



THE AMERICAN SCHOOL IN SWITZERLAND

Founded in 1956



COURSE OFFERINGS 2010-2011

GRADES 7-12 AND POST GRADUATE

TASIS MISSION STATEMENT

TASIS is a family of international schools that welcomes young people from all nationalities to an educational community which fosters a passion for excellence along with mutual respect and understanding. Consistent with the vision of its founder, M. Crist Fleming, TASIS is committed to transmitting the heritage of Western civilization and world cultures: the creations, achievements, traditions, and ideals from the past that offer purpose in the present and hope for the future. Seeking to balance the pursuit of knowledge with the love of wisdom, and promoting the skills of lifelong learning, an appreciation for beauty, and the development of character, each school combines a challenging academic program with opportunities for artistic endeavor, physical activity, and service to others. Believing in the worth of each individual and the importance of enduring relationships, TASIS seeks to embody and instill the values of personal responsibility, civility, compassion, justice, and truth.

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Information current as of July 25, 2010.

Key to abbreviations:

AP	Advanced Placement
EAL	English as an Additional Language
HL	Higher Level (IB study)
IB	International Baccalaureate
MS	Middle School
PG	Post Graduate/Grade 13
SL	Standard Level (IB study)

Notes:

The School reserves the right to change, add, or delete courses when in the interest of the academic program or dictated by insufficient enrollment. When a course prerequisite indicates an EAL level or grade level, it refers to current enrollment unless otherwise specified.

REQUIREMENTS FOR GRADUATION

The minimum requirements for graduation are:

19 credits in Grades 9 through 12, including:

- Four years of English [English as an Additional Language (EAL) students must complete at least EAL 5.] Each student must pass an English class each year in order to advance to the next grade level. All students must pass their Grade 12 English class in order to earn a diploma.
- Three years of history including Modern History and US History or IB History.
- Third-year proficiency in a modern language other than English. Students arriving in Grade 11 and in a mainstream English class are required to demonstrate second-year proficiency in a modern language that is offered at TASIS. Students arriving in Grades 12 and 13 and in a mainstream English class are expected to continue their study of a modern language, or complete one year of Spanish, French, or Italian.
- Three years of mathematics (including Integrated Mathematics 1, 2, & 3, or the equivalent)
- Three years of laboratory science, including one physical and one biological science course
- One fine arts credit
- Senior Humanities; fulfilled by Art History, AP Art History, IB Art History, or, for IB students, Theory of Knowledge 1 & 2.
- Fulfillment of the sports, activities, and community service requirements each sports season and semester at TASIS

Students are required to enroll in a minimum of five full-credit courses per year or the equivalent.

An alternative program of studies may be designed for students with special talents, interests, or needs. Such a program must follow established guidelines and requires the approval of the Academic Committee.

GENERAL ACADEMIC POLICIES

Any incident of academic cheating or plagiarism is taken very seriously. Copying another student's work, cheating on a test, helping another student to cheat, or claiming any material from another source as one's own work are examples of academic dishonesty. In cases of academic dishonesty a student may be penalized with a failing grade for the assignment, the semester, or the year. In addition, a student may receive one or more days of internal suspension. In severe cases, the student may be suspended or dismissed from the School. Incidents of academic dishonesty are dealt with by the teacher in consultation with the Academic Dean, or referred to the Administration.

*Academic
Dishonesty*

Students who consistently perform poorly in their academic courses or who do not put forth adequate effort may be placed on Academic Probation at any time by the Academic Dean. Academic Probation is usually determined at Midterm and Semester Grading periods. Students with a Combined Grade Point and Effort Average of 4.5 and lower are placed on Academic Probation. A student with a higher Combined Average may also be placed on Academic Probation at the discretion of the Academic Dean. A student placed on Academic Probation will remain on Academic Probation until the next appropriate grading period. Students on Academic Probation may not be allowed to continue their education at TASIS, or their re-invitation may be subject to specific conditions.

*Academic
Probation*

To help students on Academic Probation improve, they are monitored carefully and given extra assistance and support, which may include academic counseling, supervised study halls, tutoring, and restriction of off-campus privileges. Many students are able to improve with applied effort, and their status is reviewed at the end of each quarter.

The Advanced Placement (AP) Program offers qualified students the opportunity to take college-level courses in a high school setting. Students who participate in the program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. More than 90 percent of US colleges and universities give credit and advanced placement to AP students. Some 50 percent of US colleges and universities offer sophomore standing to students who have a sufficient number of qualifying grades. Subject to sufficient interest, TASIS offers courses preparing students for AP exams in the following subjects: Art History, Biology, Calculus AB and BC, English Language, English Literature, Microeconomics, European History, French Language, French Literature, Spanish Language, and US History. All students who take AP courses are encouraged and expected to take the examinations in that subject. Enrollment in AP courses requires the approval of the Academic Dean and the appropriate Department Head.

*Advanced
Placement (AP)
Courses*

Attendance If a student misses 8 classes in the fall or 12 classes in the spring semester, excused or unexcused, the student risks losing credit for that course, or having the overall course grade lowered. If a student misses 10 full days of school in the fall or 15 full days of school in the spring semester (including Academic Travel), excused or unexcused, the student risks losing credit for all courses. Individual cases are reviewed by the Academic Committee.

Attendance Probation A student who in one semester accumulates 2 or more unexcused absences from classes will be placed on Attendance Probation. While on Attendance Probation, the student loses weekend check-out privileges and other consequences may apply. Students who continue to accumulate absences while on Attendance Probation may be suspended or dismissed from school.

Book Policy Textbooks are issued to students at the beginning of the school year and must be returned when courses end. Charges for lost textbooks and all damage to textbooks are assessed and subsequently charged to the student. All students are required to keep their textbooks in book bags for protection from the elements and for safekeeping. Taking books from the library without properly checking them out is considered stealing, as is taking other students' textbooks without permission.

Course Changes With the permission of the Academic Dean, after appropriate discussion with teachers and an advisor, and up until the end of the Interim Grading Period, a student may drop or add a course without penalty or official transcript notation. If a course is dropped later, a grade at the time of withdrawal may be recorded on the transcript unless the request originates from the student's teacher, the Department Head, or the Academic Dean. Changes in placement to a more appropriate level or section, as in Mathematics and Foreign Language, are considered separately but always require the approval of the Academic Dean and Department Head.

English as an Additional Language The goals of the EAL program are fluency in oral and written English and competency in a high school curriculum leading to TASIS endorsement for study in appropriate colleges and universities. At the lower levels of English proficiency, students are placed into special EAL sections of science and history. As EAL students progress to higher levels of proficiency, they enter history and science classes with native speakers. When sufficient mastery is obtained, students may leave the EAL program and join regular English classes with the approval of the EAL Department, English Department, and the Academic Dean.

Grade Reports The school year is divided into two semesters. The first semester ends in December, the second in June. Reports are emailed to parents at least five times each year. At the first interim grading period, three weeks into the year, parents receive a list of teachers and courses with current grades. At the midterms in October and March, parents receive grades, effort marks, and comments from teachers and dorm parents. At the close of each semester, parents receive final semester grades, effort marks, and

comments from teachers. Advisor comments are mailed with fall midterm reports, at the beginning of the spring semester, and with the final reports in June. Parents who prefer hard copies of reports are requested to contact the Academic Dean.

At the end of the school year, students are given both semester and year-end grades. The year-end grade is a cumulative grade covering the full work in a year's course and reflects a 45% weighting for the first semester and a 55% weighting for the second semester.

For the purposes of calculating Grade Point Averages (GPA), letter grades correspond to the following number equivalents and percentages:

A = 4.00 (93-100%)	A- = 3.67 (90-92%)	B+ = 3.33 (87-89%)
B = 3.00 (83-86%)	B- = 2.67 (80-82%)	C+ = 2.33 (77-79%)
C = 2.00 (73-76%)	C- = 1.67 (70-72%)	D+ = 1.33 (67-69%)
D = 1.00 (63-66%)	D- = 0.67 (60-62%)	F = 0.00 (< 60%)

In addition to letter grades, the following effort assessments are recorded on a student's grade reports:

- 5 = Outstanding; is consistently prepared for class, participates frequently, and application of effort is exemplary.
- 4 = Very Good; exceeds all expectations of the course on a regular basis. This student participates well in class and completes all assignments on time.
- 3 = Satisfactory; prepared for class and participating on a regular basis, attention and engagement in class are steady and strong.
- 2 = Poor; fails to meet many expectations of the course. This student is often inattentive or negligent with assignments.
- 1 = Unsatisfactory; the student frequently is ill-prepared for class, inattentive, and often does not participate.

Homework should be relevant and meaningful, a reinforcement and/or extension of the learning process. It may take the form of individual work for a grade; preparation that is tested by daily quizzes; ungraded practice of skills; group work; and progress on long-term projects, among other assignments.

Students usually have daily homework assignments in each class; 30-45 minutes of homework per class is generally considered appropriate. (Students in Grades 7 & 8 in courses that are specifically designed for these grade levels should expect 20-30 minutes of homework per class in those courses.) This means students may have to organize personal study time outside the structured evening hours, using free periods during the class day, free afternoons, and weekends. Students taking Advanced Placement and International Baccalaureate classes should anticipate a significant increase in their homework time. Many of these classes will require more than one hour of homework for each class period.

Students are expected to complete all assignments. Failure to do so may result in lowered grades, loss of credit, and/or assignment to supervised study halls.

Grades and Effort Marks

Homework

Honor Rolls

The Academic Honor Roll is calculated at each midterm and end-of-semester grading period.

Highest Honors:	3.80 or higher grade point average
High Honors:	3.50 or higher grade point average
Honors:	3.20 or higher grade point average

Independent Study

Students may earn academic credit through the completion of independent study courses. To qualify for credit, the curriculum of such courses must be approved in advance by the appropriate Department Head and the Academic Dean. Students then receive regular grade reports as in other courses. Costs for independent study courses are charged separately. Independent Study course offerings are contingent upon faculty availability.

The International Baccalaureate Diploma Program

The International Baccalaureate (IB) is an internationally recognized, rigorous, pre-university course of study. It is designed to give students access to universities around the world. Successful IB diploma students can receive an IB diploma as well as the TASIS diploma. Students not following the full IB diploma program may take individual courses for IB certificates.

IB courses require two years of study, followed by externally-graded exams. TASIS students may:

- begin in 11th grade, completing the IB in 2 years as 11th and 12th graders; or
- begin in 12th grade, completing the IB in 2 years as 12th and 13th graders.

Students entering 9th & 10th Grade who think they may be interested in the IB diploma program should discuss their course selection with the Academic Dean and IB Coordinator, since in some cases it is possible to anticipate two IB exams at standard level at the end of the first year.

In order to obtain the IB Diploma, a candidate must pass three Higher Level and three Standard Level subjects. The student must choose one subject from each of the six following areas:

1. Language A1 (Literature)
2. Language A2, B, or *ab initio*
3. Individuals and Society
4. Experimental Sciences
5. Mathematics
6. A Sixth Subject (Art & Design, Theatre Arts, or a second choice from Group 1, 2, 3, or 4)

IB Diploma candidates must also satisfy the requirements for:

- Theory of Knowledge (TOK) – A ½ credit course taken over two years, which examines various ways of knowing and the nature of knowledge.
- Extended Essay – A 4000-word original research paper in an area of interest chosen by the student.
- Creativity, Action, and Service (CAS) – 150 hours of community service, sports, and other activities completed during the two-year program.

Entry into the IB Diploma program is made in consultation with the School, student, and family, and is recommended for highly motivated students with strong academic, time management, and study skills. Students must complete an application form. Prerequisites for entry into the Diploma program include placement into EAL 5 or a higher level and Integrated Mathematics 3 or a higher level. IB students are expected to maintain good academic standing throughout the two-year period.

Given the differences between IB courses of study, it is not always possible for a student to transfer into the IB program after completing part of the two-year program elsewhere. Those students allowed to transfer must arrange for all internal assessment work completed at their previous school to arrive at TASIS by September 1st.

Group 1: Language A1 (Literature)

English SL/HL
German SL/HL
Italian SL/HL
Russian SL/HL
First Language on a tutorial basis¹ SL

Group 2: Language A2, B, *ab initio*

English A2 (EAL) SL/HL
English B (EAL) SL/HL
French B SL/HL or *ab initio* SL
Italian B SL/HL or *ab initio* SL
Spanish B SL/HL or *ab initio* SL
Language A2 on a tutorial basis²

Group 3: Individuals and Society

Economics SL/HL
World History SL/HL
Art History SL (one year course in the second year of the program)

Group 4: Experimental Sciences

Biology SL/HL
Chemistry SL/HL
Environmental Systems & Societies SL
Physics SL

Group 5: Mathematics

Math Studies SL
Mathematics SL
Mathematics HL³

Group 6: A 6th Subject

Art and Design SL/HL
Photography SL/HL
Theatre Arts SL/HL
A second subject from group 1, 2, 3, or 4

¹ First Language A1 tutorials can sometimes be arranged at extra cost.

² Language A2 tutorials can sometimes be arranged at extra cost.

³ Subject to sufficient enrollment.

TASIS Courses in the Six IB Subject Groups

Enrollment as an IB Diploma or IB Certificate student involves an additional cost paid to the International Baccalaureate Organization. The cost for the former is approximately CHF 1200 while the latter involves a cost which combines an initial registration fee and fees per exam taken.

Physical Education Program

Physical Education classes are required for all students in Grades 7-10. Health classes are required for all 9th graders. As part of their diploma requirements, all students are required to participate in the after-school sports/activities program. The winter sports program at Crans-Montana is required for all Middle School students and strongly encouraged for High School students.

Placement Tests

TASIS uses placement testing and academic counseling at the beginning of the year to verify placement decisions made based on a student's previous records. A student's grade level and schedule therefore remain provisional until test results have been reviewed by the Department Heads and the Academic Dean.

Study Hall

Study hours are strictly observed Sunday through Thursday evenings. Since this time is reserved exclusively for the purpose of completing homework assignments or engaging in pertinent independent research, absolute quiet should be maintained, and no unnecessary movement on campus should occur. During study hours, students study in their rooms, the library, or other approved study areas. All students must check in with their dorm resident at the beginning of study hours indicating where they will be studying, and remain in the designated study areas throughout the respective evening study periods. Students needing additional structure during study hours will be assigned to alternative supervised areas. A student who fails to complete homework and other class assignments regularly and promptly may be assigned to weekend study halls.

Testing Policy

Students should not have to take more than two major tests on one day and should inform the teacher immediately when a test is announced if they already have two scheduled for that day. Tests should be announced at least one week in advance.

Transfer Credits

A student's academic program is determined by an evaluation of previous transcripts in the light of TASIS graduation requirements. As a rule, transfer credit is granted for courses which are equivalent to or which approximate the content of courses offered at TASIS. In some instances, the Academic Dean may request more detailed course descriptions before transfer credit can be given. No academic credit is accepted in transfer for the following courses (among others): Physical Education; Driver Education; Office Aides.

Tutoring

Although teachers offer a reasonable amount of individual help outside of class, sometimes students need more extensive individual support. Private tutoring with adult tutors is charged separately. Peer tutoring is available for some courses. When requested, the Academic Dean will endeavor to secure (but cannot always guarantee) a tutor. Requests for tutoring must be submitted in writing by the parents. A tutoring request form is available from the Academic Dean.

Vacation dates are scheduled to accommodate academic requirements as well as to afford adequate time for students to travel and spend time with family. It is extremely important that the number of days allotted to classes not be reduced by early departures or late returns at vacations and weekends. The School will be open for late departures and early arrivals two days before and after winter and spring vacations to accommodate problems in scheduling student travel without missing class time. Vacation dates are published early in the school year. Families and students are responsible for arranging transportation early enough so that flights can be found which do not cause the student to miss classes or examinations.

Fall semester final exams are immediately prior to winter vacation. The School discourages the rescheduling of exams and tests because it compromises test security and disrupts the class. Due to the time and expense involved in proctoring and scheduling extra exams, the School charges an administrative fee of at least CHF 100 for each final exam which is rescheduled. Fall semester final exams which must be rescheduled are usually given in January.

Vacation Dates

ENGLISH

Department Requirements

4 years of English in Grades 9-12. Please note: The reading lists given below are neither exhaustive nor restrictive. Students must take a full credit of English during each school year, regardless of the number of previous English credits. Student must also complete a full credit in English or English-as-an-Additional Language in order to be promoted to the next grade level.

Grades 7 & 8

The curriculum for Grades 7 and 8 is based upon the Core Knowledge sequence of topics and themes, focusing on the foundations of language and literature in English. Students study short stories, poems, novels, plays, and myths included in primary grade level texts such as Prentice Hall and the Harcourt, Brace, & Jovanovich *Adventures* series. Both grammar and vocabulary have independent workbooks which facilitate a varied pace to the study of each. Composition includes practice with the sentence, the paragraph, the longer composition, and the written research project. Practice with handwriting, spelling, and oral recitation and/or presentations are part of the skills development in the course. Journals and creative writing are frequent activities appropriate for this age group. In addition to literature anthologies and short paperback novels, students use McDougall Littell's *Grammar and Usage* and Educational Publishers, Inc.'s *Wordly Wise*. Grades 7 and 8.

English I

The ninth grade English course focuses on literary genres in the fall semester using the *Adventures in Appreciation* series published by Harcourt, Brace, & Jovanovich. Students develop critical reading and critical thinking skills through a comprehensive introduction to drama, poetry, short story, the novel, and mythology. Major literary works include study of Sophocles' *Antigone*, Homer's *The Iliad* and *The Odyssey* (trans. Fitzgerald), Shakespeare's *Julius Caesar*, *Pygmalion*, and others. Library skills are practiced in the spring and students learn the elemental steps in library research and subsequent writing. Composition focuses on expository writing and introduction to persuasive or analytical writing using the five-paragraph essay as an initial tool. Individual reading assignments as well as grammar and vocabulary work are geared to aptitude level. Work appropriate to aptitude is an important consideration as the course attempts to address diverse needs at this transitional period in the student's intellectual life. Grade 9.

English II

The tenth grade year focuses on thematic genre study using world literature. This course provides students with a background that enables them to appreciate literature and to trace universal themes and archetypes from antiquity to the present day. Students study short fiction, epic poetry, drama, non-fiction and novels. Students learn to read closely and critically, considering both the passage and the literary whole. Writing skills and vocabulary development continue from paragraph and essay work to the critical or persuasive essay. Students also hone their speaking skills with creative and formal speeches. Vocabulary study stems from the reading texts as well as the *Vocabulary for the College-Bound Student* (AMSCO) and SAT Word Power. Grammar study is based upon content in *Harbrace College Workbook*. Grade 10.

This course is designed to be a representative survey of American literature, including poetry, short stories, plays, novels, and essays, which best reveal the range and depth of American thought and creative accomplishment. The skills which are of primary concern in the course are critical writing, grammar, and vocabulary. As many students simultaneously study American history, the course also emphasizes the placement of literature within its socio-political context. A major critical research paper is required whereby a student is expected to reveal his or her ability to use the library for research and formulate ideas about a particular author or literary movement. The text for the course is the Harcourt, Brace, & Jovanovich *Adventures in Literature* as well as individual novels and plays. Grammar exercises and vocabulary drills will accompany written assignments to improve standard writing skills and to supplement those skills with an appropriate vocabulary. Grade 11.

English III

This course is for highly capable and motivated Grade 11 students who possess a native or near native command of English and wish to sit for the AP Language and Composition exam. The course provides a representative survey of the major trends, developments, and creative accomplishments of American thought and literature from Puritan New England to the Twentieth Century. The survey includes novels by Hemingway and Fitzgerald, a play by Arthur Miller, Twain's *Huckleberry Finn*, and a detailed exploration of the Romantic, Transcendentalist, and Realist movements. At the same time, students examine a variety of essays, letters, and speeches from each of the periods studied. The course aims to expose students to a broad range of genres and familiarize them with various methods of persuasion and argumentation. Students analyze the syntax, logic, and rhetoric of non-fiction texts, incorporating such techniques in their own prose, and recognizing such devices in contemporary media and society. In addition to lengthier essays and a major critical research paper, AP students will regularly write timed, in-class essays that model AP prompts and prepare them for the May examination. Grade 11.

AP English Language and Composition

This course is for highly able and motivated Grade 11 students with native or near-native command of English. The approach, focus, and texts for the course are largely determined by the requirements of the IB English Language A program, a curriculum with specific external examination requirements and two-year reading list. Seven to ten works of literature are studied during this first year. The fall semester of the course is focused on an oral presentation of a particular piece of literature that is read during the semester and internally assessed. The spring semester will focus on the study and comparison of world literature with the writing of compare-and-contrast essays as a primary assessment tools. Students should be prepared to perform close, in-depth analyses of complex texts. Grade 11.

IB English A1-1

This course is the second year of the IB English Language A1. Students prepare specifically for this examination while completing the second year of the English Language A1 prescribed reading list. In particular, students write essays which serve as practice for the various types of essays required by the examination on both the higher and standard levels: genre and detailed textual study. Emphasis will be placed on close, in-depth analyses of complex texts. The primary differences in requirements for the student

IB English A1-2

between the higher and standard level lie in the number of works studied over the two years (15 versus 11) and the particular qualities of the written and oral responses expected by the examiners. Grade 12.

English IV

This course is intended for college-bound seniors and post-graduates who will benefit from reading challenging literature. Continuing the survey approach of the English 3: American Literature course, English 4 surveys English literature through the poetry, prose, and drama of authors such as Chaucer, Shakespeare, Swift, Brontë, Conrad, and Shaw as well as Donne, Wordsworth, Keats, Browning, Tennyson, and Eliot. Students learn about the heritage of the English language by focusing on comprehensive introductions to each literary period provided in the *Adventures in English Literature* text. The course's pace gives students the opportunity to learn how and why each literary period developed as it did. Often the course content complements art history and European history courses which are frequently studied during a senior or post-graduate year. Students learn to read, think, and write critically about literature within the contexts of history and genre. All readings provide useful opportunities for students to improve reading comprehension and to develop vocabulary critical to successful university work. The course provides a valuable opportunity for students to address English language mechanics, improve organization and style in writing, and to develop a personal academic vocabulary necessary for effective reading and writing. Grade 12.

AP English Literature and Composition

This course is designed for highly motivated and able students. Its texts are selected from the most significant authors worldwide, both past and present. The course includes works which facilitate their examination from the several literary perspectives of period, genre, theme, structure, tone, and style. Often the course provides a history of ideas as embodied in and transmitted by various periods in the history of English literature. Readings, lectures, discussions, and frequent writing assignments are designed to improve comprehension of literature, the refinement of technique and structure, and a philosophical understanding related to the work or the period. All students prepare for the AP English Literature examination in May. In addition to individual plays, novels, poems and essays, the class uses Harrison's *Major British Writers*, Roberts' *Writing Themes about Literature*, Guerin's *Critical Approaches to Literature*, Holman's *A Handbook to Literature*, Harbrace *College Handbook* and Barron's *AP English Literature and Composition*. Grade 12.

This course, generally offered in the fall, is an elective in literature for students in grades 11, 12, and 13 who would like to pursue additional studies in literature. The course is taken in addition to the required English course for Grades 11 and 12 but satisfies the English requirement for Grade 13. As a survey, the course encompasses comedy, history, and tragedy as Shakespeare presented them to his Elizabethan audience. The course includes a study of four plays during the semester chosen from

the following titles: *The Tempest* and *Two Gentlemen of Verona* / *A Midsummer Night's Dream*; *King Lear* / *Hamlet*; *Measure for Measure* / *The Merchant of Venice*; *Richard II* / *Henry IV, Part One*. Students read, think, discuss, and write about the four plays to gather a finer appreciation of Shakespeare's dramatic craftsmanship as well as an appreciation of his universal themes. Representative sonnets are included for study at the end of term as students prepare an individually selected term project. Grades 11-13.

This course, generally offered in the spring, is an elective in literature for students in Grades 11, 12, and 13 who enjoy literature and who would like to pursue additional literary studies. For Grade 11 and 12 students, the course is an elective and taken in addition to the required English course. For Grade 13 students, the course satisfies the English course requirement at that grade level. The course presents a study of three literary genres: the poem, the novel, and the play. A goal of the course is to enable students to define and appreciate the genre within both the Twentieth Century and universal contexts. The works of five or six authors chosen from the following constitute the reading for the semester: Beckett, Pinter, Stoppard, or Shepard; Conrad, Mann, Joyce, Hesse, or DeLillo; Yeats and Eliot. Grades 11-13.

Shakespeare Survey
(one semester)

Introduction to Twentieth Century Literature
(one semester)

ENGLISH AS AN ADDITIONAL LANGUAGE

EAL Beginner (2 credits)

This beginner course in English is for Middle School students who have no previous knowledge of English. It helps prepare students for content courses by concentrating on the development of essential vocabulary along with speaking, listening, reading and writing skills. Prerequisites: familiarity with the alphabet. Texts include: *Cambridge English for Schools Starter Student's Book, Up and Away in English*, and *Reading A-Z*.

EAL 1 (2 credits) Advanced Beginner

EAL 1 is for Middle School students who have already had a solid introduction to the rudiments of English. This course helps prepare students for content courses by concentrating on the development of essential vocabulary along with speaking, listening, reading and writing skills. The topics presented in the texts contain curriculum links and cross-cultural materials. Students in the Advanced Beginner course should have a familiarity with the phonetic system of English and be able to read and understand simple sentences; in addition, they should know numbers; the days of the week; the months of the year, and have the ability to understand and answer basic personal questions as well as express simple needs. Texts include: *Cambridge English for Schools; Focus on Grammar, Introductory; Get Ready to Write* (Longman). Abridged readers may include: *The Wind in the Willows* (Graham); *Black Beauty* (Sewell); *A Christmas Carol* (Dickens); *Gulliver's Travels* (Swift); *Heidi* (Spyri); *Tales from Hans Christian Andersen; Treasure Island* (Stevenson); *White Fang* (London); *The Secret Garden* (Burnett); *Little Women* (Alcott). Prerequisites: Successful completion of the EAL Beginner course and/or satisfactory proficiency demonstrated on the EAL placement test.

EAL 2 (2 credits) Low Intermediate

This course is for students with a basic knowledge of written and spoken English. Previously learned grammar is consolidated. Grammar points include parts of speech, simple and progressive past, present, and future tenses, comparisons, superlatives, gerunds and infinitives. Students use the writing process to focus on paragraph development. Readings from EAL texts and adapted readers help students develop vocabulary and comprehension skills. Texts include: *Focus on Grammar, Basic; NorthStar Focus on Listening and Speaking, Basic; and NorthStar Focus on Reading and Writing, Basic*. (Longman). Abridged readers may include: *The Count of Monte Cristo* (Dumas); *Tales of Sherlock Holmes* (Doyle); *The Prince and the Pauper* (Twain); *The Hunchback of Notre Dame* (Hugo); *Persuasion* (Austen); *The Last of the Mohicans* (Cooper); *David Copperfield* (Dickens). Prerequisites: successful completion of EAL 1 and satisfactory proficiency demonstrated on the EAL placement test.

EAL 3 (2 credits) Intermediate

This is an intermediate course with a large grammar and writing component. In addition to reviewing previously learned grammatical concepts, students study the present perfect, phrasal verbs, modals, gerunds and infinitives, the passive voice, and reported speech. In addition, they learn to combine ideas using coordination and subordination. Students follow a structured approach to academic writing by learning the standard 3-part paragraph and are also introduced to the process of composing 5-paragraph expository essays. Reading activities include vocabulary expansion and

skill-building. Continued emphasis on listening and speaking helps students develop greater comprehension and fluency. Texts include: *Focus on Grammar, Intermediate and NorthStar Focus on Reading and Writing, Intermediate* (Longman); *Aesop's Fables, Folk Tales from Around the World*; abridged readers may include: *Emma* (Austen); *Far from the Madding Crowd* (Hardy); *The Pearl* (Buck). Prerequisites: successful completion of EAL 2 and satisfactory proficiency demonstrated on the EAL placement test.

This course, designed for 7th and 8th Graders who place into a level higher than EAL 3 but who are not yet ready for mainstream English classes, focuses on the study of English grammar and the development of academic reading and writing skills, using a combination of EAL materials and authentic texts. The course has a two-year sequence with different material being covered in each year, which allows a student to take the course in both 7th and 8th Grade. The textbooks used are: *Grammar and Usage Workbook* (McDougal Littell); *Realms of Gold: Volume Two and Volume 3* (The Core Knowledge Foundation); and *Wordly Wise: Book 6*, Educators Publishing Service, Inc. Other readings may include poetry by Poe, Dickinson, Whitman, Eliot, Williams, Frost, Williams, Thomas, Browning, Wordsworth, Shelly, and Shakespeare; short stories by Poe, Chekov, Hawthorne, Tolstoy, Dostoyevsky, Thurber, Hughes, and Dahl; novels by Lewis, London, Stevenson, Orwell, Tolkien, Knowles, Twain; and selected plays, essays, speeches, and myths. Prerequisites: successful completion of EAL 3 and/or satisfactory proficiency demonstrated on the EAL placement test.

The emphasis of this course is on academic reading and writing. A thorough review of previously learned grammar serves as the foundation for various sentence-combining techniques, such as coordination, subordination, and the use of conjunctive adverbs. Students practice writing multi-paragraph essays in a variety of rhetorical modes, including narration, description, comparison-contrast, enumeration, classification, and persuasion. Students develop vocabulary and reading comprehension skills through reading EAL texts as well as authentic material. In addition, they acquire a basic literary vocabulary to enable them to analyze and appreciate literature. Guided exercises and practice tests help prepare students for the TOEFL exam. Texts include: *Focus on Grammar High Intermediate, North Star Reading and Writing High Intermediate; Preparation Course for the TOEFL TEST; Introduction to Academic Writing* (all Longman). Abridged readers may include: *The Picture of Dorian Grey* (Wilde), *Oliver Twist* (Dickens), *Tess of the D'Urbervilles* (Hardy), *Cry the Beloved Country* (Paton); *The Grapes of Wrath* (Steinbeck). Authentic and translated texts may include: *The House on Mango Street* (Cisneros), *Fahrenheit 451* (Bradbury) and *The Alchemist* (Coelho). Prerequisites: successful completion of EAL 3 and/or satisfactory proficiency demonstrated on the EAL placement test.

Middle School Advanced EAL (2 credits)

EAL 4 (2 credits) Upper Intermediate

**EAL 5/
IB English B
(1 credit); First
Year SL/HL**

This course, which constitutes the first year of the IB English B curriculum and is the minimum level of EAL required for graduation, develops academic speaking, reading and writing skills in preparation for the IB English B oral and written exams, which are taken during the senior year. Grammar structures studied include verb tenses, use of gerunds and infinitives, conditionals, noun, adjective, and adverb clauses, discourse connectors, and sentence-combining techniques. English-language textbooks, collections of short stories, newspapers, magazines, brochures, advertisements, the Internet, and other sources will serve as a framework for the reading and writing assignments as well as for oral activities. Texts include: **Focus on Grammar, Advanced; Writing Academic English** (Longman); selected short stories from **Adventures in Reading** (Harcourt Brace Jovanovich). Prerequisites: Admission to the IB program, successful completion of EAL 4 and/or satisfactory proficiency demonstrated on the EAL placement test.

**IB English A2,
Literature and
Composition
(1 credit); First
Year, SL/HL**

This course, designed for students with a high degree of proficiency in English as an Additional Language, focuses on the essentials for successful work in English at the university level by reading and thinking critically about various forms of literature, poetry, and nonfictional texts; speaking correctly and with confidence about aspects of literature and rhetoric in the curriculum; and writing expository, analytical, and argumentative compositions. This course also emphasizes extensive vocabulary development and the mastery of English language conventions. English and American literature serves as a framework for most of the reading and writing assignments throughout the year. Texts may include: **Macbeth** (Shakespeare); **A Raisin in the Sun** (Hansberry); **Ethan Frome** (Wharton); **The Great Gatsby** (Fitzgerald); **The Death of a Salesman** (Miller); **Understanding and Using English Grammar** (Azar); **Assignments in Exposition** (Dunbar); **English Workshop** (Evler). Prerequisites: Admission to the IB program, successful completion of EAL 4 or 5, and/or satisfactory proficiency demonstrated on the EAL Placement Test.

**IB English B
(1 credit);
Advanced
Second Year,
SL/HL**

This course is designed for students for whom English is an additional language, preparing them for the IB English B oral exams taken in the fall semester and the written exams in the spring. IB English B focuses on the essentials for successful communication in English in a variety of situations. Students work towards achieving competence in three distinct but interrelated areas: language, or handling English accurately with regard to grammar, vocabulary, and syntax; cultural interaction, or selecting language appropriate to a particular cultural and social context; and message, or understanding and using techniques designed to aid in communicating ideas effectively. Students read and analyze a variety of text types, taken from newspapers, magazines, the Internet, and other sources, as a basis for learning how to write emails, leaflets, letters, articles, reports, speeches, persuasive essays and film or book reviews while using appropriate vocabulary, tone, and register. These text types will be the basis for some of the questions that will appear on the IB written exams. Prerequisites: Admission to the IB program and successful completion of IB English B Year One.

Designed for very advanced students for whom English is as an additional language, this course serves as preparation for the IB A2 English exams.

It aims to develop a variety of linguistic skills through the study of a wide range of texts in order to promote an appreciation of the richness of the English language and to facilitate the clear expression of ideas. Students focus on two required options, one literary and one cultural. The Literary Option focuses on the theme of disillusionment with society through an analytical study of works by authors including Hemingway, Huxley, and Orwell. The option of Media and Culture is a study of the various ways language is used to manipulate thought through many forms of media communication. Students look at advertising, propaganda, ethics, and censorship in mass media and public communication. The required tasks - comparative essays and commentaries, editorials and analytical summaries - aim to help students improve their writing proficiency. Students improve their rhetorical skills through oral presentations of an informative nature and through participation in formal debate. Texts include: **Media & Culture: An Introduction to Mass Communication** (Publisher: Bedford/St Martins); **Animal Farm** and **1984** (Orwell); **Brave New World** (Huxley); **The Sun Also Rises** (Hemingway). Prerequisites: Successful completion of IB English A2 Year One.

**IB English A2
(1 credit):
Advanced
Literature and
Composition,
2nd Year, SL/HL**

FINE ARTS

Department Requirements

In order to earn a TASIS diploma a student must complete one credit in Fine Arts during Grades 9-12. This may be accomplished by taking either a full-credit class, or two ½ credit classes, in either the Visual Arts or the Performing Arts, or some combination thereof.

Students interested primarily in the Visual Arts may fulfill their graduation requirement by choosing a combination of ½ credit of Visual Arts with Art History or AP Art History. The two components do not need to be completed in the same academic year. (This combination also meets the Senior Humanities requirement.) For Art History course descriptions please refer to the History section.

MIDDLE SCHOOL FINE ARTS

Middle School students must take MS Visual Arts and MS Music.

Middle School Art (1/2 credit)

This course is an introduction to art materials and ideas, and is based on the Core Knowledge Curriculum. It is designed to allow for maximum flexibility, creativity and exploration in the visual art world that surrounds us. While exploring the elements and principles of design as they are used in making works of art, students have the opportunity to work with a wide range of tools and techniques. There is no studio fee, but CHF 150 are needed per semester to cover the purchase of materials. Grades 7-8. Meets MS requirement for Visual Arts course.

Middle School Music (1/2 credit)

This required Middle School course is based on the Core Knowledge Curriculum. The course introduces students to the fundamental concepts of music literacy such as rhythm, scales, intervals, and basic composition. The course also contains elements of music appreciation: listening, performing, style and form, tempo, dynamics, instrumental families, and music history. Students practice these concepts in class exercises and on written homework assignments. Students are also introduced to the performing arts through singing. Students perform at the Christmas carol service, and at Family Weekend. Students who are interested in additional performance opportunities can join the TASIS choir or take private lessons on voice or an instrument of their choice. Grade 7-8. Meets MS requirement for Music.

HIGH SCHOOL FINE ARTS: VISUAL ARTS

Drawing and Painting (1 or ½ credit)

This course introduces beginning students to art fundamentals. No prior background in art is required. A skills-based course, it focuses on learning how to draw and paint from observation. Although the course is a taught as a full credit, two-semester sequence, students with sufficient skills can enroll in either the fall or spring semester for half credit. Students work with a variety of subject matter, including still life, landscape, architectural spaces and buildings, and portraiture. In the fall, the course focuses on Drawing with black and white media such as pencil, ink, and charcoal, and then progresses to color Drawing media such as pastels. In the spring, the course focuses on Painting media such as watercolor, acrylic, and oil. The

class meets four times a week, either for single semester (Fall or Spring – ½ credit), or for the full year (1 credit). A minimum of an additional 2 hours of independent studio work is required each week. Grades 9–13. There is no studio fee, but CHF 350 are needed per semester to cover the purchase of watercolor, acrylic and oil-painting sets, and hard-back sketchbooks specifically created for this course.

This course introduces students to three-dimensional design and creative thinking in ceramics. Although the course is a taught as a full credit, two-semester sequence, students with sufficient skills can enroll in either the fall or spring semester for half credit. Students gain familiarity with ceramic materials and processes, and they experiment across a range of techniques, including hand-building and wheel throwing. The course emphasizes skills acquisition, but it also encourages students to discover their unique strengths, developing personal sensibilities through the medium of clay. Critiques are an integral part of evaluation. There is no studio fee, but CHF 250 are needed per semester to cover the purchase of materials. The class meets four hours with a minimum of an additional two hours of independent studio work required each week. Grades 9-13.

IB Visual Arts and IB Photography are demanding, two-year courses of study in which students create a body of work that demonstrates a solid understanding of the vocabulary of the artist. Through their Investigation Workbooks, students are expected to read, write, think, and question what they do as artists, showing evidence of systematic research and investigation. Art appreciation and history are essential components of these programs. Students visit art galleries, attend museums, and listen to lectures by visiting artists.

In the second year, IB Visual Arts and IB Photography become self-directed, as students develop a personal visual style and symbol system appropriate to their chosen theme or area of inquiry. These courses are intended for self-motivated students who are seriously interested in the study of art. In addition to class-work, students are expected to devote a further 4 hours per week to independent study.

Within IB Visual Arts and IB Photography there are two options: the Higher Level (HL) and the Standard Level (SL). Both levels are two-year commitments and require a combination of Studio Work and Investigation Workbooks. HL students are expected to complete four Investigation Workbooks over the two-year period. For HL and SL option A, the work is assessed at 60% Studio Work and 40% Investigation Workbooks. For SL option B, the work is assessed at 60% Investigation Workbooks and 40% Studio Work. HL students must complete 240 class-hours in total, and SL 150 class-hours in total. Second-year IB Visual Arts students will be charged CHF 250 per semester for materials. IB Photography students will be charged approximately CHF 250 per semester for photo-paper, inks, and other accessories.

Ceramics & Sculpture (1 or 1/2 credit)

IB Visual Arts & IB Photography, SL or HL

Exceptionally, IB Visual Arts students may attract charges if their chosen theme or area of enquiry requires atypical materials or resources, for example foundry work or outsourced specialised printing. Written parental consent would be required by TASIS before any commitment to such work commenced.

There is no studio fee, but first year IB Visual Arts students will be charged CHF 350 per semester to cover the purchase of watercolor, acrylic and oil-painting sets, and hard-back sketchbooks specifically created for this course.

IB Visual Arts and IB Photography meet 4 days per week, and require an additional minimum of 4 hours per week of independent study. Prerequisites: Grades 11-13 with permission of the instructor.

**Architecture
& Design
(1 or 1/2 credit)**

This one-semester course, which may be taken for the full year for full credit or either fall or spring semester for half credit, develops the student's skills in drawing and model-making as well as his/her knowledge of the basic forms, typology, and some of the history of western European architecture. Studio work is done, and theory and architectural history are studied in order to identify stylistic, constructional, and cultural influences and traditions which have generated great buildings throughout the ages and which continue to shape contemporary architecture today. Field trips are taken to sites within our area in order to gain firsthand knowledge and experience of great buildings. Students should be able to execute basic architectural drawings (plan and elevation) by end of the course, as well as execute a 3-dimensional model in cardboard. The course may be taken over the span of two years as "IB Visual Arts: Architecture". The course requires 2 hours of out-of-class work per week, although preparation of the Investigation Workbook for students taking the course for IB credit requires considerably more than this) as well as design studio work: drawing and model-making. The course requires CHF 250 per semester to cover the purchase of materials and the cost of field trips. Grades 10-13.

**Darkroom
Photography
(1 or 1/2 credit)**

Classes meet formally twice a week. Each student arranges an individual study schedule with the instructor. Students are required to work an additional 3-4 hours weekly on an independent basis for full credit. Students who take this course for only half a credit are required to work an additional 1-2 hours weekly. The course is open to all grades and levels. Instruction is individualized. Beginners study the camera, exposure, developing, and printing. Intermediate students put more emphasis on style, composition, and special effects. Advanced students work on a portfolio. There is no lab fee, but approximately CHF 250 are needed per semester for film, paper, and other accessories. Students must own a 35mm SLR camera with manual controls. Grades 9-13.

**Beginning
Digital
Photography**

This course introduces students to the basics of digital photography, covering the entire process from capturing images through to output for print and web. Students capture images using digital cameras and

scanners. As students begin to understand the digital world they are expected to collect their own images, make connections between their images and their thematic goals, and then create photographs and photographic illustrations. Images are manipulated using Adobe Photoshop CS5. Students should be willing to work with Macintosh computers. All students finish the course with a portfolio of their images. Students who take this course are required to work an additional 1-2 hours weekly outside of class. There is no lab fee, but approximately CHF 150 are needed per semester for photo-paper, inks, and other accessories. Students must own a digital camera of any kind. Grades 9-13.

Students who have completed Beginning Digital Photography (or an equivalent digital photography class) are eligible to take this course. The course concentrates on improving photography skills, digital art techniques, and advanced image manipulation. All students will finish the course with a portfolio of their images. Images are manipulated using Adobe Photoshop CS5. Students should be willing to work with Macintosh computers. Students are required to work an additional 1-2 hours weekly outside of class. There is no lab fee, but approximately CHF 150 are needed per semester for photo-paper, inks, and other accessories. Students must own a digital camera with manual controls, and a digital SLR is highly recommended. Grades 9-13.

This course is designed for students who want to participate in publication of the TASIS Yearbook. The course is intended for two kinds of students. First, it is intended for students interested in the journalism and photo-journalism side of Yearbook production: we will learn basic journalism skills, including research, copy writing, and Yearbook photography. Second, the course is also intended for students with strong Visual Arts backgrounds who want to learn the basics of Graphic Design, through the hands-on experience of Yearbook layout and design: we will learn how to master a digital media workflow, combining text, image, and color to create eye-catching compositions. All students experience both sides of the course, and will create Yearbook pages using the publishing industry standard InDesign and Adobe Photoshop software. We will learn that good graphic communication depends on a successful partnership between images and words. Students will be responsible for meeting deadlines and will learn leadership skills, as well as the ability to work cooperatively. There is no prerequisite for Yearbook & Graphic Design, but students must be willing to commit time after-school and on weekends in order to meet deadlines. ***The class meets regularly and independent work varies depending upon the deadline cycle.***

HIGH SCHOOL FINE ARTS: MUSIC

Choir meets twice a week in the early evening and is open to anybody who has an interest in singing. One of the primary aims of the course is to expose students to the different types of vocal composition. Compos-

**Advanced
Digital
Photography**

**Yearbook
& Graphic Design**

Choir (1/2 credit)

ers from different periods are chosen to expose students to music sung in different styles and languages, as well as pieces which are both accompanied and *a cappella*. As with any music, group performance is a vital part of the program. The group sings in two main concerts, one in December and one in the spring. In addition, the choir may perform at Family Week-end, give occasional recitals, and, from time to time, take an active role in assemblies. Grades 7-13.

Instrumental Ensemble
1/2 credit

This class focuses on the preparation of instrumental music for public performance throughout the year. In addition, the fundamentals of instrumental technique and music theory are covered through the study of music literature and/or private study. There are two different kinds of instrumental ensemble offered, classical and jazz, consisting of various chamber groups scheduled by the music teacher according to instrumentation and ability level. Private instrumental lessons are available and can be incorporated into the course requirements. Grades 7-13.

Private music lessons

Private music lessons are regularly available for voice, guitar, and piano. Lessons on other instruments may also be arranged. Most lessons cost CHF 60-80 per hour, and all are scheduled by the music teacher with the permission of the parents. In some cases, rental of instruments from the School's instrument collection may be possible. Please be advised: local rental of instruments is limited. Music lessons by themselves do not fulfill the Fine Arts requirement or carry any credit, but may meet some of the instrumental ensemble requirements.

Drama (IB Theatre Arts SL/HL)

This performance-based class includes students of all levels of theatrical experience. Students work through exercises in mime, movement, voice, diction, projection, stage presence, blocking, characterization, acting, directing, stagecraft, and script writing. Work is done individually and through ensemble. Students perform in class and are encouraged to perform in school productions. All work leads to an increase in theatre skills, and is documented as necessary as material for the IB Theatre Arts requirement. Grades 9-13.

HISTORY

(a) 3 years, including Modern History and United States History, and (b) fulfillment of the Senior Humanities requirement by completing either Art History (at any level) or Theory of Knowledge.

This course for students in the 7th Grade is the first part of a two-year sequence focusing on the main events of modern world history. Starting with the consolidation of the British Empire after the defeat of Napoleon, attention then focuses on the growth of the new world powers (the United States, Germany, and Japan) as they come to challenge British hegemony in the later nineteenth century. The course continues through the first half of the twentieth century, with main emphasis on the First World War, the Russian Revolution, the Great Depression, and the Second World War. A major component of the course is its emphasis on the geography of the United States and Europe. Students learn to analyze maps and gain an understanding of key geographical terms. Main texts: Beck, et al., *Modern World History*; Hakim, *A History of US*; Armstrong, et al., *Geography: The World and Its People*.

This course for students in the 8th Grade is the second part of a two-year sequence focusing on the main events of modern world history. This half of the sequence starts with the post-war period and continues through the end of the twentieth century. The main topics studied are the decline of European colonialism, the origin and course of the Cold War, the protest movements of the 1960s, the political developments in the Middle East, and the expansion of Democracy after the fall of European Communism. Special attention is devoted to the political principles and structures of the western democracies. The geographical component of the course focuses on countries of the developing world and the Middle East. Main texts: Todd, *The Modern World*; Hakim, *A History of US*; Armstrong, et al., *Geography: The World and Its People*.

This survey course for students in the 9th Grade is designed to introduce students to the history and cultural achievements of Mesopotamian, Egyptian, Greek, Roman, and medieval European and world civilizations. Students are introduced to the historical method and the critical evaluation of both primary and secondary sources, and emphasis is placed on developing oral and written expression. Students study various aspects of the societies and cultures covered in the course. Text: *Holt World History: The Human Journey*.

This survey course for Sophomores is designed to introduce students to the history and cultural achievements of modern European and world civilization from the Renaissance to the present. The course concentrates on political and cultural history. Analyzing historical documents and developing oral and written expression are emphasized. A term paper is required for all students enrolled in this course. Grade 10. Text: Craig, et al., *The Heritage of World Civilizations*.

Department Requirements

7th Grade History & Geography

8th Grade History & Geography

Ancient and Medieval History

Modern History

United States History

This course, designed for students in their junior or senior year, traces the development of the United States from the Age of Exploration to contemporary times. The course of study will focus in equal parts on political, social and economic, and cultural and intellectual history. Emphasis is placed on written and oral expression, and analysis of historical documents. A term paper is required for all students enrolled in this course. Grade 11-12. Text: Cayton, *America: Pathways to the Present*.

AP United States History

This seminar course, designed to prepare students for the AP exam in US History, is open to qualified students with exceptional aptitude and interest in the subject. The class traces the development of the United States from the Age of Exploration to the present. To qualify, a student must be familiar with historical method, have a superior reading comprehension, and be a competent writer. Students will be responsible for outside research, extensive additional readings, as well as written and oral reports. All students enrolled in the course are expected to take the AP examination in May. Prerequisites: Departmental approval. EAL 5. Grades 10-13. Text: Garraty, *The American Nation*. Additional readings: Bailey and Kennedy, *The American Spirit*; Hofstadter, *The American Political Tradition*.

AP European History

This course is designed for students preparing for the AP Modern European History exam. The course traces the history of Europe from the 15th-century Renaissance, through the 18th-century Enlightenment and the ensuing French Revolution, to the events of the 20th century. In addition to the factual narrative, the course seeks to develop each of the following: an understanding of some of the principle themes in Modern European history, an ability to analyze historical evidence, and an ability to express that understanding and analysis in both oral and written form. All students are expected to take the AP exam in May. Prerequisites: Departmental approval. EAL 5. Grades 11-13. Main texts: Kagan, Ozment, and Turner, *The Western Heritage*; Palmer and Colton, *A History of the Modern World*; Weber, *The Western Tradition*.

IB Twentieth-Century World History 1

This is the first part of a two-year course on twentieth-century world history. The course is designed for first-year IB standard-level and higher-level history students, and concentrates on the period ca. 1870 to 1945. The fall semester is devoted primarily to the background of the First World War. In the spring semester the major topics are World War I and its effects, the rise of single-party states (especially in Russia and in Germany), and the Second World War. In addition to developing an understanding of the background and various key concepts and events of the last century, the course stresses the development of strong writing and note-taking skills, the ability to read and comprehend both primary and secondary materials in an analytical and critical manner, and the ability to present and defend - both orally and in writing - cogent arguments. By the end of the year students are expected to have completed the first draft of their Internal Assessment paper. Prerequisite: EAL 5. Grades 11-12. Texts: Selected monographs and documents.

This course is designed to prepare students for IB examinations at either the standard (SL) or higher level (HL). The course picks up where IB Twentieth-Century World History 1 ends, and is devoted to the period 1945-2000. The emphasis is on the origin and course of the Cold War, seen in international perspective, and on developments in Western Europe in the post-war period. During the fall semester, students complete the required IB independent research project. Students gain practice working with primary and secondary materials as well as developing their analytical writing skills throughout the year. Open to both IB and non-IB students. Prerequisite: IB History 1, and/or departmental approval. EAL 6. Grades 12-13. Texts: Selected monographs and documents.

This course surveys the most important periods and artists in western art from prehistoric to modern times. It provides an alternative to the AP sections of this discipline in several important ways. It emphasizes the art of Classical Antiquity, the Renaissance, and the western world, and gives special attention to Italian sites which are easily accessible from the TASIS campus. Field trips to local sites of interest, gallery and museum visits, and art-history-related studio projects are typical of the hands-on nature of the class environment. The course satisfies the Humanities requirement for graduation. Prerequisites: EAL 5. Grades 12-13. Text: *Gardner's Art through the Ages*.

The class is designed to teach the necessary vocabulary and skills of analysis for appreciating the visual arts. Students become acquainted with the major forms of artistic expression as they survey the most important periods and artists in world art from prehistoric to modern times. The concepts and applications of visual analysis, period style distinction, socio/historical interpretation and specialized vocabulary are introduced and exercised throughout the survey. The forces of social institutions upon the creation of art and the role of the artist are also examined. To better appreciate works of art as aesthetic objects, the various tools, materials, and artistic traditions available to artists are studied. Problems of restoration and conservation are also discussed. This course prepares students for the AP examination and is therefore taught at the college level. Students interested in a less demanding course should consider the non-AP Art History course. Open to qualified seniors and postgraduates with departmental approval. This course fulfills the Humanities requirement for graduation. Prerequisites: EAL 5. Grades 12-13. Text: *Gardner's Art through the Ages*; Hall, *Dictionary of Subjects and Symbols in Art*.

This course, offered at the Standard Level only, fulfills the IB Group 3 "Man and Society" requirement. The course is open to both Juniors and Seniors, and to Sophomores with the permission of the instructor. Students pursuing the full IB Diploma Program will enroll in this class in the second year only. Although intended primarily for IB diploma students, the course is also open to interested non-IB students as well. The course takes maximal advantage of the School's location and cultural resources, exploiting "Europe as a classroom" to the fullest extent possible. Over

IB Twentieth-Century World History 2

Art History

AP Art History

IB Art History

the course of the year students will study the Art and Architecture of ancient Rome, medieval Italy, and the Italian Renaissance, exploring some of the key moments in the history of western culture. An IB Art History In-Program trip to a major European capital will be mandatory in the fall, and another IB Art History trip will be optional in the spring. In addition, there will be field trips to Milan and to sites within the local area to experience Italian Renaissance art firsthand. Students are also most welcome to choose and develop IB extended essay topics in Art and Architecture under the Art History teacher's supervision. Grades 11-13. Texts: Kleiner, *History of Roman Art*; Hartt, *History of Italian Renaissance Art*.

**AP
Microeconomics**

This course is designed to prepare students for the AP Microeconomics exam. In microeconomics, students study the central economic questions surrounding scarcity and choice, and how societies can meet unlimited wants with limited resources. What should a society produce? What is the most efficient way to produce it? Who should receive the fruits of this production? By examining supply and demand, students learn how a free market answers these questions, but also where and how free markets fail to adequately allocate resources. Students spend considerable time studying the theory of the firm, looking at the aims and objectives of businesses operating in a variety of market conditions, including perfect competition, oligopolies, and monopolies. Prerequisites: Departmental approval. ESL 5. Concurrent enrollment in Algebra 2 or higher. Grades 11-13. Text: McConnell and Bruce, *Microeconomics*.

IB Economics 1

This course serves as the first year of the two-year IB HL or SL economics course. In microeconomics, students study the central economic questions surrounding scarcity and choice, and how societies can meet unlimited wants with limited resources. What should a society produce? What is the most efficient way to produce it? Who should receive the fruits of this production? By examining supply and demand, students learn how a free market answers these questions, but also where and how free markets fail to adequately allocate resources. Students spend considerable time studying the theory of the firm, looking at the aims and objectives of businesses operating in a variety of market conditions, including perfect competition, oligopolies, and monopolies. Students will begin work on a portfolio of analyses of current events from an economist's perspective, to be completed in the IB Macroeconomics course. Prerequisites: Departmental approval. EAL 5. Concurrent enrollment in Algebra 2 or higher. Grades 11-13. Texts: McConnell and Bruce, *Microeconomics*; Blink & Dorton, *IB Economics Course Companion*.

IB Economics 2

This course is the second year of the two-year IB HL or SL Economics course, but may be taken by other advanced students who are interested in a rigorous macroeconomics course. Some of the questions examined in this course are: What is an acceptable quality of life? What are economic growth and development, and how are they attained? Is it possible to meet society's desire for low inflation, low unemployment, and rising real output

and income? The answers to these questions take students through a study of macroeconomic policy objectives, Keynesian and Monetarist economic models, international trade, and development economics. Throughout the course, students continue to work on a portfolio of economic analyses of current events, to be submitted to the IB in March of the second semester. Prerequisite: AP/IB Microeconomics or departmental approval. EAL 5. Concurrent enrollment in Algebra 2 or higher. Grades 11-13. Texts: Sloman, *Economics*; Blink & Dorton, *IB Economics Course Companion*.

This course, usually offered in the fall term, is an introduction to the basic features of international relations in the modern world. Students study both the theory and the practice of international relations, including an examination of the nation-state, diplomacy and warfare, international institutions, and current developments in international economics, human rights, disarmament and conflict resolution. Text: Mingst, *Essentials of International Relations*.

This course, usually offered in the spring term, is an introduction to the framework and functioning of the United States system of government. Students study the Constitution and the institutions of the U.S. government, the operation of each of the three main branches of government, the influence of the media and public opinion, the role of political parties, and the division of power with state governments. Text: James Q. Wilson, *American Government*.

Theory of Knowledge (TOK), required for all students pursuing the full IB diploma, is a two-year course designed to challenge students to reflect critically on diverse ways of knowing and areas of knowledge. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world. TOK meets two hours per week during both years of the IB program. Grades 11-13. Text: Richard van de Lagemaat, *Theory of Knowledge*.

This course, designed for students enrolled in EAL 2, examines the history and cultural achievements of European and world history from the Middle Ages to the present. The geographical component of the course focuses on the physical and political geography of Europe and the Americas. Special emphasis is placed on the interpretation of documents, maps, and charts, as well as on the development of writing skills and oral expression through discussions, readings, written assignments, library research, and small projects. EAL 2. Grades 7-9. Main text: *Pearson World Studies: Medieval Times to Today*; Armstrong, et al., *Geography: The World and Its People*.

This survey course, designed for students enrolled in EAL 3, introduces key concepts and elements of human civilizations from pre-history to the Middle Ages. The first half of a two-year curriculum, the course covers the history and cultural achievements of ancient Mesopotamian, Egyptian,

**International
Relations
(one semester)**

**United States
Government
(one semester)**

**Theory of
Knowledge**

**EAL History &
Geography**

**EAL Ancient and
Medieval History**

Greek, Roman, and medieval European and world civilizations. Emphasis is placed on oral and written expression through discussions, readings, written assignments, library research, and small projects. EAL 3. Grades 8-10. Text: Burstein and Shek, *World History*.

EAL Modern History

This survey course, designed for students enrolled in EAL 4, examines the history and cultural achievements of modern European and world history from the Renaissance to the present. The course is the second part of a two-year curriculum that begins in EAL 3 with Ancient and Medieval History. Students gain continued practice with oral and written expression through discussions, readings, written assignments, library research, and small projects. EAL 4. Grades 9-11. Text: *Holt World History: The Human Journey*.

EAL United States History

This survey course, designed for students enrolled in EAL 5, examines the history of the United States from the founding of the New World through the modern era, and traces significant historical events and the development of ideas critical to understanding America today. Students explore cultural attitudes, regional differences, and the governmental system, and gain a broader knowledge of historical vocabulary and terms. This course emphasizes organization of material through class notes and

MODERN LANGUAGE

Department Requirements

- In order to earn a TASIS diploma a student must demonstrate third-level proficiency in a modern language offered at TASIS. (A modern language is not required for students enrolled in EAL classes.) Modern languages offered: French, Italian, and Spanish. Italian is the required middle school language.
- EAL students in EAL 3 or higher may take another language. All modern language classes usually meet in the Language Laboratory once a week in order to further develop the four language skills.
- Please Note: Day students under age 15 who are residents of Ticino must be enrolled in an Italian class.
- A student entering TASIS in his/her junior year and taking standard English classes must either demonstrate third-level proficiency in a modern language offered at TASIS, or enroll in and complete two years of language classes at TASIS.
- A student entering TASIS in his/her senior year and taking standard English classes must either demonstrate third-level proficiency in a modern language offered at TASIS, or enroll in and complete one year of language at TASIS.
- A student's native language is not accepted as fulfilling the modern language requirement unless another verifiable and/or certifiable proficiency (excluding English) exists and unless the student is enrolled in an EAL program in any year between Grades 9-12.

MIDDLE SCHOOL FOREIGN LANGUAGE COURSES

This course introduces students to the fundamentals of listening and reading comprehension as well as basic speaking and writing skills. Basic grammatical structures and vocabulary, important for developing communicative competency, are introduced and continually reinforced by means of classroom drills, regular written homework, quizzes, and tests. The course also introduces students to Italian culture, history, and geography through class discussions, field trips, and presentations. Middle school students are required to take this course unless they are in Intermediate Italian, and EAL class, or they are part of the Italian section. Grades 7-8. Textbook: *Rete! Junior Part 1*

MS Beginning Italian

This is a course designed for those students with a basic knowledge of the Italian language. It begins with a review of the most fundamental grammar points and vocabulary to consolidate what has been learned previously. Communicative competency remains one of the most important focuses of this course, which is introduced and practiced by means of classroom drills, regular written homework assignments, quizzes, and tests. In addition, Italian culture is introduced through class discussions, and presentations. Middle school students are required to take this course unless they are in Beginning Italian, an EAL class, or they are part of the Italian section. Grades 7-8. Textbook: *Rete! Junior Part 1*

MS Intermediate Italian

HIGH SCHOOL FOREIGN LANGUAGE COURSES

These are introductory courses where students learn the fundamentals of listening and reading comprehension as well as basic speaking and writing skills. Basic grammatical structures and vocabulary, important for developing communicative competency, are introduced and continually reinforced by means of classroom drills, regular written homework, quizzes, and tests. The culture of the countries where each language is spoken is also explored. This level meets the requirements of the first year of the International Baccalaureate Language Ab Initio. Prerequisites: The completion of EAL 2 for international students. Grades 9-13.

Textbooks:

French 1: *Bon Voyage! Level I* (Glencoe); selected readings.

Italian 1: *Oggi in Italia* - First Part (Houghton Mifflin); selected readings

Spanish 1: *¡Buen Viaje!* (Glencoe Spanish 1); selected readings

The second year courses begin with a review of the most fundamental points of grammar covered in Level 1 and continue with the study of new verb tenses and grammar structures. Emphasis is placed on oral expression, listening comprehension, and reading and writing skills. Grammar drills and conversation play important roles in the classroom, helping students learn to speak correctly and with some fluency. This level meets the requirements of the second year of the International Baccalaureate Language Ab-Initio. Prerequisites: Level 1, or a satisfactory grade on the placement test. Grades 9-13.

Level 1: French, Italian, Spanish (IB - Ab Initio SL-1)

Level 2: French, Italian, Spanish (IB - Ab Initio SL-2)

Textbooks:

French 2: *Bon Voyage! Level II* (Glencoe); *Le Petit Nicolas* (Longman); selected readings.

Italian 2: *Oggi in Italia* - Second Part (Houghton Mifflin); selected readings

Spanish 2: *¡Buen Viaje!* (Glencoe Spanish 2); selected readings

Level 3: French, Italian, Spanish (IB Language B SL/HL-1)

The third year courses are designed to build upon the skills acquired by students in the second year, beginning with a review of structures previously studied and progressing to more difficult ones. Level 3 courses enlarge and refine the students' vocabulary and improve their ability to understand and respond to the spoken and written language. In addition, students are introduced to literary texts, and continue to explore the culture of countries in which the languages are spoken. This level meets the requirements of the first year of the International Baccalaureate Language B, SL/HL. Prerequisites: Level 2, or a satisfactory grade on the placement test. Grades 10-13.

Textbooks:

French 3: *En Voyage!* (Glencoe); *Paul et Virginie* (Bernardin de Saint-Pierre); *Bonjour Tristesse* (Sagan); selected readings.

Italian 3: *Linea Diretta 2* (Edizione Guerra-Perugia); selected readings

Spanish 3: *¡Buen Viaje!*(Glencoe Spanish 3); Certificado bas básico de español (CBE) Edelsa; *Cuentos de Eva Luna* (Allende); selected readings.

Level 4: French, Italian Spanish (AP Language/ IB Language B SL/HL-2)

These are advanced courses in which students continue their study of the most difficult points of grammar and also begin to develop skills for the critical analysis of literature. The classes are conducted entirely in the target languages. This level meets the requirements of the second year of the International Baccalaureate Language B, SL/HL, and prepares students for the Advanced Placement language exam in French and Spanish. Prerequisites: Level 3 (with a minimum grade of C) or a satisfactory grade on the placement test. Grades 11-13.

Textbooks:

French 4: *Une fois pour toutes* (Longman); *Huis clos* (Sartre); *L'étranger* (Camus); *L'Avare* (Molière); *Moderato cantabile* (Duras); *Astérix chez les Helvètes*, (Gosciny/Uderzo); *AP French: Preparing for the Language Examination*.

Italian 4: *Contesti Italiani* (Edizione Guerra); anthologies of different Italian authors; selected readings.

Spanish 4: *Encuentros Maravillosos* (Scott Foresman); *Una vez más* (Longman); *AP Spanish: A Guide for the Language Course; Diploma superior de español* (D.S.E) Edelsa; selected readings.

French 5 (IB A2/ AP French Literature)

At this level, students read and analyze the most important works of French literature. The course is designed to meet the needs of students preparing for the International Baccalaureate Language A2, or to the AP Examination in French Literature. Prerequisites: French 4, or a satisfactory grade on the placement test. Grades 11-13.

Textbooks: As required by the IB Diploma Program syllabus; *AP French:*

A Guide for the Language Course; works of literature required by the Advanced Placement French Literature syllabus, including authors such as Beaumarchais, Molière, Voltaire, Baudelaire, La Fontaine and others.

This is a two-year course designed for students who are fluent in Italian, and are enrolled in the International Baccalaureate program. It enlarges and refines their vocabulary with literary terminology and provides a good acquaintance with the most important works of Italian literature over the course of two years. Prerequisites: A complete mastery of the Italian language. Grades 11-13 (IB students).

Textbooks: *Lingua Storia e Società* (Roncoroni); *Il Racconto: Testi, Analisi e Griglie* (G. Morelli-R. Sangalli); works of Italian and world literature chosen to meet the requirements of the International Baccalaureate program, including authors such as Dante, Gadda, Barricco, Terziani, Rumi, and others.

IB Italian A1

This course is designed for native or near-native German speakers who are enrolled in the International Baccalaureate program or wish to take the German Language A1 certificate. The aims of this two-year course are to develop the student's power of expression in both oral and written communication and to introduce students to a range of literary works of different periods, genres, styles, and contexts. Emphasis is placed on developing the student's ability to analyze written texts.

Grades 11-13 (IB students).

Textbooks: Works of German and world literature chosen to meet the requirements of the International Baccalaureate program, including authors such as Goethe, Schiller, Brecht, Duerrenmatt, Hesse, and others.

IB German A1

This course is designed for native or near-native Russian speakers who are enrolled in the International Baccalaureate program or wish to take the Russian Language A1 certificate. The aims of this two-year course are to develop the student's power of expression in both oral and written communication and to introduce students to a range of literary works of different periods, genres, styles, and contexts. Emphasis is placed on developing the student's ability to analyze written texts.

Grades 11-13 (IB students).

Textbooks: Works of Russian and world literature are chosen to meet the requirements of the International Baccalaureate program.

IB Russian A1

MATHEMATICS

Department Requirements

In order to receive a TESIS diploma a student must complete three credits of Mathematics in Grades 9-12. A credit is earned by passing a course above the level of General Math 2, as listed in the course descriptions. For transfer students, equivalent course work credit will be determined by the Mathematics Department Head in cooperation with the Academic Dean. In order to earn a TESIS diploma a student must demonstrate proficiency at least at the level of Integrated Mathematics 3.

CALCULATOR

- A calculator is not required for General Math 1, General Math 2 or Integrated Math 1. It is recommended that students have their own basic calculator (non-scientific) for work outside the class, but the students will be provided calculators for use in class as needed.
- A graphic display calculator (GDC) that does **not** have a built-in computer algebra system is required for courses above the level of Integrated Math 1. Although other brands of calculators may be permitted, instruction is based on either a TI-83 or TI-84 GDC. It is recommended that students purchase a calculator before arrival in Switzerland as it is more expensive in Switzerland and the instructional manual may not be in the student's native language.

General Math 1

This course is for students in Grades 7 or 8 who need to reinforce their understanding of arithmetic before encountering topics such as algebra. Whole numbers, fractions, decimals, and the four basic operations on these number sets are reviewed. The stress is on problem solving and practical applications of these processes. Textbook: *Math Course 1*, McDougal-Littell.

General Math 2

The material covered in this course requires a good grasp of fundamental arithmetic on whole numbers, fractions and decimals. Topics covered include the natural, integer, rational and real number sets (along with the four basic operations on these sets), ratios, rates, proportions and percents. Introductory material is presented in the areas of algebra, geometry and statistics. Textbook: *Singapore Math: Math Counts I*.

Integrated Mathematics Sequence

This is a three- or four-year sequence of courses, depending on the desires and skills of the student. The sequence provides students with a background in logic and proofs as well as seven areas of basic mathematics:

- I. Geometry, including plane, coordinate, and solid Geometry.
- II. Algebra, including functions and graphs.
- III. Sequences and series.
- IV. Probability and statistics.
- V. Vectors and matrices
- VI. Trigonometry including functional.
- VII. Calculus.

At each level, understanding of concepts must be demonstrated by solving real-world applications.

The first course of the integrated mathematics sequence focuses on financial math, algebra and geometry. Measures of center as studied in statistics are also covered. Students entering this course should have had an introduction to algebra. Textbook: *Singapore Math: Math Counts 2*

Integrated Mathematics 1

A continuation of Integrated Mathematics 1, this course broadens the topics of plane geometry and algebra. Logic and various methods of proving statements are introduced as well as matrices, probability, trigonometry and solid geometry. **Note:** It is **possible** for a student who successfully completes this course to be allowed to enroll in IB Math Studies 1 or IB Mathematics 1. Admission into either one of these courses will be determined on a case-by-case basis. Textbook: *Integrated Mathematics 2*. McDougal-Littell.

Integrated Mathematics 2

A continuation of Integrated Mathematics 2, this course broadens the topics of functions, trigonometry, statistics and probability and vectors and matrices. Sequences and series are also introduced. Completion of this course satisfies the graduation requirement for mathematics. Textbook: *Integrated Mathematics 3*, McDougal-Littell.

Integrated Mathematics 3

This is the final course in the integrated mathematics sequence. It is designed to prepare the student for introductory university level mathematics courses. The major topics covered are applied calculus and statistics. Textbook: *Singapore Math: Additional Mathematics*.

Integrated Mathematics 4

This course is designed to prepare students for AP Calculus. It includes all of the topics that would be covered in a regular Precalculus course but the coverage is more thorough and faster paced. Introductory calculus topics including functional limits and the limit definition of the derivative are also covered. Enrollment is by Math Department recommendation. Grades 10-13. Textbook: Larson, *Precalculus with Limits* (Houghton-Mifflin).

Advanced Precalculus

This course prepares students to take either the AP Calculus AB or BC exam. Topics include differential and integral calculus, including introductory differential equations. It is possible for a student to take this course twice; year 1: preparation for the AP Calculus AB exam; year 2 preparation for the AP Calculus BC exam. It is highly recommended that a student earn a grade of B or higher in Advanced Precalculus before enrolling in this course. Transfer students wishing to take this course must pass a preliminary exam given by the department. Textbook: Larson, Hostetler, Edwards, *Calculus of a Single Variable*, 7th Ed. (Houghton Mifflin).

AP Calculus

This course is designed to provide exposure to basic statistical methods. The course will be comprised of four major topics: Descriptive Statistics, Producing Data, Probability, Inferential Statistics. After studying these topics, students will be able to critically analyze and draw appropriate conclusions about data. Students are expected to take the AP Statistics exam in May. Textbook: *Introduction to Statistics and Data Analysis*, Thomson.

AP Statistics

This course is the first year of preparation for the IB Diploma or Certificate in Math Studies SL. In addition to providing a broad survey of mathematics,

IB Math Studies SL 1

this course emphasizes the relevance and practical implications of mathematics. The pace and breadth of this course are demanding. Topics covered in the two-course sequence include sequences and series, matrices, linear programming, trigonometry, statistics, introduction to calculus, and logic. Textbook: Haese-Harris, *Mathematics for the International Student: Mathematical Studies*.

IB Math Studies SL 2 A continuation of IB Math Studies SL 1, students are required to take the IB Math Studies SL Exam and complete a mathematical project in the spring semester. A student desiring to begin this sequence of courses must pass a preliminary exam given by the department. Textbook: *Mathematics for the International Student: Mathematical Studies*, Haese & Harris.

IB Mathematics 1 This course serves the dual purpose of providing the first year of preparation for either the IB Math Standard Level Exam or the IB Math Higher Level Exam. This is a rigorous two-year program and requires a strong background in many areas of mathematics. The course follows the IB syllabus which includes: functions, probability and statistics, vectors and matrices, algebra, trigonometry and calculus. A student desiring to begin this sequence of courses must pass a preliminary exam given by the department. Grades 10-13. Textbook: *Mathematics for the International Student: Mathematics Standard Level*, Haese & Harris.

IB Mathematics 2 SL* This course provides the second year of preparation for the IB Math Standard Level Exam. The student is required to complete a portfolio assignment which demonstrates independent work in two areas of mathematics. Enrollment is by department recommendation. Textbook: *Mathematics for the International Student: Mathematics Standard Level*, Haese & Harris.

IB Mathematics 2 HL* This course provides the second year of preparation for the IB Math Higher Level Exam. The student is required to complete a portfolio assignment which demonstrates independent work in two areas of mathematics. Enrollment is by department recommendation. Textbook: *Mathematics for the International Student Mathematics Higher Level*, Haese & Harris.

*The School will offer these two courses separately when student numbers, staffing

TASIS MATH TRACKS

7th	General Math 1	General Math 1	General Math 1	General Math 2	Integrated Math 1
8th	General Math 1	General Math 2	General Math 2	Integrated Math 1	Integrated Math 2
9th	General Math 2	Integrated Math 1	Integrated Math 2	Integrated Math 2	Integrated Math 3
10th	Integrated Math 1	Integrated Math 2	Integrated Math 2	Integrated Math 3	Integrated Math 4 Adv. Precalculus
11th	Integrated Math 2	Integrated Math 3	Integrated Math 3	IB Math Studies 2	AP Calculus or IB Mathematics 1
12th	Integrated Math 3	Integrated Math 4	IB Math Studies 2	AP Calculus or AP Statistics	AP Calculus or IB Mathematics 2

SCIENCE

3 credits of laboratory science, including one full credit of physical and one full credit of biological sciences in Grades 9-12 are required in order to earn a TASIS diploma.

All classes are laboratory sciences which emphasize a hands-on approach to developing an understanding of the scientific method and its application.

All International Baccalaureate science classes:

- involve a substantial amount of internally-assessed practical and project work. For IB students, 24% of the final IB grade is based on practical work, and the remaining 76% is determined by externally-assessed examinations.
- consist of compulsory core topics and additional topics chosen by the teacher.
- require a greater time commitment for higher level (HL) than for standard level (SL).
- may require IB certificate and diploma students to attend one science-based In-Program Travel field trip during the period of their study.
- will involve a group project where all IB science students work together outside of class to investigate a cross-curricular problem.

IB Diploma students should plan their sequence of high school science courses with the IB Coordinator and Academic Dean.

IB second year students new to TASIS (transfer students) must have completed a first year of the same IB Science at their previous school. They must provide evidence of the lab exercises they have completed for inclusion in their IB portfolio because it is not possible to do all of the required 40 hours of practical work for SL, or 60 hours for HL, in the second year.

This two-year Middle School course provides an integrated introduction to aspects of science through selected topics in earth, life, and physical sciences as guided by the Core Knowledge curriculum. The aim of the course is to stimulate the interest of the students in current issues in science, and to lay a strong foundation for the growth of the students' scientific skills and their understanding of fundamental scientific concepts in preparation for the more advanced high school science classes. Emphasis is placed on the students developing lab report writing skills appropriate for this level. Prerequisites: EAL 3. Grades 7-8. Textbook: *Science Explorer* series, Prentice Hall.

When appropriate, a separate section of Laboratory Science, for EAL 1 and 2, students is offered where greater emphasis is placed on developing the English language skills required for scientific studies at a higher level. Prerequisites: EAL 1-2. Grades 7-8.

Department Requirements

Laboratory Science (Middle School)

EAL Laboratory Science (Middle School)

Introductory Physics

Physics is a branch of science that involves the study of the physical world: energy, matter, and how they are related. This course aims to develop an understanding and appreciation of fundamental physics concepts as they apply to everyday life, fostering an analytical approach to making deductions, solving problems, and understanding the world around us. The course covers selected topics from mechanics, waves, optics, electricity and modern physics with a balance of qualitative reasoning and conceptual understanding with quantitative reasoning and problem solving. Prerequisites: Grade 9, EAL 4. (Students on an accelerated science track, or who have taken a comparable physics class in a middle school elsewhere, should consider an alternative physical science course below to complete their physical science graduation requirement.) Textbook: **Conceptual Physics**, Paul Hewitt.

EAL Introductory Physics

This course is similar in content to the Introductory Physics course, but with attention given to the needs of the EAL students. Prerequisites: Enrollment in EAL 2-3. Grades 9. Textbook: **Conceptual Physics**, Paul Hewitt.

Biology

This class provides a survey of life science topics including cell biology, biochemistry, human physiology, genetics, plant biology, evolution, and ecology. Through regular lab exercises and fieldwork students come to appreciate the complexity and beauty of the natural living world from the level of the microscopic to the biosphere. Students may take this course in preparation for the AP Biology course. Prerequisite: EAL 5. Grade 10-11. Textbook: **Biology**, Miller/Levine.

EAL Biology 1

This class is similar to Biology but provides a survey of biology for international students. It is taught with a view to improving the students' scientific English skills as well as providing a survey of life science topics including cell biology, biochemistry, human physiology, genetics, plant biology, evolution, and ecology. Through regular lab exercises and fieldwork, students come to appreciate the complexity and beauty of the natural living world. Prerequisite: EAL 3-4. Grade 9-11. Textbook: **Biology: A Course to 16+**, Jones/Jones.

IB Biology 1

In this accelerated biology course, students study the IB core topics 1 to 5 (cells; the chemistry of life; genetics; and ecology), and the core elements of option G (ecology and conservation). This not only forms a stand-alone challenging one-year introductory course in biology, but also lays the foundation for participation in the second-year IB course. Students will be required to take part in a biology field trip during the autumn Academic Travel period. IB Diploma students may take this class in the 10th grade if they intend to take an anticipated IB Biology SL exam in the 11th grade. It is highly recommended that students have studied chemistry before beginning this course. Prerequisite: EAL 5. Grade 10-11. Textbooks: **Biology for IB Diploma**, C.J.Clegg, **Biology for the IB Diploma**, A. Allott.

IB Biology 2

IB Biology 2 is the second-year course for students studying SL/HL biology. Students will continue with the IB syllabus studying evolution, human

physiology, and plant science. Particular attention is paid to completing the portfolio of lab work started in the first year of the course through an extensive practical program, and participation in the Group 4 Project. Prerequisite: IB Biology 1. Completion of Chemistry is not required but highly recommended. EAL 5. Grades 11-13. Textbooks: **Biology for IB Diploma**, C.J.Clegg, **Biology for the IB Diploma**, A. Allott.

AP Biology offers a challenging second-year course in advanced biology for Juniors and Seniors. All students cover the AP topics of molecules and cells, heredity and evolution, and organisms and populations. Lab exercises focus on the 12 prescribed AP lab experiments. Prerequisites: Completion of Biology, IB Biology 1, or EAL Biology, and good academic standing. Students should have passed Chemistry 1 with at least a B- or be concurrently enrolled in Chemistry 1. EAL 6. Grades 11-13. Textbooks: **Biology**, Arms and Camp; **Advanced Biology Revision Handbook Biology**.

This one-year course provides the student with a wide-ranging survey of topics in chemistry that takes the student's study and scientific skill acquisition in chemistry beyond that achieved in previous science courses. Topics include stoichiometry (chemical formulas and equations), atomic theory (atoms, isotopes, mass/atomic numbers, energy levels, quantum numbers), periodicity, chemical bonding, states of matter, solutions, equilibrium, and acid-base chemistry. Prerequisites: Completion of Physics 1 or EAL Physics 1, and completion or concurrent enrollment in Integrated Mathematics 2. EAL 5. Grades 10-13. Textbooks: **Chemistry**, Prentice Hall; **Chemistry for the IB Diploma**, G. Neuss.

This is the first year of a two-year course for students taking an IB diploma or certificate. Students starting this must have studied chemistry to a reasonable level before. Topics consist of the IB core topics of quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, measurement and data processing. In addition there is extensive lab work which backs up the theory and prepares for the assessed practical skills. Note that standard level is taught for the first year. Prerequisites: Completion of a chemistry course at a reasonable level e.g. IGSE level or equivalent, completion of Physics or EAL Physics or equivalent. Completion or concurrent enrollment in Intermediate Math 2. EAL 5. Grades 10-13. Textbooks: **Chemistry Course Companion**, G. Neuss; **Chemistry for the IB Diploma**, G. Neuss.

This is the second year of a two-year course and during this year the standard level course is finished (oxidation/reduction and organic chemistry) and the topics are developed for those taking the higher level (for very able students). In addition the Group Four Project is carried out and the practical assessments are completed in order to be sent to the examiners. Two from the following options: Human biochemistry, chemistry in industry and technology, medicines and drugs, environmental chemistry, food chemistry and further organic chemistry also need to be studied. Prerequisites: Completion of IB Chemistry 1 and Integrated Math 3 with B or better. Good academic standing. EAL 5. Grades 11-13. Textbooks: **Course Companion**, G. Neuss; **Chemistry for the IB Diploma**, G. Neuss,

AP Biology

Chemistry

IB Chemistry 1

IB Chemistry 2

IB *Chemistry Revision Guide*, Tony Brown and the appropriate Oxford Study Course guides.

Ecology

This one-year elective is for juniors and seniors interested in developing their knowledge and understanding of current issues in ecology and environmental sciences. Ecological topics such as energy flow, nutrient cycles, feeding relationships, types of ecosystems, and population studies are explored through case studies, lab exercises, and fieldwork. Environmental science topics such as human population growth, environmental pollution, conservation, biodiversity, and sustainable use of resources are also studied. Prerequisites: Completion of a high school biology course and Introductory Physics or EAL Introductory Physics. EAL 5. Grades 11-13. Textbooks: *Environmental systems and societies*, OUP.

This class also serves as IB Environmental Systems SL-1. IB Biology and IB Environmental Systems may not be studied at the same time by IB Diploma candidates.

IB Environmental Systems 2

This one-year course takes the student's studies of ecology and environmental science beyond that achieved in Ecology/Environmental Systems 1. It serves as the second year of Environmental Systems for students taking an IB SL certificate or diploma. Topics include a more advanced and in-depth study of all the topics covered in Ecology/Environmental Systems 1 along with new topics and options required by the IB. Much emphasis is placed on learning through practical work in the lab and in the field, the preparation of topics for class discussions, and problem solving. Students work on completing their portfolio of lab reports for their IB internal assessment. Prerequisites: Completion of Ecology / Environmental Systems 1. EAL 5. Grades 11-13. Textbooks: *Environmental systems and societies*, OUP.

Physics 1

This class also serves as IB Physics 1.

This introductory course in physics meets the requirements of the first year of the IB Diploma. Waves, mechanics, electricity, magnetism and nuclear physics are visited with an emphasis on conceptual understanding, laboratory skills and applications in the real world. The IB optics option is completed. IB Diploma students may take this class in the 10th Grade if they intend to take an anticipated IB Physics SL exam in the 11th Grade. Prerequisites: Integrated Mathematics 2 with grade of B or higher, EAL 5. Textbooks: *Conceptual Physics*, Paul Hewitt.

Physics 2

This class also serves as IB Physics 2.

This course, together with Physics 1, covers the standard level syllabus for the International Baccalaureate and students may take it as part of the IB diploma or as a separate certificate. The level is more rigorous than Physics 1 and the course covers the IB astrophysics option and more advanced topics in mechanics and electricity. Prerequisite: Honors Physics, EAL 5. Textbooks: *Physics for the IB Diploma*, K.A. Tsokos.

TASIS SCIENCE TRACKS

The following table gives some of the possible science course options wavailable to students according to their grade and/or EAL level. Students who wish to follow an accelerated science track, or whose science courses before coming to TASIS do not match the sequence at TASIS, or who intend to take the IB Diploma are strongly encouraged to discuss their choice of science course with the Academic Dean, IB Coordinator and/or the Science Department Chairperson. Students may choose to study more than one science class each year in order to progress more quickly to AP and IB classes. Please note the graduation requirements for science courses at the beginning of this section.

Grade	EAL student	Native English speaker/ higher EAL students	IB student (Diploma and Certificate)
7th	EAL Laboratory Science (EAL 1-2)	Laboratory Science (≥ EAL 3)	As for EAL students/native English speakers
8th	EAL Laboratory Science (ESL 1-2)	Laboratory Science (≥ EAL 3)	As for EAL students/native English speakers
9th	EAL Physics I (EAL 2-3)	Introductory Physics I (≥ EAL 4)	Introductory Physics (≥ EAL4)
10th	EAL Biology I (EAL 3-4)	Biology I (≥ EAL 5)	IB Chemistry I (IB SL 1) IB Biology (IB SL 1) Ecology (IB SL) Physics I (IB SL 1)
11th	Chemistry I (≥ EAL 5) Ecology I (≥ EAL 5) [EAL Biology I (EAL 4)]	Chemistry I Honors Chemistry Honors Physics Ecology I (Students may study Biology I, Chemistry I, or Physics I)	IB Biology I Ecology (IB I) Physics I (IB I) IB Chemistry I (year 2 for anticipated exams) IB Biology 2 SL IB Chemistry 2 SL Physics 2 IB SL
12th	Chemistry I (≥ EAL 5) Ecology I (≥ EAL 5) AP Biology (EAL 6) AP Chemistry (≥ EAL 5)*	Chemistry I IB Chemistry I Physics I Ecology AP Biology (Students may study Biology, Chemistry or Physics I)	IB Biology 2 SL / HL IB Chemistry 2 SL / HL IB Environmental Systems 2 SL Physics 2 IB SL

* If offered

PHYSICAL EDUCATION PROGRAM

Department Requirements

All students in Grades 7, 8, 9, and 10 are required to take Physical Education in support of the TASIS philosophy that a strong school takes care of all aspects of a student's well-being, including the social and physical development of each person.

- In Grades 7 and 8, students take Physical Education as a required full-credit Middle School course meeting four times each week.
- In Grade 9, students combine health studies and physical education for a full credit of Healthy Active Living Education [HALE].
- In Grade 10, students take Physical Education twice a week as a required course.

The winter sports program at Crans-Montana is required for all middle school students and strongly encouraged for high school students.

Physical Education Middle School (MS PE) (1 credit)

This required course emphasizes healthy active living in a social setting. Teamwork, good sportsmanship, fair play, and polite behavior are taught through the practice of a variety of sports and activities. Students focus on building individual skills, culminating in team play at the end of each unit. Group projects and a variety of presentations enable students to learn the facts about living an active and healthy life. Grades 7-8.

Healthy Active Living Education 9 (HALE)

This full-credit requirement stresses a holistic health approach aimed at developing a positive self-concept and a desire to be active. The health component provides students with a forum to learn about and discuss emotional, social and physical fitness, nutrition, sleep, sexuality, mental health, depression, eating disorders, suicide prevention, first aid, substance abuse, relationships, and stress management. Active living is promoted through exposure to a variety of sports and activities in the physical education component. Grade 9. Textbook: *Health*, 2nd ed., Holt.

Physical Education High School (HS PE)

This course is a continuation of the sports and activities taught in the physical education component of the Healthy Active Living Education course in Grade 9. There is a greater emphasis on the development of social and leadership skills. The leadership component includes organizing a class leadership project, such as International Week, and a unit where each student teaches a major lesson. As a result, the course content reflects the skills and international background of all the students in a particular class. In addition, all students in Grade 10 participate in an Outward Bound course in the Alps of Germany during Spring In-Program Travel. Grades 10-13.

ITALIAN SECTION

Dall'anno scolastico 2006-2007, TASIS offre la possibilità di scegliere, per le tre classi di settimo, ottavo e nono grado, un percorso scolastico che offre l'80% dell'insegnamento in lingua italiana.

Questa nuova "Italian Section" se da una parte rappresenta l'adeguamento alle leggi cantonali (secondo cui lo studente che risiede da almeno sei anni in Ticino, deve poter seguire la scuola in prevalenza nella lingua del suo cantone), dall'altra permette di approfondire in modo completo la letteratura, la storia, l'arte e la cultura italiane attraverso lo studio di quelle materie umanistiche che sono la base su cui costruire una personalità forte e certa delle proprie radici. Grande rilevanza avrà la lingua italiana scritta che diventa uno scoglio sempre più difficile da superare per studenti perfettamente informatizzati e abituati anche al bilinguismo, ma carenti in quanto a grammatica e stesura di un testo.

Lo studente potrà ad essa combinare un'importante esperienza di lingua inglese, parlata nel resto delle lezioni e in tutta la vita del campus della TASIS, riuscendo a raggiungere in pochi mesi una padronanza linguistica che gli consenta di seguire senza difficoltà le altre lezioni e di continuare il percorso di studi nei gradi successivi seguendo il programma standard della TASIS.

Il corso di Lingua Italiana si focalizza su lezioni di grammatica e sintassi. La conoscenza delle strutture profonde della lingua e l'origine delle parole intende aiutare gli studenti a sviluppare una maggiore coscienza della propria lingua madre e un'attitudine logica articolata.

L'idea guida del corso è quella di far comprendere agli studenti come ogni frase detta o scritta sia un insieme di informazioni differenti tra di loro e ben definite. Partendo da questa differenziazione dei sintagmi, si possono analizzare le diverse parti del discorso nelle loro forme particolari (nomi, aggettivi, verbi, avverbi, ecc.). A livello di scuola media, si considera il ruolo di questo corso come molto rilevante al fine di costituire una base solida per affrontare lo studio di altre lingue e letterature che sono previste nel curriculum di scuola superiore della TASIS.

Ogni singolo corso verrà accompagnato da un libro di testo.

Il corso di Letteratura Italiana vuole offrire la possibilità di leggere e studiare testi classici fondamentali della letteratura mondiale con uno sguardo particolare per quelli della letteratura italiana.

L'approfondimento di testi in prosa e poesia in lingua italiana apre le porte a un patrimonio irrinunciabile per la comprensione della cultura europea. Situandosi a livello di scuola media, il corso intende aiutare i ragazzi a sviluppare capacità di comprensione dei testi e di narrazione. Il corso si propone inoltre di favorire una crescita intellettuale riguardo i generi letterari e i contesti storici e culturali in cui i letterati operano. Gli studenti saranno in questo modo dotati degli strumenti necessari per costruire

Lingua Italiana

Letteratura Italiana

un bagaglio culturale all'interno del quale saper effettuare associazioni e confronti tra i contenuti profondi dei testi e l'attualità del mondo d'oggi.

In questo corso per ogni grado verrà utilizzata un'antologia di brani di vari generi letterari, un testo di letteratura che segue cronologicamente la storia della letteratura mondiale e italiana dalle origini ai nostri giorni, un testo di epica e un quaderno operativo. A seconda della classe e del periodo storico che si studierà verranno letti dei classici della letteratura italiana e mondiale appartenenti a quel determinato periodo storico.

Storia

Le lezioni di storia si prefiggono lo scopo di aiutare lo studente ad acquisire un'immagine sempre più chiara ed approfondita della realtà sociale che lo circonda. In particolare si intende puntare alla comprensione delle relazioni che intercorrono tra le vicende storiche, economiche, sociali, le strutture istituzionali e politiche, e le decisioni del singolo.

Uno studio puntuale della storia d'Europa e del mondo, dota gli studenti di tutti i mezzi necessari per posizionare nel tempo un fatto. Questo facilita in modo determinante la memorizzazione e l'assimilazione di tutte le azioni e i concetti che si studieranno nelle altre materie.

Gli studenti dovranno esercitarsi e ampliare le loro conoscenze attraverso la lettura guidata, il continuo commento di testi in lingua italiana, la stesura di appunti e schemi riassuntivi e l'osservazione di cartine storiche.

Le competenze comunicative saranno periodicamente valutate tramite interrogazioni orali, compiti scritti e la partecipazione in classe.

Nell'arco dei tre anni si studierà la storia mondiale, con particolare attenzione alla storia europea, dal 1300 ai nostri giorni secondo la seguente suddivisione.

Nel 7° grado si studierà il periodo storico che intercorre tra il Rinascimento e le età delle Rivoluzioni.

Nell'8° grado si studierà il periodo storico che intercorre tra la Restaurazione e la Prima guerra mondiale.

Nel 9° si studierà l'Età contemporanea nel periodo che partendo dalla fine della Prima guerra mondiale giunge sino ai giorni nostri. Ogni singolo corso verrà accompagnato da un libro di testo.

Geografia

Le lezioni di geografia si pongono lo scopo di portare l'alunno a una sempre più approfondita conoscenza del mondo in cui viviamo, attraverso il riconoscimento della conformazione fisica di una determinata regione geografica, la lettura e l'interpretazione di una carta geografica, la catalogazione delle attività tecniche con cui l'uomo provvede alla propria sopravvivenza e con cui trasforma le proprie condizioni di vita. Durante i tre anni di 7°, 8° e 9° grado sarà svolto un programma che approfondirà lo studio degli ambienti naturali e del territorio europeo ed extraeuropeo.

Gli studenti potranno esercitarsi e arricchire le loro conoscenze attraverso la lettura guidata di testi in lingua italiana e l'osservazione guidata di cartine geografiche.

Le competenze comunicative saranno periodicamente valutate tramite interrogazioni orali, compiti scritti e la partecipazione in classe.

Nell'arco dei tre anni lo studio delle geografia mondiale verrà fatto secondo la seguente suddivisione.

Nel 7° grado l'attenzione si focalizzerà sull'acquisizione puntuale della terminologia e dei metodi propri di questa disciplina attraverso lo studio dei caratteri fisici del continente europeo.

Nel 8° grado si sposterà l'attenzione sullo studio sistematico degli stati del continente europeo dal punto di vista geo-politico, economico e socio-culturale.

Nel 9° grado si affronterà lo studio sistematico e puntuale del nostro pianeta e dei continenti extra-europei.



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