



THE AMERICAN SCHOOL FOUNDATION, A.C.®  
*EDUCATING GLOBAL CITIZENS FOR A CHANGING WORLD*

# Course Catalog

## 2011-2012



## Introduction

The American School Foundation, a college preparatory school, strives to help students achieve their potential within a multicultural and multilingual environment. Its curriculum offers a wide variety of courses that range from a comprehensive and challenging academic program (including Advanced Placement and International Baccalaureate courses that may lead to college credit in United States and other international universities) to a balanced program in fine and performing arts. In addition to the program that meets the requirements of U.S. universities, a complete program designed to prepare students for admission to Mexican universities is also offered. There is great diversity within the curriculum.

During the 2002-2003 school year, The American School Foundation was authorized to offer the International Baccalaureate Middle Years Programme (IBMYP). In keeping with the IBMYP educational philosophy, the curriculum in grades 9 and 10 ensures that students receive an education focused on the ideals of international understanding and responsible world citizenship.

The purpose of this catalog is to make the selection of the most appropriate courses easier by explaining the requirements for Upper School graduation and the additional requirements for students enrolled in the Mexican university program. This booklet briefly describes the course offerings and their prerequisites.

***It should be read thoroughly.***

The class counselors urge active participation by parents and students in the process of course selection. To ensure the development of the student's potential and normal progress toward attainment of the Upper School diploma, all students receive individual guidance. Class counselors must approve all course selections. Any questions about the available options should be directed to the Counseling Office.





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## Graduation Requirements

The successful completion of each yearlong course earns one unit of credit; a semester course counts as one half unit. The American School Foundation requires 28 units for graduation. All units must be completed in grades 9 through 12. In addition to the minimum credits, ASF requires 4 years (8 semesters) of Upper School for graduation from ASF. Students take 8 courses per semester. The head of the Upper School, based upon the prior recommendation of the class counselor, must approve any exemptions from the requirements. Within the global requirements, students must meet the following academic requirements in Upper School:

Requirements beginning with the Class of 2012
4 units of English
4 units of Social Studies
4 units of Science
4 units of Mathematics
4 units of Language and/or Literature other than English
½ unit of Technology
½ unit of Health
1 unit of Physical Education
2½ units of Humanities
½ unit Personal Project (as a 10th grader)

### 10th Grade: Personal Project

All 10th grade students are required to complete a Personal Project as a culmination of their experience in the International Baccalaureate's Middle Years Programme (grades 6-10). The project may be done individually or in pairs. The topic of the project is up to the student. Students are encouraged to create projects in their own area of interest. The projects presented in the past have varied from the creation of an instructional video on how to dance hip-hop, to a memorial display for Holocaust victims, to the design of an ecologically sound home. Working closely with a faculty supervisor from August until February, students must plan out goals, objectives, timelines and create a "final product" to be displayed in late January. In addition to the product they display, students are required to write a reflective essay ("Structured Piece of Writing") of up to 4,000 words in which they evaluate their own performance and Approaches to Learning. The grade students receive on the Personal Project is 80% the score they receive on the Structured Piece of Writing and 20% the score they receive on the final project they present at the Personal Project Fair. If a student fails to complete satisfactorily a Personal Project, he/she will be required to attend Saturday School until he/she is finished.



## **FAILURE POLICIES**

**9th Grade Course Failures:** Any student who fails a course semester during 9th grade must retake and pass the class, by the end of the school year for a first semester failure and by July 31<sup>st</sup> of the summer for a second semester failure. Classes may be made up either on campus or on-line, depending on the circumstances, in order to progress to 10th grade. Any student who does not comply with this requirement will not be allowed to register at ASF for 10th grade and will be required to enroll at another school. The student's counselor must assist in arranging for the details of making up the class.

**10th and 11th Grade Course Failures:** Students in 10th or 11th grade who fail a course semester must retake and pass the class, by the end of the school year for a first semester failure and by July 31<sup>st</sup> of the summer for a second semester failure, before moving up to the next grade level. Students who fail to do so may be asked to leave the school and enroll at another institution to continue their studies. The head of Upper School will make the final decisions in these cases.

**12th Grade Course Failures:** Senior students who fail a course semester must meet with the counselor and head of Upper School to determine how the course will be made up. Any student who fails more than one course semester in senior year will not be permitted to take part in the graduation ceremony unless the failures have been rectified.





## Upper School Programs

### HONORS COURSES

Honors courses have been phased out of the Upper School curriculum. Like many schools, ASF wants all students to have access to higher level courses and believes that courses in ninth and tenth grade that are prerequisites for advanced academics should prepare all students who pass those courses the opportunity to elect and be prepared for higher level course options. Having honors level courses in eighth and ninth grade virtually excludes students from these higher level courses by design. For example, the exit standards for English I and II are the same for all students so that those students who excel in English can enter those courses as upperclassmen. The decision about what a student takes as an eleventh or twelfth grader should not need to be decided at the end of eighth grade.

### ADVANCED PLACEMENT (AP) COURSES

Designed as college equivalents covering specific content and skills, AP courses may fulfill freshman requirements in U.S. higher education. Over 1200 institutions offer credit to students who score well on standardized AP tests. In the calculation of grade point average (GPA), extra weight is given to AP courses. ***The AP Exam is required for all students enrolled in AP classes. An additional examination fee of approximately \$117.00 USD must be paid in December.***

To take these classes, students must have an 85% average in the subject area, obtain department approval and consult with their counselor to assure a well-balanced program. Typically, juniors and seniors take AP courses, but sophomores with superior academic records may also enroll if the department approves. Students not enrolled in AP courses may take the exams if they receive approval from their counselor. All AP examinations are administered in May. Visit <http://www.collegeboard.com> for more details.

### The Advanced Placement International Diploma (APID)

As another advanced academic option, ASF presents this program, where students will have the opportunity to experience challenging courses. The Advanced Placement International Diploma (APID) is a credential that offers students the opportunity to demonstrate outstanding academic achievement on AP exams across disciplines. The APID promotes an international outlook, and indicates to colleges and universities that the student has taken the challenge in multiple subject areas and has succeeded in a course of global perspectives.

The APID is an optional certificate available to students studying outside the U.S. and for U.S. students applying to universities outside the country. It does not substitute a high school diploma. It is an additional certification of academic excellence.

In order to obtain an APID, a student must have a grade of 3 or higher on at least five AP exams in the following content areas:

1. Two AP exams in two different languages
2. One AP exam designated as global perspective
3. One exam from the sciences or math
4. One exam from any content area except English and world languages.

ASF plans to offer these AP courses for 2011-2012:

English	English Language & Composition
	English Literature & Composition
Spanish	Spanish Language
	Spanish Literature
French	French Language
Mathematics	Calculus AB
	Calculus BC
Science	Biology
	Chemistry
	Physics C: Mechanics
Social Sciences	Art History
	Government and Politics: Comparative

### INTERNATIONAL BACCALAUREATE DIPLOMA

This is a two-year course of study open to highly motivated students between 16 and 19 years of age. Courses from the six academic areas are studied concurrently, exposing students to the humanities, mathematics and the sciences. Theory of Knowledge (TOK) is at the core of the interdisciplinary program and is taken for three semesters. Due to the difficulty of the courses, IB course grades are weighted towards the student's overall GPA.

In addition to IB Diploma courses, students must undertake original research and write an Extended Essay of 4,000 words. Students are also expected to participate in extracurricular activities distributed equally among the areas of Creativity, Action and Service (CAS) to complete the 150-hour CAS requirement. Moderated internal assessments and external exams are required.

**Two additional fees must be paid for participation in the IB Diploma Programme. The first is an examination fee of approximately \$200.00 USD per course that must be paid directly to the IB. The second is an internal IB fee of \$50.00 USD per certificate course, or \$250.00 USD for full IB Diploma, paid to ASF each year.**

To enroll in the full IB Diploma, students must complete the IB application, maintain a minimum overall GPA of 85%, obtain teachers' recommendations, take examinations, obtain parental permission and have their application approved by a committee.



## THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME AT ASF

**Group 1:**        **English Language A:** Literature HL or SL  
Spanish Language A: Literature HL or SL  
Spanish Language A: Language and Literature HL

**Group 2:**        Spanish Language B HL or SL  
Spanish Language Ab Initio SL  
French B SL  
French B HL

**Group 3:**        History (Twentieth Century) HL  
History of the Americas SL  
Psychology SL  
Economics HL  
*Filosofía* SL (taught in Spanish)

**Group 4:**        Biology HL or SL  
Chemistry HL or SL  
Physics HL or SL  
Environmental Systems and Societies SL

**Group 5:**        Math Studies SL  
Mathematics SL  
Mathematics HL

**Group 6:**        Visual Arts SL/HL (option A or B)

### IB CERTIFICATES

Students may opt to take IB courses as certificates. These courses are taken over a two-year period with the exception of Psychology, Economics SL or *Filosofía*. Students are awarded an IB certificate after the successful completion of the course and external exams. To take IB certificates, student must earn an 85% average in the subject area, obtain departmental approval, take examinations and consult with the counselor to assure a well-balanced program. **Additional fees must be paid per course. See details above under IB Diploma Programme.**

## United States University Program Typical<sup>1</sup> Program Sequence

(A slash “/” indicates a semester course)

### Beginning with the Class of 2012

9th GRADE	10th GRADE	11th GRADE	12th GRADE
English I	English II	English III	2 English Electives – 1 must be a designated British Literature Elective
World History I/ Introduction to Economics	World History II/ World History III	U.S. History	U.S. Government / Survey of Mexican History
Geometry	Algebra II	Precalculus or Studies in Precalculus	Calculus or Probability and Statistics
Biology	Chemistry	Anatomy and Physiology	Physics
Language (Minimum up to Spanish III)	Language	Language	Language
Health/ PE	PE	(Open/Open)	(Open/Open)
Humanities Elective/ Humanities Elective	Humanities Elective/ Humanities Elective	Humanities Elective/ (Open)	(Open/Open)
(Open/Open) or (Open/Technology)	(Open/Open) or (Open/Technology)	(Open/Open)	(Open/Open)
	Personal Project		

\*Anatomy & Physiology may be substituted by an advanced academics course (AP or IB).

<sup>1</sup> Typical is defined as a suggested course of study. When a student enters ASF, study abroad, IEPs and many other circumstances could mean that this sequence could change. NOT ALL COURSES CAN BE OFFERED EVERY SEMESTER OR YEAR. This is intended as a planning guide for parents and students.

## Mexican University Program Typical<sup>2</sup> Class Sequence

(A slash “/” indicates a semester course)

### Beginning with the Class of 2012

9th GRADE	10th GRADE	11th GRADE	12th GRADE
English I	English II	English III	2 English Electives – 1 must be a designated British Literature Elective
World History I/ Introduction to Economics	World History II/ World History III	U.S. History	<i>Derecho</i> / U.S. Government
Geometry	Algebra II	Precalculus or Studies in Precalculus	Calculus/Probability and Statistics
Biology	Chemistry	Anatomy & Physiology	Physics
<i>Taller de Lengua y Literatura</i>	<i>Etimologías</i> /(Open)	<i>Literatura I/ Literatura II</i>	<i>Literatura III/ Literatura IV</i>
<i>Historia de México I</i>	<i>Geografía de México</i>	<i>Historia de México II</i>	<i>Filosofía I/Filosofía II</i>
Health/PE	PE/(Open)	Psychology/(Open)	(Open/Open)
Humanities Elective/ Technology	Humanities Elective/ Humanities Elective	Humanities Elective/ (Open)	(Open/Open)
	Personal Project		

\*Anatomy & Physiology may be substituted by an advanced academics course (AP or IB).

<sup>2</sup> See previous footnote.

## IB Diploma Programme Typical<sup>3</sup> Course Sequence

(A slash “/” indicates a semester course)

### Beginning with the Class of 2012, for both U.S. and Mexican University Programs

NOTE: The Mexican University Program requirements are listed in the 11<sup>th</sup> and 12<sup>th</sup> grade columns on top; the U.S. requirements are listed below.

NOTE: Students who are in the class of 2012 who are admitted to the full IB Diploma Programme may request a waiver for the 3 required units of Humanities. Requests must be made to the counselor at the beginning of the first year of the program and be approved by the head of Upper School.

9th GRADE	10th GRADE	11th GRADE	12th GRADE
English I	English II	IB English	IB English
World History I/ Introduction to Economics	World History II/ World History III	IB History of the Americas (HL) or U.S. History	IB History of the Americas (HL) or IB History SL
Geometry	Algebra II	IB Math	IB Math
Biology	Chemistry	IB Science	IB Science
<i>Taller de Lengua y Literatura</i>	<i>Etimologías</i> /(Open)	IB Spanish	IB Spanish
<i>Historia de México I</i>	<i>Geografía de México</i>	<i>Historia de México II</i> or (Open/Open)	<i>Derecho</i> /TOK or Study Hall/TOK
Health/Technology	PE/(Open)	Theory of Knowledge (TOK)	Psychology/(Open)
Humanities Elective/ Humanities Elective	Humanities Elective/ Humanities Elective	IB Elective	IB Elective or Elective
	Personal Project		

## Special Considerations Regarding 9<sup>th</sup> Grade in All Programs

### 9th Grade: Week of Outdoor Education

All 9th grade students are expected to participate in a week of outdoor education. ASF has a trip for all 9th grade students, run with the organization Outward Bound Mexico, near the Valle de Bravo area in October 2011. The trip is part of the 9th grade curriculum, and as such, parents are not billed for the expense. The purpose of this trip is for students to expand their learning beyond the scope of the traditional classrooms. Parents are not required to send their children on this trip, but we encourage all students to attend, as the trip is an integral "rite of passage" into the Upper School at ASF. If a student does not attend, he/she will be required to complete the equivalent of 4 days of education on campus. The student must submit alternative proposals to the student activities specialist no later than the second week of September 2011. He/she may make up for some of the outdoor education during the week that the 9th graders are away.

<sup>3</sup> See previous footnote.



## Special Considerations Regarding the Mexican and U.S. Programs

### MEXICAN PROGRAM

Being part of the Mexican Program means that you have to fulfill the requirements of the U.S. program and take the additional courses required by the Mexican Secretariat of Public Education (SEP - *Secretaría de Educación Pública*) and the Mexican National Autonomous University (UNAM - *Universidad Nacional Autónoma de México*).

Both the UNAM and the SEP have approved the Mexican University Program. They require successful completion of courses in order to receive an official certificate, indicating fulfillment of The American School's total Mexican program.

Students must have satisfactorily completed all courses required in the Mexican Program for 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade to be accepted in the program. Courses taken in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade will not be accredited in 7<sup>th</sup>, 8<sup>th</sup> or 9<sup>th</sup> grade. All courses failed must be retaken and successfully completed. If a student is a senior, or for some reason is leaving the school, he/she can take an extraordinary exam. Students who have taken extraordinary exams will not be readmitted in the future. Exemptions from these requirements may not be given.

Students who wish to enter the UNAM have to register in the Office of Mexican Programs and pay a fee equal to 4% of the yearly tuition.

Students coming from foreign countries should have their previous studies accredited (*revalidados*) by the SEP in order to qualify for the Mexican University Program. Students coming from countries other than the United States or Canada must bring all transcripts and birth certificate apostilled and translated to Spanish by an official translator.

Any student thinking of studying abroad should meet with his/her counselor, fill out the study abroad application, obtain the approval of the head of Upper School and see the technical director of Mexican Programs to make sure the program of study at the other school is compatible with ASF's program.

### U.S. PROGRAM

A student will receive a U.S. high school diploma upon graduation. If a student withdraws from ASF prior to graduation, he/she will be provided with an official high school transcript. The student will not receive any official documents issued by the SEP or UNAM. Schools in Mexico that are incorporated with SEP or UNAM, as well as schools in most Latin American countries and Spain, will not recognize these studies. Acceptance of the U.S. high school diploma depends upon the criteria established by different countries.

Students who are considering applying to competitive universities should exceed minimum requirements and take the most challenging program they can successfully handle.

Any exemptions from the graduation requirements must be recommended by the counselor and approved by the head of Upper School.

## Upper School Courses by Department

Course descriptions are divided into subject areas: English, Language and Literature, Mathematics, Science, Social Studies, Humanities, Physical Education, Technology and Alternative Education. Each entry gives the course number (first and second semester), title, length (year or semester), prerequisites and a brief outline of content.

### English

#### English Required Courses

*DR = Department Recommendation PT = Placement Test*

Course Title	Course Code	Open to Grades	Prerequisites
English I	101-102	9	
English II	105-106	10	English I
English III	109-110	11	English II
2 Electives – At least 1 must be designated British Literature	151-152	12	English III

#### English Electives

Course Title	Course Code	Open to Grades	Prerequisites
British Literature I: Monsters in our Midst	138	12 only	English III
British Literature II: Nineteenth-Century Women's Literature	1157	12 only	English III
British Literature III: Shakespeare and His Times	125	12 only	English III
British Literature IV: Humor and Satire	111	12 only	English III
British Literature V: Post-Colonial Literature	112	12 only	English III
Reading and Writing Workshop	176-177	9-10	DR/PT; receive elective credit but <b>not English credit</b>
Personal Memoirs	1178	10-12	English I
Introduction to Postmodern Literature and Culture	126	10-12	English I
AP Eng. Lang & Comp.	141-142	10-12	85% GPA/DR
AP Eng. Lit & Comp.	143-144	11-12	85% GPA/DR
Existential Literature	158	10-12	English I
Public Speaking	162	10-12	English I
Creative Writing	197	10-12	English I
Science Fiction Literature	139	10-12	English I

#### IB English

Course Title	Course Code	Open to Grades	Prerequisites
IB English Language A: Literature Standard Level	186-187 188-189	11-12	85% GPA/DR
IB English Language A: Literature Higher Level	182-183 184-185	11-12	85% GPA/DR

## Course Descriptions

The goal of the curriculum is to provide students with a literature-based language arts education emphasizing humanism, cultural literacy and competency in both written and spoken English. To achieve these ends, the curriculum – in required and elective courses – includes critical thinking, reading, writing, speaking and listening components. The sequence, common to many international schools, enables students to transfer credits more easily.

The school requires four years of English for graduation. AP English or IB English substitute the required 11th or 12th grade English courses. Other electives do not replace the core requirements.

### FRESHMAN ENGLISH

<b>101 102</b>	<b>English I</b>	<b>Language and Literature</b>	<b>Year Course</b>
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Freshman English explores storytelling and examines how stories from a variety of genres and a variety of cultures tell truths, even as they lie about the facts. This course develops English language arts skills — reading, writing, listening, speaking and viewing. The course is largely based on the development of expository writing skills as applied to paragraph and essay composition, including a review of grammar, usage, syntax and conventional organization, as well as the writing process. Of equal importance is the development of critical thinking skills, with particular emphasis on the tools of literary analysis as applied to narratives. Works studied include *Catcher in the Rye*, *Great Expectations*, *To Kill a Mockingbird* and *Romeo and Juliet*, complemented by contemporary works selected by the teacher.

### SOPHOMORE ENGLISH

<b>105 106</b>	<b>English II</b> Prerequisite: English I	<b>Language and Literature II</b>	<b>Year Course</b>
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Sophomore English invites students to view the world from a multitude of perspectives – those of migrant workers, autistic children, teenagers growing up in an inhospitable environment and jilted lovers. These are the perspectives of individuals caught between worlds, people who have a foot in two worlds yet don't feel quite at home, or are not completely accepted in either. A study of a balance of established classics and acclaimed contemporary works from a variety of genres provides the skills needed for literary analysis in the upper level courses. Students write frequently, in at least four different modes, with special focus on argument and the persuasive essay, and continue to develop their vocabulary and refine their writing skills. Works studied include *Persepolis*, *Antigone*, *Othello*, *The Curious Incident of the Dog in the Night-Time.*, *Lord of the Flies* and *Of Mice and Men*.

### JUNIOR ENGLISH

<b>109 110</b>	<b>English III</b> Prerequisite: English II	<b>American Literature</b>	<b>Year Course</b>
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This course offers students the opportunity to draw connections between U.S. literature, history and culture through a chronological survey of literary texts. While students continue to review, refine and practice reading, grammatical and writing skills learned in previous courses, they are also required to develop vocabulary and gain a historical understanding of works and movements and to write critically and creatively about them. Students focus on literary analysis and close reading.



## SENIOR ENGLISH ELECTIVES

### British Literature

All seniors take two one-semester English classes; at least one must be a designated British literature elective and the other may be chosen from any of the English elective courses. British literature electives are open only to 12<sup>th</sup> grade students and, upon request, to highly motivated 11<sup>th</sup> graders. If an 11<sup>th</sup> grade student takes a British literature elective, he/she must take another in his/her senior year to fulfill graduation requirements. Major writing assessments include the reflective essay and formal academic writing. Students should note that they must take an elective each semester their senior year. If a senior student opts to take two electives in one semester, that student will still need to take another English elective the following semester.

138	<b>British Literature I: Monsters in our Midst</b> Meets the British literature requirement	<b>Semester Course</b>
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"*The sleep of reason produces monsters.*" (Goya)

This course traces our creation of monsters throughout time, moving from very simple but highly symbolic and functional monsters in myths and fairy tales to the very modern, complex and eerily appealing monster of Shelley's *Frankenstein*, and finally to modern retellings where the monsters become philosophical ideas or social outcasts. Texts studied include fairy tales and myths, Bettelheim's theory of projection, the gloomy Anglo-Saxon *Beowulf*, *Grendel* (a modern *Beowulf* told from the point of view of the original monster, where the real monster is 20<sup>th</sup> century nihilism), *Eaters of the Dead* by Michael Crichton, *Frankenstein* by Mary Shelley, a contemporary novel with a monstrous villain and finally, either *King Kong* or *Godzilla*.

1157	<b>British Literature II: Nineteenth-Century Women's Literature</b> Meets the British literature requirement	<b>Semester Course</b>
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We will begin by reading the first great feminist treatise, Wollstonecraft's *A Vindication of the Rights of Women*, to see how feminism was beginning to influence thought in 19<sup>th</sup> century England. Then we will read three different novels produced by women in the 19<sup>th</sup> century—*Wuthering Heights* by Emily Brontë, something by Jane Austen and *House of Mirth* by Edith Wharton—through the lens of feminism. We will conclude with Woolf's famous essay "A Room of One's Own."

125	<b>British Literature III: Shakespeare and his Times</b> Meets the British literature requirement	<b>Semester Course</b>
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Students will have the opportunity to study three plays – a comedy, a tragedy and a history or romance – not normally covered in the core curriculum. The course makes connections to the social, political, historical and linguistic background of Shakespeare, although its emphasis is also on approaching the works as stage productions rather than mere literary canon. Much of the time will be spent "playing" with the plays, on our feet and in the texts. Possible syllabus: *Macbeth* (or *Hamlet*), *Twelfth Night* (or *The Tempest*) and *Richard III* (or *Henry IV*). No previous experience with Shakespeare or drama required. Film versions of each play will be studied.

<b>111</b>	<b>British Literature IV: Humor and Satire</b> Meets the British literature requirement	<b>Semester Course</b>
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This course in British literature teaches students to look at satire as a means of social criticism. While its focus is on literary works such as Chaucer's *Canterbury Tales*, Wilde's *The Importance of Being Ernest* or Orwell's *1984*, it also examines humor in classic and contemporary contexts. As such, Dionysian festivals and a bit of Monty Python will be included as well. Students will be able to situate the works in historical contexts that include the Middle Ages, the Enlightenment, Victorian and modern periods. The final project will involve an analysis of a piece of satire in contemporary culture.

<b>112</b>	<b>British Literature V: Post-Colonial Literature</b> Meets the British literature requirement	<b>Semester Course</b>
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This course provides a different perspective on British Literature, in that its chief focus is on the aftermath of British Empire. The themes of language, autonomy and assimilation run through the works of all of the authors studied. The main question students will address is: How can the literature of former British colonies, written in the colonizer's English tongue, break away from the colonial tradition and express new identities? Students should have a deep interest in literature and culture. Readings range from the novel *Disgrace* by J.M. Coetzee (South Africa) to the poetry of Seamus Heaney (Ireland). The final project will involve a comparative analysis of postcolonial identity in contemporary literature, news and/or film.

#### ENGLISH ELECTIVES

<b>176</b>	<b>Reading and Writing Workshop</b> Prerequisite: DR	<b>Year Course</b>
<b>177</b>	Students receive elective credit but not English credit	

Designed for those with a limited background in English, this course incorporates strategies to expand fluency. The curriculum covers grammar, composition, reading comprehension, mechanics, vocabulary building and oral expression. This individualized program also provides a support system to enable success in other academic subjects. In conjunction with teachers of other disciplines, the teacher develops individual and group materials and helps students to improve study skills. Students read abridged versions of literature.

<b>1178</b>	<b>Personal Memoirs</b> Prerequisite: English I	<b>Semester Course</b>
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*"Anyone who believes you can't change history has never tried to write his memoirs."  
(David ben Gurion)*

We all try to make sense of our lives through the stories we tell, and the personal narrative aims to do just that, with our own, very real stories. We will read autobiographical memoirs of important writers who have tried to make sense of their lives, and then try to make sense of our own lives, by looking for the thematic threads that hold them together. Texts may include *Growing Up* by Russell Baker or *Woman Warrior* by Maxine Hong Kingston, *Modern American Memoirs* by Cort Conley, selections from *Slouching Toward Bethlehem* by Joan Didion, *Ake: Years of Childhood* by the Nigerian Nobel Prize winner Wole Soyinka, and finally, a film to make us think about the importance of memory.

126	Postmodern Literature Prerequisite: English I Open to grades 10-12	Semester Course
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In this course, students will be introduced to the idea of the "postmodern" and "postmodern" characteristics in literature. In addition to literature, students will also briefly look at the "postmodern" characteristics of film and other media. Students will read Tim O'Brien, Sherman Alexie, Don DeLillo, Paul Auster and others as we seek to explore whether the term "postmodern" is more than an empty buzzword that has been used to describe almost everything.

141 142	<b>AP English Language and Composition</b> Prerequisites: 85%GPA, DR, Application Open to grades 10-12	Year Course
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This demanding course is modeled on composition courses required by many colleges in the United States. Students learn about the theory of composition through extensive reading and study of professional essays. Students are also expected to complete numerous vocabulary and grammar exercises in order to polish their skills. As a culmination of the course, students will create a portfolio containing a variety of personal and academic writings. Works studied focus on American writers. It is recommended that students take AP Language before AP Literature. **A summer project is required. Students are required to sit for the AP exam at the end of the course. The fee for the AP examination is approximately \$117 USD.**

143 144	<b>AP English Literature and Composition</b> Prerequisite: 85 in previous English course, DR. Open to grades 11-12	Year Course
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This demanding course emphasizes the development of critical reading of all types of literature (poetry, prose, drama) and writing about that literature. It is apt for students capable of college-level work who are willing to devote the energy necessary to meet more rigorous demands than in other high school English courses. The study of writing technique will be approached through both analytical and creative responses, with class time devoted to a seminar-style discussion of the works. Works studied include but are not limited to: *Hamlet*, *Heart of Darkness* and *The Sun Also Rises*, but this list will change depending on the teacher. It is recommended that students take AP Language before AP Literature. **Summer reading is required. Students are required to sit for the AP exam at the end of the course. The fee for the AP examination is approximately \$117 USD.**

158	<b>Existential Literature</b> Prerequisite: English I Open to grades 10-12	Semester Course
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This course is intended for students who are deeply interested in uncovering the philosophical and psychological aspects of literature. While it is primarily a literature class, the philosophies of Sartre, Camus, Frankl, Nietzsche and de Beauvoir also play a fundamental role. Students are expected to apply ideas they learn – through the course's readings, films, discussions and writings – to their own lives and to question the meaning of their own existence. Works studied include *Existentialism is Humanism*, *Waiting for Godot*, *The Myth of Sisyphus* and *The Music of Chance*.

<b>162</b>	<b>Public Speaking</b> Prerequisite: English I Open to grades 10-12	<b>Semester Course</b>
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This course aims to promote good speech habits and develop criteria for judging speeches and speakers. It focuses on developing ease in public delivery of different kinds of speeches, both formal and informal. Students participate in various activities before an audience. Doing research and creating outlines are also essential parts of this course. Students do not receive an English credit for this course, only an elective credit.

<b>197</b>	<b>Creative Writing</b> Prerequisite: English I Open to grades 10-12.	<b>Semester Course</b>
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The Creative Writing course focuses on developing innovative and creative writing as well as critical thinking skills. Students explore the elements of the short story, novel and various styles of poetry. The specific elements of writing that will be developed are: extended metaphor, sensory details, mood, characterization, dialogue and precise verb usage. Students are expected to address each stage of the writing process, from generating an idea to drafting and editing, before reaching the final product. The course will require daily journal entries and typed, polished works at the end of each unit. **Each student will create a portfolio and is required to submit texts to the literary magazine.**

<b>139</b>	<b>Science Fiction Literature</b> Prerequisite: English I Open to grades 10-12.	<b>Semester Course</b>
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*“SF is not about predicting the future; it’s about examining the present.”*

Contrary to (false) conventional wisdom, science fiction (SF) is not simply escapist pulp stories about monsters, aliens and robots. Certainly, the genre incorporates these devices, but they are used as metaphors to explore very human concerns. Many of the issues of SF are in the news everyday: cloning, nanotechnology, artificial intelligence, space travel, robots, etc. Also, the strict science fiction of the past (30s, 40s and 50s) eventually merged and continues to influence and be influenced by literary fiction. This course will expose students to the literary aspects of speculative fiction and all of the course texts are examples of SF that have transcended the limits of the genre and are recognized for their literary merits as well as the ideas they express. Texts studied include *The Left Hand of Darkness* by Ursula K. Le Guin, *Slaughterhouse Five* by Kurt Vonnegut, *The Road* by Cormac McCarthy and *Masterpieces: The Best Science Fiction of the 20th Century*.



## IB ENGLISH

186 187 188 189	<b>IB English Language A: Literature (Standard Level)</b> Prerequisite: 85% GPA/DR	<b>Two-Year Course</b>
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Over the course of two years, students electing to take Language A at the Standard Level will study a total of 10 full-length works representing four genres and a broad spectrum of times and regions of origin. Genres studied include narrative, poetry, nonfiction and drama. **The IB Diploma exam is required in May of the second year. See IB section of catalog for information about fees.**

182 183 184 185	<b>IB English Language A: Literature (Higher Level)</b> Prerequisite: 85%GPA DR	<b>Two-Year Course</b>
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While the teaching methodology and approach are the same as in the Standard Level course, the number of works varies. If a student chooses to take Language A at the Higher Level, over the course of two years, he or she will study a total of 13 full-length works representing four genres and a broad spectrum of times and regions of origin. The nature of the works studied does not vary. Higher Level students also write two World Literature papers rather than the one required for Standard Level. **The IB Diploma exam is required in May of the second year. See IB Section of catalog for information about fees.**

## Language and Literature

DR = Department Recommendation PT = Placement Test

Course Title	Course Code	Open to Grades	Prerequisites
French I	201-202	9-12	
French II	203-204	9-12	French I
French III	205-206	9-12	French II/PT
French IV	207-208	9-12	French III/PT
IB French Language B SL	263-264 265-266	11-12	85% GPA/DR/PT
IB French Language B HL	267-268 269-270	11-12	85% GPA/DR/ PT
AP French Language	245-246	11-12	85% GPA French III/DR
Spanish I	213-214	9-12	PT
Spanish II	215-216	9-12	Spanish I/PT
IB Spanish Language Ab Initio SL	290-291 292-293	11-12	DR/PT
Spanish III	217-218	9-12	Spanish II/PT
Spanish IV	219-220	9-12	Spanish III/PT
IB Spanish Language B SL	259-260 261-262	11-12	85% GPA/DR/PT
IB Spanish Language B HL	255-256 257-258	11-12	85% GPA/DR/PT
AP Spanish Language	243-244	9-12	85% GPA/DR
IB Spanish Language A: Language and Literature HL	285-286 287-288	11-12	85% GPA/DR/PT
<i>Taller de Lengua y Literatura</i>	227-228	9	None
<i>Etimologías</i>	250	10-11	<i>Taller de Lengua y Literatura</i>
<i>Literatura I-II</i>	223-224	11	<i>Etimologías</i>
<i>Literatura III-IV</i>	225-226	12	<i>Literatura I/II</i>
AP Spanish Literature	241-242	11-12	85% GPA/ <i>Literatura I/III</i> /DR
IB Spanish Language A: Literature SL	276-277 278-279	11-12	85% GPA/DR
IB Spanish Language A: Literature HL	281-282 283-284	11-12	85% GPA/DR

## Course Descriptions

Students must enroll in a second language course throughout their matriculation in the Upper School. Spanish Level III proficiency is required of all students except those who enter after grade 10 with no previous knowledge of the Spanish language. At least two years of study in the same language are recommended. Students in the Mexican University Program count their courses in Spanish as the second-language requirement.

### FRENCH

201 202	French I	Year Course
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This course develops oral language via dialogues and practice drills in the classroom. In addition, it also presents insights into the everyday culture of the French people, their songs and poetry. Listening, reading, speaking and writing skills are developed. Verb tenses taught are: *present*, *passé composé*, *futur proche*, recent past, imperative and reflexive verbs. A dictionary is required.

203 204	French II Prerequisite: French I or equivalent	Year Course
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For students who have already mastered the basics of the French language, this course deepens their knowledge of the civilization, culture and customs of the French people. At the same time, it enables students to improve their linguistic skills via comprehension of texts and gain further oral practice through conversation. They are introduced to various verb tenses, plus grammatical structures. Students will write short essays. A dictionary is required.

205 206	French III Prerequisite: French II or equivalent	Year Course
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This course further develops French oral language skills and grammatical structures, while reinforcing reading and writing. The culture of France is emphasized. Verb tenses and modes taught include review of preterite, imperfect, future, conditional, present and subjunctive. A dictionary is required.

207 208	French IV Prerequisite: French III or equivalent	Year Course
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This course is geared to students who would like to keep studying French without having to prepare for the AP exam. The class will concentrate on mastering the skills of speaking, listening, reading and writing with an emphasis on conversation, literature and culture. Students are expected to master everyday vocabulary and everyday situations by the end of the course.

263 264 265 266	IB French Language B SL Prerequisite: French III or equivalent	Two-Year Course
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This course is designed for students with some previous experience of the language. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. Students will master the skills to understand and use accurately oral and written forms of the language commonly encountered in a range of situations. Students will also be able to understand and respond appropriately to written and spoken material of average difficulty and assess some subtleties of the language. Students are expected to show an awareness of, and sensitivity to, some elements of the culture(s) related to the French language. **The IB Diploma exam is required in May of the second year. See IB section of catalog for information about fees.**



267	<b>IB French Language B HL</b>	<b>Two-Year Course</b>
268		
269		
270		
Prerequisite: French III or equivalent		

This course is designed for students with some previous experience of the language. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. Students will master the skills to communicate clearly and effectively in a wide range of situations and to understand and use accurately oral and written forms using a wide range of vocabulary. Students will be able to understand and analyze moderately complex written and spoken material and assess subtleties of the language. Students are expected to show an awareness of, and sensitivity to, the culture(s) related to the French language. **The IB Diploma exam is required in May of the second year. See IB Section of catalog for information about fees.**

245	<b>AP French Language</b>	<b>Year Course</b>
246	Prerequisite: French III or equivalent	

This course is geared to students for whom French is not their native language and who want to prepare for the AP French examination. The class will concentrate on mastering the skills of speaking, listening, reading, writing, grammar and vocabulary. In addition to preparing for the AP exam, students will read works of literature, write compositions, deliver oral presentations and view films. **Students are required to sit for the AP exam at the end of the course. The fee for the AP examination is approximately \$117 USD.**

**SPANISH**

Because many students have already taken Spanish, placement in the following courses will be determined through a test. They must achieve level three of proficiency before terminating the study of the Spanish language.

213	<b>Spanish I</b>	<b>Year Course</b>
214	Prerequisite: None	

A beginning course for students new to Mexico, this course stresses the four basic skills of listening, speaking, reading and writing with standard pronunciation. Students will master the ability to communicate in the basic present, past and future in practical situations stressing important cultural values and traditions.

215	<b>Spanish II</b>	<b>Year Course</b>
216	Prerequisite: Spanish I or equivalent	

This course continues to teach simple communication in daily situations with mastery of irregular verbs, more idiomatic expressions and the use of commands. The second semester begins the study of more complex grammatical forms with continuous evaluation of the student's listening, speaking, reading and writing skills and more exposure to the Hispanic culture.



290 291 292 293	<b>IB Spanish Ab Initio SL</b> Prerequisite: 85% GPA/DR	<b>Two-Year Course</b>
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This course is designed for the beginning Spanish student. The main focus of the course is the acquisition of the language required for purposes and situations used in everyday social interaction. In addition, students are expected to develop a basic awareness of the multiple cultures that speak Spanish. **The IB Diploma exam is required in May of the second year. See IB section of catalog for information about fees.**

217 218	<b>Spanish III</b> Prerequisite: Spanish II or equivalent	<b>Year Course</b>
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All verb tenses and major points of grammar are mastered. Students write essays and read short works of literature. Oral and listening skills are at a more sophisticated level. Experience of the Hispanic culture is deepened through lengthier readings, discussions and presentations.

219 220	<b>Spanish IV</b> Prerequisite: Spanish III or equivalent	<b>Year Course</b>
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For the advanced student, this course is designed to achieve fluency in reading, writing and oral skills. Obligatory readings include those in the textbook that consist of short stories by Spanish and Latin American authors, newspapers and magazine articles. The historical context is explained, as well as the history of some Spanish-speaking countries. Other activities include songs and movies in Spanish. All verb tenses and basic grammar will be reviewed.

259 260 261 262	<b>IB Spanish Language B SL</b> Prerequisite: 85% GPA/DR/ A minimum of three years in Spanish courses	<b>Two-Year Course</b>
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This course will concentrate on mastering the skills for students to understand and use accurately oral and written forms of the language that are commonly encountered in a range of situations and to understand and use a range of vocabulary in common usage. Students will be able to understand and respond appropriately to written and spoken material of average difficulty and assess some subtleties of the language in a range of forms, styles and registers. Students are expected to show an awareness of, and sensitivity to, some elements of the culture(s) related to the Spanish language. **The IB Diploma exam is required in May of the second year. See IB section of catalog for information about fees.**

255 256 257 258	<b>IB Spanish Language B HL</b> Prerequisite: 85% GPA/DR/ A minimum of three years in Spanish courses	<b>Two-Year Course</b>
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This course is designed for students with some previous experience in the language. The main focus of the course is on language acquisition and development in the four primary language skills: listening, speaking, reading and writing. Students will master the skills to communicate clearly and effectively in a wide range of situations in oral and written forms of the language using a wide range of vocabulary. Students will be able to understand and analyze moderately complex written and spoken material and assess subtleties of the language. Students are expected to show an awareness of, and sensitivity to, the culture(s) related to the Spanish language. **The IB Diploma exam is required in May of the second year. See IB section of catalog for information about fees.**

243 244	<b>AP Spanish Language</b> Prerequisite: Spanish III/ 85% GPA/DR	<b>Year Course</b>
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This course is geared to students for whom Spanish is not their native language and who want to prepare for the AP Spanish Language examination. The class will concentrate on mastering the skills of speaking, listening, reading, writing, grammar and vocabulary. In addition to preparing for the AP exam, students will read works of literature, write compositions, deliver oral presentations and view films. **Students are required to sit for the AP Exam at the end of the course. The fee for the AP examination is approximately \$117 USD.**

285 286 287 288	<b>IB Spanish Language A: Language and Literature HL</b> Prerequisite: 85% GPA/DR/PT	<b>Two-Year Course</b>
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The IB Spanish Language A: Language and Literature HL course is designed for students who have experience using the language in an academic context. The course is a study of both the Spanish language and literature. Students explore and make connections with the cultures that speak Spanish and other cultures with which they are familiar. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meanings in a culture, as well as in particular texts. All works may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. The focus of this course is developing and understanding the constructed nature of meanings generated by language and the function of context in this process. **The IB Diploma exam is required in May of the second year. See IB section of catalog for information about fees.**

*The following courses are taught solely in Spanish and are designed to give a more comprehensive view of Latin American and Spanish literature. Students enrolled in the Mexican University Program must take Taller de Lengua y Literatura, Etimologías and Literatura Española e Hispanoamericana I, II, III and IV. Students enrolled in the IB Diploma Programme may take IB Spanish Language A in place of Literatura Española e Hispanoamericana I, II, III and IV.*

227 228	<b>Taller de Lengua y Literatura</b>	<b>Year Course</b>
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This course is designed to introduce 9<sup>th</sup> grade students to a higher level of literary analysis through the reading of selected basic works and to help them develop the Spanish language skills to write narrative, informative and persuasive compositions. A review of all the grammatical structures taught in Middle School and the introduction to more complex structures are done through the analysis of literary works. Throughout the year, class discussions and formal speeches and presentations develop listening and speaking skills.

250	<b>Etimologías</b> Prerequisite: <i>Taller de Lengua y Literatura</i>	<b>Semester Course</b>
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Designed to improve and increase Spanish vocabulary and writing skills, this course entails the study of Latin and Greek roots with reference to their modern usage and relevance. The course covers the cultural and historical backgrounds of words: their derivations, definitions, changes and phonetics across time. The last part covers phonological development from Latin to Spanish. Additionally, excerpts of Greek and Latin texts (in translation) are read, discussed and analyzed.

<b>223</b>	<p><b><i>Literatura Española e Hispanoamericana I</i></b></p> <p>NOTE: This is half of a yearlong course for students in the Mexican Program which must be taken before <i>Literatura II</i></p>	<b>Semester Course</b>
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This course offers the student a historical and critical understanding of universal literary movements and specific works. The aim is to develop in the student the understanding of thought, culture and universal human values. In addition, students will be exposed to complex forms of writing ranging from journalism to scientific articles. Class discussions and formal speeches and presentations will develop listening and speaking skills.

<b>224</b>	<p><b><i>Literatura Española e Hispanoamericana II</i></b></p> <p>NOTE: This is half of a yearlong course for students in the Mexican Program which must be taken after <i>Literatura I</i></p>	<b>Semester Course</b>
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This class is the continuation of *Literatura I* and includes books of increasing difficulty. It explores the universal literary production in depth. The emphasis is on literary analysis and the reinforcement of language skills through composition and essay writing. In addition, students will develop critical thinking and analysis skills through the reading and understanding of literary texts, research and critical writing.

<b>225</b>	<p><b><i>Literatura Española e Hispanoamericana III</i></b></p> <p>Prerequisite: <i>Literatura II</i> or AP Spanish Language</p> <p>NOTE: This is half of a yearlong course for students in the Mexican Program which must be taken before <i>Literatura IV</i></p>	<b>Semester Course</b>
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In this survey of Spanish and Latin American literature, the selected works as well as the level of critical analysis are of increasing difficulty. Students read and thoroughly analyze major works by contemporary Spanish and Latin American writers in different genres. Students refine and polish their language arts skills and write a variety of expository and personal essays.

<b>226</b>	<p><b><i>Literatura Española e Hispanoamericana IV</i></b></p> <p>Prerequisite: <i>Literatura III</i></p> <p>NOTE: This is half of a yearlong course for students in the Mexican Program which must be taken after <i>Literatura III</i></p>	<b>Semester Course</b>
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This course integrates the skills and concepts acquired in *Literatura I, II* and *III* through the reading and analysis of full-length 20<sup>th</sup> century Latin American narrative works representing a variety of genres. In addition, it reviews and reinforces the language skills necessary to write coherent, analytical, formal essays.

276 277 278 279	<b>IB Spanish Language A: Literature SL</b> Prerequisite: 85% GPA/DR	<b>Two-Year Course</b>
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According to the IB Diploma requirements, the Spanish Language A: Literature course is designed to prepare students in the area of literature. The course is offered at the Standard Level. Thorough thematic and critical literary analysis is stressed. This course focuses on the adequate use of oral and written language. Students read 10 works of literature over the two years. **The IB Diploma exam is required in May of the second year. See IB section of catalog for information about fees.**

281 282 283 284	<b>IB Spanish Language A: Literature HL</b> Prerequisite: 85% GPA/DR	<b>Two-Year Course</b>
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According to the IB Diploma requirements, the Spanish Language A: Literature course is designed to prepare students in the area of literature. The course is offered at the Higher Level. Thorough thematic and critical literary analysis is stressed. This course focuses on the adequate use of oral and written language. Students read 13 works of literature over the two years. **The IB Diploma exam is required. See IB section of catalog for information about fees.**

241 242	<b>AP Spanish Literature</b> Prerequisite: 85% GPA/ <i>Literatura I</i> and <i>II</i> and DR	<b>Year Course</b>
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This course is open to juniors and seniors who have demonstrated outstanding ability in literary analysis and mastery of Spanish composition. It focuses on a detailed understanding of Spanish and Latin American authors, and stresses critical and literary interpretation through lecture, discussion and essay writing. It fulfills the requirements of *Literatura III* and *IV*. **The AP exam is required for all students. The fee per exam is approximately \$117 USD.**

## Mathematics Pathways

8th	9th	10th	11th	12th
Math 8	Algebra I	Geometry	IB/AP or Algebra II	IB/AP or Precalculus or Studies in Precalculus
Math 8	Algebra I	Geometry and Algebra II*	Precalculus	Calculus
Algebra I	Geometry	Algebra II	Precalculus	Calculus or Prob/Stat
Algebra I	Geometry	Algebra II	Precalculus or Studies in Precalculus	Calculus

\*For students who may not have had algebra in 8<sup>th</sup> grade and know they must graduate with calculus. Very challenging but doable.

DR = Department Recommendation PT = Placement Test

Course Title	Course Code	Open to Grades	Prerequisites/Requirements
Algebra I (typically taught in 8 <sup>th</sup> grade)	373-374	9	Math 7 (in Middle School) TI-83/TI-84
Geometry	307-308	9-11	Algebra I/US Algebra TI-83/TI-84
Algebra II	309-310	9-11	Alg I/US Alg/Alg IB and Geometry TI-83/TI-84
Precalculus	357-358	11-12	Algebra II and Geometry TI-83/TI-84
Calculus	371-372	12	Precalculus TI-83/TI-84
Probability and Statistics	317-318	11-12	Algebra II and Geometry TI-83/TI-84
Studies in Precalculus	323-324	12	DR only
AP Calculus AB	341-342	11-12	Precalculus/85% GPA/DR TI-83/TI-84 or TI-89
AP Calculus BC	343-344	11-12	Precalculus/85% GPA/DR TI-83/TI-84 or TI-89
IB Math Studies SL	390-391 392-393	11-12	Algebra II and Geometry/85% GPA/DR/PT TI-83/TI-84
IB Math SL	382-383 384-385	11-12	Algebra II and Geometry/85% GPA/DR/PT TI-83/TI-84
IB Mathematics HL	386-387 388-389	11-12	Algebra II and Geometry/ 85% GPA/DR/PT TI-83/TI-84

## Course Descriptions

Four credits of mathematics in grades 9-12 and a minimum of Algebra II are required for graduation in the U.S. program. Four credits of mathematics in grades 9-12 and a minimum of Precalculus or an equivalent course are required for graduation in the Mexican program. Students must take a math course every year. Students who take two math courses during one school year will graduate with five credits of math.

If students wish to skip a course in the recommended math sequence, they must demonstrate proficiency by taking the final exams in that subject and obtain a written waiver from the head of Upper School. Students who are interested in the IB Diploma Programme or in taking Calculus in senior year should complete Geometry and Algebra II by the end of sophomore year.

Below you will find a typical course sequence from mathematics.

### Mathematics (Typical Course Sequence)

<b>373</b>	<b>Algebra I</b>	<b>Year</b>
<b>374</b>	Prerequisite: Math 7	<b>Course</b>

This is a typical course of the first year of Upper School algebra. It includes, but is not limited to, the following topics: operations with real numbers, solving equations and problem solving, graphing linear equations and inequations, operations with polynomials, factoring polynomials and problem solving, operations with fractions and problem solving, introduction to functions, systems of linear equations and problem solving, inequalities, rational and irrational numbers and quadratic functions.

<b>307</b>	<b>Geometry</b>	<b>Year</b>
<b>308</b>	Prerequisite: Algebra I	<b>Course</b>

Based largely on plane Euclidean geometry, this course covers points, lines, planes and angles, deductive/inductive reasoning, parallel lines and planes, congruent triangles, quadrilaterals, inequalities in geometry, similar polygons, right triangles, areas of plane figures and areas and volumes of solids. Formal proofs are a required component of this course and coordinate geometry is also immersed in the curriculum.

<b>309</b>	<b>Algebra II</b>	<b>Year</b>
<b>310</b>	Prerequisite: Algebra I and Geometry	<b>Course</b>

This comprehensive course is the second year of Upper School algebra, which furthers the student's knowledge of algebra. Students learn and apply more advanced algebra skills and concepts to problem solving. Topics include, but are not limited to: a review of the basic concepts of algebra, operations and problem solving with inequalities, linear equations and functions, products and factors of polynomials, absolute value equations, rational expressions, irrational and complex numbers, quadratic equations and graphs, functions and problem solving, variation and polynomial equations, an extension of trigonometric concepts and an introduction to exponential and logarithmic functions and problem solving.

<b>357</b>	<b>Precalculus</b>	<b>Year</b>
<b>358</b>	Prerequisite: Algebra II and Geometry	<b>Course</b>

This course is designed for students who will most likely continue their math studies in calculus and beyond. Topics covered include, but are not limited to: triangle trigonometry, trigonometric graphs and identities, equations and applications, sequences, series and the binomial theorem, polynomial and rational functions, exponential and logarithmic functions and analytic geometry.

371	<b>Calculus</b>	<b>Year</b>
372	Prerequisite: Precalculus	<b>Course</b>

This is an introductory course to calculus, which includes differential and integral calculus. Topics include: limits, continuity, differentiation, application (maxima and minima) and definite and indefinite integration. Other applications include area and volume. Students enrolled in this course may take the AP Calculus AB exam by individual choice.

317	<b>Probability and Statistics</b>	<b>Year</b>
318	Prerequisite: Algebra II and Geometry / DR	<b>Course</b>

This introductory course is intended for students who plan careers in such diverse fields as engineering, business, psychology, economics, etc. The course covers topics in elementary probability theory and statistics including data organization, averages and variations, , probability distributions, hypothesis testing, statistical estimations, regression and correlation and non-parametric statistics.

341	<b>AP Calculus AB</b>	<b>Year</b>
342	Prerequisite: Precalculus/ 85% GPA/DR	<b>Course</b>

This course covers topics of two semesters of college-level courses in single-variable calculus. It covers topics such as, limits and continuity, the derivative and its applications, integrals and applications and differential equations. **Students are required to sit for the AP Calculus AB exam at the end of the course. The cost of the examination is approximately \$117 USD.**

343	<b>AP Calculus BC</b>	<b>Year</b>
344	Prerequisite: Precalculus/ 85% GPA/DR	<b>Course</b>

This course covers topics of two and a half semesters of college level courses in differential and integral calculus. It includes topics additional to the AB course, such as parametric, polar and vector functions, techniques of integration and infinite series. **Students are required to sit for the AP Calculus BC exam at the end of the course. The cost of the examination is approximately \$117 USD.**

311	<b>Studies in Precalculus</b>	<b>Year</b>
312	Prerequisite: Algebra II/DR/ 12 <sup>th</sup> grade status	<b>Course</b>

This course is designed to meet the needs of those 12<sup>th</sup> grade students who have completed only Algebra I, Geometry and Algebra II and who are not planning to carry out university studies related to mathematics. Its focus is on teaching practical applications of mathematical concepts to the disciplines of psychology, sociology and economics.

390	<b>IB Mathematical Studies (SL)</b> Prerequisite: Algebra II and Geometry/85% GPA/DR/PT	<b>Two-Year Course</b>
391		
392		
393		

This IB course may be taken as part of the full Diploma Programme or as a Certificate course. It is for students with varied backgrounds and abilities in mathematics. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes. Students are required to develop a Personal Project involving mathematics. **The IB exam is required in May of the second year. See IB Diploma section for information on fees.**

382	<b>IB Mathematics SL</b> Prerequisite: Algebra II and Geometry/85% GPA/DR/PT	<b>Two-Year Course</b>
383		
384		
385		

This course may be taken as part of the full Diploma Programme or as a certificate course. It is for students who already possess knowledge of basic mathematical concepts and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. Students are required to develop two portfolios, one on a mathematical investigation and a second on mathematical modeling. **The IB exam is required in May of the second year. See IB Diploma section for information on fees.**

386	<b>IB Mathematics HL</b> Prerequisite: Honors Algebra II and Geometry/85% GPA/DR/PT	<b>Two-Year Course</b>
387		
388		
389		

This course may be taken as part of the full Diploma Programme or as a certificate course. It is for students with an excellent background in mathematics who are competent in a range of analytical and technical skills. Most students who take this course expect to continue their university studies in a field related to mathematics, such as physics, engineering or technology. Students are required to develop two portfolios, one on a mathematical investigation and a second on mathematical modeling. **The IB exam is required in May of the second year.** This examination consists of three different papers, one of which relates to an optional topic studied in class. **See IB Diploma section for information on fees.**

## Science

DR = Department Recommendation

Course Title	Course Code	Open to Grades	Prerequisites
Biology	454-455	9	
Chemistry	437-438	10	Biology/Algebra 1
Physics	407-408	11-12	Algebra II/Geometry
Anatomy and Physiology	415-416	11-12	Biology/Chemistry
Marine Biology	470	11-12	Chemistry/Biology/DR
Astronomy	400	11-12	Chemistry/Biology/DR
AP Biology	443-444	11-12	Chemistry/Biology/85% GPA/DR
AP Chemistry	445-446	11-12	Chemistry/85% GPA/DR
AP Physics C: Mechanics	468-469	11-12	Geometry/Precalculus/85% GPA/DR
IB Biology SL	481-482 483-484	11-12	Biology/Chemistry/85% GPA/DR
IB Biology HL	456-457 458-459	11-12	Biology, Chemistry/85% GPA/DR
IB Chemistry SL (one-year course)	472-473	11-12	Chemistry/Algebra/Geometry/85% GPA/DR
IB Chemistry HL (two-year course)	476-477 478-479		
IB Environmental Systems and Societies HL	424-425 426-427	11-12	Biology/Chemistry/85% GPA/DR
IB Physics SL	485-486 487-488	11-12	Algebra II/Geometry/85% GPA/DR
IB Physics HL	489-490 491-492	11-12	Biology/Chemistry/85% GPA/DR

Four years of science are required for all students.

All students enrolled in the Mexican University Program must take physics for graduation. Students should take a sequence of Biology, Chemistry, Anatomy and Physiology and Physics. AP or IB Science may take the place of Anatomy and Physiology and/or Physics. Students in the IB Diploma Programme who are thinking of studying science, math or engineering should consider taking science electives in addition to IB Science.

### Course Descriptions

454 455	Biology	Year Course
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This course is designed to teach the core concepts and laboratory skills of biology, its foundations, history and development and characteristics of living things. The content of the biology curriculum is taught through a hands-on, inquiry-based program emphasizing the scientific method and experimental design.

**Course topics:** Scientific method, laboratory skills, characteristics of life, fundamentals of biochemistry, cell structure, function and transport, cellular respiration and photosynthesis, mitosis and meiosis, chemical genetics, foundation of genetics, evolution and ecology.

<b>437</b>	<b>Chemistry</b>	<b>Year</b>
<b>438</b>	Prerequisite: Biology/Algebra 1	<b>Course</b>

This course is designed to enhance laboratory and problem-solving skills while studying a general introduction to fundamental principles of chemistry.

**Course topics:** Chemical nomenclature, atomic theory, periodicity, bonding, states of matter, heat and energy, chemical reactions and balancing, stoichiometry, acids and bases, electrochemistry, radioactivity and nuclear chemistry.

<b>407</b>	<b>Physics</b>	<b>Year</b>
<b>408</b>	Prerequisite: Geometry/Algebra II	<b>Course</b>

Physics is the most fundamental of the experimental sciences, seeking to explain the universe itself, from the very smallest particles to the vast distances between galaxies. This course is dedicated to the study of laws as concise statements about how nature behaves. The scientific processes carried out by the most eminent scientists in the past are the same ones followed by students. The course covers both theory and experimental investigation.

**Course topics:** Measurement and error, kinematics, dynamics, conservation laws, energy, oscillations and waves, electricity and magnetism and modern physics.

<b>415</b>	<b>Anatomy &amp; Physiology</b>	<b>Year</b>
<b>416</b>	Prerequisite: Biology/Chemistry	<b>Course</b>

This course is intended as a survey course, focusing on a basic understanding of the human body, and a required course for the Mexican Program. Essential principles of human anatomy and physiology are presented, including basic chemistry, cell and tissue studies, an overview of all the body systems and discussions of current research and trends in health.

**Course topics:** Overview of anatomy and physiology, cells and tissues, skeletal system, muscular system, integumentary system, nervous system, cardiovascular system, immune system, respiratory system, digestive system, urinary system and reproductive system.

## SCIENCE ELECTIVES

<b>470</b>	<b>Marine Biology</b>	<b>Semester</b>
	Prerequisite: Chemistry/Biology/DR	<b>Course</b>

This elective course is designed as an introduction to the world's oceans and to the inhabitants and processes contained within its vast boundaries. It is a course for students with an understanding of the basic concepts of biology and chemistry, but expertise is not required. Topics to be covered include: chemical and physical properties of the ocean, marine primary producers and mammals, as well as issues of global significance such as the effect of climate change on marine communities.

<b>400</b>	<b>Astronomy</b> Prerequisite: Chemistry/Biology/DR	<b>Semester Course</b>
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This elective course is designed for those who have an interest in astronomy. It will cover the study of planets within our solar system, as well as distant stars. Telescopes and different tools of observation will help us understand the cosmos, with its exciting stars, galaxies, quasars and black holes. We will probe spatial scales that run from the interior of atoms to enormous super-clusters of galaxies, spanning hundreds of millions of light-years across, investigating time scales as brief as the first microseconds of the universe's existence and as long as the multi-billion year lifetimes of stars and covering some of the major outstanding questions on our continuous exploration of the cosmos. Includes field observation.

## AP SCIENCE

<b>443 444</b>	<b>AP Biology</b> Prerequisite: Chemistry/Biology/85% GPA/DR	<b>Year Course</b>
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AP Biology is designed to be the equivalent of a college introductory biology course. It is for students who have an interest in studying any aspect of biology such as medicine, biochemistry, genetic engineering, biophysics, animal behavior and many other fields.

AP Biology aims to help students understand biology in a conceptual, rather than factual, framework and to help them appreciate science as a process. This is done through the emphasis on discussions and hands-on learning in the form of experiments and activities on all major topics. On-line resources are used to supplement most topics. Assessments are in the form of AP-style exams and free response questions are practiced throughout the year in order to prepare students for the May exam. Summer assignments are required and assessed in the first week back to school.

**Course topics:** themes of biology, biochemistry, cells, cellular metabolism, heredity, molecular genetics, evolution, diversity of life, plants, animals and ecology.

*AP Biology is not recommended for sophomores. However, any freshman who is interested in taking AP Biology as a sophomore must demonstrate an outstanding academic record, a basic understanding of and aptitude for chemistry, an ability to grasp biological concepts, critical thinking skills and strong self-discipline. Freshmen wishing to take AP Biology as sophomores will be considered on a case-by-case basis.*

**Students are required to sit for the AP Biology exam at the end of the course. An examination fee of approximately \$117 USD must be paid.**

445 446	<b>AP Chemistry</b> Prerequisite: Chemistry/ 85% GPA/DR	<b>Year Course</b>
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AP Chemistry is intended to prepare the student for the Advanced Placement exam in chemistry, to teach chemistry content and skills equivalent to the typical first-year chemistry course in U.S. colleges and universities and to prepare students for college careers in science, engineering or medicine. Goals are to reinforce lab, critical thinking and independent learning skills; to develop data-gathering, -organizing and -presenting skills as well as basic statistical analysis tools; to become more competent in the application of prior knowledge to new situations; to foster a love of and curiosity about chemistry in the world around us and to be a laboratory of learning methodology and technology integration. Students are responsible for topics previously covered in general chemistry as well as their previous algebra class. **Students are required to sit for the AP Chemistry exam at the end of the course. An examination fee of approximately \$117 USD must be paid.**

**Course topics:** Atomic structure, intermolecular attractions, thermodynamics, kinetics, electrochemistry, equilibrium and acid/base chemistry.

468 469	<b>AP Physics C: Mechanics</b> Prerequisite: Calculus (May be taken concurrently)/85% GPA/DR	<b>Year Course</b>
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This course is intended to be equivalent to the beginning part of a college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus, as well as continuing to develop a deep understanding of physics concepts. A laboratory component is also included.

Since a previous or concurrent course in calculus is required of students taking Physics C: Mechanics, students who expect advanced placement or credit for the AP Physics C exam should attempt an AP course in calculus as well; otherwise, placement in the next-in-sequence physics course (in college) may be delayed or even denied. Either of the AP calculus courses, Calculus AB or Calculus BC, should provide an acceptable basis for students preparing to major in the physical sciences or engineering, but Calculus BC is recommended. Therefore, if such students must choose between AP Physics and AP Calculus, they should probably choose AP Calculus. Students may be required to pass an exam to guarantee placement in this course. **Students are required to sit for the AP Physics C: Mechanics exam at the end of the course. An examination fee of approximately \$117 USD must be paid.**

**Course topics:** Kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation and oscillations and gravitation.

## IB SCIENCE

All Group 4 subjects cover 240 hours at the Higher Level (HL) and 150 hours at Standard Level (SL). Students in SL courses cover: 80 hours of core material, 30 hours on optional topics, 30 hours of laboratory investigations and 10 hours on a Group 4 Project, while HL courses cover 80 hours of the same core material, 55 hours on additional higher level material, 45 hours on optional topics, 50 hours of laboratory investigations and the same 10 hours on the Group 4 Project.

All students must complete a 10-hour Group 4 Project, a collaborative experience in which concepts and perceptions from all the science disciplines offered by the school are shared. *The interdisciplinary project takes place on a weekend and is a requirement for all IB lab sciences.* All students must also complete an experimental portfolio, which is internally and externally assessed, and take the IB exam at the end of their two-year course of study.

481	<b>IB Biology SL</b> Prerequisites: Biology/Chemistry/85% GPA/DR	<b>Two-Year Course</b>
482		
483		
484		

IB Biology SL is recommended for students who enjoy biology and exploring the living world. A student taking this course may or may not be interested in studying biology at the university level. The six core topics build on topics taught in general biology and two option topics are studied in more depth in the 2<sup>nd</sup> year. There is a strong emphasis on the laboratory experience and hands-on learning. Independent design of experiments is a unique requirement for the IB sciences and all students complete an Internal Assessment portfolio as well as the Group 4 Project. Moral, ethical and social issues are also addressed throughout the course. **Students take the IB external examination at the end of their two-year course of study. See IB Diploma section for information on fees.**

**Course topics:** Statistical analysis, chemistry of life, cell structure and function, genetics, ecology, evolution, human health and physiology and two chosen option topics

456	<b>IB Biology HL</b> Prerequisites: Biology/Chemistry/ 85% GPA/DR	<b>Two-Year Course</b>
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459		

IB Biology HL is recommended for students who enjoy biology and are interested in careers such as medicine, biochemistry, genetic engineering, ecology, animal behavior and many other fields. The six core topics build on topics taught in general biology and are studied by both standard and higher level students. Five additional topics are studied at the higher level only and many of these are a more in-depth study of standard level topics. Two option topics are chosen and studied in the second year. There is a strong emphasis on the laboratory experience and hands-on learning. Independent design of experiments is a unique requirement for the IB sciences and all students complete an internal assessment portfolio as well as the Group 4 Project. Moral, ethical and social issues are also addressed throughout the course. **Students take the IB external examination at the end of their two-year course of study. See IB Diploma section for information on fees.**

**Course topics:**

**Core topics:** statistical analysis, chemistry of life, cell structure and function, genetics, ecology, evolution, human health and physiology.

**HL topics:** nucleic acids and proteins, cell respiration and photosynthesis, plant science, advanced genetics, advanced human health and physiology and two chosen option topics.

472 473	<b>IB Chemistry SL</b> Prerequisites: Chemistry/Algebra/Geometry/ 85% GPA/DR	<b>One-Year Course</b>
476 477 478 479	<b>IB Chemistry HL</b> Prerequisites: Chemistry/Algebra/Geometry/ 85% GPA/DR	<b>Two-Year Course</b>

IB Chemistry is a college-level chemistry course. We cover difficult material with an emphasis on understanding rather than memorizing. The IB Chemistry student will gain skills which will assist him/her in college. IB Chemistry students are proficient in labs and understanding the how and why behind each chemistry concept. **Students are required to sit for the IB external examination at the end of their two-year course of study. See IB Diploma section for information on fees.**

**Course topics:** Atomic structure, bonding, intramolecular attractions, thermodynamics, kinetics, equilibrium, organic chemistry, electrochemistry and two options such as biochemistry and drugs/medicines.

IB Chemistry SL quickly covers all of the above topics in one year and has a 40-hour lab requirement.

IB Chemistry HL covers the same topics in more depth over a period of two years with a 60-hour lab requirement.

Both levels have a mandatory Group 4 Project, which is a lab that will occur during one weekend towards the beginning of the school year.

462 463	<b>IB Environmental Systems and Societies HL</b> Prerequisite: Biology/Chemistry/ 85% GPA/DR	<b>Two-Year Course</b>
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This is a strong and rigorous course recommended for students who are interested in understanding environmental issues and can think in an interdisciplinary manner. The prime intent of the course is to provide students with a coherent perspective on the environment; one that is essentially scientific and enables them to adopt an informed and responsible stance on the wide range of pressing environmental issues that they will inevitably come to face. Students are required to complete an internal assessment portfolio and **sit for the IB external examination at the end of their one-year course of study. See IB Diploma section for information on fees.**

**Course topics:** Systems and models, the ecosystem, human population, carrying capacity and resource use, conservation and biodiversity, pollution management and the use of global warming and environmental value systems.

485	<b>IB Physics SL</b> Prerequisite: Algebra II/Geometry/ 85% GPA/DR	<b>Two-Year Course</b>
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487		
488		
489	<b>IB Physics HL</b> Prerequisite: Algebra II/Geometry/ 85% GPA/DR	
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492		

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. This course is dedicated to studying laws and concise statements about how nature behaves. The scientific processes carried out by the most eminent scientists in the past are the same ones followed by students. At the school level, all students undertake both theory and experiments. This strong and rigorous course is recommended for students who enjoy physics and are interested in architecture, engineering, mathematics or any other related science careers. Students are required to complete an Internal Assessment portfolio, the Group 4 Project and **the three parts of the IB external examination at the end of their two-year course of study. See IB Diploma section for information on fees.**

Throughout the two years, students will cover:

	SL curriculum (150 hours)	HL curriculum (240 hours)
Core	80	80
Additional HL		55
Options	30	45
Theory	110	180
Investigations	30	50
Group 4 Project	10	10
Practical Work	40	60

**Course topics:** Physics and physical measurement, mechanics, thermodynamics, oscillations and waves, electromagnetism, field and forces, atomic and nuclear physics, energy and power generation, climate change and two advanced optional topics.

# Social Studies

## U.S. Diploma Requirements

Course Title	Course Code	Open to Grades	Prerequisites
World History I	500	9	None
Economics	551	9	None
World History II & III	501-502	10	World History I
United States History	503-504	11	World History II-III
United States Government	569	12	U.S. History
Survey of Mexican History	553	12	None

## Mexican University Program Requirements

Course Title	Course Code	Open to Grades	Prerequisites
<i>Historia de México I</i>	505-506	9	None
<i>Historia de México II</i>	507-508	11	<i>Historia de México I</i>
<i>Geografía de México</i>	564-565	10	None
<i>Derecho</i>	555	12	None
Psychology	556	11	None
<i>Filosofía I</i>	509	12	None
<i>Filosofía II</i>	510	12	<i>Filosofía I</i>

## Social Studies Electives

DR = Department Recommendation

Course Title	Course Code	Open to Grades	Prerequisites
<i>Problemas Políticos de México</i> (taught in Spanish)	516	12	<i>Historia de México I &amp; II</i>
<i>Problemas Sociales de México</i> (taught in Spanish)	529	12	<i>Historia de México II</i>
ASF Model United Nations	535-536	12	DR/Interview with instructor
Comparative Religions	560	11-12	DR
AP Art History	578-579	10-12	85% GPA/DR
AP United States History	541-542	11-12	85% GPA/DR
Debating Global Issues	524	11-12	World History II & III/DR
AP Government and Politics: Comparative	545-546	11-12	10 <sup>th</sup> Grade World History/85% GPA/DR
Genocide	525	11-12	DR
Social and Cultural Anthropology	580	11-12	85% GPA

### International Baccalaureate Certificate Options

Course Title	Course Code	Open to Grades	Prerequisites
IB Economics (Higher Level)	572-573 574-575	11-12	85% GPA/DR
IB History (Americas) (Higher Level)	594-595 596-597	11-12	85% GPA/DR
IB History (Twentieth Century) (Standard Level)	582-583	12	85% GPA/DR
IB Psychology (Standard Level)	584-585	11-12	85% GPA/DR
IB Theory of Knowledge	590-591 592	11-12	Admission to IB Diploma Program
IB <i>Filosofía</i> SL (taught in Spanish)	537-538	11-12	85% GPA/DR

### Department Policies

Students who transfer to ASF must show proof from their former institution that they have satisfied the ASF requirements for graduation from each grade level in the social studies program, or take any courses they may have missed in previous years.

Students fulfilling only the U.S. University Program must complete Survey of Mexican History, a semester credit course in the 12<sup>th</sup> grade.

Students enrolled in IB History HL fulfill the U.S. History, U.S. Government and Survey of Mexican History requirements. For students enrolled in the AP United States History class, AP U.S. History fulfills the U.S. History.

Students enrolled in Theory of Knowledge (TOK) or IB *Filosofía* SL fulfill the *Filosofía I* and *II* requirements for the Mexican Program.

Students not enrolled in the full IB Diploma Programme can apply to take individual IB courses, (with the exception of Theory of Knowledge) or AP courses, but must have a minimum GPA of 85% in social studies and be recommended by the department.

### Required Course Descriptions for the U.S. Program

#### FRESHMAN SOCIAL STUDIES

All 9<sup>th</sup> grade students must enroll in *World History I* and *Economics*.

500	World History I	Semester Course
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Upper School students at ASF take a three-semester program in world history beginning in 9<sup>th</sup> grade. World History I students explore the foundations of modern world history, primarily in the Western realm. Students examine the social, economical, political and scientific spheres that have shaped human decisions, while analyzing the consequences/impacts of those decisions. This semester course examines Europe and the Middle East from the classical eras of Greece and Rome to the Middle Ages of feudal Europe and Islamic civilization, and finally through the centuries of renewal including the Renaissance, Reformation and Age of Exploration. Throughout the course, students will relate history to the contemporary world and apply their knowledge to current problems and issues. During their studies, students will continue their development of note taking, text reading, research, essay writing and public speaking skills.



<b>551</b>	<b>Economics</b>	<b>Semester Course</b>
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This course introduces students to basic economic terminology and a study of basic economic questions related to scarcity and choice. Students explore the discipline of economics through the eyes of particular actors within the global economy. Thus, students critically view economics from the following perspectives: consumers, investors, workers, businesses and other organizations, governments and super-governments. Special attention is given to developmental economics. This course emphasizes student understanding of economic fundamental theory through a series of practical simulations and scenarios. A major project includes the Econ Fair, where students operate a business they designed and developed with a group of their peers. Throughout the course, economic theory is applied to contemporary issues.

**SOPHOMORE SOCIAL STUDIES**

*All 10<sup>th</sup> grade students must enroll in World History II & III.*

<b>501</b>	<b>World History II</b> Prerequisite: World History I	<b>Semester Course</b>
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World History II is the second part of the ASF three-semester program in world history. Students will follow the development of the modern world from the Age of Enlightenment and Revolution during the 18<sup>th</sup> century through the Industrial Age of Western Imperialism at the close of the 19<sup>th</sup> century. Students will learn how the ideas of scientific thinking, secularism, industrial technology, nationalism, democracy and human rights were on the rise during this time period, giving shape to the modern world. The course will largely focus on Europe and the United States, where developments significantly impacted the rest of the world. Throughout the course, students will relate history to the contemporary world and apply their knowledge to current problems and issues. During their studies, students will continue their development of note taking, text reading, research, essay writing and public speaking skills.

<b>502</b>	<b>World History III</b> Prerequisite: World History I & II	<b>Semester Course</b>
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World History III is the third installment of the ASF three-semester program in world history. Students will begin their studies with World War I and learn how people followed the “war to end all wars” with an increasing susceptibility to global destructive conflicts throughout the remainder of the 20<sup>th</sup> century. Students will learn how World War II grew out of World War I, then laid the foundation for the ensuing global war of ideology, the Cold War, which dominated the globe during the later half of the 20<sup>th</sup> century. Students will also see how recent history points toward an increasingly shrinking world in terms of culture, technology, conflict and economics during the 21<sup>st</sup> century. Students will spend the last part of the class focused on current problems and issues and contemplating solutions. During their studies, students will continue their development of note taking, text reading, research, essay writing and public speaking skills.





**JUNIOR SOCIAL STUDIES**

All 11<sup>th</sup> grade students must take *United States History*; however, they may elect either the regular course or the AP or IB equivalents.

<b>503</b>	<b>United States History</b>	<b>Year</b>
<b>504</b>	Prerequisite: World History II & III	<b>Course</b>

United States History examines the cultural, economic, political and social development of the United States from the Reconstruction era, following the Civil War in the 1860s, to the Clinton administration in the late 1990s. Key themes include the continual struggle to create a democratic society, the challenge of balancing unity and diversity, the pursuit of the “American Dream” and United States foreign policy. Students sharpen critical thinking and inquiry skills as they look in U.S. history for multiple causations of events, continuity and change, cause and effect relationships and nationalism/internationalism in the nation's past and present. The course includes historical research and an exploration of important modern-day issues affecting the United States.

**SENIOR SOCIAL STUDIES**

All 12<sup>th</sup> grade students must take *U.S. Government* unless they meet this requirement with an *IB history HL* course. They must also take *Survey of Mexican History* if they are not in the *Mexican Program*.

<b>569</b>	<b>United States Government</b>	<b>Semester</b>
	Prerequisite: U.S. History	<b>Course</b>

The United States Government course is a required senior course for all ASF students. It provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. political reality. General topics of exploration include: constitutional foundations and institutions of national government, political beliefs and parties, special interest groups and the media and civil rights and civil liberties.

<b>552</b>	<b>Survey of Mexican History</b>	<b>Semester</b>
		<b>Course</b>

Required of all students not enrolled in the Mexican Program, *Survey of Mexican History* is offered in the senior year. This course is a general overview of Mexico's history including pre-Spanish, colonial, independence, revolutionary and modern eras. The many aspects of Mexican geography, culture and politics will be explored throughout. Students will leave this course with a better understanding of Mexico's rich past and complex present.



## Required Course Descriptions for the Mexican Program

To fulfill the requirements of the UNAM program, students must complete all the following courses. Those not in the UNAM program may take these courses and receive elective credit in either Foreign Language or Social Studies. All these courses are taught in Spanish except Psychology.

505	<b>Historia de México I</b>	Year
506		Course

*Historia de México I* examines Mexican history from the post-classic Mesoamerican period to the 20<sup>th</sup> century. Among other themes, students explore the importance of the meeting of two worlds, the contributions of each of these worlds to the other, the military and spiritual conquest of Mexico and racial mixing. Thus, students seek to understand better the linguistic, religious and racial composition of the Mexican identity. Students view Mexican history in the context of world history, comparing events in Mexican history with similar and simultaneous trends occurring on the world stage. This course exposes students to a variety of perspectives with the aim of developing the ability to analyze historical sources objectively and to arrive at their own well-supported conclusions.

507	<b>Historia de México II</b> Prerequisite: <i>Historia de Mexico I</i>	Year
508		Course

*Historia de México II* begins with a broad review of Mexican history from the period of the Viceroyalty to the 21<sup>st</sup> century, paying particular attention to the latter half of the 19<sup>th</sup> century and the beginnings of the Mexican Revolution. The majority of the course is then devoted to a detailed examination of Mexican history in the 20<sup>th</sup> and 21<sup>st</sup> centuries, from the 1917 Constitution to the government of President Felipe Calderon. Students will explore a variety of themes including the consolidation of democracy, the formation of civil society, the recognition of minorities, the influences of the United States and the global economy and Mexico's participation in the international community. By working with a variety of perspectives, students continue to develop their ability to analyze historical sources and formulate sound arguments based on historical fact.

564	<b>Geografía de México</b>	Year
565		Course

Throughout the course, the students will learn that planet Earth is a large, complex system with continuous interaction between the lithosphere, hydrosphere and atmosphere. They will also make connections between themselves and the biosphere and will learn to identify man as the force responsible for moderating his environment and determining his own development. One fundamental purpose is for the student to understand relevant problems in the world today, such as the population's behavior, current trends in the global economy and the ever-changing political map. All of this is designed to help students determine the importance of international socioeconomic and political changes and Mexico's role in the international arena. This should help students value the importance of geographical studies in planning for the development of an integral country, like Mexico, while paying attention to the adequate exploitation of natural resources and preservation of the natural environment, i.e. "sustainable development."

555	<b>Derecho</b> Prerequisite: 12 <sup>th</sup> grade standing	Semester Course
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This course examines the Mexican Constitution in depth. It also includes a close examination of additional legal theories and concepts as applied to contemporary Mexico. The emphasis on historical developments promotes a better understanding of current governmental operations and societal trends. Students will increase their capacity for criticism and analysis in order to get involved and make proposals on the social environment.



<b>556</b>	<b>Psychology</b>	<b>Semester Course</b>
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This course is designed as an introductory survey for students to understand the historical background of psychology as a science. Students will be able to describe and compare the major schools of thought in addition to studying the following topics: the biological basis of behavior, states of consciousness, learning and memory, cognition and language, intelligence and mental abilities, psychological disorders and social behavior.

<b>509</b>	<b>Filosofía I</b> Prerequisite: 12th grade standing	<b>Semester Course</b>
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Students examine the cultural, political and religious structure of the major schools of thought, from the early Greeks to the Post-Socratic-Aristotelian period in the early 400s. Major topics incorporate a systematic philosophical and historical approach to the incessant quest to find possible explanations for human nature and its essence. Students develop an analytical mind and research techniques as they are exposed to a diversity of philosophical thoughts. The course includes research and constant comparing and contrasting of past and present philosophies. Students will increase the ability to think critically to distinguish between fallacies and real arguments.

<b>510</b>	<b>Filosofía II</b> Prerequisite: <i>Filosofía I</i> , 12 <sup>th</sup> grade standing	<b>Semester Course</b>
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*Filosofía II* explores the economic, political and social expansion of various schools of thought, from the early Renaissance to the late existentialist movement in 1950. Major topics include the intellectual struggle to structure governments, the encounters and conflicts between faith and reason, scientific versus ethical knowledge and the existentialist pursuit of humankind. Students will exercise critical thinking and philosophy by analyzing, questioning, doubt and ethical awareness.

### **Social Studies Elective Course Descriptions**

*The Social Studies Department offers several interesting electives designed to broaden students' intellectual horizons by allowing them to match their course selections with their personal interests and/or academic and professional goals.*

<b>516</b>	<b>Problemas Políticos de México: Siglo XX</b> Prerequisite: <i>Historia de México I &amp; II</i>	<b>Semester Course</b>
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This course provides students with a political and social understanding of Mexico and aims to develop critical thinking skills that allow students to understand problems facing Mexico today. Students analyze articles from books, newspapers and professional journals.

<b>529</b>	<b>Problemas Sociales de México</b> Prerequisite: <i>Historia de México II</i>	<b>Semester Course</b>
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This course is an extension of the course in *Problemas Políticos de México*. But students are not required to take *Problemas Políticos* in order to be eligible for this course. It is designed for the student who is interested in delving deeper into social, political and economic issues faced by Mexico. The course is based on themes of student interest and branches into an analysis of electronic media.

535 536	<b>ASF Model United Nations</b> Prerequisite: 85% GPA before and during course/DR/interview with instructor	<b>Year Course</b>
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Students participate in a major international simulation of the United Nations, then organize the ASF Model United Nations held in the spring semester. Throughout this program, students engage in extensive independent research and share their findings with others. Students learn the fundamentals of international law, rules of procedure, diplomacy, the process of writing resolutions and problem-solving techniques, while practicing debate and oral presentation. In the fall semester, students will be attending a required trip to an international conference. Students' families must be prepared to pay for this trip, though some financial aid is available. In the spring semester, participants plan and implement a Model United Nations simulation for the entire ASF student body and visiting schools. If a student is placed on academic probation while he/she is enrolled in the course, he/she will be asked to leave.

560	<b>Comparative Religions</b> Prerequisite: World History I	<b>Semester Course</b>
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The bulk of the content for this course revolves around the comparison and analysis of the world's major historical religions: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Islam and Christianity. These religions are examined on a variety of levels and approached from a variety of perspectives. In addition, the course examines the philosophy of religions, how religions affect and reflect the cultures that house them, religious ethics and smaller sects that fall outside of the major religion traditions listed above. A basic respect for religion as a legitimate form of human expression is a requirement for the class.

578 579	<b>AP Art History</b> Prerequisite: World History/ 85% GPA/DR	<b>Year Course</b>
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AP Art History is an introductory college-level course open to students grades 10 through 12. Students will examine major forms of artistic expression from the ancient world to the present in a variety of cultures (though the majority of the course focuses on art in the Western tradition). Art forms include painting and drawing, architecture, sculpture and other media. Students in this course will gain the ability to analyze works of art in the context of historical evidence, examining such issues as politics, religion, patronage, gender and culture. Overall, students will discover how exciting and enriching it is to learn about the arts. **All students must take the AP exam. The exam fee is approximately \$117 USD.**

541 542	<b>AP United States History</b> Prerequisite: 85% GPA/DR	<b>Year Course</b>
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The Advanced Placement course in United States history is designed to provide honors-level students with the analytical skills and factual knowledge necessary to address critically the materials and issues found in United States history. Course content covers all major areas of U.S. development from colonization to the 21<sup>st</sup> century, with an emphasis on U.S. government. Students read and analyze a wide range of primary and secondary sources, and focus intensively on developing historical thinking, research and writing skills. Additionally, students complete a student-initiated, in-depth historical investigation. The program prepares students for intermediate and advanced college courses, and students can earn advanced college credit with scores of 3 or higher on the AP exam. This course satisfies the United States history requirements. **In addition to regular college-level course work, students are required to take the Advanced Placement test in May. The examination fee is approximately \$117 USD.**

	<b>AP Government and Politics: Comparative</b> Prerequisites: 10 <sup>th</sup> Grade World History/85% GPA/DR	<b>Year Course</b>
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AP Comparative Government and Politics is a college-level course that introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. By comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic well-being. Finally, comparison assists explanation. Why are some countries stable democracies and not others? Why do many democracies have prime ministers instead of presidents? Six countries form the core of the AP Comparative Government and Politics course. China, Great Britain, Mexico, Nigeria, Russia and Iran are compared throughout the course. By using these six core countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings. The program prepares students for intermediate and advanced college courses, and students can earn advanced college credit with scores of 3 or higher on the AP exam. ***In addition to regular college-level course work, students are required to take the Advanced Placement test in May. The examination fee is approximately \$117 USD.***

<b>524</b>	<b>Debating Global Issues</b> Prerequisite: World History II-III	<b>Semester Course</b>
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This seminar course examines vital issues as they unfold in our contemporary world. Students explore current events in the DF, Mexico, Latin America and the world. Ongoing global problems including globalization, poverty, ethnic cleansing, environmental contamination, political corruption, narco-trafficking, climate change, corporate greed and Islamic terrorism will be explored, discussed and debated, along with any issues that appear in the news during the course of the semester. This class requires students to read extensively from international news sources and to practice analytical skills in the process. Classes consist mainly of high-level discussion and debate, along with persuasive essays and occasional research-based, formal debates. This course is excellent preparation for students planning to enroll in the ASF Model United Nations course.

<b>525</b>	<b>Genocide</b> Prerequisite: DR	<b>Semester Course</b>
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The course uses the study of the Holocaust and other genocides as a springboard to discuss a variety of issues related to human nature, citizenship, cultural awareness and tolerance. It teaches students to identify prejudice, intolerance and discrimination in all their forms. Special attention will be given to race and social issues in Mexican society. The course also seeks to equip students with the knowledge, skills and inspiration to work to overcome and combat such prejudices, while developing the values and attitudes of understanding tolerance and compassion. It is a course of study that emphasizes personal reflection and ethical development. Activities are geared toward strengthening a number of social studies skills, including primary source analysis, public speaking, reflective and expository writing, research and cooperative learning.

580	<b>Social and Cultural Anthropology</b> Prerequisite: 85% GPA	<b>Semester Course</b>
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The course is a one-semester elective available in the spring for juniors and seniors in good academic standing. Using college-level texts, it offers a brief introduction to several thematic issues in the field, such as kinship, religion, economic systems, gender and communication. Various communities across the globe will be highlighted, including (but not limited to) Brazil, D.R. of Congo, Haiti, Mexico and the U.S. An essential part of the course requires ethnographic fieldwork in a setting of the student's choice.

### **International Baccalaureate Certificate Options**

572 573 574 575	<b>IB Economics (Higher Level)</b> Prerequisite: 85% GPA/DR	<b>Two-Year Course</b>
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This advanced course seeks to encourage an appreciation of the economic interdependence of countries. It includes the basis of modern microeconomic theory, such as resources and market structures, price determination and consumer behavior and the basics of modern macroeconomics, focusing on the economy as a whole, including national income accounting, unemployment, inflation and fiscal and monetary policies. Special attention is paid to the problems of international economics, such as trade and the balance of payments, and the problems and strategies of economic development. Higher Level includes the topics of the theory of the firm, the relative advantages and disadvantages of fixed and floating rates, absolute and comparative advantages in trade, trade creation and trade diversion, methods of measuring inflation and different theories of taxation. ***In addition to regular college-level course work, students in the IB program are required to take the external assessment exam in May and must produce a portfolio consisting of commentaries on economic articles of current importance. See IB Diploma section for information on fees.***

594 595	<b>IB History of the Americas (Higher Level first year)</b> Prerequisite: 85% GPA/DR NOTE: Students who take this course MUST take IB Twentieth-Century History	<b>Year Course</b>
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This advanced course examines the colonial period in the Americas through the Cold War from a regional perspective. In the first year, students explore the history of the Americas circa 1770 to 1990, using case studies to examine topics such as colonialism, independence movements, slavery, U.S.-Latin American relations and modern politics. The second year of this course is IB Twentieth-Century History (see below). Students read and analyze a wide range of primary and secondary sources, and focus intensively on developing historical thinking, research and writing skills. Additionally, students complete a student-initiated, in-depth historical investigation. This course prepares students for the required Higher Level IB examination in History. This course satisfies the United States History, United States Government and Survey of Mexican History requirements for the U.S. Program. ***In addition to regular college-level course work, students in the IB program are required to take the external assessment exam in May of year two. See IB Diploma section for information on fees. (Please note that IB History of the Americas Higher Level is only offered as one year of a two-year program coupled with the mandatory addition of IB Twentieth-Century History during another year.)***

596-597	<b>IB Twentieth-Century History (Standard Level or Higher Level second year)</b> Prerequisite: 85% GPA/DR	Year Course
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This course studies late 19<sup>th</sup> and 20<sup>th</sup> century history from an international perspective. During the course of the year, students explore three major historical topics, such as the causes, practices and effects of war, the rise and rule of single-party states and the Cold War. Students read and analyze a wide range of primary and secondary sources, and focus intensively on developing historical thinking, research and writing skills. Additionally, students complete a student-initiated, in-depth historical investigation. This course prepares students for the required Standard Level IB examination in History. ***In addition to regular college-level course work, students in the IB program are required to take the external assessment exam in May. See IB Diploma section for information on fees. (Please note that IB Twentieth-Century History Standard Level can be taken as a one-year course or as Higher Level: one year of a two year program coupled with the mandatory addition of History of the Americas in another year.)***

584-585	<b>IB Psychology (Standard Level)</b> Prerequisite: 85% GPA/DR	Year Course
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IB Psychology is a one-year course of study. Students describe, compare, contrast and evaluate the key ideas of four major perspectives of psychology: cognitive, biological, socio-cultural and abnormal psychology. Students study the historical context, major theorists, key concepts and practical applications of each perspective. The behavior of both humans and animals is examined by the formulation of precise hypotheses, the use of careful observation and measurement and the application of statistical methods for the interpretation of data. Students replicate one experimental study in cognitive psychology in an analytical paper of 1000-1500 words (the internal assessment) in the first semester. This course prepares students for the required Standard Level IB examination in Psychology. This course satisfies the Psychology requirement for the Mexican University Program. ***In addition to regular college-level course work, students in the IB program are required to take the external assessment exam in May. See IB Diploma section for information on fees.***

590-591-592	<b>IB Theory of Knowledge</b> Prerequisite: Admission to IB Diploma Programme	Three-Semester Course
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Essentially the IB version of epistemology, TOK examines how we know what we know. It does so through an investigation of the various “ways of knowing” – reason, emotion, perception and language, and their interaction in the six “areas of knowledge” – the arts, mathematics, human sciences, natural sciences, history and ethics. The course requires both an externally assessed essay as well as an internally assessed presentation. This course satisfies the *Filosofia* requirement for the Mexican Program. ***Successful completion of Theory of Knowledge is a requisite to earn the IB Diploma.***



537	<b>IB Filosofía (Standard Level)</b>	<b>Year Course</b>
538	Course taught in Spanish. Prerequisite: 85% GPA/DR	

In IB *Filosofía* Standard Level, students develop the creative thinking skills that will allow them to become intellectually independent and to think *philosophically*. They do so by learning to express ideas in Spanish with logic and coherence. Additionally, they learn to read and analyze closely classic philosophical texts translated into Spanish. Finally, students become familiar with the language, structure and arguments of a number of philosophical texts. They learn to recognize arguments within the texts and evaluate ideas. The end result of this course is for students to develop a systematic form of critical thought. This course prepares students for the required Standard Level IB examination in *Filosofía*. It also satisfies the requirement for *Filosofía I* and *II* for students in the Mexican Program. ***In addition to regular college-level course work, students in the IB program are required to take the external assessment exam in May. See IB Diploma section for information on fees.***



## Humanities

Beginning with the class of 2012, students will be required to take 2½ units of humanities to graduate. Two of these units should be taken in the 9<sup>th</sup> and 10<sup>th</sup> grades, and it is recommended that one unit be in the visual arts and one unit in the performing arts. Students enrolled in the full IB Diploma Programme may have the 2½-unit requirement waived and take 2 units and meet graduation requirements.

*DR = Department Recommendation*

Course Title	Course Code	Open to Grades	Prerequisites
Art I	616	9-12	None
Art II	617	10-12	Art I
Art III	618	10-12	Art II
Ceramics I	636	9-12	None
Ceramics II	637	9-12	Ceramics I
Ceramics III	638	10-12	Ceramics II
Graphic Design	656	10-12	Art I
Multimedia Design	651	9-12	Computer Applications
Advanced Multimedia Design	652	10-12	Multimedia Design/DR
Fashion Design (does not include interior design)	643	10-12	Art I & II
Technical and Architectural Drawing	657	11-12	Geometry
AP Art History	640-641	11-12	World History/85% GPA/DR
Film I	627	11-12	DR
Film II	666	11-12	80%/Film I/teacher approval
Photography I	660	9-12	None
Photography II	630	10-12	Photography I/DR
Photography III	631	10-12	Photography I & II
Digital Imaging	642	10-12	Photo I
Yearbook Publication / Yearbook I Yearbook II	601-602	9-12	Applications and interviews for all staff positions are required. DR required for editor, photo editor, graphic/art editor and copy editor positions.
Concert Band	614-615	9-12	Minimum of 1 year band experience and/or director approval.
Jazz Band	619-620	9-12	Previous band experience and/or director Approval
Drama I	667	9-12	Audition/teacher approval
Drama II	665	9-12	None
Choral Stage Production	603-604	11-12	Director approval
Classical Guitar Ensemble I	632	9-12	None
Classical Guitar Ensemble II	633	9-12	80% Guitar I/director approval
Singing for Non-Performers	634	9-12	None
English Handbell Troupe	635	9-12	None
Music Theory	607-608	11-12	None
IB Visual Arts Standard Level A (SLA)	681-682 683-684	11-12	Completion of Photo II, Art II, Ceramics II or Art History/85% GPA/DR/application process

IB Visual Arts Standard Level B (SLB)	687-688 689-690	11-12	Completion of Photo II, Art II, Ceramics II or Art History/85% GPA/DR/application process
IB Visual Arts Higher Level	670-671 672-673	11-12	Completion of Photo II, Art II, Ceramics II or Art History/85% GPA/DR/application process

## Course Descriptions

<b>616</b>	<b>Art I</b>	<b>Semester Course</b>
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A prerequisite for all 2-D studio art courses, the course provides opportunities for creative expression in a variety of techniques and materials. Students explore the elements and principles of art through drawing, painting and design. They acquire deeper appreciation of art and their visual surroundings. Students are required to have the following supplies: a spiral bound 9" x 12" sketchbook with at least 100 pages, a pair of scissors, a ruler, two HB pencils, two 6H pencils, two 6B pencils, two erasers, two glue sticks and a small set of natural hair paintbrushes (3 different sizes).

<b>617</b>	<b>Art II</b> Prerequisite: Art I	<b>Semester Course</b>
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Students explore a variety of media and techniques such as painting, printmaking, drawing and mixed media. This course is recommended for students interested in the humanities or design. Students will conduct basic research and learn about various artistic movements from the history of art. Students are required to provide a spiral bound 9" x 12" sketchbook, drawing pencils, paintbrushes, glue sticks and two small canvases.

<b>618</b>	<b>Art III</b> Prerequisite: Art II	<b>Semester Course</b>
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Designed to continue the process of learning more advanced art forms, this course is recommended for students considering the possibility of a career in the arts. The class will experiment with acrylic paint, oil paint, printmaking and muralism. Students will be expected to conduct basic research and learn to use the vocabulary associated with the arts. This course is highly recommended for students who are interested in taking IB Visual Arts or portfolio building. Students are required to provide a spiral bound 9" x 12" sketchbook, drawing pencils, paintbrushes, glue sticks and four medium format canvases.

<b>636</b>	<b>Ceramics I</b>	<b>Semester Course</b>
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This course is an introduction to the art of sculpture done in clay. It emphasizes the hand building techniques while studying the art of various ancient cultures as the foundation of one of the most important traditions in fine arts. Students will be exposed to spatial composition through the creation and study of sculptures based on simple geometrical shapes.

<b>637</b>	<b>Ceramics II</b> Prerequisite: Ceramics I	<b>Semester Course</b>
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This course will give students the opportunity to rediscover the beauty found in the art of vessel making and sculpture produced in clay while exploring volume, balance, texture, unity, line, color, etc. The student will have the possibility to expand essential skills and understand clay's behavior. An additional focus includes examining artwork produced in the past and in present times.

<b>638</b>	<b>Ceramics III</b> Prerequisite: Ceramics II	<b>Semester Course</b>
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This course offers the knowledgeable ceramics student the opportunity to develop a distinctive style through the understanding of the concepts of modern art and the new trends found within contemporary artwork. Students model the human figure through the construction of an armature while they explore the various possibilities offered through mixed media.

<b>656</b>	<b>Graphic Design</b> Prerequisite: Art I	<b>Semester Course</b>
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Two-dimensional design and the graphic language are stressed in this course, which is recommended for any student interested in a design-related career. Students participate in creative commercial design projects and will create projects that could be used in a career design portfolio. Students will need to purchase the following supplies: a white paper sketch book, a glue stick, a drawing pencil, a black fine line marker, a ruler and a pair of scissors.

<b>651</b>	<b>Multimedia Design</b> Prerequisite: Computer Applications Students receive technology or humanities credit	<b>Semester Course</b>
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This course uses the principles of graphic design to develop individual and group projects using multimedia tools for print, screen and web. Unit projects will demand that students plan, create and evaluate their video, sound and web projects using the principles of multimedia design given in class as a guide for making attractive communications with an impact. Adobe Creative Suite, Macromedia Studio and Apple Media software will be used.

<b>652</b>	<b>Advanced Multimedia Design</b> Prerequisite: Multimedia Design/DR Students receive technology or humanities credit	<b>Semester Course</b>
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The objective of this course is for students to improve their visual storytelling abilities gained from Multimedia Design by learning to use effectively more advanced elements and principles of video, sound, animation and web-building. Students need to have strong teamwork and organization skills to work independently as well as a strong interest in film, graphic design and Flash. A wide variety of graphics, video and audio software will be used.

<b>643</b>	<b>Fashion Design</b> Prerequisite: Art I & II and/or Graphic Design	<b>Semester Course</b>
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Have you got style? If you have always wanted to learn about garment design and construction, this course will provide you with a basic introduction to fashion design. Students will be encouraged to search for original sources of inspiration in the creation of a line of clothing. Students will conduct research on the work of a famous designer and make frequent presentations in class. Illustration techniques will be presented and a visiting designer will give students a real-life example of what it means to work in the field. Basic sewing will be taught and students are required to buy a modest list of supplies including a spiral-bound 9" x 12" sketchbook.

<b>657</b>	<b>Technical and Architectural Drawing</b> Prerequisite: 11 <sup>th</sup> or 12 <sup>th</sup> grade standing, Geometry	<b>Semester Course</b>
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Students will acquire a background in architectural drawing techniques, vocabulary and philosophy. This includes: lettering, working drawings and floor plans, as well as learning some of the basics of drawing. It is recommended for any student considering a career in engineering, architecture or design. The student will need to purchase three mechanical pencils (#s .7, .5 and .3), two triangles (a 90 degree and a 30 degree), an eraser and an erasing shield.

<b>640 641</b>	<b>AP Art History</b> Prerequisite: World History/ 85% GPA/DR	<b>Year Course</b>
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AP Art History is an introductory college-level course open to students grades 10 through 12. Students will examine major forms of artistic expression from the ancient world to the present in a variety of cultures (though the majority of the course focuses on art in the Western tradition). Art forms include painting and drawing, architecture, sculpture and other media. Students in this course will gain the ability to analyze works of art in the context of historical evidence, examining such issues as politics, religion, patronage, gender and culture. Overall, students will discover how exciting and enriching it is to learn about the arts. **All students must take the AP exam. The exam fee is approximately \$117 USD.**

<b>627</b>	<b>Film I</b> Prerequisite: 11 <sup>th</sup> or 12 <sup>th</sup> grade standing	<b>Semester Course</b>
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Interested in the Coen Brothers, cinematography, Italian Neorealism or suspense-thrillers? This course provides a general overview of the film world including elements of film, directorial styles, historical views and genres. Opportunities to practice good viewing skills, present film reviews and possibility produce a short film will be offered. Information on film jobs and festivals is given. At least one third of the grade is based on classroom participation!

<b>666</b>	<b>Film II</b> Prerequisite: 80% in Film I or teacher approval	<b>Semester Course</b>
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This course is for the serious student interested in pursuing film. There are three major projects: a script for a short documentary on a question of film or film theory, an oral analysis of an extract from a prescribed film and a short film with production portfolio. The organized student unafraid of research and able to work with others will enjoy this course.

<b>660</b>	<b>Photography I</b>	<b>Semester Course</b>
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In this introductory course to photography, students will learn about the different formats of photography, in particular 35mm photography. We will cover history, images and techniques of photography as we inspect both the technology and content of this medium. Students will learn to use the camera and darkroom to communicate personal meaning through black and white prints. More importantly, they will learn how to look at images in a critical and aesthetic manner as well as speak articulately about their own image production. ***Students MUST have their own basic MANUAL SLR cameras***, bought, borrowed or bequeathed. Students will need to buy their own film and photo paper. **(Due to the high cost of materials, students must be prepared to pay between \$150 and \$400 USD for a 35mm manual single lens reflex camera, paper and processing over the 18-week semester.)**

630	<b>Photography II</b> Prerequisite: Photography I/DR	<b>Semester Course</b>
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Students will expand upon the knowledge of black and white photography acquired in Photo I, learning to master the art of controlling both exposure and printing by studying the Zone system. Students will refine their printing technique through the use of contrast filters, burning and dodging, and they will learn advanced printing techniques such as split-filter burning and flashing. In this class, students will focus on understanding photography as a form of fine art and besides technical skill, will work on developing a personal aesthetic in the production of photographic images. Students will develop a portfolio theme; their work will be shown at the ASF Art Fair. *Students MUST have their own basic MANUAL SLR cameras*, bought, borrowed or bequeathed. Students will need to buy their own film, photo paper and equipment for mounting and framing their photographs. **(Due to the high cost of materials, students must be prepared to pay approximately \$150 USD for paper and film over the semester.)**

631	<b>Photography III</b> Prerequisite: Photography II/DR	<b>Semester Course</b>
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*Beyond the (Single) Frame.* Students should explain the idea of “series” in a semester-long project. They will choose a theme and write a proposal at the beginning of the semester. Student will build up skills and techniques in their toolbox according to the requirements of the project, i.e. flash photography, studio lighting, long exposure, sepia toning. They will look at the work of artists relevant to their theme, which could include works outside of photography. Students will produce a 15-image portfolio by the end of the semester and exhibit in the school Art Gallery at the end of the semester. *Students MUST have their own basic MANUAL SLR cameras*, bought, borrowed or bequeathed. Students will need to buy their own film and photo paper. **(Due to the high cost of materials, students must be prepared to pay approximately \$150 USD for paper and film over the semester.)**

642	<b>Digital Imaging</b> Prerequisites: Photo I	<b>Semester Course</b>
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This course is an introduction to the creative use of digital photography. Students will learn the basic differences between film and digital cameras and how they use the latter. They will also learn how to scan images, alter color, tone and texture, restore damaged images, combine images with type, combine two separate images into one and make their work print-ready as well as web-ready using Adobe Photoshop CS3. Students who take this course must have a USB to store and transfer work.

601 602	<b>Yearbook Publication</b> Prerequisite: Photography I/ teacher interview This course can be repeated for credit.	<b>Year Course</b>
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The annual production of the Upper School yearbook requires a staff with strong photographic, writing and graphic design skills. Students should also have an interest in multimedia, professional project management and computers. The class is responsible for planning, constructing, editing and distributing the color annual for the Upper School. Staff members are expected to work independently outside of class (sometimes even on weekends) to cover school activities and meet deadlines for sending work to the printing house. After the final delivery of the yearbook, students will use basic multimedia principles learned to create a media supplement for the yearbook covering events and aspects of student life that occur in the spring. **Applications and interviews for all staff positions are required. Department recommendations are required for editor, photo editor, graphic/art editor and copy editor positions.**

	<b>Concert Band</b>	
<b>614</b>	Prerequisite: At least one year of previous experience and/or director approval	<b>Year Course</b>
<b>615</b>	A student may be admitted in the second semester with director's approval only. This course can be repeated for credit.	

Open to qualified students in grades 9-12 with prior training. Accepted students will learn more advanced music and rhythmic reading skills through the study of graduated technical exercises. Individual and ensemble performance techniques will also be enhanced through the preparation of increasingly challenging music literature in a wide variety of styles. Mandatory concerts are scheduled throughout the school year.

	<b>Jazz Ensemble</b>	
<b>619</b>	Prerequisite: Previous band experience and teacher recommendation and/or audition required.	<b>Year Course</b>
<b>620</b>	Students with skills on piano, guitar, bass or drums but who have not previously been enrolled in band courses are eligible to audition but must demonstrate the ability to read, understand and interpret written music notation. This course may be repeated for credit. This is a premier performing ensemble.	

This course is for advanced instrumentalists who wish to develop their skills in the jazz idiom. Students will learn a variety of jazz, rock, Latin and other popular musical styles, as well as the fundamentals of improvisation. Concerts are scheduled throughout the school year,

	<b>Choral Stage Production</b>	
<b>603</b>	Prerequisite: Director approval	<b>Year Course</b>
<b>604</b>	This course may be repeated for credit. A student may be admitted in the second semester with director's approval only. Freshmen may take this yearlong course.	

Did you ever sing in the shower or with the radio? You can learn to sing on stage! Everyone starts as if they know nothing. After a "crash course" in reading music, students learn to perform as a choral ensemble with possibilities for solo presentations. At least one-third of the grade is based on effort, and the performances are the final! Don't just be a star in the shower! Be a star at ASF! Freshmen may take this course.

<b>632</b>	<b>Classical Guitar Ensemble I</b>	<b>Semester Course</b>
	Prerequisite: No guitar experience	

Are you a closet guitarist? Students will become musically literate while learning to play guitar. The repertoire includes beginning music of all styles and periods. Basics include tablature, musical notation, chord charts, melody and bass lines, plucking and strumming. This is a non-performance course. At least one-third of the grade is based on effort.

<b>633</b>	<b>Classical Guitar Ensemble II</b> Prerequisite: 80% in Guitar I	<b>Semester Course</b>
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This performance course is a continuation of Guitar I in all aspects: honing musical literacy skills and fine-tuning techniques is the goal. The repertoire will include selected music of all styles and periods for the growing novice. This course represents movement into minor scales, pentatonic scales, blues and very simple improvisation.

<b>634</b>	<b>Singing for Non-Performers</b> Prerequisite: None	<b>Semester Course</b>
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Did you ever sing in the shower or with the radio? Everyone starts as though they know nothing. There is no performance required in this course. The basics of vocal production will be learned: reading music, stage presence, diction, intonation, breathing, rhythm, volume, character and communication. A large percentage of the grade is based on effort. Maybe a star will be born! Course may not be repeated.

<b>635</b>	<b>English Handbells</b> Prerequisite: None This course may be repeated for credit.	<b>Semester Course</b>
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Bored? Looking for something different? Playing the English handbells, students will become musically literate. The repertoire includes music from all styles and periods for the beginner. Opportunities to perform will be given. At least one third of the grade is based on effort; and the performance is the final. This is always a popular ensemble for performing out of school! The course may be repeated for credit.

<b>607</b> <b>608</b>	<b>Music Theory</b> Prerequisite: 11 <sup>th</sup> or 12 <sup>th</sup> grade standing/DR	<b>Year Course</b>
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This course develops the ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. This is achieved by an integrated approach to the development of various skills: aural, sight-singing, written, compositional and analytical. Students develop these skills by listening, performing, writing and analyzing. This course seeks to instill the mastery of the rudiments and terminology of music including notation, intervals, scales and keys, chords, metric organization and rhythmic patterns.

<b>665</b>	<b>Drama I</b> Prerequisite: Audition	<b>Semester Course</b>
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This course encourages the development of self-confidence and ease in self-expression through pantomimes, improvisations, monologues, acting out scenes and play production. Students will study different acting methods. Students will perform improvisation matches, scenes or short plays in front of an audience.

<b>667</b>	<b>Drama II</b> Prerequisite: Drama I, 11 <sup>th</sup> or 12 <sup>th</sup> grade standing and audition	<b>Semester Course</b>
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A "learn-by-doing" course, it has two aims. First, it introduces the technical aspects of drama production, including stage design, costume, make-up, lighting, property and set execution. Secondly, it develops the capacity to plan and produce a play using the knowledge of stagecraft acquired in the class. It is recommended for students with serious interest in drama and requires rehearsals after school and weekends during production time. The course may be repeated.



## IB COURSES

681-682	<b>IB Visual Arts Standard Level</b> Standard Level A	<b>Two-Year Course</b>
683-684	Standard Level B	
687-688	Higher Level	
689-690	Prerequisite: 85% GPA/DR, 2 visual arts classes, one being Photo II, Art II, Ceramics II or AP	
670-671	Art History/application process	
672-673		

This course offers amazing opportunities for growth in the field of visual arts, through a rigorous practice of studio work, and investigation. There are two different levels with two different options each:

**HLA.** 60% studio work and 40% research. **HLB.** 60% research and 40% studio work.

**SLA.** 60% studio work and 40% research. **SLB.** 60% research and 40% studio work.

The difference between Higher Level and Standard Level is the amount of artwork produced and the difference in quality of the research. In this course, the creation of artwork is integrated with the research, a process that has to be documented at all times. **At the end of the course there will be an external examination** (done by an IB examiner) and an internal examination (done by ASF teachers). **See IB Diploma section for information on fees.**

## Physical Education

Course Title	Course Code	Open to Grades	Prerequisites
Physical Education (PE) (9 <sup>th</sup> graders)	725	9	None
Health (9 <sup>th</sup> graders)	726	9	None
Physical Education (PE) – Team Sports (10 <sup>th</sup> graders only)	754	10	None
PE – Strength and Conditioning for Girls	705	10-12	PE
PE – Strength and Conditioning for Boys	706	10-12	PE
PE – Strength and Conditioning for Girls II	713	11-12	Strength and Conditioning
PE – Strength and Conditioning for Boys II	714	11-12	Strength and Conditioning
PE - Strength and Conditioning for Girls III	758	11-12	Strength and Conditioning II
PE - Strength and Conditioning for Boys III	757		Strength and Conditioning II
Lifeguarding	712	9-12	None. Does not substitute required PE courses

### Course Descriptions

Beginning with the class of 2012, one full unit (or two semesters) of PE will be required. In 9<sup>th</sup> grade, students will take ½ unit of PE and ½ unit of Health. In the 10<sup>th</sup> grade, they will take the other required ½ unit of PE. Transfer students may complete these requirements at any point in their time at ASF.

<b>725</b>	<b>Physical Education (9<sup>th</sup> graders)</b> Required for all 9 <sup>th</sup> grade students	<b>Semester Course</b>
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Physical Education is an essential element of all Upper School students' education. As such, one semester is required of all 9<sup>th</sup> graders. The purpose of the course is to teach students that maintaining an active and healthy lifestyle is key to mental and physical well-being. Students are expected to participate in all class activities. A daily emphasis is placed on participation with full effort, while maintaining sensitivity and respect for individual talents. Students rotate activities throughout the semester. Topic covered may include: basketball, volleyball, tennis, swimming and field sports. Written assignments and reflections are also an essential piece of the course assessment.

<b>756</b>	<b>Health</b> Required for all 9 <sup>th</sup> grade students	<b>Semester Course</b>
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The purpose of this course is to continue with the aims and objectives set by the Middle Years Program for Physical Education. Teachers will continue to teach students how to lead a balanced and healthy lifestyle through fitness education. As the students study various sporting activities (which may or may not include aquatics, basketball, flag football, soccer, tennis, track and volleyball) they will learn how to incorporate those activities into a daily routine to promote health and wellness. A daily emphasis is placed on participation with full effort, while maintaining sensitivity and respect for individual talents. Students are expected to leave this course with a willingness to reflect critically on all aspects of physical education and an understanding of how to incorporate all they have learned into a lifelong interest in staying physically active.

<b>754</b>	<b>PE – Team Sports</b> Required for all 10 <sup>th</sup> grade students	<b>Semester Course</b>
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This course is a continuation of the 9<sup>th</sup> grade required course. Coaches will continue teaching students how to lead a balanced and healthy lifestyle through fitness education, with the hope that each student leave with the knowledge to continue leading that lifestyle. In addition to athletics, students will learn to incorporate nutrition into a daily fitness routine in order to promote health and wellness. A daily emphasis is placed on participation with full effort, while maintaining sensitivity and respect in individual talents. There is a continued expectation for students to reflect critically on all aspects of physical education.

<b>705</b>	<b>Strength and Conditioning for Girls</b>	<b>Semester Course</b>
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Girls will learn how to shape and tone their bodies through stretching, yoga, Pilates, aerobics and weight training. The girls will be exposed to five different types of exercises to help them find what they enjoy and what works best for them. The instructor will start by leading the girls through a daily exercise routine with the girls eventually formulating a routine of their own, promoting an appreciation of exercise and affecting a lifelong change towards healthier and happier living.

<b>706</b>	<b>Strength and Conditioning for Boys</b>	<b>Semester Course</b>
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Boys will learn proper weightlifting and spotting techniques to increase size and strength. Students will learn how to increase their core muscle mass and create definition in each body part. The goal is for students to see a positive change in their body composition, experiment with different lifts, enjoy working out and, by the end of the course, be able to construct workouts that work best for their own bodies and keep them mentally stimulated.

<b>713</b>	<b>Strength and Conditioning for Girls II</b> Prerequisite: Strength and Conditioning for Girls	<b>Semester Course</b>
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Girls will continue their exercise routine of stretching, yoga, Pilates, aerobics and weightlifting. Plyometrics, sprinting and distance running will be also be added. Girls will set weight and body fat goals as they learn about the importance of diet and body composition to promote lifelong healthy living.

<b>714</b>	<b>Strength and Conditioning for Boys II</b> Prerequisite: Strength and Conditioning for Boys	<b>Semester Course</b>
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Boys will continue to learn to use proper weightlifting and spotting techniques to increase size and strength, explore the role of diet and rest in building muscle mass and shaping our bodies, reflect on how exercise affects their energy and stress levels as well as study the effects of nutritional and muscle-building supplements and illegal steroids.

<b>758</b>	<b>Strength and Conditioning for Girls III</b> Prerequisite: Strength and Conditioning II	<b>Semester Course</b>
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S&C3 is the culmination of S&C1 and 2. Students will use skills and techniques they have learned in previous sections. This section focuses on maintaining and adjusting an exercise routine for lifelong use by compiling prior knowledge and skills into a fully functioning, fluid program for lifelong fitness.

<b>757</b>	<b>Strength and Conditioning for Boys III</b> Prerequisite: Strength and Conditioning II	<b>Semester Course</b>
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S&C3 is the culmination of S&C1 and 2. Students will use skills and techniques they have learned in previous sections. This section focuses on maintaining and adjusting an exercise routine for lifelong use by compiling prior knowledge and skills into a fully functioning, fluid program for lifelong fitness.

<b>712</b>	<b>Lifeguarding</b>	<b>Spring Semester</b>
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The purpose of this course is to prepare and certify students to become lifeguards. This program builds a foundation in knowledge, attitudes and skills needed to become responsible lifeguards. Students will develop a level of fitness, endurance and technique in swimming, lifeguarding and rescue skills. Upon successful completion of this course, students will obtain an American Red Cross certification in Professional Lifeguarding, First Aid and CPR for a Professional Rescuer.

## Technology Department

All students are required to take a one-semester class in technology in order to graduate.

*DR = Department Recommendation*

Course Title	Course Code	Open to Grades	Prerequisites
Computer Applications	910	9-12	None
Introduction to Programming in Java	912	10-12	Computer Applications
Computer-Aided Design (CAD)	959	10-12	Computer Applications
Advanced CAD	963	10-12	CAD or DR
Multimedia Design	967	9-12	Computer Applications
Advanced Multimedia Design	968	10-12	Multimedia Design/DR
Web Design	924	10-12	Computer Applications

### Course Descriptions

<b>910</b>	<b>Computer Applications</b>	<b>Semester Course</b>
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This course is the basic requirement for graduation. Students build on their basic knowledge of word processing, database, spreadsheet, presentation, publication and communications tools. Students will analyze social issues of computer use in today's society and learn to plan and design projects that utilize computer and technology tools to improve the ASF community and increase performance in other classes. Programs studied include: Microsoft Office, basic HTML editors and on-line blog/web tools, iLife and Adobe Illustrator.

<b>959</b>	<b>Computer-Aided Design (CAD)</b> Prerequisite: Computer Applications	<b>Semester Course</b>
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This course is designed for students interested in architecture, engineering, industrial design or technical design. The basics of Computer-Aided Design and 3-D modeling are taught during this course. Students work on individual and group projects related to the fields of industrial design and architecture.

<b>963</b>	<b>Advanced Computer-Aided Design (CAD)</b> Prerequisite: CAD	<b>Semester Course</b>
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This course is designed for students who have completed CAD and are interested in furthering their knowledge of CAD. Students will learn advanced design, modeling, animation and rendering using TurboCAD and MAYA.

<b>967</b>	<b>Multimedia Design</b> Prerequisite: Computer Applications Students can take credit for humanities or technology.	<b>Semester Course</b>
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This course uses the principles of graphic design to develop individual and group projects using multimedia tools for print, screen and web. Unit projects will demand that students plan, create and evaluate their video, sound and web projects using the principles of multimedia design given in class as a guide for making impactful and attractive communications. Adobe Creative Suite, Site 3 will be used.

<b>968</b>	<b>Advanced Multimedia Design</b> Prerequisite: Multimedia Design/DR Students can take credit for humanities or technology	<b>Semester Course</b>
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The objective of this course is for students to improve their visual storytelling abilities gained from Multimedia Design by learning to use effectively more advanced elements and principles of video, sound, animation and web-building. Students need to have strong teamwork and organization skills to work independently as well as a strong interest in film, graphic design and Flash. A wide variety of graphics, video and audio software will be used. An advanced use of Adobe Creative Suite 3 will be employed.

<b>924</b>	<b>Web Design</b> Prerequisite: Computer Applications/DR Students can take credit for humanities or technology	<b>Semester Course</b>
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This course is designed for students who are interested in programming and designing at the same time. It is also for those who would like to understand the Internet in a more complex way. The basics of HTML, XHTML, CSS, design and usability are taught in this course. The students work both in teams and as individuals to solve real-case scenarios presented as projects to create basic but stable and functional web sites.

## Alternative Education

Course Title	Course Code	Open to Grades	Prerequisites
Office Cadet	852	12	12 <sup>th</sup> grade standing/ 85% GPA/good attendance and discipline record
Library Aide	843	12	12 <sup>th</sup> grade standing/ 85% GPA/good attendance and discipline record
Teaching Apprenticeship	854	12	12 <sup>th</sup> grade standing/ 85% GPA/good attendance and discipline record
Student Internship	588-589	12	Interview/application
Study Skills For 9th graders For 10th graders For 11th graders	88000 88001 88002	9-12	Counselor recommendation
Seminar in College Preparation	88003	11	None
Study Hall	5	12	Students may only take one semester of Study Hall if they are enrolled in at least two advanced courses

## Course Descriptions

*Only one office or teaching cadet course may be taken during Upper School.*

<b>852</b>	<b>Office Cadet</b> Prerequisite: 12 <sup>th</sup> grade standing/85% GPA/good attendance and discipline record	<b>Semester Course</b>
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Working in counseling or administrative offices, students have general office responsibilities. They will learn organizational skills, responsibility and the ability to deal with others in a positive and polite manner.

<b>853</b>	<b>Library Aide</b> Prerequisite: 12 <sup>th</sup> grade standing/85% GPA/good attendance and discipline record	<b>Semester Course</b>
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The course teaches the basics of the Dewey Decimal System and trains students in shelving and processing books. They learn techniques for using specialized research materials for the improvement of their own research skills. Students who work to earn a credit as a library cadet work on tasks including shelving books in exact order, checking that the books on the shelves are in proper order, assisting in the processing of new books or other tasks related to library services.

<b>854</b>	<b>Teaching Apprenticeship</b> Prerequisite: 12 <sup>th</sup> grade standing/85% GPA/good attendance and discipline record	<b>Semester Course</b>
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Teaching apprentices may be scheduled for classes in the Early Childhood Center, Lower School, Middle School or Upper School. Students interested in child psychology, education and child growth and development will apply theoretical knowledge to everyday classroom activities. Students assist a teacher in the preparation, delivery and evaluation of a curriculum.

<b>588-589</b>	<b>Student Internship Program</b> Prerequisites: Interview/application	<b>Year Course</b>
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The Student Internship Program is an innovative yearlong course designed to allow students to earn one class credit by working in an authentic employment environment outside of the traditional classroom boundary. The course is intended to provide an opportunity for students to explore a field that they want to pursue in college and to apply their skills and knowledge in a real organization. The working experience is supplemented with studies of working styles, organizational culture, management techniques and future planning. Assessment is based on mentor and coordinator reviews and a final presentation at the end of the semester.

88000 88001 88002	<b>Study Skills</b> Prerequisites: Counselor recommendation	<b>Semester Course</b>
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Study skills is a graded course option which allows students the time to focus on organization, time management and cooperative group work. This three-fold focus has been shown to improve student academic success rates. Students who receive notice regarding academic probationary status may be required to take this course to improve current academic status. Course may be repeated. The course is graded, but the grade does not count towards GPA nor does it provide credit towards graduation.

88003	<b>Seminar in College Preparation</b>	<b>Semester Course</b>
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This course is designed to help juniors through the college application process for colleges outside of Mexico. Students will examine career aspirations and long-term goals. They will carry out extensive research on colleges that interest them. They will learn test-taking strategies for tests such as the SAT Reasoning Test, the SAT Subject Tests, the ACT and the TOEFL. The course provides a holistic approach to the process that includes interviewing, writing application essays and asking for letters of recommendation. The course is graded, but the grade does not count towards GPA nor does it provide credit towards graduation.

5	<b>Study Hall</b>	<b>Semester Course</b>
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It is an exclusive senior privilege to take a study hall for one semester. Students report to the library staff during the assigned period and may use the time to work quietly. Students may not leave the library without written permission from a teacher. Students and parents must sign a study hall contract agreeing to these terms outlined. Study hall may only be taken for one semester, and a student may not have a study hall at the same time as he /she is acting as a cadet or library aide. There is no grade for this course.