as IB SL History II or IB HL History II.]

IB SL/HL Psychology I

Credit: 1.0

Year

Prerequisite: Successful completion of Social Studies 10 or equivalent and teacher recommendation.

Students examine the interaction of biological, cognitive, and sociocultural influences on human behavior, adopting an integrative approach in IB Psychology. Understanding how psychological knowledge is generated, developed, and applied (all through a highly critical scientific lens) enables students to better understand themselves and appreciate the diversity of human behavior. Students consider the ethical concerns raised by the methodology and application of psychological research. Students apply their understanding of the integrative approach to a replication of a research experiment. HL students extend their learning of each of the core units with additional depth as well as analyze research artifacts in terms of methodological, reflexive, and ethical issues involved. [On the Graded transcript, this course appears as: IB SL Psychology I or IB HL Psychology I.]

IB SL/HL Psychology II

Credit: 1.0

Year

Prerequisite: IB SL Psychology I

Students continue where IB Psychology I ends. After completing the core biological approach, students apply their understanding of socio-cultural, cognitive, and biological knowledge to studying two specific branches of applied psychology (abnormal psychology and health psychology). HL students continue to analyze research artifacts in terms of methodological, reflexive, and ethical issues involved. SL students complete two exam papers in May and an internal assessment. HL students complete three exam papers in

May in addition to an internal assessment. [On the Graded transcript, this course appears as IB SL Psychology II or IB HL Psychology II.]

Days of Challenge: A Comparative History of Social Reform Movements in the Americas since 1875

Credit 1.0

Year

Prerequisite: This course is open to all grade 11 and 12 students

Students focus on the history of the Americas over the last 150 years. Rather than study the time period in its entirety, students use a comparative approach among three countries in the region with a specific focus on movements that sought to drive social change. Specifically, students explore the causes and effects of reformation and revolution in the hemisphere. The comparisons between the United States, Cuba, and Brazil allow for a greater understanding of the spectrum of motivations, strategies, and outcomes that have faced citizens from North, Central, and South America. The course is divided into four units, each focused on a different pursuit of justice. Unit One focuses on the extension of the full rights of citizenship to women with a focus on voting. Unit Two focuses on movements to achieve civil rights for minority races and ethnicities. Unit Three focuses on movements to achieve economic equity for all. Unit Four will be a student-directed unit investigating a movement of their choosing or a previously explored movement in a new country. [On the Graded transcript, this course appears as Reform in the Americas.]

Social Studies I

Credit 1.0

Year

Prerequisite: Prior administrative approval

This course follows the curriculum and syllabus of the corresponding International Baccalaureate course but does not meet the IB's internal or external assessment stipulations. However, it maintains the full rigor demanded by accredited US high school diploma requirements for this subject. A more complete syllabus is available upon request. [On the Graded transcript, this course appears as Brazilian Social Studies I, Business I, Economics I, Environmental Sys & Societies I, History I, or Psychology I.]

Social Studies II

Credit 1.0

Year

Prerequisite: Prior administrative approval

This course follows the curriculum and syllabus of the corresponding International Baccalaureate course but does not meet the IB's internal or external assessment stipulations. However, it maintains the full rigor demanded by accredited US high school diploma requirements for this subject. A more complete syllabus is available upon request. [On the Graded transcript, this course appears as Brazilian Social Studies II, Business II, Economics II, Environmental Sys & Societies II, History II, or Psychology II.]

WORLD LANGUAGES

Graded's world languages program empowers students to achieve fluency in speaking, listening, reading, and writing in various languages and is crucial in developing intercultural competence and active global citizenry. By engaging in purposeful and collaborative communicative and academic activities that provide insight into their own heritage, students increase their awareness of the identities of others and learn to respect and embrace differences within an international community of learners.

Portuguese as an Additional Language (PAL)

In the Portuguese as an Additional Language (PAL) Program, students learn about the Portuguese language and Brazilian culture to understand the differences and similarities between their first language and culture of origin and that of Portuguese and Brazil. Students have ample opportunity to use

Portuguese to talk about and reflect on their experiences. As students improve their speaking, listening, reading, and writing skills, they become more integrated into Brazilian culture and society and confident about actively participating in local social and cultural life.

Portuguese Additional Language 1

Credit: 1.0

Year

Students learn how to get around, find information, and talk about themselves in the context of the target language and culture. Program goals also include developing students' basic practical communication and comprehension abilities (listening, speaking, reading, and writing), understanding language and culture, and fostering a positive attitude toward communication in a foreign language. [On the Graded transcript, this course appears as Portuguese Additional Language 1.]

Portuguese Additional Language 2

Credit: 1.0

Year

Prerequisite: PAL I, or MS PAL A, or department recommendation

Students talk about their lives, families, and cultures in a more fully articulated discourse and consolidate the contents of PAL 1. Students develop basic abilities to understand and convey information and ideas through listening, reading, speaking, and writing Portuguese. Ultimately, the course fosters a positive attitude toward communication through dealing with everyday topics. [On the Graded transcript, this course appears as Portuguese Additional Language 2.]

Portuguese Additional Language 3

Credit: 1.0

Year

Prerequisite: PAL II, or MS PAL B, or department recommendation

Students learn even more about Brazilian culture and society in PAL 3. Students begin to recognize certain language subtleties, such as differences in register and tone. At this stage, students communicate well in any daily given circumstance. They learn about different products of Brazilian culture through authentic texts. Reflection on the similarities and differences among cultures is a key point of this course, leading students to a broader understanding of the language they are learning and the country where they live. [On the Graded transcript, this course appears as Portuguese Additional Language 3.]

Portuguese Additional Language Advanced 1/2

Credit: 1.0

Year

Prerequisite: PAL 3, or MS PAL C, or department recommendation

This course is designed for students who have learned Portuguese as an additional language for an extended period and wish to develop their academic Portuguese language proficiency and competency. This course also accommodates Portuguese heritage speakers who speak the language effectively but have not formally studied it in an academic setting. Students validate their linguistic and transcultural experiences and knowledge and strive to build upon that knowledge and experience to develop proficiency and accuracy in speaking, listening, reading, and writing skills by exploring cultural issues. Students use different media to broaden their understanding of the role of language, context, and culture in the arts and people's lives. [On the Graded transcript, this course appears as Portuguese Additional Language Advanced.]

IB SL/HL Portuguese B I/II

Credit: 1.0

Year

Prerequisite: Teacher and/or department recommendation

Students develop the necessary skills and intercultural understanding to communicate successfully in an environment where Portuguese is spoken. Students continue to improve their language acquisition and development of language skills and learn how to express their thoughts and opinions by giving arguments, criticizing, and defending their viewpoints more deeply. Brazilian culture and the culture of other Portuguese-speaking countries play an important role in the course. Students engage in oral discussions, presentations, and reading and writing assignments related to important literary texts. Students are asked to analyze and compare their home language(s) and culture(s) to Portuguese and Brazilian culture. They broaden their understanding of language and text in various genres, registers, and contexts. [On the Graded transcript, this course appears as IB SL Portuguese B I or IB HL Portuguese B I and IB SL Portuguese B II or IB HL Portuguese B II.]

Spanish as an Additional Language (SAL)

Graded's Spanish as an Additional Language courses 1, 2, and 3 are based on the standards of the European Council in its European Language Standards. There is a rigorous and progressive integration of grammar and lexical elements at all three levels, along with a study of their use in everyday situations in working contexts and communication skills.

Spanish Additional Language 1

Credit: 1.0

Year

This course's curriculum is based on the IB Spanish *ab initio* Year 1 program (see IB Spanish *ab initio* SL below) and is intended for beginner Spanish learners. Students in grades 9 and 10 who take this course are not eligible to earn the IB certificate after completing this course. [On the Graded transcript, this course appears as Spanish Additional Language 1.]

Spanish Additional Language 2

Credit: 1.0

Year

Prerequisite: SAL I or department Recommendation

This course's curriculum is based on the IB Spanish *ab initio* Year 2 program (see IB Spanish *ab initio* SL below) and is intended for beginner Spanish learners. Students in grades 9 and 10 who take this course are not eligible to earn the IB certificate after completing this course. [On the Graded transcript, this course appears as Spanish Additional Language 2.]

Spanish Additional Language 3

Credit: 1.0

Year

Prerequisite: SAL II or department recommendation

Students focus on language development, culture, and the arts in SAL III. Students learn to use the language appropriately in various situations and contexts and for several purposes. Students improve their listening, speaking, reading, and writing skills through watching films, listening to music, and reading short stories. [On the Graded transcript, this course appears as Spanish Additional Language 3.]

IB SL Spanish *ab initio* I/II

Credit: 1.0

Year

Beginner students with no previous experience in the target language complete a two-year *ab initio* course. Students acquire the language required for situations in everyday social interactions. Students develop a variety of linguistic skills and a basic awareness of the culture(s) using the language by studying a core syllabus and language-specific syllabi. [On the Graded transcript, this course appears as SL Spanish *ab initio* I and SL Spanish *ab initio* II.]

IB SL/HL Spanish B I/II

Credit: 1.0

Year

Prerequisite: SAL II or III or placement test, and teacher recommendation

Students delve more deeply into language structures acquired during the preceding years. The main focus is the ability to communicate opinions and feelings in Spanish related to literary texts and characters. Students discuss and analyze literary themes. Students focus on cultural aspects of the Spanish-speaking world through novels, short stories, and poetry. At the HL level, students learn how to express their thoughts and opinions by giving arguments, criticizing, and defending their viewpoints more deeply. Spanish and Hispanic-American literature plays an important role at this level, as do oral discussions and presentations, written analysis of important literary texts, and essays. [On the Graded transcript, this course appears as IB SL Spanish B I or IB HL Spanish B I and IB SL Spanish B II or IB HL Spanish B II.]

INTERDISCIPLINARY IB SUBJECTS**Theory of Knowledge (TOK)**

The Theory of Knowledge (TOK) course plays a special role in the Diploma Program by providing an opportunity for students to reflect on the nature, scope, and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping them reflect on and put into perspective what they already know. TOK underpins and helps unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, what these areas have in common and their differences. [On the Graded transcript, this course appears as Theory of Knowledge I and Theory of Knowledge II.]

The aims of the TOK course are:

- Encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question;
- Expose students to ambiguity, uncertainty, and questions with multiple plausible answers;
- Equip students to effectively navigate and make sense of the world and help prepare them to encounter novel and complex situations;
- Encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions;
- Engage students with multiple perspectives, foster open-mindedness, and develop intercultural understanding;
- Encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge;
- Prompt students to consider the importance of values, responsibilities, and ethical concerns relating to the production, acquisition, application, and communication of knowledge.

Source: IB Subject Brief for TOK, 2020

INTERDISCIPLINARY - OTHER**High School Seminar**

Credit: 0.5

High School Seminar is designed to support students in their transition from middle school to high school, equipping them with essential skills for academic success and personal growth. Through lessons and activities, students will develop study and time management strategies, learn effective communication, and explore pathways to becoming active, positive members of the Graded School community. Students will have dedicated time to practice these skills through supervised independent work sessions, where they can complete homework and develop effective study habits. This structured time will help students learn how to make the most of their study time at school, building independence and reinforcing the strategies introduced in class. This course aims to empower students to navigate high school confidently, building the foundation for a successful and fulfilling high school experience.

Peer Group Connection (PGC)

Year

Prerequisite: Grade 11 applicants are selected after participating in a process that involves PGC teachers, PGC leaders, and HS faculty.

Selected students must be enrolled in grade 12 and come with a willingness to learn. Attendance at the training retreat at the beginning of the first semester is mandatory. This course builds leadership skills while seniors mentor grade 9 students. The class provides students with knowledge of and experience in group dynamics. Students learn organization and problem-solving skills and have first-hand opportunities to use these skills when they lead small group activities and discussions with grade 9 students.

English Language Learning (ELL)

Graded's English Language Learner (ELL) program empowers multilingual students to succeed in the school's rigorous academic learning environment. Language instruction in this program supports access to core curricular content while honoring diverse backgrounds and learning styles. Students' linguistic needs are comprehensively assessed to determine which services are provided to facilitate full immersion into Graded's academic program.

English for Academic Purposes (EAP) 1 and 2

Credit: 0.5 or 1.0

Semester or Year

The English for Academic Purposes class helps students improve their academic reading, writing, listening, and speaking skills in English. It explores the mechanics of the English language, the elements of literature, and the writing process. Students encounter various literary genres throughout the year, including fiction, nonfiction, drama, poetry, and film. In addition, they practice writing and revising in a variety of styles. Other activities include presentations, journals, discussions, and technology projects.

In addition, this course supports students in activities they are working on in their content classes. This support focuses on reading and writing assignments, projects and presentations, and tests and quizzes. ELL utilizes study, vocabulary, reading, and research strategies that assist language learners in their quest for independent learning. [On the Graded transcript, this course appears as English for Academic Purposes 1, English for Academic Purposes 1 (S), English for Academic Purposes 2, or English for Academic Purposes 2 (S).]

Optimal Learning Services (OLS)

The Optimal Learning Services (OLS) department supports students with identified learning differences, empowering them to become confident, autonomous learners who meet or exceed grade-level standards. Learning specialists in OLS collaborate with students, parents, teachers, and other stakeholders in the community to provide individual, small-group, and classroom-level interventions. These include strategies within daily routines, classroom structures, and curricular activities.

Academic Support 9-12

Credit: 1.0

Semester or Year

Prerequisite: Documentation of specific learning difficulty and Student Support Team recommendation.

This course offers students individualized support in developing specific skills necessary for the successful completion of the high school curriculum. Students are taught essential compensatory skills for lifelong learning. Academic and organizational skills, time management, and social skills for success form the foundation of this course. [This course does not appear on the Graded transcript.]