

2023 - 2024

**HIGH SCHOOL
PROGRAM
OF
STUDIES**



American School
of The Hague

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IB LEARNER PROFILE

ASH has adopted the IB Student Profile as its Learner Profile. As an internationally minded community of learners, our students are becoming:

INQUIRERS

Their natural curiosity is nurtured. They acquire the skills necessary to conduct purposeful, constructive research and become independent active learners. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

CRITICAL THINKERS

They exercise initiative in applying thinking skills critically and creatively to make sound decisions and approach complex problems.

COMMUNICATORS

They understand and express ideas and information confidently in more than one language and in a variety of literacies.

RISK-TAKERS

They approach unfamiliar situations with confidence and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

KNOWLEDGEABLE

They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.

PRINCIPLED

They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.

CARING

They show empathy and compassion towards the needs and feelings of others. They have a personal commitment to action and service to enhance the human condition and respect for the environment.

OPEN-MINDED

Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.

WELL-BALANCED

They understand the importance of physical and mental balance and personal well-being for themselves and others.

REFLECTIVE

They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner and act on them.

COLLEGE ADMISSION TESTING AND PLANNING PROGRAMS

There are several standardized college admission tests that are used as qualifications for universities. These include: the SAT Reasoning, SAT Subject Tests, the ACT (American College Testing), and the TOEFL (Test of English as a Foreign Language). Today, both the ACT and SAT are equally recognized as qualifications for universities.

Because many universities are currently test-optional for the ACT and SAT it is best to check whether the tests are required or optional.

Colleges in the United States typically require the submission of a minimum SAT or ACT score to be eligible for admission. An ACT or SAT score can also help students earn scholarships.

Students pursuing AP courses or a high school diploma and applying to universities outside the USA may be required to submit an SAT or ACT score for admission; this requirement varies by country. Students working toward an IB Diploma and applying outside of the USA will not be required to take an SAT or ACT.

The SAT and ACT tests are typically taken during Grade 11 and it is advised to take it in the spring; some students choose to take it again during the first semester of Grade 12. ASH is a test center and offers tests throughout the year. Registration is done completely online, via <https://www.collegeboard.org/> or <http://www.act.org/>; use the School Code 759400 to select ASH as your test center.

An SAT and ACT Prep Course is offered in the fall and spring through Academic Services International and can be registered for at <http://www.asi-sat.com/>. In order to assist students in preparation for these important tests, all ASH students are given the opportunity to take the PSAT / NMSQT (Preliminary Scholastic Assessment Test / National Merit Scholarship Qualifying Test) in Grades 10 and 11. This is a great opportunity for students who will take an ACT or SAT. Also for all US Passport holders and permanent residents in Grade 11 planning to apply to universities in the USA, the PSAT may qualify students for scholarships.

Some colleges may require the TOEFL exam for non-native English speakers. The test is usually taken towards the end of semester two in Grade 11 or early in Grade 12. Students are strongly encouraged to become familiar as soon as possible with this test. Please note that many of our students are waived from this requirement. The TOEFL must be registered for via <https://www.ets.org/>. Testing centers are available in Amsterdam. It is the student's responsibility to meet all registration costs and deadlines.

ANTICIPATED TEST DATES 2023-2024

ACT TEST DATES	PSAT TEST DATES	SAT TEST DATES
to be advised	to be advised	26 August 2023
		7 October 2023
		4 November 2023
		2 December 2023
		9 March 2024*
		4 May 2024*
		1 June 2024*

*Subject to change

COLLEGE AND UNIVERSITY PLANNING & PROGRAMS

During Grade 11 and 12, students receive substantial assistance in making post-secondary plans with their counselor. During the second semester of Grade 11, counselors request that families make an appointment with the counselor to discuss the plans for their student.

To support this process, the counseling center has reference books and college catalogs, though most often, students research universities via websites, including: <https://www.collegeboard.org/>, <https://www.studyinholland.nl/>, <https://www.ucas.com/> and our university planning platform, Cialfo. Counselors encourage students to start planning early in order to reduce stress and make an informed decision about their next stop after high school. There are two evening College Nights as well as a detailed College Application Review Evening which help guide students and families in planning for their future. These nights also include discussion and information about gap years. If students will be taking a gap year, we advise students to request all reference letters before leaving ASH.

COURSE OFFERINGS

The entire list of course offerings can be found online via the ASH portal. New students and families receive an access code upon arrival, and their own personal code in the spring, during course selection. The High School does publish an overview of all courses by department, available in document form during both orientation and course selection.

GRADUATION REQUIREMENTS

CREDIT, COURSE LOAD, DIPLOMA REQUIREMENTS

American School of The Hague has set guidelines for minimum course load, course success, and credit. These guidelines are summarized as follows:

- Credit is awarded for courses on a semester basis. One-half (0.5) credit is earned by successful completion of each semester of a course.
- Enrollment in a sequential course is subject to recommendation of the teacher and the Department Chair.
- Marks alone are not the sole indicator of successful completion of a course. Attendance and participation in the course are also considered.
- Grade 9 and 10 students are expected to carry at least 8.0 courses each semester and 8.0 credits per year. In specific situations, they may have a semester study block with approval from their counselor per year. Juniors and Seniors may have a free period. The Principal reserves the right to determine an appropriate course load for each student.

SCHEDULE CHANGES

Teachers, Parents, and Students spend a great deal of time during registration to determine course selection. Therefore, it is expected that very few course changes will be needed after classes begin.

In some cases a change is necessary, such as when there is a schedule conflict, or when a student is missing a class or must add a course to meet graduation requirements. Changes can be initiated by the student through the third week of school. Please visit the Counseling Center to make necessary adjustments; course changes require parental and administrative permission. The student is required to obtain the required signatures on the *Schedule Change Permission Form* available in the Counseling Office. All changes involving AP or IB courses require the signature of the AP/IB Coordinator and changes to enrollment in these courses incur a change fee (payable by the family) after November 1st (specific date as prescribed by the relevant external exam board). You will be notified when the adjustment is completed. Until that time, you must continue to follow your old schedule. Under most circumstances, there will be no notation of a class drop on your transcript.

If a student wishes to drop a course after the deadline, he/she runs the risk of receiving a Withdrawal Pass (WP) or Withdrawal Fail (WF) on the permanent transcript.

American School of The Hague awards a Diploma when graduation requirements are met by attending four years of High School from Grades 9 - 12 and acquiring a minimum of 24 credits.

DISTRIBUTION RECOMMENDATION

Recognizing that American School of The Hague students aspire for admission to colleges and universities throughout the world, including many of the most highly selective schools, we strongly recommend that our students consider completing:

- 4 years of English
- 4 Years of Math, through Calculus content
- 4 Years of Science with at least one year of an advanced laboratory science course
- 4 Years of a single Modern Language
- 3 Years of Social Studies/History

GRADE LEVEL REQUIREMENTS

Given the transient nature of the High School student body, specific grade level credits are required during each year of ASH High School.

GRADE 9 REQUIREMENTS	GRADE 10 REQUIREMENTS	GRADE 11 REQUIREMENTS	GRADE 12 REQUIREMENTS
English	English	English	English
Math	Math	Math	Math *
Science	Science	Science	Science *
Social Studies	Social Studies	Social Studies	Social Studies *
Modern Language	Modern Language	Modern Language *	Modern Language *
PE/Health	PE/Health	Elective	Elective
Arts	Arts	Elective	Elective
Elective	Elective		

*While these credits are recommended for all students planning to go on to university, if the student has already met the ASH Graduation credit requirement in this area, they may choose an elective instead.

In specific situations, Grade 9 and 10 students may have a semester study block with approval from their counselor per year. Grade 11 and 12 students may request a 'study block' in lieu of a class if it is considered justified by their academic load. Grade 12 students may additionally request a second study block for the same reason, which needs the individual approval of the High School Principal.

ASH HIGH SCHOOL DIPLOMA

Distribution Area	Credits Required for Graduation	
English	4	Required every year.
Social Studies	3	Including enrollment in Western Civilization in Transition and Global Studies or transferred equivalents.
Mathematics	3	To be earned in high school only; study of Algebra required.
Science	3	Including Integrated Science I, Integrated Science II and one upper level science course (one of Chemistry II, Physics II, Biology II or IB SL science course)
Modern Languages	2	Two years of the same language.
Arts	2	In any Fine or Performing Art
Physical & Health Education	2	To be taken in Grade 9 & 10.
Other Electives	5	Any course beyond the above requirements in any area.

One credit is equal to one full year or two semesters of study in Grades 9 - 12. For students who join ASH midway through their High School career, an examination of these requirements in the context of the requirements of their previous institution may be necessary. Transfer credits are awarded only for courses taken during grades 9-12 at a previous high school. Courses taken at the middle school level are not eligible to meet high school graduation requirements. To be eligible to earn a High School Diploma from ASH, a student must be in attendance the entire grade 12 year. If a student is accepted to transfer into ASH after the start of his/her grade 12 year, the sending school will be responsible for awarding graduate status and a high school diploma for that student. Exceptions to these requirements may be made by the Principal. Students must earn a sufficient number of credits in the appropriate areas in order to proceed to the next grade level. The Principal reserves the right to determine appropriate grade placement.

GENERAL DIPLOMA

The General Diploma provides an appropriately challenging and flexible option for students who benefit from substantial learning support and an individualized program. Students will be able to choose from a variety of courses to support their success in reaching individual post-secondary goals and actualizing their potential.

Below are the specific course requirements for the General Diploma as they compare to the requirements of a regular ASH Diploma.

General Diploma	ASH Diploma
24 required credits	24 required credits
12 core credits / 12 elective credits	19 core credits / 5 elective credits
<u>Core credits include:</u> 4 Language Arts* 2 Science 2 Math 2 Social Studies 1 Physical/Health Education 1 Arts 12 Electives (Including Learning Support Classes)	<u>Core credits include:</u> 4 English 3 Science 3 Math 3 Social Studies 2 Modern Language 2 Physical/Health Education 2 Arts 5 Electives

*Language Arts includes English elective classes (i.e. Creative Writing, Exploring the Modern Novel and Writing Workshop)

It may be possible that students who earn a General Diploma at ASH will not be able to transition into a four-year university directly after High School. It will be important for you to research options for your child for when they graduate from ASH.

HIGH SCHOOL SPECIAL EDUCATION PROGRAM (HSSE) GRADUATION REQUIREMENTS

Students who complete the special education program graduation requirements are awarded a high school special education diploma. Students must acquire a minimum of 24 credits while attending four years of the High School Special Education Program. Students will be able to choose from a variety of courses to support their success in reaching individual post-secondary goals and actualizing their potential. The curriculum in these courses is modified to meet the learning needs of the students.

SPECIAL EDUCATION DIPLOMA

Distribution Area	Credits Required for Graduation	
Language Arts (Functional)	4	Required every year.
Mathematics (Functional)	4	
Science	2	
PE	2	
Arts	1	
Functional Skills	4	Required every year.
Life Skills	1	
Social-Emotional-Academic Skills	1	
General Education Electives	5	Any general education course beyond the above requirements in any area including; Social Studies, Arts, Science, IT and Modern Language.
Total Minimum Credits Required	24	

- One credit is equal to one full year or two semesters of study in Grades 9 - 12.
- For students who join ASH midway through their High School career, an examination of these requirements in the context of the requirements of their previous institution may be necessary.
- Students not fulfilling the requirements for the Special Education Diploma may earn a Certificate of Attendance for the High School Special Education Program.
- Exceptions to these requirements may be made by the Principal.

FOUR YEAR GRADUATION PLAN WORKSHEET

Student's Name: _____ Graduation Year: _____

INSTRUCTIONS: This document is designed to help you plan your entire high school program. It is not binding!
 Note: 1.0 credit awarded for a full-year course; 0.5 credit for a one-semester course. For students who transfer into ASH only courses taken at the high school level in grades 9-12 receive credit for graduation.

Distribution Area			Grade Level				Credits	
Minimum Credits & Conditions			9	10	11	12	June This Year	At Grad
English	4	Required every year.						
Social Studies	3	Including enrollment in Western Civilization in Transition (9th) and Global Studies (10th), or transferred equivalents.						
Mathematics	3	Study of algebra required.						
Science	3	Including Grade 9 and Grade 10 required courses.						
Modern Languages	2	In the same language.						
Arts Center	2	In any Fine, Performing or Practical Art.						
Physical & Health Education	2	Completed during 9 th and 10 th grades.						
Other Electives	5	Any course beyond the above requirements, in <u>ANY</u> area.						
CREDITS BY YEAR:								
COUNSELOR SIGNATURE:						DATE:		
MINIMUM TOTAL REQUIRED TO GRADUATE: 24 CREDITS								

DISCLAIMER: Please note that the American School of the Hague takes an “on demand” approach to building its schedule of course offerings. Courses are offered based on student course enrollment numbers and staffing/budget/facilities constraints.

COURSE LEVELS

Regular courses are generally the norm of high school academic coursework. Consistent and successful achievement in a well-planned “regular” four-year program is the expectation of most university admissions offices.

Advanced Placement (AP) and International Baccalaureate (IB) Higher Level courses represent our most challenging academic levels. Such courses place additional emphasis on out-of-class reading, research, and writing. Selective universities will expect an applicant to have demonstrated success in such courses. Universities in many countries require an IB Diploma or a set of specific AP courses for admission. Students and parents should check on national and university requirements as students annually develop their four year plan before enrolling in specific courses. All students enrolled in AP/IB courses are required to take the appropriate exam(s) in May. If a student is enrolled in an AP/IB course but does not take the exam, the “AP” or “IB” designation will be removed from the student’s transcript, and special weighting removed, and universities will be notified if necessary. Both AP and IB Higher Level courses are especially demanding and students must be willing to accept the additional study time required, including during vacations.

IMPORTANT NOTE: The costs of AP and IB examinations are borne by the student’s family. Exam prices are fixed by the respective examining bodies each year. Families are billed by the school for the cost of the exams.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program at American School of The Hague is a modular program that gives students an opportunity to take college-level courses and exams while they are still in high school. Successful completion of AP courses provides students with the opportunity to earn credit and/or advanced placement in many universities. ASH offers as many as 16 AP courses depending upon enrollment. The College Board has approved the following courses for ASH:

AP OFFERINGS AT AMERICAN SCHOOL OF THE HAGUE

AP English Literature & Composition	AP Calculus (AB)	AP Biology	AP Human Geography
AP English Language & Composition	AP Calculus (BC)	AP Chemistry	AP United States History
AP Spanish Language and Culture	AP Statistics	AP Physics I	AP Comparative Gov’t & Politics
AP French Language and Culture	AP Computer Science A	AP Physics 2	AP Music Theory
	AP Computer Science Principles		AP 2D Art and Design

Most students do their AP work in Grades 11 and 12. Some courses do have prerequisites. AP courses and exams are only available to exceptional students from Grade 10 with approval from the Department Chair and HS Principal. Students signing up for AP courses must obtain the approval and signature of their Grade 11/12 Counsellor. The AP exam in May is required in order for the AP designation to be placed on the transcript. Students are strongly encouraged to consult with universities on requirements for special programs. See the college counselor or AP coordinator for details and requirements. Students are allowed, though not encouraged without a tutor or approved online course, to prepare for extra AP exams outside the regular ASH program.

RESULTS: AP exams are scored on a scale of 1 to 5 with 5 being the highest mark achievable. A score of 3 is considered a passing grade or qualifying score. Some universities may require a minimum score for entry or advanced placement credit.

THE AP INTERNATIONAL DIPLOMA (APID) AWARD

The APID is an award category of a special combination of courses intended especially for candidates who are looking for a liberal arts experience within the AP. The APID is awarded by The College Board's AP Program after graduation and successful completion of the requirements. To qualify for the APID, a student must earn AP grades of 3 or higher on AP exams for at least five AP courses within three of the following academic areas: a minimum of two exams in two different languages including English and a world language; one or more exams in math and/or science; one or more exams in history or other social science with a global perspective; and one or more exams from any other area not already selected (except World Languages). For more information, contact the AP coordinator or visit the AP student [website](#) of the College Board.

DEMANDS OF THE AP PROGRAM

AP classes are intense and require diligence over time. Because of the rigor of AP classes, students can expect to work on AP assignments during school vacations and should be sure to plan time for the extra study involved. Students should be careful not to overextend themselves with too many AP courses. When evaluating the suitability of the AP program, the following should be considered:

- **Reading Level:** A student should be at or above grade level in reading ability. Students will need to have appropriate skills to read difficult texts, understand sophisticated vocabulary and understand concepts at a high level of abstraction.
- **Writing Level:** Students should be able to write well-formed and coherent essays that demonstrate correct grammar and usage.
- **Motivation and Scholarly Interest:** An AP student should have an inquiring mind, a willingness to take on challenges and a desire to participate in thoughtful discussion. An AP student should not be easily discouraged when studies become difficult. The greatest factor influencing the success of students in the AP program is their degree of motivation.
- **Attendance:** Students in the program are expected to maintain regular attendance. The pacing of the courses is such that frequent absences will cause students to fall behind quickly and lose the benefit of class interactions.

Universities in Europe, especially in the Netherlands and UK are increasingly placing more value on AP exam results as a viable path to enrollment. Typically, at least 3 and often 4 AP exams with results of 3 or higher will be expected. For information on AP recognition at International Universities, visit: [AP International](#).

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

The [International Baccalaureate](#) (IB) Diploma at American School of The Hague is a rigorous pre university program of study leading to the award of a diploma based on a combination of internal and external assessments and examinations. It is designed as a comprehensive curriculum made up of 6 subject areas and 3 core components that prepare the student for university acceptance throughout the world, as well as for advanced standing at many universities in North America.

There are two groups of students who should consider taking the full IB Diploma:

- Students who are academically able, motivated and want to engage in a rigorous and challenging program.
- Students from particular countries where the Diploma is required for entrance to particular universities or courses.

The IB Diploma is offered in the last two years of high school, typically in grades eleven and twelve. Students need to be academically able in order to consider the full IB diploma program. Students should have several areas of identifiable academic strength for higher level choices, have well developed study skills, be willing to work hard consistently and manage their time well.

IB CERTIFICATES (NON-DIPLOMA CANDIDATES)

Students who do not choose to study for the full IB Diploma may consider individual IB courses in areas where their skills and interests are strongest. Any student may enroll in an IB course for a “course certificate”, provided that he/she has a teacher recommendation. Students in IB courses must take the IB exam in order to earn an IB course designation on their transcript.

Successful completion of any IB course leads to a certificate award in that course. IB course students should seriously consider AP exam courses, which may have broader appeal in many subjects than stand-alone IB certificates for university acceptance.

REQUIREMENTS FOR EARNING AN IB DIPLOMA

Candidates must study and be assessed in six subjects. Three of these subjects must be studied at Higher Level (HL) and three at Standard Level (SL). The IB divides the subject areas into the following groups:

GROUP 1

Language A: Literature or Language & Literature is studied in the candidate’s strongest language, or the language of instruction of the school. There is also a limited self-study/tutorial program for candidates wishing to study literature in their mother tongue or other Language offered only at standard level. See the IB coordinator for details.

GROUP 2

Language B or *Ab Initio*: This group includes language acquisition courses. Language B is designed for students with some previous experience of the target language who want to further develop their ability to communicate through the study of language, themes and texts. *Ab Initio* is an intensive beginners course, offered at standard level only, for those with little or no previous experience or study of the language.

GROUP 3

Individuals and Societies: This group is made up of what we traditionally have called social studies courses such as History, Economics, and Psychology.

GROUP 4

Experimental Sciences: This group includes the traditional laboratory sciences but also includes a special trans-disciplinary course in Environmental Systems & Society, which must be used when studying two Arts courses in Group 6. Computer Science and Sports, Exercise, and Health Sciences is also included in this group.

GROUP 5

Mathematics: This group includes two levels of math: HL (Analysis & Approaches) and SL (Analysis & Approaches or Applications & Interpretation)

GROUP 6

The Arts: Visual Arts, Music, and Theater are the subjects in this group. It is possible to replace a group 6 choice with another course from Groups 1- 4 if a candidate has a special interest. It is also possible to take two arts courses in Group 6 with Environmental Systems and Society. See the IB coordinator for details.

Ideally, interested students inform the IB coordinator of their choices via the IBDP survey prior to the course selection process to confirm that IB requirements are met. All higher level and standard level courses are studied over 2 years with externally assessed examinations at completion. Any student wishing to take a tutorial language offered apart from the languages in the regular program must make arrangements with the IB coordinator in the spring of grade 10. Please note that the costs of tutored languages are paid over and above normal tuition charges. These are considered to be private lessons and are often given outside of the school day. Credit is awarded for successful completion of the course on a Pass/ Fail basis.

RESULTS

IB final results are determined by a combination of both internal and external assessments. Each exam is scored on a scale of 1 – 7. Candidates must earn a cumulative score of at least 24 points out of a possible 45 in order to receive a diploma, including at least 12 points for HL exams and 9 points for SL exams.

CORE COMPONENTS:**THEORY OF KNOWLEDGE (TOK), EXTENDED ESSAY AND CREATIVITY, ACTION AND SERVICE (CAS)**

In addition, to three IB courses taken at Higher Level and three at Standard Level, candidates for the IB Diploma are required to take a course in Theory of Knowledge, to select and take part in a range of enjoyable and significant CAS experiences on a regular basis, and to write an independent Extended Essay of 4,000 words.

Candidates can earn up to 3 additional points for their cumulative IB score (45 possible) by successfully completing the TOK essay and the Extended Essay. The CAS requirement is completed outside of class time. A CAS Coordinator is available to assist students and verify participation in activities. Failure to complete the CAS requirement or receiving a failing grade in the TOK essay or Extended Essay automatically results in the diploma being withheld and replaced with course certificates for all subjects.

DEMANDS OF THE IB DIPLOMA PROGRAM

The program requires diligence over a long period of time. Because of the rigor of the program, students can expect to work on IB assignments during school vacations. When evaluating the suitability of the full IB Diploma program, the following should seriously be considered:

- I. Reading Level:** A student must be at or above grade level in reading ability. Students will need to have skills to read difficult university level texts, understand sophisticated vocabulary and concepts at a high level of abstraction, particularly in the Higher Level courses.

2. **Writing Level:** Students should be able to write well-formed and coherent essays that demonstrate correct grammar and usage.
3. **Motivation and Scholarly Interest:** An IB student should have an inquiring mind, a willingness to take on challenges and desire to participate in thoughtful discussion. An IB student should want to learn and be challenged and should not be easily discouraged when studies become difficult. The greatest factor influencing the success of a student in the IB Program is his or her degree of motivation and ability to manage time.
4. **Attendance:** Students in the IB program are expected to maintain regular attendance. The pacing of the courses is such that frequent absences will cause students to fall behind quickly and lose the benefit of class interactions.

IB OFFERINGS AT AMERICAN SCHOOL OF THE HAGUE

SUBJECT	HIGHER LEVEL	STANDARD LEVEL
Language A	English A: Literature English A: Language & Literature Dutch A: Language & Literature	English A: Literature English A: Language & Literature Dutch A: Language & Literature School-Supported Self-Taught Language A: Literature (With permission of the IB Coordinator)
Language B	Dutch English French German Spanish	English A: Literature English A: Language & Literature Dutch A: Language & Literature
Ab Initio Languages	N/A	Spanish German Dutch
Social Studies	History (Europe) Psychology Economics	History Psychology Economics
Science	Biology Chemistry Physics Computer Science Sports, Exercise and Health Science	Biology Chemistry Physics Computer Science Environmental Systems & Society Sports, Exercise and Health Science
Math	Math Analysis & Approaches	Math Analysis & Approaches Math Applications & Interpretation
Arts	Visual Art Music Theater	Visual Art Music Theater

Special Note: Students preparing to take the IB Diploma need to plan their entire High School program early. Know which pre-requisite courses require completion before signing on.

EXTERNAL EXAM (IB/AP/SAT/ACT/PSAT) ACCOMMODATIONS

Students requiring external assessment accommodations must provide a formal request to their counselor or case manager before November 1st in order for the application for accommodations to be approved. The student must have an accommodation or learning plan with ASH and be utilizing the requested accommodation(s) consistently in their classes. The students should have an up-to-date psychoeducational or equivalent valid professional evaluation on file (within 3 years of the exam date). If no formal evaluation exists, the family should make testing arrangements with a professional as soon as possible.

INTRODUCTION TO EACH DEPARTMENT, PLUS OVERVIEW OF DEPARTMENTAL OFFERINGS AND COURSE DESCRIPTIONS

The following section provides you with an overview of each department's offerings. To see actual descriptions of individual courses, you will need to go to the ASH website – Experience – High School – Curriculum at: <https://www.ash.nl/high-school/curriculum>

THE ENGLISH DEPARTMENT

The aim of the High School English Department is to help students gain mastery in the understanding and use of language. Students learn to write clearly, to read perceptively, and to speak effectively in public. Students are introduced to the classics as well as the best of modern literature; at all levels they are encouraged to cultivate a love of reading for information and pleasure. They read to understand universal themes and historical periods and to empathize with different people and cultures. They write as a practice for learning, a practice for creative discovery, a practice for deepening understanding such as suggested in Leslie Marmon Silko's philosophy, "The reason that I write is to find out what I mean." They speak as a practice for inquiry, persuasion, storytelling, and informing. They listen to enhance their depth of understanding. By helping students become more thoughtful and proficient communicators – in their many discourses as listeners and speakers, as readers and writers – we help them to live more fully human lives.

COURSE OFFERINGS

English 9	Advanced Placement English Language & Composition
English 10	Advanced Placement English Literature & Composition
English 11	IB English A Literature, Standard Level, Yr 1
English 12	IB English A Literature, Standard Level, Yr 2
EAL Intensive I	IB English A Literature, Higher Level, Yr 1
EAL Intensive II	IB English A Literature, Higher Level, Yr 2
English Foundations 9	IB English A Language & Literature, Standard Level, Yr 1
English Foundations 10	IB English A Language & Literature, Standard Level, Yr 2
	IB English A Language & Literature, Higher Level, Yr 1
	IB English A Language & Literature, Higher Level, Yr 2
	IB English Language B Higher Level, Yr 1 *
	IB English Language B Higher Level, Yr 2 *

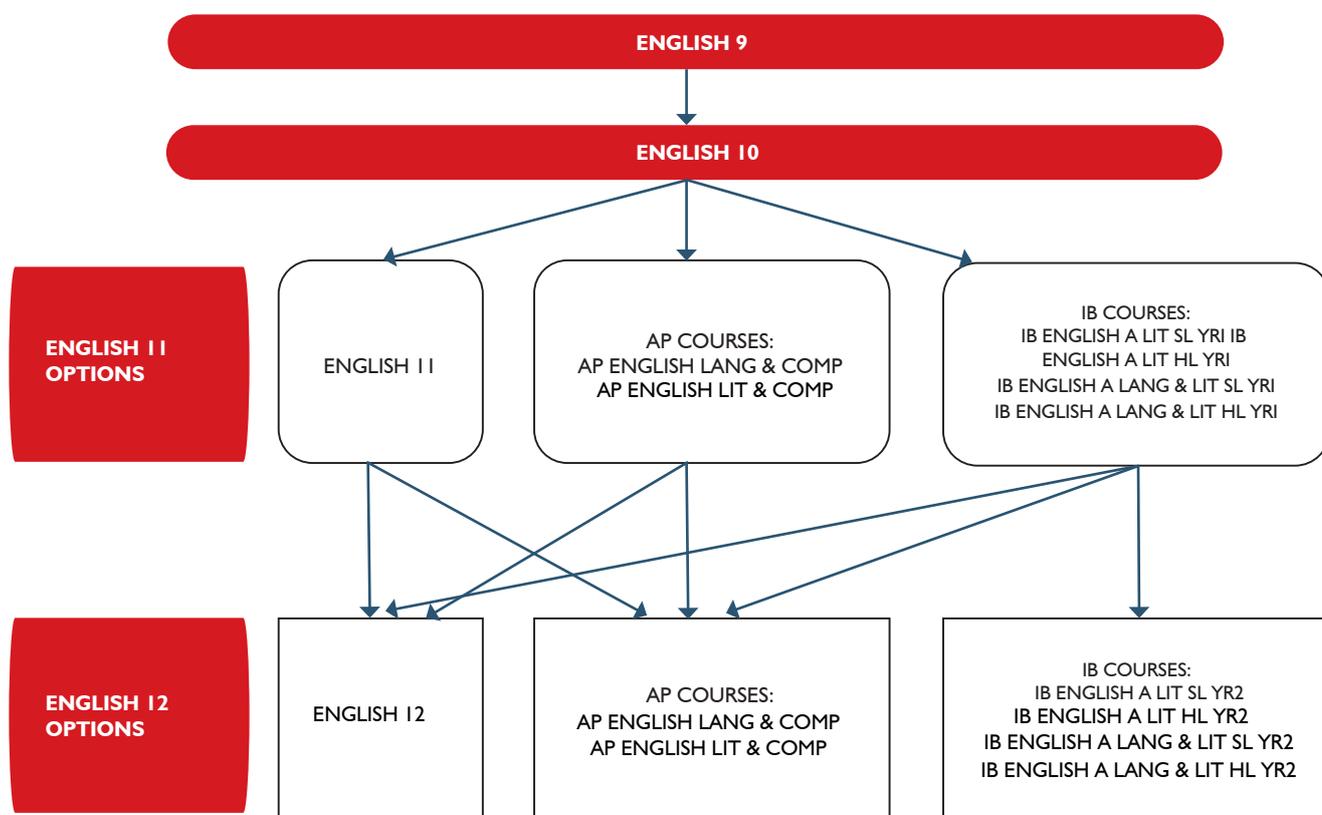
* Prerequisite: EAL and teacher recommendation required.

ELECTIVE COURSES

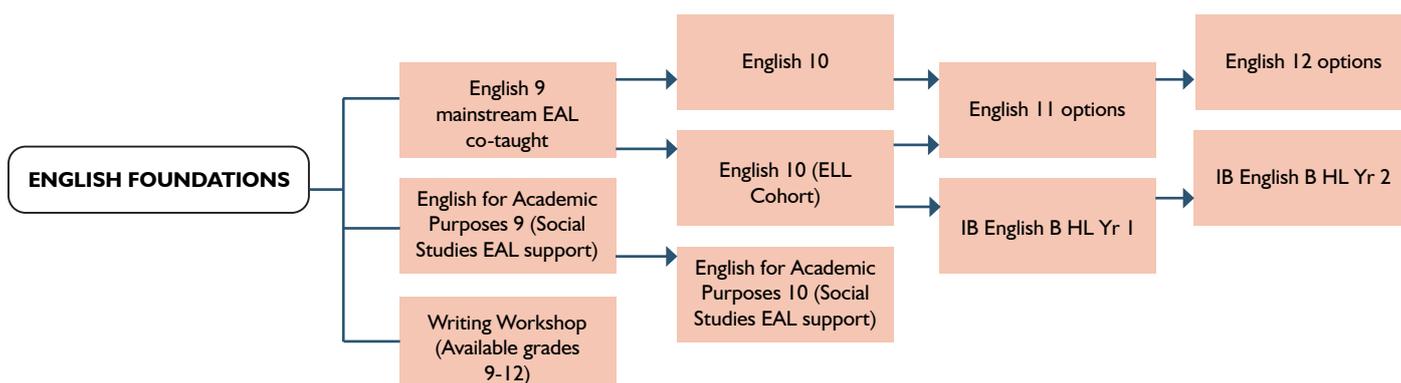
Please note that these elective courses do NOT count toward the four-year requirement for English except for students who are earning a General Diploma.

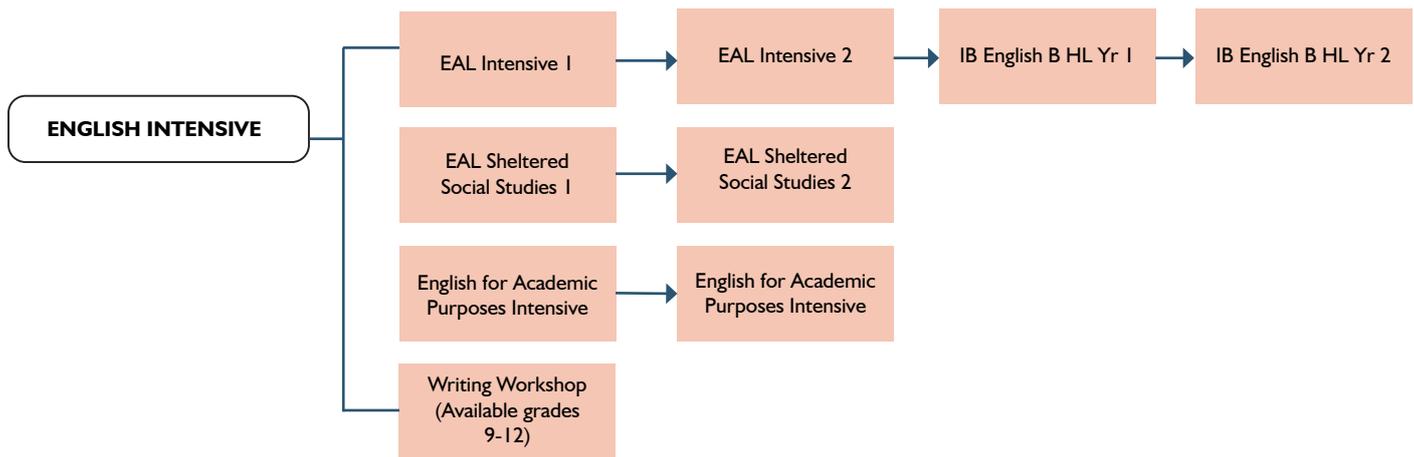
English for Academic Purposes 9	Exploring the Modern Novel
English for Academic Purposes 10	Creative Writing
English fo Academic Purposes Intensive	Writing Workshop

ENGLISH CURRICULUM SEQUENCING



EAL CURRICULUM SEQUENCING





ENG ENGLISH 9 EG09

COURSE PURPOSE

This course explores the world of literature by focusing on increasing understanding and appreciation of various literary forms, traditions and genres. From Sophocles' teenage rebel, Antigone, to Harper Lee's coming of age story, students are encouraged to develop an eye for social/cultural context and be aware of different interpretations of literature with respect to history. At a time in their lives when their own sense of identity is emerging, students will confront issues of identity through three different, interacting lenses: those of gender, class and ethnicity. Complementing these central threads is the study of literature in historical context and the tracing of those threads through both traditional and non traditional narrative structures.

SKILLS

Helping students grow and become proficient in their response to texts and how they make sense of them is our primary purpose. We value the use of writing as a practice for learning, a practice for creative discovery, and as a practice for deepening understanding.

Helping students become fully realized readers and writers by developing increasingly sophisticated command of diction, syntax and composition structures is fundamental. Exercises that hone reading and language skills are therefore integral to the course (e.g. Exercises in Reading Comprehension, Sentence Structure, Grammar, Vocabulary).

Discussion is at the heart of what we do across the humanities. It is essential that students can speak on a poem or passage of literature in a clear, focused, and sustained manner, as well as facilitate the exchange of ideas with their peers. For this reason, it is expected that opportunities for students to speak, respond, and present their ideas is central. Ranging in the form of discussion leading to interactive presentations, oral activities, with progressively longer requirements, are structured across the year to provide consistent practice and development of skills.

ASSESSMENT

Assessment will be varied and ongoing. Students will experience a range of writing tasks in class: timed essays, journals, responses to prompts used as a quiz or discussion warm up, or as part of exercises. An understanding of the writing process from idea development to publishing for multiple audiences and purposes is paramount. Students are introduced to close commentary as a tool for assessment.

Opportunities for creative writing are also valued (original poem, memoir, letters or reviews) as are preparing and performing dramatic scenes.

ENG ENGLISH 10 EG10

COURSE PURPOSE

This course explores elements of language and literature by focusing on increasing understanding of various rhetorical and literary forms and traditions. From *Sold to Purple Hibiscus*, and from *A Raisin in the Sun* to *Macbeth*, students are encouraged to develop an appreciation of language as a means of persuasion while simultaneously expanding their awareness of social and cultural context. The exploration of both language and literature will cultivate confidence and growth in spoken and written discourse.

SKILLS

Helping students grow and become proficient in their response to texts and how they make sense of them is our primary purpose. We value the use of writing as a practice for learning, a practice for creative discovery, and as a practice for deepening understanding.

Helping students become fully realized readers and writers by developing increasingly sophisticated command of diction, syntax and composition structures is fundamental. Exercises that hone reading and language skills are therefore integral to the course (e.g., Exercises in Reading Comprehension, Sentence Structure, Grammar, Vocabulary).

Discussion is at the heart of what we do across the humanities. It is essential that students can speak on a poem or passage of literature in a clear, focused, and sustained manner, as well as facilitate the exchange of ideas on literature or an issue with their peers. For this reason, it is expected that opportunities for students to speak, respond, and present their ideas is central. Ranging in the form of discussion leading to interactive presentations, oral activities, with progressively longer requirements, are structured across the year to provide consistent practice and development of skills.

ASSESSMENT

Assessment will be varied and ongoing. Students will experience a range of writing tasks in class: timed essays, journals, comparative commentaries, responses to prompts used as a quiz or discussion warm up, or as part of exercises. An understanding of the writing process from idea development to publishing for multiple audiences and purposes is paramount. Students will be introduced to the writing of close commentaries on both the familiar and the unseen passage.

ENG ENGLISH 11 EG11

The English 11 class is a full year, college prep, world literature program for students who are not preparing for an external exam in either the IB or AP program, and who are preparing to earn an American high school graduation diploma.

COURSE PURPOSE

This course explores literature and informational texts by focusing on increasing understanding and appreciation of the written word. From timeless classics to the modern world, students are encouraged to develop an eye for social/cultural context and be aware of different interpretations of literature with respect to history. The exploration of a variety of genres of literature and informational text, encouraged in various ways, will cultivate confidence and growth in both written and spoken discourse. Students will become more critical readers and thoughtful, more competent writers throughout the year.

SKILLS

Helping students grow and become proficient in their response to texts and how they make sense of them is our primary purpose. We value the use of writing as a practice for learning, a practice for creative discovery, and as a practice for deepening understanding. Helping students become fully realized readers and writers by developing increasingly sophisticated command of diction, syntax and composition structures

is fundamental. Exercises that hone reading and language skills are therefore integral to the course (e.g. Exercises in Reading Comprehension, Sentence Structure, Grammar, Vocabulary).

Discussion is at the heart of what we do across the humanities. It is essential that students can speak on a poem or passage of literature in a clear, focused, and sustained manner, as well as facilitate the exchange of ideas with their peers. For this reason, it is expected that opportunities for students to speak, respond, and present their ideas is central. Ranging in the form of discussion leading to interactive presentations, oral activities, with progressively longer requirements, are structured across the year to provide consistent practice and development of skills.

ASSESSMENT

Assessment will be varied and ongoing. Students will experience a range of writing tasks in class: timed essays, journals, literary analysis essays, expository essays, as well as short responses to prompts used as a quiz or discussion warm up, or as part of exercises. An understanding of the writing process from idea development, through revision, to publishing in varying formats for multiple audiences and purposes is paramount. Students will have multiple and varied experiences with writing about both literary and informative texts. Students will also experience a range of reading, discussion and presentation tasks in class, including but not limited to reading assessments, small and large group discussions, and formal and informal presentations.

ENG ENGLISH 12 EGI2

The on level senior English class is a full year world literature program for students who are not preparing for an external exam in either the IB or AP program, and who are preparing to earn an American high school graduation diploma.

COURSE PURPOSE

This course aims to develop in students a greater appreciation for and understanding of a variety of literary genres as well as a variety of informative texts. Through both analytical and creative assignments, students have opportunities to improve their written and oral communication skills. Students will finish off the year with an in depth independent research assignment that will demonstrate their developing skills as ethical researchers, critical readers, and clear writers.

SKILLS

Helping students grow and become proficient in their response to texts and how they make sense of them is our primary purpose. We value the use of writing as a practice for learning, a practice for creative discovery, and as a practice for deepening understanding.

Helping students become fully realized readers and writers by developing increasingly sophisticated command of diction, syntax and composition structures is fundamental. Exercises that hone reading and language skills are therefore integral to the course (e.g. Exercises in Reading Comprehension, Sentence Structure, Vocabulary).

Discussion is at the heart of what we do across the humanities. It is essential that students can speak on a poem or passage of literature in a clear, focused, and sustained manner, as well as facilitate the exchange of ideas with their peers. For this reason, it is expected that opportunities for students to speak, respond, and present their ideas is central. Ranging in the form of discussion leading to interactive presentations, oral activities, with progressively longer requirements, are structured across the year to provide consistent practice and development of skills.

ASSESSMENT

Assessment will be varied and ongoing. Students will experience a range of writing tasks in class: timed

essays; journals, responses to prompts used as a quiz or discussion warm up, or as part of exercises. An understanding of the writing process from idea development to publishing for multiple audiences and purposes is paramount. Students will write in a variety of real world formats that will be helpful for their further learning career, including university entrance essays, literary analysis and expository essays, and guided inquiry projects. Students will also be assessed in a variety of reading, discussion and presentation formats, including but not limited to the Socratic Seminar, formal and informal presentations in both live and electronic formats, as well as close reading and literary commentary.

EAL CURRICULUM

Two main pathways: English Foundations and English Intensive

Student entry matrix

	A2	B1	B2
Grade 9	EAL intensive I	Foundations 9	Foundations 9
Grade 10	EAL intensive I	EAL intensive II	Foundations 10
Grade 11*	EAL intensive I	EAL intensive II	EAL intensive II

*May require an extra year in order to meet graduation requirements.

ENGLISH FOUNDATIONS (TRANSITION) PROGRAM*

Students in the English Foundations program are 9th and 10th graders who no longer require sheltered instruction in the core academic areas and have been exited from our EAL program. As they transition to the mainstream, they may opt for the co-taught English 9 and 10 classes, which are staffed by an EAL specialist and mainstream English teacher. To support their acquisition of academic concepts, skills, and vocabulary in the social sciences, students may also choose to enroll in the English for Academic Purposes (EAP) elective.

*This is the preferred model. However discrete Foundation courses may be necessary in some circumstances.

ENG ENGLISH FOUNDATIONS 9 **EEALF9**

COURSE PURPOSE

This course is designed for non-native speakers of English who require extra time to develop their skills in critical reading and writing. The course tries to follow the 9th grade English curriculum while still allowing students the flexibility to deepen their study of language. Students also learn that the study of literature is the study of ideas, that their thoughts, both oral and written, are valuable and that the study of literature is relevant to their present and future lives.

SKILLS

The emphasis in this course is on developing the four skills of reading, writing, speaking, and listening in English, through the study of literature.

Students will learn to use the English language effectively through the analysis and production of texts for a variety of audiences and in a number of genres, including the essay, short fiction, and poetry. Students will also learn to annotate (i.e. write notes, create questions, break down language, process connections) everything we read in the course, including course documents and images and media. Discussion is at the heart of what we do. For this reason, opportunities for students to speak, respond, and present their ideas are central to this course. Oral activities, with progressively more complex requirements, are structured across the year to provide consistent practice and development of skills.

This course fulfills English credit requirements.

ENG ENGLISH FOUNDATIONS I0 EEALF I0

COURSE PURPOSE

This course is designed for non-native speakers of English who continue to develop their language, while deepening their skills in critically reading and writing texts. The course makes cross-curricular connections with 10th grade social studies and concentrates on honing close reading and writing skills in order to develop the basics of argument and commentary. Students also build confidence in expressing their own ideas about literature through a variety of oral activities.

SKILLS

The emphasis in this class is on applying the skills of reading, writing, speaking, and listening in English to the study of text. The goal is to help students become proficient in their ability to respond to a variety of texts.

Helping students become fully realized readers and writers by developing increasingly sophisticated command of diction, syntax and composition structures is fundamental to the course. To this end, the intensive, contextualized study of vocabulary, grammar, and idiomatic English forms a major part of this course. It is also essential that students can speak on a poem or passage in a clear, focused, and sustained manner, as well as facilitate an exchange of ideas with their peers. Opportunities for students to present their ideas and respond to those of classmates will help them develop speaking and listening skills. Students will learn how to lead group discussions as well as develop and present interactive presentations.

This course fulfills English credit requirements.

EAL INTENSIVE PROGRAM

Students in the EAL Intensive program are 9th-11th grade English language learners who require sheltered instruction in their English and Social Studies classes as well as push-in support in Science. To help develop their acquisition of academic concepts, skills, and vocabulary in all these classes, students are also enrolled in the English for Academic Purposes (EAP) Intensive elective.

EAL INTENSIVE I EALI I

COURSE PURPOSE

This course is designed to develop English proficiency for new students arriving at ASH with CEFR level A2 to B1. Topics are initially connected to personal experiences and everyday contexts and built by the end of the year to topics of more general interest.

SKILLS

The emphasis in this course is on developing the four skills of reading, writing, speaking, and listening in English, through the study of topics of personal and general interest.

Students will learn to use the English language effectively through the analysis and production of texts for a variety of audiences and in a number of genres, including fiction and short informational texts. Students will focus on developing their revision skills and being able to reflect on and improve their language production. Discussion and conversation on a range of topics are essential to developing fluency and communication strategies.

This course fulfills English credit requirements.

ASSESSMENT

Students will be assessed on the core language skills of reading, writing, speaking and listening. Assessment

will target proficiency level B1 by the end of the year across a range of topics of general and academic interest.

REQUIREMENTS

This course is designed for students entering ASH with A2 level English proficiency.

EAL INTENSIVE II EALI2

COURSE PURPOSE

This course is designed to develop English proficiency for students with a CEFR level of B1 to B2. Topics are initially connected to areas of general interest and built by the end of the year to more academic topics.

SKILLS

The emphasis in this course is on developing the four skills of reading, writing, speaking, and listening in English, through the study of topics of general and academic interest.

Students will learn to use the English language effectively through the analysis and production of texts for a variety of audiences and in a number of genres, including fiction and increasingly complex informational texts. Students will focus on developing their ability to produce organized texts and to express and support extended explanations and arguments. Discussion and conversation on all topics studied will help students to formulate and express complex ideas.

This course fulfills English credit requirements.

ASSESSMENT

Students will be assessed using CEFR standards, aiming to achieve level B2 or better in Speaking, Listening, Reading and Writing by the end of the academic year.

REQUIREMENTS

This course is required for students in the second year of the EAL intensive program.

EAL ENGLISH FOR ACADEMIC PURPOSES, 9/10/INTENSIVE EAP9/EAP10/EAP11

COURSE PURPOSE

This course is offered in conjunction with other supporting classes for English Language Learners. The specific content of the course will depend on the other classes the students are enrolled in, though the primary function is to develop academic language content and skills, and to provide a setting where students can learn foundational language for other courses, practice speaking and writing, and receive feedback on their language use in coursework.

SKILLS

This course will focus on English skills in support of other classes. This may include specific task dependent language skills or planning and revision strategies as needed.

ASSESSMENT

This is a pass/fail course, based on student engagement.

REQUIREMENTS

This course is required for students in the EAL intensive program, and is available as an elective course for students in the English Foundations program.

ENG AP ENGLISH LANGUAGE & COMPOSITION EGAPLANG

COURSE PURPOSE

As described by the College Board, “The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based, analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.” At ASH, AP Language and Composition intends to prepare students for success on the AP Language and Composition exam and for the challenges of study at the university level. We read several nonfiction novels and a broad range of shorter nonfiction texts (everything from newspaper opinion essays to historical documents to satirical cartoons and more) with a focus on identifying the central claims, evidence, and rhetorical means by which writers craft their arguments. We write regularly, with an emphasis on developing clear, detailed and well-developed arguments, both in the service of rhetorical analysis and as we consider and craft our own positions on issues relevant to our contemporary life.

SKILLS

The AP English Language and Composition course is designed to help students become skilled readers and writers through engagement with the following course requirements:

- Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects
- Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
- Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers
- Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres
- Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques
- Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves
- Developing research skills and the ability to evaluate, use, and cite primary and secondary sources
- Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources
- Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)
- Revising their work to develop
 - A wide-ranging vocabulary used appropriately and effectively;
 - A variety of sentence structures, including appropriate use of subordination and coordination;
 - Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;

- A balance of generalization and specific, illustrative detail; and
- An effective use of rhetoric, including tone, voice, diction, and sentence structure.

ASSESSMENT

Students will experience a range of writing tasks in class: timed essays, journals, comparative analyses, responses to prompts used as a quiz or discussion warm up, or as part of exercises. Students will have multiple timed and untimed opportunities for writing analysis, synthesis and argumentative essays. Assessment will also focus on timed multiple choice close reading of non-fiction prose selections as well as vocabulary acquisition.

PREREQUISITES

This course can be taken in either Grade 11 or Grade 12. Students who enroll in AP Language and Composition are required to sit the AP Language and Composition Exam administered by the College Board in May.

ENG AP ENGLISH LITERATURE & COMPOSITION EGI2AP

COURSE PURPOSE

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

SKILLS

Students will learn and improve their ability to read, analyze and interpret complex imaginative literature (fiction, drama, and poetry) appropriate for college level study. They will also learn to write an interpretation of a piece of literature based on a careful observation of textual details, considering the work's structure, style, and themes as well as considering the social and historical values the work reflects and embodies. Student written analysis will also consider the author's use of elements such as figurative language, imagery, symbolism, and tone and what those elements contribute to the meaning of the work. Students will write for a variety of purposes including but not limited to narration, exposition, analysis and argumentation. Additionally, it is essential that students can speak on a poem or passage of literature in a clear, focused, and sustained manner, as well as create an experience in which they facilitate the exchange of ideas on literature with their peers.

ASSESSMENT

Students will undertake a range of writing tasks and will have numerous opportunities to use the writing process to draft, revise, and improve their own writing. Students will also write in-class textual analyses under timed and untimed conditions, responding to familiar and unseen passages. Formative assessments will be varied and will scaffold to summative assessments that prepare students for success both on the AP Literature and Composition exam and in future college or university English classes. Students enrolled in this course are required to pay for and take the AP English Literature and Composition exam in May.

REQUIREMENTS

This course can be taken in either Grade 11 or Grade 12. Students who enroll in AP Literature & Composition are required to sit the AP Literature & Composition Exam in May.

ENG IB ENGLISH A LANG LIT HL YRI **EEALLIBHI**

COURSE PURPOSE

This is the first year of a two-year program that encourages the investigation of the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

In view of the international nature of the IB and its commitment to intercultural understanding, the language and literature course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Program students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

Works are studied in their linguistic and cultural contexts, and comprise three areas of exploration -

1. Readers, writers and texts
2. Time and space
3. Intertextuality: connecting texts.

Seven pillars of conceptual understanding (Identity, Culture, Creativity, Communication, Perspective, Transformation, Representation) interact with these areas of exploration. The response to the study of language and literature is through oral and written communication, thus enabling students to develop and refine their command of language.

SKILLS

Through the study of a wide range of literary works and non-literary texts, the language and literature course encourages students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meaning
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature

ASSESSMENT

Paper 1

Students are required to write two guided analyses of previously unseen non-literary passages, from two different text types.

Paper 2

Students are required to write a comparative analysis and evaluation of two of the works studied in terms of the demands of a given question.

Internal Assessment Oral

Students are required to examine the ways in which a global issue is presented through two of the works studied during the course

Essay

Students are required to analyze and evaluate one non-literary text or a collection of non-literary texts by one same author, or a literary work studied during the course.

PREREQUISITE

Successful completion of ENG10 and teacher recommendation.

ENG IB ENGLISH A LANG LIT SL YR1 **EEALLIBS I**

The model for English A: Language and Literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels.

SL students are required to study 4 works of literature, while HL students are required to study 6. In paper 1, both SL and HL students are presented with two previously unseen non-literary passages from two different text types, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both passages.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. The outcome is an essay of 1,200–1,500 words in which HL students have an opportunity to develop as independent, critical and creative readers, thinkers, and writers by exploring a literary or language topic.

ENG IB ENGLISH A LANG LIT HL YR2 **EEALLIBH2**

See IB English A Lang Lit HL Yr I

ENG IB ENGLISH A LANG LIT SL YR2 **EEALLIBS2**

See IB English A Lang Lit HL Yr I

ENG IB ENGLISH A LIT HL YR1 **EEALIBH I**

COURSE PURPOSE

In the language A: literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers' and readers' respective contexts and with literary tradition

- the ways in which language can give rise to meaning and/or effect
- the performative and transformative potential of literary creation and response.

Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

In view of the international nature of the IB and its commitment to intercultural understanding, the literature course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Program students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

Works are studied in their linguistic and cultural contexts, and comprise three areas of exploration –

1. Readers, writers and texts
2. Time and space
3. Intertextuality: connecting texts.

Seven pillars of conceptual understanding (Identity, Culture, Creativity, Communication, Perspective, Transformation, Representation) interact with these areas of exploration. In view of the international nature of the IB and its commitment to intercultural understanding, the language and literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through a variety of texts and literary works, to other cultural perspectives. The response to the study of language and literature is through oral and written communication, thus enabling students to develop and refine their command of language.

SKILLS

The aims of IB English Literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way

8. foster a lifelong interest in and enjoyment of language and literature.”

ASSESSMENT

Paper 1

Students are required to write two guided analyses of previously unseen literary passages, from two of four literary genres.

Paper 2

Students are required to write a comparative analysis and evaluation of two of the works studied in terms of the demands of a given question.

Internal Assessment Oral

Students are required to examine the ways in which a global issue is presented through two of the works studied during the course.

Essay

Students are required to analyze and evaluate one literary text studied during the course.

PREREQUISITE

Prerequisite for IB English A Literature Year 1: Successful completion of ENG10 and teacher recommendation.

Prerequisite for IB English A Literature Year 2: Successful completion of IB English A Literature Year 1. No transfer into this course is possible in Year 2. Students enrolled in this course are required to take and pay for the examination in May of the examination year.

*Students planning on taking AP English in grade 12: It is recommended that these students take IB English A Literature HL Year 1

ENG IB ENGLISH A LIT HL YR2 EEALIBH2

See IB English A Lit HL Yr1

ENG IB ENGLISH A LIT SL YR1 EEALIBS1

COURSE PURPOSE

In the language A: literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers' and readers' respective contexts and with literary tradition
- the ways in which language can give rise to meaning and/or effect
- the performative and transformative potential of literary creation and response.

Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in processes of critical response and creative production, which will help shape

their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

In view of the international nature of the IB and its commitment to intercultural understanding, the literature course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Program students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity. Works are studied in their linguistic and cultural contexts, and comprise three areas of exploration –

1. Readers, writers and texts
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Seven pillars of conceptual understanding (Identity, Culture, Creativity, Communication, Perspective, Transformation, Representation) interact with these areas of exploration. In view of the international nature of the IB and its commitment to intercultural understanding, the language and literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through a variety of texts and literary works, to other cultural perspectives. The response to the study of language and literature is through oral and written communication, thus enabling students to develop and refine their command of language.

SKILLS

The aims of IB English Literature are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.”

ASSESSMENT

Paper 1

Students are required to write two guided analyses of previously unseen literary passages, from two of four literary genres.

Paper 2

Students are required to write a comparative analysis and evaluation of two of the works studied in terms of the demands of a given question.

Internal Assessment Oral

Students are required to examine the ways in which a global issue is presented through two of the works studied

during the course.

PREREQUISITE

Prerequisite for IB English A Literature Year 1: Successful completion of ENG 10 and teacher recommendation.

Prerequisite for IB English A Literature Year 2: Successful completion of IB English A Literature Year 1. No transfer into this course is possible in Year 2. Students enrolled in this course are required to take and pay for the examination in May of the examination year.

*Students planning on taking AP English in grade 12: It is recommended that these students take IB English A Literature HL Year 1

ENG IB ENGLISH A LIT SL YR2 EEALIBS2

See IB English A Lit SL Yr I

ENG IB ENGLISH LANG B HL YR1 LENBIBH1

COURSE PURPOSE

The IB Diploma Program language B course in English provides students with the opportunity to develop an additional language and to promote an understanding of other cultures through the study of that language. Language B English is designed for students who already possess a degree of knowledge and experience in the English language.

SKILLS

In IB English B students learn to:

- use English in a range of contexts and for a variety of purposes; understand different cultural perspectives
- discuss the role of language in relation to other areas of knowledge
- discuss the relationship between language and culture
- use various registers and text types in English: articles, blogs, diary entries, brochures, leaflets, flyers, pamphlets, advertisements, essays, interviews, debates, speeches, presentations, news reports, official reports, reviews, instructions, guidelines, and written correspondence like emails and letters
- write and speak with greater awareness of different genres

THEMES AND TOPICS

The Language B syllabus outlines five required 'themes', which are:

- Identities
- Experiences
- Human ingenuity
- Social organization
- Sharing the planet

Within each theme, students are invited to explore various topics. For the final theme, 'Sharing the planet', for example, it might be possible to explore the topic of climate change. The course also includes the study of at least two works of literature.

ASSESSMENT

The assessments aim to test all students' ability to understand and use the language of study as well as key concepts through engaging with language in a social context and developing receptive, productive and interactive skills. Student success in the English language B course is measured by combining their grades on external and internal IB assessments. In addition to IB requirements, students will complete a variety of written and oral assignments.

ENG IB ENGLISH LANG B HL YR2 LENBIBH2

COURSE PURPOSE

The IB Diploma Program language B course in English provides students with the opportunity to develop an additional language and to promote an understanding of other cultures through the study of that language. Language B English is designed for students who already possess a degree of knowledge and experience in the English language.

SKILLS

In IB English B students learn to:

- use English in a range of contexts and for a variety of purposes; understand different cultural perspectives
- discuss the role of language in relation to other areas of knowledge
- discuss the relationship between language and culture
- use various registers and text types in English: articles, blogs, diary entries, brochures, leaflets, flyers, pamphlets, advertisements, essays, interviews, debates, speeches, presentations, news reports, official reports, reviews, instructions, guidelines, and written correspondence like emails and letters
- write and speak with greater awareness of different genres

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ASSESSMENT

The assessments aim to test all students' ability to understand and use the language of study as well as key concepts through engaging with language in a social context and developing receptive, productive and interactive skills. Student success in the English language B course is measured by combining their grades on external and internal IB assessments. In addition to IB requirements, students will complete a variety of written and oral assignments.

ENG WRITING WORKSHOP EGWW

COURSE PURPOSE

This course explores and evaluates writing as a creative and critical process; with intentional instruction

and support, students will learn how to effectively go through the stages of outlining, drafting, editing, and revising. Given “the luxury of time” students will select their own topics, or work on various assigned writing and reading tasks, to invest in improving their craft. Emulating mentor texts, experimenting with diverse styles and strategies, learning to strike a balance between “voice” and “academic tone”: within this context students will see that writing is an intellectual mode of inquiry that makes our thinking more imaginative, complex, and original.

SKILLS

What do we mean when we say “add details”? How do we expand an idea? How do we develop description or dialogue; a thesis or a topic or a supporting sentence? Implicit in such questions is the idea that by practicing a sequence of techniques students will learn to break writing down into manageable parts. Exposure to and evaluation of different writing approaches---introductory lines in a feature from the Guardian, journal entries by Joan Didion, examples of short story beginnings, an article from the Nation that employs repetition---remain essential, therefore, to helping us push past the barriers between content and form. Over time, and with constant practice, students, as craft-minded, critical thinkers, will acquire those skills that point out multiple ways to write across the curriculum.

ASSESSMENT

Students, in essence, will organize all their writing into two Writing Folios: one for drafts and one for revisions. A range of writing tasks (formal and informal letters, short stories, narratives, compare and contrast essays, persuasive pieces) will invite students to evaluate their sentences accordingly. They will particularly pay attention to the method of revising and editing as they respond thoughtfully to constructive feedback from their peers and from their teacher. In addition, they will learn to apply then transfer the underlying principles of good writing from one task to another: it is important, for instance, to understand that both a news report and a speech presentation trace their solid opening line back to an effective hook. With an eye for vocabulary and syntax and diction students will put into practice Flannery O’Connor’s words: I write to discover what I know.

PREREQUISITES

IB English B Year I. Please note that this elective does not count toward the four-year requirement for English.

ENG EXPLORING THE MODERN NOVEL EGMN

COURSE PURPOSE

The purpose of Exploring the Modern Novel is to give students with the desire to immerse themselves in literature the opportunity to do so. The course will allow students to widen their reading choices by introducing them to great works of recent authors, both through adult and highly-awarded young adult novels. Students will also deepen their literary understanding through thought-provoking discussion, journaling and focused study of specific authors’ styles and themes.

SKILLS

Critical thinking, critical reading, literary analysis, collaboration and discussion. As this course is an elective, a number of the skills and topics will be based on student preferences within the field of study.

TOPICS

The course will focus on recent works of literature, adult as well as young adult. Students will also choose a significant amount of novels to read on their own. We will focus on literary analysis as well as the history of English literature. As this course is an elective, a number of the novels and topics will be based on student preferences within the field of study.

ASSESSMENT

Students will be assessed through class participation and discussion, regular reflection on their reading in writing (journals and blogs) presentations to the class, and creation of a reading portfolio in which they track the novels read this year.

PREREQUISITES None. Please note that this elective does not count toward the four-year requirement for English.

ENG CREATIVE WRITING EGCW

COURSE PURPOSE

Creative Writing provides students with a wonderful opportunity to slow the pace, to 'be', and to experiment with different genres of writing. The class offers students a creative outlet to find and share their voice. Class time is divided between mini-lessons on specific genre and writing skills, individual work, sharing, and conferencing with the teacher. Students engage in a range of activities to spark their imagination. For example, in the first semester students could visit Wassenaar's Voorlinden Museum to engage in writing Ekphrastic poetry. The students engage in the writing process, drafting and fine tuning their work, in order to produce pieces for an audience. Some of their work will be shared publicly e.g. on the Poet Tree in the HS library and digitally.

SKILLS

Students will develop writing skills in poetry, micro-fiction, short stories, drama, digital stories, and screenplays. Students will become 'learning writers'; they will share their work with the class, giving and receiving feedback to and from peers, as well as the teacher.

REQUIREMENTS

The course is open to grades 9, 10, 11, and 12 with no prerequisite other than a willingness to take risks with writing creatively and to be open to new ideas. Please note that this elective does not count toward the four-year requirement for English.

THE MATHEMATICS DEPARTMENT

The High School Mathematics curriculum engenders an environment of inquiry where reasoning and sense making is emphasized. Reasoning habits are developed as students construct arguments, think abstractly and quantitatively; identify patterns and link concepts within mathematics. Relationships within mathematics are central to the curriculum so that students develop an understanding of numerical, graphical and algebraic representations. Procedural and conceptual knowledge in mathematics are both developed and considered necessary for student success.

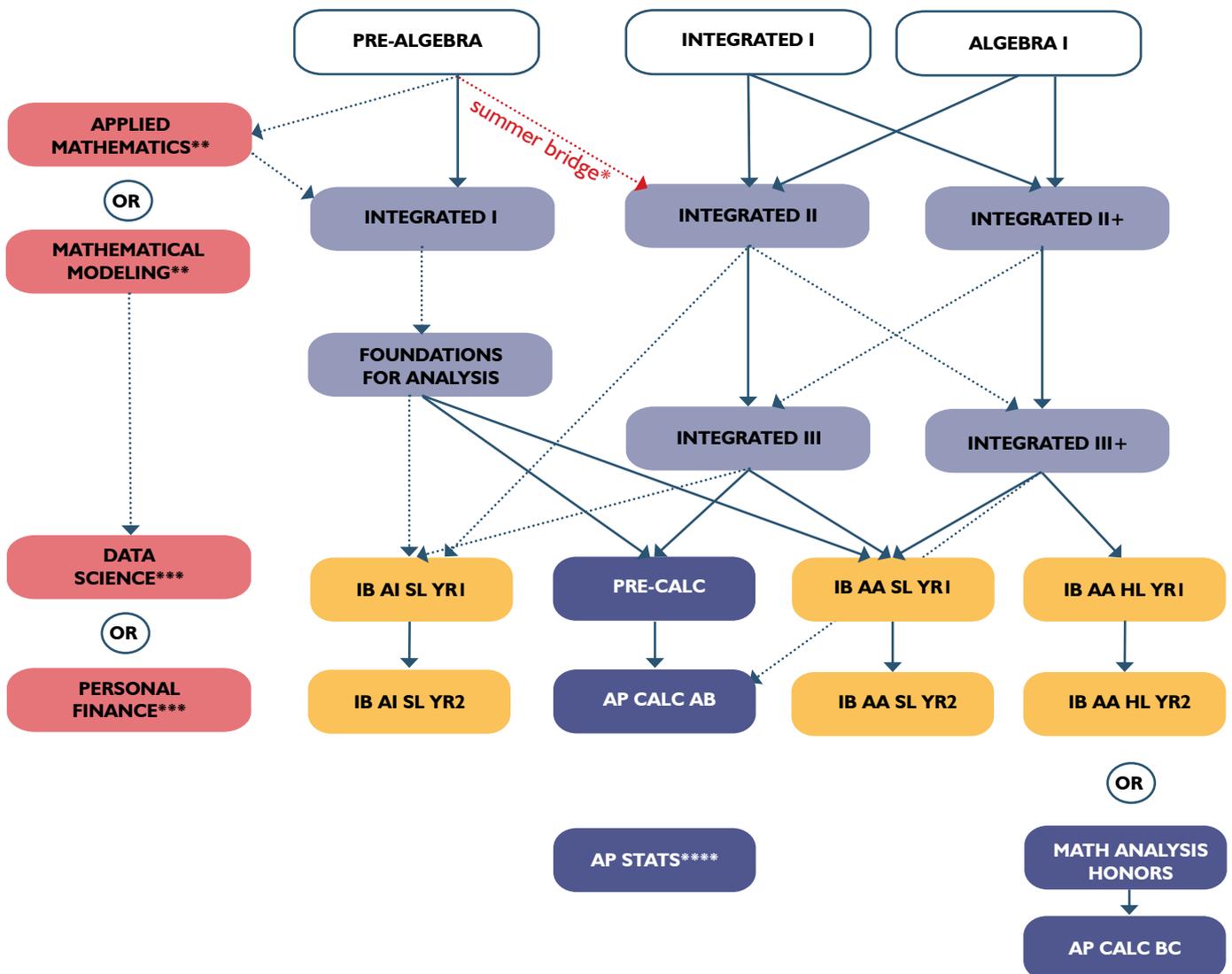
In each classroom, the teacher and students operate as a community of learners who share responsibility for this success. In an environment of respect and encouragement, students are extended, challenged and motivated, through both their own success and that of their peers. In this atmosphere, problem solving, curiosity and perseverance are valued and acknowledged.

In an international school, the range of school experiences of the student body brings diversity in mathematics.. The mathematics program is designed to be responsive to individual student needs while providing a thorough preparation for future study in disciplines requiring mathematics.

COURSE OFFERINGS

- | | |
|--|---|
| <ul style="list-style-type: none">• Applied Mathematics• Mathematical Modeling• Integrated Mathematics I• Integrated Mathematics II• Integrated Mathematics II+• Foundations for Analysis• Integrated III• Integrated III+• Personal Finance• Data Science• Pre-Calculus | <ul style="list-style-type: none">• AP (Advanced Placement) Calculus AB• AP (Advanced Placement) Statistics• Math Analysis Honors• AP (Advanced Placement) Calculus BC• IB Analysis and Interpretations Standard Year 1• IB Analysis and Interpretations Standard Year 2• IB Analysis and Approaches Standard Year 1• IB Analysis and Approaches Standard Year 2• IB Analysis and Approaches Higher Year 1• IB Analysis and Approaches Higher Year 2 |
|--|---|

COURSE SEQUENCING



* Summer Bridge: The path from Math 8 to Integrated II has a summer learning requirement. Students will be scheduled for Int I at the end of grade 8 and will take a placement test at the end of summer before moving into Int II.

** Applied Mathematics and Mathematical Modeling are on a 2-year rotation for grade 9 and 10.

*** Data Science and Personal Finance are on a 2-year rotation for grade 11 and 12.

****Pre-requisite fo AP Stats is Int III, Int III+ or Foundations for Analytics.

MA APPLIED MATHEMATICS MAAM

COURSE PURPOSE

The fundamental purpose of this course is to formalize and extend the mathematics that students learned

in previous years. The course includes carefully selected mathematical topics that will help students understand the world around them in a better way. One of the primary goals of this course is to discover and appreciate the interdependency of algebraic and geometric reasoning and to apply mathematics to real world situations.

Please note this course is offered on alternating years. The Applied Mathematics course will be offered in the 2023/2024 academic year whereas the Mathematical Modeling course will next be offered in the 2024/2025 academic year.

OBJECTIVES

The process of reasoning and sense making in mathematics in an environment of inquiry is considered through the Standards for Mathematical Practices as set out by the Common Core with the following objectives:

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

ASSESSMENT

Assessment of student learning in order to assist and assure their success in these evaluations will be a daily process. Students will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Worksheets, portfolios, homework and dialogue with students and/or groups may also be used at the discretion of the instructor. Frequent formative assessment will be used to inform instruction. The course recommendation for the following year will be based on the students' ability to achieve success independently.

REQUIREMENTS

Enrollment is for students who have successfully completed Math 8 or the equivalent or by teacher recommendation.

MA MATHEMATICAL MODELING MAMM

COURSE PURPOSE

Many real-life problems can be described and solved by mathematical models. This course will introduce students to some basic mathematical models and their application to the real world. The course includes carefully selected mathematical topics that will help students understand the world around them in a better way. One of the primary goals of this course is to discover and appreciate the interdependency of algebraic and geometric reasoning and to apply the mathematics to real world situations

Please note this course is offered on alternating years. The Applied Mathematics course will be offered in the 2023/2024 academic year whereas the Mathematical Modeling course will next be offered in the 2024/2025 academic year.

OBJECTIVES

The process of reasoning and sense making in mathematics in an environment of inquiry is considered through the Standards for Mathematical Practices as set out by the Common Core with the following objectives:

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

ASSESSMENT

Students will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Worksheets, portfolios and homework may also be used at the discretion of the instructor. Frequent formative assessment will be used by co-teachers to help instruction.

Assessment of student learning in order to assist and assure their success in these evaluations will be a daily process. Homework, worksheets, dialogue with students and/or group work may also be employed in this assessment process. Familiar and unfamiliar problems will be used to assess students' mathematical ability. The course recommendation for the following year will be based on the students' ability to achieve success independently.

MA INTEGRATED MATHEMATICS I MAFO I

COURSE PURPOSE

Students enrolled in this course extend their ability to generalize using mathematics. Conceptual understanding is developed as the foundation for strong procedural fluency. Students learn to formulate, represent and solve mathematical problems. In addition, the algebraic skills necessary for future mathematics courses and other disciplines are developed.

TOPICS

Solving and analyzing linear equations, graphing relations and functions, linear inequalities, systems of linear equations and inequalities in two variables, statistics, manipulation of exponential and polynomial expressions, factoring, quadratic functions, rational expressions and equations.

OBJECTIVES

The process of reasoning and sense making in mathematics in an environment of inquiry is considered through the Standards for Mathematical Practices as set out by the Common Core with the following objectives:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.

- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

ASSESSMENT

Students will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment of student learning in order to assist and assure their success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process.

REQUIREMENTS

Enrollment is for students who have successfully completed Pre-Algebra or the equivalent or by teacher recommendation. A TI Nspire CX (non CAS version) graphing calculator is required. Depending on the student, homework will consist of approximately 30-45 minutes per day.

MA INTEGRATED MATHEMATICS II MFO2

COURSE PURPOSE

This course continues to build on the concepts and skills mastered in Integrated I or Algebra I and expands on these ideas with further applications and more problem solving. The curriculum is focused on functions, trigonometry and statistics. The extensive use of the graphing calculator helps enhance the understanding and visualization of the various topics and allows for non-traditional extensions to be pursued. Through mathematical modeling, data analysis, and algorithmic thinking, students learn to see mathematics as a problem-solving tool.

OBJECTIVES

The process of reasoning and sense making in mathematics in an environment of inquiry is considered through the Standards for Mathematical Practices as set out by the Common Core with the following objectives:

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

ASSESSMENT

Students will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects.

Assessment of student learning in order to assist and assure their success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process.

REQUIREMENTS

Enrollment is for students who have successfully completed Algebra I or Integrated I or with teacher recommendation. A TI Nspire CX (non CAS version) graphing calculator is required. Depending on the student, homework will consist of approximately 30-45 minutes per day.

MA INTEGRATED MATHEMATICS II+ MAFO2P

COURSE PURPOSE

This course enhances traditional algebra with in-depth investigations of functions and algebraic applications. This course is an opportunity for students to pull together and apply the accumulation of learning that they have from their previous courses and to delve more deeply into certain topics and pursue extensions where appropriate. Students will expand their understanding of functions and trigonometry and they will explore mathematical relations through data analysis, exploration, and mathematical modeling. Technology will be an integral part of the course, and students will be expected to use software and the graphing calculator to present their findings and investigate topics.

This is a rigorous course intended for students in grade 9 interested in taking primary responsibility for their learning. Students enrolled in this course must have solid mathematical fundamentals, a genuine enjoyment of mathematics, and a willingness to pursue it enthusiastically.

OBJECTIVES

The process of reasoning and sense making in mathematics in an environment of inquiry is considered through the Standards for Mathematical Practices as set out by the Common Core with the following objectives:

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

ASSESSMENT

Students will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment of student learning in order to assist and assure their success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process.

REQUIREMENTS

Enrollment is for students who have successfully completed Algebra I or Integrated I or with teacher recommendation. A TI Nspire CX (non CAS version) graphing calculator is required. Depending on the

student, homework will consist of approximately 30-45 minutes per day.

MA FOUNDATIONS FOR ANALYSIS MAFFA

COURSE PURPOSE

This course combines key topics from Integrated II and Integrated III that are prerequisite for IB Analysis and Approaches SL. Students will expand their understanding of functions and trigonometry and they will explore mathematical relations through data analysis, exploration, and mathematical modeling. Technology will be an integral part of the course, and students will be expected to use software and the graphing calculator to present their findings and investigate topics.

This is an accelerated and rigorous course for highly motivated students in grade 10 who want to take IB Analysis and Approaches SL or Pre-Calculus in grade 11. Students enrolled in this course must have solid mathematical fundamentals, a genuine enjoyment of mathematics, and a willingness to pursue it enthusiastically.

OBJECTIVES

The process of reasoning and sense making in mathematics in an environment of inquiry is considered through the Standards for Mathematical Practices as set out by the Common Core with the following objectives:

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

ASSESSMENT

Students will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment of student learning in order to assist and assure their success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process.

REQUIREMENTS

Enrollment is for students who have successfully completed Algebra I and have teacher recommendation. A TI Nspire CX (non CAS version) graphing calculator is required. Depending on the student, homework will consist of approximately 30-45 minutes per day.

MA INTEGRATED III MAI3

COURSE PURPOSE

The primary focus of this course is the concept of the mathematical function. Students will strengthen the

procedural fluency and understanding of algebraic generalization developed in Algebra I. The reasoning skills developed in Geometry will be extended as students learn how to apply mathematical functions in context.

After successful completion of Integrated III students may progress to Pre-Calculus or IB Math SL Analysis and Approaches Year One. Students who achieve final grades in the C to D range will be recommended for IB Math SL Applications and Interpretations Year One.

TOPICS

Linear functions, quadratic functions, polynomials functions, radical functions, rational functions, logarithmic and exponential functions, sequences and series, trigonometric functions, statistics.

OBJECTIVES

The process of reasoning and sense making in mathematics in an environment of inquiry is considered through the Standards for Mathematical Practices as set out by the Common Core with the following objectives:

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

ASSESSMENT

Students will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment of student learning in order to assist and assure their success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process.

REQUIREMENTS

Enrollment is for students who have successfully completed Algebra I and Geometry and by teacher recommendation. A TI Nspire CX (non CAS version) graphing calculator is required. Depending on the student, homework will consist of approximately 30-45 minutes per day.

MA INTEGRATED III+ MAI3P

COURSE PURPOSE

Students in this course are assumed to be independent and motivated learners who desire to be consistently challenged and extended. The primary focus of this course is the concept of the mathematical function. Students will strengthen the conceptual understanding and procedural fluency developed in Algebra I. The reasoning skills developed in Geometry will be extended as students learn how to apply mathematical functions in context.

This is a rigorous and accelerated course for highly motivated students in grade 10 who take primary responsibility for their learning. Students enrolled in this course must have solid mathematical fundamentals,

a genuine enjoyment of mathematics, and a willingness to pursue it enthusiastically.

After successful completion of Algebra II and Trigonometry Honors students may progress to Math Analysis Honors or IB Math HL Analysis and Approaches Year One or AP Calculus AB. Students who achieve final grades in the C to D range will be recommended for Pre-Calculus or IB Math SL Analysis and Approaches Year One.

TOPICS

Advanced algebra, radical functions, quadratic functions, polynomial functions, rational functions, exponential and logarithmic functions, trigonometric functions, series and sequences, combinatorics, statistics.

OBJECTIVES

The process of reasoning and sense making in mathematics in an environment of inquiry is considered through the Standards for Mathematical Practices as set out by the Common Core with the following objectives:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

ASSESSMENT

Students will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment of student learning in order to assist and assure their success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process.

REQUIREMENTS

Enrollment is by teacher recommendation. A TI Nspire CX (non CAS version) graphing calculator is required. Depending on the student, homework will consist of approximately 45-60 minutes per day.

MA PERSONAL FINANCE MAPF

COURSE PURPOSE

Students in this course will explore personal financial literacy as well as how to apply concepts in mathematics to the world of business.

Please note this course is offered on alternating years. The Personal Finance course will be offered in 2023/2024 academic year whereas the Data Science course will next be offered in the 2024/2025 academic year.

TOPICS

The course will consist of personal finance skills, such as using credit, interest rates, investing, and taxes.

Students will also be introduced to various software applications related to finance.

OBJECTIVES

The process of reasoning and sense making in mathematics in an environment of inquiry is considered through the Standards for Mathematical Practices as set out by the Common Core with the following objectives:

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

ASSESSMENT

Students will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment of student learning in order to assist and assure their success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process.

REQUIREMENTS

Students may enroll in this course if they have successfully completed Applied Mathematics or with a teacher recommendation. A TI Nspire CX (non CAS version) graphing calculator is required. Depending on the student, homework will consist of approximately 30 minutes per day.

MA DATA SCIENCE MADS

COURSE PURPOSE

This course is designed to introduce students to the exciting opportunities available at the intersection of data analysis, computing, and mathematics with a focus on finding and communicating meaning in data and thinking critically about arguments based on data. There will be a project-based approach using real-world data with a focus on practical applications and applicable skills.

The course will use RStudio, with students learning to write code to enhance analyses of data, break large problems into smaller pieces, and to understand and employ algorithms to solve problems.

Please note this course is offered on alternating years. The Personal Finance course will be offered in 2023/2024 academic year whereas the Data Science course will next be offered in the 2024/2025 academic year.

MA PRE-CALCULUS MAPCA

COURSE PURPOSE

Students enrolled in this course will extend their understanding of mathematical functions with an in depth review and expansion of previous topics followed by exploration of further mathematics in preparation for the Advanced Placement course AP Calculus AB.

TOPICS

Linear, quadratic, absolute value and polynomial functions; inverse, exponential and logarithmic functions; sequences and series, circular and trigonometric functions, equations and inequalities, graphing functions, complex numbers, vectors, probability and statistics.

OBJECTIVES

The process of reasoning and sense making in mathematics in an environment of inquiry is considered through the Standards for Mathematical Practices as set out by the Common Core with the following objectives:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

ASSESSMENT

Students will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment of student learning in order to assist and assure his/her success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process.

REQUIREMENTS

Students may enroll in this course if they have successfully completed Algebra II and Trigonometry and Geometry Plus and by teacher recommendation. A TI Nspire CX (non CAS version) graphing calculator is required. Depending on the student, homework will consist of approximately 45 minutes per day.

MA AP CALCULUS (AB) MCABAP**COURSE PURPOSE**

AP Calculus is designed to develop mathematical knowledge conceptually. This course is structured around the big ideas of limits, derivatives, integrals and the Fundamental Theorem of Calculus. This is a university level course and is intended for students who have successfully completed a Pre-Calculus course. Students enrolled in this course will be prepared for the Advanced Placement Calculus AB examination in May.

TOPICS

Analysis of graphs; limits of functions; asymptotic and unbounded behavior; continuity as a property of functions; concept of the derivative; derivative at a point; derivative as a function; second derivatives; application of derivatives; computation of derivative; interpretations and properties of definite integrals; applications of integrals; fundamental theorem of calculus, techniques of anti-differentiation; applications of anti-differentiation; numerical approximations to definite integrals.

OBJECTIVES

As stated in the College Board course description, skills that will be developed include the ability to: Work with and understand the connections between functions represented graphically, numerically, analytically, or verbally. Understand the meaning of the derivative and the definite integral and to be able to use them

to solve a variety of problems. Communicate mathematics in written work and orally to explain solutions to problems. Model a written description of a physical situation with a function, a differential equation, or an integral. Use technology to help solve problems, experiment, interpret results, and verify conclusions. Determine the reasonableness of solutions. Appreciate calculus as a coherent body of knowledge and as a human accomplishment.

ASSESSMENT

Students will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment of student learning in order to assist and assure his/her success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process.

REQUIREMENTS

Enrollment is for students who have successfully completed a course in Pre-Calculus and by teacher recommendation. Depending on the student, homework will consist of approximately 45 to 60 minutes per day. Students enrolled in this course are required to take and pay for the examination in May of the examination year. A TI Nspire CX (non CAS version) graphing calculator is required.

MA AP STATISTICS MSAP

COURSE PURPOSE

Students are introduced to the major concepts and techniques for collecting, analyzing, and drawing conclusions from data. The four main themes in this course are: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding as well as technical fluency. This is a university level course that prepares students to take the AP Statistics examination in May.

TOPICS

Exploratory data analysis; design of studies; probability and probability models, including binomial, normal, and geometric; sampling and the Central Limit Theorem; statistical inference.

OBJECTIVES

As stated in the College Board Course and Exam Description, the course centers on four skills (Selecting statistical methods, Data analysis, Using probability and simulation, and Statistical argumentation) as students explore these three Big Ideas:

- Variation and distribution
- Patterns and uncertainty
- Data-based predictions, decisions, and conclusions

ASSESSMENT

Students will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment of student learning in order to assist and assure his/her success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process.

REQUIREMENTS

Enrollment in this course is by teacher recommendation. A TI Nspire CX (non CAS or CAS version) graphing calculator is required. Depending on the student, homework will consist of approximately 60 minutes per day. Students in this course are required to pay for and take the AP Statistics exam in May of

the examination year.

MA MATH ANALYSIS HONORS MALAH

COURSE PURPOSE

This course is the first part of a two-year program that prepares students for the AP Calculus BC exam. This course caters to students with a rigorous background in mathematics who are competent in a range of analytical and technical skills. It is intended for students who have successfully completed Algebra II Trig Plus Honors and is designed to provide a strong background in Pre-calculus mathematics and an introduction to differential calculus.

Students will be expected to be motivated by curiosity about mathematics and to actively participate in the inquiry process. After successful completion of Math Analysis Honors students may progress to AP Calculus BC.

TOPICS

Functions, algebra and equations, sequences and series, formal proof, trigonometry, and complex numbers.

OBJECTIVES

The process of reasoning and sense making in mathematics in an environment of inquiry is considered through the Standards for Mathematical Practices as set out by the Common Core with the following objectives:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

ASSESSMENT

Students will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment of student learning in order to assist and assure his/her success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process.

REQUIREMENTS

Students may enroll in this course if they have successfully completed Algebra II and Trigonometry Honors with teacher recommendation. A TI Nspire CX (non CAS version) graphing calculator is required. Depending on the student, homework will consist of approximately 60 minutes per day

MA AP CALCULUS (BC) MCBCAP

COURSE PURPOSE

AP Calculus is designed to develop mathematical knowledge conceptually. This course is structured around the big ideas of limits, derivatives, integrals and the Fundamental Theorem of Calculus, and series. This is a university level course and is intended for students who have successfully completed Math Analysis Honors.

Students enrolled in this course will be prepared to take the Advanced Placement Calculus BC examination in May.

TOPICS

Analysis of graphs; limits of functions; asymptotic and unbounded behavior; continuity as a property of functions; parametric, polar and vector functions; concept of the derivative; derivative at a point; derivative as a function; second derivatives; application of derivatives; computation of derivative; interpretations and properties of definite integrals; applications of integrals; fundamental theorem of calculus, techniques of anti-differentiation; applications of anti-differentiation; numerical approximations to definite integrals; concept of series; convergence of series; Taylor series.

OBJECTIVES

As stated in the College Board course description, skills that will be developed include the ability to:

- Work with and understand the connections between functions represented graphically, numerically, analytically, or verbally. Understand the meaning of the derivative and the definite integral and to be able to use them to solve a variety of problems. Communicate mathematics in written work and orally to explain solutions to problems.
- Model a written description of a physical situation with a function, a differential equation, or an integral.
- Use technology to help solve problems, experiment, interpret results, and verify conclusions.
- Determine the reasonableness of solutions.
- Appreciate calculus as a coherent body of knowledge and as a human accomplishment.

ASSESSMENT

Students will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment of student learning in order to assist and assure his/her success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process.

REQUIREMENTS

Enrollment is for students who have successfully completed the course in Honors Math Analysis with teacher recommendation. Depending on the student, homework will consist of approximately 60 minutes per day. Students enrolled in this course are required to take and pay for the examination in May of the examination year.

MA IB MATHEMATICS ANALYSIS AND INTERPRETATIONS SL YR I MAIIBS I

COURSE PURPOSE

This course is the first half of a two-year program that prepares students for the IB Mathematical Applications and Interpretations Standard Level examination. As stated in the IB Math Applications and Interpretations SL guide, this course has an emphasis on mathematical applications, with a large section on statistics. It is designed for students with varied mathematical backgrounds and abilities.

TOPICS

The topics in the IB Math SL Applications and Interpretations curriculum are: number and algebra, simple proof, logarithm and exponents, descriptive statistics, logic, sets and probability, statistical applications,

geometry and trigonometry, mathematical models, and Voronoi diagrams.

OBJECTIVES

As stated in the IB Applications and Interpretations SL guide, student objectives are:

- Knowledge and understanding: recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- Problem solving: recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems.
- Communication and interpretation: transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation.
- Technology: use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- Reasoning: construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
- Inquiry approaches: investigate unfamiliar situations involving organizing and analyzing information or measurements, drawing conclusions, testing their validity, and considering their scope and limitations.

ASSESSMENT

Students' understanding and mastery of the topics will be assessed with quizzes, tests and written tasks. Assessment of student learning in order to assist and assure their success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process. An IB mathematical project will be completed in year two of this course. This independent work will constitute the internally assessed component for the IB diploma.

REQUIREMENTS

Students may enroll in this course if they have completed Algebra I and Geometry Plus or Integrated Math Year II and by teacher recommendation. A TI Nspire CX (non CAS version) graphing calculator is required. Depending on the student, homework will consist of approximately 30 minutes per day. Students who enroll in year two of this course are required to take and pay for the examination in May of the examination year.

MA IB MATHEMATICS ANALYSIS AND INTERPRETATIONS SL YR 2 MAIIBS2

COURSE PURPOSE

This course is the second part of a two-year program that prepares students for the IB Mathematical Applications and Interpretations Standard Level examination. As stated in the IB Math Applications and Interpretations SL guide, this course has an emphasis on mathematical applications, with a large section on statistics. It is designed for students with varied mathematical backgrounds and abilities.

TOPICS

The topics in the IB Math SL Applications and Interpretations curriculum are: number and algebra, simple proof, logarithm and exponents, descriptive statistics, logic, sets and probability, statistical applications, geometry and trigonometry, mathematical models, and Voronoi diagrams.

OBJECTIVES

As stated in the IB Applications and Interpretations SL guide, student objectives are:

- Knowledge and understanding: recall, select and use their knowledge of mathematical facts, concepts

and techniques in a variety of familiar and unfamiliar contexts.

- **Problem solving:** recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems.
- **Communication and interpretation:** transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation.
- **Technology:** use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- **Reasoning:** construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
- **Inquiry approaches:** investigate unfamiliar situations involving organizing and analyzing information or measurements, drawing conclusions, testing their validity, and considering their scope and limitations.

ASSESSMENT

Students' understanding and mastery of the topics will be assessed with quizzes, tests and written tasks. Assessment of student learning in order to assist and assure their success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process. An IB mathematical project will be completed in year two of this course. This independent work will constitute the internally assessed component for the IB diploma.

REQUIREMENTS

Students must successfully complete year one of the course to be eligible to enroll in year two.

MA IB MATHEMATICS ANALYSIS AND APPROACHES SL YR I MAAIBS I

COURSE PURPOSE

This course is the first part of a two- year program that prepares students for the IB Mathematics Analysis and Approaches Standard Level examination. As stated in the IB Math SL guide, this course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly.

TOPICS

The topics in the IB Math SL curriculum are: algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and calculus.

OBJECTIVES

As stated in the IB Applications and Interpretations SL guide, student objectives are:

- **Knowledge and understanding:** recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- **Problem solving:** recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems.
- **Communication and interpretation:** transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation.
- **Technology:** use technology, accurately, appropriately and efficiently both to explore new ideas and to

solve problems.

- Reasoning: construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
- Inquiry approaches: investigate unfamiliar situations, both abstract and real world, involving organizing and analyzing information, making conjectures, drawing conclusions and testing their validity.

ASSESSMENT

The learning of students enrolled in this course will ultimately be evaluated by taking the IB external examination. During their two years in preparation for this exam, students' understanding and mastery of the topics will be assessed with quizzes, tests and writing tasks. Assessment of student learning in order to assist and assure their success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process. A mathematical exploration will be completed in year two of this course. This independent work will constitute the internally assessed component for the IB diploma.

REQUIREMENTS

Students may enroll in this course if they have successfully completed Algebra II and Trigonometry and Geometry Plus and by teacher recommendation. A TI Nspire CX (non CAS version) graphing calculator is required. Depending on the student, homework will consist of approximately 45 minutes per day. Students who enroll in year two of this course are required to take and pay for the examination in May of the examination year.

MA IB MATHEMATICS ANALYSIS AND APPROACHES SL YR2 MAAIBS2

COURSE PURPOSE

This course is the second part of a two-year program that prepares students for the IB Mathematics Analysis and Approaches Standard Level examination. As stated in the IB Math SL guide, this course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly.

TOPICS

The topics in the IB Math SL curriculum are: algebra; functions and equations; circular functions and trigonometry; statistics and probability; calculus.

The processes of mathematical inquiry, mathematical modeling and the use of technology are central to this course and provide a concurrent theme throughout each topic.

As stated in the IB Math SL guide, student objectives are:

- Knowledge and understanding: recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts. real and abstract contexts to solve problems.
- Communication and interpretation: transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation.
- Technology: use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- Reasoning: construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.

- Inquiry approaches: investigate unfamiliar situations, both abstract and real world, involving organizing and analyzing information, making conjectures, drawing conclusions and testing their validity.

ASSESSMENT

The learning of students enrolled in this course will ultimately be evaluated by taking the IB external examination. During their two years in preparation for this exam, students' understanding and mastery of the topics will be assessed with quizzes, tests and writing tasks. Assessment of student learning in order to assist and assure his/her success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process. A mathematical exploration will be completed in year two of this course. This independent work will constitute the internally assessed component for the IB diploma.

REQUIREMENTS

Students may enroll in this course if they have successfully completed IB Math SL Analysis and Approaches Yr I and by teacher recommendation. A TI Nspire CX (non CAS version) graphing calculator is required. Depending on the student, homework will consist of approximately 45 minutes per day. Students who enroll in year two of this course are required to take and pay for the examination in May of the examination year.

MA IB MATHEMATICS ANALYSIS AND APPROACHES HL YRI **MAAIBHI**

COURSE PURPOSE

This course is the first part of a two-year program that prepares students for the IB Mathematics Analysis and Approaches Higher Level examination. As stated in the IB Math HL guide, this course caters to students with a rigorous background in mathematics who are competent in a range of analytical and technical skills. This course is intended for students who wish to pursue studies in mathematics in university or subjects that have a large mathematical content.

TOPICS

Topics for the two years of the course include: functions, algebra and equations, sequences and series, formal proof, trigonometry, vectors, complex numbers, vectors, probability and statistics, and calculus.

OBJECTIVES

The processes of mathematical inquiry, mathematical modeling and the use of technology are central to this course and provide a concurrent theme throughout each topic.

As stated in the IB Math HL guide, student objectives are:

- Knowledge and understanding: recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- Problem solving: recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems.
- Communication and interpretation: transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation. Technology: use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- Reasoning: construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
- Inquiry approaches: investigate unfamiliar situations, both abstract and real world, involving organizing and analyzing information, making conjectures, drawing conclusions and testing their validity.

ASSESSMENT

The learning of students enrolled in this course will ultimately be evaluated by taking the IB external examination. During their two years in preparation for this exam, students' understanding and mastery of the topics will be assessed with quizzes, tests and written tasks. Assessment of student learning in order to assist and assure their success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process. An IB mathematical exploration will be completed in year two of this course. This independent work will constitute the internally assessed component for the IB diploma.

REQUIREMENTS

Students may enroll in this course if they have successfully completed Algebra II and Trigonometry Honors and by teacher recommendation. A TI Nspire CX (non CAS version) graphing calculator is required. Depending on the student, homework will consist of approximately 60 minutes per day.

Students who enroll in year two of this course are required to take and pay for the examination in May of the examination year.

MA IB MATHEMATICS ANALYSIS AND APPROACHES HL YR2 MAAIBH2

COURSE PURPOSE

This course is the second part of a two-year program that prepares students for the IB Mathematics Analysis and Approaches Higher Level examination. As stated in the IB Math HL guide, this course caters to students with a rigorous background in mathematics who are competent in a range of analytical and technical skills. This course is intended for students who wish to pursue studies in mathematics in university or subjects that have a large mathematical content.

TOPICS

Topics for the two years of the course include: functions, algebra and equations, sequences and series, formal proof, trigonometry, vectors, complex numbers, vectors, probability and statistics, and calculus.

OBJECTIVES

The processes of mathematical inquiry, mathematical modeling and the use of technology are central to this course and provide a concurrent theme throughout each topic.

As stated in the IB Math HL guide, student objectives are:

- Knowledge and understanding: recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- Problem solving: recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems.
- Communication and interpretation: transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation.
- Technology: use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- Reasoning: construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
- Inquiry approaches: investigate unfamiliar situations, both abstract and real world, involving organizing and analyzing information, making conjectures, drawing conclusions and testing their validity.

ASSESSMENT

The learning of students enrolled in this course will ultimately be evaluated by taking the IB external examination. During their two years in preparation for this exam, students' understanding and mastery of the topics will be assessed with quizzes, tests and written tasks. Assessment of student learning in order to assist and assure their success in these evaluations will be a daily process. Homework, review, discussion with peers and/or group work may also be employed in this assessment process. An IB mathematical exploration will be completed this year. This independent work will constitute the internally assessed component for the IB diploma.

REQUIREMENTS

Students may enroll in this course if they have successfully completed IB IB Math HL Analysis and Approaches Yr I. A TI Nspire CX (non CAS version) graphing calculator is required. Depending on the student, homework will consist of approximately 60 minutes per day. Students who enroll in this course are required to take and pay for the examination in May of the examination year.

THE MODERN LANGUAGES DEPARTMENT

The Modern Languages Department offers language acquisition courses designed to provide students with the skills and intercultural understanding that will enable them to communicate successfully in another language. The study of additional languages gives individuals the ability to express their ideas, explore identities, sustain personal development and understand different perspectives through learning about languages and diverse cultures. Advanced language learning offers social, cultural, academic and workplace benefits that will serve students throughout their lives.

In general, ML course goals are to:

- Enable students to communicate successfully in a range of situations in the target language
- Read, understand and discuss a variety of authentic print and digital sources
- Write formally and informally for a variety of purposes and audiences
- Gain a greater understanding, awareness and appreciation for cultural diversity and for the perspectives of people from diverse cultures and world views
- Foster international-mindedness and global engagement through the study of languages, cultures and issues of global significance

In an international school, the range in school experiences and nationalities of the student body brings much diversity in language backgrounds and profiles. The modern language program is designed to be responsive to the individual needs of multilingual students and utilizes placement tests and interviews to determine a student's readiness for a course based on their language level.

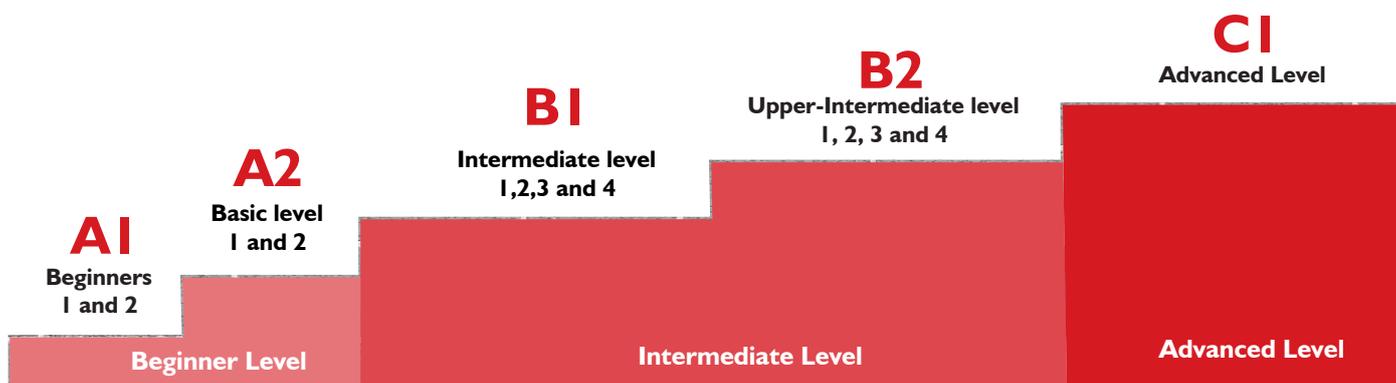
The Common European Framework of Reference for Languages (CEFR) and course offerings:

The CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks and materials across Europe. It describes in a comprehensive way the skills and knowledge needed to communicate and develop effectively. The framework also defines the levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

Below is general information about how the CEFR levels relate to our course offerings:

COURSE	CEFR LEVEL
Level 1	A1 Beginner
Level 2	A1 - A2 Elementary - Pre intermediate
Level 3	A2 - B1 Pre intermediate - Intermediate
Honors	B1 - B2 Intermediate - Upper intermediate
AP Language & Culture	B1 - B2 Intermediate - Upper intermediate
IB Ab Initio Language	A1 - A2 Beginner – Pre intermediate
IB Language B Standard Level	B1 - B2 Intermediate - Upper Intermediate
IB Language B Higher Level	B2 - C1 Upper Intermediate – Pre advanced
IB Language A: Language and Literature SL (for native speakers)	B2 - C1 Pre advanced - Advanced
IB Language A: Language and Literature HL (for native speakers)	B2 - C2 Pre advanced - Expert

CEFR-LEVELS



ML COURSE OFFERINGS

Dutch I	Dutch II	Dutch III	
German I	German II		
French I	French II	French III	French Honors
Spanish I	Spanish II	Spanish III	Spanish Honors
Nederlands I (native)	Nederlands II		

ADVANCED PLACEMENT (AP) LANGUAGES

Students interested in the AP language and culture exams will need a first year of pre-AP level work for which they are expected to enroll in an Honors level course. Students who successfully complete two AP language classes may be eligible for an AP International Diploma (APID) for

AP LANGUAGES

AP Spanish Language & Culture

AP French Language and Culture

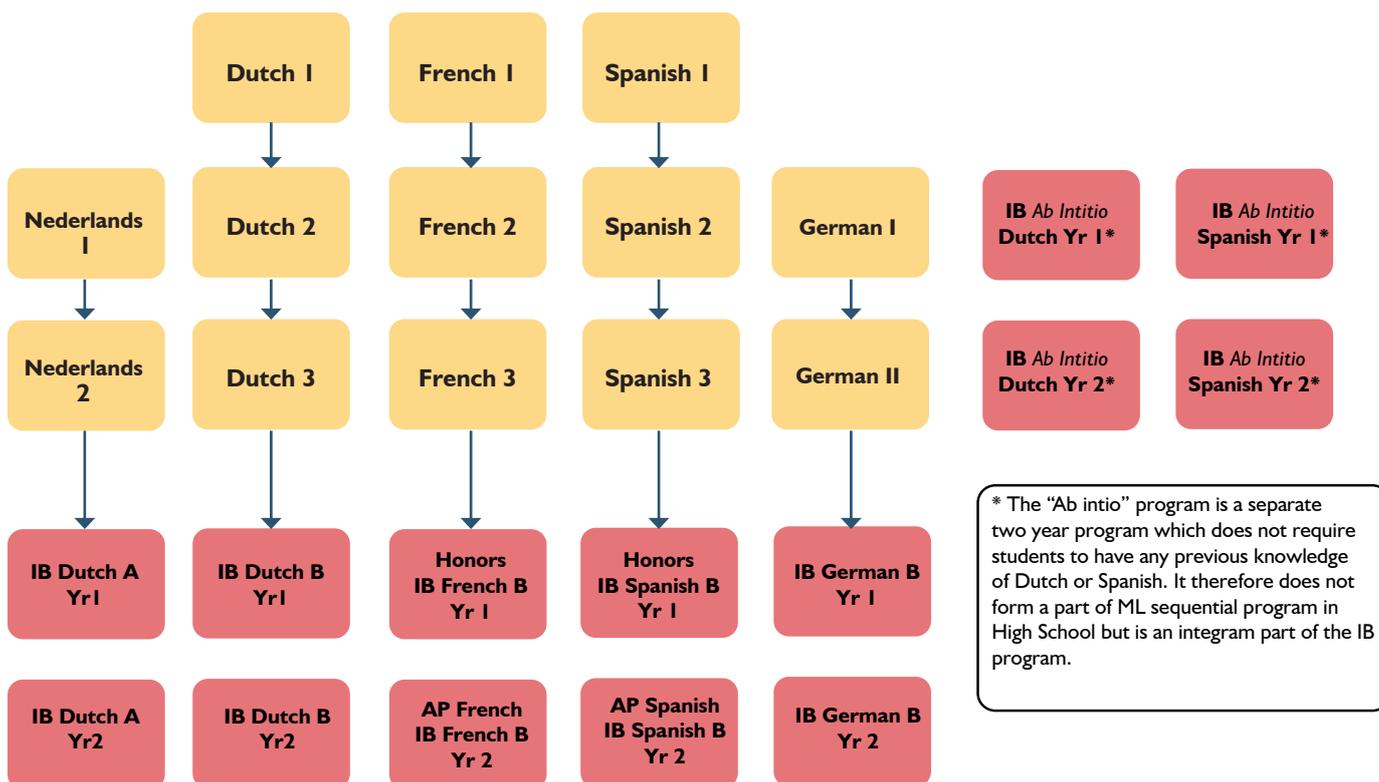
AP German Language & Culture (potentially available as independent study)

INTERNATIONAL BACCALAUREATE (IB) LANGUAGES

IB Dutch Language A Lang. & Literature HL, Yr 1	IB Dutch Language A Lang. & Literature HL, Yr 2
IB Dutch Language A Lang. & Literature SL, Yr 1	IB Dutch Language A Lang. & Literature SL, Yr 2
IB Dutch Language B HL Yr 1	IB Dutch Language B HL, Yr 2
IB Dutch Language B SL, Yr 1	IB Dutch Language B SL, Yr 2
IB Dutch <i>Ab-initio</i> , Yr 1	IB Dutch <i>Ab-initio</i> , Yr 2
IB French Language B HL, Yr 1	IB French Language B HL, Yr 2
IB French Language B SL Yr 1	IB French Language B SL, Yr 2
IB German Language B HL ,Yr 1	IB German Language B HL, Yr 2
IB German Language B SL ,Yr 1	IB German Language B SL, Yr 2
IB Spanish <i>Ab-initio</i> , Yr 1	IB Spanish <i>Ab-initio</i> , Yr 2
IB Spanish Language B HL ,Yr 1	IB Spanish Language B HL, Yr 2
IB Spanish Language B SL,Yr 1	IB Spanish Language B SL, Yr 2
IB School-Supported Self-Taught Language A: Literature SL, Yr1*	IB School-Supported Self-Taught Language A: Literature SL, Yr2*

*If you wish to take this course, please talk to IB/AP coordinator

MODERN LANGUAGE FLOW CHART



* The "Ab initio" program is a separate two year program which does not require students to have any previous knowledge of Dutch or Spanish. It therefore does not form a part of ML sequential program in High School but is an integram part of the IB program.

FL AP SPANISH LANGUAGE & CULTURE **FSPAAP**

COURSE PURPOSE

This course aims to provide students with the opportunity to develop proficiency, fluency and accuracy in the Spanish language. Students will also broaden their knowledge of the various cultures that comprise the Spanish speaking world through the thematic approach of the AP Language and Culture courses. The course allows students to achieve a high level of ability in all language skills and prepare students for the rigorous standards of the AP Spanish Language & Culture Exam. The course is conducted entirely in Spanish, allows students to engage with a wide range of authentic materials and develop across the four skill areas: reading, listening, speaking and writing. This language acquisition course is appropriate for students in the higher intermediate to pre-advanced range as well as Spanish heritage learners.

TOPICS

The AP World Languages and Cultures thematic approach (2019) is based on six themes that provide an intellectually engaging and relevant framework for communicating about real world issues and students' life experiences. The topics are: Personal and Public Identities, Families and Communities, Beauty and Aesthetics, Global Challenges, Science & Technology, and Contemporary Life.

SKILLS

Receptive skills: Students will be able to follow presentations, audio and tv programmes, debates and discussions more comfortably. They will understand main points, follow more complex lines of argument on familiar topics and cope with more unfamiliar situations as well. Students will be able to understand more complex texts, audio and visual sources, differentiate between formal and informal language, recognize different text types, obtain information, ideas and opinions from specialised sources. They will develop more strategies for coping with unfamiliar terms and unknown concepts, and interact with material from genuine sources.

Productive skills: Students will be able to express ideas and support opinions clearly in a variety of situations. Students will be able to give oral presentations and have good command of vocabulary and grammar. Students will be able to write different kinds of clear and detailed texts on a variety of topics. Students will have a good command of a variety of structures of the language and will be exposed to more complex grammatical structures.

ASSESSMENT

Regular assessments include: vocabulary and grammar quizzes, online activities, class discussions and forums, collaborative work, journals, role-plays and other interactive oral tasks. Major assessments include: Class presentations, debates, panel discussions, email correspondence, written reports, research papers, essays and other text types. In addition, students will engage in AP exam practice.

REQUIREMENTS:

Successful completion of Spanish Honors, its equivalent or a placement test and a teacher recommendation.

FL AP FRENCH LANGUAGE & CULTURE **FFR4AP**

COURSE PURPOSE

This course aims to provide students with the opportunity to develop proficiency, fluency and accuracy in the French language. Students will also broaden their knowledge of the various cultures that comprise the French speaking world through the thematic approach of the AP Language and Culture courses. The course allows students to achieve a high level of ability in all language skills and prepare students for the rigorous standards of the AP French Language & Culture Exam. The course is conducted entirely in French, allows students to engage with a wide range of authentic materials and develop across the four skill areas: reading,

listening, speaking and writing. This language acquisition course is appropriate for students in the higher intermediate to pre-advanced range as well as French heritage learners.

TOPICS

The AP World Languages and Cultures thematic approach (2019) is based on six themes that provide an intellectually engaging and relevant framework for communicating about real world issues and students' life experiences. The topics are: Personal and Public Identities, Families and Communities, Beauty and Aesthetics, Global Challenges, Science & Technology, and Contemporary Life.

SKILLS

Receptive skills: Students will be able to follow presentations, audio and tv programmes, debates and discussions more comfortably. They will understand main points, follow more complex lines of argument on familiar topics and cope with more unfamiliar situations as well. Students will be able to understand more complex texts, audio and visual sources, differentiate between formal and informal language, recognise different text types, obtain information, ideas and opinions from specialised sources. They will develop more strategies for coping with unfamiliar terms and unknown concepts, and interact with material from genuine sources.

Productive skills: Students will be able to express ideas and support opinions clearly in a variety of situations. Students will be able to give oral presentations and have good command of vocabulary and grammar. Students will be able to write different kinds of clear and detailed texts on a variety of topics. Students will have a good command of a variety of structures of the language and will be exposed to more complex grammatical structures.

ASSESSMENT

Regular assessments include: vocabulary and grammar quizzes, online activities, class discussions and forums, collaborative work, journals, role-plays and other interactive oral tasks. Major assessments include: presentations, debates, panel discussions, email correspondence, written reports, essays and other text types. In addition, students will engage in AP exam practice.

REQUIREMENTS:

Successful completion of French Honors, its equivalent or a placement test, interview and a teacher recommendation.

FL DUTCH I FDU I

COURSE PURPOSE

Dutch I is an introduction to Dutch and focuses on the four key areas of foreign language study: listening, speaking, reading, and writing. The primary purpose of the course is to begin using the language as quickly as possible. Students in this course will learn Dutch essential vocabulary and grammar. As part of the course, students will be provided opportunities to read, write, listen, and speak Dutch while they work towards becoming more linguistically and culturally literate.

TOPICS

Topics will include meeting and greeting people, shopping and ordering, family and birthdays, the home, directions and traveling, school and community, work and hobbies, as well as Dutch customs and traditions.

SKILLS

Receptive skills: Students will be able to listen and understand a variety of phrases and find information in short texts.

Productive skills: Students will be able to interact in different ways to tell people about themselves and surroundings. Students will be able to write short messages, notes, forms and emails using elementary structures.

ASSESSMENT

Frequent assessments can include tests, quizzes, dictations, written tasks, oral tasks, role-plays, cultural comparisons, journals, portfolios and projects and other performance tasks.

REQUIREMENTS:

No prerequisite

FL DUTCH II FDU2

COURSE PURPOSE

This course is intended for students who have successfully acquired a foundation in the language and are ready to move beyond an elementary to pre intermediate level. The main focus of the course is on language acquisition and the study of Dutch culture. Students will develop the four primary language skills: listening, speaking, reading and writing.

TOPICS

Topics explored in this course will include: the local community, social relationships, outdoor activities, identity and feelings, information and media, Dutch history, customs and traditions.

SKILLS

Receptive skills: Students will be able to listen and understand many expressions and words that are familiar, and can get main points and specific information in a variety of messages and texts.

Productive skills: Students will be able to communicate routine tasks requiring clear and direct exchanges of information on familiar topics and activities, ask and answer questions about themselves, family and surroundings. Students will be able to write more detailed texts such as messages, letters and emails about everyday matters and needs. Students will be able to describe past events and build on their knowledge of elementary structures of the language.

ASSESSMENT

Frequent assessments include tests, quizzes, written tasks, reading comprehension assignments, oral presentations, role-plays, cultural comparisons, portfolios and projects.

REQUIREMENTS

Successful completion of Dutch I, its equivalent or a placement test and a teacher recommendation.

FL DUTCH III FDU3

COURSE PURPOSE

Dutch 3 is designed for students who are ready to move on to an intermediate level of study. The main focus of the course is on gaining accuracy, fluency and expanding cultural understanding. Students will be challenged to further develop the four primary language skills: listening, speaking, reading and writing through the study of themes, texts and a range of authentic materials. Students will develop strategies for coping with unfamiliar situations and texts and negotiate meaning more effectively. Students will also expand their knowledge of different cultures and world views, develop their intercultural understanding and an appreciation for the cultures where Dutch is spoken. The course is also aimed at preparing students for IB Dutch B (SL/HL), a challenging and academic program.

THEMES

The course themes are: Friendship, Customs, Communication, Music, Humor, Working together and society.

SKILLS

Receptive skills: Students will be able to understand main points on familiar matters and cope with more unfamiliar situations as well. Students will be able to understand more complex texts, audio and visual sources, differentiate between formal and informal language, recognise different text types and will develop more strategies for coping with unfamiliar terms and unknown concepts, especially when interacting with material from genuine sources.

Productive skills: Students will be able to deal with most familiar situations related to family, school, work, everyday routines and social life and cope with unfamiliar situations as well. Students will be able to express ideas and support opinions. Students will be able to write clear and detailed texts on topics that are familiar, describing experiences, feelings and impressions. Students will have sufficient command of a variety of structures of the language and will be exposed to more complex grammatical structures.

ASSESSMENT

Frequent assessments include tests, quizzes, written tasks, reading comprehension assignments, oral presentations, role-plays, cultural comparisons, portfolios and projects.

REQUIREMENTS

Successful completion of Dutch II, its equivalent or a placement test and a teacher recommendation.

FL GERMAN I FGE I

COURSE PURPOSE

German I is an introduction to German and focuses on the four key areas of foreign language study: listening, speaking, reading, and writing. The primary purpose of the course is to begin using the language as quickly as possible. Students in this course will learn essential vocabulary and grammar. As part of the course, students will be provided opportunities to read, write, listen, and speak German while they work towards becoming more linguistically and culturally knowledgeable.

TOPICS

Topics will include meeting and greeting people, shopping and ordering, family and birthdays, the home, directions and traveling, school, work and hobbies, as well as German customs and traditions.

SKILLS

Receptive skills: Students will be able to listen and understand a variety of phrases and find information in short texts.

Productive skills: Students will be able to interact in different ways to tell people about themselves and surroundings. Students will be able to write short messages, notes, forms and emails using elementary structures.

ASSESSMENT

Frequent assessments include tests, quizzes, dictations, written tasks, oral tasks, role-plays, cultural comparisons, journals, portfolios and projects and other performance tasks

REQUIREMENTS

No prerequisites

FL GERMAN II FGE2

COURSE PURPOSE

This course is intended for students who have successfully acquired a foundation in the language and are

ready to move beyond an elementary to pre intermediate level. The main focus of the course is on language acquisition and the study of German culture. Students will develop the four primary language skills: listening, speaking, reading and writing.

TOPICS

Topics explored in this course will include: the local community, social relationships, outdoor activities, identity and feelings, information and media, German history, customs and traditions.

SKILLS

Receptive skills: Students will be able to listen and understand many expressions and words that are familiar, can get main points and specific information in a variety of messages and texts.

Productive skills: Students will be able to communicate routine tasks requiring clear and direct exchanges of information on familiar topics and activities, ask and answer questions about themselves, family and surroundings. Students will be able to write more detailed texts such as messages, letters and emails about everyday matters and needs. Students will be able to describe past events and build on their knowledge of elementary structures of the language.

ASSESSMENT

Frequent assessments include tests, quizzes, written tasks, reading comprehension assignments, oral presentations, role-plays, cultural comparisons, portfolios and projects.

REQUIREMENTS

Successful completion of German I, its equivalent or a placement test, interview and a teacher recommendation.

FL FRENCH I FFRI

COURSE PURPOSE

French I is an introduction to French and focuses on the four key areas of foreign language study: listening, speaking, reading, and writing. The primary purpose of the course is to begin using the language as quickly as possible. Students in this course will learn essential vocabulary and grammar. As part of the course, students will be provided opportunities to read, write, listen, and speak French while they work towards becoming more linguistically and culturally knowledgeable.

TOPICS

Topics will include meeting and greeting people, shopping and ordering, family and birthdays, the home, directions and traveling, school, work and hobbies, as well as French cultures and traditions.

SKILLS

Receptive skills: Students will be able to listen and understand a variety of phrases and find information in short texts. Productive skills: Students will be able to interact in different ways to tell people about themselves and surroundings. Students will be able to write short messages, notes, forms and emails using elementary structures.

ASSESSMENT

Frequent assessments include tests, quizzes, dictations, written tasks, oral tasks, role-plays, cultural comparisons, journals, portfolios and projects and other performance tasks.

REQUIREMENTS

No prerequisites

FL FRENCH II FFR2

COURSE PURPOSE

This course is intended for students who have successfully acquired a foundation in the language and are ready to move beyond an elementary to pre intermediate level. The main focus of the course is on language acquisition and the study of French cultures. Students will develop the four primary language skills: listening, speaking, reading and writing.

TOPICS

Topics explored in this course will include: Social relationships, Sports and leisure, Customs and traditions, Communication and media and other topics based on student interests.

SKILLS

Receptive skills: Students will be able to listen and understand many expressions and words that are familiar, and can get main points and specific information in a variety of messages and texts.

Productive skills: Students will be able to communicate routine tasks requiring clear and direct exchanges of information on familiar topics and activities, ask and answer questions about themselves, family and surroundings. Students will be able to write more detailed texts such as messages, letters and emails about everyday matters and needs. Students will be able to describe past events and build on their knowledge of elementary structures of the language.

ASSESSMENT

Frequent assessments include tests, quizzes, written tasks, reading comprehension assignments, oral presentations, role-plays, cultural comparisons, portfolios and projects.

REQUIREMENTS

Successful completion of French I, its equivalent or a placement test and teacher recommendation.

FL FRENCH III FFR3

COURSE PURPOSE

French 3 is designed for students who are ready to move on to an intermediate level of study. The main focus of the course is on gaining accuracy, fluency and expanding cultural understanding. Students will be challenged to further develop the four primary language skills: listening, speaking, reading and writing through the study of themes, texts and a range of authentic materials. Students will develop strategies for coping with unfamiliar situations and texts and negotiate meaning more effectively. Students will also expand their knowledge of different cultures and world views, develop their intercultural understanding and an appreciation for the cultures where French is spoken. This course also aims to prepare students for the rigorous standards of the IB Language B Standard and Higher-Level programs.

TOPICS

Topics explored in this course will include: Identity, Tradition, Information, Wellness and Solidarity.

SKILLS

Receptive skills: Students will be able to understand main points on familiar matters and cope with more unfamiliar situations as well. Students will be able to understand more complex texts, audio and visual sources, differentiate between formal and informal language, recognise different text types and will develop more strategies for coping with unfamiliar terms and unknown concepts, especially when interacting with material from genuine sources.

Productive skills: Students will be able to deal with most familiar situations related to family, school, work,

everyday routines and social life and cope with unfamiliar situations as well. Students will be able to express ideas and support opinions. Students will be able to write clear and detailed texts on topics that are familiar, describing experiences, feelings and impressions. Students will have sufficient command of a variety of structures of the language and will be exposed to more complex grammatical structures.

ASSESSMENT

Frequent assessments include tests, quizzes, written tasks, reading comprehension assignments, oral presentations, role-plays, cultural comparisons, portfolios and projects.

REQUIREMENTS

Successful completion of French II, its equivalent or a placement test and a teacher recommendation.

FL FRENCH HONORS FFRH

COURSE PURPOSE

This course aims to provide students with the opportunity to continue developing proficiency and integrate their language skills, using authentic materials and sources. The fundamental objective of the French Honors course is to allow students to achieve a high level of ability in all language skills and prepare students for the rigorous standards of AP French Language & Culture or IB French Language B Higher Level program. This course is the first of a two-year AP preparation course and the fourth-year sequence of the language level courses offered at the high school level. It is conducted entirely in French, offering students opportunities to demonstrate their proficiency across all skill areas. Students will broaden their knowledge of the various cultures that comprise the French speaking world through a thematic approach.

TOPICS

The following themes will provide a framework for communicating about real world issues and student's life experiences: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics.

SKILLS

Receptive skills: Students will be able to follow presentations, audio and tv programmes, debates and discussions comfortably. They will understand main points, follow more complex lines of argument on familiar topics and cope with more unfamiliar situations as well. Students will be able to understand more complex texts, audio and visual sources, differentiate between formal and informal language, recognise different text types, obtain information, ideas and opinions from specialised sources. They will develop more strategies for coping with unfamiliar terms and unknown concepts, and interact with material from genuine sources

Productive skills: Students will be able to express ideas and support opinions clearly in a variety of situations. Students will be able to give a presentation on a topic of choice with advance preparation and have good command of vocabulary and grammar. Students will be able to write different kinds of clear and detailed texts on a variety of topics. Students will have a good command of a variety of structures of the language and will be exposed to more complex grammatical structures.

ASSESSMENT

Regular assessments include: vocabulary and grammar quizzes, online activities, class discussions and forums, collaborative work, blogs, journals and other formats. Major assessments include: Class debates, panel discussions, formal correspondence, written reports, research papers, essays and other text types.

REQUIREMENTS

Successful completion of French III, its equivalent or a placement test and teacher recommendation.

FL IB DUTCH A LANGUAGE & LITERATURE HL YEAR I **FDLLIBH I**

COURSE PURPOSE

This course is a two-year program that encourages the investigation of the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. In this course, students study a wide variety of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Distinction between SL and HL: Apart from reading 4 (SL) and 6 (HL) literary works, the model for Language A is the same but there are some quantitative and qualitative differences. In paper I, both SL and HL students are presented with two non-literary texts from different text types, accompanied by a guiding question. SL students are required to write a guided analysis of one of these texts whereas HL students write an analysis of both. Furthermore, HL students will have another assessment component, The HL essay, 1200-1500 words whereby students explore a line of inquiry in relation to a text (literary or non-literary). The outcome of this exploration should demonstrate a deeper understanding of the nature of linguistic or literary study.

TOPICS

This course focuses on areas of exploration: Intertextuality or connecting of texts, Time and Space and Readers, Writers and Texts. It aims to introduce students to the skills and approaches required to closely examine texts as well as to introduce metacognitive awareness of the nature of the discipline.

SKILLS

Students will use and develop the following linguistic skills at all levels in the three studies in language and literature courses. Receptive skills: Students will understand and evaluate a wide range of works, attending to textual detail, applying knowledge of textual conventions and making informed interpretations, analyses, comparisons and evaluations. They will consider arguments, distinguishing the main points from relevant supporting details and explanations. They will use a variety of strategies to deduce meaning and move beyond the literal level to broader implications.

Productive skills: Students will present and develop their ideas and opinions on a variety of topics, orally and in writing. They will construct and support complex arguments with explanations and examples. They will experiment with form by carrying out, as part of their class activities, transformative and re-creative activities either in writing or as performance. They will speak and write at length and with purpose in order to meet a wide range of communicative needs; describing, narrating, comparing, explaining, persuading and evaluating.

Interactive skills: Students will begin, maintain and close oral exchanges, displaying the ability to adjust style or emphasis; using a variety of strategies to maintain the flow of discussions; attending to diverse perspectives and opinions. They will take into account audience and purpose employing appropriate language, tone of voice, body language and gesture. They will also be able to interact with texts and maintain written conversation in various registers and on various platforms.

ASSESSMENT

Paper 1

Students are required to write two (SL one) guided analyses of previously unseen non-literary passages, from two different text types.

Paper 2

Students are required to write a comparative analysis and evaluation of two of the works studied in terms of the demands of a given question.

Internal Assessment

Students are required to give an oral commentary in order to examine the ways in which a global issue is presented through two of the works (HL, 6 SL, 4 works) studied during the course. This oral component which will be recorded.

Essay (HL)

Students are required to analyze and evaluate one non-literary text or a collection of non-literary texts by one same author, or a literary work studied during the course. (HL only)

REQUIREMENTS

Successful completion of Nederlands II, its equivalent or a placement test and teacher recommendation.

FL IB DUTCH A LANGUAGE & LITERATURE HL YR2 FDLLIBH2

COURSE PURPOSE

see description above (Dutch A Lang Lit HL/SL Yr I)

REQUIREMENTS

Successful completion of Dutch IB Language & Literature HL Year I

FL IB DUTCH A LANGUAGE & LITERATURE SL YR1 FDLLIBS1

See description above: (Dutch Lang Lit year I HL/SL Yr I)

REQUIREMENTS

Successful completion of Nederlands II, its equivalent, or a placement test teacher recommendation and interview.

FL IB DUTCH A LANGUAGE & LITERATURE SL YR2 FDLLIBS2

See above (Dutch Lang Lit HL/SL Yr I)

REQUIREMENTS

Successful completion of Dutch IB Language & Literature SL Year I.

FL IB DUTCH LANGUAGE B HL YR1 FDUBIBH1

COURSE PURPOSE

Dutch Language B is a language acquisition course designed for students who have reached an intermediate skill level in the target language. In the Language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. In doing so, they also develop conceptual understandings of how language works, in order to construct, analyse and evaluate

arguments on a variety of topics relating to course content and the target language culture(s). The study of literary works originally written in the target language is required at Language B HL. There is a common syllabus for SL and HL (with literature as an additional component of the HL course), the distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

COURSE TOPICS

The core themes of the course are: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the planet. These prescribed topics provide relevant contexts for study at all levels of language acquisition in the Diploma Program, and opportunities for students to communicate about matters of personal, local, national, and global interest. In addition, at a higher level, the course includes reading several works of literature including short stories, poetry, plays and selected novels.

SKILLS

Receptive skills: Students will understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they will understand fundamental elements of literary texts such as theme, plot and character. They will analyse arguments, distinguishing main points from relevant supporting details and explanations. They will use a variety of strategies to deduce meaning.

Productive skills: Students will present and develop their ideas and opinions on a variety of topics, both orally and in writing. They will construct and support arguments with explanations and examples. They will speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.

Interactive skills: Students will initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis. They will use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture(s) of the target language. Students will be adept in negotiating meaning and fostering communication.

ASSESSMENT

Frequent assessments include quizzes, class discussions, collaborative work, journals and various written communication formats. Other performance tasks can include discussions, creative writing, formal written reports, research papers, essays and other text types. Students will complete the internal assessment oral exam and external examinations in May of their second year in the program.

REQUIREMENTS

Successful completion of IB Dutch Language B HL Year I.

FL IB DUTCH LANGUAGE B HL YR2 FDUBIBH2

See description for IB Dutch Language B HL YI

REQUIREMENTS

Successful completion of IB Dutch Language B HL Year I, or placement test, interview and teacher recommendation.

FL IB DUTCH LANGUAGE B SL YRI FDUBIBSI

COURSE PURPOSE

Dutch Language B is a language acquisition course designed for students who have previous experience in the target language. In the Language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. At both levels of language B (SL

and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. In doing so, they also develop conceptual understandings of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s). There is a common syllabus at SL and HL (with literature as an additional component of the HL course), the distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

TOPICS

The core themes of the course are: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the planet. These prescribed topics provide relevant contexts for study at all levels of language acquisition in the Diploma Program, and opportunities for students to communicate about matters of personal, local, national, and global interest.

SKILLS

Receptive skills: Students will be able to understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They will understand descriptions of events, feelings and wishes; they will understand comparisons and recognize a straightforward, linear argument. They will use context to deduce the meaning of sentences and unknown words and phrases.

Productive skills: Students will write texts for a variety of purposes and make oral presentations on topics of interest. They will write descriptive texts and personal correspondence; they will make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics

Interactive skills: Students will initiate and maintain the flow of conversations and discussions. They will express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students will use a variety of strategies to negotiate meaning and foster communication.

ASSESSMENT

Frequent assessments include quizzes, class discussions, collaborative work, journals and various written communication formats. Other performance tasks can include discussions, creative writing, formal written reports, research papers, essays and other text types. Students will complete the internal assessment oral exam and external examinations in May of their second year in the program.

REQUIREMENTS

Successful completion of Dutch 3 or equivalent or a placement test, interview and a teacher recommendation.

FL IB DUTCH LANGUAGE B SL YR2 FDUBIBS2

See description for IB Dutch Language B SL Y1.

REQUIREMENTS

Successful completion of IB Dutch Language B SL Y1

FL IB FRENCH LANGUAGE B HL YR1 FFRBIBH1

COURSE PURPOSE

French Language B is a language acquisition course designed for students who have previous experience

in the target language. In the Language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. In doing so, they also develop conceptual understandings of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s). There is a common syllabus at SL and HL (with literature as an additional component of the HL course), the distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

TOPICS

The core themes of the course are: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the planet. These prescribed topics provide relevant contexts for study at all levels of language acquisition in the Diploma Program, and opportunities for students to communicate about matters of personal, local, national, and global interest.

SKILLS

Receptive skills: Students will be able to understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They will understand descriptions of events, feelings and wishes; they will understand comparisons and recognize a straightforward, linear argument. They will use context to deduce the meaning of sentences and unknown words and phrases.

Productive skills: Students will write texts for a variety of purposes and make oral presentations on topics of interest. They will write descriptive texts and personal correspondence; they will make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

Interactive skills: Students will initiate and maintain the flow of conversations and discussions. They will express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students will use a variety of strategies to negotiate meaning and foster communication.

ASSESSMENT

Frequent assessments include quizzes, class discussions, collaborative work, journals and various written communication formats. Other performance tasks can include discussions, creative writing, formal written reports, research papers, essays and other text types. Students will complete the internal assessment oral exam and external examinations in May of their second year in the program.

REQUIREMENTS

Successful completion of French 3, or French Honors or equivalent or a placement test, interview and a teacher recommendation.

FL IB FRENCH LANGUAGE B HL YR2 FFRBIBH2

COURSE PURPOSE

See description for IB Language B HL Y1

REQUIREMENTS

Successful completion of IB Language B HL Y1

FL IB FRENCH LANGUAGE B SL YR1 **FFRBIBS1**

COURSE PURPOSE

French Language B is a language acquisition course designed for students who have previous experience in the target language. In the Language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. In doing so, they also develop conceptual understandings of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s). There is a common syllabus at SL and HL (with literature as an additional component of the HL course), the distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

TOPICS

The core themes of the course are: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the planet. These prescribed topics provide relevant contexts for study at all levels of language acquisition in the Diploma Program, and opportunities for students to communicate about matters of personal, local, national, and global interest.

SKILLS

Receptive skills: Students will be able to understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They will understand descriptions of events, feelings and wishes; they will understand comparisons and recognize a straightforward, linear argument. They will use context to deduce the meaning of sentences and unknown words and phrases.

Productive skills: Students will write texts for a variety of purposes and make oral presentations on topics of interest. They will write descriptive texts and personal correspondence; they will make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

Interactive skills: Students will initiate and maintain the flow of conversations and discussions. They will express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students will use a variety of strategies to negotiate meaning and foster communication.

ASSESSMENT

Frequent assessments include quizzes, class discussions, collaborative work, journals and various written communication formats. Other performance tasks can include discussions, creative writing, formal written reports, research papers, essays and other text types. Students will complete the internal assessment oral exam and external examinations in May of their second year in the program.

REQUIREMENTS

Successful completion of French 3, its equivalent or a placement test, interview and teacher recommendation.

FL IB FRENCH LANGUAGE B SL YR2 **FFRBIBS2**

COURSE PURPOSE

See description for IB French Language B SL Y1

REQUIREMENTS

Successful completion of IB French Language B SL Y1

FL IB DUTCH LANGUAGE AB INITIO SL YRI FDABIBS I**COURSE PURPOSE**

Dutch *ab initio* is a language acquisition course designed for students with no previous experience in or very little exposure to the target language. Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes and texts. At the same time, students develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.

TOPICS

There are five prescribed themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the planet. These prescribed topics provide relevant contexts for study at all levels of language acquisition in the Diploma Program, and opportunities for students to communicate about matters of personal, local, national, and global interest. The language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

SKILLS

Receptive: Students will understand, both orally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They will understand simple authentic and adapted written and audio texts and related questions in the target language.

Productive: Students will express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They will communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.

Interactive: Students will understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They will engage in simple conversations. They will use strategies to negotiate meaning and foster communication.

ASSESSMENT

The teacher will use a variety of assessment tools, such as: quizzes, tests, and portfolios, in class participation

REQUIREMENTS

No prerequisite for this course.

FL IB DUTCH LANGUAGE AB INITIO SL YR2 FDABIBS2

See description for IB Dutch Ab Initio SL Y1

REQUIREMENTS

Successful completion of Dutch Language Ab Initio SL Year 1.

FL IB GERMAN LANGUAGE B HL YRI FGEBIBH I**COURSE PURPOSE**

German Language B is a language acquisition course designed for students who have previous experience in the target language. In the Language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. At both levels of language B (SL

and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. In doing so, they also develop conceptual understandings of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s). There is a common syllabus at SL and HL (with literature as an additional component of the HL course), the distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

TOPICS

The core themes of the course are: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the planet. These prescribed topics provide relevant contexts for study at all levels of language acquisition in the Diploma Program, and opportunities for students to communicate about matters of personal, local, national, and global interest.

SKILLS

Receptive skills: Students will be able to understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They will understand descriptions of events, feelings and wishes; they will understand comparisons and recognize a straightforward, linear argument. They will use context to deduce the meaning of sentences and unknown words and phrases.

Productive skills: Students will write texts for a variety of purposes and make oral presentations on topics of interest. They will write descriptive texts and personal correspondence; they will make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

Interactive skills: Students will initiate and maintain the flow of conversations and discussions. They will express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students will use a variety of strategies to negotiate meaning and foster communication.

ASSESSMENT

Frequent assessments include quizzes, class discussions, collaborative work, journals and various written communication formats. Other performance tasks can include discussions, creative writing, formal written reports, research papers, essays and other text types. Students will complete the internal assessment oral exam and external examinations in May of their second year in the program.

REQUIREMENTS

Previous experience in the language, a placement test and a teacher recommendation.

FL IB GERMAN LANGUAGE B HL YR2 FGEIBH2

See descriptions for IB German Language B HL Y1

REQUIREMENTS

Successful completion of IB German Language B HL Year 1.

FL IB GERMAN LANG B SL YR1 FGEIBS1

See IB German Lang B HL Yr1

REQUIREMENTS

Successful completion of German 3 or equivalent, placement test, interview and teacher recommendation.

FL IB GERMAN LANG B SL YR2 FGEBIBS2

See IB German Lang B HL Yr2

REQUIREMENTS

Successful completion of IB German B SL Y1.

FL IB SPANISH LANGUAGE AB INITIO SL YR1 FSPABIBSI**COURSE PURPOSE**

Spanish *ab initio* is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes and texts. At the same time, students develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.

TOPICS

There are five prescribed themes: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the planet. These prescribed topics provide relevant contexts for study at all levels of language acquisition in the Diploma Program, and opportunities for students to communicate about matters of personal, local, national, and global interest. The language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

SKILLS

Receptive: Students will understand, both orally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They will understand simple authentic and adapted written and audio texts and related questions in the target language.

Productive: Students will express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They will communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.

Interactive: Students will understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They will engage in simple conversations. They will use strategies to negotiate meaning and foster communication.

ASSESSMENT

The teacher will use a variety of assessment tools, such as: quizzes, tests, and worksheets, portfolios, in class participation, and oral presentations.

REQUIREMENTS

No prerequisite for this course. Please note that this SL class may not be taken as an anticipated subject per IB rules.

FL IB SPANISH LANGUAGE AB INITIO SL YR2 FSPABIBS2

See description for IB Spanish Language Ab Initio SL Y1.

REQUIREMENTS

Successful completion of IB Spanish Ab Initio Language SL Y1

FL IB SPANISH LANGUAGE B HL YR1 FSPBIBH1

COURSE PURPOSE

Spanish Language B is a language acquisition course designed for students who have reached an intermediate skill level in the target language. In the Language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. At both levels of Language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. In doing so, they also develop conceptual understandings of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s). The study of literary works originally written in the target language is required at Language B HL. There is a common syllabus at SL and HL (with literature as an additional component of the HL course), the distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

TOPICS

The core themes of the course are: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the planet. These prescribed topics provide relevant contexts for study at all levels of language acquisition in the Diploma Program, and opportunities for students to communicate about matters of personal, local, national, and global interest. In addition, at a higher level, the course includes reading several works of literature including short stories, poetry, plays and selected novels.

SKILLS

Receptive skills: Students will understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they will understand fundamental elements of literary texts such as theme, plot and character. They will analyse arguments, distinguishing main points from relevant supporting details and explanations. They will use a variety of strategies to deduce meaning.

Productive skills: Students will present and develop their ideas and opinions on a variety of topics, both orally and in writing. They will construct and support arguments with explanations and examples. They will speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.

Interactive skills: Students will initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis. They will use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture(s) of the target language. Students will be adept in negotiating meaning and fostering communication.

ASSESSMENT

Frequent assessments include quizzes, class discussions, collaborative work, journals and various written communication formats. Other performance tasks can include class debates, panel discussions, creative writing, formal written reports, essays and other text types. Students will complete the internal assessment oral exam and external examinations in May of their second year in the program.

REQUIREMENTS

Successful completion of Spanish 3 or Spanish Honors or its equivalent or a placement test, interview and teacher recommendation.

FL IB SPANISH LANGUAGE B HL YR2 FSPBIBH2

See description for FL IB Spanish Language B HL Y1

REQUIREMENTS

Successful completion of IB Spanish Language B HL Year 1 or its equivalent or a placement test, interview and teacher recommendation.

FL IB SPANISH LANGUAGE B SL YR1 FSPBIBS1**COURSE PURPOSE**

Spanish Language B is a language acquisition course designed for students who have previous experience in the target language. In the Language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. In doing so, they also develop conceptual understandings of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s). There is a common syllabus at SL and HL (with literature as an additional component of the HL course), the distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills described below.

TOPICS

The core themes of the course are: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the planet. These prescribed topics provide relevant contexts for study at all levels of language acquisition in the Diploma Program, and opportunities for students to communicate about matters of personal, local, national, and global interest.

SKILLS

Receptive skills: Students will be able to understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest. They will understand descriptions of events, feelings and wishes; they will understand comparisons and recognize a straightforward, linear argument. They will use context to deduce the meaning of sentences and unknown words and phrases

Productive skills: Students will write texts for a variety of purposes and make oral presentations on topics of interest. They will write descriptive texts and personal correspondence; they will make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics.

Interactive skills: Students will initiate and maintain the flow of conversations and discussions. They will express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students will use a variety of strategies to negotiate meaning and foster communication.

ASSESSMENT

Frequent assessments include quizzes, class discussions, collaborative work, journals and various written communication formats. Other performance tasks can include class debates, panel discussions, formal written reports, essays and other text types. Students will complete the internal assessment oral exam and external examinations in May of their second year in the program.

REQUIREMENTS

Successful completion of Spanish 3 or its equivalent or a placement test, interview and teacher recommendation.

FL IB SPANISH LANGUAGE B SL YR2 FSPBIBS2

See FL IB Spanish Language B HL Y1

REQUIREMENTS

Successful completion of IB Spanish Language B SL Year 1 or its equivalent or a placement test, interview and teacher recommendation.

FL NEDERLANDS I FDN1

COURSE PURPOSE

This course is designed for native speakers of Dutch and will focus on developing both receptive and productive skills. Students will work on improving their skills in the four areas: speaking, writing, listening, and reading. There will be a strong focus on critically examining, interpreting, and analyzing texts from a wide variety of sources and on writing for academic purposes. Students will also continue to reinforce and develop their spelling and grammar skills. This course is the first in a two-year sequence aimed at providing a foundation for students who would like to enter the IB Dutch A: Language and Literature program in 11th grade.

TOPICS

A variety of stimulating and interesting topics will be introduced based on the textbook, “Op Niveau” that is being used in the course. There will be a good deal of concentration on current events through watching the news (Jeugdjournaal) and a site called “Nieuwsbegrip” to stimulate interest in the world around us. If possible field trips will be scheduled to events highlighting Dutch culture and/or tradition(s). Several (young adult) novels will be read in class and connections will be made with the world around us.

SKILLS

Receptive skills: Students will understand and start to evaluate a work of literature, begin attending to textual detail and conventions to make informed interpretations, comparisons and evaluations while being exposed to a variety of text types.

Productive skills: Students will present and develop their ideas and opinions on a variety of topics, orally and in writing. They will begin to construct and support complex arguments with explanations and examples. They will experiment with creative writing and performance. They will speak and write at length and with purpose in order to meet a wide range of communicative needs; describing, narrating, comparing, explaining, persuading and evaluating. There will be emphasis on writing, especially because students focus on writing in English in all other subjects which often results in the use of anglicisms in their written and oral expression.

Interactive skills: Students will begin, maintain and close oral exchanges; using a variety of strategies to maintain the flow of discussions; attending to diverse perspectives and opinions. They will employ appropriate language, tone of voice, body language and gesture. They will also be able to interact with texts and maintain written conversation in various registers and on various platforms.

ASSESSMENT

Students will be assessed in a variety of ways and methods including, but not limited to, tests, quizzes, written essays and oral assignments, portfolio work, class participation, and homework which mostly consists of reading assignments.

REQUIREMENTS

Dutch native speaker with a good command of the language, placement test and teacher recommendation.

FL NEDERLANDS II FDN2

COURSE PURPOSE

This course is designed for native speakers of Dutch and will focus on the continued development of both receptive and productive skills. Students will work on improving their skills in the four areas: speaking, writing, listening, and reading. There will be a strong focus on critically examining, interpreting, and analyzing texts from

a wide variety of sources and on writing for academic purposes. Students will also continue to reinforce and develop their spelling and grammar skills. This course is the second in a two-year sequence aimed at providing a foundation for students who would like to enter the IB Dutch A: Language and Literature program in 11th grade. Special attention will be paid to building literary terminology and (literary) analysis.

TOPICS

A variety of stimulating and interesting topics will be introduced based on the textbook, “Op Niveau” that is being used in the course. There will be a good deal of concentration on current events through watching the news (Jeugdjournaal) and a site called “Nieuwsbegrip” to stimulate interest in the world around us. If possible field trips will be scheduled to events highlighting Dutch culture and/or tradition(s). Several (young adult) novels will be read in class and connections will be made with the world around us.

SKILLS

Receptive skills: Students will understand and evaluate several works of literature, begin attending to textual detail and conventions to make informed interpretations, comparisons and evaluations. They will consider arguments and distinguish the main points from supporting details. They will use a variety of strategies to deduce meaning and move beyond the literal level to broader implications. This in preparation for a possible course the following year: Language and Literature.

Productive skills: Students will present and develop their ideas and opinions on a variety of topics, orally and in writing. They will construct and support complex arguments with explanations and examples. They will experiment with creative writing and performance. They will speak and write at length and with purpose in order to meet a wide range of communicative needs; describing, narrating, comparing, explaining, persuading and evaluating.

There will be emphasis on writing, especially because students focus on writing in English in all other subjects which often results in the use of anglicisms in their written and oral expression.

Interactive skills: Students will begin, maintain and close oral exchanges; using a variety of strategies to maintain the flow of discussions; attending to diverse perspectives and opinions. They will employ appropriate language, tone of voice, body language and gesture. They will also be able to interact with texts and maintain written conversation in various registers and on various platforms.

ASSESSMENT

Students will be assessed in a variety of ways and methods including, but not limited to, tests, quizzes, written essays and oral assignments, portfolio work, class participation, and homework which mostly consists of reading assignments.

REQUIREMENTS

Successful completion of Nederlands I, its equivalent, or placement test and teacher recommendation.

FL SPANISH I FSP I

COURSE PURPOSE

Spanish I is an introduction to Spanish and focuses on the four key areas of foreign language study: listening, speaking, reading, and writing. The primary purpose of the course is to begin using the language as quickly as possible. Students in this course will learn Spanish essential vocabulary and grammar. As part of the course, students will be provided opportunities to read, write, listen, and speak Spanish while they work towards becoming more linguistically and culturally knowledgeable.

TOPICS

Topics for this course will include: hobbies and free time, describing oneself and others, (days, months numbers

and dates), school life, meals and food, family, shopping, getting around town, describing a house, planning a party, sports, health and parts of the body, daily routine, vacation plans, restaurant and leisure activities.

SKILLS

Receptive skills: Students will be able to listen and understand a variety of phrases and find information in short texts.

Productive skills: Students will be able to interact in different ways to tell people about themselves and surroundings. Students will be able to write short messages, notes, forms and emails using elementary structures.

ASSESSMENT

Frequent assessments include tests, quizzes, dictations, written tasks, oral tasks, role-plays, cultural comparisons, journals, portfolios and projects and other performance tasks.

REQUIREMENTS

No prerequisite

FL SPANISH II FSP2

COURSE PURPOSE

This course is intended for students who have successfully acquired a foundation in the language and are ready to move beyond an elementary to pre intermediate level. The main focus of the course is on language acquisition and the study of Spanish cultures. Students will develop the four primary language skills: listening, speaking, reading and writing.

TOPICS

Topics explored in this course will include: Daily life, sports and healthy lifestyles, travel and leisure, families and relationships, the environment and conservation.

SKILLS

Receptive skills: Students will be able to listen and understand many expressions and words that are familiar, can get main points and specific information in a variety of messages and texts

Productive skills: Students will be able to communicate routine tasks requiring clear and direct exchanges of information on familiar topics and activities, ask and answer questions about themselves, family and surroundings. Students will be able to write more detailed texts such as messages, letters and emails about everyday matters and needs. Students will be able to describe past events and build on their knowledge of elementary structures of the language.

ASSESSMENT

Frequent assessments include tests, quizzes, written tasks, reading comprehension assignments, oral presentations, role-plays, cultural comparisons, portfolios and projects.

REQUIREMENTS

Successful completion of Spanish I, its equivalent or a placement test, interview and teacher recommendation.

FL SPANISH III FSP3

COURSE PURPOSE

Spanish 3 is designed for students who are ready to move on to an intermediate level of study. The main focus of the course is on gaining accuracy, fluency and expanding cultural understanding. Students will be challenged to further develop the four primary language skills: listening, speaking, reading and writing through the study of themes, texts and a range of authentic materials. Students will develop strategies for coping with unfamiliar situations and texts and negotiate meaning more effectively. Students will also

expand their knowledge of different cultures and world views, develop intercultural understanding and an appreciation for the cultures where Spanish is spoken. The course is also aimed at preparing students for IB Spanish B (SL/HL), or AP/Honors Spanish, both challenging and academic programs.

THEMES

The course themes are: Identities, Experiences, Wellbeing, Information and Solidarity.

SKILLS

Receptive skills: Students will be able to understand main points on familiar matters and cope with more unfamiliar situations as well. Students will be able to understand texts, audio and visual sources, differentiate between formal and informal language, recognise different text types and will develop more strategies for coping with unfamiliar terms and unknown concepts, especially when interacting with material from genuine sources.

Productive skills: Students will be able to deal with most familiar situations related to family, school, work, everyday routines and social life and cope with unfamiliar situations as well. Students will be able to express ideas and support opinions. Students will be able to write clear and detailed texts on topics that are familiar, describing experiences, feelings and impressions. Students will have sufficient command of a variety of structures of the language and will be exposed to more complex grammatical structures.

ASSESSMENT

Frequent assessments include tests, quizzes, online activities and forums, collaborative work, class discussions and role plays. Other performance tasks can include blog posts, dramatizations, videos, film critiques, written correspondence, magazine articles and other text types.

REQUIREMENTS

Successful completion of Spanish II, its equivalent or a placement test, interview and teacher recommendation.

FL SPANISH HONORS FSPH

COURSE PURPOSE

Spanish Honors is designed for students who are ready to move on to an upper intermediate level of study. This course aims to provide students with the opportunity to continue developing proficiency and integrate their language skills, using authentic materials and sources. The main focus is to allow students to achieve a high level of ability in all language skills: listening, reading, speaking, writing and prepare students for the rigorous standards of the AP Spanish Language & Culture or IB Spanish Language B Higher Level program. This course is the first of a two year AP preparation course and the fourth year sequence of the language level courses offered at the high school level. Students will continue to broaden their knowledge of the various cultures that comprise the Spanish speaking world through a thematic approach.

TOPICS

The following themes will provide a framework for communicating about real world issues and student's life experiences: Personal and Public Identities, Families and Communities, Beauty and Aesthetics, Global Challenges, Science & Technology, and Contemporary Life.

SKILLS

Receptive skills: Students will be able to follow presentations, audio and tv programmes, debates and discussions more comfortably. They will understand main points, follow more complex lines of argument on familiar topics and cope with more unfamiliar situations as well. Students will be able to understand more complex texts, audio and visual sources, differentiate between formal and informal language, recognise different text types, obtain information, ideas and opinions from specialised sources. They will develop more strategies for coping with unfamiliar terms and unknown concepts, and interact with material from

genuine sources.

Productive skills: Students will be able to express ideas and support opinions clearly in a variety of situations. Students will be able to give a presentation on a topic of choice with advance preparation and have good command of vocabulary and grammar. Students will be able to write different kinds of clear and detailed texts on a variety of topics. Students will have a good command of a variety of structures of the language and will be exposed to more complex grammatical structures.

ASSESSMENT

Frequent assessments include tests, quizzes, online activities and forums, collaborative work, class discussions and role plays. Other performance tasks can include class debates, panel discussions, dramatizations, film critiques, formal written reports and correspondence, essays and other text types.

REQUIREMENTS

Successful completion of Spanish III, its equivalent or a placement test, interview and teacher recommendation.

FL IB SCHOOL-SUPPORTED SELF-TAUGHT LANGUAGE A: SL LITERATURE

COURSE DESCRIPTION

IB School-Supported Self-Taught (SSST) Language A: SL Literature is an IB Group I course option for students in the full IB Diploma Program. SSST is the study of IB Literature in a student's mother tongue language. English and Dutch Language A courses are offered at ASH, so students cannot study those languages in the SSST course. SSST can only be studied as a Standard Level (SL) IB subject. Only full IB Diploma Program students at ASH are eligible to take the SSST course.

In SSST SL IB Literature, students will read nine literary works in four literary genres: prose fiction, prose non-fiction, drama, and poetry. The study of these literary works will focus on three Areas of Exploration: readers, writers, and texts; time and space; and intertextuality. By the end of the course, students will be able to demonstrate understanding of the literal and implicit meaning of literary works; analyze and evaluate how authorial choices communicate meaning to the reader; structure their arguments and analysis effectively; and employ precise and effective use of language.

The IB requires SSST students to obtain a tutor who can support them with the study of literature in their mother tongue language, and the cost of this tutor is not included in ASH tuition. The required minimum number of instructional hours with this tutor is 60 hours over the two year course. In school, students have direct instruction during a scheduled class period with a qualified Language A teacher and other SSST students. This class will meet for 10-12 hours per semester in a scheduled block to provide students practice with key writing and literary analysis skills, as well as opportunities for collaboration with other SSST students. The required number of hours for in-school SSST instruction is a minimum of 40 hours over two years.

THE SCIENCE DEPARTMENT

The American School of The Hague recognizes the importance of scientific literacy and critical thinking as part of the human endeavor. The American School of The Hague science curriculum emphasizes the understanding of both the processes and concepts of science. These goals are integrated across the K to 12 science curriculum ensuring that students at all grade levels experience hands-on laboratory work and the opportunity of doing science using appropriate technology.

The science experience is promoted through enquiry based learning and deductive reasoning. While we

actively promote the skills of problem solving in the individual, we recognize the collaborative nature of science and practice methods that enhance the skills of cooperation during scientific investigations. Communication of scientific information is strongly emphasized in both oral and written form.

The critical analysis of data for drawing valid conclusions is a major goal of the science curriculum. Students develop the abilities to observe phenomena, construct and evaluate hypotheses, demonstrate the manipulative skills to carry out scientific investigations with precision and safety, and transform recorded data into a variety of meaningful representations. Students are given ample opportunity to experience the work of a scientist and follow initial hypotheses from conjecture to conclusion.

Events of the 21st century will make it essential for scientifically knowledgeable students to critically analyze and interpret new information and realize its implications and consequences for the human race and the world’s environment. The ASH science curriculum is designed to empower students, as global citizens, to be aware of international research about, and participate in efforts to maintain, environmental sustainability.

COURSE OFFERINGS

Grade 9	Integrated Science I		
Grade 10	Integrated Science II		
	AP	IB	ASH DIPLOMA**
Grade 11	<ul style="list-style-type: none"> Honors Biology Honors Chemistry AP Physics I 	<ul style="list-style-type: none"> HL/SL Biology Year 1 HL/SL Chemistry Year 1 SL/HL Physics Year 1 SL Environmental Systems and Societies Year 1 HL/SL Sports, Exercise and Health Science Year I 	<ul style="list-style-type: none"> Biology II Chemistry II Physics II
Grade 12	<ul style="list-style-type: none"> AP Biology* AP Chemistry* AP Physics 2* Honors Biology Honors Chemistry AP Physics I 	<ul style="list-style-type: none"> HL/SL Biology Year 2 HL/SL Chemistry Year 2 SL/HL Physics Year 2 SL Environmental Systems and Societies Year 2 SL Sports, Exercise and Health Science Year 2 	<ul style="list-style-type: none"> Biology II Chemistry II Physics II

* AP Biology, AP Chemistry and AP Physics 2 can only be taken after successfully completing Honors Biology, Honors Chemistry and AP Physics I respectively.

**The ASH Diploma courses (Biology II, Chemistry II and Physics II) are one credit courses and may only be taken once.

INTEGRATED SCIENCE I SCIS1

COURSE PURPOSE

Integrated Science is a course where students learn the big ideas in all science disciplines through experiential learning and scientific inquiry. The story of the fundamental features of our universe will be explored through big ideas in physics. Interactions of matter, energy and atoms form the basis of investigation and inquiry into chemistry. Living systems and their intricate structures take us into the world of biology. The interdependence of these disciplines will be explored as students develop habits of mind and study skills to prepare for the future.

TOPICS

Integrated science topics from across the science curriculum.

SKILLS

Sensemaking, Investigating, Critiquing - which includes:
Asking questions, constructing explanations, developing and using models, computational thinking, engaging in argument from evidence, analyzing and interpreting data, obtaining, evaluating and communicating information, planning and carrying out investigations.

ASSESSMENT

A variety of formative and summative assessments.

COURSES THAT REQUIRE THIS COURSE ARE:

Integrated Science II

INTEGRATED SCIENCE II SCIS2

COURSE PURPOSE

Integrated Science II is a continuation of Integrated Science I and will continue to use the Next Generation Science Standards (NGSS). Students will focus on new standards as they continue to integrate the big ideas in all science disciplines through topics such as Genetic Disease, Polar Ice Melting, Fuels and Antibiotic Resistance.

TOPICS

Integrated science topics from across the science curriculum.

SKILLS

Sensemaking, Investigating, Critiquing - which includes:
Asking questions, constructing explanations, developing and using models, computational thinking, engaging in argument from evidence, analyzing and interpreting data, obtaining, evaluating and communicating information, planning and carrying out investigations.

ASSESSMENT

A variety of formative and summative assessments.

PRE-REQUISITES

Integrated Science I or, any other year-long science course.

COURSES THAT REQUIRE THIS COURSE ARE:

are all AP, IB and ASH Diploma science courses.

SCI BIOLOGY II SBIO2

COURSE PURPOSE

This course provides an opportunity for juniors and seniors to continue their study in science and biology. Students will continue to develop their proficiency in using the scientific method through the investigative approach adopted throughout the course. The course will provide experiences that instill an enjoyment of science and encourage students to practice a positive scientific attitude. Such an attitude is characterized by an inquiring mind and the ability to apply biological knowledge to the world in which we live. Students will develop their scientific literacy as a life-long skill, making them capable of analyzing and interpreting new information and seeing the implications and consequences for the human race and the environment. This course builds on content from the Level I courses taken in grade 9 and 10.

TOPICS

Students will gain an exposure to a wide range of biology topics such as general biochemistry, photosynthesis and respiration, human body systems, genetics, evolution, animal behavior and ecology.

SKILLS

Students will acquire the skills incorporated within experimental design. The students will learn to follow an initial hypothesis from conjecture to conclusion using deductive reasoning and be able to tabulate, graph, analyze and evaluate data. Students will increase their level of scientific literacy and will communicate information in both written and oral form, both in individual and group settings. Students will be able to research information and apply it to the topic under consideration.

ASSESSMENT

Students will be assessed continuously for their understanding, mastery, and application of knowledge through a daily process that may include homework, worksheets, oral and written summaries of readings, group projects, laboratory write ups, pop quizzes, reviews with peers, class discussions, in class questions, among others. The evaluation of students for purposes of grading will include tests, quizzes and written lab reports as well as a selection of other assessments from the above list.

REQUIREMENTS

There is an average of 20-30 minutes of homework per night, depending on the assignment and ability level. Students are responsible for all assignments and are expected to submit original work.

PRE-REQUISITES

Completion of Integrated Science I and Integrated Science II courses. This is the last year this course is offered.

TEXT

Biology, Miller/Levine, 2016, Prentice Hall.

SCI AP BIOLOGY SBIOAP

COURSE PURPOSE

The U.S. College Board specifies the objectives of the Advanced Placement Biology program, and administers an external exam each May. AP Biology is a rigorous course designed for students with strong scientific interests and abilities to pursue and receive college credit for college level coursework. Objectives specify that students will have an understanding of: characteristics, unity and diversity of living things; the concept of evolution as an explanation of unity and diversity; homeostasis as a biological phenomenon; the nature of science as an ongoing human enterprise; experimental design and the collection, analysis and interpretation of data and the application of biological concepts to new situations including those involving

man and society.

TOPICS

The AP Biology course syllabus covers the following major content areas and their subdivisions: molecules and cells (chemistry of life, cells, cellular energetics); heredity and evolution; (heredity, molecular genetics, evolutionary biology); organisms and populations (diversity of organisms, structure and function of plants and animals, ecology). The AP Biology Syllabus for this course was submitted to and approved by the College Board and, as such, is an officially recognized Advanced Placement Course.

SKILLS

Students will demonstrate their understanding and mastery of course content by the accurate application of the scientific method through deductive reasoning; the successful ability to construct, analyze, and evaluate hypotheses, biological methods and techniques; the successful demonstration of manipulative skills necessary to carry out biological investigations with precision and safety; and the ability to transform data recorded in labs into a variety of meaningful representations.

ASSESSMENT

Students will be evaluated for their understanding and mastery of course topics through quizzes and tests. Assessment of skills and evaluation of the results of laboratory exercises are a major component of course content. The AP Biology syllabus includes a minimum of eight required laboratory exercises plus a range of other lab-based activities. In order to assist a student in his or her success, assessment and evaluation will be a daily process. Such evaluations may include (at the discretion of the teacher) worksheets, reviews with peers, and/or group work.

REQUIREMENTS

Homework will consist of an average of 30-45 minutes per day, depending on the assignment and student ability level. Students will be expected to spend laboratory time outside of class, and to demonstrate attention to the environmental impact of their lab work. Students enrolled in this course are required to take and pay for the examination in May of the examination year. It is anticipated that students will have to spend some time outside of the normal schedule to complete some of the required lab work, possibly including some weekend lab times.

PRE-REQUISITES

A minimum “B” average in Honors Biology or an equivalent full year high school biology course is highly recommended for success. Completion of a full year high school chemistry course is also suggested.

TEXT

Biology: A Global Approach, 10th Ed., Campbell and Reece, 2015. Test Prep Series for AP Biology, Holtzclaw

AP Biology, Barrons 5th Ed., 2015

Supplemental materials and packets during the year.

SCI BIOLOGY HONORS SBIOH

COURSE PURPOSE

This course is a prerequisite for Advanced Placement Biology or the second year of IB Higher Level Biology. It prepares students for further studies in biology through the use of an investigative approach and inductive reasoning. Objectives of the course are to provide experiences in laboratory techniques and the scientific method, to create an appreciation for biology, to understand the application of biology to daily life and social issues and to gain familiarity with major biological theories and concepts. This course builds on content from the Level I courses taken in grade 9 and 10.

TOPICS

Students will have the opportunity to learn about emergent properties of life, metabolic processes and energy utilization during respiration and photosynthesis, cellular biology, biodiversity, theoretical and molecular genetics, reproduction, evolution and the anatomy and physiology of animal systems. These topics are common to a US college preparatory biology course and the IB HL Biology curriculum.

SKILLS

Student understanding and mastery of deductive reasoning through the application of the scientific method will be demonstrated by: accurate measurement and use of the microscope in labs; ability to construct, analyze and evaluate hypotheses, biological methods and techniques; correct application of Mendelian probability ratios to research data; successful demonstration of manipulative skills necessary to carry out biological investigations with precision and safety; the ability to transform data recorded into tables, graphs, and other mathematical representations.

ASSESSMENT

Students will be assessed continuously for their understanding, mastery, and application of knowledge through a daily process that may include homework, worksheets, oral and written summaries of readings, group projects, laboratory write ups, pop quizzes, reviews with peers, class discussions, in class questions, among others. The evaluation of students for purposes of grading will include tests, quizzes and written lab reports as well as a selection of other assessments from the above list.

REQUIREMENTS

Students are expected to maintain a notebook or portfolio of experiments and results. Homework will consist of an average of 30-60 minutes per class and students will be expected to spend some laboratory time outside of classes, depending on assignment and ability level. Students are responsible for all assignments and are expected to submit original work. Students who enroll in year 2 of this course are required to take and pay for the appropriate examination in May of the examination year.

PRE-REQUISITES

A test grade of “B” or higher in Integrated Science II or full year of biology course, and teacher recommendation.

TEXT

Biology: Concepts and Connections, 8th Ed., Campbell, Reece, Taylor & Simon 2015 BIOLOGY for the IB Diploma, Allott, Oxford University Press 2014

SCI IB BIOLOGY HL YR I SBIOIBHI**COURSE PURPOSE**

This course is a prerequisite for Advanced Placement Biology or the second year of IB Higher Level Biology. It prepares students for further studies in biology through the use of an investigative approach and inductive reasoning. Objectives of the course are to provide experiences in laboratory techniques and the scientific method, to create an appreciation for biology, to understand the application of biology to daily life and social issues and to gain familiarity with major biological theories and concepts. This course builds on content from Level I courses taken in grade 9 and 10.

TOPICS

Students will have the opportunity to learn about emergent properties of life, metabolic processes and energy utilization during respiration and photosynthesis, cell biology, biodiversity, theoretical and molecular genetics, and the anatomy and physiology of animal systems. These topics are common to a US college preparatory biology course and the IB HL Biology curriculum.

SKILLS

Student understanding and mastery of deductive reasoning through the application of the scientific method will be demonstrated by: accurate measurement and use of the microscope in labs; ability to construct, analyze and evaluate hypotheses, biological methods and techniques; correct application of Mendelian probability ratios to research data; successful demonstration of manipulative skills necessary to carry out biological investigations with precision and safety; the ability to transform data recorded into tables, graphs, and other statistical mathematical representations.

ASSESSMENT

Students will be assessed continuously for their understanding, mastery, and application of knowledge through a daily process that may include homework, worksheets, oral and written summaries of readings, group projects, laboratory write ups, pop quizzes, reviews with peers, class discussions and in class questions, among others. The evaluation of students for purposes of grading will include tests, quizzes and written lab reports as well as a selection of other assessments from the above list.

REQUIREMENTS

Students are expected to maintain a notebook or portfolio of experiments and results. Homework will consist of an average of 20 to 30 minutes per day and students will be expected to spend some laboratory time outside of classes, depending on assignment and ability level. Students are responsible for all assignments and are expected to submit original work. Students who enroll in Year 2 of this course are required to take and pay for the appropriate examination in May of the examination year.

PRE-REQUISITES

A test grade of “B” or higher in Integrated Science II , or a full year biology course, and teacher recommendation.

TEXT

Biology: Concepts and Connections, 8th Ed., Campbell, Reece, Taylor & Simon 2015 BIOLOGY: Biology for the IB Diploma, Allott, Oxford University Press, 2014

SCI IB BIOLOGY HL YR2 SBIOIBH2

COURSE PURPOSE

This biology program is the second year of the IB Higher Level Biology curriculum and the objectives of the course are similar to those described for IB Biology Higher Level, Year I. The student will develop a secure knowledge of a limited body of facts, while at the same time developing a broad general understanding of biology.

TOPICS

Syllabus content areas are a continuation of those described for Biology Honors/IB Biology, Higher Level, Year I with major themes of biology pursued in detail. Students will learn about the unifying themes including structure and function in organisms, the universality and diversity of life, equilibrium within living systems and evolution as a unifying theory in biology.

SKILLS

Student understanding and mastery of the course subject material includes application and success in all of the skills detailed for IB Biology Higher Level Year I. In addition, the Group 4 project will require the student to construct, analyze and evaluate original hypotheses and to test and evaluate their success through experimental fieldwork.

ASSESSMENT

Students will be assessed continuously for their understanding, mastery, and application of knowledge

through a daily process that may include homework, worksheets, oral and written summaries of readings, group projects, laboratory write ups, pop quizzes, reviews with peers, class discussions and in class questions, among others. The evaluation of students for purposes of grading will include tests, quizzes and written lab reports as well as a selection of other assessments from the above list. Students should be aware that an Internal Assessment is an integral part of the course and is compulsory. It will enable students to demonstrate the application of their skills and knowledge and to pursue their personal interests. It entails the planning, execution, and analysis of an experiment of their choosing. The internal assessment will account for 20% of the overall IB grade.

REQUIREMENTS

Homework will consist of an average of 30-45 minutes per day and students will be expected to spend laboratory time outside of regular classes. All students are expected to maintain a laboratory portfolio containing the final results of 60 hours of laboratory work, and to demonstrate attention to the environmental impact of their lab work. Students enrolled in this course are required to take and pay for the examination in May of the examination year. An IB Group 4 project, which includes 15 hours of original interdisciplinary science research, is one of the requirements. It is anticipated that students will have to spend some time outside of the normal schedule to complete some of the required lab work including several weekend labs.

PRE-REQUISITES

IB Biology, Higher Level, Year 1 and teacher approval.

TEXT

Biology: Concepts and Connections, 8th edition, Campbell, Reece, Taylor and Simon, 2015. BIOLOGY for the IB Diploma, Allott, Oxford University Press, 2014

BIOLOGY for the IB Diploma, 2nd Ed. Clegg 2014

SCI IB BIOLOGY SL YRI SBIOIBS I

COURSE PURPOSE

This course follows the current course syllabus for IB Standard Level Biology published by the IBO. It prepares students for further studies in biology, especially IB SL Biology year 2, through the use of an investigative approach and inductive reasoning. This course will not prepare students for Advanced Placement Biology nor the second year of IB Higher Level Biology. Objectives of the course are to provide experiences in laboratory techniques and the scientific method, to create an appreciation for biology, to understand the application of biology to daily life and social issues and to gain familiarity with major biological theories and concepts. This course builds on content from Level I courses taken in grade 9 and 10.

TOPICS

Students will have the opportunity to learn about emergent properties of life, metabolic processes and energy utilization, cellular biology, biodiversity, theoretical and molecular genetics, and the anatomy and physiology of animal systems.

SKILLS

Student understanding and mastery of deductive reasoning through the application of the scientific method will be demonstrated by: accurate measurement and use of the microscope in labs; ability to construct, analyze and evaluate hypotheses, biological methods and techniques; correct application of Mendelian probability ratios to research data; successful demonstration of manipulative skills necessary to carry out biological investigations with precision and safety; the ability to transform data recorded into tables, graphs,

and statistical mathematical representations.

ASSESSMENT

Students will be assessed continuously for their understanding, mastery, and application of knowledge through a daily process that may include homework, worksheets, oral and written summaries of readings, group projects, laboratory write ups, pop quizzes, reviews with peers, class discussions and in class questions, among others. The evaluation of students for purposes of grading will include tests, quizzes and written lab reports as well as a selection of other assessments from the above list.

REQUIREMENTS

Students are expected to maintain a notebook or portfolio of experiments and results. Homework will consist of an average of 20 to 30 minutes per week, but some class time will be dedicated to practice and work periods. Students will be expected to spend some laboratory time outside of classes, depending on assignment and ability level. Students are responsible for all assignments and are expected to submit original work. Students who enroll in Year 2 of this course are required to take and pay for the examination in May of the examination year.

PRE-REQUISITES

Completion of Integrated Science I and Integrated Science II courses.

TEXT

BIOLOGY for the IB Diploma, 2nd Ed. Clegg 2014

BIOLOGY for the IB Diploma, Allott, Oxford University Press, 2014

SCI IB BIOLOGY SL YR2 SBIOIBS2

COURSE PURPOSE

This biology program is the second year of the IB Standard Level Biology curriculum and the objectives of the course are similar to those described for IB Biology Standard Level, Year 1. The student will develop a secure knowledge of a limited body of facts, while at the same time developing a broad general understanding of biology.

TOPICS

Syllabus content areas are a continuation of those described for IB Biology, Standard Level, Year 1 with major themes of biology pursued in detail. Students will learn about the unifying themes of biology including structure and function in organisms, the universality and diversity of life, equilibrium within living systems, ecology and evolution as the unifying theory in biology.

SKILLS

Student understanding and mastery of the course subject material includes application and success in all of the skills detailed for IB Biology Standard Level Year 1. In addition, the Group 4 project will require the student to construct, analyze and evaluate original hypotheses and to test and evaluate their success through experimental fieldwork.

ASSESSMENT

Students will be assessed continuously for their understanding, mastery, and application of knowledge through a daily process that may include homework, worksheets, oral and written summaries of readings, group projects, laboratory write ups, pop quizzes, reviews with peers, class discussions and in class questions, among others. The evaluation of students for purposes of grading will include tests, quizzes and written lab reports as well as a selection of other assessments from the above list. Students should be aware that an Internal Assessment is an integral part of the course and is compulsory. It will enable students to

demonstrate the application of their skills and knowledge and to pursue their personal interests. It entails the planning, execution, and analysis of an experiment of their choosing. The internal assessment will account for 20% of the overall IB grade.

REQUIREMENTS

Homework will consist of an average of 20-30 minutes per week including revision of Year I topics. Some class time will be dedicated to practice, revision and work periods. All students are expected to maintain a laboratory portfolio containing the final results of 40 hours of laboratory work. Students enrolled in this course are required to take and pay for the external examination in May of the examination year. An IB Group 4 project, which includes 10 hours of original interdisciplinary science research, is one of the requirements. It is anticipated that students may have to spend some time outside of the normal class schedule to complete the required lab work.

PRE-REQUISITES

IB Biology, Standard Level, Year I and teacher approval.

TEXT (probable)

BIOLOGY for the IB Diploma 2nd ed, Clegg, 2014

BIOLOGY for the IB Diploma, Allott, Oxford University Press, 2014.

SCI CHEMISTRY II SCHE2

COURSE PURPOSE

This course is intended for college bound students who plan to major in any area, especially non-science subjects, and yet wish to pursue further studies in science. The course continues the story of chemistry where the Chemistry I course came to its end. This inquiry- based curriculum will have students continue to investigate the major topics in chemistry through the lens of authentic experiences and situations, relevant to the daily lives of each student. For students who do wish to continue their studies in chemistry, it serves as a foundation on which further studies can be built.

TOPICS

The themes for the course will include topics from the chemistry behind weather and climate patterns, toxicity and medicinal chemistry, an introduction to organic chemistry, and the chemistry and the highlights of thermochemistry. Chemical principles presented in these themes include atomic structure, stoichiometry, chemical bonding, chemical reactions, solutions and solubility, shapes of molecules, periodic table, energy relationships, reaction kinetics, states of matter, and acid/base relationships.

SKILLS

Students will be expected to work both independently and in cooperative groups to solve problems or reach decisions on action to be taken. More than targeting the mastery of a body of information, the course aims to develop the valuable and transferable skills needed to interpret and evaluate information in a chemical context. A variety of laboratory investigations will be used during the course to introduce and develop lab skills. Labs in each of the major topics will develop skills such as titration, making solutions of known molarity, and organic synthesis methods, among many other skills.

ASSESSMENT

Students will be assessed continuously for their understanding, mastery, and application of knowledge through a daily process that may include homework, worksheets, oral and written summaries of readings, group projects, laboratory write ups, quizzes, reviews with peers, class discussions, in class questions, among others. The evaluation of students for purposes of grading will include tests, quizzes and written lab reports as well as a selection of other assessments from the above list.

REQUIREMENTS

All students should have a scientific calculator.

PRE-REQUISITES

Completion of Integrated Science I and Integrated Science II courses.

This is the last year this course is being offered.

TEXT

Living by Chemistry, Key Curriculum Press, Angelica M. Stacy, 2010 First Edition.

SCI AP CHEMISTRY SCHEAP

COURSE PURPOSE

AP Chemistry is designed as a first-year university level chemistry course for students motivated to study further in any field of science. This course promotes knowledge and understanding of the fundamental principles of chemistry and investigates specific areas of study within the discipline. Students will build on concepts and skills acquired from Honors Chemistry in preparation for the AP chemistry exam in May. Students who successfully complete the course and external exam may be able to waive a first-year chemistry or science requirement at university.

TOPICS

This course follows the latest available course description of suggested topics as outlined by The College Board, Education Testing Service, Princeton, New Jersey. These include atomic theory, chemical bonds, gas laws, solution chemistry, acids and bases, electrochemistry, thermodynamics, kinetics, equilibrium, and quantitative analysis. The ASH syllabus for this course was submitted to and approved by the College Board and, as such, is an officially recognized Advanced Placement course.

SKILLS

Students will learn to reason deductively through application of scientific methodologies, laboratory exercises, and mathematical problem solving. Students will further develop their abilities to develop hypotheses, design experiments, record, analyze, and manipulate, and model data, and draw supported conclusions.

ASSESSMENT

Students will be assessed continuously for their understanding and application of knowledge and skills through a variety of formative assessment techniques, which could include written homework, assigned readings, quizzes, and collaborative activities. Summative assessment will be substantive written exams taken in class and laboratory reports.

REQUIREMENTS

All students will be required to bring a scientific calculator and laboratory notebook to all classes. Laboratory protective gear will be provided unless students wish to purchase their own ASH approved equipment separately.

Students enrolled in this course are required to take and pay for the examination in May of the examination year. It is anticipated that students may have to spend some time outside of the normal schedule to complete some of the required lab work for this course.

PRE-REQUISITES

Prerequisites include a passing grade in Honors Chemistry completed concurrent enrollment in Algebra II/Trig and a teacher recommendation.

TEXT

Chemistry; Zumdahl, 9th edition, 2014, Houghton Mifflin

Cracking the AP Chemistry Exam, The Princeton Review, Foglino and Leonardi, 2016, Random House

SCI CHEMISTRY HONORS SCHEH

COURSE PURPOSE

This course promotes knowledge and understanding of the fundamental principles of chemistry that support future study at a higher level. The course includes a broad range of core topics as well as essential laboratory skills. The course seeks to develop students' commitment to science education while nurturing their independence in learning. The curriculum builds on content from the grade 9 and 10 science courses and is a prerequisite to continue into Advanced Placement Chemistry.

TOPICS

The course prepares students for further study in Advanced Placement Chemistry and is taught concurrently with IB HL Year 1. The course follows key topics from the AP Curriculum including: measurement and data processing, atomic structure, periodicity, chemical bonding, stoichiometry, and energetics.

SKILLS

Students will learn to reason deductively through application of scientific methodologies, laboratory exercises, and mathematical problem solving. Students will further develop their abilities to develop hypotheses, design experiments, record, analyze, and manipulate, and model data, and draw supported conclusions.

ASSESSMENT

Students will be assessed continuously for their understanding and application of knowledge and skills through a variety of formative assessment techniques, which could include written homework, assigned readings, quizzes, and collaborative activities. Summative assessment will be substantive written exams taken in class.

REQUIREMENTS

All students will be required to bring a scientific calculator and laboratory notebook to all classes. Laboratory protective gear will be provided unless students wish to purchase their own ASH approved equipment separately.

COURSES THAT REQUIRE THIS COURSE ARE:

Advanced Placement Chemistry

PRE-REQUISITES

A test grade of B or higher in Integrated Science II, or a full year chemistry course, and teacher recommendation and Algebra I.

TEXT

Brown, C., Ford, M. Higher Level Chemistry, 2nd ed.; Pearson Education Limited: Essex, 2014.

SCI IB CHEMISTRY HL YRI SCHEIBHI

COURSE PURPOSE

This course promotes knowledge and understanding of the fundamental principles of chemistry that support future study at a higher level. The course includes a broad range of core topics as well as essential laboratory skills. The course seeks to develop students' commitment to science education while nurturing their independence in learning. The curriculum builds on content from the Integrated Science I and Integrated Science II courses and is a prerequisite to continue into IB Chemistry HL Year 2.

TOPICS

The course begins the two-year International Baccalaureate curriculum for HL Chemistry and is taught

concurrently with Honors Chemistry, which is the prerequisite for Advanced Placement Chemistry. The course follows the current IBO syllabus for IB Chemistry HL. Key topics include measurement and data processing, atomic structure, periodicity, chemical bonding, stoichiometry, and energetics.

SKILLS

Students will learn to reason deductively through application of scientific methodologies, laboratory exercises, and mathematical problem solving. Students will further develop their abilities to develop hypotheses, design experiments, record, analyze, and manipulate, and model data, and draw supported conclusions.

ASSESSMENT

Students will be assessed continuously for their understanding and application of knowledge and skills through a variety of formative assessment techniques, which could include written homework, assigned readings, quizzes, and collaborative activities. Summative assessment will be substantive written exams taken in class.

REQUIREMENTS

All students will be required to bring a scientific calculator and laboratory notebook to all classes. Laboratory protective gear will be provided unless students wish to purchase their own ASH approved equipment separately.

COURSES THAT REQUIRE THIS COURSE ARE:

IB Chemistry HL Yr2

PRE-REQUISITES

A test grade of B or higher in Integrated Science II, or a full year chemistry course, and teacher recommendation and Algebra I.

TEXT

Brown, C., Ford, M. Higher Level Chemistry, 2nd ed.; Pearson Education Limited: Essex, 2014.

SCI IB CHEMISTRY HL YR2 SCHEIBH2

COURSE PURPOSE

This course promotes knowledge and understanding of the fundamental principles of chemistry and investigates specific areas of study within the discipline. Students will build on concepts and skills from the first year of the course in preparation for the completion of the internal assessment project as well the IB Examinations in May.

TOPICS

This course completes the two-year International Baccalaureate for Higher Level Chemistry begun in the year one course as well as the option topic and internal assessment research project.

SKILLS

Students will learn to reason deductively through application of scientific methodologies, laboratory exercises, and mathematical problem solving. Students will further develop their abilities to develop hypotheses, design experiments, record, analyze, and manipulate, and model data, and draw supported conclusions.

ASSESSMENT

Students will be assessed continuously for their understanding and application of knowledge and skills through a variety of formative assessment techniques, which could include written homework, assigned readings, quizzes, and collaborative activities. Summative assessment will be substantive written exams taken in class.

Students should be aware that completion of an Internal Assessment is an integral part of the course and is compulsory. It will require students to demonstrate the application of the skills and knowledge in pursuit of a

topic of personal interest. Students must independently plan, research, execute, analyze and experiment of their choosing. This project will require students to devote outside of the normal schedule to complete some of the normal class schedule. The internal assessment will account for 20% of the overall IB grade.

REQUIREMENTS

All students will be required to bring a scientific calculator and laboratory notebook to all classes. Laboratory protective gear will be provided unless students wish to purchase their own ASH approved equipment separately.

Students will also be required to participate in the IB Group 4 project at Texel. This project requires students to complete 10 hours of original, interdisciplinary field research.

PRE-REQUISITES

A passing grade in IB Chemistry HL Year 1 and teacher recommendation.

TEXT

Brown, C., Ford, M. Higher Level Chemistry, 2nd ed.; Pearson Education Limited: Essex, 2014. Nuess, G. IB Chemistry Study Guide: 2014 Edition. Oxford University Press: Oxford, 2014.

SCI IB CHEMISTRY SL YRI SCHEIBSI

COURSE PURPOSE

This course promotes knowledge and understanding of the fundamental principles of chemistry that support future study at a higher level. The course includes a broad range of core topics as well as essential laboratory skills. The course seeks to develop students' commitment to science education while nurturing their independence in learning. The curriculum builds on content from the Integrated Science I and Integrated Science II courses and is a prerequisite to continue into IB Chemistry SL Year 2.

TOPICS

The course begins the two-year International Baccalaureate curriculum for SL Chemistry and follows the current IBO syllabus for IB Chemistry H=SL. Key topics include measurement and data processing, atomic structure, periodicity, chemical bonding, stoichiometry, and energetics.

SKILLS

Students will learn to reason deductively through application of scientific methodologies, laboratory exercises, and mathematical problem solving. Students will further develop their abilities to develop hypotheses, design experiments, record, analyze, and manipulate, and model data, and draw supported conclusions.

ASSESSMENT

Students will be assessed continuously for their understanding and application of knowledge and skills through a variety of formative assessment techniques, which could include written homework, assigned readings, quizzes, and collaborative activities. Summative assessment will be substantive written exams taken in class.

REQUIREMENTS

All students will be required to bring a scientific calculator and laboratory notebook to all classes. Laboratory protective gear will be provided unless students wish to purchase their own ASH approved equipment separately.

COURSES THAT REQUIRE THIS COURSE ARE:

IB Chemistry SL Yr2

PRE-REQUISITES

A passing grade in Integrated Science II.

TEXT

Brown, C., Ford, M. Higher Level Chemistry, 2nd ed.; Pearson Education Limited: Essex, 2014.

SCI IB CHEMISTRY SL YR2 SCHEIBS2

COURSE PURPOSE

This course promotes knowledge and understanding of the fundamental principles of chemistry and investigates specific areas of study within the discipline. Students will build on concepts and skills from the first year of the course in preparation for the completion of the internal assessment project as well the IB Examinations in May.

TOPICS

This course completes the two-year International Baccalaureate for Standard Level Chemistry begun in the year one course as well as the option topic and internal assessment research project.

SKILLS

Students will learn to reason deductively through application of scientific methodologies, laboratory exercises, and mathematical problem solving. Students will further develop their abilities to develop hypotheses, design experiments, record, analyze, and manipulate, and model data, and draw supported conclusions.

ASSESSMENT

Students will be assessed continuously for their understanding and application of knowledge and skills through a variety of formative assessment techniques, which could include written homework, assigned readings, quizzes, and collaborative activities. Summative assessment will be substantive written exams taken in class.

Students should be aware that completion of an Internal Assessment is an integral part of the course and is compulsory. It will require students to demonstrate the application of the skills and knowledge in pursuit of a topic of personal interest. Students must independently plan, research, execute, analyze and experiment of their choosing. This project will require students to devote outside of the normal schedule to complete some of the normal class schedule. The internal assessment will account for 20% of the overall IB grade.

REQUIREMENTS

All students will be required to bring a scientific calculator and laboratory notebook to all classes. Laboratory protective gear will be provided unless students wish to purchase their own ASH approved equipment separately.

Students will also be required to participate in the IB Group 4 project at Texel. This project requires students to complete 10 hours of original, interdisciplinary field research.

PRE-REQUISITES

A passing grade in IB Chemistry SL Year I and teacher recommendation.

TEXT

Brown, C., Ford, M. Higher Level Chemistry, 2nd ed.; Pearson Education Limited: Essex, 2014. Nuess, G. IB Chemistry Study Guide: 2014 Edition. Oxford University Press: Oxford, 2014.

SCI PHYSICS II SPHY2

COURSE PURPOSE

This course provides an opportunity for juniors and seniors to continue their study in science and physics. Students will continue to develop their proficiency in using the scientific method through the investigative approach adopted throughout the course. The course will provide experiences that instill an enjoyment of science and encourage students to practice a positive scientific attitude. This attitude is characterized by

an inquiring mind and the ability to apply physics knowledge to the world in which we live. Students are encouraged to devise new approaches to problem solving and experimental design. Students should develop their scientific literacy as a life-long skill, enabling them to analyze and interpret new information and realize its implications and consequences for the human race and the environment. This course builds on content from courses in grade 9 and 10.

TOPICS

Kinematics, Newton's laws of motion, work, energy and power & power generation, heat/thermal, fluid dynamics, electricity, magnetism, electromagnetism, wave motion, physical optics, geometric optics, modern physics and nuclear physics.

SKILLS

Students will be expected to devise and perform experiments, to analyze and report the results, and to communicate their findings with others. The mathematical tools of graphing, algebra, and geometry will be used in combination with insights into the concepts of physics to solve problems in a variety of settings.

ASSESSMENT

Students will be assessed continuously for their understanding, mastery, and application of knowledge through a daily process that may include homework, worksheets, oral and written summaries of readings, group and /or individual projects, laboratory write ups, quizzes, reviews with peers, class discussions, in class questions, among others. The evaluation of students for purposes of grading will include tests, quizzes and written lab reports as well as a selection of other assessments from the above list.

REQUIREMENTS

Students may be required to maintain a portfolio of laboratory experiments or write short papers on areas of interest to the student. Homework will vary from student to student, but will average roughly 30 minutes per class, depending on assignment and ability level. A scientific calculator is required for the course.

PRE-REQUISITES

Completion of Integrated Science I and Integrated Science II courses.
This is the last year this course is being offered.

SCI AP PHYSICS I SPHYAP I

COURSE PURPOSE

This AP Physics Course provides an opportunity for high school students with a strong interest and ability in science to pursue and receive college credit for college level coursework. Active collaborative learning is encouraged to provide development in thinking, reasoning, problem solving skills and the ability to communicate results in a clear concise manner, using language appropriate to the study of Physics. Students are exposed to a variety of tasks and study techniques, which will prepare them well for a college career.

TOPICS

Students in this course will study Kinematics, Dynamics, Circular Motion and Gravitation, Energy, Momentum, Simple Harmonic Motion, and Torque & Rotational Motion. The ASH syllabus for this course was submitted to and approved by the College Board and, as such, is an officially recognized Advanced Placement Course.

SKILLS

AP Physics I is a traditional first semester college level introductory Physics course requiring algebra and trigonometry. Students apply the skills of algebraic manipulation, geometry, trigonometry, vector analysis and graphical analysis to understand and solve problems and determine relationships based on experimental

work. Data collection and analysis as well as manipulative skills in the laboratory are emphasized. Analysis of data including its evaluation leads to better understanding of simplifying assumptions. Students are required to write coherent, conceptual explanations to questions as well as solve mathematical problems. Where possible, problems are set in the context of everyday experiences.

ASSESSMENT

Students will be assessed for their acquisition, understanding, mastery and application of knowledge through a process that may include homework, classwork, laboratory reports, projects, quizzes, tests and other means at the discretion of the teacher that give the students the opportunity to demonstrate mastery using means appropriate to the study of Physics.

REQUIREMENTS

Students enrolled in this class are required to take and pay for the examination in May. A scientific, graphing calculator is required for this course. Students not in grade 12 are required to attend class after the AP exam.

PRE-REQUISITES

Students must have completed Algebra2/Trig and have a solid command of the skills of algebraic manipulation and right triangle trigonometry and have a teacher recommendation.

TEXT

College Physics, Etkina et.al. Pearson 2014 Other resources as appropriate.

SCI AP PHYSICS 2 SPHYAP2

COURSE PURPOSE

This AP Physics course provides an opportunity for high school students who have completed AP Physics I or a year of Physics at the Honors level and with a strong interest and ability in science to pursue and receive college credit for college level coursework. Active collaborative learning is encouraged to provide development in thinking, reasoning, problem solving skills and the ability to communicate results in a clear concise manner, using language appropriate to the study of Physics. Students are exposed to a variety of tasks and study techniques, which will prepare them well for a college career.

TOPICS

Students in this course will study fluid statics and dynamics, thermodynamics and kinetic theory, electrostatics, advanced circuits, magnetic fields and forces, electromagnetism, physical and geometric optics as well as modern physics. The ASH syllabus for this course was submitted to and approved by the College Board and, as such, is an officially recognized Advanced Placement Course.

SKILLS

AP Physics 2 is a traditional second semester college level Physics course requiring algebra and trigonometry. Students apply the skills of algebraic manipulation, geometry, trigonometry, vector analysis and graphical analysis to understand and solve problems and determine relationships based on experimental work. Data collection and analysis as well as manipulative skills in the laboratory are emphasized. Analysis of data including its evaluation leads to better understanding of simplifying assumptions. Students are required to write coherent, conceptual explanations to questions as well as solve mathematical problems. Where possible, problems are set in the context of everyday experiences.

ASSESSMENT

Students will be assessed for their acquisition, understanding, mastery and application of knowledge through a process that may include homework, classwork, laboratory reports, projects, quizzes, tests and other means at the discretion of the teacher that give the students the opportunity to demonstrate mastery using means

appropriate to the study of Physics.

REQUIREMENTS

Students enrolled in this class are required to take and pay for the AP Physics 2 examination in May. A scientific, graphing calculator is required for this course.

PRE-REQUISITES

Students must have completed AP Physics I or a full year of Physics at the honors level and completed Algebra2/Trig with a solid command of the skills of algebraic manipulation and right triangle trigonometry and well as have a teacher recommendation.

TEXT

College Physics by Etkina et. al. Pearson 2014

SCI IB PHYSICS HL YRI **SPHYIBH**

COURSE PURPOSE

Students will have the opportunity to gain insights into the nature of matter, how things work, and in general, the laws that govern the physical universe. Students will gain an appreciation for the underlying connections of physics and come to understand physics as a human attempt to describe the universe. A spirit of inquiry will guide the students from the outset, with laboratory activities forming an essential part of the learning process. Students will also have the opportunity to relate mathematical and physical processes and to experience the satisfaction of learning to solve challenging problems. The curriculum builds on content from the grade 9 and 10 courses. Technology will be used in a wide variety of settings, including gathering data, simulating experiments, and presenting information. Reading, listening, discussing, writing, and observing will all be parts of the learning process.

TOPICS

Through the use of lectures, reading, discussion, and the use of the scientific method in the laboratory, students will learn the fundamental concepts of measurement, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics and energy production. As the course progresses students will have the opportunity to reach a deeper understanding of waves, fields, electromagnetic induction as well as quantum and nuclear physics. In addition to these topics students will study an option dedicated to the application of physics in a specified area.

SKILLS

Students will learn to design, perform and record the results of experiments. The use of graphs, charts, and other mathematical representations will be emphasized. A model for solving physics problems will be developed, and the ability to apply physics concepts in a variety of settings will be enhanced. Computers will be used in the laboratory.

ASSESSMENT

Students will be assessed continuously for their understanding, mastery, and application of knowledge through a daily process that may include homework, worksheets, oral and written summaries of readings, group and/or individual projects, laboratory write ups, pop quizzes, reviews with peers, class discussions, in class questions, among others. The evaluation of students for purposes of grading will include tests, quizzes and written lab reports as well as a selection of other assessments from the above list.

REQUIREMENTS

Students are expected to maintain a portfolio of experiments and results. Homework will consist of an average of 45 minutes per class, depending on assignment and ability level and students will be expected to spend some laboratory time outside of classes. In order to assist a student in his or her success,

assessment and evaluation will be a daily process. Such evaluations may include (at the discretion of the teacher) worksheets, reviews with peers, and/or group work. Students who enroll in year 2 of this course are required to take and pay for the examination in May of the examination year. A TI Nspire graphing calculator is required.

PRE-REQUISITES

A test grade of “B” or higher in Integrated Science II or in Physics I , or a full year physics course, and teacher recommendation.

TEXT

Physics for the IB Diploma, TSOKOS, 6th Edition, 2014, Cambridge University Press

SCI IB PHYSICS HL YR2 SPHYIBH2

COURSE PURPOSE

This course is the second year of the IB Higher Level Physics curriculum. Students will have the opportunity to deepen their understanding of the physics concepts and skills developed in the year one course, as well as the opportunity to demonstrate their ability to plan and perform an experiment. In completing the two year program, students will apply the many concepts of physics to laboratory and problem solving situations, and relate the concepts of physics to the world around them.

TOPICS

Through the use of lectures, reading, discussion, and the use of the scientific method in the laboratory, students will learn the fundamental concepts of measurement, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics and energy production. As the course progresses students will have the opportunity to reach a deeper understanding of waves, fields, electromagnetic induction as well as quantum and nuclear physics. In addition to these topics students will study an option dedicated to the application of physics in a specified area.

SKILLS

Students will continue to reinforce the skills developed in year one of this course to demonstrate mastery of the above concepts through solving a variety of problems, preparing graphical representations of data, and analyzing real world situations through the use of the concepts of physics. Students will gain proficiency in planning and designing experiments, collecting and analyzing data, and evaluating the results of experiments. The group skills of cooperation and communication as well as the ability to manipulate equipment to collect data will also be further developed.

ASSESSMENT

Students will be assessed continuously for their understanding, mastery, and application of knowledge through a daily process that may include homework, worksheets, oral and written summaries of readings, group projects, laboratory write ups, pop quizzes, reviews with peers, class discussions, in class questions, among others. The evaluation of students for purposes of grading will include tests, quizzes and written lab reports as well as a selection of other assessments from the above list. Students are required to perform an individual investigation, which will be assessed by the teacher as part of the IB Higher Level Physics program. The internal assessment will account for 20% of the overall IB grade.

REQUIREMENTS

Homework will consist of an average of 30-55 minutes per class and students will be expected to spend laboratory time outside of regular classes. All students are expected to maintain a laboratory portfolio containing the record of laboratory work. Students who enroll in this course are required to take and pay for the examination in May of the examination year. An IB Group 4 project, which includes 10 hours of original interdisciplinary science research, is one of the requirements.

PRE-REQUISITES

Successful completion of IB Physics HL Year 1 and teacher approval.

TEXT

Physics for the IB Diploma, TSOKOS, 6th Edition, 2014, Cambridge University Press

SCI IB PHYSICS SL YRI SPHYIBSI**COURSE PURPOSE**

This course is designed to meet the needs of students enrolling in the first year of the Standard Level IB course. Students will have the opportunity to gain insights into the nature of matter, how things work, and in general, the laws that govern the physical universe. Students will gain an appreciation for the underlying connections of physics and come to understand physics as a human attempt to describe the universe. A spirit of inquiry will guide the students from the outset, with laboratory activities forming an essential part of the learning process. Students will also have the opportunity to relate mathematical and physical processes and to experience the satisfaction of learning to solve challenging problems. The curriculum builds on content from the grade 9 and 10 courses. Technology will be used in a wide variety of settings, including gathering data, simulating experiments, and presenting information. Reading, listening, discussing, writing, and observing will all be a part of the learning process.

TOPICS

Through the use of lectures, reading, discussion, and the use of the scientific method in the laboratory, students will learn the fundamental concepts of measurement, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics and energy production. As the course progresses students will have the opportunity to reach a deeper understanding of waves, fields, electromagnetic induction as well as quantum and nuclear physics. In addition to these topics students will study an option dedicated to the application of physics in a specified area.

SKILLS

Students will learn to design, perform and record the results of experiments. The use of graphs, charts, and other mathematical representations will be emphasized. A model for solving physics problems will be developed, and the ability to apply physics concepts in a variety of settings will be enhanced. Computers will be used in the laboratory.

ASSESSMENT

Students will be assessed continuously for their understanding, mastery, and application of knowledge through a daily process that may include homework, worksheets, oral and written summaries of readings, group and/or individual projects, laboratory write ups, pop quizzes, reviews with peers, class discussions, in class questions, among others. The evaluation of students for purposes of grading will include tests, quizzes and written lab reports as well as a selection of other assessments from the above list.

REQUIREMENTS

Students are expected to maintain a portfolio of experiments and results. Homework will consist of an average of 20 minutes per class, depending on assignment and ability level and students will be expected to spend some laboratory time outside of classes. In order to assist a student in his or her success, assessment and evaluation will be an ongoing process. Such evaluations may include (at the discretion of the teacher) worksheets, reviews with peers, and/or group work. Students who enroll in year 2 of this course are required to take and pay for the examination in May of the examination year. A TI Nspire graphing calculator is required.

PRE-REQUISITES

Mathematical competency in algebra and basic trigonometry is essential for this course.

TEXT

Physics for the IB Diploma, TSOKOS, 6th Edition, 2014, Cambridge University Press

SCI IB PHYSICS SL YR2 SPHYIBS2

COURSE PURPOSE

This course is designed to meet the needs of students enrolling in the second year of the Standard Level IB course. Students will have the opportunity to gain insight into the nature of matter, how things work and the laws that govern the physical universe. Students will gain an appreciation for the underlying connections in physics and come to understand physics as a human endeavor to describe the universe. A spirit of inquiry will guide students from the outset, with laboratory activities forming an essential part of the learning process. Students will also have the opportunity to relate mathematical and physical processes and to experience the satisfaction of learning and solving challenging problems. The curriculum builds on content from IB Physics SL year one as well as using skills learned during the grade 9 and 10 semester courses. Technology will be used in a variety of settings, including gathering data, simulating experiments and presenting information. Reading, listening, writing and observing will all be parts of the learning process.

TOPICS

Through the use of lectures, reading, discussion and the use of the scientific method in the laboratory students will construct the fundamental concepts of thermal physics, modeling gases, atomic and nuclear physics, particle physics, and imaging. In addition to these topics students will have the opportunity to deeply investigate a physical system of their choice, creating a mathematical model based upon data to predict and explain how the system works.

SKILLS

Students will continue to reinforce the skills developed in year one of this course to demonstrate mastery of the above concepts and solve a variety of problems. They will also prepare graphical representations of data and analyze real world situations through the use of the concepts of physics. Students will gain proficiency in designing experiments, collecting and analyzing data, and evaluating the results of experiments. The group skills of cooperation and communication as well as the ability to manipulate equipment to collect data will also be further developed.

ASSESSMENT

Students will be assessed continuously for their understanding and ability to apply knowledge through a daily process that may include homework, worksheets, oral and written summaries of readings, group projects, laboratory reports, pop quizzes, peer reviews, class discussions, in class questions, and others. The evaluation of students for purposes of grading will include tests, lab reports, communication tasks and learning skills tasks.

Students are required to perform an individual investigation, which will be assessed by the teacher as part of the IB Standard Level program. This will count as 20% of the overall IB grade. The remaining 80% of the IB grade will be judged by their performance during May exams.

REQUIREMENTS

Homework will consist of an average of 30-55 minutes per class and students will be expected to spend time working in the laboratory outside of their scheduled class time. All students who enroll in this course are required to take and pay for the examination in May of the examination year. An IB Group 4 project, which includes 10 hours of original interdisciplinary science research, is one of the requirements.

PRE-REQUISITES

Successful completion of IB Physics SL Year 1 and teacher approval.

TEXT

Physics for the IB Diploma, TSOKOS, 6th Edition, 2014, Cambridge University Press

SCI IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL YRI SENSIBSI**COURSE PURPOSE**

This course begins the two-year International Baccalaureate Curriculum for SL Environmental Systems and Societies. As a transdisciplinary subject this course combines techniques and knowledge associated with group 3 and group 4 from the IB curriculum. With a transdisciplinary course, Diploma students, with approval of the IB coordinator, may be able to satisfy the requirements for either or both groups 3 and 4 of the program. Transdisciplinary subjects therefore introduce more flexibility into the IB Diploma Program.

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environment systems and societies. This information enables students to adopt an informed and responsible stance on the wide range of pressing environmental issues they will inevitably come to face as adults. Students will develop a profound understanding of the environment, rooted in the principles of science; rather than a purely journalistic appreciation of the environmental issues. The course will allow students to evaluate their own relationship to the environment and how the choices they make influence our world. The teaching approach will be conducive to students evaluating the scientific, ethical and sociopolitical aspects of issues.

TOPICS

The central concepts of the ESS IB course include: sustainability, equilibrium, strategy, biodiversity, and Environmental Value Systems. These issues such as resource management, pollution, globalization, and energy security repeat within the 5 key concepts listed above.

SKILLS

Students will learn to reason deductively through the application of scientific methodology during laboratory exercises and the study of natural phenomena. Labs in each of the major topics will develop student's skills in the holistic modeling of ecosystems. Many elements of the curriculum can only be covered effectively by hands-on practical work. Students will conduct fieldwork assessments which will require collecting data outside, in our local ecosystem. Students should be able to perform basic mathematics, proportions and statistics. They should also be able to construct and interpret graphical data. Students should become articulate in justifying personal viewpoints using factual information and reasoned argument.

ASSESSMENT

Students in this class will be assessed continuously for their understanding of the topics and skills through such means as homework, worksheets, oral and written summaries of readings, group projects, laboratory work and IB practice questions, and class discussions. The evaluation of students for purposes of the grading may include tests, quizzes, written lab reports as well as a selection of other assessments from the above list.

REQUIREMENTS

All students will be expected to have purchased a pair of ASH approved student safety glasses from the school at a cost of between two and four Euros. All students should have a scientific calculator. Students should purchase rain gear including a pair of rubber boots and rain jacket or poncho to be stored at school. Students who enroll in year 2 of this course are required to take and pay for the examination in May of the examination year.

TEXT

Essentials of Environmental Science, Friedland and Relyea, WH Freeman and Co. 2016

PRE-REQUISITES

Completion of Integrated Science I and Integrated Science II courses.

SCI IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL YR2 SENSIBS2

COURSE PURPOSE

This course continues the two-year International Baccalaureate Curriculum for SL Environmental Systems. The prime intent of this course is to provide students with a coherent perspective on the environment; one that is essentially scientific and that enables them to adopt an informed and responsible stance on the wide range of pressing environmental issues that they will inevitably come to face as adults. Students will develop a profound understanding of the environment, rooted firmly in the principles of science, rather than a purely journalistic appreciation of the environmental issues. The course consequently acknowledges the value of empirical, quantitative and objective data in describing and analyzing environmental systems.

TOPICS

The central concepts of the ESS IB course include: sustainability, equilibrium, strategy, biodiversity, and Environmental Value Systems. These issues such as resource management, pollution, globalization, and energy security repeat within the 5 key concepts listed above.

SKILLS

Students will learn to reason deductively through the application of scientific methodology during laboratory exercises and natural phenomena. Labs in each of the major topics will develop student's skills and holistic modeling of ecosystems. Many elements of the curriculum can only be covered effectively by hands-on practical work. Students will conduct fieldwork assessments which will require collecting data outside, in our local ecosystem. Students will further develop their abilities to develop hypotheses, design experiments, record, analyze and manipulate data, and draw conclusions based on direct observations and application of the proper models.

ASSESSMENT

Students in this class will be assessed continuously for their understanding of the topics and skills through such means as homework, worksheets, oral and written summaries of readings, group projects, laboratory work and IB practice questions, and class discussions. The evaluation of students for purposes of the grading may include tests, quizzes, written lab reports as well as a selection of other assessments from the above list.

REQUIREMENTS

Students will be expected to have purchased a pair of ASH approved student safety glasses from the school at a cost of between two and four Euros. All students should have a scientific calculator. Students should purchase rain gear including a pair of rubber boots and rain jacket or poncho to be stored at school. An IB Group 4 project, which includes 15 hours of original interdisciplinary science research, is one of the requirements. Students who enroll in this course are required to take and pay for the examination in May of the examination year.

PRE-REQUISITES

A passing grade in IB Environmental Systems SL Year I.

TEXT

Environmental Systems and Societies Course Companion, Rutherford and Williams, Oxford University

Press, 2015. Supplemental: Environmental Systems and Societies, Davis and Nagle, Pearson Baccalaureate 2010

SCI IB SPORTS EXERCISE HEALTH SCI SL YRI OPSEHSIBSI

COURSE PURPOSE

IB Sports, Exercise and Health Science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within the IB Group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health. Apart from being worthy of study in its own right, SEHS is a good preparation for courses in higher or further education related to sports fitness, medicine and health, and serves as useful preparation for employment in sports, health and leisure industries. IB Sports, Exercise and Health Science fulfills the IB science requirement for the IB Full Diploma.

TOPICS

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context.

SKILLS

Student understanding and mastery of the course subject material includes application and success in all of the skills detailed for IB Sport Science Standard Level Year 1. In addition, the Group 4 project will require the student to construct, analyze and evaluate original hypotheses and to test and evaluate their success through experimental fieldwork.

ASSESSMENT

Students will be assessed for their understanding, mastery, and application of knowledge through a daily process that may include homework, worksheets, oral and written summaries of readings, group projects, laboratory write ups, pop quizzes, reviews with peers, class discussions and in class questions, among others. The evaluation of students for purposes of grading will include tests, quizzes and written lab reports. Students should be aware that an Internal Assessment is an integral part of the course and is compulsory. It will enable students to demonstrate the application of their skills and knowledge and to pursue their personal interests. It entails the planning, execution, and analysis of an experiment of their choosing. The internal assessment will account for 20% of the overall IB grade.

REQUIREMENTS

All students are expected to maintain a digital folder or physical SEHS binder that organizes course material that will be used to help them later prepare for the unit test and the year 2 exam. It is anticipated that students will have to spend some time outside of the normal schedule to complete reading assignments and lab write-ups. Students enrolled in this course are required to take and pay for the examination in May of the examination year. An IB Group 4 project, which includes 10 hours of original interdisciplinary science research, is one of the requirements.

PRE-REQUISITES

Teacher Recommendation and approval and consultation with the ASH IB coordinator. This course is not taught at all IB schools. If you might transfer from ASH after Year 1 this might not be the course for you to attempt.

TEXT

Sports, Exercise and Health for the IB Diploma

SCI IB SPORTS EXERCISE HEALTH SCI SL YR2 OPSEHSIBS2**COURSE PURPOSE**

IB Sports, Exercise and Health Science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within the IB Group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health. Apart from being worthy of study in its own right, SEHS is a good preparation for courses in higher or further education related to sports fitness, medicine and health, and serves as useful preparation for employment in sports, health and leisure industries. IB Sports, Exercise and Health Science fulfills the IB science requirement for the IB Full Diploma.

TOPICS

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context.

SKILLS

Student understanding and mastery of the course subject material includes demonstrating knowledge and understanding of facts, concepts and terminology, methodologies and techniques with application, analysis and evaluation using methods of communicating scientific information. Lastly, students will need to demonstrate the appropriate research, experimental and personal skills necessary to carry out insightful and ethical investigations.

ASSESSMENT

Students will be assessed for their understanding, mastery, and application of knowledge through a daily process that may include homework, worksheets, oral and written summaries of readings, group projects, laboratory write ups, pop quizzes, reviews with peers, class discussions and in class questions, among others. The evaluation of students for purposes of grading will include tests, quizzes and written lab reports. The IB exam will take place at the end of SEHS Year 2.

REQUIREMENTS

All students are expected to maintain an SEHS binder that organizes course material that will be used to help them later prepare for the unit test and the year 2 exam. It is anticipated that students will have to spend some time outside of the normal schedule to complete reading assignments and lab write-ups. Students enrolled in this course are required to take and pay for the examination in May of the examination year. Students are responsible for all assignments and are expected to read the textbook and work independently and collaboratively in group discussions and lab work.

PRE-REQUISITES

This course requires a Teacher Recommendation and a passing grade in SCI IB Sports Exercise Health SCI SL YR1.

TEXT

Sports, Exercise and Health for the IB Diploma

SCI IB SPORTS EXERCISE HEALTH SCI HL YRI OPSEHSIBHI

COURSE PURPOSE

IB Sports, Exercise and Health Science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within the IB Group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health. Apart from being worthy of study in its own right, SEHS is a good preparation for courses in higher or further education related to sports fitness, medicine and health, and serves as useful preparation for employment in sports, health and leisure industries. IB Sports, Exercise and Health Science fulfills the IB science requirement for the IB Full Diploma.

TOPICS

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context.

SKILLS

Student understanding and mastery of the course subject material includes application and success in all of the skills detailed for IB Sport Science Higher Level Year 1. In addition, the Group 4 project will require the student to construct, analyze and evaluate original hypotheses and to test and evaluate their success through experimental fieldwork.

ASSESSMENT

Students will be assessed for their understanding, mastery, and application of knowledge through a daily process that may include homework, worksheets, oral and written summaries of readings, group projects, laboratory write ups, pop quizzes, reviews with peers, class discussions and in class questions, among others. The evaluation of students for purposes of grading will include tests, quizzes and written lab reports. Students should be aware that an Internal Assessment is an integral part of the course and is compulsory. It will enable students to demonstrate the application of their skills and knowledge and to pursue their personal interests. It entails the planning, execution, and analysis of an experiment of their choosing. The internal assessment will account for 20% of the overall IB grade.

REQUIREMENTS

All students are expected to maintain a digital folder or physical SEHS binder that organizes course material that will be used to help them later prepare for the unit test and the year 2 exam. It is anticipated that students will have to spend some time outside of the normal schedule to complete reading assignments and lab write-ups. Students enrolled in this course are required to take and pay for the examination in May of the examination year. An IB Group 4 project, which includes 10 hours of original interdisciplinary science research, is one of the requirements.

PRE-REQUISITES

Teacher Recommendation and approval and consultation with the ASH IB coordinator. This course is not taught at all IB schools. If you might transfer from ASH after Year 1 this might not be the course for you to attempt.

TEXT

Sports, Exercise and Health for the IB Diploma

THE SOCIAL STUDIES DEPARTMENT

The American School of The Hague Social Studies program strives to develop creative, critical, empathetic, and strategic thinkers; global citizens empowered to make informed decisions that impact society and guide responsible social action in a culturally diverse, interconnected world.

GENERAL INFORMATION FOR ALL SOCIAL STUDIES COURSE OFFERINGS

The courses offered are designed to include the following dimensions of understanding. Although specific requirements will vary from course to course, the course purpose, skills, and assessment dimensions pertain to the entire department.

COURSE PURPOSE

To provide students with the opportunity:

- To understand themselves and their world, and the interconnectedness of all things.
- To heighten awareness of the pitfalls of historical and economic determinism.
- To make reasoned evaluations based on critical thinking, rather than emotion and prejudice.
- To equip themselves with the tools they need to express themselves coherently.
- To recognize that our personal choices are important in maintaining democratic rights.

SKILLS

Skills developed in all Social Studies coursework at ASH include:

- Detecting bias and stereotypes.
- Identifying cause and effect relationships.
- Making inferences and discerning patterns of, and forces for, change.
- Understanding and evaluating different perspectives, ideologies, propaganda and faulty reasoning.
- Analyzing a range of primary and secondary documents.

ASSESSMENT

The intent of assessment in all Social Studies coursework at ASH is to measure a wide range of understandings, and it will include a variety of the following:

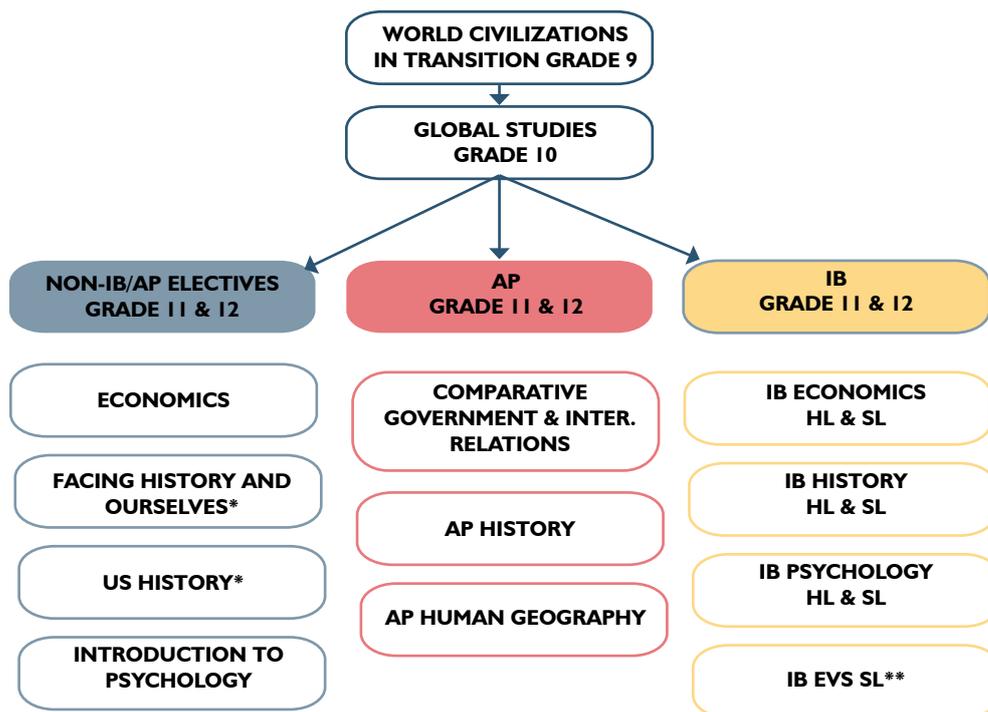
Essays, summaries, research papers, tests, quizzes, oral presentations, creative projects, class participation, team collaboration, and homework effort.

COURSE OFFERINGS

World Civilizations in Transition – 9th Grade	IB Economics, Standard Level, Year 1
Global Studies – 10th Grade	IB Economics, Standard Level, Year 2
Sheltered Social Studies I	IB Psychology, Standard Level Year 1
Sheltered Social Studies II	IB Psychology, Standard Level Year 2
Introduction to Psychology	IB Psychology, Higher Level Year 1
Economics	IB Psychology, Higher Level Year 2
Facing History and Ourselves *	Theory of Knowledge (for Full IB Diploma Candidates)
US History *	IB Standard Level History, Year 1
AP Comparative Government & International Relations	IB Standard Level History, Year 2
AP Human Geography	IB Higher Level History, Year 1
AP United States History	IB Higher Level History, Year 2
IB Economics, Higher Level, Year 1	
IB Economics, Higher Level, Year 2	

*These two courses rotate on a yearly basis e.g. - US History 2023-2024, Facing History and Ourselves 2024-2025.

SOCIAL STUDIES COURSE FLOW CHART



Students may mix and match from all three areas of the Social Studies Courses for their Junior and Senior year.

*Facing History & Ourselves and US History are offered every other year.
 US History 2023-24, Facing History and Ourselves 2024-25.
 ** Special Case - See the IB Coordinator

SS AP COMPARATIVE GOVERNMENT & INTERNATIONAL RELATIONS HCGIRAP

COURSE PURPOSE

Advanced Placement Comparative Government and International Relations is a full year course open to qualified juniors and seniors. The course will cover Theories of International Relations, Comparative Government and Politics. Successful students attempt the AP Comparative Government & Politics Exam

TOPICS

AP Comparative Government and International Relations introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings and levels of governance. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. The International Relations component in particular will look at the perspectives of analysis used in political science and study the growth of international governance structures in modern globalized society.

SKILLS

Students successfully completing this course will:

- Understand major comparative political concepts, perspectives, themes, and generalizations

- Have knowledge of important facts pertaining to the governments and politics of China, Great Britain, Iran, Mexico, Nigeria, and Russia
- Have knowledge of important facts pertaining to the United Nations, the European Union, international organizations and other regional political groupings.
- Understand typical patterns of political processes and behavior and their consequences
- Understand the dependence of the international system on the participation of nations
- Be able to compare and contrast national and international political institutions and processes across levels of governance and to derive generalizations
- Be able to analyze and interpret basic data relevant to comparative government and politics

REQUIREMENTS

An up to date awareness and analysis of current events.

Consistent connections made between the constant reading load and concept coverage.

Quizzes, essays, projects, presentations and tests will be given. Students are expected to regularly write clear, analytical responses on current news articles and relate these to examples from the case studies.

TEXT

Texts and resources will include:

Essentials of Comparative Politics, AP edition, O'Neil, Fields & Share

The Globalization of World Politics, Introduction to International Relations, Baylis & Smith

Articles from The Economist and other international periodicals/newspapers.

In class resources will also include CQ Global Researcher, Newsbank and EBSCO host and other reference texts.

SS AP HUMAN GEOGRAPHY HHGEOAP

COURSE PURPOSE

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

TOPICS

Thinking Geographically: This first unit sets the foundation for the course by teaching students how geographers approach the study of places. Students are encouraged to reflect on the "why of where" to better understand geographic perspectives.

Population and Migration Patterns and Processes: why population is concentrated in some places and not others, fertility, mortality, migration, immigration, and environmental degradation. **Cultural Patterns and Processes:** the study of culture and cultural groups as defined by language, religion, race, ethnicity and gender.

Political Patterns and Processes: forces that shaped the evolution of the contemporary world political map and the importance of the political organization of territory in the contemporary world.

Agriculture and Rural Land Use Patterns and Processes: the origin and spread of agriculture, the characteristics of the world's agricultural regions; reasons why these regions function the way they do;

and the impact of agricultural change on quality of life and the environment.

Industrialization and Economic Development Patterns and Processes: how models of economic development help to explain why the world is described as being divided into a well-developed core (MDCs) and a less developed periphery (LDCs), globalization and contemporary issues surrounding economic activity.

Cities and Urban Land Use Patterns and Processes: study of systems of cities including where they are located and why they are there; the form, internal structure, and landscapes of cities and what cities are like as places in which to live and work; and trends in urban development.

SKILLS

- **Concepts and Processes:** The ability to analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts
- **Spatial Relationships:** The ability to analyze geographic patterns, relationships, and outcomes in applied contexts.
- **Data Analysis:** The ability to analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images and infographics.
- **Source Analysis:** The ability to analyze and interpret qualitative geographic information represented in maps, images and landscapes.
- **Scale Analysis:** The ability to analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.

ASSESSMENT

This course is a preparation for the Advanced Placement Exam. To that end, students will be given a variety of assessment opportunities to practice their skills over the course of the year so they are prepared for the FRQs and MCQs in May.

REQUIREMENTS

This course is open to Juniors and Seniors. Students are required to complete coursework in order to prepare for the external exam.

TEXT

An Introduction to Human Geography: James M. Rubenstein

SS AP UNITED STATES HISTORY HUSHAP

INTRODUCTION

Advanced Placement United States History is a full year course open to highly motivated and critically thinking juniors and seniors. Strong reading skills and a willingness to work through considerable text material and sources are critical to success.

COURSE PURPOSE

Advanced Placement United States History provides a detailed and broad, factual and analytical university level survey of United States History from the pre-European world of 1491 to the early 21st century.

TOPICS

Political, economic, social and cultural histories are all pursued in the course. Key themes of nation

building, the identity crisis of the Civil War, the development of the United States as a world political and economic power, and the struggle for extending rights to all Americans are explored. Because a student must be able to draw upon a reservoir of systematic factual knowledge in order to exercise analytical skills intelligently, a focus on subject content is central to the course.

SKILLS

Course goals and skills include the following:

- Understand social, political and economic complexities
- Practice historical thinking skills of causation, comparison, contextualization and continuity and change over time.
- Understand varied and conflicting perspectives
- Engage with historians' debates and historiography
- Critically evaluate sources
- Make reasoned judgements based on varied sources and informed critical thinking

ASSESSMENT

Assessment is varied but concentrates on preparing students for the AP exam multiple choice questions and extended response, and essay writing for Document Based Questions.

REQUIREMENTS

Students enrolled in this course are required to take and pay for the examination in May of the examination year.

TEXT

Foner, Eric. Give Me Liberty.

SS ECONOMICS HECO

INTRODUCTION

Economics is a full year course designed for any student in his/her Junior or Senior year. This elective course aims to provide students with practical and personal economic skills and knowledge in order to understand their own accounts and the world. This is an entry level course that focuses on application over canonical theory.

TOPICS

During semester one, the course evolves from examining the student's individual place in the economy (banking and interest rates, credit cards, job interests and the job market) to more classical microeconomics (how markets work, supply and demand, elasticity). In semester two, the scope broadens concerning economics at a national level and how governments may try to address major issues that impact many (GDP, inflation, unemployment, monetary policy). Lastly, the course looks at economics on a global scale and issues in the modern world (trade agreements, currency markets and development).

REQUIREMENTS

This course is project based and students should be able to complete most assignments in class. Active class participation will be encouraged and there will be a number of group problem solving tasks and projects. Announcements, including quizzes, projects, and reflections, will be announced and administered as necessary.

TEXT

Principles of Economics, N. Gregory Mankiw, Dryden Press, 1998 -- Replace with Economics. Pearson, 2016.

SS FACING HISTORY & OURSELVES HFHO

INTRODUCTION

Facing History and Ourselves specifically seeks to help students move from knowledge and awareness to understanding and empathy as they confront the moral questions inherent in a study of prejudice, discrimination, racism, intolerance and bigotry.

TOPICS

The program embraces self-discovery, critical thinking, moral decision making, and the realization that the world we live in is the result of choices made by countless individuals and groups. Students will realize that it is the decisions made by humans, the behavior which dictates what will be. Facing History promotes the attitudes, values and skills needed to live in and protect freedom.

Using a study of German History, firstly of the interwar years through the rise of fascism and then the occupation of most of continental Europe till 1945 the first semester will focus on the realities faced by individuals across cities in the German homeland and occupied territories. The second semester will trace the Afro-American experience to the Civil Rights movement and thereafter the plight of refugees and victims of human trafficking culminating in the last unit on the role of Human Rights in our modern world.

Essential themes will include, though not be limited to, questions concerning identity, the individual and society, genocides, human rights, the role of science and technology, and the environment. The approach utilizes psychology, literature, film, documentary, drama, current events, as well as history. Students will follow people in German cities and the occupied territories in the first semester, the Civil Rights movement and personae of change and challenge in the second semester.

ASSESSMENT

Course grading is based on reflection, discussion, debate, drama, research, projects, and presentations.

TEXT

Facing History and Ourselves Resource Book

Night by Eli Wiesel

A wide range of electronic, video, paper, and human sources.

SS GLOBAL STUDIES HGS

INTRODUCTION

Global Studies is the required grade ten course designed to present a global exploration on a regional basis by taking the students around the world in 180 school days.

COURSE PURPOSE

The Global Studies program reflects a commitment to global awareness and introduces students to their world. The course embraces the full range of social science disciplines to enhance student understanding of their varied content and methods. The key question is: "What does it mean to be an aware and active global citizen?" It does this through an introductory study of major events of the 20th century, asking students to critically examine and find connections between topics.

TOPICS

Students will study global regions from the time of the Great Depression through to the rise of the internet age. Africa, Asia, the Americas, the Middle East, and Europe will be explored from multiple perspectives. International trends and organizations in a global age will be analyzed and evaluated. Emphasis will be placed on comparing and contrasting eras, events, issues and people who made choices

that made a difference. Current events will be discussed throughout the year in linking past and present and making inroads into the future. The social science skills of critical thinking, research, and expression, already engendered in the 9th grade World Civilization in Transition program (change to current name), will be refined and consolidated as a prerequisite for potential external examinations in subsequent social studies courses.

ASSESSMENTS

Topical and quarterly tests, Formal research paper, Projects, Semester Exams. Homework may not be assigned every night, but students will be expected to work on projects and papers outside of class time.

TEXT

Modern World History (Houghton Mifflin) & a variety of other selections from text readers & web sources.

EAL SHELTERED SOCIAL STUDIES I EALSSSI

COURSE PURPOSE

This course is designed to develop the receptive and productive English language skills specifically in the context of the social sciences. This includes organized academic writing skills and the planning strategies to support them. The topics chosen for the course aim to provide a broad background in geography and history and to encourage students to think critically about the world around them.

SKILLS

Students will develop academic skills (e.g. compare and contrast, explain, summarize) and the supporting language necessary to engage meaningfully with the topics addressed in class.

ASSESSMENT

Students will be assessed on their ability to demonstrate achievement of Aero Social Studies Standards that are appropriately accessible to English Language Learners. A variety of assessment methods will allow students to demonstrate their learning.

REQUIREMENTS

This course is required for all students in year I of the EAL intensive program.

EAL SHELTERED SOCIAL STUDIES II EALSSS2

COURSE PURPOSE

This Social Studies course helps students to develop the knowledge and skills that they will need to take mainstream social studies courses in the following year(s). This includes important concepts and topics in social studies, as well as the language needed to understand and critically reflect on them.

SKILLS

Students will develop academic skills and the supporting language necessary to engage meaningfully with the topics addressed in class (e.g. argue, evaluate, justify).

ASSESSMENT

Students will be assessed on their ability to demonstrate achievement of Aero Social Studies Standards that are appropriately accessible to English Language Learners at an intermediate level. A variety of assessment methods will allow students to demonstrate their learning.

REQUIREMENTS

This course is required for students in year 2 of the EAL intensive program.

SS IB ECONOMICS SL YR1 HECIBS1

SS IB ECONOMICS SL YR2 HECIBS2

INTRODUCTION

IB Economics is a college level and college preparatory course that challenges students who are willing to spend two years of in- depth study in the field of economics.

TOPICS

The IB Standard Level Economics programs will focus on: the theories of micro and macroeconomics to investigate markets, international economics, and development economics. In addition to the above topics, students complete a portfolio of three commentaries based on published extracts from the news media. These Internal Assessments will apply theories of Economics to current news articles.

ASSESSMENT

STANDARD LEVEL Economics includes rigorous testing, full use of class time, consistent homework and reading, and refined areas of theoretical Economics instruction. Reading and homework are keys to success in the IB Economics program. Students are required to complete numerous practice problems outside of class.

Regular quizzes and tests will be given. Students are expected to write clear, analytical internal assessments on current news articles. A portfolio of three internal assessment commentaries OF 700-800 words each must be completed over the two-year course. This accounts for 20% of the final grade for SL. Students are expected to take the two Standard Level IB exams at the end of the second year.

SKILLS

IB Economics is designed to develop students: disciplined economic reasoning skills; ability to apply theories of economic analysis to situations and data; understanding of how individuals and societies organize themselves economically; ability to evaluate economic trends; and international perspectives which feature an understanding of the diversity of economic models in which individuals and societies function.

TEXT

Texts and resources will include: Course Companion, IB Economics Joyce Blink, Ian Dorton

SS IB ECONOMICS HL YR1 HECIBH1

SS IB ECONOMICS HL YR2 HECIBH2

INTRODUCTION

IB Economics is a college level and college preparatory course that challenges students who are willing to spend two years of in- depth study in the field of economics.

TOPICS

The IB Higher Level Economics programs will focus on: the theories of micro and macroeconomics to investigate markets; international economics; and development economics. HL completes additional units on Market Power and Behavioral Economics, as well as extensions on the other Economics topics. In addition to the above topics, students complete a portfolio of three commentaries based on published extracts from the news media. These Internal Assessments will apply theories of Economics to real world news articles.

ASSESSMENT

HIGHER LEVEL HL Economics includes rigorous testing, full use of class time, consistent and demanding homework and reading, and refined areas of theoretical Economics instruction. Consistent studying and

revision at home are keys to success in the IB Economics program. Students are required to complete numerous practice problems outside of class. HL advises at least SL level math to complete the program but it is not mandatory.

Regular quizzes and tests will be given. Students are expected to write clear, analytical internal assessments on current news articles. A portfolio of three internal assessment commentaries of 650 -750 words each must be completed. This accounts for 20% of the final grade for HL. Students are expected to take the three Higher Level IB exams at the end of year two.

SKILLS

IB Economics is designed to develop students: disciplined economic reasoning skills; ability to apply theories of economic analysis to situations and data; understanding of how individuals and societies organize themselves economically; ability to evaluate economic trends; and international perspectives which feature an understanding of the diversity of economic models in which individuals and societies function.

TEXT

Texts and resources will include: Course Companion, IB Economics Joyce Blink, Ian Dorton

SS IB HISTORY STANDARD LEVEL SL YR I HIBSI

COURSE PURPOSE

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi- perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

IB History SL Year I is open to students who seek to understand how the past has contributed to our contemporary world; and strive to perfect the skill of producing argumentative and critical analysis in writing.

TOPICS

IB History SL Year I is the first year of preparation for the IB SL History exam that continues with their Year 2 preparation. The IB SL History assessment consists of three components:

Paper 1: A Document-based (DBQ), 3 questions, 1 short essay in one hour. Topics: Rights and Protests (Apartheid in South Africa / Civil Rights Movement in the USA)

Paper 2: Two essays in one hour and a half. Topics: Authoritarian States (20th c.); Causes and Effects of 20th c. wars

Internal Assessment: At the end of Semester one students will begin their internal assessment, a 2200-word study of their chosen historical investigation.

Year I Semester 1: Rights and Protests (Apartheid in South Africa / Civil Rights Movement in the USA)

Year I Semester 2: Causes and Effects of 20th c. wars and Authoritarian States: World War I, WWI peace settlements, Mussolini's Italy,

TEXT

Various readings will be shared from IB textbooks and History books and articles.

IB HISTORY HIGHER LEVEL HL YR I HIBHI

COURSE PURPOSE

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

IB History HL Year I is open to students who seek to understand how the past has contributed to our contemporary world; and strive to perfect the skill of producing argumentative and critical analysis in writing.

The difference between HL and SL lies in the assessment components: HL has an added paper for the examination, focused on European History. Therefore, students are expected to study the topics in more depth. HL History is not fundamentally different to SL, but requires more reading, studying and memorizing.

TOPICS

IB History HL Year I is the first year of preparation for the IB SL History exam that continues with their Year 2 preparation. The IB SL History assessment consists of three components:

Paper 1: A Document-based (DBQ), 3 questions, 1 short essay in one hour. Topics: Rights and Protests (Apartheid in South Africa / Civil Rights Movement in the USA)

Paper 2: Two essays in one hour and a half. Topics: Authoritarian States (20th c.); Causes and Effects of 20th c. wars

Paper 3: Three essays in two hours and a half. Topics: World War I, Interwar Domestic Development in Europe, Diplomacy in Europe (1919-45)

Internal Assessment: At the end of Semester one students will begin their internal assessment, a 2200-word study of their chosen historical investigation.

Year I Semester 1: Rights and Protests (Apartheid in South Africa / Civil Rights Movement in the USA)

Year I Semester 2: Causes and Effects of 20th c. wars and Authoritarian States: World War I, WWI peace settlements, Mussolini's Italy,

TEXT

Various readings will be shared from IB textbooks and History books and articles

IB HISTORY STANDARD LEVEL SL YR 2 HIBS2

COURSE PURPOSE

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a

challenging and demanding critical exploration of the past.

PRE-REQUISITES

IB History SL Year 2 is open to students who have completed Year 1.

TOPICS

IB History SL Year 1 is the first year of preparation for the IB SL History exam that continues with their Year 2 preparation. The IB SL History assessment consists of three components:

Paper 1: A Document-based (DBQ), 3 questions, 1 short essay in one hour. Topics: Rights and Protests (Apartheid in South Africa / Civil Rights Movement in the USA)

Paper 2: Two essays in one hour and a half. Topics: Authoritarian States (20th c.); Causes and Effects of 20th c. wars

Internal Assessment will be completed in the first semester.

Year 2 Semester 1: Causes and Effects of 20th c. wars and Authoritarian States: Spanish Civil War, Hitler's Germany, Causes of World War 2 in Europe and Asia

Year 2 Semester 2: Causes and Effects of 20th c. wars and Authoritarian States: Sino-Japanese war, Chinese Civil war, Mao's China, Mau Mau uprising in Kenya

TEXT

Various readings will be shared from IB textbooks and History books and articles.

IB HISTORY HIGHER LEVEL HL YR 2 HIBH2

COURSE PURPOSE

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

The difference between HL and SL lies in the assessment components: HL has an added paper for the examination, focused on European History. Therefore, students are expected to study the topics in more depth. What HL History requires is not fundamentally different to SL, but requires more reading, studying and memorizing.

TOPICS

IB History HL Year 1 is the first year of preparation for the IB HL History exam that continues with their Year 2 preparation. The IB SL History assessment consists of three components:

Paper 1: A Document-based (DBQ), 3 questions, 1 short essay in one hour. Topics: Rights and Protests (Apartheid in South Africa / Civil Rights Movement in the USA)

Paper 2: Two essays in one hour and a half. Topics: Authoritarian States (20th c.); Causes and Effects of 20th c. wars

Paper 3: Three essays in two hours and a half. Topics: World War I, Interwar Domestic Development in Europe, Diplomacy in Europe (1919-45)

Internal Assessment will be completed in the first semester.

Year 2 Semester 1: Causes and Effects of 20th c. wars and Authoritarian States: Spanish Civil War, Hitler's Germany, Causes of World War 2 in Europe and Asia

Year 2 Semester 2: Causes and Effects of 20th c. wars and Authoritarian States: Sino-Japanese war, Chinese Civil war, Mao's China, Mau Mau uprising in Kenya

PRE-REQUISITES

IB History HL Year 2 is open to students who have completed Year 1.

TEXT

Various readings will be shared from IB textbooks and History books and articles.

SS IB PSYCHOLOGY HL YR1 HPSYIBH1

SS IB PSYCHOLOGY HL YR2 HPSYIBH2

INTRODUCTION

IB Psychology HL is a course designed to meet a higher level IB Social Studies (Group 3) requirement. All IB students in the course will take the exam in May of the second year. The aims of this course are to develop an understanding of the biological, cognitive, and socio-cultural influences on human behavior, to develop an understanding of different theoretical processes that are used to interpret behavior and to be aware of how these processes lead to the construction and evaluation of psychological theories. It is also to develop an awareness of how applications of psychology in everyday life are derived from psychological theories and to develop an appreciation of the eclectic nature of psychology. Higher level students will come to understand and use the diverse methods of psychological inquiry; interpret and conduct psychological research to apply the resulting knowledge for the benefit of human beings and to ensure that ethical practices and responsibilities are implemented in psychological inquiry.

TOPICS

This course features a study of psychology's major approaches: biological, cognitive, and socio-cultural, looking at behaviors like love, disgust, memory, decision-making, conformity, stereotyping and more. In addition, two optional units from a list of four topics, abnormal, developmental, health, and human relationship psychology, are also studied. Students will compare the approaches and critically evaluate the ideas presented. They will study the underlying principles, the research methodologies, ethical considerations and key theories and concepts of each approach. Higher level students will be given an introduction to research methods, ethics, quantitative research and qualitative research methods.

SKILLS

Skills include:

- Knowledge and comprehension of specified content.
- Analysis and application of psychological research to behavior.
- Evaluation of research methodology.
- Experimental design.

ASSESSMENTS

These will include unit and semester exams as well as projects, presentations, essay-writing and the conducting of research. The Internal Assessment project comprises 20% of the entire IB grade and revolves around creating and conducting a formal experiment.

TEXT

Popov, A., Parker, L., and Seath, D. IB Psychology Course Companion. 2nd Edition

SS IB PSYCHOLOGY SL YR 1 HPSYIBS1**SS IB PSYCHOLOGY SL YR 2 HPSYIBS2****INTRODUCTION**

IB Psychology SL is a course designed to meet a standard level IB Social Studies (Group 3) requirement. All IB students in the course will take the exam in May of the second year. The aims of this course are to develop an understanding of the biological, cognitive, and socio-cultural influences on human behavior, to develop an understanding of different theoretical processes that are used to interpret behavior and to be aware of how these processes lead to the construction and evaluation of psychological theories. It is also to develop an awareness of how applications of psychology in everyday life are derived from psychological theories and to develop an appreciation of the eclectic nature of psychology. Standard level students will come to understand and use the diverse methods of psychological inquiry; interpret and conduct psychological research to apply the resulting knowledge for the benefit of human beings and to ensure that ethical practices and responsibilities are implemented in psychological inquiry.

TOPICS

This course features a study of psychology's major approaches: biological, cognitive, and socio-cultural, looking at behaviors like love, disgust, memory, decision-making, conformity, stereotyping and more. In addition, one optional unit chosen from a list of four topics, abnormal, developmental, health, and human relationship psychology, is also studied. Students will compare the approaches and critically evaluate the ideas presented. They will study the underlying principles, the research methodologies, ethical considerations and key theories and concepts of each approach. Standard level students will be given an introduction to research methods, ethics, and quantitative research methods. They will also design and carry out an experimental study to meet IB syllabus requirements.

SKILLS

Skills include:

- Knowledge and comprehension of specified content.
- Analysis and application of psychological research to behavior.
- Evaluation of research methodology.
- Experimental design.

ASSESSMENTS

These will include unit and semester exams as well as projects, presentations, essay-writing and the conducting of research. The Internal Assessment project comprises 20% of the entire IB grade and revolves around creating and conducting a formal experiment.

TEXT

Popov, A., Parker, L., and Seath, D. IB Psychology Course Companion. 2nd Edition.

SS INTRO TO PSYCHOLOGY HPSYI

INTRODUCTION

Introduction to Psychology is a full-year course designed for any student in grades eleven or twelve. This elective course provides an overview of the scientific principles, theories and major subdisciplines of the field.

COURSE PURPOSE

Introduction to Psychology offers students an opportunity to increase their understanding of themselves and others through the study of psychological theories and concepts, research and theories. The course is designed to help students apply the psychology knowledge that they study to their own lives and experiences. A major focus of the course is on learning to critically evaluate the strengths and weaknesses of psychology research, and providing students the opportunity to carry out psychological research themselves.

TOPICS

This course is an introductory survey of the scientific study of human behavior and mental processes. Topics and themes of study will include:

- History of and approaches to the study of human behavior and mental processes
- Psychology research methods
- Biological basis to behavior
- Sensation and perception
- Human growth and development (childhood, adolescence, adulthood)
- Behavioral learning
- Human cognition
- Personality
- Psychological disorders
- Social and cultural dimensions of behavior

SKILLS

- Knowledge and comprehension of specified content.
- Analysis and application of psychology concepts, theories, and research to behavior.
- Evaluation of psychology research methodologies

ASSESSMENTS

Assessment will be based on quizzes, exams, Socratic discussion, as well as inquiry-based projects and presentations.

RESOURCES

Handouts, research articles, and other resources provided in class.

INTRODUCTION

This course provides students with the opportunity to examine important cultural and political events in the history of the United States.

COURSE PURPOSE

United States History is a full year course generally taken in the 11th grade. The course allows students to deepen their understanding of US history in terms of cause-and-effect relationships regarding major events.

TOPICS

United States History is a thematic survey course focusing on both content and inquiry. Students are encouraged to view history as a series of cause-effect relationships rather than as disjointed incidents, and to look upon the study of history as primarily a way of thinking in order to make reasoned interpretations. The first semester looks at American Identity and diversity of culture, then an overview of legal evolution from the constitution builders and the ongoing relationship between the Supreme Court and the Legislative Houses. While studying the road to the Civil War students will focus on the diverse needs of the geographic regions of the United States.

The second semester begins with Black History month using 'Hidden Figures' as a lens through which to view the Harlem Renaissance and Civil Rights Movement. With this backdrop, foreign intervention and war as forces of societal change will be studied and the course will finish with a focus on more modern decades. Emphasis here will be on basic concepts, issues, personalities, and institutions and how these have evolved as America has faced political, social and economic challenges both from within and without.

SKILLS

Students will develop the following skill areas:

- Understand social, political and economic complexities
- Practice historical thinking skills of causation, comparison, contextualization and continuity and change over time.
- Understand varied and conflicting perspectives
- Engage with historians' debates and historiography
- Critically evaluate sources
- Make reasoned judgements based on varied sources and informed critical thinking

ASSESSMENTS

Assessments will include project work, presentations, quizzes, short essays, reflections and graded discussions.

TEXT

Lapsansky-Werner, Emma, United States History. Pearson, 2016.

RESOURCES

Handouts, articles, TED talks and other resources provided in class.

SS WORLD CIVILIZATIONS IN TRANSITION HWCT

TOPICS

From enlightened despotism of old regimes that juxtapose the democratic ideals which underpinned the English Civil War, the French and American Revolutions which in turn forged the agricultural, industrial and social revolutions of the eighteenth and nineteenth centuries, students will study early modern foundations of today's democracies.

Continuing Jingoistic Imperialism that spread across Africa and Asia undermining more traditional agrarian cultures that back drafted on Europe in the Great War and the demise of the Czarist regime in the Red Revolution, students will analyze essential ideas such as the influence of religion, geography, economics, science and politics on thought and action. To close the year the new world of the Roaring Twenties will be studied in terms of changing expression of diverse cultural and social identities, which sometimes provoke misperceptions and misunderstandings, the motives behind political and cultural expansion, and aesthetics. Significant developments in other parts of the world will be compared and contrasted where appropriate, and current events, connecting the present to the past, will be constantly woven through the fabric of the program.

REQUIREMENTS

Topical and quarterly tests. Essays or projects for every major issue studied. Semester exams. Homework will be assigned on a regular basis, as required.

ASSESSMENTS

Assessments will include topical and quarterly tests, essays or projects for every major issue studied and semester examinations.

TEXT

Modern World History: Patterns of Interaction (Houghton Mifflin Harcourt), but a wide range of electronic and paper sources will be utilized.

THE INFORMATION TECHNOLOGY DEPARTMENT

The High School Information Technology (IT) Department believes that all students should be exposed to everything related to computing technology, such as software, hardware, networking, the Internet, and the people that work with these technologies. Since we live in the "information age," IT is here to stay.

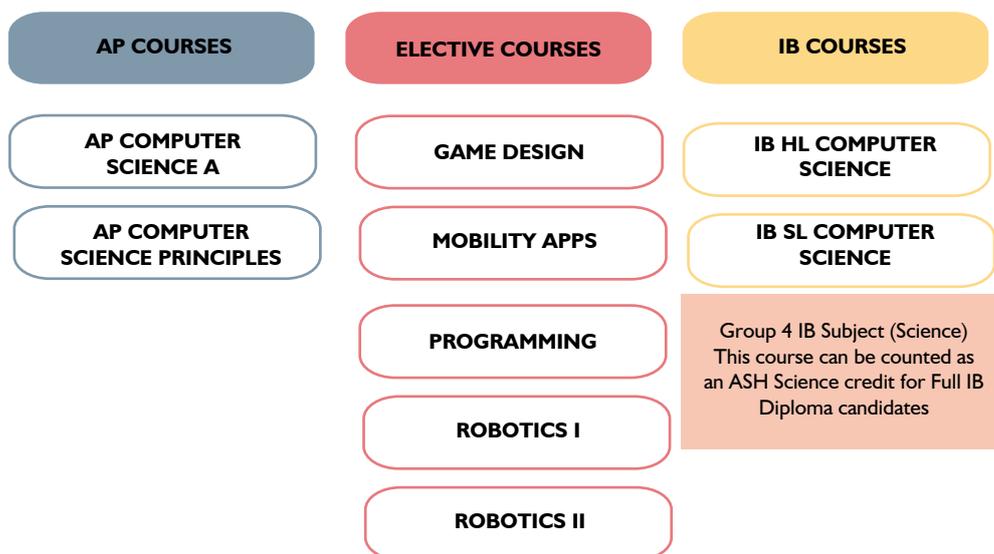
THE HIGH SCHOOL IT DEPARTMENT GOALS ARE:

- Enable students to evaluate social and ethical considerations arising from the widespread use of IT by individuals, families, communities, organizations and societies at the local and global view.
- Demonstrate initiative in applying thinking skills critical to identify and resolve complex problems through abstraction, algorithmic thinking, and deconstruction.
- Use the design cycle to develop logical and critical thinking, create experiments, and use investigative problem-solving skills.
- Develop the student's understanding of the capabilities of current and emerging IT systems and to evaluate their impact on a range of stakeholders.
- Enable students to apply their knowledge of existing IT systems to various scenarios and to make informed judgments about the effects of IT developments on them.

- Encourage students to use their knowledge of IT systems and practical IT skills to justify IT solutions for a specified client or end-user.

INFORMATION TECHNOLOGY COURSE OFFERINGS

Elective Courses (Semester)	AP Courses (Yearlong)	IB Courses (Yearlong)
IT Game Design	AP Computer Science A	IT IB Computer Science HL Year 1 & Year 2
IT Mobility Apps	AP Computer Science Principles	IT IB Computer Science SL Year 1 & Year 2
IT Programming		
IT Robotics I		
IT Robotics II		



IT AP COMPUTER SCIENCE A **ITLDAPCS**

COURSE PURPOSE

The AP computer science course introduces students to computer science with fundamental topics that include problem solving, design strategies, and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

TOPICS

- Object Oriented Program Design; Program Implementation;
- Program Analysis;

- Standard Data Structures;
- Standard Operations and Algorithms;
- Computing in Context;

SKILLS

Students will:

- Design, implement, and analyze solutions to problems
- Develop, select, use and implement appropriate algorithms and data structures to solve problems
- Write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset
- Read and understand programs consisting of several classes and interacting objects
- Read and understand a description of the design and development process leading to such a program
- Understand the ethical and social implications of computer use

ASSESSMENT

Students enrolled in this course will be evaluated for their understanding and mastery of the topics by tests and projects. Assessment is an ongoing, daily procedure and includes homework, worksheets, class work, group work as well as individual conferences with the teacher.

REQUIREMENTS

Successful completion of the IT Game Design, IT Programming, IT Mobility Apps or IT Robotics I course and teacher recommendation.

IT AP COMPUTER SCIENCE PRINCIPLES ITLDAPCSP

COURSE PURPOSE

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

TOPICS

- The Design Cycle for Computational Innovations;
- Standard Data Structures;
- Algorithms and Abstraction in Program Development;
- Code Analysis;

- Computing Systems and Networks;
- Global Impacts of Computing;

SKILLS

Students will:

- Design and evaluate computational solutions for a purpose
- Develop and implement algorithms
- Develop programs that incorporate abstractions
- Evaluate and test algorithms and programs
- Investigate computing innovations
- Contribute to an inclusive, safe, collaborative, and ethical computing culture
- Implement the design cycle to create a self-directed computer program

ASSESSMENT

Students enrolled in this course will be evaluated for their understanding and mastery of the topics by tests and projects. Assessment of student learning is an ongoing process and may also include review with peers, group work, and individual conferences with the teacher.

REQUIREMENTS

Successful completion of the IT Game Design, IT Programming, IT Mobility Apps or IT Robotics I course and teacher recommendation.

IB COMPUTER SCIENCE HL YRI ITLDIBCHI

COURSE PURPOSE

Computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach.

TOPICS

- Systems in organizations
- Computer organization
- Networks
- Computational thinking;
- Problem solving and programming;
- Abstract data structures;

- Resource management;
- Control;
- Case study;
- Object oriented Programming (OOP):
 - *Objects as a programming concept*
 - *Features of OOP*
 - *Program development;*

SKILLS

Students will:

- Demonstrate initiative in applying thinking skills critical to identify and resolve complex problems;
- Develop logical and critical thinking as well as experimental, investigative and problem-solving skills; develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively;
- Become aware of the moral, ethical, social, economic and environmental implications of using science and technology;
- Develop an appreciation of the possibilities and limitations associated with continued developments into IT systems and computer science;
- Encourage an understanding of the relationship between scientific disciplines and the overarching nature of the scientific method.

ASSESSMENT

Students enrolled in this course will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment is an ongoing, daily procedure and includes homework, worksheets, class work, group work as well as individual conferences with the teacher.

REQUIREMENTS

Successful completion of the IT Game Design, IT Programming, IT Mobility Apps or IT Robotics I course and teacher recommendation.

IT IB COMPUTER SCIENCE HL YR2 TLDIBCH2

COURSE PURPOSE

Computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach.

TOPICS

- Systems in organizations
- Computer organization
- Networks

- Computational thinking;
- Problem solving and programming;
- Abstract data structures;
- Resource management;
- Control;
- Object oriented Programming (OOP):
 - *Objects as a programming concept*
 - *Features of OOP*
 - *Program development;*

SKILLS

Students will:

- Demonstrate initiative in applying thinking skills critical to identify and resolve complex problems;
- Develop logical and critical thinking as well as experimental, investigative and problem-solving skills; develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively;
- Become aware of the moral, ethical, social, economic and environmental implications of using science and technology;
- Develop an appreciation of the possibilities and limitations associated with continued developments into IT systems and computer science;
- Encourage an understanding of the relationship between scientific disciplines and the overarching nature of the scientific method.

ASSESSMENT

Students enrolled in this course will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment is an ongoing, daily procedure and includes homework, worksheets, class work, group work as well as individual conferences with the teacher. Students will take 2 external assessments in May, the internal assessment and the IB Group 4 project, which includes 15 hours of original interdisciplinary science research, is one of the requirements.

REQUIREMENTS

Successful completion of IB Computer Science HL Year 1 and teacher recommendation.

IB COMPUTER SCIENCE SL YRI ITLDTIBCSI

COURSE PURPOSE

Computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach.

TOPICS

- Systems in organizations;

- Computer organization;
- Networks;
- Computational thinking;
- Problem solving and programming;
- Object oriented Programming (OOP):
 - *Objects as a programming concept*
 - *Features of OOP*
 - *Program development;*

SKILLS

Students will:

- Demonstrate initiative in applying thinking skills critical to identify and resolve complex problems;
- Develop logical and critical thinking as well as experimental, investigative and problem-solving skills; develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively;
- Become aware of the moral, ethical, social, economic and environmental implications of using science and technology;
- Develop an appreciation of the possibilities and limitations associated with continued developments into IT systems and computer science;
- Encourage an understanding of the relationship between scientific disciplines and the overarching nature of the scientific method.

ASSESSMENT

Students enrolled in this course will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment is an ongoing, daily procedure and includes homework, worksheets, class work, group work as well as individual conferences with the teacher.

REQUIREMENTS

Successful completion of the IT Game Design, IT Programming, IT Mobility Apps or IT Robotics I course and teacher recommendation.

IT IB COMPUTER SCIENCE SL YR2 ITLDIBCS2

COURSE PURPOSE

Computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach.

TOPICS

- Systems in organizations;
- Computer organization;

- Networks;
- Computational thinking;
- Problem solving and programming;
- Object oriented Programming (OOP):
 - *Objects as a programming concept*
 - *Features of OOP*
 - *Program development;*

SKILLS

Students will:

- Demonstrate initiative in applying thinking skills critical to identify and resolve complex problems;
- Develop logical and critical thinking as well as experimental, investigative and problem-solving skills;
- Develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively;
- Become aware of the moral, ethical, social, economic and environmental implications of using science and technology;
- Develop an appreciation of the possibilities and limitations associated with continued developments into IT systems and computer science;
- Encourage an understanding of the relationship between scientific disciplines and the overarching nature of the scientific method.

ASSESSMENT

Students enrolled in this course will be evaluated for their understanding and mastery of the topics by quizzes, tests and projects. Assessment is an ongoing, daily procedure and includes homework, worksheets, class work, group work as well as individual conferences with the teacher. Students will take 2 external assessments in May, the internal assessment and the IB Group 4 project, which includes 15 hours of original interdisciplinary science research, is one of the requirements.

REQUIREMENTS

Successful completion of IB Computer Science SL Year 1 and teacher recommendation.

SEMESTER ELECTIVE COURSES

IT GAME DESIGN ITGD

COURSE PURPOSE

The Game Design is a self-directed course that will allow students to develop a framework for developing their own games, virtual or physical. Students enrolled in this course will engage in the design cycle to discover methods for designing games, object-oriented programming in the Construct 3 engine, asset curation & development, and self-publishing. The course culminates with the creation of a video game

playable on consoles, phones, and/or computers.

SKILLS

Students will:

- To program in the Construct 3 game engine
- To implement the design cycle and various frameworks for game development
- To identify and describe automated decision making in video games
- To breakdown complex problems into smaller steps
- Apply basic programming skills to implement solutions
- Video game asset development and curation
- Self publishing methods

ASSESSMENT

Students enrolled in this course will be evaluated for their understanding of the topics through several incremental game projects. Assessment of student learning is an ongoing process and may also include review with peers, group work, and individual conferences with the teacher.

REQUIREMENTS

No requirements

IT MOBILITY APPS ITLDAPPS

COURSE PURPOSE

The Mobility Apps course will provide everything you need to start creating your mobile device application. Students enrolled in this course will have a comprehensive grounding in a mobile platform, development techniques and concepts. Learn how to use the major tools and APIs (Application interface) in the mobile world.

SKILLS

Students will:

- Build App Inventor applications
- The AI environment
- Multimedia
- Program Development
- Storage and databases
- Graphics, animation, sensors and communication

ASSESSMENT

Students enrolled in this course will be evaluated for their understanding of the topics through quizzes, tests and challenge problems. Assessment of student learning is an ongoing process and may also include homework, when it is necessary, worksheets, and review with peers and group work.

REQUIREMENTS

No requirements

IT PROGRAMMING | ITLDPROG I

COURSE PURPOSE

The Programming course will provide an introduction to object-oriented programming. Students will have an opportunity to learn the basics of programming that includes logic, programming style, programming process and documentation.

SKILLS

Students will:

- The computer concepts
- Introduction to logic
- Integrated development environment
- Introduction to Python programming
- Decision control structures
- Repetition control structures

ASSESSMENT

Students enrolled in this course will be evaluated for their understanding of the topics through quizzes, tests and challenge problems. Assessment of student learning is an ongoing process and may also include homework, worksheets, and review with peers and group work.

REQUIREMENTS

No requirements

IT ROBOTICS | ITLDROB

COURSE PURPOSE

The Robotics course exposes students to the fundamentals of designing, building and programming a robot. Students will be exposed to the design cycle, create various electrical circuits with a variety of sensors and motors, learn the basics of object-oriented programming, and discover the basics of robot mechanical design.

SKILLS

Students will:

- To implement the engineering design cycle to make their thinking visible
- To identify and describe input and output of robotic systems
- To identify and describe automated decision making in robotic state machines
- To use deconstruction and abstraction to solve problems
- Apply basic programming skills to implement solutions
- Create simple circuits that use sensors, motors, switches, and lights

ASSESSMENT

Students enrolled in this course will be evaluated for their understanding of the topics through several incremental design, programming and construction projects. Assessment of student learning is an ongoing

process and may also include review with peers, group work, and individual conferences with the teacher.

REQUIREMENTS

No requirements

IT ROBOTICS II ITRO2

COURSE PURPOSE

The Robotics II course exposes students to advanced knowledge in various fields related to robotics; design thinking, physical computing, mechanical engineering, electrical engineering, and object oriented programming. There is a strong focus on students defining and attempting to solve their own robotic challenges. Topics will include Python programming using microcontrollers, functional mechanical structures, creating electrical circuits for physical computing via sensors & motors and 2D/3D Computer Aided Design (CAD).

SKILLS

- To implement the engineering design cycle to make their thinking visible
- To use basic CAD models to create parts for robots
- To identify and describe input and output of complex robotic systems
- To identify and describe automated decision making in complex robotic state machines
- To use deconstruction and abstraction to define and solve complex problems
- Apply programming skills to implement solutions
- Create advanced circuits to aid in constructing complex robots

ASSESSMENT

Students enrolled in this course will be evaluated for their understanding of the topics through several incremental design, programming and construction projects. Assessment of student learning is an ongoing process and may also include review with peers, group work, and individual conferences with the teacher.

REQUIREMENTS

Successful completion of IT Robotics I course and teacher recommendation.

THE ARTS DEPARTMENT

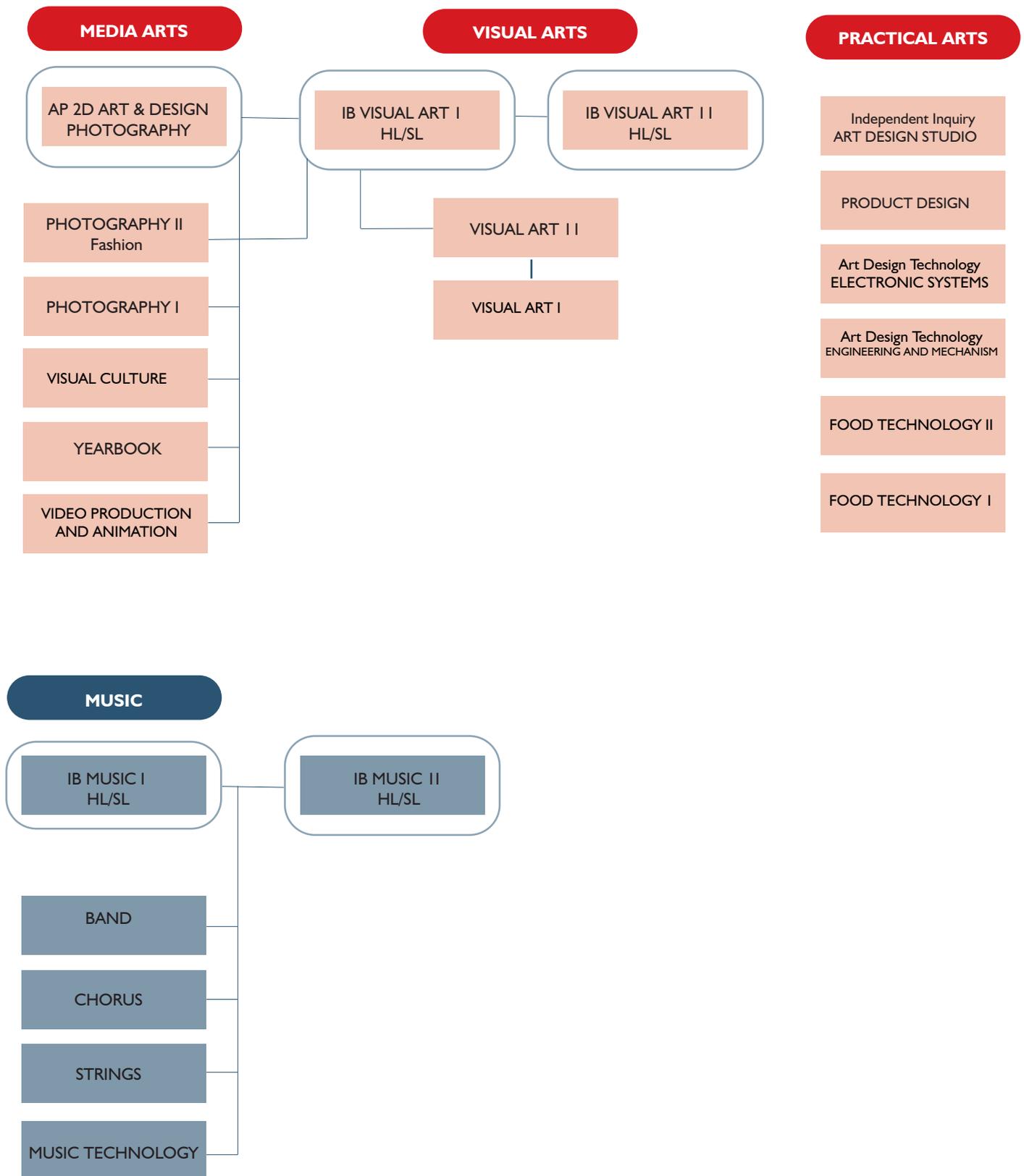
The Arts Department at American School of The Hague fosters and enhances the creative and aesthetic domains of the “whole student”. The Arts Program is inclusive; all students, from the novice beginner to the well-skilled artist are integral to the program. Skills are developed in the visual and performing arts. These skills are transferred to understanding the nature of the arts and its relevance to oneself as a human being.

COURSE OFFERINGS

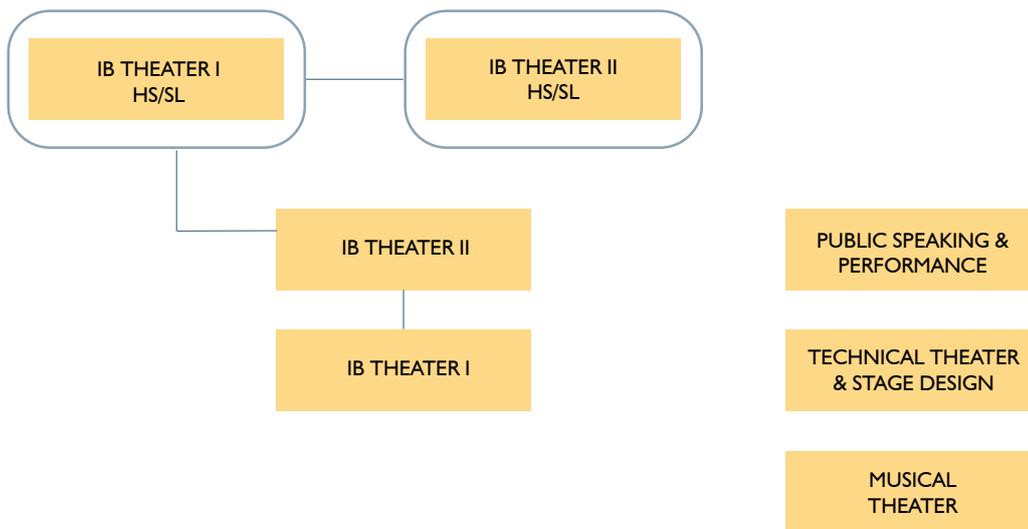
MEDIA ARTS	VISUAL ARTS
Photography I, Photography II - Fashion	Visual Art I
AP 2D Art & Design: Photography	Visual Art II
Video Production & Animation	IB Visual Art, HL and SL, Year 1 & 2
Visual Culture	
Yearbook Design	

PRACTICAL ARTS	PERFORMING ARTS
Product Design	Band
Art & Design - Independent Inquiry	Chorus
Art Design Technology: Engineering & Mechanisms	IB Music, HL and SL, Year 1 & 2
Art Design Technology: Electronic Systems	Theater I & II
Food Technology I & II	IB Theater, HL and SL, Year 1 & 2
	Public Speaking & Performance
	Music Technology I
	Musical Theater
	String Ensemble
	Theater & Stage Design

ARTS DEPARTMENT FLOW CHART



PERFORMING ARTS



AC AP 2D ART & DESIGN: PHOTOGRAPHY **ASAAP**

COURSE PURPOSE

To produce a portfolio of designated work that focuses on the use of two-dimensional elements and principles of art and design. Students will consider how materials, processes, and ideas can be used to make work that exists on a flat surface. In addition to learning foundational photographic skills, students will also explore the possible mix of digital imaging, collage, graphic design, fashion design, fashion illustration and/or composite still images from videos or film

SKILLS

Students will be able to:

- Create a body of work that has a visual or conceptual theme.
- Communicate their ideas using various materials and processes.
- Express qualities in their making of photographs and media.
- Demonstrate their artistic intention.
- Critically analyze.
- Produce evidence-based decisions.
- Display innovative thinking
- Articulate the photographic and media elements and principles.
- Investigate the formal and conceptual aspects of photography and media.

TOPICS

The topics will be self-generated by the student, with guidance from the teacher.

ASSESSMENT

A portfolio consisting of two sections:

The Selected Works section requires students to demonstrate skillful synthesis of materials, processes, and ideas. The Sustained Investigation section requires students to conduct a sustained investigation based on an inquiry of the student's choosing. The work in this section should reflect ongoing practice, experimentation, and revision. Both sections of the portfolios require students to articulate information about their work.

Students are asked to document their artistic ideas and practices to demonstrate conceptual and technical development over time, they will also work with an external art space/gallery for the presentation of their end of year exhibition.

Students will also have the opportunity to attend a four-day enrichment trip at the start of the school year and a weekend masterclass in another European city.

REQUIREMENTS

All students will need to be in possession of a DSLR camera and a 64Gb SD card.

PREREQUISITES

The class is open to all students that have completed Photography I, Fashion Photography/Photography II, Yearbook, Video Production & Animation and/or Visual Culture.

Experience with an SLR or DSLR camera.

AC PHOTOGRAPHY I APHI

COURSE PURPOSE

Students in Photography I learn the necessary skills and acquire the knowledge to produce photographs that communicate powerfully.

TOPICS/SKILLS

Photography requires both technical and artistic achievement, so students can expect to participate in a wide range of activities. By the end of the course, they should be able to use a 35mm, SLR type camera, process black and white film, understand and apply the elements of composition, be aware of the influence of several important photographers and explore a range of print possibilities in a single negative.

Early assignments are intended to develop specific skills, but always allow individual expression. Over time, students are encouraged to design and execute projects in which they have personal interest. The "class culture" in all photography courses is one of mutual support, where students are encouraged to take creative risks, and to assist others as skills and sensibilities deepen. Assessment has continuous improvement as a goal for all students.

Finished photographs are the basis of evaluation, supplemented with an electronic notebook and/or Tearsheet of personal reflection, theory and technique. Gallery and museum visits are also taken to enrich, support and to enhance class work.

REQUIREMENTS

Significant time outside of class to shoot film.

Students need to be in possession of a 35mm, SLR type camera with manual control option, and a sturdy tripod.

PREREQUISITES

None

AC PHOTOGRAPHY II FASHION APHF

COURSE PURPOSE

The course aims to focus on students that would like to build a personal digital portfolio of their design ideas and create their own fashion wear collection.

SKILLS

Students will become skilled at how to conduct a fashion shoot, with attention to the set, make up and lighting, as well as how to use various camera lenses to create different photographic techniques and styles of their own fashion collection that will culminate in an on and off site fashion show, complimented with a digital portfolio.

TOPICS

The topics covered throughout the course of the year will include the practical use of a DSLR camera with the focus on the following areas:

Editorial and Portrait photography Glamour and Beauty photography Street photography Lighting and Posing Color and Monochrome.

ASSESSMENT

In this class students will be expected to produce an electronic fashion photography portfolio that illustrates their individual style, and work with an external art space/gallery and present their combined designs and photography in a fashion show presentation.

REQUIREMENTS

All students will need to be in possession of a DSLR camera and an 6432Gb SD card

PREREQUISITES

The class is open to all students that have completed Photography I or have experience with an analogue SLR or DSLR camera.

AC VIDEO PRODUCTION AND ANIMATION AVID

COURSE PURPOSE

Students learn to use the tools and techniques of television, movie and animation production in this project based course. We also give serious consideration to the ways moving images are designed to entertain, educate and manipulate their audiences.

TOPICS & SKILLS

Prospective students should expect to engage in a range of activities such as: scripting, acting, shooting and editing, storyboarding, writing scripts, discussions and viewing films. Individual and group projects will be produced using digital video cameras and computer-based editing software. Opportunities for integrating video with other media, such as stop animation and sound will be explored.

Cinema and studio visits are also taken to enrich, and support class work, alongside the introduction of “on location shoots”.

ASSESSMENT

Students will be graded on their production and pre-visualization work

REQUIREMENTS

Students need to be in possession of their own headphones.

PREREQUISITES

None

AC VISUAL CULTURE AVCUL

COURSE PURPOSE

A year - long foundation course that brings together an amalgamation of subjects for students that wish to experience various elements of popular culture and psychoanalysis via the visual arts, namely photography, graphical communication, film studies and popular music. Students will be exposed to media language cultures, commercial branding and images that surround popular music, visual arts, art spaces/galleries and social media.

TOPIC/SKILLS

The Visual Culture course will require students to be engaged in discourse that surrounds popular culture and social media to then make links to different areas of visual arts and society today. Students will be expected to create and produce photographs, music videos, commercials, podcasts, magazine covers as well as attend off campus gallery/museum events, visit designers, curators, artists and producers in order to enhance their discourse and develop their psychoanalytical awareness. Students will also have the opportunity to attend a four-day enrichment trip at the start of the school year to another European city.

ASSESSMENT

Assessment is via student led inquiry based projects of visual art works, film, video, music and short essays throughout the year.

REQUIREMENTS

Students need to be in possession of their own headphones.

PREREQUISITES

An interest in popular culture.

OTH YEARBOOK OYEA

COURSE PURPOSE

A year long, elective course that will guide students in the artistic, graphical communication, technical, and copywriting skills and areas of design that is needed to produce a high school yearbook.

TOPIC/SKILLS

Students can expect to participate in a wide range of activities ranging from designing page layouts, to taking and staging photo shots. As part of the Yearbook staff, students also assist in the communication with their peers, parents and staff to obtain pictures, text and finally help with the distribution of the printed copies. An 'in house' magazine and studio visit are also taken to enrich and support graphic communication awareness.

ASSESSMENT

Assessment is via the development of the student's design and technical proficiency of their layouts throughout the year.

REQUIREMENTS

All students must be in possession of a good compact digital or 35mm DSLR camera, 64Gb memory card and card reader.

PREREQUISITES

Students especially skilled in the areas of darkroom and digital photography, Adobe Photoshop and InDesign are welcome. Students must be prepared to work hard in a team with a dedication to producing a quality yearbook.

ARTS VISUAL

AC IB VISUAL ART HL YRI ARESIBHI

COURSE PURPOSE

The focus of IB Visual Art is on independent investigation and experimentation, study, exploration, creation. It is a course where students are encouraged to take risks and through this, express themselves. Investigations happen at many levels: international, national, local, and personal. Given the setting in which they live, the multicultural aspect of research is integral. Through the study of art history, past and present, familiarity with a variety of artists should help to further inspire.

Visual Arts in Context provides a lens through which students are encouraged to explore perspectives, theories and cultures that inform and influence visual arts practice. Students should be able to research, understand and appreciate a variety of contexts and traditions and be able to identify links between them.

Visual Arts Methods addresses ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods.

Communicating Visual Arts involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. It engages students in making decisions about the selection of their own work.

SKILLS

Students are required to investigate the core syllabus areas through exploration of the following practices:

Theoretical Practice Students examine and compare the work of artists from different cultural contexts and consider the contexts influencing their own work and the work of others. Students look at different techniques for making art. They investigate and compare how and why different techniques have evolved and the processes involved. Students will explore ways of communicating through visual and written means and make artistic choices about how to most effectively communicate knowledge and understanding.

Art Making Practice Students make art through a process of investigation, thinking critically and experimenting with techniques. They should apply identified techniques to their own developing work. Students experiment with diverse media and explore techniques for making art. They should develop concepts through processes that are informed by skills, techniques and media. Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.

Curatorial Practice Students develop an informed response to work and exhibitions they have seen and experienced. Students begin to formulate personal intentions for creating and displaying their own artworks. Students evaluate how their ongoing work communicates meaning and purpose. Students consider the nature of the exhibition and think about the process of selection and the potential impact of their work on different audiences. Students select and present resolved works for exhibition. They will explain the ways in which the works are connected. Students should know how to discuss how artistic judgments impact the overall presentation.

In the first semester, students are given teacher directed assignments which are designed to show how the relationship between artist, Theoretical, Art Making, and Curatorial Practices are developed. In the second semester, and following through the second year, it becomes a more self-directed course, stressing the individuality of each student artist. The course is designed to allow students to work with materials and subject matter of their choice. Students should choose subject matter and themes toward which they can focus their work. These should be broad in nature and malleable. Changes in subject matter and theme are allowed (and expected) but students are guided to define and refine the purpose of their work.

TOPICS

Topics are multi-faceted and ever changing. At the base of the course are investigations into theory, history, and culture. Students have the opportunity to experiment with several media. It often happens in their second year of study, that students settle in to concentrate on technical skills in a chosen medium. To this end, startup materials are provided by the school and if a student wishes to pursue one particular medium with greater concentration, they must provide their own materials.

ASSESSMENT

Comparative Study: 20% Students analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

At SL: Compare at least three different artworks, by at least two different artists..

At HL: As in SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined.

Process Portfolio: 40% Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two year course.

At SL: 9 to 18 screens. The submitted work should be in at least two different art making forms

At HL: 13 to 25 screens. The submitted work should be in at least three different art making forms.

Exhibition: 40% Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

At SL: 4- 7 pieces with exhibition text for each. A Curatorial Rationale (400 words.)

At HL: 8- 11 pieces with exhibition text for each. A Curatorial Rationale (700 words.)

PREREQUISITES

It is strongly suggested that students applying for this course have two years of High School Visual Art experience. Otherwise, recommendations from the High School Visual Arts teacher and the IB Art teacher are required. For students new to ASH, presentation of a portfolio showing previous experience in Art is required.

The course encourages an individual experimental, well grounded approach to both studio work and development in the Visual Journal. Extensive amounts of work outside of class are required. The curriculum demands that students visit museums and galleries during their free time. Quarterly critiques and reviews will be expected.

Emphasis is on a well developed Visual Journal that explores art theory, art history, curatorial practice, in depth investigations into various cultures and their art, and art making practice.

General Homework Expectations: A minimum of 5 hours a week is expected of students on their out of class projects. As a general guideline, 60% of the time will be devoted to written research and investigation, supported by a minimum of 14 (HL), 10 (SL) completed pages in their Visual Journal each month. Studio works will evolve and both unresolved and resolved works will be accepted, accompanied by written analysis and reflection showing process, purpose and intent.

Students who enroll in Year 2 of this course are required to take and pay for the examination in April/May of the examination year.

AC IB VISUAL ART HL YR2 ARESIBH2

See IB Visual Arts HL/SL Year I

PREREQUISITES

IB Visual Arts, Year I

REQUIREMENTS

Students enrolled in this course are required to take and pay for the examination in April/May of the examination year.

AC IB VISUAL ART SL YRI ARESIBSI

COURSE PURPOSE

The focus of IB Visual Art is on independent investigation and experimentation, study, exploration, creation. It is a course where students are encouraged to take risks and through this, express themselves. Investigations happen at many levels: international, national, local, and personal. Given the setting in which they live, the multicultural aspect of research is integral. Through the study of art history, past and present, familiarity with a variety of artists should help to further inspire.

Visual Arts in Context provides a lens through which students are encouraged to explore perspectives, theories and cultures that inform and influence visual arts practice. Students should be able to research, understand and appreciate a variety of contexts and traditions and be able to identify links between them.

Visual Arts Methods addresses ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods.

Communicating Visual Arts involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. It engages students in making decisions about the selection of their own work.

SKILLS

Students are required to investigate the core syllabus areas through exploration of the following practices:

Theoretical Practice Students examine and compare the work of artists from different cultural contexts and consider the contexts influencing their own work and the work of others. Students look at different techniques for making art. They investigate and compare how and why different techniques have evolved and the processes involved. Students will explore ways of communicating through visual and written means and make artistic choices about how to most effectively communicate knowledge and understanding.

Art Making Practice Students make art through a process of investigation, thinking critically and experimenting with techniques. They should apply identified techniques to their own developing work. Students experiment with diverse media and explore techniques for making art. They should develop concepts through processes that are informed by skills, techniques and media. Students produce a body of

artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.

Curatorial Practice Students develop an informed response to work and exhibitions they have seen and experienced. Students begin to formulate personal intentions for creating and displaying their own artworks. Students evaluate how their ongoing work communicates meaning and purpose. Students consider the nature of the exhibition and think about the process of selection and the potential impact of their work on different audiences. Students select and present resolved works for exhibition. They will explain the ways in which the works are connected. Students should know how to discuss how artistic judgments impact the overall presentation.

In the first semester, students are given teacher directed assignments which are designed to show how the relationship between artist, Theoretical, Art Making, and Curatorial Practices are developed. In the second semester, and following through the second year, it becomes a more self-directed course, stressing the individuality of each student artist. The course is designed to allow students to work with materials and subject matter of their choice. Students should choose subject matter and themes toward which they can focus their work. These should be broad in nature and malleable. Changes in subject matter and theme are allowed (and expected) but students are guided to define and refine the purpose of their work.

TOPICS

Topics are multi-faceted and ever changing. At the base of the course are investigations into theory, history, and culture. Students have the opportunity to experiment with several media. It often happens in their second year of study, that students settle in to concentrate and hone technical skills in a chosen medium. To this end, startup materials are provided by the school and if a student wishes to pursue one particular medium with greater concentration, they must provide their own materials.

ASSESSMENT

Comparative Study: 20% Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

At SL: Compare at least three different artworks, by at least two different artists.

At HL: As in SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined.

Process Portfolio: 40% Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two year course.

At SL: 9 to 18 screens. The submitted work should be in at least two different art making forms

At HL: 13 to 25 screens. The submitted work should be in at least three different art making forms.

Exhibition: 40% Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

At SL: 4 - 7 pieces with exhibition text for each. A Curatorial Rationale (400 words.)

At HL: 8 - 11 pieces with exhibition text for each. A Curatorial Rationale (700 words.)

PREREQUISITES

It is strongly suggested that students applying for this course have two years of High School Visual Art experience. Otherwise, recommendations from the High School Visual Arts teacher and the IB Art teacher, are required. For students new to ASH, presentation of a portfolio showing previous experience in Art is

required.

The course encourages an individual experimental, well grounded approach to both studio work and development in the Visual Journal. Extensive amounts of work outside of class are required. The curriculum demands that students visit museums and galleries during their free time. Quarterly critiques and reviews will be expected.

Emphasis is on a well developed Visual Journal that explores art theory, art history, curatorial practice, in depth investigations into various cultures and their art, and art making practice.

General Homework Expectations: A minimum of 5 hours a week is expected of students on their out of class projects. As a general guideline, 60% of the time will be devoted to written research and investigation, supported by a minimum of 14 (HL), 10 (SL) completed pages in their Visual Journal each month. Studio works will evolve and both unresolved and resolved works will be accepted, accompanied by written analysis and curatorial rationale showing process, purpose and intent.

Students who enroll in Year 2 of this course are required to take and pay for the examination in April/May of the examination year.

AC IB VISUAL ART SL YR2 ARESIBS2

See: IB Visual Arts SL Year I

PREREQUISITES

IB Visual Arts, Year I

REQUIREMENTS

Students enrolled in this course are required to take and pay for the examination in April/May of the examination year.

AC VISUAL ART I ART I

COURSE PURPOSE

This is a foundation course, which provides students with opportunities to develop their skills and knowledge in the Visual Arts. As well, the course helps to foster an appreciation for visual art, artists, and the artistic process. Drawing upon the tenets of Inquiry-based learning, students will be introduced to a variety of subjects through studio activities and art history. Along with the Elements and Principles of Design, the main areas of study will be drawing, painting, sculpture, pottery, printmaking, and design. Use of computer technology will be integrated when possible. Art history will be researched and studied to enrich the daily work and act as reference for different projects. Evidence of this research will be reflected in their written assessments. Students will work in a sketchbook as part of the process of recording, practicing, researching and writing about art.

TOPIC/SKILLS

Topics may include: drawing, painting, clay sculpture, wire sculpture, found object sculpture, collage, printmaking, painting with gouache, acrylic, and watercolor paints, graphic design, digital photography. When time and schedule permit, we will complement our studio studies with a visit to a local gallery or museum.

ASSESSMENT

Students will participate in self, peer, and teacher evaluation. Class critiques are an integral part of evaluation. Some of the things considered when evaluating are: effort and perseverance, evidence of

growth and development, craftsmanship, skill, consistency, quality of the finished product, problem solving, interpretation via originality and creativity, completion of work, adhering to due dates, use of class time, respect for the studio space.

PREREQUISITES

There are no prerequisites for this course.

REQUIREMENTS

All students are expected to have an A4 size sketchbook, a pencil, and an eraser.

AC VISUAL ART II ART2

COURSE PURPOSE

Visual Art 2 is an extension of Visual Arts I. This Part 2 course emphasizes learning through practice; building on what students have learned in the foundation course. Introducing new ideas, concepts, materials and processes are a feature of this course. Students will explore various media in order to create works of art in various genres. Following Art I, this course continues to foster an appreciation for visual art, artists, and the artistic process. Drawing upon the tenets of Inquiry-based learning, students will explore a variety of subjects through studio activities and art history. Through extended practice and application of the Elements and Principles of Design, the main areas of study will be drawing, painting, sculpture, pottery, printmaking, and design. Use of computer technology will be integrated when possible. Art history will be researched and studied to enrich the daily work and act as reference for different projects. Evidence of this research will be reflected in their written assessments. Students will work in a sketchbook as part of the process of recording, practicing, researching and writing about art.

SKILLS

This course focuses on studio activities with continued emphasis on drawing, painting, sculpture and design. Art history will be studied and act as a complement for different assignments. Students will apply creative thinking and expression to their own experimental studio projects. They will also conduct independent research, developing a critical appreciation of the formal and aesthetic qualities of the art or design forms studied and an awareness of cultural, historical, and social contexts. The sketchbook as a visual journal will be continued with independent visual research required. Research will become an integral part of the course, being a record and reference for each assignment. Visual Art 2 is an ideal course for students who are aiming to take Visual Arts at the IB level.

TOPIC

Topics may include: drawing, painting, clay sculpture, wire sculpture, found object sculpture, collage, printmaking, painting with gouache, acrylic, oil, and watercolor paints, graphic design, digital photography. When time and schedule permit, we will complement our studio studies with a visit to a local gallery or museum.

ASSESSMENT

Students will participate in self, peer, and teacher evaluation. Class critiques are an integral part of evaluation. Some of the things considered when evaluating are: effort and perseverance, evidence of growth and development, craftsmanship, skill, consistency, quality of the finished product, problem solving, interpretation via originality and creativity, completion of work, adhering to due dates, use of class time, respect for the studio space.

PREREQUISITES

A course in HS Visual Art I is a prerequisite for students taking Visual Art 2.

ARTS (PRACTICAL ARTS)

AC ART DESIGN TECHNOLOGY - PRODUCT DESIGN (SEMESTER) APD

COURSE PURPOSE

Product Design is a semester-long project-based course where students learn to design products that solve relevant problems within various contexts whilst considering their own and others' needs, wants and values. Students will explore such themes as functionality, aesthetics, sustainability and ergonomics, while practicing a variety of visual communication, design thinking and fabrication techniques.

SKILLS

- Students will gain an understanding of the multidisciplinary nature of the design process, as well as practicing 2D & 3D drawing, communication, collaboration and fabrication skills.
- They will understand how to communicate design concepts with drawings and work with various methods and materials

TOPICS

Students will be assigned a range of different design briefs that promote design thinking and empathy, with many opportunities for personalisation.

ASSESSMENT

Assessment for this course focuses on the student's design process journal, along with their ability to skillfully create meaningful and original designs

PREREQUISITES

The class is open to all students. Grade levels: 9,10,11,12

AC ART DESIGN TECHNOLOGY - ART & DESIGN STUDIO - INDEPENDENT INQUIRY (SEMESTER) ALAII

COURSE PURPOSE

This semester course is aimed at students with design or art experience who wish to pursue their own personal design project. Following a short introductory unit, students will begin the process of ideating, planning and developing an independent design project outcome. Students will create their own project brief and pitch presentation, then follow a design process to execute a successful design product.

SKILLS

Students will have opportunities to practice and develop core design skills. They will develop skills in communication, collaboration, and project management, as well as specific technical skills relative to their chosen direction.

TOPICS

A range of possible topics and project directions will be co-constructed with the class to help jump start students, however, students will be encouraged to develop their own unique ideas in consultation with the teacher.

ASSESSMENT

Assessment for this course focuses on the student's design process journal, along with their ability to skillfully create meaningful and original designs. Depending on the specific direction chosen by students, aspects of the established assessment criteria may be adapted in consultation with the teacher.

PREREQUISITES

The class is open to all students. Grade levels: 10, 11, 12

AC ART DESIGN TECHNOLOGY - ENGINEERING & MECHANISMS (SEMESTER) **ARMP**

COURSE PURPOSE

Engineering & Mechanisms is a semester-long course that explores the basics of linear and circular motion, as well as compressed air systems. Students who wish to experience designing, modeling, and construction will produce objects such as buggies, kinetic sculptures, bridges and cranes that are operated by a variety of mechanisms.

SKILLS

Students will be introduced to the design process, linear & circular motion, drafting, and gear mechanisms, gaining basic skills in designing and making a variety of moving objects using wood, cardboard, metal and/or plastic.

TOPICS

The topics covered throughout the semester will include the practical elements of design, modeling, 2D & 3D drawing, circular & linear motion, kinetic artmaking, compressed air hydraulics, and bridge construction.

ASSESSMENT

Assessment for this course focuses on the student's design process journal, along with their ability to skillfully create meaningful and original designs.

PREREQUISITES

The class is open to all students. Grade levels: 9, 10, 11, 12

AC ART DESIGN TECHNOLOGY - ELECTRONIC SYSTEMS (SEMESTER) **AES**

COURSE PURPOSE

Electronic Systems is a semester-long course that brings together a number of disciplines for students who wish to experience designing, modeling and the basic science of building circuit powered objects. The course focuses on the application of design thinking techniques to conceptualize and develop innovative and creative electronic artworks and products.

SKILLS

Students will gain foundation skills in designing and making simple, creative electronic artworks and products, understanding how they function as a system by exploring inputs, processes and output.

TOPICS

The topics covered throughout the course of the semester include; creating basic circuits using LEDs, developing inspiring electronic artworks, and designing wearable electronic products.

ASSESSMENT

Assessment for this course focuses on the student's design process journal, along with their ability to skillfully create meaningful and original designs.

PREREQUISITES

The class is open to all students Grade levels: 9, 10, 11, 12

AC FOOD SCIENCE & TECHNOLOGY I AFST (SEMESTER)

COURSE PURPOSE

The semester-long Food Science and Technology course provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations, and consumption patterns. It addresses the importance of hygiene and safe working practices in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure, and variety food adds to life and how it contributes to both vocational and general life experiences. This is a foundation-level course that provides students with opportunities to develop practical skills and knowledge in food science and culinary arts. Students will be introduced to a variety of topics to research and study in the classroom, and kitchen lab.

SKILLS

- Safety and hygiene
- Kitchen tools and equipment
- Knife skills
- Food preparation and storage
- Recipe development
- Meal planning
- Budgeting and shopping

TOPICS

Theoretical and practical studies in nutrition and meal prep, Food Science and Technology at the High School level can also touch upon these areas:

- Methods of cooking
- Recipe development
- Ways of Eating (Vegan, Vegetarian, Paleo, etc.)
- Nutrition
- Food trends
- Allergies and substitutions
- Product analysis

ASSESSMENT

- Students' knowledge, skills, and understanding in relation to the planning, preparation, cooking, and presentation of food
- Visual and oral presentations
- Formal research on nutrition, menu planning, various approaches to cooking

- Quizzes and tests on food technology, nutrition, food safety, kitchen safety

Students will participate in self, peer, and teacher evaluation. Class critiques are an integral part of the evaluation. Some of the things considered when evaluating are effort and perseverance, evidence of growth and development, craftsmanship, skill, consistency, quality of the finished product, problem-solving, interpretation via originality and creativity, completion of work, adhering to due dates, use of class time, respect for the lab space.

PREREQUISITES

There are no prerequisites for this course.

AC FOOD SCIENCE & TECHNOLOGY II AFST2 (SEMESTER)

COURSE PURPOSE

Food Science & Technology II is a Level 2 course in which students build upon the skills they have learned in the Food Science & Technology I course. After studying nutrition, food science, food and kitchen safety, menu and meal planning, as well as food prep and cooking techniques in the Level I course, students in Food Science & Technology II will put these skills into practice as they further hone their culinary skills. Food Science & Technology II will offer students the opportunity to learn how to meal plan and prep, cook and bake, apply a budget to a weekly shopping list, and feel confident about preparing and eating healthy, homemade dishes. In addition, there is a possibility to explore supporting ASH by contributing to events such as feeding cast and crew for the Musical, and Play. Extending the Farm to Table approach, Food Science & Technology II, is an ideal course for students who may wish to further their studies in the culinary arts post ASH graduation. Areas of study in tertiary education where courses such as the Food & Gastronomy Associate Degree, and the Process & Food Technology Degree are available at local universities. Additionally, students who are interested in working in the hotel / food / catering / restaurant industry, would benefit from Food Science & Technology II.

SKILLS

- Safety and hygiene
- Knife skills
- Food prep, food storage
- Recipe development
- Kitchen tools and equipment
- Meal planning
- Budgeting and shopping

TOPICS

Practical studies in food handling, cooking skills, meal planning and prep, budgeting and shopping, Food Science & Technology II at the High School level can also touch upon these areas:

- Methods of cooking

- Recipe development
- Cooking for college
- Stocking your pantry
- Ways of Eating (Vegan, Vegetarian, Paleo, Keto)
- Nutrition and Health
- International and cultural food norms
- Catering

ASSESSMENT

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, and presentation of food

Written and electronic portfolio including photographic evidence

Visual and oral presentations

Formal research on healthy menu planning, ingredients,

Quizzes and tests on food technology, nutrition, food safety, kitchen safety

Students will participate in self, peer, and teacher evaluation. Class critiques are an integral part of evaluation. Some of the things considered when evaluating are: effort and perseverance, evidence of growth and development, craftsmanship, skill, consistency, quality of the finished product, problem solving, interpretation via originality and creativity, completion of work, adhering to due dates, use of class time, respect for the studio space, working as part of a team.

PREREQUISITES

This course requires a Teacher Recommendation and a passing grade in Food Science and Technology I

ARTS PERFORMING

AC BAND PBAN

COURSE PURPOSE

The course is designed to create and instill in students a life-long love, respect and appreciation for the musical art form.

SKILLS

The skills addressed in instrumental music class include developing proficiency on a musical instrument and familiarizing oneself with diverse styles of music. Furthermore, the class is structured in such a way as to enhance the listening skills of all participants and to foster a basic understanding of music theory. By means of a performing musical ensemble, this class will also address issues of responsibility and respect towards self and others, self-discipline, self-confidence, goal setting, leadership, accountability, and risk taking.

The skills addressed in music performance ensemble classes include developing proficiency on a musical instrument and familiarizing oneself with diverse styles of music. Furthermore, these classes are structured in such a way as to enhance the listening skills of all participants and to foster a basic understanding of music theory. By means of a performing musical ensemble, these classes will also address characteristics of responsibility and respect towards self and others, self-discipline, self-confidence, goal setting, leadership,

accountability, and risk taking. Students address these characteristics through the research, performance and the creation of their own music.

ASSESSMENT

In performing ensemble classes, students will be expected to perform, create and research a variety of topics of music study. Public programs, identify basic elements of music, demonstrate an understanding of diverse styles of music, and develop a group and individual practice routine. At the end of each semester, all performing ensembles will have an opportunity to share their performances, compositions and research done throughout the marking period.

PREREQUISITES

The class strives to be inclusive and is open to all students.

Individual lessons might be recommended, depending on individual skill in relation to the ensemble.

NOTE: The band is a performing ensemble and participates in several public performances both on and off campus throughout the year. This also includes the annual performance and workshop at the Disney Park in France. Therefore, extra costs such as a performance outfit and travel expenses may be associated with the class.

AC CHORUS PCHO

COURSE PURPOSE

HS Chorus is a performance group that offers students a creative and an inclusive experience in ensemble singing. We learn to acquire love for singing, for choral singing and for vocal music.

SKILLS

The skills addressed in music performance ensemble classes include developing proficiency in your voice and familiarizing oneself with diverse styles of music. Furthermore, these classes are structured in such a way as to enhance the listening skills of all participants and to foster a basic understanding of music theory. By means of a performing musical ensemble, these classes will also address characteristics of responsibility and respect towards self and others, self-discipline, self-confidence, goal setting, leadership, accountability, and risk taking. Students address these characteristics through the research, performance and the creation of their own music.

TOPICS

The topics covered throughout the course include choral music literature, solo voice literature. Our repertoire consists of a wide variety of musical styles including classical, renaissance, Broadway show tunes, swing, gospel, pop and original compositions.

ASSESSMENT

In performing ensemble classes, students will be expected to perform, create and research a variety of topics of music study. Public programs, identify basic elements of music, demonstrate an understanding of diverse styles of music, and develop a group and individual practice routine. At the end of each semester, all performing ensembles will have an opportunity to share their performances, compositions and research done throughout the marking period.

PREREQUISITES

The class strives to be inclusive and is open to all students. Individual lessons might be recommended depending on individual skill level in relation to the ensemble.

NOTE: The chorus is a performing ensemble and participates in several public performances both on and off campus throughout the year. This also includes the annual performance and workshop at the Disney Park in France. Therefore, extra costs such as a performance outfit and travel expenses may be associated with

the class.

AC STRINGS PSTR

COURSE PURPOSE

The course is designed to create and instill in students a life-long love, respect and appreciation for the musical art form.

SKILLS

The skills addressed in music performance ensemble classes include developing proficiency on a musical instrument and familiarizing oneself with diverse styles of music. Furthermore, these classes are structured in such a way as to enhance the listening skills of all participants and to foster a basic understanding of music theory. By means of a performing musical ensemble, these classes will also address characteristics of responsibility and respect towards self and others, self-discipline, self-confidence, goal setting, leadership, accountability, and risk taking. Students address these characteristics through the research, performance and the creation of their own music.

TOPICS

The topics covered throughout the course of the year will include classic string music literature, chamber music and audition materials. These genres will include classical, contemporary, rock, jazz and world music styles. The class will also be part of the annual Disneyland workshop and performance in October.

ASSESSMENT

In performing ensemble classes, students will be expected to perform, create and research a variety of topics of music study. Public programs, identify basic elements of music, demonstrate an understanding of diverse styles of music, and develop a group and individual practice routine. At the end of each semester, all performing ensembles will have an opportunity to share their performances, compositions and research done throughout the marking period.

PREREQUISITES

The class strives to be inclusive and is open to all students.

Individual lessons might be recommended, depending on individual skill in relation to the ensemble.

NOTE: The string ensemble is a performing ensemble and participates in several public performances both on and off campus throughout the year. This also includes the annual performance and workshop at the Disney Park in France. Therefore, extra costs such as a performance outfit and travel expenses may be associated with the class.

AC IB MUSIC HL YRI PMUSIBHI

COURSE PURPOSE

The course is designed to create and instill in students a life-long love, respect, appreciation and performance of the musical art form. This will include music of a global and local context.

TOPICS

The IB Music Course aims to engage students on the basis of their own personal musical identity and explore music with a Local and Global context. The study will include topics that may be familiar to the student but will also strive to challenge the student to engage in music which is unfamiliar. The content of the course will be based on four areas of inquiry:

- I. Music for sociocultural and political expression

2. Music for listening and performance.
3. Music for dramatic impact, movement and entertainment
4. Music for technology in the electronic and digital age.

SKILLS

Students will be expected to explore music in context, experiment with music and present music. The role of the student will be that of a researcher, creator and performer of music.

ASSESSMENT

Students will be expected to build a music (e)portfolio / journal based on the following components:

1. Exploring music in context with the focus being on linking one's research to practice.
2. Experimenting with music with the focus being on musical process and decision - making.
3. Presenting music with the focus being the assessment of realised works.
4. The Contemporary Music Maker (HL Only) with the focus being on real-life relevance.

PREREQUISITES

The class strives to be inclusive and is open to all students; however, students will be expected to have a background in research techniques as well as creating techniques either aurally or electronically. Students will be expected to perform and present their work.

AC IB MUSIC HL YR2 PMUSIBH2

This course is the second year of study for students who have taken IB Music, Year 1. Students taking this course will be making their final preparations for the IB Music Exam. For a complete description of the course see IB MUSIC, Year 1. Students who enroll in year 2 of this course are required to take and pay for the examination in May of the examination year.

AC IB MUSIC SL YR1 PMUSIBS1

COURSE PURPOSE

The course is designed to create and instill in students a life-long, respect, appreciation and the performance of the musical art form. Students reflect on the role of music in human development.

TOPICS

Students examine various music styles including Western and non-Western forms. They choose a personal music investigation that investigates two contrasting music genres. Additionally, students select an in-depth area of music study in one of three areas: ensemble, solo or composition. A complete guide to the IB Music syllabus is available from the arts office.

SKILLS

Students develop critical thinking skills in this class as it pertains to music. They become self-directive and are expected to assume the responsibility to account for their own learning. Basic music skills are expected. Students will need to choose a performing idiom in voice or instrumental music or in composition.

ASSESSMENT

Students maintain a performance or composition portfolio that is critiqued throughout the two-year duration of the course. Internal assessments include a music investigation and a performance tape or composition submission. All IB Students will take an external written exam at the conclusion of the two-year course.

PREREQUISITES

The class strives to be inclusive and is open to all students. Individual lessons might be recommended pending individual student skill level in relation to the ensemble. Students who enroll in year 2 of this course are required to take and pay for the examination in May of the examination year.

AC IB MUSIC SL YR2 PMUSIBS2

This course is the second year of study for students who have taken IB Music, Year 1. Students taking this course will be making their final preparations for the IB Music Exam. For a complete description of the course see IB MUSIC, Year 1. Students enrolled in this course are required to take and pay for the examination in May of the examination year.

AC IB THEATER HL YRI PTHEIBHI**COURSE PURPOSE**

Theater is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theater and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Program theater course is a multifaceted theater making course of study. It gives students the opportunity to make theater as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theater course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theater as participants and audience members they gain a richer understanding of themselves, their community and the world. Through the study of theater, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theater practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theater across time, place and culture and promotes international mindedness.

The syllabus clearly indicates a differential between SL and HL. It allows for greater breadth and depth in the teaching and learning at HL through an additional assessment task which requires HL students to engage with theater theorists and their theories.

PREREQUISITES

No prior knowledge, but students who enroll in year 2 of this course are required to take and pay for the examination in May of the examination year.

Please note that as this is a college university preparatory course, mature themes, language, topics or texts may be a part of the syllabus.

TOPICS

In Year One, students develop the skills they will need to be successful in their Year Two Projects and Assessments. Topics will holistically involve looking at performance and production roles including that of the director. World theater traditions will be explored. Students will work on creating an original theater performance. HL students will explore what it means to put on a solo show. Approaches such as improvisation, games, and other creative strands will be included according to purpose.

This will prepare student for the following topics and assessments in Year 2:

Solo theater piece: Students at HL research a theater theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theater piece based on this aspect(s) of theory.

Production proposal: Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.

Research presentation: Students at SL and HL plan and deliver an individual presentation to their peers in which they outline and physically demonstrate their research into a convention of a theater tradition they have not previously studied.

Collaborative project: Students at SL and HL collaboratively create and present an original piece of theater for and to a specified target audience, created from a starting point of their choice.

KNOWLEDGE AND SKILLS

The theater in context area of the course allows students to consider the three contexts in which theater can be created, presented and experienced by an audience. Its primary aim is to encourage students to investigate the personal, theoretical and cultural contexts of theater.

These contexts are:

- Students identify their own personal contexts and understand the impact their interests, influences and inspirations have on their choices, approaches and interpretations. This includes taking into consideration their own geographical location, cultural background, skills and experiences and the impact these make on the sort of theater that they create and present
- Students identify and understand the theater theory that informs various play texts, theater practices, theater theorists and world theater traditions across time and place. They practically apply this understanding to their work
- Students identify and understand the cultural, social, political and historical factors that affect theater practice. They practically apply this understanding to their work.

One of the major objectives of the theater in the context area is also to enrich students' development throughout the course by ensuring they experience theater from a variety of times, places and cultures, both in theory and practice. Students should examine and experience these theater traditions and performance practices practically. The syllabus should be flexible enough to ensure that both independent inquiry and group work take place. This part of the course requires that students develop skills, knowledge and understanding in the following areas:

- The ability to research and analyze play texts, theater theorists (HL only), world theater traditions and performance practices from a variety of cultural contexts (SL and HL)
- Experience the practical presentation and performance skills of theater practices from a variety of cultures, through workshops, practical engagement and experimentation with skills particular to these practices
- The ability to appreciate critically theater performances from a diverse range of theater practices from various cultural contexts, and to discern the relationship between performance and any theory that may inform it
- An appreciation of the cultural, aesthetic and intellectual contexts from which theater evolves and to which it contributes

- The understanding of the significance of theater and its impact on the lives of particular communities within a specific cultural context

ASSESSMENT

Students are expected to keep a weekly journal to reflect on their process. Assessment is ongoing and includes: performances, group discussions, evidence of leadership, self and peer evaluation, teacher observation (“spot checks”), time management, and participation. Evaluations of performances are a requirement. Each unit will use the existing I.B. assessment criteria and is often modified for YI understanding. Several projects are videotaped in Year Two and sent in for the final assessment.

AC IB THEATER HL YR2 PTHEIBH2

COURSE PURPOSE

Theater is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theater and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Program theater course is a multifaceted theater making course of study. It gives students the opportunity to make theater as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theater course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theater as participants and audience members they gain a richer understanding of themselves, their community and the world. Through the study of theater, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theater practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theater across time, place and culture and promotes international mindedness.

The syllabus clearly indicates a differential between SL and HL. It allows for greater breadth and depth in the teaching and learning at HL through an additional assessment task which requires HL students to engage with theater theorists and their theories.

Students will find they often can choose the role that they wish to participate in a unit from costumier, to lighting or sound designer, writer, set artist or actor to name a few.

PREREQUISITES

No prior knowledge, but students who enroll in year 2 of this course are required to take and pay for the examination in May of the examination year.

Please note that as this is a college university preparatory course, mature themes, language, topics or texts may be a part of the syllabus.

TOPICS

In Year One, students develop the skills they will need to be successful in their Year Two Projects and Assessments. Topics will holistically involve looking at performance and production roles including that of the director. World theater traditions will be explored. Students will work on creating an original theater performance. HL students will explore what it means to put on a solo show. Approaches such as improvisation, games, and other creative strands will be included according to purpose. productive artists.

This will prepare the student for the following topics and assessments in Y2:

- Solo theater piece: Students at HL research a theater theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theater piece (4-8 minutes) based on this aspect(s) of theory.
- Solo theater piece: Students at HL research a theater theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theater piece based on this aspect(s) of theory.
- Production proposal: Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.
- Research presentation: Students at SL and HL plan and deliver an individual presentation to their peers in which they outline and physically demonstrate their research into a convention of a theater tradition they have not previously studied.
- Collaborative project: Students at SL and HL collaboratively create and present an original piece of theater for and to a specified target audience, created from a starting point of their choice.

KNOWLEDGE AND SKILLS

The theater in context area of the course allows students to consider the three contexts in which theater can be created, presented and experienced by an audience. Its primary aim is to encourage students to investigate the personal, theoretical and cultural contexts of theater. These contexts are:

Personal context: students identify their own personal contexts and understand the impact their interests, influences and inspirations have on their choices, approaches and interpretations. This includes taking into consideration their own geographical location, cultural background, skills and experiences and the impact these make on the sort of theater that they create and present.

Theoretical context: students identify and understand the theater theory that informs various play texts, theater practices, theater theorists and world theater traditions across time and place. They practically apply this understanding to their work.

One of the major objectives of the theater in the context area is also to enrich student development throughout the course by ensuring they experience theater from a variety of times, places and cultures, both in theory and practice. Students should examine and experience these theater traditions and performance practices practically. The syllabus should be flexible enough to ensure that both independent inquiry and group work take place.

This part of the course requires that students develop skills, knowledge and understanding in the following areas:

- The ability to research and analyze play texts, theater theorists (HL only), world theater traditions and performance practices from a variety of cultural contexts (SL and HL)
- Experience the practical presentation and performance skills of theater practices from a variety of cultures, through workshops, practical engagement and experimentation with skills particular to these practices
- The ability to appreciate critically theater performances from a diverse range of theater practices from various cultural contexts, and to discern the relationship between performance and any theory that may inform it
- An appreciation of the cultural, aesthetic and intellectual contexts from which theater evolves and to which it contributes

- The understanding of the significance of theater and its impact on the lives of particular communities within a specific cultural context

ASSESSMENT

Students are expected to keep a weekly journal to reflect on their process. Assessment is ongoing and includes: performances, group discussions, evidence of leadership, self and peer evaluation, teacher observation (“spot checks”), time management, and participation. Evaluations of performances are a requirement. Each unit will use the existing I.B. assessment criteria and is often modified for Y1 understanding. Several projects are videotaped in Year Two and sent in for the final assessment.

AC IB THEATER SL YRI PTHEIBS I

COURSE PURPOSE

Theater is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theater and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Program theater course is a multifaceted theater making course of study. It gives students the opportunity to make theater as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theater course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theater as participants and audience members they gain a richer understanding of themselves, their community and the world. Through the study of theater, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theater practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theater across time, place and culture and promotes international mindedness.

The syllabus clearly indicates a differential between SL and HL. It allows for greater breadth and depth in the teaching and learning at HL through an additional assessment task which requires HL students to engage with theater theorists and their theories.

PREREQUISITES

No prior knowledge, but students who enroll in year 2 of this course are required to take and pay for the examination in May of the examination year. Please note that as this is a college university preparatory course, mature themes, language, topics or texts may be a part of the syllabus.

TOPICS

In Year One, students develop the skills they will need to be successful in their Year Two Projects and Assessments. Topics will holistically involve looking at performance and production roles including that of the director. World theater traditions will be explored. Students will work on creating an original theater performance. HL students will explore what it means to put on a solo show. Approaches such as improvisation, games, and other creative strands will be included according to purpose.

This will prepare student for the following topics and assessments in Y2:

- Solo theater piece: Students at HL research a theater theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theater piece based on this aspect(s) of theory.
- Production proposal: Students at SL and HL choose a published play text they have not previously

studied and develop ideas regarding how it could be staged for an audience.

- **Research presentation:** Students at SL and HL plan and deliver an individual presentation to their peers in which they outline and physically demonstrate their research into a convention of a theater tradition they have not previously studied. **Collaborative project:** Students at SL and HL collaboratively create and present an original piece of theater for and to a specified target audience, created from a starting point of their choice.

KNOWLEDGE AND SKILLS

The theater in context area of the course allows students to consider the three contexts in which theater can be created, presented and experienced by an audience. Its primary aim is to encourage students to investigate the personal, theoretical and cultural contexts of theater.

These contexts are:

- Students identify their own personal contexts and understand the impact their interests, influences and inspirations have on their choices, approaches and interpretations. This includes taking into consideration their own geographical location, cultural background, skills and experiences and the impact these make on the sort of theater that they create and present
- Students identify and understand the theater theory that informs various play texts, theater practices, theater theorists and world theater traditions across time and place. They practically apply this understanding to their work
- Students identify and understand the cultural, social, political and historical factors that affect theater practice. They practically apply this understanding to their work.

One of the major objectives of the theater in the context area is also to enrich students' development throughout the course by ensuring they experience theater from a variety of times, places and cultures, both in theory and practice. Students should examine and experience these theater traditions and performance practices practically. The syllabus should be flexible enough to ensure that both independent inquiry and group work take place. This part of the course requires that students develop skills, knowledge and understanding in the following areas:

- The ability to research and analyze play texts, theater theorists (HL only), world theater traditions and performance practices from a variety of cultural contexts (SL and HL)
- Experience the practical presentation and performance skills of theater practices from a variety of cultures, through workshops, practical engagement and experimentation with skills particular to these practices
- The ability to appreciate critically theater performances from a diverse range of theater practices from various cultural contexts, and to discern the relationship between performance and any theory that may inform it
- An appreciation of the cultural, aesthetic and intellectual contexts from which theater evolves and to which it contributes
- The understanding of the significance of theater and its impact on the lives of particular communities within a specific cultural context

ASSESSMENT

Students are expected to keep a weekly journal to reflect on their process. Assessment is ongoing and includes: performances, group discussions, evidence of leadership, self and peer evaluation, teacher observation ("spot checks"), time management, and participation. Evaluations of performances are

a requirement. Each unit will use the existing I.B. assessment criteria and is often modified for Y1 understanding. Several projects are videotaped in Year Two and sent in for the final assessment.

AC IB THEATER SL YR2 PTHEIBS2

COURSE PURPOSE

Theater is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theater and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Program theater course is a multifaceted theater making course of study. It gives students the opportunity to make theater as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theater course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theater as participants and audience members they gain a richer understanding of themselves, their community and the world.

Through the study of theater, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theater practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theater across time, place and culture and promotes international mindedness.

The syllabus clearly indicates a differential between SL and HL. It allows for greater breadth and depth in the teaching and learning at HL through an additional assessment task which requires HL students to engage with theater theorists and their theories.

Students will find they often can choose the role that they wish to participate from in a unit from costumer, to lighting or sound designer, writer, set artist or actor to name a few.

PREREQUISITES

No prior knowledge, but students who enroll in year 2 of this course are required to take and pay for the examination in May of the examination year.

Please note that as this is a college university preparatory course, mature themes, language, topics or texts may be a part of the syllabus.

TOPICS

In Year One, students develop the skills they will need to be successful in their Year Two Projects and Assessments. Topics will holistically involve looking at performance and production roles including that of the director. World theater traditions will be explored. Students will work on creating an original theater performance. HL students will explore what it means to put on a solo show. Approaches such as improvisation, games, and other creative strands will be included according to purpose.

This will prepare the student for the following topics and assessments in Y2:

- Production proposal: Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.
- Research presentation: Students at SL and HL plan and deliver an individual presentation to their peers

in which they outline and physically demonstrate their research into a convention of a theater tradition they have not previously studied.

- Collaborative project: Students at SL and HL collaboratively create and present an original piece of theater for and to a specified target audience, created from a starting point of their choice

KNOWLEDGE AND SKILLS

The theater in context area of the course allows students to consider the three contexts in which theater can be created, presented and experienced by an audience. Its primary aim is to encourage students to investigate the personal, theoretical and cultural contexts of theater.

These contexts are:

- Personal context: students identify their own personal contexts and understand the impact their interests, influences and inspirations have on their choices, approaches and interpretations. This includes taking into consideration their own geographical location, cultural background, skills and experiences and the impact these make on the sort of theater that they create and present
- Theoretical context: students identify and understand the theater theory that informs various play texts, theater practices, theater theorists and world theater traditions across time and place. They practically apply this understanding to their work.
- Cultural context: students identify and understand the cultural, social, political and historical factors that affect theater practice. They practically apply this understanding to their work.

One of the major objectives of the theater in the context area is also to enrich student development throughout the course by ensuring they experience theater from a variety of times, places and cultures, both in theory and practice. Students should examine and experience these theater traditions and performance practices practically. The syllabus should be flexible enough to ensure that both independent inquiry and group work take place. This part of the course requires that students develop skills, knowledge and understanding in the following areas:

- The ability to research and analyze play texts, theater theorists (HL only), world theater traditions and performance practices from a variety of cultural contexts (SL and HL)
- Experience the practical presentation and performance skills of theater practices from a variety of cultures, through workshops, practical engagement and experimentation with skills particular to these practices
- The ability to appreciate critically theater performances from a diverse range of theater practices from various cultural contexts, and to discern the relationship between performance and any theory that may inform it
- An appreciation of the cultural, aesthetic and intellectual contexts from which theater evolves and to which it contributes
- The understanding of the significance of theater and its impact on the lives of particular communities within a specific cultural context

ASSESSMENT

Students are expected to keep a weekly journal to reflect on their process. Assessment is ongoing and includes: performances, group discussions, evidence of leadership, self and peer evaluation, teacher observation (“spot checks”), time management, and participation. Evaluations of performances are a requirement. Each unit will use the existing I.B. assessment criteria and is often modified for YI

understanding. Several projects are videotaped in Year Two and sent in for the final assessment.

AC MUSIC TECHNOLOGY I PTEI

COURSE PURPOSE

Music technology provides the opportunity for hands-on experience in the field of audio and MIDI based composition. This experience should provide insight into one of the most commonly used tools in the music producing industry.

TOPICS/SKILLS

Composing, arranging, mixing and scoring with computer sequencers and editors, students will explore various techniques, styles and structures of contemporary music technology. The student will further learn to record, edit and mix their music compositions using Logic Pro software. Students will also learn to create and use samples, and to score music for films.

Finally, they will learn to transfer music data from one sound source to another, and ultimately present their music on their own website.

ASSESSMENT

Assessment will be an evaluation of student's compositional growth, originality, musical growth and skill using audio and MIDI technology.

PREREQUISITES

This class is open to all students regardless of musical background.

AC MUSIC THEATER PTHM

COURSE PURPOSE

In this course students will develop an understanding of the history and theory of Musical Theater, as well as work on developing their performance skills in this unique and popular branch of the theatrical arts. The first semester of the year will be focused on the history of Musical Theater in the United States and the UK; students will study key works, composers, librettists and performers in the genre and learn to recognize the key components of any musical. During the second semester, the course will add a performance element; students will work on musical specific stage presence, acting, vocal and movement skills, and the course will culminate in a recital performance of one or more scenes, including a musical number (solo, duet, or ensemble piece). Progress in the course will be evaluated through written tests, a research project about a topic of interest, journal entries and response to classroom exercises, and a performance planning, reflection and evaluation portfolio that accompanies the recital project. Attitude and participation are essential to success in this class.

SKILLS

Historical, cultural and musical analysis of famous musical works; acting skills; vocal skills with a focus on flexibility and emotional expression through the voice; movement skills, with a focus on character-based movement; critical thinking, writing and evaluative skills.

TOPICS

Musical theater history; theory; analysis; and performance skills

ASSESSMENT

Written tests and quizzes, a small research project about a topic of interest, journal entries and written response to classroom exercises; finally, a performance planning, reflection and evaluation portfolio that

accompanies the recital project. Outside of class practice will be necessary for the recital project. Relative skill level in acting, singing and movement is less important than attitude, effort and progress during the year.

PREREQUISITES

An affinity with musical theater. The ability to read musical notation is not required, but is recommended.

AC PUBLIC SPEAKING & PERFORMANCE OPSPER

COURSE PURPOSE

This course is designed to build self-confidence, and to develop self-awareness in its participants. Students will explore several styles of speeches, presentations, and performances throughout the year. Students are guided, as individuals, to develop the skills that are required for self-expression.

TOPICS

Who Am I? Introductory Speech, Speaking to Convince Others, Oral Interpretation, Impromptu, Performing for a Community, What is A Performance? Unit, Our Own Mini TedX.

KNOWLEDGE AND SKILLS

Understanding the physical and psychological benefits of a group and individual warm up; awareness and use of space and status; the impact of structuring arguments; physicality; posture; awareness of crutch words; performance delivery; and audience awareness.

ASSESSMENT

Students will be evaluated on group and individual/teacher set goals. Self and peer evaluations are included. Rubrics are specific to different units whereas individual goals may remain the same throughout the course. Performances include school assemblies and other, possible, public venues but are set at a time when students will be ready for a new challenge.

PREREQUISITES

None

AC TECHNICAL THEATER & STAGE DESIGN PTHTSD

COURSE PURPOSE

In this course students will learn basic skills of many aspects of technical theater. Students will learn about and have hands on experience with set design and construction, prop design and construction and a selection of the following topics, which may vary year to year: lighting and sound techniques; stage crew techniques; prop design and construction; painting and effects; stage management techniques; costume and makeup design and construction; and collaborative theater support. The course will cover both theory and practical experience; while the course is primarily classroom based, there will be a number of hands-on building projects when the students will assist in design and construction for ASH theatrical productions. Assessment and projects will include written tests and quizzes, an individual set design project which will involve research, design and scale drawing; journal entries to track progress during construction units, and finally, written responses to performances and classroom projects and discussions. During building units, safety is of the utmost importance and careful introduction to and adherence to safety expectations is required. An affinity for theatrical collaboration, willingness to work hard in a creative team effort, a desire to learn more about the technical side of the performing arts, and some experience or skill with drawing or painting are the requirements for the class.

SKILLS

Set design and construction, including safety techniques and requirements; lighting and sound techniques;

stage crew techniques; prop design and construction; painting and effects; stage management techniques; costume and makeup design and construction; collaborative theater support.

TOPIC

Set design and construction, including safety techniques and requirements; and a selection of the following topics, depending on the makeup of the class and the opportunities presented by the choice of productions in a given academic year: lighting and sound techniques; stage crew techniques; prop design and construction; painting and effects; stage management techniques; costume and makeup design and construction; collaborative theater support.

ASSESSMENT

Written tests and quizzes, an individual set design project which will involve research, design and scale drawing; journal entries to track progress during construction units, and finally, written responses to performances and classroom projects and discussions. Effort, focus and attitude will be a prerequisite to success in this class.

PREREQUISITES

An affinity for theatrical collaboration, willingness to work hard in a creative team effort, a desire to learn more about the technical side of the performing arts, and some affinity with drawing and/or painting are the requirements for the class. All students will be expected to work with carpentry, electrics and power tools; safe techniques will be taught, but a willingness to learn these skills is required.

AC THEATER | PDR I

COURSE PURPOSE

This course is designed to build self confidence and to develop self awareness in its participants. Students will learn empathy by walking in the shoes of others and they will develop an appreciation for theater and its many forms. This is a recommended first high school theater course for students regardless of previous experience as it will introduce them to several useful tools for future classes.

TOPICS

The topics covered throughout the course include: Tableau, Anthology, Improvisation, Character Analysis, Theater for Children, Introduction to Lighting, Acting Techniques, and Evaluating Performances. Most units integrate several topics and genres. Students will have the chance to explore technical and production elements involved in the theatrical process.

KNOWLEDGE AND SKILLS

Participants learn to use the imagination to form and express thoughts, feelings and characters. Students learn to apply movement techniques for characterization in improvised and scripted activities; to express meaning and character through language; to develop and apply artistic discipline; to expand spatial awareness; and to improve understanding of self and others through an expanding role repertoire. There is an emphasis on collaborative learning, creative risk taking, self discipline/concentration, and understanding the application of ideas and skills beyond the classroom.

ASSESSMENT

Attendance is extremely important in this course as a great deal of work is done in small groups; any absenteeism greatly affects the class dynamic. Students will model their understanding of concepts and will reflect on the process through self and peer evaluation, teacher spot checks, performances and participation in interactive games and exercises. Students will evaluate performances.

PREREQUISITES

None

AC THEATER II PDR2

COURSE PURPOSE

The course is designed to build upon skills and understandings from previous courses in dramatic arts and to prepare students that may wish to study theater at a higher level in the eleventh grade. Students will continue, as in Theater I, to build skills through games, role playing, improvisation, and experimentation. Although units and techniques are new, the greater course purpose is still to build self confidence and to develop self awareness in its participants. Students will learn empathy by walking in the shoes of others and will develop an appreciation for theater and its many forms. There is an emphasis on students learning about various production roles, leading to an independent second semester performance.

TOPICS

Improvisation, Performance and Production Skills, Script Analysis, Devising, Stanislavski, Brecht, Organizing and Performing a Play of the Students' Choice, Evaluating Live Theater

KNOWLEDGE AND SKILLS

Participants learn to use the imagination to form and express thoughts, feelings and characters. Students learn to apply characterization techniques in improvised and scripted activities; to express meaning and character through language; to develop and apply artistic discipline; to develop aesthetic criteria for evaluating performances by self and others; and to improve understanding of self and others through an expanding role repertoire. There is an emphasis on collaborative learning, creative risk taking, self discipline/ concentration, and understanding the application of ideas and skills beyond the classroom.

ASSESSMENT

Attendance is extremely important in this course as a great deal of work is done in small groups; any absenteeism greatly affects the class dynamic. Students will model their understanding of concepts and will reflect on the process through critiques, self and peer evaluation, teacher spot checks, performances and participation in interactive games and exercises. Assessment criteria are addressed for each unit.

PREREQUISITES

Theater I or Public Speaking and Performance or significant performance experience (please arrange an interview with the course teacher to discuss this).

AC THEATER ASSISTANT PTHA

This option is not offered as a class but is for students in individualized circumstances and needs approval of administration, the course teacher, and the student who must propose a contract. Evaluation may be on a Pass/Fail basis or can include a letter grade, depending on the individual circumstances.

REQUIREMENTS

Former experience and leadership in curricular or extracurricular theater.

THE PHYSICAL & HEALTH EDUCATION DEPARTMENT

To graduate from the American School of The Hague, students are required to successfully complete two years of Physical & Health Education. These credits are generally earned in grades 9 and 10.

COURSE OFFERINGS

Physical & Health Education – Grade 9	Physical & Health Education – Grade 10
OTH IB Sports Exercise Health Science Standard Level Yr I (see science section)	OTH IB Sports Exercise Health Science Standard Level Yr 2 (see science section)
OTH IB Sports Exercise Health Science Higher Level Yr I (see science section)	

OTH PHYSICAL/HEALTH EDUCATION 9 OPE9

COURSE PURPOSE

The main goals of the 9th Grade Physical and Health Education course are to develop a strong appreciation, keen awareness and good understanding of a healthy and active lifestyle. To this end, students participate in a variety of activities that reinforce sportsmanship, leadership, cooperation and active participation with some appreciation of individual differences. At the same time students develop physical fitness while taking part in traditional team and individual sports.

TOPICS

Physical Education: Activities will include invasion, central net and wall, striking and fielding and others that relate to health and fitness.

Health: Participation and Motivation in sport, First Aid, CPR and Injuries in Sport, Drugs and Alcohol Abuse, Eating Disorders, Mental Health and Relationships.

SKILLS

Taking into consideration individual needs, students will perform a variety of motor skills to learn to move efficiently and to improve eye hand and eye foot coordination. Tactical skills and mental awareness will be taught to enable students to participate in all the activities listed above with increasing success. Cooperative and team building skills will be stressed and practiced in class, in order to further the students' understanding of what it means to communicate in a positive and constructive manner. In addition, skills that allow students to embrace and understand wellness and fitness concepts will be addressed.

ASSESSMENT

Physical Education: Students will be evaluated in the following areas: Cognitive (knowledge-based tasks to compliment what is done in practical activity), Affective (peer assessment and SMART Goals), Fitness (participation and Fitness Testing), Psychomotor (activity-based learning) and Participation (students' ability to participate to the best of their ability every day).

Health: Written, projects/presentations and practical assessments will be given throughout the course to assess the students' acquired knowledge in different topics, in addition to participation in class discussions.

REQUIREMENTS

Students are expected to dress appropriately for class in sports shoes, t shirts or sweaters, shorts or sport sweats and bring a water bottle. Students may be excused for medical reasons, and wherever possible a physician's letter. For more detailed information, please see the Waiver Policy.

OTH PHYSICAL/HEALTH EDUCATION 10 OPE10

COURSE PURPOSE

The main goal of the 10th grade Physical Education/Health program is to allow students to embrace lifetime sports activities, fitness maintenance and strength development, as a component of a healthy lifestyle, with

a view to the concept of Wellness. Students are encouraged to self-determine their own fitness regime and habits, so that the decision to exercise for health, recreation, and pleasure, is a personal choice, rather than being imposed upon them. A large part of the program will reinforce the value of recreation and participating in lifetime sports activities. Emphasis will also be placed upon independence and self-direction in sport activity participation and fitness development.

TOPICS

Physical Education: Activities will include invasion, central net and wall, striking and fielding and others that relate to health and fitness.

Health Topics: Mental & Emotional Health, Nutrition, Substance Abuse and Relationships.

SKILLS

Taking into consideration individual needs, students will perform a variety of motor skills to learn to move efficiently and to improve and refine eye hand and eye foot coordination. Tactical skills and mental awareness will be reinforced to enable students to participate, with increasing success, in all the activities listed above. Cooperative and team building skills will be stressed and practiced to facilitate enjoyment of participation in all activities, and further the students understanding what it means to communicate in a positive and constructive manner. In addition, skills that allow students to embrace and understand wellness and fitness concepts will be taught.

ASSESSMENT

Physical Education: Students will be evaluated in the following areas: Cognitive (Simplest - personal fitness plan, unit assessments); Affective (Smart goals reflection and presentation), Fitness (post fitness testing), Participation (personal and social behavior, self-challenge), Psychomotor (functional movement, game play assessments) Health: Written, projects/presentations and practical assessments will be given throughout the course to assess the students acquired knowledge in different topics, in addition to participation in class discussions.

REQUIREMENTS

Students are expected to dress appropriately for class in sports shoes, t-shirts or sweaters, shorts or sport sweats and bring a water bottle. Students may be excused only with a letter from a parent or physician. For more detailed information, please see the Waiver Policy.

LEARNING SUPPORT CENTER

OTH LEARNING SUPPORT CENTER OLEA

COURSE PURPOSE

The Learning Support Center (LSC) is available to students who benefit from support with class assignments, test taking, study skills, and executive function skills. Learning Support teachers work with enrolled students to set goals and develop strategies that support subject area success. Learning Support teachers also consult and collaborate with the students' content teachers and depending on scheduling and need may provide integrated support in content classes.

SKILLS

Executive functioning (planning, organization, time management), habits for learning, goal setting and academic support.

TOPICS

All academic subjects.

ASSESSMENT

Pass/Fail

For students enrolled in the program, the Learning Support Center (LSC) is part of their regular schedule, meeting one block per rotation. The LSC is a non-graded class, and students who successfully participate in the program receive a PASS grade on their report card and 0.5 of an elective credit per semester. Students are enrolled in the class at the recommendation of the Student Support Team.

PRE-REQUISITES

Recommendation from the High School Student Support Team (SST).

GLOBAL ONLINE ACADEMY

Sometimes the students have interests which are not covered by the curriculum of American School of the Hague. We recognize that some students may want to choose subjects outside of our curriculum. The solution to this desire can be an online course with Global Online Academy. Students who complete the course will be able to earn credit towards the graduation for electives.

GOA semester and year long courses are designed for high school students and are open to students from the member schools. All GOA students must be 13 years of age or older at the time of enrollment. Summer courses are open to all students. Semester 1, Semester 2, and Year long courses are available only to students from GOA Student Program member schools.

Cost of the course is covered by students.

[Course catalog](#) for 2023-2024.

