

## HS ENGLISH COURSES

### **English 9**

**Grade Level: 9<sup>th</sup>**

**Credit: 1**

English 9 explores American Literature through reading and writing in a variety of genres. Students read novels, short stories, and poems and do a considerable amount of essay and creative writing. They will also continue to hone their written and oral language abilities by studying conventions and vocabulary.

*Texts may include: To Kill a Mockingbird, Nothing But The Truth, The Crucible, The Adventures of Huckleberry Finn, The Great Gatsby, Literature and Integrated Studies American Literature, Scott Foresman.*

### **English 10**

**Grade Level: 10<sup>th</sup>**

**Prerequisite: English 9 or equivalent**

**Credit: 1**

This course emphasizes the consolidation of the literacy, critical thinking, and communication skills necessary for success in academic and daily life. Students will analyze the content, form, and style of fiction and non-fiction works from a variety of cultures, countries, eras, and literary genres.

The student will critique the writing of peers and professionals using analysis to improve writing skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. An important focus will be on establishing appropriate voice and using language with precision and clarity in appropriate contexts.

Grammar knowledge and vocabulary will be expanded as the student presents, writes, and edits materials.

*Texts may include: The Scarlet Letter, Death Not Be Proud, Paul's Case, A Midsummer Night's Dream*

### **English 11/12**

**Grade Level: 11<sup>th</sup>/12<sup>th</sup>**

**Prerequisite: English 10 or equivalent**

**Credit: 1**

English 11/12 follows a two-year cycle, with British Literature in Year 1 and American Literature in Year 2. This course emphasizes the consolidation of the literacy, critical thinking, and communication skills necessary for success in academic and daily life. For 2008-2009, students will analyze the content, form, and style of fiction and non-fiction from classic and contemporary British literature, and literature from the Commonwealth and former colonies of the British Empire. The student will be able to identify the universal themes and characterizations present in the works studied which are reflective of the various historical events and periods covered. Students will also explore the impact that the British Empire had on indigenous cultures, the colonists, and the citizens of the United Kingdom.

The student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. The student will be able to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. An important focus will be on establishing appropriate voice and using language with precision and clarity in appropriate contexts.

*Units of Study include:*

*The Elizabethan World View: The Foundations of Empire*

*The Romantic Era: Minority Voices at the Height of the Industrial Revolution*

*The Nineteenth Century: Positive Self and Negative Other in Britain and Beyond*

*Post-Colonial Literature: The Empire Writes Back*

## HS FOREIGN LANGUAGES

### **French I**

**Grade Levels: 9th – 12th**

**Prerequisite: None**

**Credit: 1**

This is an intensive course covering the same material as the Middle School program. Students who have followed the Middle School beginners to advanced program can skip this year and move on to French II after taking a placement exam. The goal of French I is for students to acquire the basic tools of oral and written communication so that they can express their own ideas and can communicate at a basic level should they travel to a French-speaking country or correspond with French speaking friends. At the end of this course, they will have acquired a sufficiently wide vocabulary to enable them to describe people, things and events in present and past tenses. Grammar and vocabulary are learned through communicative activities, and the class is taught using the target language. Activities include skits with dialogues, singing, reading, listening to radio or TV program, writing letters or pages of a journal and cooking.

### **French II**

**Grade Levels: 9th – 12th**

**Prerequisite: French I**

**Credit: 1**

Students at this level are expected to have acquired a solid background of vocabulary and therefore be able to engage more in conversation, and to write French adequately. In addition to this, they have diverse activities: listening activities, pair and group work, writing activities: journal and short compositions, composition of a portfolio (creative brochures, articles), projects about culture and French-speaking countries and reading.

### **French III**

**Grade Levels: 9th - 12th**

**Prerequisite: French II**

**Credit: 1**

At this level the students will explore the different aspects of letter writing, both formal and informal, as well as essay writing. Students will choose books from a wide selection and write book reports. Students are also expected to engage in exchanging views on the French news items presented in newspapers and the TV channel TV 5.

#### *Resources*

*Texts: Series "Fréquence Jeunes" and "Extra!" Hachette.*

*Les comédies de Molière, Candide ou l'optimisme, Le Fantôme de l'Opéra, L'Étranger de Camus, Les Trois Mousquetaire, Le Comte de Monte Cristo, and " Les Clés de l'Actualité"*

### **French IV**

**Grade levels: 9th -12th**

**Prerequisite: French III**

**Credit: 1**

Following French III, the content of this course is topic-centered. Also there is a greater concern for integration of the four skills of reading, writing, listening and speaking. As background material for this course, we will use the new method Au Point Nouvelle edition that has retained the magazine-style design and the presentation of contents, including grammar, in the target language. This is an up-to-date authentic material, including more factual and statistical information of the life of the French. This course makes use of authentic audio-video listening materials. Students will also be reading literary texts and get acquainted with French writers, singers and the world of the French-speaking world in general. They will also be assigned books from these authors and be expected to write book reports and essays.

### **Dutch (Beginning)**

**Grade Levels: 9th – 12th**

**Prerequisite: none**

**Credit: 1**

Dutch Beginners is a course designed for students with little or no background in Dutch. The course combines a topic and situation-based approach with a more conventional structural and grammatical progression. The emphasis is on the development of listening and speaking

skills with reading and writing being used for consolidation purposes and for simple communication.

*Text: Zebra 1; ThiemeMeulenhoff, Utrecht/Zutphen, 2002*

### **Dutch Intermediate I**

**Grade Levels: 9th - 12th**

**Prerequisite: Placement test**

**Credit: 1**

Dutch Intermediate I is a course designed for students who have the required proficiency to succeed at this level. The course expands on each of the four skills of listening, speaking, reading and writing developed in the Middle School or in previous years of study, with a continuing emphasis on using the language in interesting, meaningful ways.

The course combines a topic and situation-based approach with a more conventional structural and grammatical progression. Listening and speaking skills are still emphasized but reading to elicit information and for personal enjoyment is developed. Writing is used to help with the learning process and to provide essential practice of key structures and vocabulary. It is also used for simple communication. Creative writing is primarily on personal themes.

*Text: Zebra 2; ThiemeMeulenhoff, Utrecht/Zutphen, 2002*

### **Dutch Intermediate II**

**Grade Level: 9th – 12th**

**Prerequisites: Placement test**

**Credit: 1**

Dutch Intermediate II is a course designed for students who have the required proficiency to succeed at this level. The course expands on each of the four skills of listening, speaking, reading and writing developed in the Middle School or in previous years of study, with a continuing emphasis on using the language in interesting, meaningful ways. The course combines a topic and situation-based approach with a more conventional structural and grammatical progression. Both teacher and student use Dutch as the medium of communication. More complex listening and reading comprehension activities are used. Writing is used to help with the learning process, to provide essential practice of key structures and vocabulary, and to encourage creative use of the language.

*Text: Zebra 3; ThiemeMeulenhoff, Utrecht/Zutphen, 2002*

### **Advanced Dutch**

**Grade Level: 9th – 12th**

**Prerequisite: Placement test**

**Credit: 1**

Advanced Dutch is a course designed for students who have the required proficiency to succeed at this level. The emphasis of the course is on communication and interaction with

the main goal of preparing the students to use the language appropriately in a range of situations and contexts, and for a variety of purposes. The skills of listening, speaking, reading and writing are developed equally via integrated activities involving communication and interaction with a wide range of authentic oral and written texts of different styles and registers. Both teacher and student use the target language as the medium of communication.

*Text: Nieuw Nederlands (ster-editie), Wolters-Noordhoff, 2003*

## HS MATH COURSES

### **Algebra I**

**Grade Levels: 8th and 9th**

**Prerequisite: Completion of Pre-Algebra, recommendation of Pre-Algebra teacher.**

**Credit: 1**

Since algebra is a major component in many high school courses, students will need a foundation to build upon. The goal of the Algebra I course is to provide students with a strong fundamental base that will facilitate learning as the student progresses. A major emphasis of the course is for the students to see the connections that their work has with solving problems in everyday life, and developing confidence in their mathematical abilities. Specific topics include solving equations, linear functions, systems of equations and inequalities, polynomials and factoring, and how to use a basic (TI-73) graphing calculator.

*Text: Algebra I, Schultz et al, Holt, 2004.*

### **Geometry**

**Grade Levels : 9th and 10th**

**Prerequisite: Passing grade in Algebra I**

**Credit: 1**

Geometry is the second course in the sequence of high school mathematics courses. The importance of developing skills in using the deductive reasoning process cannot be overstated. Geometry is the vehicle used to introduce and practice these skills since there are so many relationships that exist among geometric figures and quantities. Justification of conclusions is consistently emphasized. One important goal is for students to write logical arguments leading to valid conclusions.

Topics included in this course are: Reasoning in geometry, parallels and polygons, triangle congruence, similar shapes, circles, coordinate geometry and perimeter, area and volume relationships.

*Text: Geometry, Schultz, Hollowell, etc., Holt, Rinehart and Winston, 2003.*

### **Algebra II**

**Grade Levels: 10th and 11th**

**Prerequisite: Passing grades in Algebra I and Geometry**

**Credit: 1**

Algebra II is a continuation of the sequence of high school mathematics courses which prepare students for the IB courses taken in the last two years of high school. Many topic names will be familiar to students, however they will study them in much more detail and with more sophisticated and realistic applications being investigated. Along with becoming skilled in the algebraic manipulation of expressions and equations, the student will be given the opportunity to develop mathematical communication skills.

The topics studied in Algebra II are listed as follows: Numbers and functions, systems of linear equations and inequalities, matrices, quadratic, exponential, logarithmic, rational and radical functions, and an introduction to trigonometric functions.

*Text: Algebra 2, Schultz, Ellis, etc., Holt, Rinehart and Winston, 2003.*

### **Math Topics (TBD)**

**Grade Levels: 11th and 12th**

**Credit: One**

Math Topics is a course designed for those students in grades 11 and 12 who do not wish to take the IB Mathematics courses offered at AISR. One goal is to prepare students for college entrance tests they may need to take. This involves reviewing basic algebra and geometry concepts and practice with problem solving techniques of various sorts. Another goal is to become familiar with some practical and most common uses of mathematics in today's ever-changing world. Some flexibility in choosing specific topics of special interest is certainly possible.

Topics to be studied in this course include: algebra review (major concepts leading to effective problem solving techniques), practical geometry measurements and relationships, SAT preparation, percent calculations and problems, general statistics involving groups of data, introductory probability concepts, economics of small businesses (case study approach) and concepts of consumer, or business, mathematics.

*Texts may include: Understanding Economics, Globe Fearon; Exploring Probability, Dale Seymour*

*Publications; Strength in Numbers, Sherman K. Stein; and algebra and geometry textbooks.*

## **HS SCIENCE COURSES**

### **Integrated Science 9**

**Grade Level: 9th**

**Credit: 1**

First year high school students will focus on three traditional branches of science; Chemistry, Biology and Physics. Integrated Science 9 combines an introduction to the three disciplines preparing the students for the in-depth continuation of the sciences in the years to come. The students will spend approximately one-third of the school year on each topic. This course will continue to build on the basic scientific principles learned in middle school while prompting the student to grow in the analytical nature of science.

During this course, a broad scope of topics will be covered that include the following: **Chemistry:** Particle/Atomic Theories, Physical/Chemical Changes, Patterns of the Periodic Table, Ionic/Covalent/Polar Bonding **Biology:** Binomial Nomenclature, Classification and the Six Kingdoms of Life, Natural Selection/Evolution **Physics:** One Dimensional Motion and Acceleration, Forces and Newton's Laws of Motion, Work/Energy/Power

Texts: *Conceptual Physics*, Hewitt et al, Prentice Hall 2004.

### **Chemistry/Biology**

**Grade Level: 10th**

**Credit: 1**

Chemistry is a way of studying matter. What is matter? As is true with many words that are really basic to science, matter is hard to define. It is often said that matter is anything that has mass and occupies space. But then what are "mass" and "space"? Although we can define these, the process yields very little insight into what matter is. So let us just say that matter is anything which has real physical existence; in a word matter is just stuff. Iron, air, wool, gold, milk, aspirin, monkeys, rubber, and pizza - these are all matter. Some things, which are not matter include: heat, cold, colors, dreams hopes, ideas, sunlight, beauty, fear, and x-rays. None of these is "stuff"; none is matter.

Biology is the study of living organisms. The word biology comes from the Greek "bios" meaning life and "logos" meaning study. It ranges in scale from the molecular, through the cellular and the whole organisms, to the ecosystem and biosphere. Biological knowledge is increasing at an unprecedented rate. New techniques such as genetic modification and ecosystem modeling give us extraordinary new tools for understanding how the living world works, and for using that understanding for the good of all.

Topics and themes include: Ecology, Reproduction, Digestion, Atomic Structure, Chemical Reactions, Chemical Equations, Solutions, Stoichiometry, Equilibrium, Acid/Base Theory.

*Text: Chemistry: Connection to Our Changing World, LeMay et al, Prentice Hall, 1996*

*Biology: An Ecological Approach BSCS, Kendall-Hunt, 2002.*

### **Environmental Science**

**Grade Level: 11th and 12th**

**Credit: 1**

Environmental science is an interdisciplinary study combining ideas and information from natural and social sciences such as biology, chemistry, geology, physics, economics, politics, and ethics. The focus will be environmental problems that are caused by humans and nature. Students will investigate Rotterdam area environmental concerns. Emphasis is placed on current worldwide environmental issues. The course will present an idea of how nature works and how things are interconnected and will provide a base for future courses in environmental science.

Topics include: Deforestation, Global Warming, Pollution, Ecology, Population Dynamics,

Conservation and Resource Management.

## HS SOCIAL STUDIES COURSES

### **US History**

**Grade Level: 9<sup>th</sup>**

**Credit: 1**

During this one year course, students will study a selection of the following topics: A Collision of Cultures, The Enlightenment and the Revolutionary Era, The Constitution, Expansion, Reform and Constitutional Conflicts 1824-1860, The Civil War and Reconstruction 1860-1877, The Rise of Modern America 1870-1900, The Progressive Era, USA Boom and Bust, Troubled Times 1954-1974.

There will be a focus on developing fundamental skills in historiography, critical thinking, historical analysis and writing skills. Students will be challenged to present arguments supported by evidence instead of repeating memorized facts. They will also be introduced to the idea that there are different historical interpretations.

*Texts: A History of the United States, Prentice Hall*

*American Studies Album, Scott Foresman;*

*American Voices: A History of the United States, Scott Foresman.*

*A variety of primary and secondary texts and visuals are used in addition to these textbooks.*

### **Modern World History**

**Grade Level: 10<sup>th</sup>**

**Credit: 1**

In Modern World History, students will study a selection of the following topics: A Study of Revolutions and the rise of the Nation State, Scientific and Technological Change in the Modern World, Imperialism, Decolonization and the Growth of Nationalism, U.S.A. Boom and Bust 1919-41, The Rise and Rule of the Nazis 1929-45, Causes and Events of World War II, The Rise of International Organizations and Movements, Cold War and Détente.

The following is a profile of what attitudes and abilities the students will be encouraged to develop by the end of this course.

1. Exposition: The ability to search effectively; to demonstrate factual recall; to have an inquiring and critical mind; to show interest in the issues, events and characters studied; to understand historical terminology; to appreciate different interpretations of History within an international context.
2. Concepts: The ability to understand such historical concepts as change, continuity, cause and consequence, similarity and difference, to appreciate chronology, and the connections between past and present.
3. Empathy: The ability to appreciate the issues and events of the past within the context of those who lived through them, and who may have had differing viewpoints.

4. Analysis: The ability to locate and extract relevant material from primary sources; to distinguish between fact and fiction; to recognize bias, to compare and contrast sources and to use a wide range of sources to reach a valid conclusion.

## **Geography**

**Grade Level: 11<sup>th</sup>/12<sup>th</sup>**

**Credit: 1**

In geography, students will focus on a selection of the following topics - Population - Functions and Patterns; Hierarchy; Settlements - Distribution and density; Population growth; Population structures; Urbanization - Growth of cities and urban models; Problems in developed and developing cities; Migration - Refugees; Migrant workers; Urban and rural migration; Transport - Commuting; Flows and networks; Transportation in the local area and a comparison with developing countries; Farming - Systems and Types; Farming in the European Union and a comparison with Brazil; Farming and the Environment; Food Supply; Energy - Non-renewable and renewable resources; Energy and the Environment; Industry - Employment structures; Industrial location with special reference to the local situation; Changing Industry; Industry in Developing Countries

The following is a profile of skills the students will be expected to have mastered by the end of this course.

1. Analysis and understanding: Students should be able to:
  - a. observe, analyze, classify, explain and relate, in order to allow understanding of the role of space and its effective use,
  - b. analyze according to a variety of subjective viewpoints, the ways in which societies live; locate, organize, compete for, and perceive space, and
  - c. organize spatial knowledge at local, regional, national and international levels, in a world where information comes from a wide variety of sources.
2. Judgment and decision-making: Students should be able to:
  - a. acquire a critical and sympathetic awareness of the human-environment interaction, and appreciate the role of subjectivity and spatial imagination, and
  - b. orient effectively in space and develop and understand geographical scale, appreciate inequalities and differences in levels of development.

# HEALTH AND PHYSICAL EDUCATION COURSES

## **Health and Wellness**

**Grade Levels: 9<sup>th</sup> - 12<sup>th</sup>**

**Credit: .5 (to meet graduation requirements)**

Healthy living, particularly during the challenges of adolescence, is the central theme to health education. As adolescents experience and experiment with new aspects of life, they are

faced with new choices and responsibilities. The students' needs and curiosities are discussed in class, as are means to avoid risks that will affect one's health.

Course topics include: Mental Health, Family and Social Health, Life Cycles, Body Systems, Personal Health and Physical Fitness, Nutrition, Medicines and Drugs, Diseases and Disorders, STDs, and Conflict Resolution.

*Text: A Guide to Wellness, Glencoe.*

### **HS Physical Education**

**Grade Levels: 9th – 12th**

**Credit: 1 (to meet graduation requirements)**

High School students will be engaged in activities that will prepare them for a healthy lifestyle outside of school and after completing their education. The physical education program emphasizes participating in unique sporting activities by visiting sport clubs and facilities. Keeping journals of the lesson is required in most of the eight units. Projects on research topics enhance the program. Computer skills are required for written presentations (Word and Power Point). The Computer and English Departments work together with the PE Department on written projects/assignments.

Course topics include:

Invasion sport concentration (soccer, hockey, handball, lacrosse, American football, rugby, ultimate Frisbee, team handball). Students design the own invasion sport with concentration on offensive and defensive team concept understanding. Fitness Activity and Knowledge: Assessing and planning personal fitness program. Researching the value of joining a sport club. Sailing in one sail/ one man boats, Snowboarding or Skiing, Climbing, Horseback Riding, Racket Sports (tennis, squash, badminton, table tennis) and Golf

Students are encouraged to participate in the extracurricular Athletic Program and can choose from swimming, soccer, volleyball, basketball, track and field, and softball.

## **HS GENERAL ELECTIVES**

### **HS ESL**

**Grade Levels: 9th -12th**

**Prerequisite: Placement test and recommendation of teacher or counselor.**

**Credit: 1**

High School ESL supports the student adaptation to life in an English-speaking environment. Students have from two to three 85-minute periods a week during which they receive assistance on class work and homework in their classes taught in English. The ESL instructor is either one of their classroom teachers or in close contact with other classroom teachers to better meet the individual needs of the student. The program works with a variety of methods and strategies to help individual students achieve success in the academic environment of AISR. High School ESL exists to support the student's desire to achieve at AISR.

### **Resource/Special Needs - Study Skills Class**

**Grade Levels: 9th- 12th**

**Prerequisite - Recommendation of teacher, or IEP and documented learning or special need.**

**Credit: 1**

This class focuses on improving the study habits of the students. Time is spent assessing the current habits of the students and determining the areas for improvement. Topics covered in the class include time management, note taking skills, test taking skills, organizational skills, and written and oral communication skills.

In addition to the time spent on developing study skills, individualized assistance is given to the students to help them successfully complete work assignments from their academic classes. No academic grade is given for this course.

### **Art**

**Grade Levels: 9th – 12th**

**Prerequisite: None**

**Credit: 1**

Part of the purpose of this art course is to provide a pre-IB program of art instruction for 9th and 10th grade students taking the class. The course is intended to build on and develop art skills learned in the Middle School while at the same time introducing students to more sophisticated and challenging art concepts. Students will learn and demonstrate the ability to observe and record, and make connections by working from direct experience, memory and imagination. They will also explore art, craft and design in a wider historical, social and cultural context.

### **Photography**

**Grade Levels: 9th – 12th**

**Prerequisite: None**

**Credit: 1**

The goal of this course is to introduce students to the basic principles of black and white photography. Course topics include photograms, camera operation and parts, film development, enlarging, and printing. The history of photography is emphasized and students will be required to complete written, as well as practical work. The ultimate goal of this first year course is the creation of a final portfolio of their best work.

Students can use their own 35mm SLR camera with manual settings, or borrow student-shared cameras at the school. The school will supply chemicals, darkroom equipment, photography paper, and film for in-class assignments. Students are also encouraged to shoot film on their own.

### **Computer Applications**

**Grade Level: 9th and 10th**

**Prerequisite: None**

**Credit: 1 (to meet graduation requirements)**

The Computer Applications course is intent on helping all students be successful using technology within the structure of the course assignments required of them in their academic classes and to introduce them to several areas where computers are used in the professional world. An emphasis is placed on learning and using basic design principles in all media. It is a rigorous course that covers a variety of computer topics. The course starts with a quick review of graphical organizers using "Inspiration" software. The students will master the elements of an excellent visual presentation using "Microsoft PowerPoint". The course introduces Web page design at its most basic level of HTML coding. Finally, the students study and practice the elements of Digital Video creation.

### **Yearbook**

**Grade Levels: 9th - 12th**

**Prerequisite: Teacher recommendation**

**Credit: 1**

Topics covered in this course include basic journalism, graphic design, photojournalism, editing and digital imagery. In this course students will gather, write, edit, publish and produce news about AISR and the different communities connected to the school. Students will learn to organize their time, meet deadlines, think objectively, develop original styles, and gain experience in communicating clearly and effectively. In addition to several smaller publications, students will design the school yearbook.

### **Student Aide**

**Grade Levels: 9th - 12th**

**Prerequisite: Must be assigned by the counselor.**

**Credit: 1**

Students may choose to become a student aide as an elective course. The student is assigned to an elementary teacher or as a library or office aide. The student works with the children in the elementary classroom or helps the teacher prepare materials or bulletin boards. Students also work in the office or library by performing tasks like filing, answering the phone or cataloguing books. This class receives no academic grade (it is a Pass/Fail course), but students do receive credit like they would in any other elective course.