

# HIGH SCHOOL COURSE DESCRIPTIONS 2009-2010

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February, 2009

Dear Students and Parents,

This course booklet describes each of the courses offered during the 2009-2010 academic year. We hope that you find the information helpful and informative as you design your academic program.

Our outstanding reputation in the international community is largely built on the quality and rigor of the academic program we offer and the extracurricular activities which allow you to develop in many ways. Taking full advantage of these opportunities will prepare you for whichever college you choose, as well as for the broader challenges you will face as an adult. It is, however, up to you to take the ultimate responsibility for your learning. Take advantage of the opportunities you will find here to stretch your limits and challenge yourself. Remember to try and balance your program with enough courses that will challenge you but allow time for the important extra curricular activities that contribute to a rewarding and enjoyable school year.

Please do not hesitate to contact the school administration, counseling or support staff should you have questions regarding your academic program. We're here to help and guide you through a wonderful high school experience!

Sincerely,

Neal Jacover  
High School Principal

## GRADUATION REQUIREMENTS

Students must acquire a total of 24 credits from AIS and/or other recognized institutions. The following minimum academic credits must be earned in specific areas:

English	4 credits
Math	3 credits
Science	3 credits
Social Studies	4 credits including  Middle East History and  20 <sup>th</sup> Century History or AP  European History.
Foreign Language	3 credits
Physical Ed/Life Skills	1 credit (grade 9)
Physical Ed/Health	1 credit (grade 10)
Lifetime Fitness	.5 credit (grade 11 or 12)
Fine Arts	1 credit
Computer	.5 credit (or certification that computer skills have been mastered)
Senior Project	.5 credit
Electives or Additional  courses from the above  areas	2.5 credits

## ACADEMIC PROGRAM

### COURSE LOAD REQUIREMENTS

Each semester a student must carry at least 7 full-time courses. **Exceptions may be made for students enrolled in a full Advanced Placement program.**

### COURSE DESCRIPTION BY DEPARTMENT

The required and elective courses for the high school are set forth in the following pages. Classes are one semester or full year and earn .5 or 1 credit respectively.

## ADVANCED PLACEMENT PROGRAM

AIS offers a program of 12 Advanced Placement courses. These College level courses allow students to study the particular subject in depth and at a level of independence greater than the other courses. Although some courses may have more specific requirements, all AP courses have the following prerequisites:

High level of student interest, motivation and academic independence

Demonstrated ability in the subject matter

Teacher recommendation

***These are college level courses. Students are recommended for these courses based on ability and work ethic. The expectations of all students enrolled include the ability to work independently and at a college level in order to ensure the successful completion of the entire curriculum***

## SENIOR PROJECT

Senior project is a performance based activity and assessment for seniors. Seniors will identify and pursue a topic of interest that will sustain serious study and research and culminate in a final research paper and project component. Seniors will participate in the Senior Project course while working on their independent study project. In class we will explore methods and issues relating to research. Some of the topics that will be addressed are: topic definition, research strategies, using and evaluating sources and evidence, developing an analytical focus in writing, public speaking and ethics in research. Class time will also be used for students to work on their research and conference individually with their teacher. Students are responsible for completing all assigned readings and work and participating in classroom discussions. Senior Project is excellent preparation for success in university, the workplace and life.

Text:

The Senior Project Handbook, Chill and Weitzman

## ENGLISH

**English 9:** This yearlong course is a writing/reading workshop based on an integrated, thematic based curriculum. First semester skills emphasize interpersonal communication within group work to strengthen peer support and evaluation as well as research and reporting skills. First semester content focuses on the origins of literatures and Mythology. Second semester skills emphasize presentation as well as formal research, evaluation techniques, and vocabulary building. Second semester content focuses on Ancient Greek Theatre, Philosophy, and the drama of Shakespeare and science fiction.

Texts:

Oedipus Rex

Antigone- Sophocles

Speak – Laurie Halse Anderson

The Alchemist – Paul Coelho

Mythology - Edith Hamilton

Romeo & Juliet - Shakespeare

Julius Caesar - Shakespeare

The Book of Virtues- Bennett

1984 – Orwell

Poetry selections

Short Story Selections

*\*One play by Shakespeare required as class reading*

**English 10: Global Literature** By exploring a series of works of world literature written during the last 400 years, we shall consider the variety of literature and the themes and forms by which writers have tried to depict the human experience. This year long course is an introduction to renowned world writers of the past. Although we shall focus primarily on literary questions, we at times shall find useful some familiarity with the social, political, cultural, and intellectual history of our world. We may better understand our civilizations today by tracing the genesis and continuity of certain ideas and values. Together, we will read and write and talk our way through the wonderfully complex and divergent works that have shaped and defined world literature. By examining representations of human behavior and experience, we will hopefully come to understand other people and our own experience a bit better as well.

Texts:

A Chronicle of a Death Foretold - Gabriel Garcia Marquez

Macbeth – William Shakespeare

Frankenstein – Mary Shelley

Candide – Voltaire

The Joy Luck Club – Amy Tan

The Kite Runner - Khaled Hosseini

Someone to Run With – David Grossman

The Map of Love – Adhaf Soueif

A Long Way Gone ; Memoirs of a Boy Soldier – Ishmael Beah

Selected Short Stories and Poetry – various authors

**Grade 11: American Literature:** This yearlong course introduces students to renowned American writers of the past and present. Works are chosen from various literary periods, reaching back as far as colonial literature and as far forward as post-modernism. The course exposes students to great American literature through the various genres: novel, short story, poetry, drama, and non-fiction and explores significant sub canons. Students engage in creative and analytical writing and develop literary sensitivity and writing and reading skills in various ways. Apart from written work, students learn the skills of oral presentation and commentary.

Texts:

Ordinary People – Judith Guest

A Streetcar Named Desire – Tennessee Williams

A View From the Bridge – Arthur Miller

A Raisin In the Sun – Lorraine Hansberry

Jasmine - Bharati Mukherjee

The Great Gatsby – F. Scott Fitzgerald

The Catcher in the Rye - J.D. Salinger

Death of a Salesman - Arthur Miller

Of Mice and Men – John Steinbeck

Selected Post-Modern Poetry – various authors

**English 11: Advanced Placement: Language and Composition:** The main goal of the course is to prepare students for the AP Language and Composition exam, in place of a college freshman composition course; therefore, the year is organized by examining different parts of testing – analysis, argument, synthesis, and multiple choice – as well as by writing numerous types of essays grouped by a writing focus – discourse, rhetoric, language, and style. Throughout the year, students learn to recognize the effects of rhetorical devices and use them appropriately for various purposes: narrate, exemplify, cause/effect, process, compare/contrast, classify/divide, define, and describe. This result is students becoming, as the College Board states, “aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.” In addition to fulfilling the content goals of the College Board course, the course doubles as the 11<sup>th</sup> grade English class, focusing on American Literature. Students enrolled in this class are required to sit for the AP exam and pay for testing fees.

*This is a college level course. Students are recommended for this course based on ability and work ethic. The expectations of all students enrolled include the ability to work independently and at a college level in order to ensure the successful completion of the entire curriculum*

Texts:

Norton Anthology of Nonfiction, 11th Edition

Catcher in the Rye – J.D. Salinger

Into the Wild – Jon Krakauer

The Adventures of Huckleberry Finn – Mark Twain

I Know Why the Caged Bird Sings – Maya Angelou

Leaves of Grass – Walt Whitman

Selected Poems – Emily Dickinson

Hiroshima – John Hersey or Dispatches – Michael Herr

The Crucible – Arthur Miller

Selected Creative Nonfiction – The Bell Jar by Sylvia Plath, Slaughterhouse-5 by Kurt

Vonnegut, Zen and the Art of Motorcycle Maintenance by Robert Pirsig

**English 12 Advanced Placement:** The first semester focuses on themes in western literature organized around two broad but related central topics: situations of personal crisis or loss, and fundamental conflicts that require individuals to make painful trade-offs. The focus of the first semester will be on critical thinking, advanced writing, and interpretive, analytical skills by examining each work for formal aspects of genre and resources of language. During the second semester students prepare for the Advanced Placement examination by analyzing prose passages and poetry from AP material and writing commentaries on AP samples; by examining past AP topics and applying the topics to the literature studied over the year; and by learning and practicing strategies for multiple-choice questions over literary passages. Students enrolled in this class are required to sit for the AP exam and pay for testing fees.

*This is a college level course. Students are recommended for this course based on ability and work ethic. The expectations of all students enrolled include the ability to work independently and at a college level in order to ensure the successful completion of the entire curriculum*

Texts:

Waiting for Godot - Samuel Beckett

Metamorphosis - Kafka

Othello- Shakespeare

Tar Baby -Toni Morrison

Hamlet - Shakespeare

The Merchant of Venice- Shakespeare

Heart of Darkness - Joseph Conrad

A Separate Peace - John Knowles

The Grand Inquisitor- Fyodor Dostoevsky

One Flew Over the Cuckoo's Nest – Ken Kesey

Wuthering Heights - Emily Bronte

Poetry and Short Stories from various anthologies

Independent Reading Project

Bible Unit

**English 12: 20<sup>th</sup> Century Literature:** This year- long course introduces students to a variety of works in the various genres and to instill in them an appreciation of 20<sup>th</sup> Century modern literature. The course will focus on the dominant themes and formal concerns in 20<sup>th</sup> century life and literature. Apart from readings and discussions of modern works, the course places strong emphasis on expository writing skills.

Texts:

Selected poetry

Metamorphosis - Kafka

The Stranger - Camus

A Handmaid's Tale - Atwood

Brave New World - Huxley

One Flew Over the Cuckoo's Nest - Kesey

Pygmalion - Shaw

One Day in the Life of Ivan Denisovich – Solzhenitzn

Short story selections

### **ENGLISH ELECTIVE** (Cannot substitute for English 9, 10, 11 or 12)

**Journalism I:** In this yearlong, elective course, students learn about the foundation, creation, and production of journalism and practice journalistic reporting, writing, editing, and designing skills through the publication of the student newspaper, The Word. Students layout the newspaper using the computer application Adobe InDesign and manipulate artwork with digital cameras and Adobe Photoshop. In addition, students may be required to sell and design advertisements to help offset printing costs of The Word. Although this is a demanding course that revolves around deadlines, the reward is a professional newspaper that is published periodically throughout the school year. To that end, class members are required to be full-fledged newspaper staff members, which may require extra time and effort on weekends, after school, and during holidays in order to meet publication deadlines. In Journalism I, staff members will also have the opportunity to apply and interview for positions on the editorial board, which is primarily responsible for the publication of The Word. In Journalism II, class members are required to serve as editors of The Word. All staff members will work closely with the adviser on the publication of the newspaper. Students will play an important leadership role and must be willing and able to work with students of varied abilities.

Resources:

News University Web Interactive  
Associated Press Stylebook  
The Newspaper Designer's Handbook

**Journalism II:** This elective course is open to students who have successfully completed Journalism I but want to be in the class and work on The Word for another year. Class members are required to serve as editors, which will require extra time and effort on weekends, after-school, and holidays in order to meet publication deadlines. Students will play an important leadership role and must be willing and able to work with students of varied abilities.

Resources:

News University Web Interactive  
Associated Press Stylebook  
The Newspaper Designer's Handbook  
Prerequisite: Journalism I

## ENGLISH LANGUAGE LEARNERS (ELL)

The objective of the ELL program is to enable students to reach a level of proficiency in English so that they can be successful in content area classes. Exiting the program depends on each individual student's rate of language acquisition as well as meeting the required standards in speaking, listening, reading and writing.

Note that a student must be fully mainstreamed in order to graduate from AIS.

The **ELL I** course introduces reading strategies to enable students to comprehend various texts. Writing strategies include guided writing, sentence, paragraph and essay development while focusing on vocabulary enrichment, grammar, word usage and communicative skills.

Resources include:

Short stories

Poetry

Novels such as Holes by L. Sachar

Magazine and newspaper articles

Films

**ELL II** offers an integration of the various skills required by the student to attain academic competence and become a proficient reader and writer. The course develops advanced reading strategies such as inferring and reading content critically. Students become more proficient writers by internalizing the writing process and enriching their academic vocabulary. They learn to use complex punctuation and correct grammar by writing authentic texts in a variety of content areas.

Resources include:

Short stories

Poetry

Novels such as Call of the Wild by J. London

Magazine and newspaper articles

Films

## VISUAL ARTS

**Studio Art I (Grades 9-12):** This one semester course trains the student to observe nature and develop fine drawing and painting skills through exercises in tonal values, line, form, color and composition. A wide range of traditional and non-traditional approaches to drawing and painting are explored along with the teaching of other skills and techniques such as printmaking and sculpture. Attention is given to the development of an art vocabulary as well as to the development of a portfolio of work based on sound

drawing skills. Students will discover and enjoy a means of creative expression and an appreciation of the arts of the past and present.

*Prerequisite: Motivation and a willingness to experiment.*

**Studio Art II (Grades 9-12):** This one semester course stresses more in-depth instruction in the areas of painting, design, and sculpture through the development of themes and ideas generated by the student. A student with a successful portfolio may continue the following year with the A.P. Studio Art course.

*Prerequisite: Successful completion of Studio Art I and a willingness to work after school hours.*

**Advanced Placement Studio Art (Grades 11, 12):** The Advanced Placement Art Program is a rigorous commitment meant for students who have already developed proficiency in drawing and painting and exercises in design and sculptural form and are now ready to prove sustained studio artwork and research. Students are taught to deal with fundamental concerns of the visual arts through intellectual and perceptual investigations and solutions. There are three portfolios, 2D design, drawing and painting and 3D design (sculpture). At AIS, students in Studio Art are allowed and are offered to develop any of these portfolios.

The instructional goals of the AP Studio Art program can be described as follows:

Encourage creative as well as systematic investigation of formal and conceptual issues.

Emphasize making art an ongoing process that involves the student in informed and critical decision-making.

Develop technical skills and familiarize students with the functions of the visual arts.

Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

Also, in this class, art students who do not wish to work towards formal portfolio may develop alternative art forms. For example, those students who are interested in problem solving using multi-media solutions, have the opportunity to use and incorporate film, music, digital photography and any 2 dimensional and/or 3 dimensional media. Animation, installations and possibly performance art will be introduced in the 2008 Art Class.

*Prerequisite: Permission is required from the A.P. Studio Art teacher. Students are responsible for the taking of and development of slides.*

**Advanced Placement Art History (Grades 11, 12):** Sophomores are allowed to take the course with special permission. This is a year long course which gives students 1 credit. This class will meet for an additional half block for the first semester in order to ensure that all the course material is covered. Students are required to attend all after school tutorials and any extra sessions to prepare for the exam. The Advanced Placement Art History course is an exciting and cultivating program that covers the chronological history and development of Western painting, sculpture, architecture, photography and the graphic arts from Pre-Historic through contemporary times. Other non-European cultures are also examined, as are the religions of Islam, Buddhism and Hinduism. In an International School in the Middle-East the rich and authentic experience of the many nomadic students provide a source of stimulation for learning about how other cultures have worshipped and lived their lives. Students are enlightened to philosophical traditions and an understanding and tolerance is achieved through making connections to shared rituals, purposes and functions of art and architecture. The role of the artist, patronage and the intended audience are concerns that students also examine when observing a work

of art and when writing critical analysis. A language of visual literacy, the language of art is developed to allow students to articulate freely their aesthetic experiences.

*This is a college level course. Students are recommended for this course based on ability and work ethic. The expectations of all students enrolled include the ability to work independently and at a college level in order to ensure the successful completion of the entire curriculum.*

Texts:

Art History Marilyn Stokstad

History of Art, H.W. Janson

Art Through the Ages, Helen Gardner, De la Croix, Tansey.

*Prerequisite: Permission of the instructor. Students must be willing to attend all tutorials and afternoon sessions for revision and practice writing.*

**Photography I - (Black and White) (Grades 9-12):** This class is a one-semester elective for beginning and intermediate photography students. Camera and darkroom techniques will be taught with the emphasis placed on printing high-quality photographs that will be mounted and exhibited. The student will be directed towards using the techniques and elements of photography as a means of artistic expression and increased visual awareness i.e. as a discipline of the Fine Arts. Attention is given to the critical evaluation of the work of major photographers as well as that of the students themselves.

Requirements: Single lens reflex (SLR) 35mm. camera (with manual capabilities).

**Note: Totally automatic, point and shoot cameras are NOT acceptable.**

**Advanced Photography (Grades 9-12)** is a further exploration into the expressive and creative possibilities of the photographic medium. Techniques such as double exposure, photomontage, toning and hand coloring will be introduced. Attention will be given to more advanced control of the elements (e.g. light, composition) of photography.

*Prerequisite: Photography I or instructor's permission*

Requirements: Single lens reflex (SLR) 35-mm camera (with manual capabilities).

**Graphic Design (Grades 10-12)** (one-semester course): This is essentially a course in Graphic Design incorporating and integrating various media and disciplines, Photography, Digital Imaging (Photoshop) and the Plastic Arts, both 2D and 3D (drawing, painting, printing, sculpture, montage). The course takes place in the Darkroom and Art Room.

This course teaches the creation of a dynamic relationship between text image, and space, as a basis for communication. This is a necessary skill in our media- based world. It teaches an understanding of key concepts of design, such as, use of form, color, texture, line, direction, tension, simplification, and composition.

Skills and concepts acquired in this course form the design basis of page layout, web design, video art, PowerPoint presentations etc.

An advanced course is available for which instructor's approval is required.

Requirements: Camera

### **Digital Photography and Photoshop**

This course teaches the art and concepts of Photography using the digital camera.

Basic projects, which teach correct exposure, control of movement, depth of field, photographic perception and the understanding of photographic selection and 'framing', relevant to all methods of photography, will be completed.

We shall examine how movement and depth of field, for example, may be simulated in Photoshop. Photoshop will be explored as the digital equivalent of the chemical darkroom. As we shall be using color, an understanding of RGB color and CMYK color is necessary. Through Photoshop software, photographic images are expressively enhanced and manipulated. Students may, subsequently, use their own digital images for the creation of photo-based artwork or graphic design. At the end of the course, selected work is framed for exhibition.

Requirements: Digital camera (if you have one).

## **MODERN LANGUAGES**

**Hebrew I** is an introductory language course which develops speaking, listening, reading and writing skills in a communicative topical approach. This is an introductory course providing a working vocabulary of approximately one thousand words using basic grammatical structures through short dialogues in order to communicate basic needs with Hebrew speakers.

Text: Written by: N. Rubenstein

**Hebrew II** is a continuation of Hebrew I. Students continue to gain proficiency in vocabulary and structures through a variety of topics while using the language. Reading and writing skills are developed.

Textbook and material written by Shlomit Eshel and N. Rubenstein

**Hebrew III** In this course, students will learn how to express their needs in various settings. They will continue to develop their reading and writing skills.

Text: Materials, dialogues, articles from Tel Aviv University Press and others.

**Intermediate Hebrew:** In this course students continue to learn how to express their feelings and thoughts in Hebrew. Students learn to read headlines from simplified Hebrew press, discuss the news in basic Hebrew, as well as compose short paragraphs on a given topic.

Text: Stories and Articles - Tel Aviv University Press and others

**Advanced Hebrew:** In this course students read simplified literary works with an emphasis on language and culture. Current events are read in the newspaper and discussed. Additional verb structures and more complex sentences are taught. Students write more extensively on a variety of topics.

Texts: Stories and articles: Tel Aviv University Press and others  
Hebrew University Press and others

**Hebrew Literature for Hebrew Speakers** is a literature class for native speakers or students with a high level of proficiency. Modern Israeli writing is studied in a variety of genres. Students read, discuss and write about topics studied in class.

*Prerequisite: Hebrew as a mother language, and permission from the teacher.*

**French I** is an introductory language course which develops speaking, listening, reading and writing skills in a communicative, topical approach. Students engage in simple conversations on a variety of topics. Culture is introduced through diverse activities in order to foster understanding of Francophone culture.

Texts: Discovering French - Valette & Valette

Bleu

**French II** continues to develop the four skills through a variety of topics. Grammar and culture are presented thematically. Students are able to communicate orally and in writing in everyday situations. The cultures of Francophone countries are studied, vocabulary, and reading skills are emphasized. Students are frequently assessed on their listening and speaking skills.

Texts: Discovering French - Valette & Valette

**French III:** In this course students continue to develop the ability to express ideas, feelings and opinions in French, both orally and in writing. Knowledge of finer grammar points is strengthened, expanding essential vocabulary is emphasized, speaking skills are frequently assessed.

Texts: Discovering French - Valette & Valette

Maigret et la Vieille Dame - George Simenon (Lectures CLE en français facile)

Rouge

*Prerequisite: 2 to 3 years of French.*

**French IV:** In this course students continue to develop the ability to express ideas, feelings and opinions in French, both orally and in writing. Knowledge of finer grammar points and complex verb tenses is strengthened. Students are encouraged to write short essays, compositions and letters. Students will make several presentations during the year on a variety of topics. Literature and news articles are read.

Texts: Personnages – Houghton- Mifflin

Listening Comprehension Skills for Intermediate & Advanced Students – Vigourt, Zimmerman

Le Petit Prince Saint Exupéry

*Prerequisite:* 3 to 5 years of French.

**French 5/Advanced Placement French Language:** This course is the culmination of several years of study and may be taught over a period of one to two years. The course requires each student to use French for active communication. It seeks to develop and refine skills (listening, speaking, reading and writing) that have been acquired over a student's entire school career. In addition, the cultures of French-speaking countries are also studied. Students enrolled in this class are required to sit for the AP exam and pay for testing fees.

*This is a college level course. Students are recommended for this course based on ability and work ethic. The expectations of all students enrolled include the ability to work independently and at a college level in order to ensure the successful completion of the entire curriculum*

Texts: Au Point, Nelson Thornes

Une Fois pour toutes, Longman, Inc

Listening Comprehension Skills, Longman

AP French, Barron's

Online Magazines, newspapers, video-cassettes and audio-cassettes

- Prerequisite:*
1. 4-5 years in French
  2. Student's interest and motivation
  3. Demonstrated ability in French courses
  4. Teacher recommendation

**Spanish I** is an introductory language course which develops speaking, listening, reading and writing skills in a communicative topical approach. Students engage in simple conversations on a variety of topics. Culture is introduced through diverse activities to foster understanding of Hispanic culture.

Texts (core):

Realidades 1 – Boyles, Met, Sayers

Spanish for Mastery I - Valette & Valette

Additional materials to enhance the four skills (videos, on line and print media)

**Spanish II** continues to develop the four skills through a variety of topics. Grammar and culture are presented in context. Students are able to communicate orally and in writing in every day situations.

Texts: Realidades II - Boyles, Met, Sayers

Supplementary: Videos, on line and print media materials

Spanish for Mastery II - Valette & Valette

**Spanish III:** In this course students continue to develop the ability to express ideas, feelings and opinions in Spanish, both orally and in writing. Knowledge of finer points and complex verb tenses is strengthened.

Texts: Realidades II - Boyles, Met, Sayers

Spanish for Mastery III - Valette & Valette

Supplementary multimedia materials

**Spanish IV:** In this course students continue to develop the ability to express ideas, feelings and opinions in Spanish, both orally and in writing. Knowledge of finer points and complex verb tenses is strengthened. Students are encouraged to write short essays, compositions and letters. Students will make several presentations on a variety of topics. Literature and news articles are read.

Texts: Encuentros Maravillosos - A Kanter

Graded Spanish Reader Segunda Etapa - Ulloa & Alvarez de Ulloa

Listening Comprehension Skills for Intermediate & Advanced Students – Diaz, Collins

**Advanced Placement Spanish Language:** This rigorous course is the culmination of several years of study and is taught in an intensive one year period. This course develops and refines proficiency in listening, speaking, reading and writing through meaningful tasks and integration of academic skills. Students read magazines, newspapers and literature in Spanish on a variety of topics, and express ideas in writing and in speaking. This class will meet for an additional half block for the first semester in order to ensure that all the course material is covered. Students enrolled in this class are required to sit for the Advanced Placement exam and pay for testing fees.

*This is a college level course. Students are recommended for this course based on ability and work ethic. The expectations of all students enrolled include the ability to work independently and at a college level in order to ensure the successful completion of the entire curriculum*

Texts: Abriendo Paso Lectura y Gramatica, 2nd edition - Diaz, Collins

AP Spanish Preparing for the Language Examinations, 3rd edition

AP Barron's, Springer

Additional materials to supplement the course (multimedia and print)

- Prerequisite:**
1. *4-5 years of Spanish or high-level of proficiency determined by interview and test*
  2. Student interest and motivation
  3. Demonstrated ability in Spanish courses

4. Teacher recommendation.

**Advanced Placement Spanish Literature:** This enlightening, enriching and exhaustive course introduces students with advanced language skills and a love of the language to the formal study of a survey of literary texts from the diverse Spanish speaking world. Students read and discuss literature in a variety of genres. Students learn to formulate and express critical opinions and judgements in oral and written Spanish. In addition, students learn the basic concepts and terminology of textual analysis. Students will make connections across the disciplines through their study of the culture, art and literature of the Hispanic world. Students enrolled in this class are required to sit for the Advanced Placement exam and pay for testing fees. This class will meet for an additional half block for the first semester in order to ensure that all the course material is covered.

*This is a college level course. Students are recommended for this course based on ability and work ethic. The expectations of all students enrolled include the ability to work independently and at a college level in order to ensure the successful completion of the entire curriculum*

Texts: Abriendo Puertas, Bowen

Azulejo Study Guide for the New A.P. Spanish Literature Course, Colbert, Colbert, Kunter, Maurer and Sugano

Momentos Combres de las literaturas hispanicas

Introduccio'n al analisis literario, Rodriguez

Additional sources in multimedia and print

- Prerequisite:*
- 1. 4-5 years of Spanish or high-level of proficiency determined by Interview and test*
  - 2. Recommendation by teacher*
  - 3. Students should enjoy reading and commit to reading numerous works.*
  - 4. Grade of 4 or above on Spanish AP Language exam*

## INFORMATION TECHNOLOGY

### Computer Applications (Grade 9-12)

This is a one-semester course composed of quarter-length modules providing opportunities for students to study some aspect of information technology in depth. Students should have completed, or have an exemption from, the Introduction to Information Technology module prior to choosing from other modules. Students can choose from modules (two per semester) in the following areas:

Introduction to Information Technology

Computer Science (Programming in Visual Basic)

Business Applications (Spreadsheets and Relational Databases)

Publishing (Desktop Publishing and Web Publishing)

The Digital Arts (Art, Design, Music, Animation, Video, and Interactive Multimedia)

Students who are considering taking the AP Computer Science course should choose a computer science module in this course. Students can repeat this course taking different modules each time.

### **Advanced Placement Computer Science A**

This is a full-year course that will prepare students to take the AP (A) Computer Science exam in the spring. They will learn the elements of computer science by reading texts and by programming in Java. Students should be aware that this is a demanding class, which will require a commitment to do a substantial amount of reading and programming at home. Students enrolled in this class are required to sit for the AP exam and pay for testing fees.

*This is a college level course. Students are recommended for this course based on ability and work ethic. The expectations of all students enrolled include the ability to work independently and at a college level in order to ensure the successful completion of the entire curriculum*

### **Advanced Independent Study in Computer Science (one or two semesters)**

Students who have completed the AP (AB) Computer Science exam may be considered for the study of advanced topics in the area of computer science.

### **Advanced Independent Study in the Digital Arts (one or two semesters)**

Students who have completed the Digital Arts module of the Computer Applications course may be considered for more advanced study in the Digital Arts.

### **Video Production (one or two semesters)**

This course provides an opportunity for students to learn the skills required to produce a video. All students will participate in a production team in all phases of the production of a narrative video and a documentary. Students will take on the roles of scriptwriter, producer, director, sound person, cameraperson, digital video and audio editor and designer.

Students will also be required to produce a video to demonstrate the ability to initiate a concept for a video then be responsible for developing the concept as a video production. Examples of previous personal projects include documentaries, animations, art videos and instruction videos.

### **Advanced Independent Study in Video Production (one or two semesters)**

Students who have completed the video production course may be considered for more advanced study in the area of video production.

### **Yearbook (Grades 9 – 12):**

This yearlong course involves students in all aspects of the development and publication of a school yearbook that reflects the values and experiences of the WBAIS student and faculty community.

Students are involved in all aspects of producing a publication: theme, design, photography, artwork, text, captions, public relations, advertising, and marketing. Students are required to work independently and to perform duties out of class. Although a demanding experience, the reward is a showcase final product.

## MATHEMATICS

**Introduction to Algebra:** This course is designed for those students entering high school who appear to need a modified mathematics program. Basic algebra skills are emphasized and continuously reinforced throughout the year. The students follow the same basic course as Algebra I, leaving out more challenging problems and abstract concepts, thus allowing time for the practice necessary to ensure mastery of concepts. Upon completion of this course, students will be promoted to either Algebra I or Geometry as per teacher recommendation. (See algebra 1 description below for list of concepts covered.)

*Prerequisite: Completion of 8th grade math and teacher recommendation. A scientific calculator is required. Graphing calculators are allowed for classroom explorations but are not allowed on all assessments.*

**Algebra I:** This course introduces students to the study of algebra. It empowers them to make the transition from concrete thinking to abstract reasoning, allowing the students to build upon previous knowledge in order to develop true algebraic thinking. Topics presented in this course include equations, inequalities, functions, linear functions, systems of equations and inequalities, exponents, polynomials, quadratic functions and their equations and simple probability and statistics. Various real world applications will be presented throughout the course.

*Prerequisite: Completion of Pre Algebra (8th grade math). Students from MS Algebra I with a grade below C (70) should take HS Algebra I. A Scientific calculator is required. Graphing calculators are allowed for classroom explorations but are not allowed on all assessments.*

**Geometry:** This course introduces students to the foundations of Euclidean and analytical geometry. Students investigate points, lines, angles and planes by constructing accurate figures using appropriate tools. Formal proofs and deductive reasoning as a style of thinking as well as analysis using algebraic formulas is explored. Topics covered include parallel and perpendicular lines, triangle congruence, properties of triangles, polygons and quadrilaterals. Ratio and proportion is investigated and fundamental concepts of trigonometry are introduced as a way of measuring and studying real life structures. Also incorporated in this course is an in depth understanding of the circle as well as the examination of three dimensional figures, including surface area and volume.

*Prerequisite: Completion of HS Algebra I or MS Algebra I with teacher recommendation. (Students from MS Algebra I with a grade below C (70) should take HS Algebra I. A scientific calculator and math instruments (compass and protractor) are required.*

**Algebra 2/ Trigonometry:** This course is designed to prepare students for Pre Calculus. A thorough exploration of algebra is emphasized with functions and trigonometry as the focus. Linear functions, quadratic functions, inverse functions, exponential functions, logarithmic functions and higher order functions are introduced with a development from rational to irrational to complex numbers. Trigonometric topics will include circular functions, radian measure, graphs, identities, formulas, simplifying and proof with identities and basic trigonometric equation solving. Applications of probability and statistics will be explored.

*Prerequisite: Completion of Geometry with a grade of C (75) or higher and teacher recommendation. A graphing calculator is highly recommended.*

**Basic Algebra 2/Trigonometry:** This course is designed for those students who have completed geometry and who appear to need a modified mathematics program. Algebra 1 skills are continuously reinforced throughout the year. The students follow the same basic course as algebra 2/trigonometry, leaving out more challenging problems and abstract concepts, thus allowing time for the practice necessary to ensure mastery of the fundamental concepts. Upon completion of this course, students will be promoted to Math Studies. Students who have completed this course will not be prepared for the rigor of the pre-calculus curriculum.

*Prerequisite: Completion of Geometry and teacher recommendation. A graphing calculator is highly recommended.*

**Pre-Calculus:** This course is designed to prepare students for calculus, either AP calculus in high school or for a first year calculus course in college. Concepts covered will include an expansion on algebra topics such as exponents, logarithms, polynomial functions, equations and inequalities. Conic sections, sequence and series and advanced trigonometry topics are also covered. The emphasis of the course is on the analysis of functions, their properties and modeling real life situations. The graphing calculator will be used throughout the course.

*Prerequisite: Completion of Algebra 2/Trigonometry with a grade of C (75) or higher or teacher recommendation. A graphing calculator is required.*

**Math Studies:** This course is designed for students who are not bound for mathematics-related careers but who wish to continue their study of mathematics. Topics covered include algebra, logic, probability, counting methods, statistics, robotics, and finance. This course will use the finance programs of the TI-83, 83+, or TI-84 calculator. (CAUTION: If a student has a calculator other than the models mentioned above, it must be able to perform similar functions in order to enable the student to do the work expected in this course.)

**Advanced Placement Statistics:** This course is an Advanced Placement course that prepares the student for the AP Statistics exam in May. The course content is established by the College Board and is also available at: [http://www.collegeboard.com/student/testing/ap/sub\\_stats.html?stats](http://www.collegeboard.com/student/testing/ap/sub_stats.html?stats).

Topics covered include exploratory data, sampling and experimentation, probability and simulation, and inferential statistics.

*This is a college level course. Students are recommended for this course based on ability and work ethic. The expectations of all students enrolled include the ability to work independently and at a college level in order to ensure the successful completion of the entire curriculum*

*Prerequisite: Completion of Pre-Calculus with a grade of B-(80) or higher, or completion of Algebra II/Trigonometry with teacher recommendation. A graphing calculator is required. The TI-89 has a Calculator Algebra System (CAS) which is extremely useful and highly recommended for this course. Students enrolled in this class are required to sit for the AP exam and pay for testing fees.*

**Advanced Placement Calculus AB:** This course is an Advanced Placement course that prepares the student for the AP Calculus AB exam in May. The course content is established by the College Board and is also available at: [http://www.collegeboard.com/student/testing/ap/sub\\_calab.html?calcab](http://www.collegeboard.com/student/testing/ap/sub_calab.html?calcab)

Topics covered include functions, graphs, limits, derivatives, applications of the derivative, integrals, the application of integrals including areas and volumes.

*This is a college level course. Students are recommended for this course based on ability and work ethic. The expectations of all students enrolled include the ability to work independently and at a college level in order to ensure the successful completion of the entire curriculum*

*Prerequisite: Completion of Pre-Calculus with a grade of C- (70) or better or teacher recommendation. A graphing calculator is required (TI-89 CAS is allowed). Students enrolled in this class are required to sit for the AP exam and pay for testing fees.*

## PERFORMING ARTS

**Concert Band/Wind Ensemble (Grades 9-12)** is the most advanced performing ensemble performing at AIS. A prospective member must have at least one year of prior instruction on a band instrument. Concert Band will concentrate on a wide variety of music, including Baroque transcriptions, chorales, music from classical, romantic, and contemporary periods, as well as music from the "band" tradition, including marches, overtures, popular music, and jazz. Two main goals of this class exist. The first is to extend playing techniques such as tone quality, intonation, balance, blend, phrasing, articulation, expression, and all of the qualities that result in a musical performance. The second major goal is for students to experience the enjoyment of making music with others by performing a wide variety of quality music from different time periods and to represent AIS in a positive manner in performances for the AIS community. The two major performances of the Concert Band will be a Fall Concert, Winter Concert, Spring Concert, End of the Year Concert and several other AIS functions. We will seek out other performance opportunities such as community meetings, assemblies, and other occasions.

**Chorus (Grades 9-12)** is an exciting opportunity for students to achieve artistic self-expression through music. Class work and rehearsals focus on sound production, correct breathing, extending the vocal range, musical score reading, sight-singing, ear-training, and vocal improvisation through preparation for performances both for the AIS community and public audiences. Repertoire ranges from Medieval and Classical music through Vocal Jazz, Music Theater pieces, Show Choir (including choreography), and contemporary Rock. The student is also given the opportunity to perform solo and in small groups. No previous experience is necessary.

**Beginning Acoustic Guitar:** This introductory course is designed to give beginning guitarists an opportunity to develop the fundamentals of playing acoustic guitar. These will include: note reading, forming chords, scale patterns, fingerings, strumming rhythms, finger picking, and playing entire songs from classical and rock repertoire, as well as exploring the guitar as both a solo instrument and part of an ensemble.

Assignments: Periodic performances with the instructor and in front of the class will be a regular part of the students' responsibilities. Students will be responsible for and tested on all materials studied in class.

**Drama** will focus on character development and scene construction. We will explore improvisation and different acting methodology. We will explore nonverbal communication and mime techniques, as well as verbal adaptability and vocal expression. Personal reflection is an important part of this course. There will be opportunities for reading and viewing a variety of genres; comparing and contrasting styles and techniques. Students will perform, direct and produce their own work.

*Prerequisite: Enthusiasm and a willingness to participate.*

## PHYSICAL EDUCATION AND HEALTH

The Physical Education and Health Programs offer great potential for enhancing the capacity of students' minds and bodies. Extensive research connects the ability to learn, to good health. Healthy minds and bodies are basic to academic success and, in later life, enhance the ability to contribute to living a productive life.

A gym uniform is essential for each child to be able to participate in movement freely and comfortably. The uniform consists of an AIS T-shirt, elastic wadded gym shorts, elastic wadded sweat pants, correct athletic shoes, and socks.

Inappropriate attire: tank tops, bare midriffs, cut-off jeans/jeans shorts, hiking boots, shoes with thin soles.

It is important to stress that the nature of physical education requires correct footwear in order to maintain a level of personal and health related safety for physical activity.

Permission Slips are issued at the beginning of the year for parental signature to show that the student is physically able to participate in these classes and has been examined by a physician within the prior 6 months.

**Physical Education Grade 9:** This course is designed to promote active and healthy lifelong participation in sport and activity. This should enable students to achieve personal and group goals and contribute to society in a cooperative and competitive way which demonstrates good sportsmanship and fair play.

The individual skills developed through exercise, weight control and organized individual and team sports, games, Presidential Physical Fitness Tests and recreational games will be the means through which the course objectives will be attained.

**Health & Physical Education 10:** Health Education is a unique subject that influences individual, family and societal development. The ultimate goal of health and physical education is to enable individuals to use knowledge in ways that transform unhealthy habits into healthy habits. This course considers the choices young people face and is designed to foster a health-promoting lifestyle. It provides both the objective information and a forum for the discussion of real life issues in the health field. Students will receive information that will enable them to care for themselves more effectively in the present and begin to form habits that will serve well throughout their lives. Class discussions, individual and group projects, and class presentations are an integral part of the course. The Physical Education component of this course focuses on physical fitness and the importance of lifetime fitness. Individual sports, team sports, The Presidential Fitness Test and recreational activities will be the focus.

Text:

Health: Prentice Hall

**Grades 11, 12: Lifetime Fitness:** The emphasis in this course is improving fitness and learning the value of remaining fit and the selection of lifetime activities for health and fitness. The activities will include the regular physical education curriculum as well as weight training, aerobics, swimming, racket sports and a greater emphasis on individual and dual activities more common in life-time sport enjoyment. This is a course of study which complies with the school's requirement for a health course.

Its components include background readings, article analysis and class presentations on selected health-related topics of concern to students.

Text:

Annual Editions - Health 95-96, Dushkin (1995)

**Dance:** This Dance class is divided into two parts. The first part is a collection of warm up exercises which includes techniques from ballet, modern and jazz while also working on the presentation of the body with the understanding of the skeleton and muscle movement. This warm up prepares students for dance choreography and performance in the second part of each class. Here we learn a combination of different dance styles including contemporary, hip hop, lyrical, musical, theater to mention a few which we then use to develop dynamic dance routines.

## SCIENCE

**Biology (Grades 9, 10)** lays the foundation for the study of life science by learning important biological concepts and recent developments in research. Through the study of evolution, the cell, photosynthesis, cellular respiration, genetics, the kingdoms of life, sustainable development and the environment – the student gains an understanding of our living world. Laboratory work is an integral part of this course.

Text:

Biology -The Web of Life, Scott-Foresman

**Chemistry (Grades 10, 11, 12)** is a laboratory-oriented investigation into the basic physical and chemical properties of matter. Students study the sequential development of the atomic model, quantum theory concepts and the periodic table. We then further investigate chemical systems, equilibrium laws, gas laws, acid-base chemistry and other related topics. A strong emphasis is placed on the student's ability to analyze and interpret data collected in laboratory experiments and an application of chemistry in our daily life.

Text:

Chemistry, Smoot, Smith, Price

**Physics (Grades 11 - 12)** is a general introductory study of the interaction of matter and energy as it applies to the areas of mechanics, electricity and magnetism, waves and optics. Each area is studied from the theoretical and mathematical perspective. Laboratory work is an integral part of the course. Applications of physics principles in daily life is highly emphasized.

Text:

Physics: Principles and Problems Zitzewitz, Davids, and Neff (Merrill)

*Prerequisite: Algebra II/Trigonometry (recommended)*

**Advanced Placement Biology (Grades 11-12):** This course includes topics covered in a college introductory biology course usually taken by biology majors during their first year. This class will meet for an additional half block for the first semester in order to ensure that all the course material is covered. The main topics of this course are molecules and cells, heredity and evolution, and organisms and populations. Laboratory work and its analysis are emphasized throughout the year. At the end of this course each student is required to sit for the AP Biology exam which may be recognized as qualifying for college credit by some universities. A testing fee is required for this exam.

*This is a college level course. Students are recommended for this course based on ability and work ethic. The expectations of all students enrolled include the ability to work independently and at a college level in order to ensure the successful completion of the entire curriculum*

Text:

Biology: Concepts and Connections, (Benjamin/Cummings)

*Prerequisite: Biology and Chemistry and the recommendation from Science Department*

**Advanced Placement Physics (Grades 11-12)** offers an intense study of the general laws governing the areas of mechanics, heat and thermodynamics, fluids, electricity and magnetism, waves, optics and quantum physics. The work is academically demanding, focusing on problem-solving and designed for the student who wishes to pursue a science/engineering-related career. Students enrolled in this class should have completed a lab-oriented introductory physics course and will extend the lab experiences in this course. This class will meet for an additional half block for the first semester in order to ensure that all the course material is covered. Students enrolled in this course are required to sit for the AP Physics B Exam which may be recognized as qualifying for college credit by some universities. A testing fee is required for this exam.

*This is a college level course. Students are recommended for this course based on ability and work ethic. The expectations of all students enrolled include the ability to work independently and at a college level in order to ensure the successful completion of the entire curriculum*

Text:

Physics: Principles with Application, 6th Edition - Giancoli

*Prerequisite: Physics (including a lab component), Precalculus, and recommendation from Science Department*

**Human Anatomy and Physiology (Grades 10, 11 & 12):** This course is offered as two separate semester courses in which different human systems will be studied. The student will learn about the structures and important functions of the various human systems; their interrelationship as well as diseases and malfunctions related to them. Activities in the class include building of models, class experiments, group research, presentations, and using computer simulations.

Texts:

The Human Body Explained, Whitfield

Biology, D.C. Heat

**Environmental Science (Grade 10, 11 & 12):** Two semesters of an interdisciplinary course covering a wide range of environmental topics. The course looks at principles, concepts and methodologies that are required to understand the various interrelationships of our natural world. The students will identify and analyze environmental problems, evaluate risks associated with these problems and examine alternative solutions. The first semester focuses on the independence of Earth's systems. Some topics

of study are the biosphere, types of ecosystems, cycling of matter, flow of energy and population dynamics. The second semester addresses natural resources, environmental quality, global changes and legal, political and social aspects of environmental issues.

Text:

Environmental Science Alpinski, Schoch, and Tweed

(Addison Wesley)

## SOCIAL STUDIES

**Ancient History (Grade 9)** traces the development of man in his struggle to overcome his environment. It begins with prehistoric man, the beginning of civilization in the river valley areas of Egypt, Mesopotamia, India, and China. The Greek and Roman periods are covered with special emphasis on their contribution to western civilization. The Middle Ages are studied by contrasting the "dark ages" in Europe with the enormous cultural achievements in the Byzantine and Moslem world. The history program is coordinated with English 9.

Texts:

Men and Nations, Peoples and Mazu

The Ancient World, Howe and Howe

A History of the World, Perry, Scholl

### **Global History (Grade 10):**

This course is an academic yearlong course tracing the development of world history from approximately the post-Classical period to the World War I era. Units focus on the panoramic and landscape levels, with individual up-close case studies. The examination of parallels and connections across time and space help students recognize that history doesn't occur in a vacuum, but is interconnected to the present.

In accordance with the new historiography in the study of world history, this course will focus on three essential questions. What is the human relationship to the environment, one another, and ideas? Using key ideas of world history (syncretism, diffusion, production & distribution, power, and conflict) it is possible to develop a stronger understanding of the different aspects of human relationships. Special attention will be placed on the migration of people and ideas, linkages between people and states and the impact of innovation & technology on societies. An important part of this course is a research paper called "Problems in World History."

Texts & Resources:

World History, Ellis and Ester

World History For Us All (SDSU)

**United States History (Grade 11)** is a chronological survey of American History from colonial times through the post World War Two period. Throughout the year emphasis is placed on developing and tracing the following themes: the impact and development of American pluralism, the meaning of the "American Dream," the realization of political and racial equality, the role of government and the dynamics of extremism and moderation in American society. A special component of this course is the

contextual nature in regard to the international make-up of the class. A research paper is a required assignment in this course.

Texts:

In the Course of Human Events: US History, Downey, Giese, and Metcalf

Digital History

A People's History of the U.S., Zinn

**Advanced Placement United States History (Grade 11)** is a survey of American History from colonial times to the contemporary period, which prepares students for the Advanced Placement Exam in American History. In addition to developing the historical themes described in American History (11), this course introduces students to the historiography of American history. Reading assignments are drawn from college materials and students are expected to work independently on a number of projects. Students enrolled in this class are required to sit for the AP exam and pay for testing fees. This class will meet for an additional half block for the first semester in order to ensure that all the course material is covered. A research paper is a required assignment in this course.

*This is a college level course. Students are recommended for this course based on ability and work ethic. The expectations of all students enrolled include the ability to work independently and at a college level in order to ensure the successful completion of the entire curriculum*

Texts:

A People and a Nation, Norton et al

The American Political Tradition, Hofstadter

American Issues: A Documentary Reader, Dollar and Reichard

A People's History of the United States, Zinn

*Prerequisite: Recommendation of 10th grade instructor and/or permission of the department head.*

## **SENIOR HISTORY REQUIREMENT**

AIS believes that graduating seniors should be versed in both the history of the 20th century and of the region where they are currently living. There are two options for fulfilling the history requirement for seniors:

1. Successful course completion of Middle East History (one semester) and successful Completion of Twentieth Century history (one semester).
2. Successful course completion of Advanced Placement European History (a year long course), plus successful completion of Middle East History (a semester course).

**Twentieth Century (Grade 12)** provides an opportunity for students to explore and understand the contemporary world by focusing on several major themes including causes and consequences of conflict, minorities and the nation state and the future of the nation state in the 21<sup>st</sup> century. Following the study of exemplary case studies in each thematic area as a class, students will deepen their understanding by investigating additional cases drawn from both the contemporary western world and developing nations. An emphasis will be placed on independent research, critical analysis, and developing an awareness of contemporary issues.

Texts:

Twentieth Century World, Findley

Facing History and Ourselves, Strom

Sources of Western Tradition, Perry, Vol. II

History of World Societies, McKay

**The Middle East History (Grade 12)** is a required semester course designed to introduce students to the unique character of the region and its peoples. The themes of conflict, modernization, nationalism, and cultural diversity are examined in both a historical and contemporary context. Middle East history is also a venue for teaching awareness of the dynamics of conflict in human societies, communication skills and conflict management strategies.

Texts:

The Middle East, Congressional Quarterly, 2007

A Concise History of the Arab-Israeli Conflict, Bickerton and Klausner

**Advanced Placement European History (Grade 12)** surveys Western Civilization from the Renaissance through the Twentieth century and prepares students for the Advanced Placement examination in European History. Emphasis is placed on the cultural, political, ideological, economic, and technological developments of Europe which contributed to the formation of western culture and its expansion and influence throughout the world. This course is based on college level materials and each student is expected to assume responsibility for mastering a significant quantity of historical detail independently. This class will meet for an additional half block for the first semester in order to ensure that all the course material is covered. Students enrolled in this class are required to sit for the AP exam and pay for testing fees.

*This is a college level course. Students are recommended for this course based on ability and work ethic. The expectations of all students enrolled include the ability to work independently and at a college level in order to ensure the successful completion of the entire curriculum*

Texts:

The Western Tradition, Kagan et al,

Facing History and Ourselves Strom

Sources of Western Tradition, Vol II Perry

The Worldly Philosophers, Robert Heilbroner

Why Nations Go to War, J. Stoessinger

*Prerequisite: Recommendation of 11th grade instructor and/or permission of the department head.*

**International Relations (Grades 11, 12)** (first semester) gives the student an understanding of the dynamics of international politics. The following areas are analyzed and discussed: elements of national power, diversity of national goals and interests, formulation of nations' foreign policies, options for promoting nations' interest (e.g. diplomacy, international law, economic relations, war and international organizations). Most students taking this course will attend a Model United Nations conference. Students attending the conference are responsible for partial costs. AIS subsidizes these conferences. The instructor will determine criteria for participation in a Model United Nations trip and inform students of this criterion at the beginning of the course.

Text:

Games Nations Play, Spanier

*Prerequisite: Permission of the instructor*

**ELL – Global Challenges & Literacy** – This curriculum is an opportunity for English language learners to develop historical literacy through a framework of units bridging language arts to the study of the past and present. The course is roughly based on the concept of developing global literacy in ten major areas considered to be challenges to the global community. These include: conflict, political systems, science and technology, demographic studies, planet management & resources, economic systems, global belief systems, human rights & social justice, population, and issue of pluralism (race and ethnicity). Students can expect to practice regularly those skills necessary for success in mainstream courses. The curriculum focuses upon building skills in interpreting charts, graphs and images. Special attention will be directed toward establishing effective habits of mind and organization.

Texts & Resources:

History & Life: Foresman

New York Times Upfront Magazine

**Psychology** - is a vibrant, living, and ever-growing science, concerned with the study of human behavior and mental activity. It is about yourself - your own make-up and behavior - and that of others. The field of psychology deals with questions such as: Were you born the way you are or did you become the way you are (nature versus nurture debate)? Are you the master of your fate or a helpless pawn of your environment? Can you change if you want to? What are the situational factors that have an effect on human behavior? What accounts for the differences within the human species? Why do some people crumble in the face of everyday stress, while others can overcome even seemingly devastating crises? In this course we will focus on how psychologists conduct research; the biological bases of behavior; stress, coping, positive psychology, and health; personality; learning; psychological disorders; therapy and change; and social and cultural dimensions of behavior. You will learn the basic skills of psychological research methods and ethical procedures and be exposed to many of the contributing psychologists and significant research studies, both historical and current, that have shaped our understanding of behavior and mental processes. You will be encouraged to apply psychological concepts to your own lives and also develop psychological thinking skills that is, skills that direct psychologists in their professional lives.

## SPECIAL SERVICES

### The Counseling Department

The counseling program at AIS is a support service designed to proactively and responsively enhance the educational experience of all students. Our goal is to support the “whole student” by addressing the academic, social and emotional needs of each student. Given the right tools and support, we believe our students can succeed in all of these areas. To further that aim, we use a systemic approach by working with parents, teachers, administrators, and community resources. The counselors' responsibilities include: interviewing applicants, course placement, student-teacher consultation, college guidance, holding conferences with individual students to discuss their academic progress, attending to and counseling of students with academic, social, or personal difficulties, and serving as a liaison between parents and the school. In order to give students individualized attention, a low student-counselor ratio is maintained with two counselors sharing the guidance and counseling functions for the four high school classes, one for grades nine and ten, and one for grades eleven and twelve. Counselors meet with students on a regular basis in groups and individually. Ninth graders take Life Skills with the 9/10 counselor with the purpose of becoming oriented to high school life and exploring teenage issues (see below for course description). In 10th, 11th, 12th grades, students continue to meet with their counselor in Advisory groups (see below for description). In grades 11 and 12 students focus on exploring post-secondary options. Due to the multicultural and transient nature of the student body, an important function of the counselor is to familiarize students and parents with the American system of education and facilitate their successful transition. To that end, an orientation program and new student groups are conducted by the counselors.

**9th Grade Life Skills Course:** The purpose of this course is to provide students with an orientation to high school life and explore some of the challenges and issues of adolescence. Topics include: study skills and time management, improving interpersonal relationships and communication skills as a foundation for learning conflict management techniques, increasing self-awareness, coping with stress, and health related issues. Through discussions, role play, written assignments and class presentations, students will have the opportunity to gain an increased understanding of themselves and others.

**9th Grade Community Service Experience:** 9th graders are scheduled for a quarter of practical community service. Placements are either on campus in conjunction with the elementary school, or at an off-campus location working with a disadvantaged population. Students meet with a teacher on a regular basis to process and reflect upon the experience.

**10th – 12th Grades Advisory Program:** In grades 10, 11, and 12 the counselors meet regularly with students in group advisory and individual meetings. Group advisory meetings provide the opportunity for the counselor to meet with students on a regular basis to discuss academic, social, and other relevant adolescent issues. In addition, in grade ten, a career planning awareness unit is introduced, while in grades 11 and 12 the emphasis is on college counseling and on planning for post high school options. Each high school student meets individually with the counselor to plan a schedule for the following year.

### Resource Center Program at AIS

The goals of the High School Resource Center support class are to help the students strengthen academic skill areas that cause them difficulty, as well as help them internalize the student behaviors that will allow them to function successfully in the school setting. In keeping with the philosophy of the school, students with special learning needs participate maximally in the mainstream program. Resource Center services are delivered by integrating skill instruction within the content presented in mainstream classes. In addition, each student is helped to develop an understanding of his or her learning style and to become his or her own advocate in school.

In order to be eligible to receive Resource Center services, a student must undergo a psycho-educational evaluation (outside of school) and be diagnosed with a mild to moderate learning disability.

The Special Services Team meets weekly to discuss referrals, determine appropriate placement and interventions, and monitor student progress.

## SCHOOL NURSE

The school's trained nurse maintains student health records, performs hearing, vision and scoliosis screening, handles communication with parents concerning health problems, and gives first aid when necessary.

## LIBRARY MEDIA CENTER

The Robert A. Sills Library at AIS serves K-12 students, parents, and staff. The library is open from 07:30 to 17:30 Monday through Thursday, and 07:30-15:00 on Friday. Students may use the library during their free time to pursue study needs or recreational reading. Teachers bring classes to the library during regular class periods to allow students time to work on assigned projects and research. In addition to the extensive book and magazine collection, the library has a large and varied audio-visual section and many excellent research tools available through computer on-line subscription and site links.

Books and magazines may be borrowed for up to three weeks. Lost or badly damaged materials must be paid for in full. Failure to meet library obligations may result in the loss of library privileges and a delay in receiving report cards and student records at the end of the year. All computer use in the library is subject to guidelines published in the school's Appropriate Use Policy.

Parents of AIS students are welcome to use and checkout library materials. Library membership is also available to the community for a fee. For more information please visit the AIS library website: <http://wbais.org/~aislibrary>

