American Overseas School of Rome

Program of Studies

Grades 9-12

School Year
2018-2019

Head of School: Mr. Michael Callan
Secondary School Principal: Mr. Justin Walsh

Via Cassia 811
00189 Rome, Italy

www.aosr.org
TABLE OF CONTENTS

Introduction 3-6

Principal’s Welcome Letter to Students and Parents
Who We Are
Mission
Our Beliefs
Profile of Graduates

General Information 7-14

Admissions Information
AOSR Graduation Requirements
Grading
Points to Bear in Mind
Class Changes (Drop/Add)
Student Course Options
International Baccalaureate (IB)
Advanced Placement Program (AP)
Library Information

Course Descriptions 15-50

English 15

English as an Additional Language (EAL) 18

Mathematics 19

Science 23

Social Studies 27
<table>
<thead>
<tr>
<th>Department</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Languages</td>
<td>34</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>40</td>
</tr>
<tr>
<td>Technology</td>
<td>45</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>48</td>
</tr>
<tr>
<td>Resource Program</td>
<td>49</td>
</tr>
<tr>
<td>Community Service</td>
<td>49</td>
</tr>
<tr>
<td>Virtual High School (VHS)</td>
<td>50</td>
</tr>
</tbody>
</table>
Dear Students and Parents,

The selection of courses for an academic year is a very important process. The courses and programs that you choose will determine your experiences and affect your ability to reach future goals. It is imperative that students decide, with the proper guidance and recommendations, on a course of study that is both challenging and enjoyable.

High School is a time to explore new areas and experiences. This is typically a time when students begin to see the development of talents or interests and skills that they will use for the rest of their lives. It is also the time to prepare for your next level of learning. Please take time to consider the appropriate balance of depth and breadth of your selections.

This Program of Studies booklet contains the information that students need to assist in the course selection process. Along with a brief description of each course that is offered at AOSR, there is information on preparing for college admission, graduation requirements, and the Advanced Placement (AP) and International Baccalaureate (IB) Programs.

Each student’s course of studies will be reviewed and approved by both parents and the guidance counselor to ensure that the courses selected are appropriate and meet both personal and program criteria. Our faculty and staff are willing to help students by recommending courses, but careful initial selection of courses by students and parents is very important. While the minimum core graduation requirements must be met over the four years in high school, students have many opportunities to select elective courses in the areas of computers, English, fine arts, world languages, mathematics, performing arts, physical education, science, and social studies.

If you have any questions or concerns regarding any of our programs and/or procedures, please do not hesitate to contact the following offices:

Ms. Belinda Fiochi – AP/ IB Coordinator – 0633438337

Ms. Suzanne Jeffrey – High School College Counselor – 0633438327

Mr. Justin Walsh – Secondary School Principal – 0633438326

I look forward to discussing your academic journey with you.

Mr. Justin Walsh
Secondary School Principal
WHO WE ARE
The American Overseas School of Rome is a vibrant, open-minded, and caring community from the United States, Italy, and more than fifty countries across the globe. AOSR is proud of its rich Italian heritage and many languages and cultures. We educate our students in pre-kindergarten through grade 12 to continue their studies wherever their travels lead them. Our students are well-prepared to gain admission to universities in the United States, United Kingdom, Italy, and beyond.

MISSION
AOSR offers the best of an American-International education in a supportive learning environment. We inspire a diverse student body to courageously meet the demands of a changing world through an engaging and creative curriculum.

OUR BELIEFS
Respect:
We believe that the dignity and worth of each person in our community must be honored. Guided by honesty and integrity, we build respect, acceptance and appreciation of ourselves and others.

Collaboration:
We believe that working together stimulates learning; nurtures interpersonal relationships; develops effective communication skills; fosters independent thinking and self-awareness; builds community; and results in better outcomes, ideas, and solutions.

Responsibility:
We believe that responsibility contributes to self-direction and the opportunities that education provides; it guides students to an understanding of their role in our community and to the compassionate service needed to be productive world citizens.

Community:
We believe that the relationships formed through the positive and productive interactions among AOSR’s parents, students, and staff are an invaluable asset in educating our students.

Learning:
We believe that inquiry, risk-taking, and reflection are at the heart of a rich learning environment; we adapt to the individual needs of our students and nurture their personal and academic growth.

Trust:
We believe that trust is promoted through the honest and free exchange of ideas and opinions and is strengthened through communication, compromise and understanding.
PROFILE OF GRADUATES

Succeed Academically
Education provides us with an unparalleled opportunity to envision and put into action both who we desire to be and how we will contribute to our communities. A solid academic foundation is critical to self and society. Academic skills and knowledge empower us to observe, reflect, question, and understand the world around us, and to find joy in the process.

I succeed academically when:
1. I know the foundational concepts of my disciplinary subjects of study.
2. I can transfer my knowledge and skills and make meaningful contributions to the real world.
3. I set high expectations for myself and work hard to continuously develop my potential.
4. I use my academic skills across all disciplines to make connections and derive meaning from my learning.
5. I am curious and have a passion for learning.

Communicate Skillfully
Effective communication skills ensure that we are able to actively listen to and reflect upon ideas of others while sharing our own ideas and beliefs. We display flexibility and skill in our choice of media and tailor it to the intended audience.

I communicate skillfully when:
1. I listen for understanding.
2. I articulate information for different purposes (inform, instruct, motivate, persuade, etc.).
3. I convey my ideas effectively and adapt to different audiences when using oral, written, and nonverbal communication.
4. I use technology appropriately.

Collaborate Purposefully
Collaboration with people of different skills, backgrounds, perspectives, and ages is essential. Purposeful collaboration enables us to accomplish shared goals while developing an understanding of effective group dynamics. Together, we make better decisions, accomplish more, and develop fulfilling relationships.

I collaborate purposefully when:
1. I listen and respond with an open mind to different ideas.
2. I value the role and contributions of each group member and build on the team’s work to achieve a common goal.
3. I know when to advocate for my ideas and when to integrate the opinions and views of others in my responses.

Think Critically
Critical thinking allows us to filter and prioritize an unprecedented volume of information to solve problems, make well-informed decisions, and develop enduring understanding to better ourselves and our community.

I think critically when:
1. I identify key issues and gather essential information.
2. I evaluate strategies and consider multiple solutions.
3. I use various types of reasoning and logic to analyze and synthesize information and make connections.
4. I reflect on the learning experience, question and apply what I have learned to extend my thinking.

Cultivate Creativity
Creativity is essential to flexibility, innovation, and expression in every part of our lives. By cultivating creativity, we are better able to develop multi-faceted, meaningful responses and solutions that enrich individual and group well-being.

*I cultivate creativity when:*
1. I generate new ideas through a wide range of techniques such as brainstorming, considering multiple perspectives and possibilities.
2. I refine and evaluate my own ideas in order to improve them.
3. I act on creative ideas to make a tangible and useful contribution.

Live as Ethical Citizens
Ethical citizens positively impact their community by modelling respect, trust and integrity, which are the behaviors that contribute to creating a healthy community.

*I live as an ethical citizen when:*
1. I reflect upon the choices that I make understanding their impact on others in my community.
2. I model our school Beliefs/Values and replicate those as a global compassionate citizen.

Be Globally Minded
By understanding and embracing differences, we become increasingly globally minded thus we are better equipped to understand the world around us. We can navigate challenges and be positive change agents for the communities in which we reside.

*I am globally minded when:*
1. I seek to understand the point of view of others even when it may not be one that I share.
2. I reflect upon different cultures to strengthen my understanding of self and how I connect to the global community.
3. I am responsible for interpreting the complexity of our world and how it influences my relationships and actions.

Demonstrate Resilience and Balance
The ability to confront adversity and determine our proper course of action provides endless opportunities for growth. It is essential to prioritize commitments as well as monitor the time and energy needed to achieve our goals.

*I demonstrate resilience and balance when:*
1. I identify and persevere towards reaching my goals.
2. I see setbacks as an opportunity to grow.
3. I balance my physical, emotional and academic needs to lead a fulfilling life.
ADMISSIONS INFORMATION

The American Overseas School of Rome accepts admission applications throughout the year for admission at any time during the school year. Applicants to AOSR must submit all documents as required in the Admissions Procedures, available from the Admissions Office and from the school web page (www.aosr.org). For admission into the International Baccalaureate (IB) Diploma Programme, please refer to the IB section in this document.

As part of the admissions process, students may be asked to take placement tests in English and in mathematics. The results of these exams will help facilitate decisions regarding admission, grade level, and/or the need for additional support in the English language. All of the required documents MUST be received before registration can be completed.

All applicants must submit complete, official school records for the past two years (three years for students applying to Grade 12). Records may be forwarded by the applicant’s previous school(s) or scanned and sent electronically to AOSR. In the event that records are not in English, an official English translation must also be submitted.

For the senior year students must be in residence at AOSR if they are intending to graduate from AOSR. In addition, students must complete graduation requirements before their 20th birthday.

Non-native speakers of English who are not fluent in English may be admitted to AOSR with English as an Additional Language (EAL) services. In the secondary school, admission also depends upon the applicant’s achieving a sufficient score on the English language placement examination to be able to access learning in English. A limited number of students will be admitted into the secondary school who require EAL services to support the transition to AOSR. Upon successful completion of the EAL program, the EAL teacher will recommend the student be exited from the EAL support class or classes.

Students enrolled in the American Overseas School of Rome must reside with their parents or with a legal guardian. If parents are absent from home for a short period of time, an adult guardian must take responsibility for the student’s day-to-day welfare. Parents should submit written notice of such temporary guardianship to the respective school Principal.

All questions regarding admission should be directed to the Admissions Office, Head of School, or respective school Principal.

AOSR GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits/Credit Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>One 4 credit sequence</td>
</tr>
<tr>
<td>Math, Social Studies, World Language, Science</td>
<td>One 4 credit sequence, two 3 credit sequences, one 2 credit sequence</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts</td>
<td>1 credit</td>
</tr>
</tbody>
</table>
A minimum of 22 credits is required for graduation.
A minimum of seven classes are required per semester. IB and AP students may take six classes if they are a full diploma IB student or taking at least 3 AP classes.

**GRADING AND GPA**
Credit is awarded by completing all the requirements of a course. One full credit is earned by completing two semesters of a course that meets for an average of 200 minutes each week. The school year consists of approximately 175 teacher-student contact days from early September through the middle of June.

Number grades are given for all courses. The following grading scale showing letter grade and grade point average (GPA) equivalent is the standard used.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentile Grade</th>
<th>Grade (GPA)</th>
<th>Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100 (excellent or superior)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89 (very good, above average)</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79 (average, satisfactory)</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>68-69 (below average)</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>65-67</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
D- | 63-64 (unsatisfactory) | 0.7
F  | Below 63 (unacceptable, failing) | 0

POINTS TO BEAR IN MIND
Each student at the American Overseas School of Rome must carry a full complement of courses each semester.

In some cases, a student may elect to audit a course (without credit). However, this may be done only with the permission of the principal, guidance counselor and the instructor involved. The student must report to the class for all scheduled times and do the same work expected of a student taking the course for credits. Grades will be listed on the report card or transcript, with the exception of EAL students.

While planning your courses, remember the following:

1. Although you may be very interested in a particular field at the moment, you could change your mind. Our graduation requirements ensure that you explore a variety of courses.
2. Technology is becoming more complex with increasing reliance upon computers; therefore, every student should attempt to take a computer course before graduation. While all students may not be able to program computers, the ability to do word processing, inventory, and purchasing are increasingly necessary computer skills and hands-on experience will be helpful to all students. Additionally, all students should take as many courses in mathematics as possible.
3. Consecutive years of study of the same world language are essential. The first two years of language study are foundation years. To achieve a reasonable level of mastery, a student should take three or four years of the same language.
4. Scientific development continues at an unprecedented pace. The future well-educated citizen will need a broad science background in order to make sound decisions. Every student should, therefore, give consideration to gaining a solid foundation in the sciences even if his/her present career goals may not be in a scientific area.
5. Social Science and History electives should be considered by 11th and 12th grade students as a means of gaining information in a number of content areas that may be encountered in college.
6. Fine and Performing Arts are important as a means of developing transferable skills. Therefore, our very strong arts program should be explored. Also, colleges look for students with courses reflecting diverse interests and activities. The Fine and Performing Arts departments offer many opportunities in these areas.
7. Community Service should become a part of your individual high school profile. You may involve yourself in service activities through the school or through local service organizations.
8. Italian. All Italian students must study Italian language and/or literature. All students are encouraged to take Italian.

CLASS CHANGES / DROPS AND ADDS
Students are counseled by the faculty in the selection of courses and the planning of their academic programs. However, if there is a need for a change in a student schedule, the following procedures apply:

1. Any request for a schedule change from a student should occur within the first 10 school days that a student is enrolled in classes at AOSR.
2. Students must complete a drop/add form to initiate any schedule change. It is important that all required signatures are obtained (instructor whose class is being dropped, instructor whose class is being added, guidance counselor, principal, and parent signatures). These forms may be obtained from the Counseling Office or the Principal’s Office. A schedule change is not official until the completed drop/add form is turned in to the Counselor’s Office and a new schedule has been entered in PowerSchool showing the changes.

3. A schedule change after the first ten days of enrollment in a class will only be permitted when authorized by the classroom teacher and approved by the Guidance Counselor and/or Principal. When the schedule change takes place within the first 10 days of enrollment, the course that is dropped will be removed from the student’s record. If this change is authorized and approved and occurs after the first ten days of enrollment in a course, a grade of W will be recorded for the marking term. The course will be noted on the student’s record. Changes made after the first 10 days of enrollment will receive a grade of WP (withdrawal while passing) or WF (withdrawal while failing) for the semester. For grade point average, a WF will count as a zero. A WP will not be figured into the GPA.

The following guidelines must be kept in mind when discussing schedule changes:

1. Students carry a minimum seven (7) academic subjects worth seven credits. Students who have at least three AP or IB courses among the six subjects may take only six (6) academic subjects worth six credits with the Principal’s permission.
2. Half credit may be granted for one semester’s successful work in a full year course providing the individual teacher, the Guidance Counselor and the Principal have approved the drop.
3. Students who repeat a course they have passed in order to improve their level of mastery are advised that the original mark may remain. Both marks are recorded though credit is granted only once. Schools and colleges approve of evidence of non-required self-improvement.
4. Independent study may be permitted or encouraged in certain situations. The demands of these special study situations are rigorous and no project can be undertaken without a fully outlined course plan that includes the evaluation criteria for it. The Principal must approve any independent study course.
5. Students who are permitted to withdraw from a course after the first 10 days of a semester will have the course noted on their record and the second term grade and the semester grade will be reported as a WP (withdrawal while passing) or WF (withdrawal while failing).

**STUDENT COURSE OPTIONS Academic Year 2018–2019**

<table>
<thead>
<tr>
<th></th>
<th>FRESHMAN (Grade 9)</th>
<th>SOPHOMORE (Grade 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 9</td>
<td>English 10</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra 1, Geometry</td>
<td>Algebra 1, Geometry, Algebra 2, Algebra 2/Trig</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Ancient History</td>
<td>European History, Italian History, AP European History</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Biology, Physics, AP Physics Environmental Science, Chemistry</td>
</tr>
<tr>
<td>World Language</td>
<td>Italian, French, Spanish</td>
<td>Italian, French, Spanish</td>
</tr>
<tr>
<td>P.E.</td>
<td>Physical Education/Health**</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Computer Applications*</td>
<td></td>
</tr>
</tbody>
</table>

*As part of Laptop Program, all grade 9 students are required to take Computer Applications. In special circumstances students may opt to take this class during their sophomore year.

**Physical Education/Health required in grade 9. If not completed in grade 9, then it must be taken in grade 10.

<table>
<thead>
<tr>
<th>ADDITIONAL AREAS OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Social Science</td>
</tr>
</tbody>
</table>

Courses completed beyond the minimum credits needed for graduation will be counted as electives.

<table>
<thead>
<tr>
<th>JUNIOR (GRADE 11)</th>
<th>SENIOR (GRADE 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>American Literature, Literature Across Cultures, AP English Language &amp; Composition, IB English Language &amp; Literature Year 11</td>
<td>American Literature, Literature Across Cultures, AP English Literature &amp; Composition, IB English Language &amp; Literature Year 2, AP English Language &amp; Composition</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Science</td>
<td>Advanced Biology, IB Biology, AP Biology, Chemistry, IB Chemistry SL, AP Chemistry, Physics, AP Physics 1, AP Physics 1, IB Physics DP1, AP Physics 2, IB Physics DP2, Environmental Science</td>
</tr>
<tr>
<td>World Language</td>
<td>Italian, French, Spanish</td>
</tr>
</tbody>
</table>

**ADDITIONAL AREAS OF STUDY**

**Arts**  
Drawing and Painting 1, 2, 3, & 4 Theater 1, 2 & IB Theatre/Advanced Theatre

**Technology**  

**Music**  
Chorus, Guitar, Music Ensemble, Concert Band, Music Theory

**Other**  
Community Service, IB TOK, 11 and 12, English as an Additional Language (EAL), Resource Services, Virtual High School (VHS) On-line courses

Courses completed beyond the minimum credits needed for graduation will be counted as electives.

**INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM**

The International Baccalaureate (IB) is a two-year challenging program of international education and rigorous assessment. Usually done in grades 11 and 12, the focus of the IB Diploma program aims to develop inquiring, knowledgeable and caring young people who help to create a better world through intercultural understanding and respect.


**THE IB DIPLOMA CURRICULUM**

Corresponding to the requisites of most universities, the IB framework integrates six foundational fields of study. In addition to the six IB academic areas of study, students are required to complete a
set of three additional independent components denominated the core of the program. All core components are done over the two years of the program; they consist of a research paper of some 4000 words called the Extended Essay, a collection of service and creative activities called CAS, and the Theory of Knowledge class (TOK) which encourages students to reflect on and apply what they learn in their areas of study.

All candidates take the exams in the six areas of study. Two levels of exams exist: higher and standard. Candidates must complete successfully three at the higher level and three at the standard level. Students must average a score of four on a scale of seven on each level and complete the core components to earn the diploma.

REGISTERING IN THE DIPLOMA

At AOSR students need to submit an application in grade 10 in order to be considered for the IB Diploma program. The application will be considered on the basis of the students’ GPA, teacher recommendations and PSAT scores. A minimum GPA of 3.0 is required.

In the two years of the program it is expected that students maintain a 3.0 GPA and that they strive constantly to develop the traits of the IB Learner Profile.

THE ADVANCED PLACEMENT PROGRAM (AP)

The College Board’s Advanced Placement Program (AP) enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. The focus of the AP program is to connect students to college success and opportunity through the completion of challenging courses that bring the college experience to the High School classes.

AP courses help develop skills and knowledge and introduce students to new possibilities in college majors and in career options. Qualities like Curiosity, Creativity, and Commitment are the key ingredients for success in AP.

The American Overseas School of Rome was the first in Italy to offer the AP Program, sponsored by the College Board. We offer 16 different courses in many subject areas: Languages - Sciences - Mathematics - History and Social Sciences.

AP exams are taken at the end of the preparatory course and are graded on a 1 - 5 scale with the passing grade being a 3.

INTERNATIONAL UNIVERSITY ACCEPTANCE

There are hundreds of universities in over 55 countries inside and outside the United States that recognize the Advanced Placement program in admitting students. The Italian Ministry of Education has recognized the High School Diploma with the completion of at least three AP exams as a valid entry requirement for Italian universities.

THE AP INTERNATIONAL DIPLOMA

The AP International Diploma (APID) is a globally recognized award for students interested in international studies. It requires students to display mastery on AP Exams across several disciplines, and represents an exceptional level of achievement.

The following are the criteria to earn an AP International Diploma at AOSR

Students must earn AP grades of 3 or higher on FIVE or more full-year AP examinations. The qualifying exams must be:

- English, Italian, French or Spanish 2 exams
- Comparative Government & Politics, Art History, Macro Economics 1 exam
- Mathematics or Science 1 exam
- Another Social Science, Experimental Science or Math 1 exam

SECONDARY LIBRARY/MEDIA CENTER

The Secondary School Library-Media Center offers a variety of both print and digital resources that support student learning. High school students have the option to use the library during open periods to prepare for classes and exams as well as to conduct research. The library-media specialist supports high school students in a variety of ways by helping with resource selection, instruction on the use of databases, and providing instruction on how to avoid plagiarism. IB students enjoy instruction and support related to their Extended Essay completion. The library-media specialist provides support for bibliographic work and proper citations for all research projects, including the IB essay. Teachers collaborate with the library-media specialist on various topics to refine research skills through the use of databases and print resources.

Access to online databases can be found on the AOSR webpage under libraries. All databases can be accessed with a password from off campus by logging into the student, parent, or faculty/staff portals. Passwords are posted on the link: Libraries: Online Databases and Resources, Login In Information. No login is required when on the AOSR campus.

The Secondary School Library-Media Center has a wide selection of books that are available to all in the AOSR community to check-out and read. Students, teachers, staff, and parents are all encouraged to come to the library to check-out books. The online Destiny library catalog can be viewed from anywhere. No login is required. The library is open 8:30 AM to 4:45 PM on Monday, Tuesday and Wednesday and from 8:30 AM to 3:30 PM on Thursday and Friday.
ENGLISH
PHILOSOPHY

The English/Language Arts Program is designed to assist the learner in developing the highest degree of conscious and informed control over his or her use of the English language. The curriculum emphasizes the development of the powers of comprehension and critical thinking and the employment of unity coherence, clarity, and conciseness along with fluency in the communication of ideas through oral and written composition for both the native and non-native English speaker. The program aids in the development of basic language skills by offering opportunities for thinking, listening, speaking, reading, and writing. Literature is presented to the learner in order to provide opportunities to read, study, and discuss great books and ideas. An essential element in the study of these books involves honing the skills of critical analysis along with developing a sense of aesthetics and imagination.

ENGLISH 9

Students of English 9 should expect a range of projects designed to build our skills in reading, writing, speaking, and listening. By the end of the year students will be able to write organized essays using textual evidence, participate in rich peer discussions, and analyze sophisticated texts using a robust vocabulary of literary terms and devices. The texts include a mix of short story, novels, dramatic literature, and nonfiction, and many allow for student choice based on taste and challenge level. Most importantly students will learn to open their minds, and even their hearts, to the works we will be reading, and then produce reactions, examinations, and insights of their own, giving back to the universe of knowledge that feeds us.

Credits: 1
Length of Course: 1 year
Texts: Selected play by William Shakespeare
       *To Kill a Mockingbird* by Harper Lee
       *Of Mice and Men* by John Steinbeck
       *Night* by Elie Wiesel
       *Animal Farm* by George Orwell

In addition to the works assigned to the class students will be obliged to seek out reading choices of their own.

Prerequisites: English 8

ENGLISH 10

English 10 is designed to enhance critical thinking, reading, composition, and speaking skills. At the core of the literacy discourse is the study of different literary genres, their purposes, conventions, and impacts on contemporary readers and philosophies. Students will engage in the writing process through creative works, narrative writing, analytical essays, critical essays, and comparison/contrast essays. Another component of this course is the improvement of speaking skills through dramatic presentations, and formal presentations. A major emphasis will be placed on academic writing and students will also be writing in-class essays during the upcoming year.

Credits: 1
Length of Course: 1 year
Texts: Selected Play By William Shakespeare,
       *Lord of the Flies* by William Golding,
       *Catcher in the Rye* by JD Salinger,
       *Purple Hibiscus* by Chimamanda Ngozi Adichie
       Selections of prose, poetry, and non-fiction

Prerequisites: English 9
AMERICAN LITERATURE (NOT OFFERED IN 2018-2019)

American Literature is a survey course that investigates the cultural heritage and identity of the people of the United States from historical, literacy, and personal points of view. It considers the interrelationships among history, literature, and culture from Native American times to the present. Questions such as “What does it mean to be an American and what responsibilities accompany citizenship in a democratic society?” “How do the experiences, cultures, and histories of individuals and groups shape their understanding of the world?” “Is there a distinctly American voice in writing and thought, and if so, what are its characteristics?” “What is the definition of the American Dream and how has the vision of that dream changed, evolved, and even regressed throughout history?” will be examined. N.B “American” in this context is specific to the United States of America.

Credits: 1
Length of Course: 1 year
Texts: The Great Gatsby by Fitzgerald
       The Adventures of Huckleberry Finn by Mark Twain
       A Streetcar Named Desire by Tennessee Williams
       Selected Stories & Poetry
Prerequisites: Successful completion of English 10 and/or teacher recommendation

LITERATURE ACROSS CULTURES

Over the course of the year we will be reading literature from a variety of social and political cultures, and thinking about how the works reflect the voice of the culture through their content, and form. As a multicultural community we will also think about our own world view and create writing that shares our perspective both through what we write and how we write it. By the end of the year, students will be able to write a variety of text styles comparative essay, personal essay, drama, screenplay, and short story. Students will know how use author and context research to gain a deeper understanding literature and express their learning in presentations, debates, and peer discussions.

Credits: 1
Length of Course: 1 year
Texts: The Assault by Harry Mulisch
       Things Fall Apart Chinua Achebe
       Selected poetry, nonfiction and short stories
       Poetry by Lorna Goodison, Maya Angelou, Wislawa Szymborska, Langston Hughes
       The Importance of Being Earnest by Oscar Wilde
Prerequisites: Successful completion of English 10 and/or teacher recommendation

AP LANGUAGE AND COMPOSITION

AP English Language and Composition is a university level course created according to the course overview, objectives, and descriptions published by the College Board. In accordance with the College Board, “this course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading will make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.”

Questions such as “How does our past influence our present?”, “How can we use language to effectively record our experiences?” “Is the American* Dream broken?”, “What is true success?”, “In what ways is power gained and lost?”, “What do we believe and how can we convince others of our beliefs?”, “How do our core beliefs shape our behavior?”, and “Who am I?” are examined. *N.B. “American” in this context is specific to the United States of America.
AP LITERATURE AND COMPOSITION

This university level course is designed to engage students with the European and American literary traditions and the discourse about their impacts in our lives on both personal and global levels. The study of the content is as important as the understanding of the language; the literary aspects and rhetorical strategies of the authors that continue to influence post-modern thought are key to understanding their philosophies. Moreover, this course aims to solidify students’ critical reading and thinking skills through writing. The Advanced Placement Literature and Composition program provides an excellent forum and authentic assessments for this course, and students who excel in this course will be well prepared for the AP exams, future courses at their respective universities, and beyond. The course outline is ambitious, but it is also versatile so that students, in addition to comprehending the breadth of the literary realm, will pursue their inspirations in depth. Compositional skills will be developed based on diagnostics of students’ works. Lessons, advice, lecture, and practice will be based on the focus area corrections needed by the majority of the class and will be supplemented by differentiated instruction based on individual skills lists. Students will build two writing portfolios throughout the year: analytical and creative. Also, students will engage in spoken discourse that will be assessed in a variety of ways ranging through Socratic seminars, theatrical performances, literary inquiry, and philosophical debates.

Summer Reading:

Credits: 1
Length of Course: 1 year
Texts: At least four of the following major works:
*Oedipus Rex* or *Antigone* by Sophocles
*Hamlet* or *Much Ado About Nothing* by William Shakespeare
*Heart of Darkness* by Joseph Conrad
*Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson
*The Importance of Being Earnest* by Oscar Wilde
*A Farewell to Arms* by Ernest Hemingway
*The Great Gatsby* by F. Scott Fitzgerald
*1984* by George Orwell
*A Brave New World* by Aldous Huxley

Selected poetry, prose, and nonfiction

Prerequisites: Successful completion of a Grade 11 English course and/or teacher recommendation
IB ENGLISH LANGUAGE AND LITERATURE Year 11

This course is designed to prepare students for university level English with an emphasis on language and literature, maintaining the IB philosophy that “the study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live” (Language and Literature Guide). With the dual emphasis on language and literature, the definition of “texts” is broadened to include language in texts other than literature (advertisements, propaganda, essays etc). During this first part of their two-year course, students will complete their IB further oral activities and two of the four IB written tasks - one creative and one analytical.

Credits: 1
Length of Course: 1st year of 2-year course
Year 11 Texts: Persepolis by Marjane Satrapi
Brave New World by Aldous Huxley
The Glass Menagerie by Tennessee Williams
Song of Solomon by Toni Morrison
Student-selected outside reading
Selected poetry, prose, non-fiction, and diverse media
Prerequisites: Successful completion of English 10 and teacher recommendation

IB ENGLISH LANGUAGE AND LITERATURE Year 12

During this second part of their two-year course, students will complete the following IB tasks: the individual oral commentary, the remaining 2 written tasks, exam paper 1, and exam paper 2.

Credits: 1
Length of Course: 2nd year of 2-year course
Year 12 Texts: The Tempest by William Shakespeare
The Great Gatsby by F.Scott Fitzgerald
A Doll’s House by Henrik Ibsen
Self-selected outside reading
Selected poetry, prose, nonfiction, and diverse media
Prerequisites: Successful completion of IB English Language and Literature 11

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

PHILOSOPHY

We believe it is necessary to be responsive to the needs of our English Language Learner (ELL) students, who comprise a group of linguistically and culturally diverse learners, and to structure a successful academic experience for them. A variety of approaches are used to help students develop language proficiency, learn the central concepts and build knowledge in various disciplines. A caring, inclusive and safe learning atmosphere is established where students take intellectual risks and work both independently and collaboratively.

English as an Additional Language is offered to High School students who have previously acquired a good level of proficiency in English, but are still not able to participate fully in subject area classes. EAL instruction serves as a bridge for English Language Learners (ELLs) until they can function competently in the mainstream classroom. The duration of the EAL program is generally 2–3 years, but may vary according to individual student progress.
At the beginning of each academic year, a standard language proficiency test is administered to non-proficient speakers of English in order to evaluate each student’s proficiency level. Our goal is to enable students to communicate competently and to refine the language skills necessary to participate successfully in class activities across all areas of the curriculum. Please review the *AOSR EAL Handbook* for further information.

Credits: 1  
Length of Course: 1 year  
Texts: All materials provided by the EAL teacher  
Prerequisites: EAL teacher approval

**MATHEMATICS**

**PHILOSOPHY**

The mathematics department creates an environment where students develop an appreciation of the power of mathematics and develop a clear understanding of its principles and nature. Through our college-prep curriculum, we enable students to build confidence, become lifelong learners, develop problem solving skills, communicate effectively, and develop logical and abstract thinking. The mathematics department plans appropriately challenging lessons designed for student mastery, holds students to high expectations, recommends students for courses befitting their abilities, work ethics, interests, and prerequisite skills, and employs a variety of assessment strategies to help students monitor their own progress and develop resilience and balance.

To prepare students for a technologically advanced future workplace, the mathematics department uses technology to enhance creativity, demonstrate applications of math software and ensures that students are adept at using the TI-84 graphing calculator.

The department works consistently to help students appreciate the international dimension of mathematics and the moral and ethical implications arising from the applications of mathematics in the global context.

**ALGEBRA 1**

Algebra 1 is the foundational course for high school mathematics. Students will understand and apply concepts related to solving and representing single variable, linear, and quadratic equations and inequalities. Topics include: properties of real numbers and operations with real numbers; equations (including linear, absolute value, and quadratic); solving and graphing simple and compound inequalities; functions; systems of linear equations and inequalities; exponential, polynomial, and radical expressions; and probability. During the second semester, students are expected to become proficient in the basic use of a graphing calculator (TI series 84-Plus). Emphasis is placed on symbolic manipulation, visual representations, problem solving, communication, and applications.

Credits: 1  
Length of Course: 1 year  
Text: *Algebra 1*. McDougal Littell, 2007  
Prerequisites: Pre-Algebra and teacher recommendation

**GEOMETRY**

Geometry involves a thorough study and application of logical reasoning in the Euclidean tradition. Students will master the skills and concepts of parallel and perpendicular lines, congruency,
similarity, area, volume, polygons, right triangle trigonometry, circles, construction, and transformations. Formal and informal proofs are a part of the course. Emphasis is placed on problem solving, use of technology, discovery, reasoning and communication.

Credits: 1
Length of Course: 1 year
Prerequisites: Algebra 1 and teacher recommendation

ALGEBRA 2

Algebra 2 is designed to encourage and help students develop appreciation for mathematics by reinforcing and extending their algebraic, problem solving, communication, logical and critical thinking skills. Students will develop understanding of linear and quadratic functions, sequences and series, probability, statistics, and financial mathematics. Graphing Calculator required (Ti-84 Plus recommended).

Credits: 1
Length of Course: 1 year
Text: Mathematics for the International Student. Haese & Harris, 2008
Prerequisites: Algebra 1, Geometry, and teacher recommendation

ALGEBRA 2/TRIGONOMETRY

Algebra 2/Trigonometry is an intensive course designed for students who have displayed strong mathematical abilities and who are planning to study advanced mathematical concepts through AP, IB, and/or collegiate courses. Students will master the concepts, skills, and applications of linear, polynomial, radical, rational, exponential, and logarithmic functions, trigonometry, and conic sections. Emphasis is placed on problem solving, communication, and application as lifelong learners. This course is required for students who wish to take Precalculus or IB Precalculus HL. Graphing Calculator required (Ti-84 Plus recommended).

Credits: 1
Length of Course: 1 year
Text:  Algebra II. McDougal Littell, 2007
Prerequisites: Algebra 1, Geometry (which can be take concurrently), and teacher recommendation, B or higher in Algebra 1 and Geometry or score above 85% in an entrance exam. Entrance exam to be designed by department

FUNCTIONS/TRIGONOMETRY/STATISTICS

Functions/Trigonometry/Statistics is designed for students who elect to complete a college preparatory mathematics curriculum and have displayed the ability to understand abstract concepts. Students will master the concepts, skills, and applications of algebraic functions and their graphs, triangular and circular trigonometry, probability, and statistics. Students who complete this course will be prepared for university level Pre-calculus and statistics courses. Emphasis is placed on reinforcing algebraic skills, problem solving, communication, and application as lifelong learners. Graphing Calculator required (Ti-84 Plus recommended).

Credits: 1
Length of Course: 1 year
Prerequisites: Algebra II and teacher recommendation
AP STATISTICS

As noted on the College Board AP Statistics webpage, “The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.” Regular use of graphing calculator (Ti 84 Plus recommended) and use of personal computer are integral to the course.

Credits: 1
Length of Course: 1 year
Prerequisites: Algebra II and teacher recommendation

PRECALCULUS

Pre-Calculus is a course designed with two goals in mind. One is to prepare students for Calculus. The other is to prepare students to think so they are better prepared to move from the concrete to the abstract realm of pure mathematics.

It is rigorous course, which will require using acquired knowledge in applied circumstances. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus to model physical situations.

The course is taught at two levels depending on students’ abilities. The Precalculus course will cover all polynomial and transcendental functions and the study of sequences and series. Emphasis is placed on problem solving and applications. Students completing this course will continue to AP Calculus AB or IB Mathematics SL.

There will also be an accelerated section of Pre-Calculus which will cover also Vector Analysis and Statistics. The emphasis will be on higher mathematical rigor, more demanding problem solving abilities and added content. The students that complete this course will continue to AP Calculus BC or IB Mathematics HL.

A graphing calculator is required.

Credits: 1
Length of Course: 1 year
IB Mathematics HL, Oxford University Press, 2015
Prerequisites: B or higher in Algebra 2/Trigonometry for Precalculus, with higher expectations for Accelerated Precalculus. Teacher recommendation is necessary for both courses

IB MATH STUDIES

Mathematical Studies is available as a standard level subject for the International Baccalaureate students and may be taken as an elective by students not in the IB program. It is designed for college-bound students who plan on pursuing degrees outside of mathematical or scientific fields. The program consists of the study of seven core topics that include: Sets and Logic; Financial Mathematics; Functions; 3D Geometry; Statistics; Probability; and Introductory differential calculus. Consistent with the IB program, students will complete a mathematical project and take an IB exam at the end of the school year. Emphasis is placed on problem solving, communication, and application as lifelong learners. Graphing Calculator required (Ti-84 Plus recommended).

Credits: 1
Length of Course: 1 year
Prerequisites: Algebra 2/Trig and teacher recommendation.

AP CALCULUS AB/BC

AP Calculus AB and BC are intensive collegiate calculus courses. Students will master the concepts, skills, and applications of limits, continuity, derivatives, and integrals algebraically, graphically, and verbally. Students will be prepared for and are expected to take the AP Calculus AB or BC exam at the end of the school year and may earn college credit. Emphasis is placed on problem solving, communication, and application as lifelong learners. Graphing Calculator required (Ti-84 Plus recommended).

Credits: 1
Length of Course: 1 year
Prerequisites: Pre-calculus and teacher recommendation.

IB MATHEMATICS STANDARD LEVEL

IB Mathematics SL is the sequence to Precalculus and completes the two-year sequence requested in the IB diploma program for this exam. All the topics in the IB subject guide for this level are compulsory. In this second year the topics of study are Calculus, Vectors, Statistics and Probability. Students have to complete, and submit to the IBO, an independent mathematical exploration. This is a piece of written work that involves investigating an area of mathematics; it gives students the opportunity to develop the skills to communicate mathematical ideas properly. Graphing Calculator required (Ti-84 Plus recommended).

Credits: 1
Length of Course: 1 year
Prerequisites: Pre-calculus and teacher recommendation.

IB MATHEMATICS HIGH LEVEL

IB Mathematics HL completes the two-year IB High Level curriculum. Students enrolled in this course will be expecting to include mathematics as a major component of their university studies. They will master the remaining two of the seven core parts of the curriculum (vectors and statistics). Also the HL option of Calculus will be completed. Students have to complete, and submit to the IBO, an independent mathematical exploration. This is a piece of written work that involves investigating an area of mathematics; it gives students the opportunity to develop the skills to communicate mathematical ideas properly. Graphing Calculator required (Ti-84 Plus recommended).

Credits: 1
Length of Course: 1 year
Prerequisites: Pre-calculus and teacher recommendation.
SCIENCE

PHILOSOPHY

Upon graduation from the 9-12 secondary science program, we believe all students should be:

- Knowledgeable about the important concepts and theories of the three major branches of scientific study: earth, life, and physical sciences;
- Able to think scientifically and use scientific knowledge to make decisions about real-world problems;
- Able to construct new knowledge for themselves through observation, analysis, research, reading, and discussion;
- Familiar with the natural world, and respectful of its unity, diversity, and fragility;
- Able to make informed judgments on statements and debates claiming to have a scientific basis; and,
- Able to reflect in an informed way on the role of science in human affairs.

_AERO Science Standards 2011_

BIOLOGY

Biology is the scientific study of living things. Over two semesters students will explore conditions of the living world and various life processes. The course focuses on structures and functions of cells, genetics, biotechnology, evolution, natural selection, ecology, conservation biology, and diversity and classification of organisms. Students will learn skills in scientific inquiry and field and laboratory investigations. Understanding of biological science is fostered through identifying research questions, forming hypotheses, designing controlled experiments, analyzing data, and drawing conclusions. Students will demonstrate their knowledge through a variety of assessments including lab reports, research projects, posters, models, presentations, and tests.

Credits: 1  
Length of Course: 1 year  
Prerequisites: None

ADVANCED BIOLOGY

As the first year of the two-year IB and AP Biology curriculum, Advanced Biology explores biochemistry, cell biology, cellular metabolism, and brief introduction to genetics. Beginning with a foundation of cells, students will learn about various types of cells, and the major cellular processes such as transport, cellular respiration, and photosynthesis. There is also a strong emphasis on laboratory and data analysis from scientific literature as well as scientific writing. IB students will also take part in a major science project, the Group 4 project, working with students from other science disciplines in a broad-based student-led investigation. This project allows the development of experimental skills together with the ability to collaborate and communicate within a multi-disciplinary team.

Assessment includes tests, essays, research projects, presentations and lab reports.

Credits: 1  
Length of Course: 1 year  
Text:  *Biology* by Campbell (7th edition)  
Prerequisites: Successful completion of Biology, Chemistry, and Algebra 1
IB BIOLOGY

This course meets the objectives of general biology courses on the college level. The objectives include studying the characteristics, unity, and diversity of living things; the concept of evolution as an explanation of unity and diversity; the nature of science as a human enterprise; collection, analysis and interpretation of data; and the application of biological concepts to new situations including those involving man, society and populations. The aim of the course is to develop an understanding of the vast and often confusing array of biological knowledge and to put this new knowledge into a framework that can be understood. Several unifying themes serve as a conceptual framework for the science course and provide a rationale for the sequence of topics in the curriculum. Major themes in the course are:

1. Biological Organization
2. Emergent Properties
3. Cellular Basis of Life
4. Structure and Function
5. Unity in Diversity
6. Evolution and Change
7. The Environment

This course provides a wide range of experiences that help students develop and apply thinking process skills.

Credits: 1
Length of Course: 1 year
Text:  *Biology* by Campbell (9th edition), 2010
Prerequisites: Advanced Biology (first year IB Biology) and Chemistry

AP BIOLOGY

This course meets the objectives of general biology courses on the college level. The objectives include studying the characteristics, unity, and diversity of living things; the concept of evolution as an explanation of unity and diversity; the nature of science as a human enterprise; collection, analysis and interpretation of data; and the application of biological concepts to new situations including those involving man, society and populations. The aim of the course is to develop an understanding of the vast and often confusing array of biological knowledge and to put this new knowledge into a framework that can be understood. Several unifying themes serve as a conceptual framework for the science course and provide a rationale for the sequence of topics in the curriculum. Major themes in the course are:

1. Biological Organization
2. Emergent Properties
3. Cellular Basis of Life
4. Structure and Function
5. Unity in Diversity
6. Evolution and Change
7. The Environment

This course provides a wide range of experiences that help students develop and apply thinking process skills.

Credits: 1
Length of Course: 1 year, including a once per week after school lab period
Text:  *Biology* by Campbell (9th edition), 2010
Prerequisites: Advanced Biology (first year IB Biology) and Chemistry
GENERAL CHEMISTRY

Chemistry is the study of the composition, properties, and interaction of matter that govern our lives and the physical world around us. Though the course provides a fundamental building block for the advanced study in the physical and life sciences, the primary focus is the further development of critical thinking and analysis skills in a wide variety of contexts. In this course the following major concepts are studied: scientific measurement and method, atomic structure, nuclear chemistry, periodic trends, bonding and intermolecular forces, chemical reactions, quantitative chemistry, solutions, and, if time, gas laws, thermochemistry, and/or acid/base chemistry. Students will explore these topics through experimentation (individual and small group), inquiry exercises, class discussion, technological simulations, research, writing, reading, and project work. This is a required year-long course for entry into AP and IB chemistry.

Credits: 1
Length of Course: 1 year
Text: *Chemistry* by Prentice Hall, 2005
Prerequisites: Successful completion (recommended C+ or better) of Algebra 1

IB CHEMISTRY - Standard Level (SL)

International Baccalaureate chemistry is a one-year standard level course tailored to IB diploma candidates or students who would like to further their studies in chemistry. All IB programme courses are built around inquiry (synthesis and analysis of knowledge), problem solving in a global context, collaboration, and content-specific writing. This course aims to combine academic study with hands-on laboratory practical skills for an authentic experience of how science is carried out in the field. The assessments for IB Chemistry reflect these priorities and will include: a student-driven lab project, a collaborative group project with the biology and physics students, and an IB course exam at the end of the year. Topics included in the IB chemistry SL programme are: atomic theory (covered in general chemistry), periodic systems and bonding (covered in general chemistry), quantitative chemistry, gas laws, thermodynamics, kinetics, equilibrium, acid-base theory, oxidation/reduction, and organic chemistry. In addition, one special topic (likely the Energy topic) will be chosen for further in-depth study. Students will explore these topics through class discussion, inquiry exercises, reading, and practical laboratory work (individual and small group). IB diploma programme and certificate students are expected to take the exam at the end of the year.

Credits: 1
Length of Course: 1 year, including a once per week after school lab period
Prerequisites: Successful completion of chemistry (recommended B or higher) and Algebra 2 (or taken concurrently)

AP CHEMISTRY

Advanced Placement chemistry is a very rigorous, math-based university level course that provides students with a challenging qualitative and quantitative program of study of the following topics: atomic theory, periodic systems and bonding, quantitative chemistry, gas laws, thermodynamics, kinetics, equilibrium, acid-base theory, and oxidation/reduction.

Students will explore these topics through class discussion, inquiry exercises, reading, and practical laboratory work (individual and small group). Students will be expected to master skills of personally-led study, scientific collaboration and investigation, analytical scientific writing, and utilizing creativity in mathematical and conceptual problem-solving. Upon completion of the AP course, students will be expected to take the Advanced Placement exam. Students may be able earn college credit by successfully passing Advanced Placement examinations, depending on their university of choice.
GENERAL PHYSICS
The General Physics course is a foundational course exploring a broad range of physics topics. Physics is important to understanding motion, the interaction of forces and matter, and fundamental laws that explain the physical world around us. Beginning from a conceptual framework, students will develop strong problem solving skills and analytical thinking. The following topics will be covered to provide a solid background for further study: classical mechanics, thermodynamics, electricity and magnetism, waves and light, modern physics of the atom and nucleus, and quantum mechanics. Learning activities include problem solving practice, laboratory work, simulation activities and research projects.

Credits: 1
Length of Course: 1 year
Text: Glencoe Physics
Prerequisites: Successful completion of Algebra 1 and Geometry

AP PHYSICS 1/IB PHYSICS DP1
AP Physics 1/IB Physics DP1 is an algebra-based, introductory college-level physics course and/or IB diploma level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. (Description as seen on the College Board AP website. Please see https://apstudent.collegeboard.org/apcourse/ for more details.)

Credits: 1
Length of Course: 1 year, including a once per week after school lab period
Prerequisites: Prior completion or concurrent enrollment in Algebra 2/Trigonometry required prior course in Physics highly recommended

AP PHYSICS 2/IB PHYSICS DP2
AP Physics 2/IB Physics DP2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. (Description as seen on the College Board AP website. Please see https://apstudent.collegeboard.org/apcourse/ for more details.)

Credits: 1
Length of Course: 1 year, including a once per week after school lab period
Text: Physics by Giancoli, Prentice-Hall, 2006
Physics for the IB Diploma, Chris Hamper; Pearson, 2010
Prerequisites: Completion of AP Physics 1/IB Physics DP1

ENVIRONMENTAL SCIENCE
Environmental Science is the study of the interactions between the living and nonliving components of our surroundings. The course integrates the disciplines of ecology, geology, chemistry and physics.
It encompasses topics in ecosystems, biogeochemical processes in recycling natural resources, concerns and issues relating to human activities, waste and resource management, as well as conservation of biodiversity and sustainable development of our society. Students will develop skills in critical thinking, problem solving, decision-making, and forming opinions that are supported by evidence.

Credits: 1  
Length of Course: 1 year  
Text:  *Environmental Science* by Karen Arms  
Prerequisites: None

**SOCIAL STUDIES**

**PHILOSOPHY**

The Social Studies Department believes the purpose of Social Studies instruction is to foster a sense of global mindedness, ethical citizenship, social awareness, and critical thinking. Through guided reflection, students will use knowledge of the past to recognize patterns and trends to better understand their relationship with the present, the environment in which they live, and the role they play in society.

The Social Studies Department offers a wide range of courses based on the American curriculum while maintaining a commitment to our international setting. The emphasis will include not only the in-depth study connecting past and present historically, but the exploration of the relationship of groups and societies across time and space; the study of philosophy and thought; the appreciation of diverse cultures; systems of economic exchange; government structures and the art of diplomacy. The high school faculty also provides preparation for Advanced Placement and International Baccalaureate exams. The use of both primary and secondary sources, the development of research techniques, of critical thinking, collaboration, academic debate and discourse, and a consistent emphasis on analytical writing are essential elements of these courses. Our teaching strategies vary with the goals that are set for each course in grades 6-12 but will be chosen with the school’s profile trait-- to succeed academically-- in mind.

**ANCIENT HISTORY**

This course focuses on major empires throughout ancient and early world history. Course instruction will cover the connections that these empires had with each other and the influence that these empires had on later civilizations. A large portion of this course will be dedicated to the studying of the Roman Republic and the Roman Empire. An interdisciplinary approach is used throughout the course which strengthens the appreciation of past empires through the use of classroom art projects, various technology platforms, and local field trips. Class discussion and analytical thinking is encouraged and students will develop skills for analyzing primary and secondary documents.

Credits: 1  
Length of Course: 1 year  
Prerequisites: None
EUROPEAN HISTORY

This course is concerned with the main historical themes from the end of the Middle Ages to our times. A brief review of the classical and feudal worlds is followed by a fuller treatment of the Renaissance and the Reformation, the growth of modern and absolutist nation-states, the Scientific and Economic Revolutions of the 17th and 18th centuries, the Enlightenment and the French Revolution, 19th century Nationalism and Imperialism, and an intensive study of 20th century war, peace and political and ideological upheaval. The most recent changes in the overall political situation are also studied.

Credits: 1
Length of Course: 1 year
Prerequisites: Successful completion of Ancient History or instructor approval.

AP EUROPEAN HISTORY

Taught at the same pace and academic rigor of a first-year university course, Advanced Placement European History is crafted to give students an in-depth understanding of critical events, trends, and developments occurring in regions historians refer to as ‘the West.’ and requires extensive, high-level reading to be done outside of class. The demanding syllabus of this course is designed to prepare students for a successful AP examination in May. The course follows an ambitious chronological syllabus which traces modern Europe from the Renaissance to the present, stressing on in-depth study of the following topics: Renaissance, Reformation, Emergence of Nation-states, Absolutism, Scientific Revolution, Enlightenment, French Revolution, Industrial Revolution, Romanticism, German Unification, Italian Risorgimento, Colonialism, Socialism and Fascism, WWI, Russian Revolution, World War II, and the Cold War. This course is best suited for juniors or seniors, however, the course is also taken by academically strong and motivated sophomores.

Credits: 1
Length of Course: 1 year
Text: The Western Heritage, publisher Pearson, Tenth Edition
Prerequisites: Successful completion of Ancient and/or European History and/or instructor approval.

UNITED STATES HISTORY

In United States history, students will learn to read, write, and think like historians. Using their primary sources, secondary texts and videos, students will synthesize various views of United States history from 1492 to the present. They will become familiar with major events, people and phenomena while developing their analytical skills and improving their historical writing.

Credits: 1
Length of Course: 1 year
Text: The Americans publisher McDougal-Littell, 2000
Prerequisites: None

AP UNITED STATES HISTORY (NOT OFFERED IN 2018-19)

Students will develop college-level history skills in their study of the United States from the colonial period to the present. Frequent preparation of writing timed essays and seminars will prepare them for a good performance on the Advanced Placement exam. In the end, students will be ready for an upper-level college course in United States history.

Credits: 1
Length of Course: 1 year
Texts: A People and a Nation by Norton, Houghton-Mifflin, 2001
Prerequisites: Teacher recommendation-mainly for juniors and seniors, but outstanding sophomores might be considered

**AP COMPARATIVE GOVERNMENT AND POLITICS**

Students interested in global politics and international affairs will find themselves challenged, engaged, and inspired in this class. This course examines the historical background, political framework, and evolution of state and society using six countries as in-depth case studies: United Kingdom, Russia, China, Mexico, Iran and Nigeria. Specifically, we explore the social, political, and economic contexts of each country, asking ourselves: What are the greatest challenges to a country’s sovereignty, authority, and power? How do democratic and non-democratic regimes maintain power? What are the internal and external catalysts to ethnic and national conflicts? What are the connections between state power and legitimacy? General themes include the application of sovereignty, authority, and power; the nature of political institutions; organization and interaction between and among citizens, society, and the state; the nature of political and economic change; and the history, development, and progress of public policy. In addition to the two texts, we incorporate newspaper articles, periodicals, peer-reviewed journals, YouTube clips, and documentaries.

Credits: 1
Length of Course: 1 year
Prerequisites: Teacher Recommendation

**IB WORLD HISTORY**

This advanced history course prepares Standard Level and Higher Level (in conjunction with AP European History) students for the IB exam. Twentieth century history is approached thematically. The principal themes studied are single-party states, the causes, practice and effects of wars and international relations during the interwar years: 1918-1936. Students are expected to read critically, develop historiographical understanding and write analytically.

Credits: 1
Length of Course: 1 year
Texts: Modern World History by Norman Lowe
Peacemaking, Peacekeeping, International Relations: 1918-1936, Oxford
20th Century World: Causes, Practices, Effects of War, Pearson
20th Century World: Authoritarian and Single-Party States, Pearson
Prerequisites: Successful completion of Ancient History and European History

**IB EUROPEAN HISTORY**

IB European History is a one-year course, which is partial preparation for students preparing to take History as a higher level subject. While this course shares some of the same topics as the IB World History course, students will explore specific events in great detail. In this course, students will read historical works and write essays frequently. The course begins with the Unification of Italy and Germany and traces the major social, economic and political trends in Europe throughout the 19th and first half of the 20th century. Possible units each year include: The Unification of Italy and Consolidation of Germany, and the First World War, and Inter-war Period. Students will also be expected to complete an independent historical investigation.
ITALY: HISTORY AND CULTURE

This course serves as an elective for students looking for an in-depth investigation into Italian history and culture, picking up where the Ancient History course finishes. It will begin with the Renaissance era. The Risorgimento and Romantic era follows before looking in-depth at 20th Century Italy including the Fascist period, WWI & WWII, Cold War Italy, and finishing with current events. In addition to politics, art, literature, and music will also be emphasized.

Credits: 1
Length of Course: 1 year
Texts: Gilmour, David. In Pursuit of Italy (2011)
      Machiavelli. The Prince (1513)
Prerequisites: Successful completion of Ancient History

MODEL UNITED NATIONS

This course places emphasis on understanding the internal functioning of the UN and the contemporary issues it faces. Students are prepared for participating in the students’ Model United Nations conference held in The Hague every January. Students with a grade of C or better may be invited to attend this conference. The registration fees and travel expenses are the students’ responsibility and should be taken into consideration when registering for this course. Students in this course will develop a basic understanding of world political and physical geography. Students research the political, sociological and economical system of the assigned country. Students analyze and evaluate current affairs on a weekly basis. Students will understand the fundamental organization of the United Nations. Students will learn and apply the rules and techniques of parliamentary procedure. Students will create and defend resolutions pertaining to a specific country and specific subjects on the model United Nations’ agenda.

Credits: 0.5
Length of Course: 1 semester (First Semester)
Texts: Print/online material provided by instructor
Prerequisites: Successful completion of European History and/or US History and instructor approval

ECONOMICS

This course introduces both macroeconomics and microeconomics. The class encourages students to relate the economic concepts to current events as well as their own personal experiences. In addition, students will take part in personal finance activities and plan strategies for economics situations that they will face in the upcoming years. Group projects, debates, discussions, and analyses pertaining to real-life scenarios will be a major focus of this course.

Credits: 0.5
Length of Course: 1 semester (Second Semester)
Text: Economics: Principles & Practices, Clayton, 2003 & Print/online material provided by instructor
Prerequisites: European History and/or teacher recommendation
AP MICROECONOMICS/AP MACROECONOMICS

Advanced Placement (AP) Economics is essentially two college level courses that focus on the decision making of individuals, businesses, and the government. Students will study a variety of economic theories and analyze their practical application in the real world. These two semester long courses will cover both microeconomics and macroeconomics preparing students for both AP Exams at the end of the year. The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. - AP College Board Economics.

Credits: 1 credit per year
Length of Course: 1 year
Text: *Krugman’s Economics for AP* by Margaret Ray and David Anderson
Prerequisites: Success in Basic Algebra, and Teacher Recommendation

IB ECONOMICS

Economics is a dynamic social science that uses scientific methodologies that include quantitative and qualitative elements.

The IB Economics course emphasizes the economic theories of microeconomics and macroeconomics. These economic theories are to be applied to real world issues. Prominent among those issues are fluctuations in economic activity, international trade and environmental sustainability. The instructor will emphasize thinking and research skills such as comprehension, text analysis, transfer and use of primary sources.

The Curriculum will be developed over a two-year period with the following model:

**Year One:**
- Microeconomics – the theories dealing with economic variables affecting individuals, firms and markets.
- Macroeconomics - the theories dealing with economic variables affecting countries, governments and societies.

**Year Two:**
- International Economics – Perspectives of international trade and global issues.
- Development Economics - The role of international trade and foreign direct investment and assistance.
- A Portfolio of three commentaries on different sections of the syllabus will be requested in year two.

Credits: 1 credit per year
Length of Course: 2 years
Texts: *Advanced Placement Economics* by Mc Connell, Bree and Flinn
IB DP Economics: Cambridge Press
Prerequisites: Teacher recommendation and IB DP Coordinator approval

AP ART HISTORY

This course is articulated around three essential questions: What is art and how is it made? Why and how does art change? How do we describe our thinking about art? In order to answer these questions,
students have the opportunity to explore in depth the history of art from Paleolithic art to Postmodernism. It includes the study and visual analysis of significant artworks in the areas of: architecture, painting, sculpture, photography and other medias from around the world. These are studied within their historical context by examining issues such as politics, religion, patronage, gender, function and ethnicity. Students are encouraged to visit museums, exhibitions, archeological sites and art galleries regularly. This course is designed to prepare students for the AP Art History Exam.

Credits: 1
Length of Course: 1 year
Prerequisites: Successful completion of Ancient History and European History

PSYCHOLOGY

This course designed to prepare students for a university experience in psychology. The course emphasis is on the following topics: biopsychology, sensation and perception (vision, hearing and the other senses), psychological development (nature-nurture controversy, maturation, cognitive, social and emotional development), learning and the cognitive processes (memory systems, deductive and inductive reasoning, problem solving, forgetting). Other important aspects include motivation and emotion (functions and different theories), personality and individual differences, social psychology (roles, rules and norms), and psychopathology and the different psychotherapies.

Credits: 1
Length of Course: 1 year
Prerequisites: Biology

AP PSYCHOLOGY

This course designed to prepare students for a university experience in psychology and prepares students to take the AP exam in psychology. It is faster-paced and covers more content than the regular psychology course. The course emphasis is on the following topics: biopsychology, sensation and perception (vision, hearing and the other senses), psychological development (nature-nurture controversy, maturation, cognitive, social and emotional development), learning and the cognitive processes (memory systems, deductive and inductive reasoning, problem solving, forgetting). Other important aspects include motivation and emotion (functions and different theories), personality and individual differences, social psychology (roles, rules and norms), and psychopathology and the different psychotherapies.

Credits: 1
Length of Course: 1 year
Text:  Myers Psychology for AP (2011)
Prerequisites: Biology

SOCIOLocy

Sociology is most appropriately defined as the scientific study of social structure and processes in modern, developed societies. What distinguishes sociology from the other social sciences is the focus on entire societies and their subdivisions, or groups, not individuals. This does not imply a lack of interest in individuals, but the object of study is what persists in any group or society despite turnover of personnel. This introductory course will survey the major fields of sociology, with special emphasis on its basic vocabulary. The cultural and psychological bases of social behavior are first investigated, followed by a general introduction to groups and formal organizations. A selection of formal organizations, such as family, education, and political and economic institutions are studied in detail.
Deviance, stratification or inequality, (whether it be based on class and occupation, race, ethnic group, or gender, or the intersection of all of these), are the major subjects of the last section of the course.

Credits: 0.5
Length of Course: 1 semester (First Semester)
Prerequisites: Juniors and seniors

ANTHROPOLOGY

Anthropology is the study of humankind – of ancient and modern people and their ways of living. Different branches of anthropology focus on different aspects of the human experience. Cultural anthropology in its broadest sense is a continuation of the intellectual impulse of observant travelers and writers of natural histories since the Renaissance to describe the world as it appears to be. Cultural anthropology proceeds by the relativist postulate that each culture must be understood sui generis. The evolution of humankind’s biological characteristics and our place in the animal kingdom are first investigated, as well as the origin and significance of contemporary “racial” differences. Culture, language, production and reproduction are then studied in detail. The last section of the course covers economic and domestic organizations, kinship, law and the origin of the state, as well as religion and art.

Credits: 0.5
Length of Course: 1 semester (Second Semester)
Psychology by Weber, Zimbardo and Johnson (2010)
Prerequisites: Juniors and seniors

HISTORY OF PHILOSOPHY

An introduction to the study of philosophy, this course discusses the fundamental questions that people have asked since the beginning of time: What exists? What is it to be a human being? What can we know? What is right and what is wrong? The first weeks are devoted to a definition of philosophical enquiry. The bulk of the course is an overview of the major contributions to the development of western thought: the pre-Socratics, Socrates, Plato, Aristotle, The last part of the course deals with the exploration of one or more basic philosophical themes to be chosen among the following: Political Philosophy, Knowledge, Philosophy of Culture, Aesthetics, Philosophy of Religion, and Ethics as interpreted by the Epicureans and the Stoics, Augustine, Thomas Aquinas, Machiavelli, Hobbes, Descartes, Spinoza, Leibniz, Locke, Rousseau, Kant, Hegel, Schopenhauer, Nietzsche, Marx, and Dewey. The students will individually focus on one of these topics, and present their results to the class. The emphasis of this course is very much on doing philosophy, which requires intellectual rigor, an open and critical mind, and willingness to attempt to understand alternative views. The greatest challenge for the students will be to become aware of their own biases as well as those of others.

Credits: 0.5
Length of Course: 1 semester (First Semester)
Text: A History of Western Philosophy by Bertrand Russell, Touchstone
Prerequisites: Juniors or seniors and departmental approval

WORLD RELIGIONS

This course is conceived as an introduction to the study of religion, an experience common to all human societies, characterized by the belief in supernatural beings and by the practices aimed at establishing a relationship with these forces. The approaches to the study of religious beliefs will be
essentially the historical, the anthropological, and the sociological perspectives. The goal of the class is to help the students develop both an understanding of the roots of different religious traditions and a tolerance with regard to faiths other than one’s own. The first weeks of the class will be devoted to the comprehension of the terminology of religion and a general overview of the anthropological and sociological knowledge about the field. The second part of the course will be dedicated to the study of the history and fundamental beliefs of the three main monotheistic religions: Judaism, Christianity, and Islam. The third part of the course will be devoted to the exploration of non-monotheistic religions through primary and secondary sources and individual projects which will be the basis for class discussions aimed at increasing the students’ awareness of the complexity of the religious experience.

Credits: 0.5
Length of Course: 1 semester (Second Semester)

*The Great Religions By Which Men Live* by Routledge, Floyd Ross & Tynett Hills, Fawcett.

Prerequisites: Juniors or seniors

**THEORY OF KNOWLEDGE (TOK)**

Theory of Knowledge is a key element in the International Baccalaureate Diploma Program. It is taken over two years in grades 11 and 12. TOK is composed almost entirely of questions. The most central of these is “How do we know?” Other questions include: “What counts as knowledge?” “What is the value of knowledge?” “What are the implications of having, or not having, knowledge?” As we explore these questions, students will gain an understanding of what it means to know something, how the forms of knowledge relate to one another, and how to think critically. In TOK there may not be right and wrong answers, but there are standards for judgment and defenses of knowledge claims. Critical thinking can only take place when there is evaluation of that inquiry and its expression.

Credits: 0.5 per year
Length of Course: 2 years running opposite IB Pastoral
Texts: *Theory of Knowledge Course Companion* by Eileen Dombrowski et al.
Teacher provided materials

Prerequisites: None

**WORLD LANGUAGE PHILOSOPHY**

The World Language Department seeks to prepare students to communicate accurately in languages other than their own and to foster respect for the culture of others in order to function in a multilingual / multiethnic world as well as to encourage Italian native speakers to study in depth their own language and cultural heritage.

**ITALIAN 1 REGULAR**

The aims of this course are to develop communicative competence in Italian and to foster cultural awareness of Rome and Italy. The primary objective of this class is to provide the most efficient strategies to enable students to communicate in Italian using the four skills of listening, speaking, reading and writing. Whenever possible, the teachers will organize field trips, which are an integral part of the course in order to introduce students to Italian cultural reality.
ITALIAN 2 REGULAR

This course is conducted in Italian and aims at improving the students’ oral proficiency in order to converse about practical concerns and current events, to formulate opinions and explanations, and to begin to deal with abstract topics. Emphasis is placed in improving oral and written expression.

Credits: 1
Length of Course: 1 year
Texts:  
Noi, Zanichelli  
Progetto italiano I, Edilingua edizioni,  
Sei pronto a cominciare?, Ed.Farinelli 2012,  
Dieci racconti, Edilingua edizioni  
Gramm.it Bonacci editore  
Supplemental material

Prerequisites: None

ITALIAN 3 REGULAR

This course aims to develop fluency and literacy in Italian using readings from newspaper articles, and various sources. Emphasis is given to speaking, reading and writing skills. The students are trained to identify key points in written texts.

Credits: 1
Length of Course: 1 year
Texts:  
Sei pronto a migliorare?, Ed. Farinelli, 2012  
Diario della studentessa Jean, Ed. Farinelli, 2011  
2 Orizzontale (intermedio), Ed. Guerra 2011  
Supplemental material

Prerequisites: Successful completion of Italian 2 Regular or equivalent

ITALIAN 4 REGULAR

The Italian 4 R course aims at developing and refining students’ ability to speak, read, listen and write in Italian. Students are expected to be able to express opinions, to communicate ideas, and discuss topics in the target language in order to develop their interactive communication skills. Students are also asked to produce written works in which they analyze, describe and critique important aspects of Italian culture.

Credits: 1
Length of Course: 1 year
Texts:  
Uffa!, Ed. Farinelli

Supplemental material
ITALIAN 3 NATIVE

The course introduces students to the basic skills of literary analysis skills and fosters the student’s ability to comment on the passages read. Students will be asked to write compositions and to give oral reports. This course is intended for native Italian speakers or very strong non-native Italian speakers.

Credits: 1
Length of Course: 1 year
Texts: Antologia italiana per il biennio (Ginnasio) – Survey of Italian Literature, XIX and XX cent:
Biblioteca del mondo, racconto e romanzo, by Barberi,Squarotti- Atlas
Selezione da Novelle per un anno by Pirandello
Il fu Mattia Pascal by Pirandello
Il barone rampante by I. Calvino
Il sentiero dei nidi di ragno by I. Calvino
Io non ho paura by N. Ammaniti

Prerequisites: Successful completion of Italian 3 R or equivalent

ITALIAN 4 NATIVE

This is the second preparatory course required for native Italian speakers. Study of Italian literature continues, including specific topics and genres: Poetry, Theater and Novels. Historical background is taught when necessary in order to understand the context of works read. Commentaries of literary passages, analysis and comparison of literary texts are required. Students write short essays frequently, they are subjected to oral and written tests and quizzes throughout the year.

Credits: 1
Length of Course: 1 year
Texts: Il Nuovo fare letteratura vol. 1, 2, 3a, ed. with Divina Commedia, Magri-Vittorini, Paravia.
I Malavoglia by Giovanni Verga.

Prerequisites: Successful completion of Italian 3N or equivalent

ITALIAN 5 NATIVE

This course is intended for native Italian speakers and students preparing for IB Italian A. In this first year, exercises in order to develop students’ literary appreciation are essential elements of the course. Extensive reading in Italian literature and World literature are required. Oral and written texts contribute to shape the student’s ability to analyze the works they have read. In the second semester students work on the IB Written Assignment about the World Literature section; it will be sent for external assessment within due date according to IB requests.

Credits: 1
Length of Course: 1 year
Texts: World Literature:
Lo straniero by Albert Camus
Kitchen by Banana Yoshimoto
Persepolis by M. Satrapi
Cronaca di una morte annunciata by Gabriel Garcia Marquez
Novecento by Alessandro Baricco (film study)
La metamorfosi by Franz Kafka
Il cacciatore di aquiloni by Khaled Hosseini

Prerequisites: Successful completion of Italian 3N and 4N or equivalent

AP ITALIAN LANGUAGE AND CULTURE

The AP Italian Language and Culture course aims at developing and refining students’ ability to speak, read, listen, and write in Italian. The course is conducted completely in Italian and presents an overview of the Italian culture through the use of a variety of instructional material such as audio, video, and print materials. Students are expected to be able to express opinions, to communicate ideas, and discuss topics in the target language in order to develop their interactive communication skills. Based on supplemental materials utilized in class, such as films and newspaper articles, students are also asked to produce written works in which they summarize, describe, and critique important aspects of Italian culture.

Credits: 1
Length of Course: 1 year
Cultura italiana di regione in regione New Featured, Ed. Farinelli, 2011
EF: Film Study-Nuovo Cinema Paradiso
Concetta Perna, Non soltanto un baule, Edizioni Farinelli, 2005

Prerequisites: Successful completion of Italian 4R/Italian 4N or equivalent

IB ITALIAN A: Literature

This course completes the sequence for IB candidates to take the formal commentary in early spring and the two written examinations in May. Emphasis is on reviewing and connecting the themes of works read. The Written Assignment, the recorded Oral Commentary and the Extended Essay are sent to IB examiners by the month of January or February according to IB deadlines.

Credits: 1
Length of Course: 1 year
Texts: Enrico IV by Luigi Pirandello
La boutique del mistero by Dino Buzzati
I Canti by Giacomo Leopardi
Divina commedia - Inferno by Dante Alighieri
Il gattopardo by Tomasi di Lampedusa
La coscienza di Zeno by Italo Svevo
Il castello dei destini incrociati by Italo Calvino
Uno, nessuno e centomila by Luigi Pirandello
Il fu Mattia Pascal by Luigi Pirandello
Una donna by Sibilla Aleramo
Review of all the readings of the IB program.

Prerequisites: Successful completion of Italian 5 and completion of a summer reading and program.

FRENCH 1

The objective of this course is to acquaint students with the sounds, rhythms, and patterns of spoken French and to provide the linguistic base needed for basic communicative competence in listening, speaking, reading, and writing. Pronunciation, grammar and spelling patterns are presented gradually to help students feel confident to begin to express themselves clearly and correctly in French. The program includes culturally authentic real life segments and a multimedia integration of video, text, and simulated classroom activities to echo a “real world” exposure to the target language and culture.
FRENCH 2

This course is designed to reinforce and progressively improve the four skills necessary for comprehensive communication in French: speaking, listening, reading, and writing. More emphasis is placed in vocabulary building and on the reading of authentic documents to enhance cultural awareness. Students are given ample opportunities to communicate in the target language in ways that are relevant to their age and level of interest. This class prepares students for the Delf Diploma A2 (official French proficiency exam).

Credits: 1
Length of Course: 1 year
Texts: Version originale 1 and workbook
Supplementary teacher provided materials
Prerequisites: None

FRENCH 3

The aims of this course are to review and to consolidate the basic vocabulary and structures acquired in French I and French II, to develop further competence in speaking, reading and writing, and to introduce students to various forms of French and Francophone literature. This course also completes the grammar cycle started in French I and begins to prepare students for the advanced language work in the IB and AP courses. Readings from periodicals and literary texts are used as sources for discussions. At this level, more emphasis is placed on writing. Evaluation consists of reading checks, compositions, grammar tests, and oral reports. This class prepares students for the Delf Diploma B1 (official French proficiency exam).

Credits: 1
Length of Course: 1 year
Texts: Version Originale 2 and Workbook
Supplementary teacher provided materials
Prerequisites: Successful completion of French 1 or equivalent

FRENCH 4

The aims of this course are to develop proficiency in the French language and to expose students to Francophone culture, art and literature and world global issues. Literary works and articles, selected in view of the IB and AP, are read and discussed in depth. Evaluation consists of reading checks, analytical essays, compositions, researches on the Internet, grammar tests, debates and oral presentation.

Credits: 1
Length of Course: 1 year
Texts: Trésors du temps
Le Monde en français
“Art” by Yasmina Reza
Huis clos by Jean-Paul Sartre
L’Enfant de Noé by Eric-Emmanuel Schmitt
Prerequisites: Successful completion of French 3 or equivalent
AP/IB FRENCH

Course content follows the AP/IB syllabi and reflects intellectual interests shared by the students and the teacher (current events, arts, literature, etc.) Most of the class is devoted to discuss world issues through a variety of newspaper and magazine articles, literary texts, videos and movies. Through writing and speaking a wide range of topics, students expand their vocabulary, develop their writing style in French, and improve their critical thinking skills. This class prepares students for the Delf Diploma B2 (official French proficiency exam).

Credits: 1
Length of Course: 1 year
Texts: Une fois pour toutes
       AP French
       Le monde en français
Prerequisites: Successful completion of French 4 or equivalent

SPANISH 1

The premise of this course is that language is always interactive. As such, instruction is tailored to provide students with experience performing a variety of language functions in real-life contexts to encourage cultural awareness, and to develop levels of accuracy. In addition, this course recognizes the wide range of cultural and linguistic backgrounds students bring to the classroom as well as the multiplicity of their learning styles. During the first year of Spanish, emphasis is placed on conversation, listening comprehension, and the acquisition of basic grammar, vocabulary and spelling.

Credits: 1
Length of Course: 1 year
Texts: Mañana 1
       Supplementary teacher provided materials
Prerequisites: None

SPANISH 2

The second year of continuing Spanish completes the minimum World Language requirement for graduation and university acceptance in the United States. The communicative/interactive mode started in level 1 continues to progressively demand more oral and written accuracy from students. A wide range of authentic documents are presented to practice reading skills. During the second year of Spanish more emphasis is placed on exploring the cultural expressions of the Hispanic world.

Credits: 1
Length of Course: 1 year
Texts: Mañana 2
       Supplementary teacher provided materials
Prerequisites: Successful completion of Spanish 1 or departmental approval

SPANISH 3

This is a fast-paced course designed to develop fluency and to prepare students for the next level: Spanish 4. The objectives are to consolidate grammar and expand vocabulary. Students are introduced to more complex reading and writing structures. Reading includes excerpts from a wide array of cultural texts produced throughout the Spanish-speaking world. There are frequent audiovisual exercises to develop oral comprehension. The class is taught in the target language and students are encouraged to actively participate in discussions and presentations.

Credits: 1
Length of Course: 1 year
Texts: Course materials include online resources and textbooks that are available in the classroom. Linguistic competence will increase as the Spanish language is experienced through a wide array of authentic texts: written, visual and filmic.

Prerequisites: Successful completion of Spanish 2 or departmental approval

SPANISH 4

This course - conducted in the target language - precedes the highest level of Spanish offered in High School. The objectives of this level are to expand on all the linguistic and cultural concepts learned in the first three levels of Spanish as well as to offer an authentic experience of language production and reception, which will empower students to take the AP/IB class the following year. This course also offers the opportunity to focus on the history and arts of the Spanish-speaking world. This may be the highest level of Spanish for students not wishing or unable to take AP/IB Spanish.

Credits: 1
Length of Course: 1 year
Texts: Course materials include online resources and textbooks that are available in the classroom for weekly tasks. Linguistic competence will increase as the Spanish language is experienced through a wide array of authentic texts: written, audiovisual, and filmic.

Prerequisites: Successful completion of Spanish 3 or departmental approval

AP/IB SPANISH

The content of this course is largely determined by the AP Spanish Language Course Description and by the levels of competency required by the International Baccalaureate Exam. The course is designed with three main objectives in mind: to refine students’ linguistic skills, to deepen the inter-cultural awareness that will enable them to communicate successfully in an environment where Spanish is spoken, and to prepare them to use Spanish in real-life settings. The class is conducted in the target language. The pedagogical framework of this course relies on what is known as communicative philosophy, which means that grammar study and review is placed at the service of communication and intercultural understanding.

Credits: 1
Length of Course: 1 year
Textbook: Course materials include online resources and textbooks that are available in the classroom for weekly tasks. Linguistic competence will increase as the Spanish language is experienced through a wide array of authentic texts: written, audiovisual, and filmic.

Prerequisites: Successful completion of Spanish 4 or departmental approval

FINE AND PERFORMING ARTS

PHILOSOPHY

Rome is a cradle of Western culture, and it is fitting that the Fine Arts play a central role in our high school curriculum. We believe that a direct experience of people’s creative potentialities is a fundamental part of the educational process, it is natural that acting, painting, drawing, sculpting, singing and playing music form an integral part of student life at AOSR. Furthermore, the department’s offerings are designed for all students to have the fullest appreciation and understanding of humankind’s creative genius.

CONCERT BAND

This performing ensemble includes woodwind and brass instruments, piano, bass guitar, singular and
percussion. Intensive work aims to improve the techniques of execution, intonation, music reading and interpretation, while providing the experience of group and solo performance. Beginner students are welcome to join and all students will receive private instruction on their instrument. The repertoire includes music of the European classical tradition (from the Middle Ages to the present), jazz, and rock. All students in the course are expected to perform in formal concerts for the school community.

Credits: 1
Length of Course: 1 year
Texts: *Essential Elements Books 1, 2 and Advanced Technique*
Supplementary materials provided by instructor
Prerequisites: None

MODERN MUSIC ENSEMBLE

This ensemble includes vocalists, orchestral string instruments, electric guitar, bass guitar, piano and percussion. Intensive work aims to improve the techniques of execution, intonation, music reading and interpretation, while providing the experience of group performance. Beginner bass guitar students and percussionists are welcome but all other instruments must have one year of prior instruction. In class, private instruction on individual instruments is provided. All students in the course are expected to perform in formal concerts for the school community.

Credits: 1
Length of Course: 1 year
Texts: *Essential Elements Books 1, 2 and Advanced Technique*
Supplementary materials provided by instructor
Prerequisites: Vocalists must audition
Instrumentalists, other than bass guitar and percussion, must have one year of experience

GUITAR

This course develops basic guitar technique. Students will learn the correct posture, hand-positions and effective practice strategies. Using popular songs and etudes, open chords and essential barre chords are presented. Accompaniment and solo styles are explored, including finger-picking and strumming techniques. Fundamental concepts such as rhythm, meter and harmony are presented.

Credits: 1
Length of Course: 1 year
Text: *Hal Leonard Guitar Method 1 & 2*
Prerequisites: Acoustic guitar provided by student

MUSIC THEORY

This course will unlock the secrets of music composition through a direct and creative contact with its building blocks. By understanding rhythms, scales, keys, intervals and chords, students will be able to manipulate these elements and construct original compositions. The course will balance an objective comprehension of the rules of theory and notation with a series of creative assignments. Through the use of computer technology, students will be able to hear their works, and by the end of the year, they will design and produce a CD, full of their compositions. Everyone listens to music, but very few people know how it is composed. You are opening a secret door that will make you creative and unique. "Music expresses that which cannot be said and on which it is impossible to be silent."—Victor Hugo

Credits: 1
Length of Course: 1 year offered every other year
Text: All materials provided by instructor
Prerequisites: Students must have a guitar. School rentals are available

**MUSIC IN AMERICAN SOCIETY (NOT OFFERED IN 2018-19)**

This course surveys the history of the United States, from the pilgrims to the present day, using music as its vantage point. As American society developed, it absorbed a surprising mix of ethnic cultures, all of which are poignantly present in the country’s musical heritage. In chronological order, the various styles (including marching bands, sacred music, blues, jazz, rock and roll, art music, musical theater and film music) are investigated, complete with representative composers and performers. In particular, the key musical contributions made by African Americans during their long and tormented process of integration are scrutinized in detail. Finally, special attention is devoted to the technological innovations that have fostered an unprecedented diffusion of music, from piano rolls to mp3s and from radios to satellite TVs and the internet, where the mass dissemination of new styles is increasingly important in defining taste. The final quarter of the course shifts its attention to today’s musical reality. Through coordinated individual research, group discussion, projects and presentations, students will confront their favorite music with the complex web of economic, social, moral and legal issues that connect the music we hear to the society we inhabit. Subjects may include the star system, authors’ rights, censorship, globalization, the recording industry, the publicity machine, or, quite possibly, new issues that will appear in the coming months.

Credits: 1  
Length of Course: 1 year offered every other year  
Text: All materials provided by instructor  
Prerequisites: None

**CHORUS**

This course provides the fundamentals of vocal technique and interpretation in a mixed choral group setting. Correct vocal production, developing breath control, posture and diction are a part of the vocal training. Ample scope is given to music reading and ear training. The repertoire includes a variety of musical styles, both classical and popular, which are performed at various events within the community.

Credits: 1  
Length of Course: 1 year  
Text: All materials provided by instructor  
Prerequisites: None

**THEATRE I**

Students of Theater I will learn to stretch out in their creative thinking, and exercise techniques for transforming creative thought into performance. Most importantly, they will focus on taking creative risks, and supporting others in their own creative risk taking. Students will learn theater games, improvisational comedy, modern scene study, theater combat, Shakespearean theater, and audition techniques. Our class will also produce two performances: a fall Improv Show, and our Evening of One Acts. The things we learn in this class not only make ourselves better actors and actresses, but also creative and supportive individuals, capable of, and driven to, making all of life extraordinary!

**THEATRE II**

Theater II meets together with Theater I, however students will be challenged with taking on leadership roles in theater. Theater II students will grow their creative vision by leading games during our Improv unit, assisting in the instruction of Theater Combat, and student-directing our Evening of One Acts. In order to complete this requirement, students will need to be present for a limited number of after-school rehearsals (to be determined according to your job) as well as the dress rehearsal and
show nights.

Credits: 1
Length of Course: 1 year
Text: All materials provided by instructor
Prerequisites: (Theater 2 only) Theater 1 or equivalent

IB THEATRE/ADVANCED THEATRE

IB Theatre is a fantastic, two-year course in which students will gain a deep understanding of theatre both in performance, and as a feature of world culture. Students can expect to study play texts, examine world theatre traditions, work collaboratively on an original performance, and (at Higher Level) design their own mini-performance based on the study of a theatre theorist. IB Theatre can be taken by non-IB students for a certificate, or by diploma students to satisfy your Category 6 requirement (see IB Coordinator for more information). Have no fear: these IB assessments are all performances or projects - not exams.

Credits: 2
Length of Course: 2 years
Text: All materials provided by instructor
Prerequisites: Theater I, or teacher permission with demonstration of rigorous interest in theatre research and performance.

DRAWING and PAINTING 1

This foundation course is structured to enable the students to develop basic perceptual, observational and compositional skills necessary to communicate a wide range of aesthetic and conceptual aspects of artistic practice... Course topics include two-dimensional media and basic techniques, developed alongside a chronological art history overview implemented to aid the students in the understanding of the mediums utilised. Students are required to keep visual journal of their progress and are encouraged to record and discuss their ideas with the class.

Credits: 1
Length of Course: 1 year
Text: Due to the high cost of some materials students buy their own art supplies, paper will be submitted by AOSR.
Prerequisites: None

DRAWING/PAINTING 2

This course is a continuation of the program developed in the foundation drawing and painting course. Emphasis is placed on the individual student’s advancement in techniques and his/her personal interpretation of the elements of design and composition. Students keep sketchbooks and are encouraged to record and discuss their ideas and art work.

Credits: 1
Length of Course: 1 year
Text: Due to the high cost of some materials, students buy their own pastels, sketchbooks pencils, paints and brushes.
Prerequisites: Drawing / Painting I or art background

DRAWING/PAINTING 3

This is an advanced course in drawing and painting for students who have taken two years of art and are interested in continuing to develop their own work in their choice of medium and style. Students are expected to initiate their own projects and to keep a sketchbook/journal. Instruction is conducted primarily on an individual basis with some group critiques. This course is recommended for students
who are interested in submitting an advanced Placement Portfolio in their senior year.

Credits: 1
Length of Course: 1 year
Text: Due to the high cost of some materials, students buy their own pastels, sketchbooks, pencils, paints and brushes
Prerequisites: Instructor approval

**DRAWING/PAINTING 4**

This is an advanced course in drawing and painting for students who have taken three years of art and are interested in continuing to develop their own work in their choice of medium and style. Students are expected to initiate their own projects and to keep a sketchbook/journal. Instruction is conducted primarily on an individual basis with some group critiques. This course is recommended for students who are interested in submitting an advanced Placement Portfolio in their senior year.

Credits: 1
Length of Course: 1 year
Textbook: Due to the high cost of some materials, students buy their own pastels, sketchbooks, pencils, paints and brushes
Prerequisites: Instructor approval

**PHOTOGRAPHY I (NOT OFFERED IN 2018-19)**

This is an introductory photography course, focusing on the basics of light and digital photography. Students learn the composition and technical qualities sought in a good picture suitable for publication. Students learn to effectively compose their photos using the rule of two thirds, horizon lines, balance, grouping, leading lines, framing, selective focus, and lighting techniques. It includes instruction in digital photography with an emphasis on manipulation, as well as instruction in ethics, privacy, and law. The history, techniques, philosophy and markets of photography are explored through lectures, discussion and appropriate photographic assignments as well as field trips. Digital photographic techniques are stressed using Photoshop. Students will produce a digital portfolio.

Credits: 1
Length of Course: 1 Year
Texts: Printed material provided by teacher and online resources
Prerequisites: Completion of Computer Applications or instructor approval

**PHOTOGRAPHY II**

In this course students will develop advanced skills in photography and composition. Students will demonstrate an understanding of the technical content and composition of effective photography by identifying those elements in amateur and professional contexts and apply those elements to their own work. They will use the manual settings of the camera to create better pictures and we spend most of our time implementing techniques that manipulate the image. During the school year, students will produce a digital portfolio. Student will take RAW pictures in order to digitally develop their pictures in Adobe LightRoom. Guest speakers will be invited and field trips will broaden students' knowledge of the field of photography. Students will come away from the course with a better understanding of how to tell stories visually with concisely edited photographs.

Credits: 1
Length of Course: 1 Year
Texts: Printed material provided by teacher and online resources
Prerequisites: Photography I or instructor approval
TECHNOLOGY

PHILOSOPHY

At AOSR, we believe that technology plays an important role in learning. We strive to connect technology to learning while offering challenging elective courses geared towards developing problem solving skills and creativity.

Students in grades 9-12 are expected to have a personal laptop in addition to the computers which are available in our computer labs. We are a wireless campus and all students have access to a range of technology resources. As much as possible, teachers try to use open source, cross platform solutions that are available to all of our students.

COMPUTER APPLICATIONS

The course is a general introduction to computers and their uses in academics. Major areas covered include document management systems, researching skills, computers and society, Google Maps, web site development, image processing, computer programming, multimedia production, 3D modelling. Basic programs used include: Google Docs and Maps, Scratch, Sketchup, Ted Talks, Audacity, data processing. The aim of the course is to provide a wide overview of computer applications. At the end of the year students will be able to learn a new program or application independently, and be prepared for academic success.

Credits: 1
Length of Course: 1 year
Texts: Materials to be provided by instructor
Prerequisites: None

COMPUTER PROGRAMMING 1 (NOT OFFERED IN 2018-19)

This course introduces students to computer programming with Python. Students will write computer programs and develop a solid understanding of the basic structures of a programming language, including; data types, variables, arrays, dictionaries, functions, control flow, de-bugging and objects. Students will work with a diverse set of data sources to produce statistics and graphs that can be used for analysis. This course will prepare students for Computer Programming II in Java followed by AP Computer Science.

Credits: 1
Length of Course: 1 year
Texts: Materials to be provided by instructor
Prerequisites: Completion of Computer Applications with a minimum grade of B or, equivalent course, approval by instructor, or passing of skills assessment exam

ROBOTICS

Students will work individually and in teams to build and program robots that solve problems. Students will learn about the current and future uses of robotics and their potential impacts on society.

Credits: 1
Length of Course: 1 year
Texts: Materials to be provided by instructor
Prerequisites: Computer Programming I or II

VIDEO PRODUCTION (NOT OFFERED IN 2018-19)

This one-year semester serves as an introduction to concepts and techniques related to the creation of video presentations. Students will be given the information and opportunity to create original video
productions. Students will learn the basics of film making, including: camera framing and movement, lighting, script writing, acting, directing, editing with various software, and story development.

Credits: 1
Length of Course: 1 Year
Texts: Materials to be provided by instructor
Prerequisites: Completion of Computer Applications

DESKTOP PUBLISHING/YEARBOOK

Desktop Publishing is a highly regarded class for college preparatory students who are interested in multimedia design. Students in Desktop Publishing decide the theme, focus and design of the Tabularium, our AOSR yearbook that is given to the whole AOSR community that will be cherished forever; and contribute to the Falcon Flyer change to “school publications”. Students will learn how to produce professional publications using industry standard software, including Adobe Photoshop and Adobe InDesign. They will cover school events Students learn the following aspects of publication: design, writing, editing, layout, word processing, advertising, photography. Organizational and leadership qualities are required for participating. By the end of the class you will have an excellent student run publication that you can share and be proud of. Second year students will have a leadership role in decision making in all aspects of yearbook creation.

Credits: 1
Length of Course: 1 year (can be taken more than once)
Texts: Materials to be provided by instructor
Prerequisites: Completion of Computer Applications or Instructor Approval
Note: Background and interest in photography, basic IT and keyboard skills, journalism, graphic design or art is helpful.

COMPUTER GRAPHICS AND ANIMATION

Students will create 2D illustrations and 3D models using a variety of programs including; Inkscape, Illustrator, Flash, Photoshop, Sketchup and Blender. Designs include characters, props and background scenes that are used for student created games and animations. Students 3D models will be animated in Blender. Open to all students who enjoy art, design, mathematics and animation.

Credits: 1
Length of Course: 1 year
Texts: Printed material provided by teacher and online resources
Prerequisites: Completion of Computer Applications or instructor approval

COMPUTER PROGRAMMING II (NOT OFFERED IN 2018-19)

This course provides problem solving and computer programming skills for students who have taken Computer Programming 1 or Web Design and are interested further studies in computer science. Students will be using Java, a high-level, object-oriented computer programming language, to learn the fundamentals of computer programming including how to write, compile and execute programs. This class will prepares students for AP Computer Science.

Credits: 1.0
Length of Course: 1 year
Texts: Introduction to Programming in Java: An Interdisciplinary Approach
Prerequisites: Computer Programming 1 or Web Design II
WEB DESIGN I

Students will learn the fundamentals of creating a website utilizing a range of web page creation, graphic design and coding software. The basic web development languages are covered, including: HTML, CSS, and JavaScript. Students will examine and evaluate existing websites to develop both functional and aesthetic design criteria. The course will include a focus on web design planning and management.

Credits: 1
Length of Course: 1 year
Texts: Materials to be provided by instructor
Prerequisites: Computer Applications

WEB DESIGN II (NOT OFFERED IN 2018-19)

Students will extend their knowledge of creating websites with HTLM5 languages and with the addition of PHP and MySQL... learn the fundamentals of creating a website utilizing a range of web page creation, graphic design and coding software. The basic web development languages are covered, including: HTML, CSS, JavaScript, PHP, MySQL. Students will then move to creating graphics, animations and web pages for an integrated website. Students will examine and evaluate existing websites to develop both functional and aesthetic design criteria. The course will include a focus on developing an interactive website and data storage and retrieval.

Credits: 1
Length of Course: 1 year
Texts: Materials to be provided by instructor
Prerequisites: Computer Applications, Web Design I

DESIGN TECHNOLOGY

Work in AOSR’s new MakerSpace! Students will learn how the Design Cycle can be used to solve problems. Course includes introduction to the safe use of hand and power tools, 3D printer, and digital design applications. Students learn terminology related to tools and engineering processes.

Credits: 1
Length of Course: 1 year
Texts: Students may need to purchase sketchbook.
Prerequisites: Computer Applications

AP COMPUTER SCIENCE (NOT OFFERED IN 2018-19)

AP Computer Science A is a programming class. The course emphasizes object-oriented programming methodology, especially problem solving and algorithm development, plus an overview of data structures and abstraction. The AP Computer Science A exam tests students on their knowledge of Java.

Students will apply programming skills to develop solutions to complex mathematical and physics problems.

Credits: 1
Length of Course: 1 year
Texts: Materials provided by instructor.
Prerequisites: Computer Programming II
HEALTH & PHYSICAL EDUCATION

PHILOSOPHY

The aim of PE and Health education at AOSR is to develop students’ physical, mental/emotional, and social health, and to promote a balanced and healthy lifestyle. Students participate in engaging, developmentally-appropriate physical activities to improve physical fitness. Team and individual sports skills, effective collaboration, and an understanding of the importance of health, wellness, and sportsmanship are the focus of every grade level at AOSR. Students are inspired to achieve their potential, and demonstrate resilience and balance.

Students work to improve skills and behaviors that promote lifelong learning and a healthy lifestyle. This includes embracing concepts such as respect, sportsmanship, teamwork and cooperation as well as the pursuit of fitness activities for health benefits and enjoyment. Motor skills, movement patterns and physical fitness are key components of all PreK - 12 classes. In addition, students develop understanding of health literacy, including disease prevention, risk avoidance, personal safety and healthy habits. By embracing these values and understanding these concepts students develop self-awareness as well as understand the implications and benefits of participating in various types of physical activities.

Building upon learning from the previous grade level, students learn the skills of balance, movement, coordination, strength, and flexibility. Individual, partner and team sport skills are taught at a developmentally-appropriate level and in a way that best meets the needs of the specific age group. Students have positive and productive interactions with others, where they problem solve, collaborate purposefully and communicate skillfully. Through self-reflection of personal fitness levels, students set goals and persevere for continued physical activity now and in their future life.

The vision for PE at AOSR includes an opportunity for all Pre-K - 12 students to engage in physical activity every day, to ensure that students gain an awareness of the importance of physical fitness and health, a balanced lifestyle, and a lifelong commitment to physical activity and healthy habits. There will be opportunities for students to engage in a variety of both team-oriented and individual activities, both inside and outside the classroom. AOSR students will live healthy lifestyles and lead by example.

PHYSICAL EDUCATION

The goal of physical education is to develop physically literate individuals who has the knowledge, skills and confidence to enjoy a lifetime of healthy physical activity. To pursue a lifetime healthful physical activity, a physically literate individual:

- demonstrates competency in a variety of motor skills and movement patterns.
- applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- exhibits responsible personal and social behavior that respects self and others.
- recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

By the end of high school, the learner will be college or career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical

48
activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

**HEALTH EDUCATION**

Each year, students will participate in two comprehensive 15-day health units - one per semester. The health curriculum focuses on health-related behaviors, has a positive wellness orientation and is based on skill development. The program involves students actively learning, matches educational priorities with appropriate age level and is culturally sensitive. Units of instruction will include:

- Community Health
- Family Life
- Personal Health
- Nutrition
- Consumer Health
- Mental/Emotional Health
- Prevention/Control of Disease
- Environmental Health
- Injury Prevention/Safety
- Substance Use/Abuse

Assessment will include daily reading and quizzes along with projects and papers based on the National Health Education Standards set forth by the Centers for Disease Control and Prevention.

Credits: 1
Length of Course: 1 year
Text:  *Glencoe Health* (Web-Based)
Prerequisites: None

**HS RESOURCE**

Resource covers a variety of topics across all content areas through small group and individual instruction. Students work to improve reading comprehension, writing, and math skills such as literary elements, essay writing and algebraic skills. Students receive additional support in the research and application process to university and other post-high school opportunities.

An important aspect of the high school resource program is to support students’ deeper understanding of their learning needs and continue practicing advocacy skills to support their unique educational needs throughout their school years and beyond.

This is a general support class and students must qualify for the program by referral process. Please review the *Handbook of Services of Students for Special Needs* for more information.

Credits: 1 credit per year
Texts:  *Daybook of Critical Reading and Writing*, student texts

**COMMUNITY SERVICE (Grades 10-12)**

Community Service at AOSR offers opportunities for students to take part in meaningful volunteer work on campus. Students are paired with classroom teachers or office staff and form cross-divisional bonds through the types of activities they do, from mentoring elementary and middle school students, to assisting classroom teachers and office staff members with various organizational and functional tasks.

Students work directly with their teacher and/or staff service provider on weekly duties. Students will receive a grade of Pass (P) or Fail (F) at the end of a semester, along with the appropriate class credit associated with the grade earned. Students must regularly attend their weekly assigned class periods, complete satisfactory work and keep track of their hours, which are then submitted for a grade at the end of the semester.
Credits: 0.5 credits per semester  
Length of Course: 1 or 2 semesters  
Prerequisites: Students in grade 10 or above  
Notes: Students may only take the Community Service class once during their high school career.

VIRTUAL HIGH SCHOOL

Virtual High School (http://thevhscollaborative.org/) offers the possibility to AOSR High School students to choose from over 200 online courses for HS credit. Because of our partnership with the Virtual High School Collaborative, these courses will appear on your AOSR transcript. The wide variety of courses offered allows our students to further their exploration in unique areas of interest or to challenge themselves with honors and AP courses. This is a great opportunity to take a class not currently offered at AOSR and to participate in a global learning environment. Students do not need to pay for VHS courses taken during the school year, but do need to apply and show that they will be successful as independent learners. Courses taken during the summer for credit recovery or enrichment are the responsibility of the family. Go to the VHS website to check out offerings or pick up a list of course options and application form from the HS or Counselor’s office.

Prerequisites:
- Open to interested juniors and seniors
- Requests to participate in a VHS class must be made to the College Counselor at least a month before a semester unless approved by the Principal
- Students may take one VHS course per semester but it must be as a 7th (if taking 3 or more AP/IB courses) or 8th course on a student’s schedule unless waived by the Principal