



2024-2025

HIGH SCHOOL  
COURSE OFFERINGS

GRADES 9-12 AND POSTGRADUATES

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## TASIS MISSION STATEMENT

TASIS is a family of international schools that welcomes young people from all nationalities to an educational community that 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 May 2024. The School reserves the right to change, add, or delete courses when in the interest of the Academic Program or as dictated by sufficient enrollment.

### Key to abbreviations

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

**Note:** When a course prerequisite indicates an EAL level or grade level, it refers to current enrollment unless otherwise specified.

# GRADUATION REQUIREMENTS

The minimum requirements for graduation are 19 credits (1 credit = 120 classroom hours).

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 High School Academic Team.

## **English/EAL**

Four years of English in Grades 9-12. Each student is required to pass an English or EAL course each year in order to advance to the next grade level. All Grade 12 students must pass either a Grade 12 English course offered by the English Department or IB English B HL (Year 2) (IB Diploma candidates only). Non-IB EAL students must pass English Grammar, Composition, and British Literature.

## **Modern Languages**

Third-year proficiency (equivalent to completion of a level 3 language at TASIS or B1 proficiency as defined by the Common European Framework of Reference) in a modern language other than English\* that is offered at TASIS. The modern languages offered are French, German, Italian, and Spanish.

A modern language is not required for students enrolled in EAL classes, though EAL students in English Grammar & Composition 2 or higher may take an additional language.

\*A Native English-speaking student entering TASIS in Grade 11 must demonstrate third-level proficiency in a modern language offered at TASIS, or enroll in and complete two years of a modern language that is taught at TASIS from the introductory level or to continue on to third-year proficiency if they have a background in French, German, Italian, or Spanish.

\*A Native English-speaking student entering TASIS in Grade 12 or PG year must demonstrate third-level proficiency in a modern language offered at TASIS, or enroll in and complete one year of a modern language that is taught at TASIS from the introductory level or to continue on to second or third-year proficiency if they have a background in French, German, Italian, or Spanish.

A student's native language is not accepted as fulfilling the modern language requirement.

## **History**

Three credits of History, including Modern History and either US History or an IB Group 3 course (IB Diploma candidates only), and successful completion of the [Civic Literacy Exam](#) (typically during Grade 11 or 12).

**Science**

Three credits of Laboratory Science.

**Mathematics**

Three credits of Mathematics, completing Mathematics 3 Core at a minimum.

**Fine Arts**

One credit in Performing Arts or Visual Arts. This may be accomplished by taking either one full-credit class or two ½ credit classes, in the Performing and/or Visual Arts.

**Health and Physical Education**

All students in Grades 9 and 10 are required to take and earn credit in Health and Physical Education.

**Senior Humanities**

All students must enroll in and successfully complete a Senior Humanities course which can be fulfilled by AP US History, Art History, AP Art History, IB Art History, or, for IB Diploma students, Theory of Knowledge.

**Service Learning**

Earn a passing grade in the Opsahl Global Service Program each semester enrolled through Grade 11 and participate in at least one service trip or local service experience. New Grade 12 and postgraduate students must also earn passing grades both semesters and participate in a global service trip or local service experience.\*\*

\*\* Completion of the Service expectation is a graduation requirement and students who fail to meet this requirement must successfully complete an alternative service/reflective exercise that demonstrates volunteerism and reflection. Grade 12 students will not receive their diploma until the requirement is satisfied.

**Academic Travel**

Completion of all Academic Travel assignments and obligations.

**Sports and Activities**

Fulfillment of the Sports and Activities requirements.

**Course Registration Policy**

Students who wish to take more than six classes (or 6½ if they are pursuing the International Baccalaureate Diploma) must first seek approval from the Head of HS Academics, who will determine if there are strong enough reasons to grant an exception to the course registration policy.

# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (IB DP)

## **IB Core Department**

The Diploma Program (DP) curriculum is made up of six subject groups and the Diploma Program core, comprising theory of knowledge (ToK), creativity, activity, service (CAS) and the extended essay.

## **IB Theory of Knowledge (Year 1 and Year 2)**

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, and fulfills the Senior Humanities requirement for graduation. Grades 11–12 (IB students).

Text: *Theory of Knowledge* (Cambridge University Press)

## **IB Creativity, Activity, Service (Year 1 and Year 2)**

CAS is at the heart of the Diploma Program. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning outside of the academic classroom. CAS is organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance
- Activity—physical exertion contributing to a healthy lifestyle
- Service—collaborative and reciprocal engagement with the community in response to an authentic

The CAS program formally begins at the start of the Diploma Program and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service. All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Students are guided through this process during the weekly IB seminar class.

## **IB Extended Essay (Year 1 & Year 2)**

The extended essay is a required component of the IB Diploma Program. It is an independent piece of research, culminating in a 4,000-word paper. Students are supported throughout the

process of researching and writing the extended essay, with advice and guidance from a supervisor who is a teacher at the School. This is introduced in the fall of year 1 and submitted in year 2 of the Diploma Program.

The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six DP subjects, or takes the interdisciplinary approach of a World Studies extended essay

Through the research process for the extended essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument

Participation in this process develops the capacity to analyze, synthesize, and evaluate knowledge. Students are guided through this process during the weekly IB seminar class.

# ENGLISH

## **Graduation requirements:**

Four years of English. Each student is required to pass an English or EAL course each year in order to advance to the next grade level. All Grade 12 students must pass either a Grade 12 English course offered by the English Department or IB English B HL (Year 2) (IB Diploma candidates only). Non-IB EAL students must pass the English Grammar, Composition, and British Literature course.

**Note:** The texts mentioned 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. Also note that Literature courses in German, Italian, and Russian fall under the English department.

## **Introduction to Literature**

This course introduces students to some of the foundational texts of literary study. Class discussions are designed to demonstrate the greatness of these works through an analysis of their major themes and characters. A heavy emphasis is placed on the development of students' writing skills, along with grammar and vocabulary. The goal is to ensure that every student is capable of writing multiple, clear, persuasive paragraphs by the end of the course.  
Grade 9

Anchor Texts: *Fahrenheit 451*, Ray Bradbury; *Julius Caesar*, William Shakespeare; *Lord of the Flies*, William Golding; *To Kill a Mockingbird*, Harper Lee

## **Honors Introduction to Literature**

This course is designed to introduce students to the formal study of literature while developing skills in reading, writing, and analysis crucial to success in future academic pursuits. From ancient Greek epic, Athenian tragedy, and philosophical literature of Greece, students gain an appreciation for the origins of literature and the vital role of these literary genres in the development of human culture and civilization. This Honors course also instills habits of close reading, literary appreciation, and attentive writing that prepare students for Honors World Literature (Grade 10), and for the IB or AP sequence that follows, while beginning to practice an essay writing process that responds in detail to evidence from class readings. The course is designed to provide students with the same sense of intellectual adventure they encounter in the works they read: as they trace Odysseus' homeward journey or Socrates' arguments for the immortality of the soul, students develop a greater sense of what can be done with words and ideas. Grade 9

Texts: *The Odyssey*, Homer; *Oedipus the King*, Sophocles; dialogues of Plato; *Julius Caesar*, William Shakespeare

Prerequisite: All students hoping to enroll in this course must complete Grade 8 English at TASIS or an equivalent level English course with a grade of A- or better and receive departmental recommendation.

### **World Literature**

Students read lyric poems, drama, and novels across geographical and temporal boundaries to better understand the powerful ideas and beautiful forms that inform great literary works. Students also refine their grasp of complex grammatical forms, broaden their vocabulary, and develop skills in critical and creative prose writing. The course culminates in a major essay in which the students come to deeply understand all phases of the writing process. Grade 10

Anchor Texts: *The Stranger*; Albert Camus; *Macbeth*, William Shakespeare; selected lyric poems from around the world

Prerequisite: Successful completion of Introduction to Literature or equivalent English course

### **Honors World Literature**

This course provides exceptional students of literature the opportunity to engage with challenging poems, plays, epics, and essays while receiving high-level instruction in writing and textual analysis. Students read lyric poems, epic poems, drama, and novels across geographical and temporal boundaries to better understand the powerful ideas and beautiful forms that inform great literary works. Students also perfect their grasp of complex grammatical forms, broaden their vocabulary, and develop skills in critical and creative prose writing. The course culminates in a major essay in which the students come to deeply understand all phases of the writing process. Grade 10

Texts: *Inferno* by Dante Alighieri; *Othello*, *Macbeth*, *King Lear*, *Antony and Cleopatra*, or *Merchant of Venice* by William Shakespeare; novels or short stories by Leo Tolstoy or Fyodor Dostoevsky; selected lyric poems from around the world

Prerequisite: Recommendation of Grade 9 teacher

### **American Literature**

This course is a representative survey of American literature, including poetry, short stories, plays, novels, and essays. The skills of primary concern are critical reading, analytical writing, grammar, and vocabulary. As many students simultaneously study American history, the course emphasizes the placement of literature within the country's socio-political context. Grade 11

Anchor Texts: *The Great Gatsby*, F. Scott Fitzgerald; *The Narrative of the Life of Frederick Douglass*, Frederick Douglass, *The Things They Carried*, Tim O'Brien; selected nineteenth and twentieth-century poetry.



Prerequisite: Successful completion of World Literature or equivalent English course

### **British Literature**

This course is intended for college-bound seniors and postgraduates who will benefit from reading challenging literature. Students read poetry, prose, and plays from the early modern period through the present, encompassing a range of genres including as Romantic poetry, Elizabethan drama, literary essays, speculative fiction, and graphic novels, by authors such as Jane Austen, William Shakespeare, Mary Shelley, and George Orwell. 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 develop a personal academic vocabulary necessary for effective reading and writing.

Anchor Texts: *Hamlet*, William Shakespeare; *Northanger Abbey*, Jane Austen *Never Let Me Go*, Kazuo Ishiguro; *Frankenstein*, Mary Shelley; *Nineteen Eighty-Four*, George Orwell

Prerequisite: Successful completion of American Literature or equivalent English course

### **AP English Language and Composition**

This course is intended 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. Students who are qualified for and interested in taking AP US History should strongly consider taking this course as well, as it provides a chronological survey of American thought and literature from Puritan New England to the 20th Century that both reinforces and enhances the study of American history. Students examine a variety of essays, letters, and speeches from each of the periods studied. In addition to lengthier essays, AP students complete Unit Progress Checks on AP Classroom regularly and frequently write timed, in-class essays that model AP prompts and prepare them for the May examination. Grades 11–PG

Texts: *The Norton Anthology of American Literature*, Shorter Ninth Edition, Vols. 1 & 2; various American political speeches

Prerequisites: A grade of B- or higher in Honors World Literature, B or higher in World Literature, or B+ or higher in English Grammar, Composition, & American Literature, and the teacher's recommendation

### **AP English Literature and Composition**

This course is intended for highly capable and motivated Grade 12 students. The course includes works that facilitate examination from several literary perspectives spanning period,

genre, theme, structure, tone, and style. 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, and are expected to take, the AP English Literature examination in May. Grades 11–PG

Anchor Texts: *The Great Gatsby*, F. Scott Fitzgerald; *Frankenstein*, Mary Shelley; *Tartuffe*, Molière; *Ethan Frome*, Edith Wharton; *Hamlet*, William Shakespeare; students also read a variety of short stories and poetry.

Prerequisites: A grade of B or higher in American Literature, B- or higher in AP English Language and Composition, or B+ or higher in English Grammar, Composition, & American Literature, and the teacher's recommendation

### **IB English A: Literature SL/HL (Year 1)**

This course is for highly able and motivated Grade 11 students with a native or near-native command of English. The approach, focus, and texts for the course are largely determined by the requirements of the IB Language A: Literature program, a curriculum with specific external and internal examination requirements, and a two-year reading list. Six works of literature (seven for Higher Level) are studied in-depth during this first year. The first year of the course balances work on literary analysis, thesis-driven writing, and oral presentations. Assessments are in the form of interactive discussions, in-class essays, journal entries, and a longer, more comprehensive essay. Students should be prepared to perform close, in-depth analyses of both small passages and complex texts. Grade 11

Anchor Texts: *Hamlet*, William Shakespeare; *A Tale of Two Cities*, Charles Dickens, the poetry of Sor Juana de la Cruz

Prerequisite: Native-level proficiency in the English language; successful completion of World Literature, Honors World Literature, or equivalent level English course

### **IB English A: Literature SL/HL (Year 2)**

This course is the second year of the IB Language A: Literature course. Students prepare specifically for the Oral Presentation in the fall and the year-end Papers in May. Students write essays that serve as practice for the various types of essays required for the year-end examinations. Emphasis is placed on close, in-depth analyses of both short passages and complete texts. Grade 12

Anchor Texts: *Antigone*, Sophocles; *Hedda Gabler*, Henrik Ibsen, the poetry of Emily Dickinson

Prerequisite: Successful completion of IB English A: Literature (Year 1)

### **IB English A: Language and Literature SL/HL (Year 1)**

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students investigate the nature of language itself and how it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others. Grade 11

Anchor Texts: larger texts include *Never Let Me Go*, Ishiguro; *Othello*, William Shakespeare. Students also read a variety of shorter literary and non-literary texts.

Prerequisites: Native-level proficiency in the English language; successful completion of World Literature or equivalent level English course

### **IB English A: Language and Literature SL/HL (Year 2)**

A continuation of the Year 1 course, this Year 2 course serves as final preparation for the IB English A: Language and Literature Papers. All year 2 students record and submit their internal assessment, and the Individual Oral, and HL students complete and submit their HL Essays. Both HL and SL students continue to study a range of literary and non-literary texts in a variety of media in preparation for their Paper 2 exam, a comparative literary analysis, and their Paper 1 exam, a close analysis of an unseen non-literary text. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students investigate the nature of language itself and how it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies, and critical discourse analysis among others.

This course serves as preparation for the IB A1 English exams by aiming to develop a variety of linguistic skills through the study of a wide range of texts 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 option of Media and Culture is a study of the various ways language is used to manipulate thought through many forms of media communication. The required tasks, including 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 as well as through participation in a formal debate. Grade 12

Larger literary texts: *The Metamorphosis* by Kafka and *Chronicle of a Death Foretold* by Gabriel García Márquez; larger non-literary texts: various podcasts and the film *Rabbit Proof Fence*. In addition, students study a variety of texts including letters, opinion columns, speeches, magazine covers, websites, and infographics.

Prerequisite: Successful completion of IB English A: Language and Literature (Year 1)

### **Pre-IB Lingua italiana**

Questo corso di letteratura e lingua italiana si prefigge lo scopo di preparare gli studenti ad affrontare il biennio del Programma Diploma IB di Italiano A: Letteratura. Durante il corso, verranno presentate tecniche e strategie di analisi e commento di testi letterari, sia in prosa che in poesia. Inoltre, potranno essere presi in considerazione anche testi non strettamente letterari, quali canzoni, pubblicità e articoli di giornale, in modo da stimolare lo spirito critico e la capacità interpretativa degli studenti.

Testi: verranno lette opere in prosa di vari autori, tra cui Luigi Pirandello, Leonardo Sciascia, Antonio Tabucchi e Italo Calvino. Per la poesia, si affronterà un percorso antologico dalle origini della letteratura italiana fino alla contemporaneità

Prerequisiti: livello avanzato o madrelingua in italiano

### **IB Italiano A: Letteratura SL/HL (Anno 1)**

Questo corso è pensato per studenti dell'undicesima classe (Grade 11) in possesso di un livello di conoscenza della lingua italiana avanzato. La didattica e la scelta dei testi affrontati seguono i criteri del programma IB Lingua A: Letteratura. Il corso, offerto nel curriculum sia standard che avanzato, si svolge nell'arco di due anni scolastici ed è volto alla preparazione degli esami finali di tipologia sia scritta che orale, alcuni dei quali saranno predisposti e corretti da una commissione esterna. Durante il primo anno è prevista l'analisi approfondita di sei opere letterarie—oppure sette al livello avanzato—e particolare attenzione verrà dedicata anche all'esercizio delle competenze di scrittura argomentativa e presentazione orale. Le valutazioni in itinere conseguono dal grado di partecipazione in classe, dalla stesura di testi argomentativi di varia estensione e da presentazioni orali via via assegnate.

Autori principali: Dante Alighieri, Luigi Pirandello, Eugenio Montale, Natalia Ginzburg

Prerequisiti: livello avanzato o madrelingua in italiano. Superamento del corso Pre-IB Lingua italiana

### **IB Italiano A: Letteratura SL/HL (Anno 2)**

Questo corso corrisponde alla seconda annualità del programma IB Lingua A: Letteratura. Gli studenti si preparano ad affrontare gli esami finali IB previsti per questo corso, ovvero la prova orale durante il semestre autunnale e i due scritti conclusivi durante il semestre primaverile. La preparazione consiste nella stesura di saggi brevi di varia natura, che riflettano un'analisi letteraria ravvicinata, di brani più o meno circoscritti, oppure un commento generale delle opere progressivamente studiate, secondo i criteri d'esame previsti dal programma IB.

Autori principali: Niccolò Machiavelli, Euripide, Italo Calvino, Franz Kafka

Prerequisiti: superamento del corso IB Italiano A: Letteratura SL/HL (Anno 1)

## **IB School Supported Self-Taught IB (SSST) - Native Language A Literature SL (Year 1 and Year 2)**

This course is for highly motivated Grade 11 students who wish to take an IB Literature course in their mother tongue. Note that IB SSST Literature is only offered as a Standard Level course. The approach, focus, and texts for the course are largely determined by the requirements of the IB Language A: Literature program, a curriculum with specific external and internal examination requirements, and a two-year reading list. Nine works of literature are studied in-depth during the two-year sequence. The first year of the course balances work on literary analysis, thesis-driven writing, and oral presentations. Assessments are in the form of interactive discussions, in-class essays, journal entries, and a longer, more comprehensive essay. Students should be prepared to perform close, in-depth analyses of both small passages and complex texts. Recent and current SSST classes include Danish, Romanian, Spanish, German, Turkish, Chinese, French, Albanian, Polish, and Bulgarian. SSST students enrolled in both Year 1 and 2 of the IB meet twice a week with the IB English A: Literature teacher for support and guidance on all parts of the internal and external examinations and papers.

Texts: Determined in consultation with mother tongue tutors. Note that the student's family is responsible for finding and paying the tutor. Students in IB Literature SSST do not receive a TISIS credit for the course.

Prerequisite: Native-level proficiency in the selected language

## **IB Russian A: Language and Literature SL/HL (Year 1)**

(offered with sufficient enrollment)

This course is the first year of the Language A: Language and Literature course designed for students with native command of Russian. The focus of the course is directed toward developing and understanding the constructed nature of meanings generated by language and the function of context in this process. The course introduces students to a range of texts from different periods, styles, and genres. Three works of literature are studied in-depth during Year 1. In addition, the various works of cinematography, photography, and advertisement are analyzed. The course develops students' powers of expression, both in oral and written communication, and encourages them to recognize the importance of the contexts in which texts are written and received. Assessments include interactive discussions, commentaries, and comparative essays. Grade 11 (IB students)

Anchor Texts: "The Queen of Spades", Pushkin; *Netochka Nezvanova*, Dostoevsky; *The Unwomanly Face of War*, Svetlana Alexievich

Prerequisite: Native-level proficiency in the Russian language

## **IB Russian A: Language and Literature SL/HL (Year 2)**

(offered with sufficient enrollment)

This course is the second year of the Language A: Language and Literature course. The approach and the focus are supposed to follow the aim taken in Year 1. One literary work is studied in-depth during the fall semester of Year 2. In addition, different forms of media communication are studied. Assessments include interactive discussions, in-depth analyses of unseen texts, and comparative essays. All students perform the individual oral commentary in December and write the papers in May. HL students submit their HL Essays in March. Grade 12.\

Anchor Text: *Metro 2033*, Dmitry Glukhovsky

Prerequisite: Successful completion of IB Russian A: Language and Literature (Year 1)

# MODERN LANGUAGES

## **Graduation requirements:**

Third-year proficiency (equivalent to completion of a level 3 language at TASIS or B1 proficiency as defined by the Common European Framework of Reference) in a modern language other than English\* that is offered at TASIS. The modern languages offered are French, German, Italian, and Spanish.

A modern language is not required for students enrolled in EAL classes, though EAL students in English Grammar & Composition 2 or higher may take an additional language.

\*A Native English-speaking student entering TASIS in Grade 11 must demonstrate third-level proficiency in a modern language offered at TASIS, or enroll in and complete two years of a modern language that is taught at TASIS from the introductory level or to continue on to third-year proficiency if they have a background in French, German, Italian, or Spanish.

\*A Native English-speaking student entering TASIS in Grade 12 or PG year must demonstrate third-level proficiency in a modern language offered at TASIS, or enroll in and complete one year of a modern language that is taught at TASIS from the introductory level or to continue on to second or third-year proficiency if they have a background in French, German, Italian, or Spanish.

A student's native language is not accepted as fulfilling the modern language requirement.

## **Native Speakers & Italian Section Students Moving to IB Language B Courses**

Students are evaluated on a case-by-case basis by the Modern Languages department chair and the respective HL teacher due to each student's multi-faceted international backgrounds. The following points are considered:

- Students who have taken classes in their native language beyond Grade 6 will not be eligible for a B-level language level course.
- In consultation with the Learning Resource Center, students with a diagnosed language-based learning difference may be granted an exception and be permitted to take a B-level course despite having attended school in their native language.
- Students cannot move from Italian A language classes to Italian B language classes. Please consider wisely before enrolling in the A level course.

## **New Grade 11 Students Needing a Modern Language for IB and Graduation**

For the IB, new Grade 11 students are eligible for the SL Ab Initio exam BUT they will only have 2 years to cover 3 years of content.

- Beginners should start in Level 1 with the option of skipping level 2 if they earn a grade of A- or higher and they do independent summer work, including an exam to show A2 language proficiency in that language (as defined by the Common European Framework of Reference for Languages). They must present an A2 certificate and do a

brief assessment with the level 3 teacher. Placement is at the discretion of the department chair or teacher.

- The student can also continue in level 2 and attempt to take the IB exam after that class. This has been done in the past with fairly good results (4 to 5 on average).
- Romance language speakers: just because a Portuguese or a Spanish student may find learning Italian or French easier does not excuse them from having to take a basic language course to build a strong foundation.

### **Level 1: French, German, Italian, Spanish**

These are introductory courses where students learn the fundamentals of listening and reading comprehension as well as basic speaking and writing skills. Students are introduced to grammatical structures and vocabulary, important for developing communicative competency. These are continually reinforced through classroom drills, regular written homework assignments, quizzes, and tests. The culture of the countries where each language is spoken is also explored. Grades 9-PG

Texts:

French 1: *D'accord!* Level I (Vista Higher Learning); selected readings

German 1: *Mosaik 1* (Vista Higher Learning); selected readings

Italian 1: *Avanti!* Beginning Italian (McGraw-Hill); selected readings

Spanish 1: *Conéctate*: Introductory Spanish, Smartbook, 2nd Edition (McGraw-Hill)

Prerequisite: Successful completion of English Grammar & Composition 1

### **Level 2: French, German, Italian, Spanish**

#### **IB Language Ab Initio SL (Year 1)**

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. Oral expression, listening comprehension, and reading and writing skills are emphasized. Grammar drills and conversation play important roles, helping students learn to speak correctly and with some fluency. In addition, this course fulfills the requirements of the first year of the IB Ab Initio SL (Standard Level) course and covers five prescribed themes: identities, experiences, human ingenuity, social organization, and sharing the planet. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to gain a better intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to interact appropriately in everyday situations. Grades 9-PG

Texts:

French 2: *D'accord!* level 2 (Vista Higher Learning), *Le Petit Prince* by Antoine de Saint-Exupéry, and *Les Trois Mousquetaires* by Alexandre Dumas

German 2: *Mosaik 2* (Vista Higher Learning); selected readings

Italian 2: *Avanti!* Beginning Italian (McGraw-Hill); selected readings



Spanish 2: *Conéctate*: Smartbook, 2nd Edition (McGraw-Hill); IB Spanish Ab Initio (Teaching Point) Student Activity Book; selected readings

Prerequisite: Successful completion of Level 1 or a satisfactory grade on the placement test

### **Level 3: French, German, Italian, Spanish**

#### **IB Language Ab Initio SL (Year 2)**

#### **IB Language B SL (Year 1)**

The third-year courses are designed to build upon the skills acquired by students in the second year. 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 course prepares the students for the IB Ab Initio SL (Standard Level) exam and fulfills the first year requirements of the IB Language B SL (Standard level) course. Grades 10-PG

Texts:

French 3: *D'accord!* level 3 (Vista Higher Learning), *Le Petit Prince* by A. De Saint-Exupéry, *Bonjour tristesse* by Françoise Sagan

German 3: *Mosaik 3* (Vista Higher Learning); *Am kürzeren Ende der Sonnenallee* by Thomas Brussig; selected readings

Italian 3: *Nuovo Progetto Italiano 2* (Edilingua, Pan); selected readings / *Un Nuovo Giorno in Italia B1* (Bonacci Editore) / "Risollevarsi" reader by Morena Pedruzzi

Spanish 3: *Conéctate*: Smartbook, 2nd Edition (McGraw-Hill); IB Spanish Ab Initio (Teaching Point) Student Activity Book; selected readings

Prerequisite: Successful completion of Level 2 or a satisfactory grade on the placement test

### **Level 4: French, German, Italian, Spanish**

#### **IB Language B SL (Year 2)**

#### **IB Language B HL (Year 1)**

These are advanced courses for students with some background of the target language. While students continue the study of the most difficult points of advanced grammar, they also explore the cultures connected to the specific language. IB themes and core topics of study include identities, experiences, social organizations, human ingenuity, and sharing the planet. These courses expand the students' receptive, productive, and interactive skills as well as oral and written communication skills. The recommended teaching hours, the depth of syllabus coverage, the required study of literature at HL (Higher Level), and the level of difficulty and requirements of the assessment tasks and criteria differentiate higher and standard levels. Courses are conducted entirely in the target language. Grades 11-PG

Note: While language classes do not specifically prepare students for the AP test, students who successfully complete Level 4 of a language have the option to take the AP test in May.

Texts:

French 4: *French B for the IB Diploma* (Oxford University Press); *Une fois pour toutes* (Longman) *Un secret* by Philippe Grimbert, selected readings

Italian 4: *Nuovo Progetto Italiano 3* (Edilingua, Pan); *Contesti Italiani* (Edizione Guerra); anthologies of various Italian authors; selected readings

German 4: *Deutsch im Einsatz : Für den IB DP Unterricht im Fach Deutsch B* (Cambridge University Press, 2015); *A-Z for German B* (Elemi, 2021) *Duplik Jonas 7* by Birgit Rabisch; *Der Besuch der alten Dame* by Friedrich Dürrenmatt (summer reading).

Spanish 4: *Spanish B for the IB Diploma* (Cambridge University Press); *Una vez más* (Longman); *Diploma superior de español* (Edelsa); selected readings.

Italiano 4: *Un Nuovo Giorno in Italia B1* (Bonacci Editore); “Io Non Ho Paura” reader by Niccolò Ammaniti

Prerequisite: Successful completion of Italian or German Culture & People, or Level 3 (with a minimum grade of C or a 4 on the IB scale), or a satisfactory grade on the placement test

## **Level 5: French, German, Italian, Spanish**

### **IB Language B HL (Year 2)**

At this level, students read literature in the target language. This helps students broaden their vocabulary and use the language in a more creative manner, developing fluent reading skills, promoting interpretive and inferential skills, and contributing to intercultural understanding. Students should understand the works in some depth, but literary analysis as such is not an objective of the IB Language B course at HL (Higher Level). Students are required to read two works of literature originally written in the target language. Grades 12-PG

Texts: As required by the IB Diploma Program syllabus

Prerequisite: Successful completion of Level 4 or a satisfactory grade on the placement test

## **German Culture and People**

(offered with sufficient enrollment)

This course is designed for 10th grade students who took Level 3 German as 9th graders and plan to take German HL during the final two years of high school. It is also suitable for non-IB students with Level 3 German proficiency. The course refines students' German skills by focusing not just on language skills but also on the important people, events, and traditions of the DACH countries. Grades 10-PG

Text: *Entdeckungsreise D-A-CH: Kursbuch zur Landeskunde* (Klett, 2013); selected readings

Prerequisite: Successful completion of Level 3 German or a satisfactory grade on the placement test

### **Italian Culture and People**

(offered with sufficient enrollment)

This course is designed for 10th grade students who took Level 3 Italian as 9th graders and plan to take Italian HL during the final two years of high school. It is also suitable for non-IB students with Level 3 Italian proficiency. The course refines students' Italian skills by focusing not just on language skills but also on the important people, events, arts, and traditions of Italy. Grades 10-PG

Texts: *I come Italia*, ELI Edizioni; selected readings

Prerequisite: Successful completion of Level 3 Italian or a satisfactory grade on the placement test

## SEZIONE ITALIANA

Dall'anno scolastico 2006-2007, TESIS offre per l'intero percorso scolastico che va dalla prima elementare alla prima superiore (corrispondenti alle classi 1-9 del sistema scolastico americano) un iter di studi che offre il 50% dell'insegnamento in lingua italiana e il restante 50% in lingua inglese.

La Sezione Italiana se da una parte rappresenta l'adeguamento alle leggi cantonali dall'altra permette di approfondire in modo completo la lingua, 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 per ciò che concerne grammatica e stesura di un testo.

Lo studente potrà a essa combinare un'importante esperienza di lingua inglese, parlata nel resto delle lezioni e in tutta la vita del campus della TESIS, 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 TESIS.

### **Letteratura e Lingua Italiana 9**

Il corso di Letteratura e Lingua Italiana è rivolto a studenti che possiedono un'ottima conoscenza e padronanza della lingua e si focalizza sullo studio puntuale dei principali autori della letteratura italiana di Ottocento e Novecento. Gli studenti si confronteranno con la lettura di alcuni capolavori della letteratura italiana moderna, come ad esempio I Promessi Sposi di Alessandro Manzoni. L'approfondimento di testi in prosa e poesia, infatti, apre le porte a un patrimonio irrinunciabile per la comprensione della cultura europea.

Il corso si propone, inoltre, di favorire una crescita intellettuale riguardo generi letterari e contesti storici e culturali in cui i letterati operano. Gli studenti saranno in questo modo dotati degli strumenti necessari per costruire 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.

Sebbene il corso non affronti in modo specifico lo studio della grammatica italiana, saranno saltuariamente affrontati argomenti inerenti questa parte della lingua qualora se ne verificasse la necessità.

La competenza linguistica della produzione scritta sarà esercitata attraverso la stesura di temi di letteratura, argomentativi, riassunti e commenti a testi letterari. Grade 9

Gli studenti saranno dotati di libri di testo integrali o fascicoli antologici, come ad esempio

la lettura di A. Manzoni, *I Promessi Sposi*; un'opera di L. Pirandello; poesie di G. Leopardi e U. Foscolo. A questi testi si aggiunge la lettura di altri autori italiani

Requisiti per accedere al corso: competenza avanzata del livello di comprensione e produzione della lingua italiana scritta e orale

### **Lingua italiana 9**

Il corso di Lingua e Letteratura Italiana è rivolto a studenti che possiedono una buona conoscenza della lingua italiana, ma necessitano ancora di approfondire aspetti legati allo studio della lingua e la sua funzione, le diverse tipologie testuali, la sintassi, il lessico e i registri linguistici. Gli studenti si confronteranno con la lettura di brani antologici di opere appartenenti alla letteratura italiana contemporanea nei vari generi testuali quali ad esempio il giallo, il romanzo di formazione, i classici della letteratura in una versione semplificata.

Il corso si propone, inoltre, di favorire attraverso ricerche, progetti e discussioni di classe una maggior esposizione alla lingua orale e scritta al fine di garantire una più sicura padronanza della lingua. Gli studenti saranno in questo modo dotati degli strumenti necessari per costruire 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.

Infine, il corso affronta in modo specifico lo studio di alcuni aspetti della grammatica italiana, in particolare relativi alla sintassi, alla morfologia e al lessico letterario laddove se ne verifichi la necessità. La competenza linguistica della produzione scritta sarà esercitata attraverso la stesura di temi di letteratura, argomentativi, riassunti e commenti a testi letterari. Grade 9

Gli studenti saranno dotati di libri di testo integrali, semplificati o fascicoli antologici come ad esempio la lettura di A. Manzoni, *I Promessi Sposi* in una versione semplificata; un'opera di L. Pirandello in una versione semplificata; alcune poesie di G. Leopardi e U. Foscolo. A questi testi si aggiunge la lettura di altri autori.

Requisiti per accedere al corso: competenza buona del livello di comprensione e produzione della lingua italiana scritta e orale

### **Storia Italiana**

Le lezioni di Storia si prefiggono lo scopo di aiutare gli studenti ad acquisire un'immagine sempre più chiara e approfondita della realtà sociale che li circonda. In particolare s'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, dota gli studenti di tutti i mezzi necessari per contestualizzare un fatto nel tempo, facilitando in modo rilevante 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 documenti scritti, l'analisi di fonti iconografiche, 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.

Nella nona classe si studierà l'Età antica dalle prime civiltà alla fine della Repubblica romana

Il corso sarà accompagnato dal seguente libro di testo: A.Cantarella, G. Guidorizzi *Oriente Occidente* vol. 1

### **Storia Dell'Arte**

Il corso affronta lo studio puntuale dell'Arte antica nell'intero arco temporale compreso tra la Preistoria e l'epoca classica greco-romana. Gli studenti si misureranno con lo studio, l'analisi e il confronto di opere appartenenti all'arte pittorica, scultoria e all'architettura dei popoli antichi.

Le competenze comunicative saranno periodicamente valutate tramite interrogazioni orali, compiti scritti e la partecipazione in classe. Grade 9

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

## **Graduation requirements:**

Four years of English. Each student is required to pass an English or EAL course each year in order to advance to the next grade level. All Grade 12 students must pass either a Grade 12 English course offered by the English Department or IB English B HL (Year 2) (IB Diploma candidates only). Non-IB EAL students must pass the English Grammar, Composition, and British Literature course.

**Note:** 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 take special EAL sections of science and history. As EAL students progress to higher levels of proficiency, they enter history and science classes with native English speakers. When sufficient mastery is obtained, students may leave the EAL program and join mainstream English classes with the approval of the EAL Department, the English Department, and the Head of HS Academics.

## **English Grammar & Composition 1**

This two-credit course is for students with a basic knowledge of written and spoken English. Previously learned grammar structures, as well as vocabulary, are reviewed and consolidated. Grammar points include parts of speech; simple and progressive past, present, and future tenses; comparisons; superlatives; gerunds and infinitives. Students are guided through the writing process as they focus on the composition of one-paragraph essays. Readings from EAL texts and adapted readers help students develop vocabulary and comprehension skills.

Texts: *Focus on Grammar 2, Basic*; *NorthStar 2 Focus on Reading and Writing, Basic* (all Longman); and *Ready to Write 2, Basic*. Abridged readers may include: *White Fang*, London; *Kidnapped*, Stevenson; *The Count of Monte Cristo*, Dumas; *Sherlock Holmes and the Mystery of Boscombe Pool*, Doyle; *The Prince and the Pauper*, Twain; *Ghost Stories*, Hood; *Rain Man*, Fleischer; *David Copperfield*, Dickens

Prerequisites: Successful completion of Introduction to MS Academic English or equivalent English course and/or satisfactory proficiency demonstrated through the EAL department-approved examination

## **English Grammar & Composition 2**

This is a two-credit intermediate course for English language learners who have had at least two years of English language instruction or the equivalent. In addition to reviewing previously learned grammatical concepts, students study the verb tenses, phrasal verbs, modals, gerunds and infinitives, the passive voice, and reported speech. In addition, they learn to combine ideas using coordination, subordination, and conjunctive adverbs. Students follow a structured approach to academic writing by first learning the standard one-paragraph expository essay and later expanding to five-paragraph expository essays. Reading activities

include close readings of fiction and non-fiction texts and vocabulary expansion. Continued emphasis on listening and speaking helps students develop greater comprehension and fluency.

Texts: *Focus on Grammar, Intermediate* and *NorthStar Focus on Reading and Writing, Intermediate* (both Longman); *Aesop's Fables*; *Folktales from Around the World*. Abridged readers may include: *The Body*, King; *Strangers on a Train*, Highsmith; *The Mosquito Coast*, Theroux; *The Hound of the Baskervilles*, Doyle

Prerequisites: Successful completion of English Grammar & Composition 1 and/or satisfactory proficiency demonstrated through the EAL department-approved examination

### **English Grammar, Composition, & Literature**

This two-credit course is designed for English language learners who have had at least three years of English language instruction or the equivalent and who are in need of developing their academic reading and writing skills. A thorough review of previously learned grammar serves as the foundation for developing proficiency in such sentence-combining techniques as coordination, subordination, and the use of transitional words and phrases. Students practice writing the one-paragraph expository essay and proceed to the multi-paragraph essay in a variety of rhetorical modes, including narration, description, comparison-contrast, enumeration, classification, and persuasion. They develop vocabulary and reading comprehension skills through reading simplified texts as well as authentic material. In addition, they acquire a basic literary vocabulary to enable them to analyze and appreciate various works of literature.

Texts: *Focus on Grammar High Intermediate*; *NorthStar Reading and Writing High Intermediate*; *Introduction to Academic Writing* (all Longman). Abridged novels include *Misery*, King; *Cry the Beloved Country*, Paton. Authentic or translated texts may include: *Lord of the Flies*, Golding; *The Lottery*, Jackson; *The House on Mango Street*, Cisneros; *All Summer in a Day*, There Will Come Soft Rains, *Fahrenheit 451*, Bradbury; *The Alchemist*, Coelho

Prerequisites: Successful completion of English Grammar & Composition 2 and/or satisfactory proficiency demonstrated through the EAL department-approved examination

### **English Grammar, Composition, & American Literature**

This one-credit course, the minimum level of EAL required for graduation, is designed for Grade 11 English language learners who have had at least four years of English language instruction or the equivalent. It aims to further develop students' academic reading and writing skills in preparation for work both in the IB program and at the university level. Students study grammar structures including the parts of speech, verb tenses, noun clauses, adjective clauses, adverb clauses, discourse connectors, the passive voice, and conditionals. Students also review and practice the basic skills of paragraph and essay organization. By reading a variety of authentic texts, students learn to analyze and appreciate various works of American literature while developing their vocabulary base and learning literary terminology.



Texts may include: *Focus on Grammar, Advanced*; *Writing Academic English* (both Longman); selected short stories from Edgar Allan Poe; *The Catcher in the Rye*, Salinger; *A Raisin in the Sun*, Hansberry; *The Great Gatsby*, Fitzgerald; selected poems by Dickinson, Bishop, and Oliver

Prerequisites: Successful completion of English Grammar, Composition, & Literature and/or satisfactory proficiency demonstrated through the EAL department-approved examination

### **English Grammar, Composition, & British Literature**

This one-credit course, the minimum level of EAL required for graduation, is designed for Grade 12 grade English language learners who have had at least four years of English language instruction or the equivalent. It aims to further develop students' academic reading and writing skills in preparation for work both in the IB program and at the university level. Grammar structures studied include the parts of speech, verb tenses, noun clauses, adjective clauses, adverb clauses, discourse connectors, the passive voice, and conditionals. Students review and practice the basic skills of paragraph and essay organization. By reading a variety of authentic texts, students learn to analyze and appreciate various works of British literature while developing their vocabulary base and learning literary terminology.

Texts may include: *Focus on Grammar, Advanced*; *Never Let Me Go*, Ishiguro; *Pygmalion*, Shaw; *Home Fire*, Shamsie; selected Gothic short stories by British writers; selected British poems

Prerequisites: Successful completion of English Grammar, Composition, & Literature and/or satisfactory proficiency demonstrated through the EAL department-approved examination

### **IB English B HL (Year 1)**

This one-credit course is designed for students for whom English is an additional language, preparing them for IB English B (Year 2) and focusing 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. Particular emphasis is given to academic writing, listening comprehension, and speaking about literary extracts. In addition to reading two novels, students analyze a variety of text types taken from newspapers, magazines, the Internet, and other sources as a basis for learning how to write expository essays, emails, leaflets, letters, guidelines, and film or book reviews on a variety of IB-prescribed topics. Grade 11 (IB students).

Texts: *Things Fall Apart*, Achebe; *The Namesake*, Lahiri; various authentic texts

Prerequisites: Successful completion of English Grammar, Composition, & Literature and/or satisfactory proficiency demonstrated through the EAL department-approved examination

### **IB English B HL (Year 2)**

This one-credit course is designed for students for whom English is an additional language, preparing them for the IB English B oral and written exams which take place in the spring semester. IB English B (Year 2) focuses on the essentials for successful communication in English on a variety of topics 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. Particular emphasis is given to academic writing, listening comprehension, and speaking about literary extracts. In addition to reading two novels, students analyze a variety of text types taken from newspapers, magazines, the Internet, and other sources as a basis for learning how to write essays, formal letters, newspaper articles, reports, proposals, and speeches, using appropriate vocabulary, tone, and register. Grade 12 (IB Diploma students)

Texts: *1984*, Orwell; *Brave New World*, Huxley; various authentic texts

Prerequisite: Successful completion of IB English B (Year 1)

# HISTORY

## **Graduation requirements:**

Three credits of History, including Modern History and either US History or an IB Group 3 course (IB Diploma candidates only), and successful completion of the [Civic Literacy Exam](#) (typically during Grade 11 or 12).

## **Ancient and Medieval History**

This survey course 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. Grade 9

Text: *Holt World History: The Human Journey* (Holt, Rinehart and Winston)

## **Modern History**

This survey course 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 research paper is required for all students enrolled in this course. Grade 10

Text: *Modern World History* (Houghton Mifflin Harcourt Publishing)

## **United States History**

This course traces the development of the United States from the Age of Exploration to contemporary times. The course of study focuses on political, social and economic, and cultural and intellectual history. Emphasis is placed on written and oral expression and analysis of historical documents. A research paper is required for all students enrolled in this course. Grades 11-12

Text: *America: Pathways to the Present* (Prentice Hall)

## **Art History**

This course is divided into Visual Arts and Music. The Visual Art component surveys the most important periods and artists in western art from prehistoric to modern times as well as the history of music. 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. Music history focuses on the historical impact and importance of classical music and includes a component of music appreciation. The course satisfies the Senior Humanities requirement for graduation. Grades 12-PG

Texts: *Gardner's Art Through the Ages* (Harcourt), *A Brief History of Classical Music: A Tale of Time, Tonality, and Timbre*, Wenk (CreateSpace); *How to Listen to Great Music*, Greenberg (The Great Courses)

Prerequisite: Successful completion of English Grammar, Composition, & Literature

### **EAL Ancient and Medieval History**

This survey course introduces key concepts and elements of human civilizations from prehistory to the Middle Ages. The first course in a three-year curriculum, the course covers the history and cultural achievements of ancient Mesopotamian, Egyptian, Greek, Roman, medieval European, and world civilizations. Emphasis is placed on oral and written expression through discussions, readings, written assignments, library research, and small projects. Grades 9-10

Text: *World History* (Holt)

Prerequisite: Grade 9 students and concurrent enrollment with English Grammar & Composition 1 or English Grammar & Composition 2

### **EAL Modern History**

This survey course 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 three-year curriculum that begins in English Grammar, Composition, & Literature with Ancient and Medieval History. Students gain continued practice with oral and written expression through discussions, readings, written assignments, library research, and small projects. Grades 9-11

Text: *Holt World History: The Human Journey* (Holt)

Prerequisite: Grade 10 students and concurrent enrollment in English Grammar & Composition 2 or English Grammar, Composition, & Literature

### **EAL United States History**

This survey course examines the history and development of the United States from the Age of Exploration to Modern times. The course is the third part of a three-year curriculum that begins in English Grammar, Composition, & Literature with Ancient and Medieval History.

Students gain continued practice with oral and written expression through discussions, readings, written assignments, library research, and small projects. Grades 11-12

Text: *America: Pathways to the Present* (Pearson Prentice Hall)

Prerequisite: Grade 11 students and concurrent enrollment in English Grammar, Composition, and Literature

### **AP European History**

This 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 principal themes in Modern European history; an ability to analyze historical evidence; an ability to express that understanding and analysis in both oral and written form. All students prepare for, and are expected to take, the AP European History examination in May. Grades 10-PG

Anchor texts: *The Western Heritage* (Pearson)

Prerequisites: EAL students planning to enroll in this course must have earned a final grade of B+ or higher in English Grammar, Composition, and American Literature. All students planning to enroll in this course must have earned a grade of B or better in a history class in the preceding year, and that teacher's recommendation.

### **AP United States History**

This seminar course, designed to prepare students for the AP exam in United States History, is open to qualified students with exceptional aptitude and interest in the subject. The class traces the development of the US from the Age of Exploration to the present. Students are expected to be familiar with historical methods, have superior reading comprehension, and be competent writers. Students are responsible for outside research and written and oral reports. Grades 11-PG

Anchor text: *AMSCO United States History, Advanced Placement Edition* (Perfection Learning)

Prerequisites: EAL students planning to enroll in this course must have earned a final grade of B+ or higher in English Grammar, Composition, & American Literature. All students planning to enroll in this course must have earned a final grade of B+ or better in Modern History or a B- or better in AP European History class in the preceding year, and that teacher's recommendation.

### **AP Art History**

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 fulfills the Senior Humanities requirement for graduation. All students prepare for, and are expected to take, the AP Art History examination in May. Grades 12-PG

Texts: *Gardner's Art Through the Ages* (Harcourt); *Dictionary of Subjects & Symbols in Art*, Murray (Westview Press)

Prerequisites: EAL students planning to enroll in this course must have earned a final grade of B+ or higher in English Grammar, Composition, and American Literature. All students planning to enroll in this course must have earned a grade of B or better in a history class in the preceding year, and that teacher's recommendation.

### **AP Microeconomics**

AP Microeconomics is a college-level course where 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 and the aims and objectives of businesses operating in a variety of market conditions, including perfect competition, oligopolies, and monopolies. All students prepare for, and are expected to take, the AP Microeconomics examination in May. Grades 11-PG; preference is given to highly-qualified Grade 12 students.

Text: *Principles of Economics*, Stevenson and Wolfers (Worth)

Prerequisites: EAL students planning to enroll in this course must have earned a final grade of B+ or higher in English Grammar, Composition, and American Literature. All students planning to enroll in this course must have successfully completed Mathematics 2 Extended or Mathematics 3 Core, have earned a grade of B+ or better in a history class in the preceding year, and receive that history teacher's recommendation.

Note: This course runs every other year. It will be run in 2025–26.

### **AP Macroeconomics**

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with

economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. All students prepare for, and are expected to take, the AP Macroeconomics examination in May. Grades 11-PG; preference is given to highly-qualified Grade 12 students.

Text: *Principles of Economics*, Stevenson and Wolfers (Worth)

Prerequisites: EAL students planning to enroll in this course must have earned a final grade of B+ or higher in English Grammar, Composition, and American Literature. All students planning to enroll in this course must have successfully completed Mathematics 2 Extended or Mathematics 3 Core, have earned a grade of B+ or better in a history class in the preceding year, and receive that history teacher's recommendation.

Note: This course runs every other year and will be offered in 2024–25.

### **AP Psychology**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Grade 12 only

Text: *Meyers' Psychology for the AP Course*, 3rd edition, Updated

Prerequisite: Successful completion of English Grammar, Composition, & Literature with a grade of B+ or higher

### **IB History SL/HL (Year 1)**

This is year one of a two-year course on contemporary world history. The course is designed for first-year IB standard-level and higher-level history students, and concentrates especially on events in Europe and Asia during the period ca. 1900 to 1945. The fall semester is devoted primarily to World War I and II. In the spring semester the major topics are the rise of single-party states, as well as the rise of conflict in the 20th Century, focusing on World War I, World War II, and guerilla conflicts. 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 materials in an analytical and critical manner, and the ability to present and defend cogent arguments, both orally and in writing. This course satisfies the US History requirement. Grade 11

Texts: Selected monographs and documents

Prerequisite: Successful completion of English Grammar, Composition, & Literature

### **IB History SL/HL (Year 2)**

This course is designed to prepare students for IB examinations at either the SL or HL. The course picks up where IB History 1 leaves off and finishes those topics, HL content is devoted primarily to the same time period as Year 1, namely 1900 to 1945, and the emphasis is on the economic, social, political, and cultural history of the time. 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. Grade 12

Texts: Selected monographs and documents

Prerequisite: Successful completion of IB History (Year 1)

### **IB Art History SL (Year 1)**

This course, offered at the SL (Standard Level) only, is open to Grade 11 and 12 students and to Grade 10 students with the permission of the instructor. Students pursuing the full IB Diploma Program normally enroll in this class in Year 2 of the Program. Although intended primarily for IB DP students, the course is also open to interested non-IB students as well. The course takes advantage of the School's location and cultural resources, exploiting "Europe as a classroom" to the fullest extent. Over the course of the year students 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 Academic Travel trip to a major European capital is mandatory in the fall, and another IB Art History trip is optional in the spring. In addition, there are field trips to Milan and to sites within the local area to experience Italian Renaissance art firsthand. Students are also welcome to choose and develop IB extended essay topics in Art and Architecture under the Art History teacher's supervision. Grades 10-PG

Texts: *History of Roman Art*, Thomson (Wadsworth); *Gardner's Art Through the Ages* (Harcourt)

Prerequisite: Successful completion of English Grammar, Composition, & Literature

### **IB Business Management SL/HL (Year 1)**

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss, and evaluate business activities at local, national, and international levels. The course covers a range of organizations from all



sectors, as well as the socio-cultural and economic contexts in which those organizations operate. The Y1 course covers the key characteristics of business organization and environment and the business functions of finance and accounts and marketing. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation, and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. Grades 11-12

Text: *Oxford IB Diploma Program: Business Management Course Companion* (Oxford University Press)

Prerequisite: Successful completion of English Grammar, Composition, & Literature

### **IB Business Management SL/HL (Year 2)**

The Year 2 course covers the key characteristics of the business functions of human resource management and operations management. Links between the topics are central to the course. The internal assessment for HL students is a research project and for SL students a written commentary. In both tasks, students study real-world business organizations. External assessment for HL and SL students consists of two written examination papers. Paper one is based on a pre-seen case study issued in advance, and paper two consists of structured questions based on stimulus material and an extended response question that assesses students' understanding of the key concepts of the course. Grades 12-PG

Text: *Business Management for the IB Diploma* (Cambridge University Press)

Prerequisite: Successful completion of IB Business Management (Year 1)

### **IB Economics SL/HL (Year 1)**

This course serves as the first year of the two-year IB economics course at both SL (Standard Level) and HL (Higher Level). 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 allocate resources adequately. Students spend considerable time studying the theory of the firm and the aims and objectives of businesses operating in a variety of market conditions, including perfect competition, oligopolies, and monopolies. Students begin work on a portfolio of analyses of current events from an economist's perspective. Grades 11-PG

Texts: *Economics for the IB Diploma* (Cambridge University Press)

Prerequisite: Successful completion of English Grammar, Composition, & Literature. All students planning to enroll in this course must have successfully completed Mathematics 2 Extended or Mathematics 3 Core, have earned a grade of B+ or better in a history class in the preceding year, and receive that history teacher's recommendation.

## **IB Economics SL/HL (Year 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. Grades 12-PG

Texts: *Economics for the IB Diploma* (Cambridge University Press)

Prerequisite: Successful completion of IB Economics (Year 1)

# SCIENCE

## **Graduation requirements:**

Three credits of Laboratory Science.

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

**Note:** All International Baccalaureate science classes:

- require a prerequisite knowledge and understanding of the subject from previous courses.
- involve a substantial amount of internally-assessed practical and project work. For IB students, 20% of the final IB grade is based on an individual internal assessment, and the remaining 80% is determined by externally-assessed examinations.
- consist of compulsory core topics and additional topics (IB options) 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 Academic 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.

IB Year 2 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.

## **EAL Biological and Physical Sciences**

The science program at TASIS is designed to support learners in becoming confident in working with information and ideas, both their own and those of others. EAL presents its own challenges as students work diligently to familiarize themselves with the English language. EAL Biological and Physical Sciences is a course that has been designed around the standard Grade 9 science curriculum, but focuses on inquiry-based modeling and labs to enhance the students' understanding of the basic concepts covered. The inquiry-based method allows students to experience the concepts to enrich their learning process. It promotes students to be engaged in lessons and supports students along their pathway to learning more English. The course follows the standard Grade 9 science curriculum with sections in biology, chemistry and physics. The modification for language difficulty allows students to work at a pace that promotes improving their English language skills while still learning scientific concepts. Grade 9

Texts: Cambridge IGCSE Co-ordinated Sciences- Kognity

### **Biological and Physical Sciences**

This course covers some key biological topics such as classification, cells, energy, and transport, and incorporates the chemistry and physics which are required in order to understand these concepts fully. In addition, through investigative practical work, student skills of observation, data processing and evaluation, are brought up to the level required for scientific study. After this course students have a much clearer idea of which science subject or subjects they would like to study further. Grade 9

Texts: Cambridge IGCSE Co-ordinated Sciences -Kognity

### **Biology**

This class provides a survey of life science topics including classification of life, cell biology, biochemistry, cell division and genetics, evolution, human physiology, plant science and photosynthesis, and ecology. Through regular laboratory work and practical exercises, students come to understand and appreciate the complexity and beauty of the natural living world from the level of the microscope to that of the biosphere. This course is a prerequisite for students wishing to study IB Biology SL/HL, or AP Biology. Grades 10-PG

Texts: *Cambridge IGCSE Biology- Kognity*

Prerequisite: Concurrent enrollment in English Grammar & Composition 2 or higher

### **Chemistry**

Chemistry is the study of matter, its structure and reactivity, in order to understand the reactivity of substances at atomic and molecular levels, leading to many new materials and energy changes which are beneficial to mankind. Everything in the universe, both living and nonliving, is made up of atoms, therefore, an understanding of how they interact is essential in order to understand the world around us. This one-year course, based on the IGCSE Chemistry curriculum, provides the student with a wide-ranging study of topics in chemistry that takes the student's study and scientific skill acquisition in chemistry beyond that achieved in previous science courses, and prepares them for further courses in chemistry. Topics include: State changes, atomic theory, stoichiometry, periodicity, bonding, acid-base, Kinetics and energetics. This course is a prerequisite for students wishing to take chemistry IB SL/HL or AP chemistry. It is also highly recommended for higher levels of Biology and Environmental Systems. Grades 10-PG

Text: *Cambridge IGCSE Chemistry- Kognity*

Prerequisites: Concurrent enrollment in English Grammar & Composition 2 or higher.  
Successful completion of Mathematics 2 Core/Mathematics 1 Extended or equivalent level mathematics course.

## **Ecology**

This first half of the course focuses mainly on understanding the complex interactions between organisms and their environment. Students investigate biodiversity and its importance to natural populations and communities. The second half of the course focuses more on how humans can impact natural ecosystems. Students investigate environmental issues such as human population growth, pollution, deforestation, and climate change, and look at what is being done to conserve endangered species and ecosystems through sustainable management of resources. This course is less about learning facts, and more about understanding concepts and ideas that can be applied to any ecosystem or environmental issue. Throughout the course, students develop their knowledge and understanding of the scientific method. They are expected to carry out experiments and develop skills of data analysis and interpretation. Much of this is through fieldwork, lab investigations, internet research, and class discussion. Grades 10-PG

Prerequisite: Concurrent enrollment in English Grammar & Composition 2 or higher

## **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 based upon the IGCSE physics curriculum. The course promotes an understanding of the need for careful and accurate recording of observations and an analytical approach to making deductions, solving problems, and understanding the world around us. After taking this class, students are prepared for subsequent advanced physics courses. 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. Grades 10-PG

Text: *Cambridge IGCSE Physics- Kognity*

Prerequisites: Concurrent enrollment in English Grammar & Composition 2 or higher.  
Successful completion of Mathematics 2 Core/Mathematics 1 Extended or an equivalent level mathematics course

## **AP Biology**

AP Biology is designed to be the equivalent of a general biology course usually taken during the first college year. Students cover eight main units centered around four big Ideas. The topics include organic chemistry, cellular biology, energy utilization, the cell cycle and cell communication, DNA, heredity, evolution, and ecology. Inquiry-based laboratories, two from

each of the four big ideas, focus on developing the skills and practices necessary for authentic scientific investigation. Successful completion of this rigorous course can earn students credit at colleges and universities around the world. All students prepare for, and are expected to take, the AP Biology examination in May

Texts: *Principles of Life: Second Edition* - Hillis, Sadava, Hill, and Price, *AP Lab Manual* (College Board), *Biozone AP Biology 1 and 2* (Biozone)

Prerequisites: Successful completion of Biology with a final grade of B or higher and the recommendation of the teacher. Successful completion of English Grammar, Composition, & Literature with a grade of B+ or higher

### **AP Chemistry**

AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first college year. This course provides students with training for collegiate level chemistry through guided inquiry labs, a focused curriculum on content relevant to today's problems, and an exam that assesses students' mental models of the particulate nature of matter. All students prepare for, and are expected to take, the AP Chemistry examination in May.

Text: *Chemistry: The Central Science*, Brown and LeMay

Requirements: Successful completion of Chemistry with a final grade of B+ or higher, and the recommendation of the teacher. Successful completion of Mathematics 2 Extended or an equivalent level mathematics course. Successful completion of English Grammar, Composition, & Literature with a grade of B+ or higher.

### **AP Physics**

This course is equivalent to a first-semester college course in algebra-based physics. It covers Newtonian mechanics, including rotational dynamics and angular momentum, work, energy and power, and mechanical waves and sound. It also introduces electrical circuits. The focus of this course is on developing and using physics knowledge by applying it to the practice of scientific inquiry and reasoning. Laboratory investigations foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting. All students prepare for, and are expected to take, the AP Physics 1 examination in May.

Text: *College Physics* (Cengage Learning)

Prerequisites: Successful completion of Physics with a final grade of B or higher and the recommendation of the teacher. Successful completion of English Grammar, Composition, & Literature with a grade of B+ or higher. Successful completion of Mathematics 2 Extended or an equivalent level mathematics course.

## **AP Physics C: Mechanics and Electricity and Magnetism**

(offered with sufficient enrollment)

This course is a calculus-based, college-level physics course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. The electricity and magnetism section of the course covers electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; electromagnetism. This course includes a hands-on laboratory component. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Each student completes a lab notebook or portfolio of lab reports.

Texts: Material from the College Board and teacher

Prerequisites: Successful completion of AP Physics and AP Calculus (AB or BC), and approval of the teacher

## **IB Biology SL/HL (Year 1)**

This is the first year of a two-year (HL) Higher-level course for students enrolled to take the IB Diploma or certificate. By its very nature, biology lends itself to an experimental approach, and this is reflected throughout the course. The course includes 11 core topics and one option for deeper study. In the first year, students cover six of the 11 topics: 1 (cell biology), 2 (molecular biology), 3 (genetics), 5 (evolution and biodiversity), 7 (nucleic acids), and 10 (genetics and evolution). They also complete the Group 4 project and select a topic for their Individual Investigation. Grade 11

Texts: *IB DP Biology (HL/SL)* (Kognity)

Prerequisite for SL: Successful completion of Biology with a B or higher. Teacher approval required if a student has successfully completed Chemistry with a B or higher in place of Biology.

Prerequisites for HL: Successful completion of Biology with a B or higher. Successful completion of Chemistry is strongly recommended

## **IB Biology SL/HL (Year 2)**

This is the second year of a two year (HL) Higher-level course for students enrolled to take the IB Diploma or certificate, and also includes extensive laboratory and practical work. Students complete the remaining core topics from the IB HL (Higher Level) syllabus: 4 (ecology), 8 (metabolism, cell respiration and photosynthesis), 9 (plant biology), 6 (human physiology) and 11 (animal physiology). They also study Option D (Further Human Physiology). During fall of the second year, students complete the experimental work for their individual investigation, which is submitted to the IB in spring of Year 2. Grade 12

Texts: *IB DP Biology (HL/SL)* (Kognity)

Prerequisites: Successful completion of IB Biology (Year 1)

### **IB Chemistry SL/HL (Year 1)**

This is the first year of a two-year course for students taking an IB diploma or certificate. The content is organized with two main themes, structure and reactivity. These incorporate models of the particulate nature of matter, stoichiometry, bonding, periodicity, organic chemistry and energetics. In addition there is extensive lab work, which backs up the theory and prepares for the assessed practical skills. The Group Four project will be conducted at the end of this year. In addition, students make a start on their externally assessed investigation, which counts for 20% of their final mark. Grade 11

Texts: *IB DP Chemistry (HL/SL)* (Kognity)

Prerequisite: Successful completion of Chemistry with a grade of B or higher

### **IB Chemistry SL/HL (Year 2)**

This is the second year of the two year IB course and continues with the themes of structure and reactivity, covering: Further energetics, rates of reaction, equilibrium, redox reactions, further acid base and organic mechanisms. In addition, the externally assessed practical investigation is completed. Grade 12

Texts: *IB DP Chemistry (HL/SL)* (Kognity)

Prerequisite: Successful completion of IB Chemistry (Year 1)

### **IB Environmental Systems and Societies SL/HL (Year 1)**

This is the first year of a two-year (SL) Standard-level or (HL) Higher-level course for students enrolled to take the IB Diploma or certificate. This course develops student knowledge and understanding of current issues in ecology and environmental science. Students cover the first half of the IB syllabus, mainly exploring ecological topics such as energy flow, nutrient cycles, feeding relationships, types of ecosystems, and population studies through case studies, lab exercises, and fieldwork. In the first year, all students attend a blue academic travel trip to conduct fieldwork. A large part of Year 1 involves designing, carrying out and writing the internal assessment (IA), which counts for 25% of the final IB grade.

Texts: *Environmental system and societies: Course Companion*, Williams and Rutherford (Oxford); *IB DP Environmental system and societies* (Kognity)



### **IB Environmental Systems and Societies SL/HL (Year 2)**

This is the second year of a two-year course and focuses more on human impacts on natural ecosystems. Among others, topics include sustainability, land and water use, pollution, conservation and climate change, bringing in knowledge and ideas from many other subject areas, such as geography, economics, and politics. Additionally, HL students investigate topics such as environmental economics, environmental law and environmental geology. With the IA completed in Year 1, there is less emphasis on lab and field work, though experiments are still conducted. A greater emphasis is placed on exam preparation.

Texts: *Environmental system and societies: Course Companion*, Williams and Rutherford (Oxford); *IB DP Environmental system and societies* (Kognity)

Prerequisite: Successful completion of IB Environmental Systems and Societies (Year 1)

### **IB Physics SL/HL (Year 1)**

This is the first year of a two-year course for students taking an IB diploma or certificate. Topics include waves, mechanics, electricity, magnetism, and nuclear physics are visited with an emphasis on conceptual understanding, laboratory skills and applications in the real world. Grade 11

Text: *IB DP Physics* (Kognity)

Prerequisites: Successful completion of Physics and the teacher's recommendation. Successful completion of Mathematics 2 Extended or an equivalent level mathematics course and the teacher's recommendation.

### **IB Physics SL/HL (Year 2)**

This is the second year of the two year IB course. The level is more rigorous than the first year IB, and the course covers the IB astrophysics option and more advanced topics in mechanics and electricity. Grade 12.

Text: *IB DP Physics* (Kognity)

Prerequisite: Successful completion of IB Physics (Year 1)

# MATHEMATICS

## **Graduation requirements:**

Three credits of Mathematics, completing Mathematics 3 Core at a minimum.

**Calculators:** A graphic display calculator (GDC) that does not have a built-in computer algebra system is required for most courses at some point during the year. Although other brands of calculators may be permitted, instruction is based on a TI-84 GDC. It is possible to purchase a calculator from the School.

## **Mathematics 1 Core**

This is the first course in a two-year sequence, which seeks to develop a solid foundation of basic mathematical skills and strategies for open-ended problem solving. Mathematical modeling and the use of graphic display calculators are integral to the work in these courses. This sequence follows the IGCSE Core curriculum and prepares students to meet the TASIS graduation requirement or, if the student is an IB student, to begin IB Mathematics Applications and Interpretations SL (Standard Level) in Grade 11. Grade 9

Text: *Core Mathematics* (Haese and Harris)

Prerequisite: Successful completion of MS Mathematics 3 or an equivalent level mathematics course

## **Mathematics 2 Core**

This is the second course in a two-year sequence, which seeks to develop a solid foundation of basic mathematical skills, and strategies for open-ended problem solving. Mathematical modeling and the use of graphic display calculators are integral to the work in these courses. This sequence follows the IGCSE Core curriculum and prepares students to meet the TASIS graduation requirement or to begin IB Mathematics Applications and Interpretations SL (Standard Level) in Grade 11. Grade 10

Text: *Core Mathematics* (Haese and Harris)

Prerequisite: Successful completion of Mathematics 1 Core or an equivalent level mathematics course

## **Mathematics 3 Core**

This is the first course in a two-year sequence. This course is designed to be a non-IB version of IB Mathematics Applications & Interpretations (Year 1) and contains topics drawn from algebra, geometry, and trigonometry. Successful completion of this course satisfies the minimum TASIS graduation requirement in mathematics. Grade 11

Text: *Applications and Interpretations SL* (Haese and Harris)

Prerequisite: Successful completion of Mathematics 2 Core or an equivalent level mathematics course

### **Mathematics 4 Core**

This is the second course in a two-year sequence. This course is designed to be a non-IB version of IB Mathematics Applications & Interpretations (Year 2) and as such contains topics drawn from the following areas: algebra, geometry, trigonometry, logic, probability and statistics, and elements of differential calculus. Students also complete a project using statistical techniques studied earlier in the course. Grades 12-PG

Text: *Applications and Interpretations SL* (Haese and Harris)

Prerequisite: Successful completion of Mathematics 3 Core or an equivalent level mathematics course

### **Mathematics 1 Extended**

This is the first course in a two-year sequence, aimed principally at strong math students, who seek to develop a solid foundation of standard mathematical skills, and strategies for open-ended problem solving, with a view to advanced work in Grades 11 and 12. Mathematical modeling and the use of graphic display calculators are integral to the work in these courses. This sequence follows the International General Certificate of Secondary Education (IGCSE) Extended curriculum and prepares students to enter AP Precalculus in Grade 11 followed by AP Calculus in Grade 12, or if the student is an IB DP student to begin IB Mathematics Applications and Interpretations SL or IB Mathematics Analysis and Approaches SL in Grade 11. Grade 9

Text: *Extended Mathematics* (Haese and Harris)

Prerequisite: Successful completion of MS Mathematics 4 or an equivalent level mathematics course

### **Mathematics 2 Extended**

This is the second course in a two-year sequence, aimed principally at strong math students, who seek to develop a solid foundation of standard mathematical skills and strategies for open-ended problem solving, with a view to advanced work in Grades 11 and 12. Mathematical modeling and the use of graphic display calculators are integral to the work in these courses. This sequence follows the International General Certificate of Secondary Education (IGCSE) Extended curriculum and prepares students to enter AP Precalculus in Grade 11 if they have earned a grade of B or better, followed by AP Calculus in Grade 12, or if the student is an IB DP student, to begin IB Mathematics Applications and Interpretations SL or IB Mathematics

Analysis and Approaches SL in Grade 11. The very strongest students may qualify to enter IB HL math in Grade 11. Grades 9-10

Text: *Extended Mathematics* (Haese and Harris)

Prerequisite: Successful completion of Mathematics 1 Extended or an equivalent level mathematics course with a grade of B or better

### **Honors Mathematics 1**

Honors Mathematics 1 is a Grade 9 course that covers topics that are typically covered in the Grade 10 Mathematics 2 Extended. Honors Mathematics 1 students may go on to take AP Precalculus in Grade 10, and in Grade 11 they may take AP Calculus AB or IB Mathematics Analysis and Approaches (Year 1) or IB Mathematics Applications and Interpretations (Year 1). Students in Honors Mathematics 1 are the strongest Grade 9 math students; they will have succeeded in a course covering the first year of algebra by the end of Grade 8. Honors Mathematics 1 covers functions and function notation, and the graphs of certain classes of functions. Logarithms, exponential functions and the trig functions are studied along with the appropriate applications. Vectors and Probability are also discussed. Grade 9.

Text: *Extended Mathematics* (Haese and Harris)

Prerequisite: Successful completion of a first course in algebra, MS Mathematics 5, or an equivalent level mathematics course

### **Precalculus**

This course is a non-honors-level exploration of the topics typically needed for the study of differential and integral calculus, and statistics. It assumes competence at the level of a second-year American algebra course or Mathematics 2 Extended. Topics include the basic properties of linear and quadratic functions and their graphs, trigonometry, and the log and exponential functions. Additional topics selected from elementary statistics and probability and other areas are included according to the discretion and interest of the instructor and the class. Grades 10-PG

Text: *Metric Edition Precalculus*, Larson and Edwards (Brooks Cole)

Prerequisites: Successful completion of Mathematics 2 Extended or an equivalent level mathematics course

### **AP Precalculus**

AP Precalculus prepares students for other higher-level mathematics and science courses. AP Precalculus centers on functions modeling dynamic phenomena. This approach is designed to better prepare students for college-level calculus and to provide grounding for other mathematics and science courses. Students acquire and apply mathematical tools in

real-world modeling situations in preparation for using these tools in college-level calculus. The formal study of a function type through multiple representations (e.g., graphical, numerical, verbal, analytical), coupled with the application of the function type to a variety of contexts, provides students with a rich study of precalculus. Grades 10-PG

Text: *Metric Edition Precalculus*, Larson and Edwards (Brooks Cole)

Prerequisites: Successful completion of Honors Mathematics 1, Mathematics 2 Extended, or an equivalent level mathematics course with a grade of B or better. Departmental recommendation

## **Calculus**

This course is an introduction to differential and integral calculus, but at a level suitable for students not needing AP credit. All of the traditional topics are addressed including differentiation and integration of a wide range of functions together with applications of the theory. Additional topics may be added at the discretion of the instructor. Grades 11-PG

Text: *Calculus*, Larson and Edwards (Cengage)

Prerequisite: Successful completion of Precalculus or an equivalent level mathematics course

## **Computer Science 1 and 2**

This is a two-year course that meets for two lessons per week. The course follows the IGCSE Computer Science curriculum. This course enables learners to develop their understanding of the main principles of problem-solving using computers. They can apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language (Python). Learners also develop a range of technical skills, as well as being able to effectively test and evaluate computing solutions.

Texts: Cambridge IGCSE Computer Science workbook, Cambridge IGCSE Computer Science study and revision guide

## **AP Computer Science A**

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course has a required lab component and emphasizes object-oriented programming and design using the Java programming language. All students prepare for, and are expected to take, the AP Computer Science A examination in May.

Text: *Building Java Programs: A Back to Basics Approach*, Reges & Stepp (Pearson)

Prerequisites: EAL students planning to enroll in this course must have successfully completed English Grammar, Composition, & Literature with a grade of B+ or higher. All students planning to enroll in this course must have earned a final grade of B+ or higher in Mathematics 2 Extended or higher and successfully completed TESIS Computer Science 1 or 2, or receive the teacher's recommendation.

### **AP Statistics**

This course is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem-solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. After studying these topics, students are able to design tests, collect samples, critically analyze and draw appropriate conclusions about data. Students are expected to take the AP Statistics exam in May. Grades 11-PG

Text: *Statistics*, Starnes (Bedford, Freeman, & Worth)

Prerequisites: EAL students planning to enroll in this course must have successfully completed English Grammar, Composition, & Literature with a grade of B+ or higher. All students planning to enroll in this course must have successfully completed AP Precalculus or an equivalent level mathematics course with a grade of B or higher, and receive the recommendation of the teacher.

### **AP Calculus AB**

This course prepares students to take the AP Calculus AB exam. Topics include differential and integral calculus including introductory differential equations. The differential calculus is a body of theory that formalizes change and rates of change and where calculation techniques are developed and applied to algebraic and transcendental functions. The history of modern science cannot be written without reference to the mathematical language of change as developed by mathematicians starting in the 17th century, notably Isaac Newton. The integral calculus, essentially the flip side of the differential, opens up whole fields of application from geometry to physics. Students learn about the interplay of these two parts of calculus and develop the skills to apply them to the physical sciences. Transfer students wishing to take this course must pass a preliminary exam given by the department. Grades 11-PG

Text: *Calculus*, Larsen (International Edition; Brooks Cole)

Prerequisites: EAL students planning to enroll in this course must have successfully completed English Grammar, Composition, & Literature with a grade of B+ or higher. All students planning to enroll in this course must have successfully completed AP Precalculus or an equivalent level mathematics course with a grade of B or higher, and receive the recommendation of the teacher.

### **AP Calculus BC (with Multivariable Calculus)**

This course prepares students to take the AP Calculus BC exam. In addition to extensions to the AB topics, this course covers infinite series, power series, Taylor and Maclaurin series, and calculus in polar coordinates. These topics are a natural extension of the topics developed in the AB course. In particular, the work in infinite series makes algebraic the more opaque transcendental functions and allows for modern applications requiring approximations with a high degree of precision. The work in polar coordinates brings the power of differentiation and integration to non-rectangular coordinate systems and points the way to further generalizations of the concept of physical space. Grades 11-PG

Text: *Calculus*, Larsen (International Edition; Brooks Cole)

Prerequisite: Successful completion of AP Calculus AB

### **IB Mathematics Applications and Interpretations SL/HL (Year 1 and Year 2)**

Each of these courses (SL and HL) is a two-year course focusing on mathematics of a more applied nature than the Analysis and Approaches courses (below), making use of technology to explore solutions and applications in the real world. The HL course contains mathematics at the level of Analysis and Approaches HL and is suitable only for the top math students at TASIS. Grades 11-12

Text: *Mathematics: Applications and Interpretation HL* (Oxford University Press)

Prerequisite for SL: Successful completion of Mathematics 2 Core, PreCalculus, or an equivalent level mathematics course

Prerequisites for HL: Successful completion of Mathematics 2 Extended with a grade of A- or higher, or successful completion of AP Precalculus or an equivalent level mathematics course with a grade of B or better

### **IB Mathematics Analysis and Approaches SL/HL (Year 1 and Year 2)**

Each of these courses (SL and HL) is a two-year course focusing on pure mathematics rather than the more applications oriented mathematics found in Applications and Interpretations (above). Some of the mathematics is more abstract and is suitable for students intending to study the physical sciences and mathematics at university. The HL course is only suitable for the top math students at TASIS. Grades 11-12

Text: SL: *Mathematics: Analysis and Approaches SL* (Oxford University Press)  
HL: *Mathematics, Analysis and Approaches HL* (Oxford University Press)

Prerequisite for SL: Successful completion of Mathematics 2 Extended, PreCalculus, or an equivalent level mathematics course

Prerequisite for HL: Successful completion of Mathematics 2 Extended with a grade of A- or higher, or successful completion of AP Precalculus or an equivalent level mathematics course with a grade of B or better



# PERFORMING ARTS

## **Graduation requirements:**

One credit in Performing Arts or Visual Arts.

This may be accomplished by taking either one full-credit class or two ½ credit classes, in the Performing and/or Visual Arts.

## **Music 1**

This course is based on the first year IGCSE Music curriculum. In this course, students develop their understanding of how music is created through performing, composing, listening, and appraising. These elements provide a means through which the students examine a wide variety of musical traditions and styles from around the world. After completing Music 1, students have the option to continue to Honors Music. It is advantageous for students to already play an instrument or sing, and have a basic understanding of music theory prior to starting Music 1. However, it is not required. Grades 9-PG

## **Honors Music**

This course is based on the second year IGCSE Music curriculum and will prepare students for AP Music Theory. In this course, students continue to develop their understanding of how music is created through performing, composing, listening, and appraising. These elements provide a means through which the students examine a wide variety of musical traditions and styles from around the world. Honors Music can only be taken upon successful completion of Music 1 or writing an entrance test in Music theory, composition and performance. Grades 10-PG

Prerequisite: Successful completion of Music 1

## **Performing Arts**

The Performing Arts course is designed for learners with an interest in the performing arts. Dance, Drama, and Music are the foundations of the course, and so it is suited to students who have a keen interest in some or all of the disciplines. Students will develop their technical skills as performers alongside their capacity to create, refine, and reflect on the development of performing pieces. This course gives a broad introduction to the performing arts sector with an emphasis on core knowledge and fundamental skills which are transferable across other sectors (including communication, presentation, physical, and creative skills). No prior performing arts experience is required for this course. Grades 9-PG

## **Theater Arts**

This full-year course is designed to develop students' skills, knowledge, and interest in the collaborative work of theater. Students engage in many areas of theatrical performance and production as they explore acting foundations and techniques, world theater traditions, script analysis, improvisational comedy, lighting and sound design, physical theater, and directing. Students have the opportunity to perform monologues, scenes, and original plays as part of the annual Arts Festival. The course is excellent preparation for students interested in pursuing theater, film, literature, and design—or for those who simply want a challenging, active, enjoyable approach to theater. Grades 9-PG

## **AP Music Theory**

The AP Music Theory course corresponds to typical introductory college music theory and aural skills coursework. Students learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. Course content extends from the fundamentals of pitch, rhythm, timbre, and expression to concepts of harmonic function, phrase relationships, and tonicization. Students study these concepts in heard and notated music, with emphasis on identification and analysis of musical features, relationships, and procedures in full musical contexts. Repertoire for analysis on the AP Music Theory Exam ranges from European Baroque pieces to folk and popular music from across the globe. Students develop musicianship skills through melodic and harmonic dictation, sight singing, and error detection exercises. Writing exercises further emphasize the foundational harmonic and voice leading procedures of Western art music. These skills build on what students have studied in Music 1 and Honors Music and give students the opportunity to get a more formal certificate which can be used to apply for universities and colleges as part of their AP quota.

# VISUAL ARTS

## **Graduation requirements:**

One credit in Performing Arts or Visual Arts.

This may be accomplished by taking either one full-credit class or two ½ credit classes, in the Performing and/or Visual Arts.

## **Architecture**

This course develops skills in drawing and model-making as well as knowledge of the basic forms, typology, and some of the history of western European architecture. Students do studio work and study theory and architectural history 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. Students should be able to execute basic architectural drawings (plan and elevation) by the end of the course, as well as execute a three-dimensional model in plywood. The course requires CHF 150 per semester to cover the purchase of materials, workshops and the cost of field trips. The course requires two hours of out-of-class work per week, and may be taken for the full year for full credit or either fall or spring semester for half credit. The course requires two hours of out-of-class work per week. Grades 10-PG; Grade 9 students may be considered based on teacher recommendation.

## **Ceramics and Sculpture**

This course introduces students to three-dimensional design and creative thinking in ceramics. Students gain familiarity with ceramic materials and processes and 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 150 is needed per semester to cover the purchase of materials. The class meets for four hours each week and at least two additional hours of independent studio work are required. Although the course is taught as a full credit, two-semester sequence, students with sufficient skills can enroll in either the fall or spring semester for half credit. Grades 9-PG

## **Drawing and Painting**

This course introduces beginning students to art fundamentals. No prior background in art is required. This skills-based course focuses on learning how to draw and paint from observation. 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 a single semester (Fall or Spring – ½ credit), or for the full year (1 credit). A minimum of an additional two hours of independent studio work is required each week. There is no studio fee, but a CHF 150 course fee covers the purchase of watercolor, acrylic and oil-painting sets, sable brushes, canvas and hardback sketchbooks specifically created for this course. Although the course is taught as a full credit, two-semester sequence, students with sufficient skills can enroll in either the fall or spring semester for half credit. Further details are available on application to the Department Chair. Grades 9-PG

## **Photography**

This course introduces students to the basics of digital photography, covering the entire process from capturing images to output for print and web. As students begin to understand the digital workflow, they are expected to collect their own images, make connections between their images and their thematic goals, and create photographs and photographic illustrations. Images are manipulated using Adobe Photoshop and other software on Apple computers in the Photography Lab, or on a device brought by the student and approved by the teacher. All students finish the course with a portfolio of 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 is needed per semester for photo-paper, inks, and other supplies. Grades 9-PG

Requirements: This course is highly recommended for students thinking of taking the AP Art & Design (Photography) or IB Visual Arts courses.

Materials: Students taking photography courses are expected to bring a Mac or Windows laptop with sufficient capability to run the industry standard Adobe Suite of programs (software provided by TASIS). Please see the [recommended system requirements for Adobe Photoshop](#) to ensure your laptop will work.

## **Honors Drawing and Painting**

This course builds on the experiences of the Drawing and Painting elective. It introduces students to more substantial assignments and looks towards developing an imaginative approach to painting and drawing as well reinforcing and extending observation skills. An appropriate level of art and design skills is required, for example the successful completion of the Drawing and Painting elective. Students are expected to have a more independent approach to studio work. Students work with a variety of subject matter, including still life, landscape, architectural spaces and buildings, and portraiture. In addition, there is an emphasis on studying the work of other artists and the opportunity to explore ideas in a more imaginative and expressive manner. The course continues to use traditional materials and techniques and in addition introduces more experimental and contemporary art making techniques and materials. The class meets four times a week for the full year and a minimum of two additional hours of independent studio work is required each week. There is no studio fee, but CHF 150 is needed per semester to cover the purchase of watercolor, acrylic and

oil-painting sets, and hardback sketchbooks specifically created for this course. The course is taught as a full credit, two-semester sequence. Grades 10-PG

Prerequisite: Successful completion of Drawing and Painting or recommendation of the teacher

## **Honors Photography**

(offered with sufficient enrollment)

This wide-ranging but challenging course concentrates on improving photography skills, digital art techniques, and advanced image manipulation. Students explore a wide variety of photography techniques, from black and white film and pinhole cameras to advanced Photoshop manipulations and digital capture experiments. All students finish the course with a portfolio of images. Students should be willing to work with Apple computers and are required to work an additional 1-2 hours weekly outside of class. There is no lab fee, but approximately CHF 150 is needed per semester for photo-paper, inks, and other supplies. Grades 10-PG

Prerequisites: Successful completion of Photography or recommendation of the teacher. This course is recommended for admission to AP 2-D Art & Design or IB Visual Arts

Materials: Students taking photography courses are expected to bring a Mac or Windows laptop with sufficient capability to run the industry standard Adobe Suite of programs (software provided by TASIS). Please see the [recommended system requirements for Adobe Photoshop](#) to ensure your laptop will work.

## **AP Art and Design**

AP Art and Design includes two different courses: **AP Drawing** for drawing and painting students, and **AP 2-D Art and Design** for photography students. Each of these options is an intensive one-year course for advanced students with experience in art-making and independent study. Each option shares the same core syllabus requirements.

Students create two portfolios:

- Sustained Investigation: Students submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision.
- Selected Works: students submit works of art and design and writing to demonstrate skillful synthesis of materials, processes, and ideas.

As a result of this assessment regime, each course is focused on in-depth, inquiry-based studio art and design making; on skillful synthesis of materials, processes, and ideas; and on articulating information about their work. A rigorous studio work schedule ensures students are able to grow rapidly and to gain experience in pursuing projects from start to finish.

There is no studio fee for these courses, but approximately CHF 150 is needed per semester for photo paper, ink, and other supplies for Photography, and CHF 150 to cover the purchase

of an art pack specifically created for drawing and painting students at this level. Grades 10-PG

Prerequisite: Evidence of appropriate level of art and design portfolio (for example, successful completion of the Photography elective or an art and design elective equivalent), and in consultation with the instructor.

Materials: Students taking photography courses are expected to bring a Mac or Windows laptop with sufficient capability to run the industry standard Adobe Suite of programs (software provided by TASIS). Please see the [recommended system requirements for Adobe Photoshop](#) to ensure your laptop will work.

## **IB Visual Arts**

IB Visual Arts is a demanding, two-year course of study in which students create a body of work that demonstrates a solid understanding of the vocabulary of the artist, photographer, or designer. In the Visual Arts Journal, students read, write, think, and question what they do as artists, or designers, showing evidence of systematic research and investigation. Art appreciation and history are essential components of these programs. Students visit art galleries and museums, take part in workshops, and listen to lectures by visiting artists and designers. Students produce a comparative study research paper, examining the works of at least two artists, techniques for art making, and theories behind the work, that constitutes 20% of their final IB mark. Students work in a range of media and can also explore various processes, techniques and types of expression in a variety of ways, creating studio work which accounts for 40% of their final mark.

In IB Visual Arts (Year 2) students become more self-directed as they 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 four hours per week to independent study and are encouraged to use the studio facilities outside scheduled studio hours.

Both the Higher Level (HL) and the Standard Level (SL) are two-year long commitments which require a combination of Studio Work and a Process Portfolio. For HL and SL, the work is assessed at 40% studio work in the form of a personal exhibition with a written description of choices made, and 40% process from the Visual Arts Journal. The Comparative Study research paper is assessed for the remaining 20%.

Students will be charged CHF 150 for basic materials annually. In addition, students may incur additional charges if a chosen theme or area of enquiry requires atypical materials or resources; for example foundry work or outsourced specialized printing. Written parental consent is required by TASIS before any commitment to such work commences. All IB Visual Arts (Year 2) courses meet four days per week, in addition to a minimum of four hours per week of independent study.

Requirements for Year 1: Grade 11

Requirements for Year 2: Grade 12. Successful completion of Year 1 IB Visual Arts (Year 1)

Materials: Students taking photography courses are expected to bring a Mac or Windows laptop with sufficient capability to run the industry standard Adobe Suite of programs (software provided by TASIS). Please see the [recommended system requirements for Adobe Photoshop](#) to ensure your laptop will work.

# HEALTH & PHYSICAL EDUCATION

## **Graduation requirements:**

All students in Grades 9 and 10 are required to take and earn credit in Health and Physical Education.

**Note:** In Grades 9 and 10, students combine health studies and physical education for a half-credit of Health and Physical Education. These courses meet twice a week as a required course.

*The TASIS Health and Physical Education curriculum provides opportunities for students to enhance and exhibit attitudes and values that promote and develop a lifelong love of physical, emotional, mental, and social health. These courses support the TASIS philosophy that a strong school takes care of all aspects of a student's well-being, including social and physical development of each person.*

## **Grade 9 Health and Physical Education**

Students broaden their knowledge of factors that shape their personal identity and the health and wellbeing of themselves and others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behavior and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions, and manage conflict.

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of specialized movement skills. They explore ways to evaluate their own and others' performances through analysis of skills and movement patterns using basic biomechanical concepts. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximize success. Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behavior across a range of movement contexts.

## **Grade 10 Health and Physical Education**

Students explain the impact of social and cultural influences on personal identity, health, safety, and wellbeing, including stereotypes and gender, diversity, and cultural differences. They analyze media messages about health, and propose and evaluate interventions to improve individual and community health and wellbeing. Students evaluate the impact of emotional responses on relationships and apply skills and strategies to promote respectful relationships, such as taking action to address disrespect or other inappropriate behavior.

Students select, use, and evaluate individual movement skills and sequences and implement tactics appropriate to the physical activity context based on the outcome of previous



performances. They apply appropriate technique while performing skills that increase in complexity. Students describe movement in relation to physical activity and improving performance. Students self-assess their own and others' physical styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating, or officiating roles. Students demonstrate ethical behavior in competitive contexts and apply skills and strategies to improve team performance.

# HIGH SCHOOL SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>A</b> 8:00 - 8:45	<b>B</b> 8:00 - 9:00	<b>G</b> 8:00 - 9:00	<b>E</b> 8:00 - 9:00	<b>C</b> 8:00 - 9:00
<b>B</b> 8:50 - 9:35	<b>A</b> 9:05 - 10:05	<b>H</b> 9:05 - 10:05	<b>F</b> 9:05 - 10:05	<b>D</b> 9:05 - 10:05
<b>C</b> 9:40 - 10:25	<b>C</b> 10:10 - 11:10	<b>A</b> 10:10 - 11:10	<b>G</b> 10:10 - 11:10	<b>E</b> 10:10 - 11:10
<b>D</b> 10:30 - 11:15				
<b>ADVISOR/ASSEMBLY</b> 11:20 - 11:50	<b>OFFICE HOURS</b> 11:15 - 11:40	<b>SERVICE LEARNING</b> 11:15 - 11:40	<b>OFFICE HOURS</b> 11:15 - 11:40	<b>ADVISOR/ASSEMBLY</b> 11:15 - 11:40
<b>E1</b> 11:55 - 12:40	<b>D1</b> 11:45 - 12:45	<b>B1</b> 11:45 - 12:45	<b>H1</b> 11:45 - 12:45	<b>F1</b> 11:45 - 12:45
<b>E2</b> 12:45 - 13:30	<b>D2</b> 12:50 - 13:50	<b>B2</b> 12:50 - 13:50	<b>H2</b> 12:50 - 13:50	<b>F2</b> 12:50 - 13:50
<b>F</b> 13:35 - 14:20	<b>E</b> 13:55 - 14:55	<b>C</b> 13:55 - 14:55	<b>A</b> 13:55 - 14:55	<b>H</b> 13:55 - 14:55
<b>G</b> 14:25 - 15:10	<b>F</b> 15:00 - 16:00	<b>D</b> 15:00 - 16:00	<b>B</b> 15:00 - 16:00	<b>G</b> 15:00 - 16:00
<b>H</b> 15:15 - 16:00				
16:15 Sports & Activities	16:15 Sports & Activities	Meetings For Faculty	16:15 Sports & Activities	

**Dinner**  
Monday–Thursday 17:45–19:00  
Friday–Sunday 17:45–18:45

<b>Boarding Schedule</b>			
<b>Dorm Check-in</b>	<b>Study Hall</b>		
Sunday	19:30	Grade 9	19:50-21:15
Monday-Thursday	19:40	Grade 10 - PG	20:00-22:00
<b>Lights Out</b>			
Sunday - Thursday			
	Grade 9		22:15
	Grade 10		22:30
	Grades 11 - PG		23:00