



2025–2026

HIGH SCHOOL
COURSE OFFERINGS

GRADES 9-12 AND POSTGRADUATES

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 December 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 consider 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.

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 need.

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 TASIS. 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*, Bradbury; *Julius Caesar*, Shakespeare; *Lord of the Flies*, Golding; *To Kill a Mockingbird*, 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 the 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*, 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*; Camus; *Macbeth*, Shakespeare; selected lyric poems from around the world

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

Honors World Literature

This course offers exceptional literature students the opportunity to engage with intricate poems, plays, epics, and essays while receiving comprehensive instruction in writing and textual analysis. Students explore lyric poems, epic poems, drama, and novels spanning diverse geographical and temporal contexts to enhance their comprehension of ideas and forms that characterize renowned literary works. Additionally, students refine their proficiency in grammatical structures, expand their vocabulary, and cultivate skills in critical and creative prose writing. The culmination of the course involves a substantial essay, enabling students to attain a deep understanding of the writing process. Grade 10

Texts: *Inferno* by Dante Alighieri; *Macbeth*, *King Lear*, *Antony and Cleopatra*, or *The Merchant of Venice* by Shakespeare; works by Tolstoy, von Goethe, or Dostoevsky; and selected lyric poems from around the world

Prerequisite: Successful completion of Honors Introduction to Literature or recommendation of Grade 9 English 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*, Fitzgerald; *The Narrative of the Life of Frederick Douglass*, Douglass, *The Things They Carried*, 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 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*, Shakespeare; *Northanger Abbey*, Austen; *Never Let Me Go*, Ishiguro; *Frankenstein*, Mary Shelley; *Nineteen Eighty-Four*, 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 strongly relies on early American nonfiction texts and reinforces the study of American history. Students examine a variety of essays, letters, and speeches from various authors while practicing analyzing and writing about the rhetorical situation of the texts. AP students prepare for the exam by completing Unit Progress Checks on AP Classroom, regularly and frequently writing timed, in-class essays that model AP prompts and prepare them for the May examination. All students prepare for, and are expected to take, the AP English Language and Composition examination in May. Grades 11–PG

Texts: *The Norton Anthology of American Literature, Shorter Ninth Edition, Vol. 1*; *Educated*, Westover; *Born a Crime*, Noah, and various American political speeches and essays

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 Age of Innocence*, Edith Wharton; *Art*, Reza; *Translations*, Friel; *The Namesake*, Lahari; *Hamlet*, Shakespeare; *Pride and Prejudice*, Austen. Students also read a variety of 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*, Shakespeare; *The Island of Dr. Moreau*, Wells; *Henry IV*, Pirandello

Prerequisites: 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*, Ibsen; the poetry of 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. By examining various literary forms and textual types 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 English A exams by helping students develop a variety of linguistic skills. The required tasks, including comparative essays and commentaries, editorials, and analytical summaries, aim to help students improve their writing proficiency. Students also improve their rhetorical skills through oral presentations as well as through participation in debates and Harkness discussions.

Grade 11 Anchor Texts: larger texts include *Watchmen*; *Antigone*, Sophocles; *Kindred*, Butler; *Othello*, Shakespeare; selected poetry. Larger non-literary texts include films such as *The Grave of the Fireflies*. In addition, students study a variety of non-literary text types including letters, opinion columns, speeches, magazine covers, websites, and infographics.

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 assessments. All Year 2 students record and submit their Individual Oral exam, and HL students complete and submit their HL Essay. Both HL and SL students continue to study a range of literary and non-literary texts in preparation for their Paper 2 exam, a comparative literary analysis essay, and their Paper 1 exam, an analysis of a previously unseen non-literary text. By examining a variety of literary forms and textual types 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 English A exams by helping students develop a variety of linguistic skills. The required tasks, including comparative essays and commentaries, editorials, and analytical summaries, aim to help students improve their writing proficiency. Students also improve their rhetorical skills through oral presentations as well as through participation in debates and Harkness discussions.

Larger literary texts: *The Metamorphosis*, Kafka; *Chronicle of a Death Foretold*, Márquez; a selection of poetry. Larger non-literary texts include films such as *The Power of One*. In addition, students study a variety of non-literary text types 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 (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 Albanian, Bulgarian, Chinese, Danish, French, German, Polish, Romanian, Spanish, and Turkish. SSST students enrolled in both Year 1 and 2 of the IB meet with the TASIS 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 TASIS 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

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

Prerequisite: Native-level proficiency in the Russian language

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Graduation requirements:

Four years of English or English as an Additional Language courses are required for graduation. Each student must pass an English or EAL course each year in order to advance to the next grade level. All Grade 12 students are required to pass either a Grade 12 English course offered by the English Department or IB English B HL (Year 2, for 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, in addition to oral fluency in English, competency in academic writing across the high school curriculum. Successful completion of the EAL/English requirements will lead to readiness 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 science and history 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 HS Academic Office.

English Grammar & Composition 1

This two-credit course is for students who have had at least two years of English language instruction or the equivalent and have 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*; 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 an 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 two to three 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 as well as vocabulary expansion. Continued emphasis on listening and speaking helps students develop greater comprehension of spoken English and oral 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 three to four 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 is designed for Grade 11 English language learners who have had four to five years of English language instruction or the equivalent. It aims to further develop students' academic reading and writing skills in preparation for work in higher-level courses and university study. Key grammar structures covered include the parts of speech, verb tenses, noun clauses, adjective clauses, adverb clauses, discourse connectors, the passive voice, and conditionals. Students will review and practice the basic skills of paragraph and essay organization. In addition to reading and writing, students will enhance their listening and speaking skills through Socratic seminar discussions, class debates, and oral

presentations. By engaging with a variety of authentic texts, students will learn to analyze and appreciate various works of American literature while expanding their vocabulary base as well as their understanding of literary terminology.

Texts may include: *Focus on Grammar, Advanced*; selected short stories by American writers; *The Catcher in the Rye*, Salinger; *A Raisin in the Sun*, Hansberry; *The Great Gatsby*, Fitzgerald; and selected poems by Dickinson, Bishop, Hughes, 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 English language learners who have had four to five years of English language instruction or the equivalent. It aims to further develop students' academic reading and writing skills in preparation for work at the university level. Key grammar structures covered include the parts of speech, verb tenses, noun clauses, adjective clauses, adverb clauses, discourse connectors, the passive voice, and conditionals. Students will review and practice the basic skills of paragraph and essay organization. In addition to reading and writing, students will enhance their listening and speaking skills through Socratic seminar discussions, class debates, and oral presentations. By engaging with a variety of authentic texts, students will learn to analyze and appreciate various works of American literature while expanding their vocabulary base as well as their understanding of literary terminology.

Texts may include: *Focus on Grammar, Advanced*; selected Gothic short stories by British writers; *Never Let Me Go*, Ishiguro; *Pygmalion*, Shaw; *Home Fire*, Shamsie; and 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 Grade 11 IB 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.

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 Grade 12 IB 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.

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

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

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 da un libro di testo.

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

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 background. 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 two years to cover three 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); *Les Trois Mousquetaires*, 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 department-approved examination

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); *Notre dame de Paris*, Hugo; *Bonjour tristesse*, Sagan

German 3: *Mosaik 3* (Vista Higher Learning); selected readings

Italian 3: *Nuovo Progetto Italiano 2* (Edilingua, Pan); selected readings / *Un Nuovo Giorno in Italia B1* (Bonacci Editore) / "Risollevarsi" reader, 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 department-approved examination

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 examination in May.

Texts:

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

Italian 4: *Nuovo Progetto Italiano 3* (Edilingua, Pan); www.philpoteducation.com; 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*, Rabisch; *Der Besuch der alten Dame*, Dürrenmatt

Spanish 4: *IB Spanish B* (Kognity); *Complete Spanish Grammar* (McGraw Hill); *Diploma superior de español* (Edelsa); selected readings.

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 department-approved examination

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 department-approved examination

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 department-approved examination

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 department-approved examination

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 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. The course satisfies the Senior Humanities requirement for graduation.
Grades 12–PG

Texts: *Gardner's Art Through the Ages* (Harcourt)

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: 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 10–11

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

Prerequisite: 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 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: 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: *Western Civilization* (Cengage Learning)

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 higher in a history class in the preceding year, and that teacher's recommendation.

AP United States History

This seminar course 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. All students prepare for, and are expected to take the AP United States History examination in May. 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 higher in Modern History or a B- or higher 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 higher in a history class in the preceding year, and receive that history teacher's recommendation.

Note: This course runs every other year. It will 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 2026–27.

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. All students prepare for, and are expected to take, the AP Psychology examination in May. 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. 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. All students prepare for, and are expected to take, the IB Art History exam in May. 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 11–12

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 higher 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. This course has been designed around the standard Grade 9 science curriculum with sections in biology, chemistry, and physics, 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 encourages students to be engaged in lessons and supports students along their pathway to learning more English. 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)

Prerequisite: Concurrent enrollment with English Grammar & Composition 1 or English Grammar & Composition 2

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 students with a wide-ranging study of topics in chemistry that 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 IB Biology HL and IB ESS HL. 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 focuses on 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. This course is a prerequisite for students wishing to take IB Physics SL/HL or AP Physics 1.
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*

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 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 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. Students prepare for, and are expected to take, the AP Physics C examination in May.

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 Higher-Level (HL) course for IB Diploma or certificate students enrolled. 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 Four 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 Higher-Level (HL) course for IB Diploma or certificate students, and also includes extensive laboratory and practical work. Students complete the remaining core topics from the IB HL syllabus: 4 (ecology), 6 (human physiology), 8 (metabolism, cell respiration and photosynthesis), 9 (plant biology), and 11 (animal physiology).

They also study Option D (Further Human Physiology). During fall of Year Two, students complete the experimental work for their Individual Investigation, which is submitted to the IB in spring of Year Two. 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 the IB diploma or certificate. The content is organized with two main themes, Structure and Reactivity. These incorporate: models of the particulate nature of matter (atomic structure, electron configuration, moles, and gases), models of bonding and structure (ionic, covalent and metallic bonding), reactivity, what drives chemical reactions (energetics and entropy), and how much and how fast (mole calculations and equilibrium). 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); *Cambridge for the IB Diploma* workbook

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

IB Chemistry SL/HL (Year 2)

This is the second year of a two-year course for students taking the IB course or certificate. The content continues with the themes of Structure and Reactivity, covering: further energetics, rates of reaction, redox reactions, models to materials, acid base and organic chemistry, including mechanisms. In addition, the externally assessed practical investigation is completed. Grade 12

Texts: *IB DP Chemistry (HL/SL)*, Kognity, *Cambridge for the IB Diploma* workbook

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 course for students taking 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 One 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*, Rutherford and Williams (Oxford); *IB DP Environmental systems and societies* (Kognity)

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

This is the second year of a two-year course for students taking the IB course or certificate. Year Two 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 One, 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*, Rutherford and Williams (Oxford); *IB DP Environmental systems 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 the IB diploma or certificate. This course is structured across five themes: Space, Time and Motion, The Particulate Nature of Matter, Wave Behaviour, Fields, and Nuclear Physics. In the first year students will study linear and rotational kinematics, thermal energy transfers in solids, liquids and gases, harmonic motion, wave behaviour, and gravitational fields. A strong emphasis is placed on the thorough understanding of fundamental knowledge which is then applied to conceptual understanding, laboratory skills and detailed analysis of primary research.

Texts: *Physics for the IB Diploma*, Third Edition, Allum (Hodder Education); *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 a two-year course for students taking the IB Diploma or certificate. In Year Two students continue to study across the five themes: Space, Time and Motion, The Particulate Nature of Matter, Wave Behaviour, Fields, and Nuclear Physics. The topics include the nature and power of the atom, stellar processes, quantum mechanics, the behaviour of

mass and charge in fields, electricity, and relativity. In addition, students will complete a mandatory independent research investigation on a subject of their choice which contributes 20% to their final assessed grade.

Texts: *Physics for the IB Diploma*, Third Edition, Allum (Hodder Education); *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.

Math Placement Test: Students entering TASIS are all required to take a math placement test to confirm their math level. TASIS follows an integrated math approach and the placement test confirms the level where students can be appropriately challenged and supported. Returning TASIS students who are motivated to change levels, and who have completed an appropriate summer course, are able to take the TASIS department-approved math examination in August to determine if their ability has progressed enough to change their original level placement.

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 one of these calculators from the School for CHF 150.

Mathematics 1 Core

This is the first year 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 includes concepts in number theory, such as fractions, powers, percentages, and ratios, as well as many algebraic topics, including expressions, equations, factorization, and inequalities. The course also includes geometric concepts, focusing on angles, polygons, graphs, and Pythagoras' Theorem. Grade 9

Text: *Mathematics Core (0607)* (Haese and Harris)

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

Mathematics 2 Core

This is the second year 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 includes topics such as systems of equations, measurement, elementary coordinate geometry and trigonometry, discrete and continuous data sets and sequences. Grade 10

Text: *Mathematics Core (0607)* (Haese and Harris)

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

Mathematics 3 Core

This is the first year in a two-year sequence and is designed to be a non-IB version of IB Mathematics Applications & Interpretations (Year 1). This curriculum explores topics such as number theory, surds, exponents, algebraic equations, graphing, quadratic equations, sequences, and problem-solving. It also emphasizes topics in geometry and measurement, covering properties of shapes, surface areas, capacities, and trigonometry for both right-angled and non-right-angled triangles. Additionally, it includes data analysis and probability topics. Successful completion of this course satisfies the minimum TASIS graduation requirement in mathematics. Grade 11

Text: *Mathematics Core Topics SL 1* (Haese and Harris)

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

Mathematics 4 Core

This is the second year in a two-year sequence and is designed to be a non-IB version of IB Mathematics Applications & Interpretations (Year 2). This course contains topics drawn from the following areas: algebra, significant figures introduction to functions (including quadratic and exponential functions, probability, and statistics using the normal distribution, as well as elements of differential calculus, if time permits. Students also complete a project using statistical techniques studied earlier in the course. Grades 12–PG

Text: *Mathematics Applications and Interpretations SL 2* (Haese and Harris)

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

Mathematics 1 Extended

This is the first year in a two-year sequence. It is designed for strong math students who seek to develop a solid foundation of standard mathematical skills and strategies for open-ended problem solving leading 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. Mathematics 1 Extended covers a variety of topics, including exponents, factoring, equations, inequalities, formulae, sets and Venn diagrams, surds, Pythagoras' theorem, 2D and 3D geometry, percentage calculations, and linear equations. This sequence follows the IGCSE Extended curriculum. Grade 9

Text: *International Mathematics (0607) Extended* (Haese and Harris)

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

Mathematics 2 Extended

This is the second year in a two-year sequence. It is designed for strong math students who seek to develop a solid foundation of standard mathematical skills and strategies for open-ended problem solving leading to advanced work in Grades 11 and 12. Mathematical modeling and the use of graphic display calculators are integral to the work in this course. Students will explore a variety of functions both algebraically and graphically including polynomial, logarithmic, and exponential functions. The curriculum also includes trigonometry for both right-angled and non-right-angled triangles, an introduction to the unit circle, similarity of figures, one and two variable statistics, and basic probability. This sequence follows the IGCSE Extended curriculum. Grades 9–10

Text: *International Mathematics (0607) Extended* (Haese and Harris)

Prerequisite: Successful completion of Mathematics 1 Extended or an equivalent level mathematics course with a grade of C- or higher. Students who earn a grade of A in Mathematics 1 Core and have the recommendation of their math teacher may also enroll.

Honors Mathematics 1

This course covers topics that are typically covered in Mathematics 2 Extended and is designed for our strongest Grade 9 math students. Topics include linear functions, quadratic equations and functions, geometric transformations, algebraic fractions, sequences and series, logarithms, exponential functions, advanced trigonometry, and polynomial functions and their graphs. Probability and vectors are also discussed. Grade 9.

Text: *International Mathematics (0607) Extended* (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 an exploration of the topics typically needed for the study of differential and integral calculus. Some topics include the properties of polynomial functions and their graphs, unit circle trigonometry, and logarithmic and exponential functions. Additional topics selected from elementary statistics and probability and other areas are included. 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, such as Algebra 2. Students who earn an A- or higher in Mathematics 2 Core are eligible to take this course with math teacher recommendation.

AP Precalculus

This course focuses on functions modeling dynamic phenomena. This approach is designed to better prepare students for college-level calculus and to provide a foundation for other mathematics and science courses. Students acquire and apply mathematical skills to model real-world situations and solve application problems. 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. Students prepare for, and are expected to take, the AP Precalculus examination in May. Grades 10–PG

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

Prerequisites: Successful completion of Honors Mathematics 1 with a grade of C- or higher, or Mathematics 2 Extended with a grade of B- or higher or an equivalent level mathematics course, and math teacher recommendation.

Calculus

This course is an introduction to differential and integral calculus. The curriculum covers differentiation and integration of a wide range of functions together with applications of the theory. 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 equips students with essential computational thinking and problem-solving skills, providing a strong foundation in programming (Python), data representation, computer systems, and networks. Students will learn to design, write, and test programs, understand the principles of algorithms, and explore the ethical and environmental impact of technology. The curriculum emphasizes practical application alongside theoretical knowledge, preparing students for further study in computer science.

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

AP Computer Science Principles

AP Computer Science Principles course is designed to introduce students to the foundational concepts of computer science. The course emphasizes creativity, problem-solving, and the

real-world applications of computing. By the end of the course, students will gain a broad understanding of the impact of computing on society and develop essential programming skills. Students prepare for, and are expected to take, the AP examination in May. Grades 10-PG.

Prerequisites: All students planning to enroll in this course must have successfully completed TESIS Computer Science 2 or an equivalent level computer science course such as the IGCSE, or successfully complete a placement exercise. higher. Successful completion of TESIS Computer Science 1 or 2, or teacher 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, and critically analyze and draw appropriate conclusions about data. Students prepare for, and are expected to take, the AP Statistics examination in May. Grades 11–PG

Text: *The Practice of Statistics, 6th edition*, Starnes and Tabor (Bedford, Freeman, & Worth)

Prerequisites: Successful completion of English Grammar, Composition, & Literature with a grade of C- or higher. Successful completion of AP Precalculus with a grade of C or higher, or PreCalculus with a B+ or higher or an equivalent math course and a math teacher recommendation.

AP Calculus AB

This course covers differential and integral calculus and an advanced analysis of functions and other curves. Using derivatives to describe rates of change of one variable with respect to another or using definite integrals to describe the net change in one variable over an interval of another allows students to understand change in a variety of contexts. A wide variety of differentiation and integration techniques allow students to model and analyze real world applications such as particle motion, optimization, and related rates. Students prepare for, and are expected to take, the AP Calculus AB examination in May. Grades 11–PG

Text: *Calculus: Metric Version*, by Larsen and Edwards (11th Edition; Cengage Learning)

Prerequisites: Successful completion of English Grammar and Composition 2 with a grade of C or higher. Successful completion of AP Precalculus with a grade of C or higher or an equivalent level mathematics course, and receive a math teacher recommendation.

AP Calculus BC (with Multivariable Calculus)

This course covers logistic models with differential equations, arc length, parametric equations, polar coordinates, vector-valued functions, and infinite sequences and series. These topics are a natural extension of the topics developed in the AB course. In particular, the work in infinite series 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. This course also covers certain topics covered in a Calculus 2 college level course and reviews the material covered in the AB course. Students prepare for, and are expected to take, the AP Calculus BC examination in May. Grades 11–PG

Text: *Calculus: Metric Version*, by Larsen and Edwards (11th Edition; Cengage Learning)

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. Topics covered include number theory and algebra, functions, geometry and trigonometry, statistics and probability, and calculus. The HL course contains mathematics at the level of Analysis and Approaches HL and is designed for the strongest math students. Grades 11–12

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

Prerequisite for SL: Successful completion of Mathematics 2 Extended or an equivalent level mathematics course. Students who earn a grade of A- or higher in Mathematics 2 Core and have the recommendation of their math teacher may also enroll.

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 C+ or higher

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 intended for very capable students who enjoy the thrill of mathematical problem solving. 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 with a grade of B- or higher, or successful completion of 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 C+ or higher

PERFORMING ARTS

Graduation requirements:

One credit in Performing Arts or Visual Arts.

This may be accomplished by taking either one full-credit class 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. Grades 9–PG

Prerequisite: It is advantageous for students to already play an instrument or sing, and have a basic understanding of music theory prior to starting the course, but it is not required.

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. Grades 10–PG

Prerequisite: Successful completion of Music 1 or department-approved examination in Music theory, composition, and performance

Performing Arts

This 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 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 Spring 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

This 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.

Prerequisite: Successful completion of Honors Music or department-approved examination in basic music theory and teacher recommendation. A basic knowledge of music theory is required to join this course and playing an instrument/ voice is beneficial.

VISUAL ARTS

Graduation requirements:

One credit in Performing Arts or Visual Arts.

This may be accomplished by taking either one full-credit class 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 modern architecture beginning in the 19th Century. Students do studio work and study theory and architectural history to identify stylistic, constructional, and cultural influences and traditions that have generated great buildings throughout the ages and continue to shape contemporary architecture today. Students should be able to execute basic architectural drawings (plan, elevation and sections) by the end of the course, as well as execute a three-dimensional model in cardboard, foam board and 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. 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 2D Art & Design (Photography) or IB Visual Arts courses.

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 visual art teacher

Honors Photography

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

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 the relevant visual art teacher.

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. To this end, and where possible, the visual art department provides IB Visual Art students with individual work spaces.

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)

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 the social and physical development of each person.

Grade 9 Health and Physical Education

Health: Students deepen their understanding of the factors that influence personal identity and the health and well-being of themselves and others. They enhance their ability to make informed decisions by considering how external influences affect their behavior and capacity to maintain a healthy lifestyle. The curriculum also focuses on building knowledge, skills, and understanding around respectful relationships, emphasizing positive interactions and effective conflict management. Throughout the year, students will explore topics including factors that shape identity, respectful relationships, nutrition and healthy eating, first aid, digital footprint, external influences, and mental health. (Note: health topics subject to change.)

Physical Education: Students focus on developing speed, accuracy, and efficiency in various movement environments, enhancing specialized movement skills and evaluating and improving their own and others' performance. They build on prior knowledge to refine strategies, tactics, and skills that maximize success in diverse physical activities. Opportunities are provided to strengthen leadership, teamwork, and ethical behavior across a range of movement contexts. Throughout the year, students will engage in sports such as fitness, volleyball, table tennis, basketball, badminton, gymnastics, handball, and hockey. (Note: sports subject to change.)

Grade 10 Health and Physical Education

Health: Throughout the year, students will engage with key health topics, including factors that shape identity, respectful relationships, nutrition and healthy eating, first aid, digital footprints, and the impact of external influences on health decisions. They will also delve into mental health and novice driver safety. By applying skills and strategies to manage risks and

external pressures, students will make informed decisions that support their own health and wellbeing, as well as contribute positively to their communities.

Physical Education: Students develop and refine movement skills and sequences, implementing tactics tailored to various physical activity contexts while drawing on insights from previous performances to evaluate and enhance their approaches. Emphasis is placed on mastering increasingly complex techniques, transferring learned skills to new activities, and analyzing the effects of effort, space, and time on performance outcomes. Through self-assessment and peer evaluation, students apply problem-solving strategies to foster motivation, teamwork, and effective participation. Opportunities to take on leadership roles such as coaching, coordinating, and officiating empower students to directly influence outcomes, while ethical behavior and fair play are emphasized in competitive contexts to enhance team dynamics and success. Students will explore these concepts through sports (subject to change) such as fitness, volleyball, table tennis, basketball, badminton, gymnastics, handball, hockey, and futsal, gaining the skills, strategies, and ethical grounding necessary for both personal and team success.

HIGH SCHOOL SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A 8:00 - 8:45	B 8:00 - 9:00	G 8:00 - 9:00	E 8:00 - 9:00	C 8:00 - 9:00
B 8:50 - 9:35	A 9:05 - 10:05	H 9:05 - 10:05	F 9:05 - 10:05	D 9:05 - 10:05
C 9:40 - 10:25	C 10:10 - 11:10	A 10:10 - 11:10	G 10:10 - 11:10	E 10:10 - 11:10
D 10:30 - 11:15				
ADVISOR/ASSEMBLY 11:20 - 11:50	OFFICE HOURS 11:15 - 11:40	SERVICE LEARNING 11:15 - 11:40	OFFICE HOURS 11:15 - 11:40	ADVISOR/ASSEMBLY 11:15 - 11:40
E1 11:55 - 12:40	D1 11:45 - 12:45	B1 11:45 - 12:45	H1 11:45 - 12:45	F1 11:45 - 12:45
E2 12:45 - 13:30	D2 12:50 - 13:50	B2 12:50 - 13:50	H2 12:50 - 13:50	F2 12:50 - 13:50
F 13:35 - 14:20	E 13:55 - 14:55	C 13:55 - 14:55	A 13:55 - 14:55	H 13:55 - 14:55
G 14:25 - 15:10	F 15:00 - 16:00	D 15:00 - 16:00	B 15:00 - 16:00	G 15:00 - 16:00
H 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			
Boarding Schedule			
Dorm Check-in	Study Hall		
Sunday	19:30	Grade 9	19:50-21:15
Monday-Thursday	19:40	Grade 10 - PG	20:00-22:00
Lights Out			
Sunday - Thursday			
Grade 9			22:15
Grade 10			22:30
Grades 11 - PG			23:00