# Table of Contents

Principal Message .................................................................................................................. 1
TAS Mission ............................................................................................................................ 2
Core Values ............................................................................................................................ 2
Academic Procedures Overview ............................................................................................ 4
Academic Integrity .................................................................................................................. 10
Course Registration Information ........................................................................................... 14
Dropping and Adding Courses .............................................................................................. 14
Graduation Requirements ...................................................................................................... 16
Academic Enrichment and Support Programs ..................................................................... 18
English as a Second Language (esl) Program ..................................................................... 23
Student Achievement Awards ............................................................................................... 24
Middle and High School Guiding Philosophy ..................................................................... 26
Department Guiding Philosophies & Course Descriptions .................................................. 29
  English Department ............................................................................................................. 29
  Social Studies Department .................................................................................................. 35
  Mathematics Department .................................................................................................... 41
  Science Department ........................................................................................................... 45
  World Languages Department ............................................................................................ 49
  Vietnamese Department ....................................................................................................... 52
  English as a Second Language ............................................................................................ 56
  Information & Communication Technology (ICT) ............................................................. 58
  Creative Arts ....................................................................................................................... 60
    Visual Arts ......................................................................................................................... 61
    Performing Arts: Drama ..................................................................................................... 64
    Performing Arts: Music ..................................................................................................... 66
Physical Education and Health Department .......................................................................... 68
  Physical Education .............................................................................................................. 69
  Health .................................................................................................................................. 70
Dear TAS Community,

At The American School, our goal is to educate students to become healthy and altruistic global citizens who understand the importance of academics and the arts. From our Early Childhood Center, through to the Elementary, Middle and High School, we are privileged to teach a diverse group of students from more than a dozen countries, the majority of whom are multi-lingual. At TAS we see this diversity of nationalities and languages as an opportunity for all to learn about new cultures and enjoy a variety of new experiences with our friends from around the world.

The curriculum at The American School follows standards from America (including Common Core, AERO and Next Generation) with English-only instruction and is created using the Understanding by Design format. “Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher’s critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities,” (www.authenticeducation.org).

In order to best serve the academic needs of Vietnamese and international students planning to study at high schools, colleges and universities in the United States, The American School provides a demanding American curriculum, in keeping with courses recognized by the College Board and taught at most American public and private high schools.

All course offerings and curriculum at The American School are taught with an international and global perspective, increasing awareness of a student’s global responsibilities but recognizing, articulating and celebrating the values inherent in their own culture. To implement and support this curriculum, The American School faculty and students utilize many of the same textbooks and learning resources as those used by students at American high school programs across the United States.

The American School is very proud of our mission to provide well-rounded educational opportunities for all of our students that educate the whole child incorporating mind, body, and spirit. Academics at TAS are the stepping stones for raising smart, healthy, artistic, and altruistic learners to one day be leaders and confident global citizens.

Sincerely,

Garth O’Donnell
Academic Director
TAS MISSION

The mission of The American School, a private Early Childhood to Grade 12 college preparatory school, is to educate the whole child incorporating mind, body, and spirit. The school provides the tools, opportunities, and human resources to inspire and promote inquiry and development of self-confidence. The students will be equipped to become leaders with inquiring minds through critical thinking, writing, reasoning, investigating, problem solving, and collaborative experiences. A strong partnership of motivated students, caring faculty and parents, affirms and challenges each person within a dynamic American educational program enriched by a multicultural setting in Vietnam. TAS promotes high standards of excellence by enhancing student learning for leadership in a global world.

CORE VALUES

The American School seeks to develop academic excellence and strength of character within each student. The school models and promotes these core values:

- Academic excellence
- Independent thinking, creativity, and innovation
- Integrity, honesty, and personal responsibility
- Cooperation, teamwork, and sportsmanship
- Respect for diversity of people, ideas, thoughts, and values
- Understanding and compassion
- Service to oneself, family, country, and humanity
ESLR
Expected Schoolwide Learning Results

The American School provides a safe place for all students to learn solid habits of mind, body, and character necessary for success. To that end, the school community has collectively agreed upon the following
Expected School-wide Learning Results to drive the school’s programs:

Academic:
Each TAS graduate is an Effective Communicator and Critical Thinker who:
1. Reads, writes, and speaks effectively and critically.
2. Demonstrates a work ethic that reflects dependability, integrity, and honesty.
3. Applies complex problem-solving processing and critical thinking to real-life scenarios while cooperating and collaborating with others.
4. Sets goals and actualizes these goals.

Aesthetic:
Each TAS graduate will have been exposed to the arts in various forms and thus:
1. Appreciates the fine and performing arts as a means of self-expression, creativity, and aesthetic enjoyment.
2. Engages in inquiry, experimentation, design and sharing of their own artistic work.
3. Values his or her unique identity and realizes his or her full potential through participation in a variety of arts experiences.
4. Demonstrates the ability to reflect upon and assess the characteristics and merits of various forms of artwork—both of their own work and the work of others.

Athletic/Wellness:
Each TAS graduate understands that a healthy body supports a healthy mind, and to that end:
1. Understands the benefits of being physically fit.
2. Has developed a sense of worthiness and positive self-esteem.
3. Practices good nutrition and fitness and avoids high-risk behaviors.
4. Identifies the benefits of maintaining good health, good nutrition, good exercise habits and positive life choices.

Altruistic:
Each TAS graduate is a Socially-Responsive Citizen who:
1. Takes responsibility for his/her own actions.
2. Exhibits social and civic leadership in fulfilling the duties of citizenship; promoting social justice; and strengthening family, community, and environment.
3. Demonstrates that they act honestly, ethically, and responsibly toward themselves and others.
4. Respects diverse cultures, lifestyles, and ideas.
ACADEMIC PROCEDURES OVERVIEW

The academic record is a most important, lifelong document that each student will develop. It includes all the work the student has attempted and records the official results essential for university admissions.

The TAS Grading Scale is as follow:

<table>
<thead>
<tr>
<th>Percentage Grades</th>
<th>Grade Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>97%-100%</td>
<td>4.00</td>
<td>Excellent Achievement</td>
</tr>
<tr>
<td>93%-96%</td>
<td>4.00</td>
<td>Excellent Achievement</td>
</tr>
<tr>
<td>90%-92%</td>
<td>3.70</td>
<td>Very Good Achievement</td>
</tr>
<tr>
<td>87%-89%</td>
<td>3.30</td>
<td>Good Achievement</td>
</tr>
<tr>
<td>83%-86%</td>
<td>3.00</td>
<td>Good Achievement</td>
</tr>
<tr>
<td>80%-82%</td>
<td>2.70</td>
<td>Good Achievement</td>
</tr>
<tr>
<td>77%-79%</td>
<td>2.30</td>
<td>Average Achievement</td>
</tr>
<tr>
<td>73%-76%</td>
<td>2.00</td>
<td>Average Achievement</td>
</tr>
<tr>
<td>70%-72%</td>
<td>1.70</td>
<td>Average Achievement</td>
</tr>
<tr>
<td>67%-69%</td>
<td>1.30</td>
<td>Below Average</td>
</tr>
<tr>
<td>63%-66%</td>
<td>1.00</td>
<td>Below Average</td>
</tr>
<tr>
<td>60%-62%</td>
<td>0.70</td>
<td>Below Average</td>
</tr>
<tr>
<td>Below 60%</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
</table>

There are no grades for a quarter, semester or final which exceeds the grading scale of 100%.

1. Middle and High School grades are all recorded numerically.
   a. There are semester exams only for the Middle and High School, and they are weighted as twenty percent (20%) of the respective semester grade. There are no exemptions from taking semester exams. Semester Exams can be taken only on the regular exam date or on the allocated make-up day. No exceptions.

   b. Calculating Semester Grades:

   \[
   \text{Q1 (40%)} + \text{Q2 (40%)} + \text{Exam (20%)} = \text{Semester Grade 1 or 2}
   \]

   Sample: Q1: 87 Q2: 83 Exam: 92
Method 1: \((87\times0.4) + (83\times0.4) + (92\times0.2) = 86.4\)
86\% is the Semester Grade

Method 2: \(87+87+83+83+92 = 432\) divided by 5 = 86.4
86\% is the Semester Grade

Any grade calculations with 0.5 or higher are rounded up, and the 0.4 and lower is rounded down. Grades are written in whole numbers with no decimals.

c. Special Grades with the approval of the Principal.
- \textbf{“WP”} = Withdrawal “Passing”; student was passing on date of withdrawal from the class.
- \textbf{“WF”} = Withdrawal “Failing”; student was not passing on date of withdrawal from the class.
- \textbf{“I”} = Incomplete, may be given by a teacher if approved by the Principal, and if substantial work has not been complete at the end of a quarter or semester due to illness, accident or an unusual circumstance. However, the “I” must be removed and replaced by the actual grade on or before the next following fifteen (15) school days.
- \textbf{“P”} = A grade of “Pass” may be given for selected courses when it is so described in the course outline and approved by the Principal. The grade is not entered into the GPA calculation.
- \textbf{“F”} = A grade of “Failure” may be given for selected courses when it is so described in the course outline

d. A quarter or semester grade is entered with credit (0.25 or 0.50) and the grade is final.

e. Once a grade is entered on the official document, it cannot be changed without official documentation from the Principal.

2. Honor Roll Calculations
   a. Middle School Honor Roll

Add all the core subjects quarter by quarter and divide by number of subjects. Other subjects are weighted and averaged into the quarter average.

Student must have a ninety percent (90\%) average, or above, to be named to the honor roll. Any grade lower than a sixty percent (60\%) will disqualify the student from the honor roll.

The Final Grade of the year will determine the year honor roll.
b. High School Honor Roll

Calculate the Grade Point Average (GPA) for each course enrolled. Should there be a P/F course, the pass is not included in the score, but the fail is added to the number of course. Figure semester courses proportionately with GPA value index. The Honor Roll is for students with a GPA of 3.70 or higher. Any AP courses are weighted 1.2 for calculations and transcripts. Students receiving grades lower than a sixty percent (60%) are not eligible for the honor roll.

3. Official Transcripts

A request for an official transcript needs to be completed in writing with the Academic Office. Special request forms are available. A transcript will be needed for College/University Admissions, or to transfer to another school. The transcript will be issued only when the student’s financial accounts are paid in full. Each transcript is prepared by the Registrar with the official signature of the Principal and respective seals and stamps applied. See Student-Parent Handbook for Transcript Request procedures and processing time and cost.

4. Outline for Transfer of Equivalent Credits from Vietnam or Other Schools to TAS

The maximum amount of equivalent credits transferred is 7.0 credits per academic year, but without GPA value, since it is from a different assessment system.

The itemized listing is as follows, providing that a “passed” mark has been listed on the transcript from the Public School:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vietnamese Language</td>
<td>1.0</td>
<td>N/A</td>
</tr>
<tr>
<td>English</td>
<td>1.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Math</td>
<td>1.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Science</td>
<td>1.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1.0</td>
<td>N/A</td>
</tr>
<tr>
<td>World Language</td>
<td>1.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Intro Courses</td>
<td>1.0</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Total Equivalent Credits</strong></td>
<td><strong>7.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Note**: Students whose previous academic records (from grade 9 and up) are from a system that is not easily transferrable to the American system may be asked to have their academic records evaluated for American credit equivalency. If this is the case, the student will be referred to World Education Services and required to provide a WES Basic Credential Evaluation (course-by-course with GPA and course levels) in order to apply previous
coursework to the TAS high school diploma. The fee for this service is 160usd and is assumed by the student. For more information, please visit the WES website: http://www.wes.org/fees/evaltypes.asp

5. Testing and Examinations
Because tests and course evaluations are a necessary part of a good teaching program, they shall be given in all courses taught at TAS. Such assessments can provide incentive for further work and measure achievement. The number of assessments given may vary with the nature of the course. Students should be prepared for surprise quizzes, weekly tests, unit tests, and projects. Major tests such as semester and final tests will be scheduled so that no student has to take too many in one day. Other tests will be given at the discretion of the teachers.

a. Standardized Testing
Students in Grades 3 through 11 take the CTB TerraNova Standardized Test. Sophomores take the Preliminary Scholastic Aptitude Test (PSAT). Juniors take the PSAT and, in most cases, the Scholastic Aptitude Test (SAT), and Seniors take the US College Board Scholastic Aptitude Test (SAT) and appropriate SAT Subject Tests.

b. Semester Examinations
Semester Exams are administered at the end of each semester in each of the core subject areas (Math, English, Science, and Social Studies), plus foreign language (Mandarin and Spanish). Semester exams are only given for year-long courses. Each exam is 90 minutes in length and counts for 10% of the student’s final grade for the course, or 20% of the semester grade. Grade 6 and AP students may complete projects in lieu of final exams at the teacher’s discretion.

c. Examination Rules
The following rules must be adhered to for all formal, written exams. These include summative exams administered by individual teachers as well as school-wide Semester Exams and Standardized Tests.
1. Students must be seated in rows with at least four feet between the centers of neighboring desks.
2. Students must keep all papers/books inside their school bags, which must be closed securely. Bags should be stowed under desks and out of the way of aisles so proctors may move freely throughout the room.
3. No food or drink other than water is permitted in the exam room.
4. Students who are late (10 minutes or more) will not be admitted to an examination room. They should report immediately to the Academic Office.
5. Only one student at a time is permitted to use the restroom. Students must ask permission and, if they are still taking an exam, be escorted to and from the restroom by a proctor. In the case of classroom tests when only one proctor is present, students may not visit the restroom during an exam except in the case of an emergency.

6. Students are not permitted to use electronic devices (other than authorized calculators) in the examination room. After students complete and turn in their exam, they may read a book (not a textbook or any materials related to the exam subject), draw, or rest.

7. While the exam is in progress, STUDENTS MAY NOT:
   a. access telephones or any other electronic devices in the exam room. All phones and devices should be turned off and stowed securely out of sight.
   b. knowingly aid another student, or
   c. knowingly receive assistance from another person.
   d. knowingly use any materials other than those authorized.
   e. use sources of information other than those listed on the question paper, including dictionaries or thesauruses (bound or electronic) to help them interpret any questions on the exam.
   f. exchange calculators, white-out, pens, pencils, erasers etc. while the exam is in process.
   g. have access to their exam once they’ve turned it in to the proctor.

8. While the exam is in progress, STUDENTS SHOULD:
   a. remain seated and raise a hand silently if they have a question about the exam.
   b. make certain that they have the correct examination and that all the pages are included.
   c. read the exam first and follow the written instructions carefully.
   d. consider the time element carefully. Do not spend too much time on any one question at the expense of others.
   e. allow sufficient time to re-read their exam and to verify that they have answered all required questions to the best of their ability.
   f. make sure their name is on all pages of the exam.
   g. be aware that exam proctors can offer only limited assistance and are not permitted to help them interpret any questions on the examinations.
   h. turn their answer sheet and/or exam paper face down on their desk before they leave the room or hand it in to the proctor.

9. Any student who fails to adhere to the above rules will have his/her exam confiscated and will be dismissed from the examination room. The student will be escorted to the principal’s office, where a complete report will be filed. A mark of zero will be issued for the student’s examination.
6. **Academic Probation**
Academic probation is applied to certain students based on their prior academic performance. This means that academic reports will be issued in each class. Students on academic probation are ineligible for most co-curricular activities. If unsatisfactory progress is made during the first nine-week probation period, further guidelines and restrictions on the student’s time will be enforced. Enrollment may be terminated if satisfactory academic progress is not attained.

7. **Making Up Missing Credits**
Students may be recommended by teachers for an approved summer school program or credit recovery program to make up subjects failed during the previous school year. A maximum of three credits earned through summer school / credit recovery may be applied toward graduation requirements. Additional credits may be applied depending on a student’s particular circumstances and with the prior approval of the principal. Both the original grade as well as the replacement grade (noted with an “R”) remain on the student transcript and are factored into the cumulative GPA. For more information on credit recovery, please see the Keystone Website: [http://keystoneschoolonline.com/credit-recovery](http://keystoneschoolonline.com/credit-recovery)
ACADEMIC INTEGRITY

Academic Integrity is an essential ethical value in all educational institutions and a fundamental expectation at TAS. Consistent with the school’s Expected School-wide Learning Results, all students at TAS are expected to demonstrate a high degree of integrity in areas including, but not limited to, homework and project completion, test taking, and research and writing practices.

Homework and Project Completion
1. It is expected that each student will carefully complete his or her own homework and projects in the manner directed by the teacher.
2. Students are not to use any method of cheating, such as copying others’ work, sharing work for others to copy, having someone else complete the work, or inappropriately using technology to complete work.

Test Taking
1. It is expected that each student will carefully complete all tests and assessments to the best of his or her ability. This includes careful study and preparation, and focused attention on one’s own work during the test.
2. Students are not to use any method of cheating, such as obtaining unauthorized information about the test, bringing unauthorized materials to the test period, looking at other students’ materials, or talking or communicating with others in any form.
3. When taking summative exams, students must adhere to the TAS Examination Rules, included below.

Research Techniques and Writing Practices
1. It is expected that each student will carefully research, take notes, and present his or her findings in a way that respects the original authors and copyrights. Students must give credit for:
   a. another person’s idea, opinion, or theory
   b. any facts, statistics, graphs, pictures or drawings that are not “common knowledge”
   c. quotations of another person’s actual spoken or written words
   d. a paraphrase of another person’s spoken or written words
2. Students are not to use any form of plagiarism.

Breaches of Academic Integrity do harm to the individual student and affect both assessment and evaluation. Because these also threaten the integrity of the learning
community as a whole, such breaches cannot go unaddressed. The most serious breaches of Academic Integrity are unexcused absence from class, failure to submit assigned work, and academic dishonesty. Each of these infractions carries with it consequences.

**Unexcused Absence**

Students are expected to attend all scheduled classes in which they are registered except in cases of:

1. Illness
2. Family or personal emergency
3. Attendance at school-related activities
4. Other reasons approved by the school administration

Students who miss assigned work or other opportunities for credit due to an unexcused absence, shall receive zero points, with no opportunity to make up the work. Students who miss class due to school suspension shall not be able to make up assigned work or other opportunities for credit, with the exception of any major assessments or exams, which the student shall be allowed to make up with a 20% deduction of points. Any major assignments that the student shall be allowed to make up, however, must first be approved by the Principal and Vice Principal.

**Parent(s)/guardian must inform the school in writing prior to the absence or on the day of return. Failure to do so will result in the absence being recorded as “unexcused.” No exceptions. Absences beyond 2 consecutive days require the submission of a Doctor’s note; otherwise, any absences longer than 2 days will be recorded as “unexcused.”**

**Failure to Submit Assigned Work**

Students are expected to submit all assigned work on or before the established due date. Extensions will be granted at the discretion of the teacher. Attendance at a school-sponsored event may not be used as a reason to grant an extension or excuse late submission. Unless excused due to illness, family or personal emergency, or other valid reason acceptable to the teacher, failure to submit major assignments on time will be met with the following consequences:

1. The student will be required to submit the assignment, or an alternate assignment based on the same material, within two school days.
2. When the work is submitted, it will be assessed using the same criteria used for work submitted on time.
3. Work that is submitted past the deadline will be subject to a deduction of points at the teacher’s discretion.
Academic Dishonesty
The American School endeavors to achieve for its students “Academic Excellence and Strength of Character.” As ethical behavior is a large part of responsible citizenship, the faculty and staff of The American School believe it is important to have a clear policy concerning plagiarism and other forms of academic cheating. Students who fail to meet expectations for academic integrity may be subject to disciplinary and/or academic consequences, as detailed below.

Definitions
1. **Cheating** is defined as, but not limited to attempting to take credit for someone else’s work, using unauthorized materials, or otherwise acting to deceive the evaluator in an assignment, project, or test.

TAS distinguishes between two different degrees of plagiarism. They are defined as follows:

2. **Intentional Plagiarism** is defined as, but not limited to:
   a. Obvious, substantial, verbatim reproduction of information
   b. Fabrication of sources, falsification of page numbers, or other deliberate misdocumentation
   c. Submission of others’ work as the students’ own. This applies to uncited paraphrasing of another’s ideas as well as verbatim use of others' words. (Others’ may refer to either scholarly sources, online "cribbed” essays, or the work of other students).

3. **Technical Plagiarism** is defined as, but limited to:
   a. Poor paraphrasing
   b. Improper citation or documentation that misrepresents a source
   c. Insufficient citation of factual information not held to be common knowledge common knowledge is defined as facts readily available from a variety of sources
   d. Poor integration of direct quotations with the student’s own writing

Determination of Plagiarism/Cheating
Parents must be informed immediately when a student is suspected of plagiarism or cheating. Through the use of turnitin.com and other search engines, teachers will, in most cases, be able to provide documented evidence of plagiarism. The Academic Leadership Team will review, as needed, cases of plagiarism to determine, first, that evidence of plagiarism exists and, second, which definition applies. The penalties are outlined below:

1. **Academic Consequences**
   Evidence of **intentional plagiarism** shall result in the student’s being required to re-do the assignment for a grade worth no more than 50% of the possible score. Failure to re-do the
assignment shall result in a grade of zero. Adherence to departmental grading rubrics shall be negated by evidence of plagiarism. A second case of plagiarism shall result a grade of zero with no chance to redo the assignment, and a two-day suspension from school. In the case of egregious plagiarism (i.e. within the same marking period in the same course), all consequences shall apply in addition to the student’s being subsequently dropped from the course.

Evidence of technical plagiarism shall result in a deduction of points – the number of points to be determined by the teacher, but no less than 20% of the assignment, and then based on the severity and number of occurrences – for the assignment in which the plagiarism occurs.

2. Disciplinary Consequences
In addition to the academic consequences, TAS also firmly believes that intentional plagiarism/cheating is an act of misconduct that merits disciplinary consequences ranging from suspension to expulsion. Teachers should document cases of plagiarism by filing an Incident Report with the school’s Principal. Again, in all cases parents must be informed of the suspicion immediately.
COURSE REGISTRATION INFORMATION

Current Students
The registration process for current students begins with a “Course Registration” form on which students indicate their interests in specific classes. From this form, a schedule is developed and distributed to students. Each student must enroll in a full schedule each year.

New Students
New students receive registration information during the admissions process. Completed forms are received by the Admissions Office and submitted to the Principal.

Grade Classification
The placement of a student in a particular grade is based on the following minimum requirements attained while a student at The American School:

Grade 6  Successful completion of Grade 5
Grade 7  Successful completion of Grade 6
Grade 8  Successful completion of Grade 7
Grade 9  Successful completion of Grade 8
Grade 10  Seven credits from Grade 9
Grade 11  Thirteen credits from Grades 9 and 10
Grade 12  Nineteen credits from Grades 9, 10 and 11
Graduation  Twenty-five credits (four years in American High School)

DROPPING AND ADDING COURSES

Requests for schedule changes must be made within the first two weeks of school. For semester-long courses, schedule changes must be made within the first week. A “Permission to Change Program” form must be completed whenever a full credit course is dropped.

Note: Some courses listed in the Curriculum Guide may not be offered due to periodic course rotation, low class enrollment, or lack of instructor availability.
**Course Selection**
The American School has established guidelines for student course enrollment and requests to drop or add a class.

Before selecting courses, it is recommended that students consult with teachers, the guidance counselor, and parents.

Students are required to meet prerequisite requirements for AP classes as stated in the current course catalog.

All students are required to be enrolled in a full course-load or to have approval for a modified schedule.

**Drop/Add**
Students requests to drop/add a course must be received within two weeks prior to or after a course has begun. All requests are submitted to the Academic Office in writing by the student.

Written parent permission is required before any course change will be considered.

All changes are based on the availability of courses and the school schedule.

When changing a class, students are responsible for course work missed from the newly added course.

The school reserves the right to deny a course change request if it is not submitted within the required time period, the change will affect credit requirements for graduation, or a lack of other courses available for substitution that meets the needs of the individual student. Course changes will not be made to change to another class based on selection of a specific teacher, friends, or a study hall.

**An AP class cannot be added after the first 5 class meetings.**
GRADUATION REQUIREMENTS

Credit Requirements
Students must register for courses as required to meet curriculum and school graduation requirements. A student must register for a minimum of 5.75 credits during each semester; exceptions to this will be allowed only by special permission by the Principal. Credits are awarded based on contact hours; thus, year-long courses that meet every day are worth 1 credit, and semester-long courses which meet every day are worth .5 credits, etc. Any course taken beyond the number of credits required in a given subject area is regarded as an elective in that subject area.

Grades 9 to 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.00 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.00 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.00 credits</td>
</tr>
<tr>
<td>Science</td>
<td>3.00 credits</td>
</tr>
<tr>
<td>Modern World Languages</td>
<td>(*) 2.00 credits</td>
</tr>
<tr>
<td>Creative Arts (Art/Drama/Music)</td>
<td>2.00 credits</td>
</tr>
<tr>
<td>Information and Communication Technologies (ICT)</td>
<td>1.00 credit</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.50 credits</td>
</tr>
<tr>
<td>Health</td>
<td>0.50 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>3.00+ credits</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td><strong>24.00+ Credits</strong></td>
</tr>
</tbody>
</table>

(*) Beginning with Class of 2019, 3.00 credits required

Community Service Requirement
To meet our ESLR of inspiring altruism and creating socially responsive graduates, TAS students will engage in a required Community Service Program that will empower them to experience what it means to be committed and give purposeful service to others. TAS students will learn how to serve productively with charities, community organizations, at local events; and also engage in simple acts of service to others. Some of these settings may be unfamiliar and challenging, but dealing with complex social issues will expand their view of themselves and the world, of which they are a part. They will emerge as global citizens with empathy, independence, resilience, and humility, and come to understand that through their individual actions they make a positive difference in the lives of others.
Policy

- Every student must complete a minimum of 40 hours. (This requirement will be phased in according to the following schedule: Class of 2017 – 20 hours; class of 2018 – 30 hours; class of 2019 and above – 40 hours)
- Community service hours are a graduation requirement.
- Students cannot be paid for service.
- Community Service can only take place before or after regular school hours.
- All activities must have counselor approval and required paperwork must be signed and maintained by the student.

Examples of eligible activities:
- Fundraising for service clubs and charities.
- Assisting with community events.
- Assisting in a senior’s residence.
- Coaching sports teams and helping to organize sports related activities with younger students.
- Participating in environmental projects such as community clean up, recycling programs, building a community garden, planting trees, flowers.
- Assisting with Brownies, Girl/Boy Scouts or other clubs. Not being a member, but helping with activities or events. If you are in the Scouts, you can count the specific community service you do with them as hours.
- Tutoring students, offering craft, music, dance classes for students.
- Helping with graduation ceremonies, dances.
- Help your neighbor who may have difficulty leaving their home: clean the yard, take out the trash.
- Summer volunteering projects abroad.
- Volunteer in a leadership role with youth at your church, temple or religious affiliation.
- Involvement with political initiatives to bring awareness to specific causes.
- Volunteer at orphanages, social or animal welfare organizations.
- Help with Parent Night, Back to School.
- Participate in charitable initiatives; food drives, holiday drives for food or toys.
ACADEMIC ENRICHMENT AND SUPPORT PROGRAMS

Academic Enrichment: Honors and AP Programs
The American School maintains comprehensive Honors and Advanced Placement programs to make it possible for academically talented and high achieving High School students to increase the challenge of their studies. Course offerings are based on student eligibility and program logistics. TAS is dedicated to helping students achieve and excel in their academic endeavors. Teachers in the honors/AP programs are committed to preparing students to achieve academic excellence that will ensure superior preparation for college course work. An Advanced Placement class is a college-level course open to juniors and seniors that culminates with an exam, which can earn college credit for the student. The instructional program offers in-depth study and is not intended to accelerate the date of graduation. The Honors Program is open to grade 9 and 10 students, and serves as preparation for AP coursework. Students develop the critical reading, writing and research skills that are necessary for success in college-level courses through the completion of a multi-disciplinary project under the guidance of a mentor.

Indicators for Successful Placement
Students are encouraged to enroll in Honors/AP courses on the basis of a variety of indicators:
- Completing all prerequisite classes with a grade of 90 or higher (AP Program) or an overall average of 85 or higher (Honors Program)
- Teacher recommendation
- Test scores may be utilized as necessary

Expectations
Students in Honors/AP courses are expected to:
- Maintain A/B grades in all Honors/AP courses
- Remain in the course(s) for the duration of the YEAR. Student success is the goal of school and students not succeeding in an Honors/AP class will be handled on an individual basis.
- Maintain high standards of academic integrity
- Be in class every day. Excessive absences are grounds for removal from the course

Characteristics of Honors/AP Students
Students in Honors/AP courses are expected to have the following characteristics:
- High academic achievement and intellectual ability
- Self-motivation and self-discipline
• Good organizational skills
• Excellent written expression
• An avid interest in reading
• Good oral communication skills
• An ability to work independently and collaboratively
• Good citizenship and attendance

Skills to Be a Successful Honors/AP Student
The ability to:
• Identify and formulate problems, as well as the ability to propose and evaluate ways to solve them
• Recognize and use inductive and deductive reasoning, and to recognize fallacies in reasoning
• Draw conclusions from information found in various sources, whether written spoken, tabular, or graphic and defend one’s own conclusions rationally
• Distinguish between fact and opinion
• Engage critically and constructively in the exchange of ideas
• Analyze and edit one’s own writing
• Gather information from primary and secondary sources; to write a report using this research; to quote, paraphrase and summarize accurately; to cite sources properly
• Prepare for various types of examinations and to devise strategies for success
• Accept constructive criticism and learn from it

Advanced Placement Courses
Advanced Placement courses are university level courses that TAS has received permission from College Board to teach. Traditionally, these courses are open to students in Grades 11 and 12, with some exceptions for strong grade 10 students as space permits. Our instructors and the curricula for all AP courses have been evaluated and approved by College Board. AP courses are very demanding and academically rigorous. Students must meet prerequisites and have a teacher recommendation before being scheduled into an AP course. A student struggling in an AP course after the first academic quarter may be removed from the AP course and scheduled into another class. AP Course offerings vary from year to year; all courses and their course descriptions are outlined in the Curriculum Guide, while students register for specific AP courses online. AP courses conclude with students having the opportunity to take the corresponding AP Exam. AP exams are two- to three-hours in length, given in May and made up of multiple-choice and free-response (essay) questions.
** AP Courses are fee-based to cover the cost of the AP exam as well as additional course-specific classroom and student resources and materials.

The Academic Team will conduct a final review of all AP class rosters to finalize student placement.

**AP Course Weights**
AP Courses are weighted to reflect AP students’ commitment to learning that stretches and challenges. A multiplier of 1.2 is applied to these courses in recognition of the increase in difficulty and work. For example, a 94% in one of these courses is worth a 4.8 compared to a 4.0 for a standard class.

Advanced Placement Courses are designed to prepare students for the corresponding AP exam. The exam must be completed in order for potential colleges and universities to consider awarding credit.

**Where are AP scores accepted for college credit?**
Many families considering university outside of North America assume the International Baccalaureate Diploma (IB) is the only preparation accepted by international colleges. However, AP is recognized in the admissions process by more than 4,000 universities worldwide, and outside the U.S., more than 600 universities in more than 65 countries recognize qualifying AP Exam scores. One of the common misperceptions is that the AP program is only useful for those going to US and Canadian colleges, while the IB is for European and other international universities. In fact, IB scores are recognized in many universities across the US, and AP exam scores are recognized around the world.

**What benefits do students receive from AP courses?**
More than a million high school students worldwide are enrolled in AP courses. Once seen as an opportunity for gifted students only, the rigor of AP can be a valuable experience for any college-bound student. These courses give students an opportunity to study a subject in-depth at a college level.

Research supports the contention that students benefit from exposure to college-level coursework in high school. One federal study found that 59 percent of those who took one AP course later graduated from college, compared to only 33 percent of students who didn’t take an AP class. For students who took two or more AP exams, the college graduation rate was 76 percent.
A real benefit of the AP Program is that students can take as many AP courses as they can reasonably handle, in areas of interest to them, and still have room in their course schedule to take advantage of other courses and after school activities. The AP program at TAS offers a wide range of options to meet nearly any student’s academic interests and abilities, while at the same time affording the flexibility for a student to pursue a passion in a particular subject area, and the ability to take advantage of our many sports, fine arts, performing arts, and community service activities.

Numerous research studies show that taking AP courses has a positive effect on a student’s achievement in college, and increases the likelihood of finishing university in four years. Other studies have shown that participation in extracurricular activities correlates strongly with academic performance in college, as well as success in life. At TAS, we have found that a strong AP program, together with a vibrant co-curricular program, allows students to take full advantage of everything we have to offer, while opening doors not only in North America, but in hundreds of universities in Europe, Japan, Australia and many other countries.

**AP Courses at TAS**

<table>
<thead>
<tr>
<th>Human Geography</th>
<th>Physics</th>
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<tbody>
<tr>
<td>Psychology</td>
<td>Literature and Composition</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>Language and Composition</td>
</tr>
<tr>
<td>Statistics</td>
<td>Studio Art: 2-D Design</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Studio Art: Drawing and Painting</td>
</tr>
</tbody>
</table>

**Honors Program**

The Honors Program at TAS is designed to cultivate the talents, interests, and scholastic aptitude of its ninth and tenth grade students through an interdisciplinary approach to academic study. Through a study of the core curriculum, students in the Honors Program will have the opportunity to view the connections among distinct subject areas via complementary experiences and the processing of such through enhanced exercises in critical reading, creative writing and an integrated use of technology as both a research and writing instrument. The Honors Program prepares students for the AP coursework in their junior & senior years. Students who successfully complete the Honors Program are expected to continue into the AP Program, which offers multiple Advanced Placement courses in various subjects, allowing students to study at the college level and earn credit that they can take with them to into their future studies. In the first weeks of school, students in grades 9 and 10 with strong academics and who demonstrate a maturity to multi-task and a seriousness of purpose will be selected for participation in the Honors Program, which will
be overseen by the Honors Adviser. Participation in the Honors Program is not a requirement for participation in the AP Program, however.

**General Requirements for the Honors Program**
- Maintain an 85% overall average
- Complete an approved independent research project under the guidance of a chosen mentor

**Honors Distinction**
Students who successfully complete the Honors Program requirements are awarded with an “H” designation on their high school transcript, which indicates the student has completed coursework at a level of rigor beyond that of the regular academic program. An “H” indicates that the student is capable of critical thinking, independent research, and academic writing at a level on par with college prep courses.
ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

The American School offers English as a Second Language (ESL) Support Program for students from grade 1 to Grade 9. The ESL Coordinator oversees the ESL Program. All students enrolling in school whose mother tongue is not English and who have not just completed two full years in an English medium school are assessed by the ESL Coordinator before starting school. The Coordinator meets with the parents of the student, evaluates the student’s English language skills, and helps to orientate both the student and parents to the School. After the initial meeting with the ESL Coordinator, the student is then referred to the Guidance Counselor (for middle-high school students) or the Elementary Vice Principal (elementary students) for class placement and/or course selection.

The level and amount of ESL support is based on the individual needs of each student and determined by the ESL team. ESL teachers and class/subject teachers share responsibility for the English language development of admitted ESL students. ESL teaching uses a combination of withdrawal and in-class support. All ESL support is aimed at helping students to access the relevant curriculum. ESL teachers continually assess students’ progress in English. Student progress is also frequently discussed between ESL and class/subject teachers. All ESL teachers work closely with class/subject teachers to ensure consistency of goals and expectations. ESL progress is reported on in accordance with school reporting policies. Exiting is done through mutual decision by both ESL and class/subject teachers. This is conducted twice a year, at the end of each semester. After the consultation and decision-making procedure is completed the ESL team, led by the ESL Coordinator, a determination is made as to which students are ready to exit ESL and enter the mainstream classroom on a full-time basis. The ESL Coordinator then notifies both students and their parents in writing. The average time a student spends in the ESL Support Program varies according to previous experience with the language and motivation and work ethic on the part of the student. A student who enrolls as a beginner in English usually requires ESL support, to some degree, for about three years.
STUDENT ACHIEVEMENT AWARDS

Excellence and effort in all aspects of school life are encouraged amongst students. The value of positive recognition for student achievement is actively acknowledged. During the year assemblies are held at regular intervals, where particular recognition is given to students following academic, sports, drama, music and competitions.

**Academic Awards**
Recognition of academic achievement, effort and good progress is made in all divisions of the School and final awards are presented at the Semester Awards Ceremony after both semester 1 and semester 2. Parents are welcome to attend these assemblies and will be actively encouraged to attend especially if their child is slated to receive an award or other recognition.

**Merit Awards**
Students may be awarded certificates of recognition for success or outstanding effort in specific events at the School such as sports, music or activities. In addition, there are some individual awards which are awarded according to established criteria.

**ESLR Awards**
Students who show an overall understanding and embodiment of the school’s expected school-wide learning results will also be recognized to adherence to and demonstration of the principles outlined in the explanation for each ESLR—aademic, altruistic, aesthetic, and athletic.

**SISAC-Sports Awards**
Awards given to those who have represented TAS on interscholastic sports teams.

Awards represent the values of the school community. The school diploma represents a significant achievement of academic pursuit. In addition, the following awards shall be presented as part of the commencement program annually:

**Senior Awards**
The Senior Awards are based upon excellence in class performance, class behavior and conduct; keen understanding of the subject, attendance, promptness and classroom participation over their high school years at TAS and the student is nominated by the faculty member for the subject.
Class Valedictorian
The senior who has achieved the highest Grade Point Average (GPA) for their high school work attempted and has earned a minimum of 21 credits at TAS is named Valedictorian of the Class. The honored student wears a gold stole.

Class Salutatorian
The senior who has achieved the second highest Grade Point Average (GPA) for their high school work attempted and has earned a minimum of 21 credits at TAS is named Salutatorian of the Class. The honored student wears a burgundy stole.

Principal’s Award
The Principal’s Award is to one senior student with the best citizenship, scholarship, leadership, service and character during their high school career at TAS, with a minimum of three years of study at TAS.
MIDDLE AND HIGH SCHOOL GUIDING PHILOSOPHY

At The American School, our goal is to educate students to become healthy and altruistic global citizens who understand the importance of academics and the arts. Likewise, our goal is to prepare students for success in a university setting. While many of our students go off to attend college in America, we strive to prepare our students to succeed at a post-secondary education anywhere in the world. Thus, we have cultivated an academic program that is academically rigorous as well as diverse, and which addresses the needs and interests of each student. Since over ninety-five percent of the student body will attend two and four year colleges, all students, regardless of initial placement, are in a college preparatory program and are eligible for Honors and Advanced Placement (AP) courses as they qualify from year to year. For students new to an English-only learning environment, English as a Second Language (ESL) courses are designed to serve as stepping stone to academic success. Our policy is to make high-level academic programs accessible to all students who demonstrate the motivation, desire and skills required for success.

The curriculum at The American School follows standards from America (including Common Core) with English-only instruction and is created using the Understanding by Design format. “Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher’s critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities,” (www.authenticeducation.org).

All academic programs at TAS center on producing students who are smart, healthy, artistic, and altruistic. At the secondary level, this goal is realized through a comprehensive and diverse academic program together with extracurricular activities including sports and drama, and school-wide events.

Middle School

The Middle School years at TAS are an exciting time as students become increasingly independent in their studies and begin to take more responsibility for their learning. Middle School students are encouraged to take the lead in their studies and are held to high standards as they move toward their high school years.

Students are exposed to many different subjects and activities in the Middle School curriculum. In addition to the core subjects—Math, English, Social Studies and Science—students take art, music, drama and ICT classes. In seventh grade, students take one
semester each of Exploratory Spanish and Mandarin. These courses introduce students to the fundamentals of each language and take them on a geographical and cultural exploration of countries where each language is spoken throughout the world. In eighth grade, students select one language to study intensively for a minimum of three years. Students who are new to an English-only environment, or who require extra support in English, are enrolled in ESL support classes. ESL teachers work closely with core subject-area teachers to ensure that all students have the opportunity to achieve success. These students have the choice to put off their foreign language study until ninth grade. Through exposure to a wide range of subjects, the Middle School program helps students see their own potential and the many possibilities that are open to them as they continue their education in High School.

**High School**

TAS recognizes that students’ academic strengths and interests vary, and has designed the academic program to ensure that students can pursue coursework that meets standard High School graduation requirements and which is also most meaningful to them. While many courses are the required core courses, there are numerous opportunities for students to select coursework within core subjects, and from the variety of electives available. Academically gifted ninth and tenth grade students are encouraged to challenge themselves by joining the Honors Program. Upon the conclusion of sophomore year, students in the Honors Program progress into the Advanced Placement (AP) Program by taking higher level classes based on their personal interests and areas of strength. This pathway is academically rigorous, and designed to allow talented students to explore future college and career interests. All programs consist of core requirements in the areas of English, Social Studies, Language, Math, & Science. Within these core subject areas, students have an opportunity to select courses based on interest. In addition to the core, students are given the option to choose from a variety of elective courses in the arts (Drama, Visual Art, and Music) and ICT. Additionally, all students are required to participate in Physical Education classes during each year of their matriculation, and complete two semesters of High School Health before graduating.

This course of studies booklet has been prepared to help students formulate their schedules for the coming school year. Grade level meetings will be conducted by the Guidance Counselor to assist students in choosing the proper classes. Courses on offer vary by semester; students should check with an administrator to determine when the courses they would like to take are available. Students are also advised to ask their current teachers and guidance counselor for their advice on any possible electives they may choose. Keep in mind that certain courses are required for graduation.
### MIDDLE SCHOOL COURSE OFFERINGS

<table>
<thead>
<tr>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
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</thead>
<tbody>
<tr>
<td>English 6</td>
<td>English 7</td>
<td>English 8</td>
</tr>
<tr>
<td>Ancient Civilizations</td>
<td>Medieval History</td>
<td>Age of Exploration</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Life Science</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Math 1</td>
<td>Math 2</td>
<td>Math 3</td>
</tr>
<tr>
<td>Art 6</td>
<td>Art 7</td>
<td>Art 8</td>
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<tr>
<td>Music 6</td>
<td>Music 7</td>
<td>Music 8</td>
</tr>
<tr>
<td>Drama 6</td>
<td>Drama 7</td>
<td>Drama 8</td>
</tr>
<tr>
<td>ICT 6</td>
<td>ICT 7</td>
<td>ICT 8</td>
</tr>
<tr>
<td>Study Skills &amp; Writing Foundations</td>
<td>Exploratory Mandarin &amp; Spanish</td>
<td>Spanish &amp; Mandarin 1</td>
</tr>
<tr>
<td>Physical Education 6</td>
<td>Physical Education 7</td>
<td>Physical Education 8</td>
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<tr>
<td><strong>Vietnamese 6</strong></td>
<td><strong>Vietnamese 7</strong></td>
<td><strong>Vietnamese 8</strong></td>
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<tr>
<td><strong>ESL 6</strong></td>
<td><strong>ESL 7</strong></td>
<td><strong>ESL 8</strong></td>
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</table>

**Note:** Vietnamese students in Middle School are required to take Vietnamese Studies classes in literature, culture, history, and geography. This curriculum is developed by Vietnam's Ministry of Education and Training.

**Note:** Enrolment in ESL classes is dependent upon the student's ESL assessment score.

**Note:** The IESL program is designed to support students in transitioning into an English-only environment. Students enrolled in this program take an ESL-intensive course load, with an opportunity to audit core classes, depending on ability level. Students exiting IESL are expected to take a year of regular Grade 9 classes with ESL support before entering High School.

### HIGH SCHOOL COURSE OFFERINGS

### ENGLISH

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SOCIAL STUDIES</th>
<th>MATH</th>
<th>SCIENCE</th>
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<tbody>
<tr>
<td>English 9</td>
<td>World Geography &amp; Religions</td>
<td>Algebra 1</td>
<td>Biology</td>
</tr>
<tr>
<td>English 10</td>
<td>American History</td>
<td>Geometry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>American Literature</td>
<td>Modern World History</td>
<td>Algebra 2</td>
<td>Physics</td>
</tr>
<tr>
<td>World Literature</td>
<td>Government &amp; Economics</td>
<td>Pre-Calculus</td>
<td>Earth Science</td>
</tr>
<tr>
<td>AP Language &amp; Composition</td>
<td>AP Human Geography</td>
<td>Calculus</td>
<td>AP Environmental Science</td>
</tr>
<tr>
<td>AP Literature &amp; Composition</td>
<td>AP Psychology</td>
<td>AP Calculus AB</td>
<td>AP Physics</td>
</tr>
</tbody>
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### WORLD LANGUAGES

<table>
<thead>
<tr>
<th>WORLD LANGUAGES</th>
<th>VIETNAMESE*</th>
<th>ESL**</th>
<th>ACADEMIC SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish &amp; Mandarin I</td>
<td>Vietnamese 9</td>
<td>ESL 1</td>
<td>Writing Foundations</td>
</tr>
<tr>
<td>Spanish &amp; Mandarin II</td>
<td>Vietnamese 10</td>
<td>ESL 1</td>
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<tr>
<td>Spanish &amp; Mandarin III</td>
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<tr>
<td>Mandarin 1</td>
<td>Vietnamese 12</td>
<td>ESL 1</td>
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</table>

(*) Vietnamese students in High School are required to take Vietnamese Studies classes in literature, culture, history, and geography. This curriculum is developed by Vietnam's Ministry of Education and Training.

(=* ESL is offered to Grade 9 students only, depending on the student’s ESL assessment score.

### LANGUAGE & SUPPORT COURSES

### ELECTIVE COURSES

**ART**
- Art I: Intro to Art
- Art II: Intermediate Studio Art
- Sculpture I
- Sculpture II
- Drawing & Painting
- AP Studio Art: 2-D Design

**MUSIC**
- Guitar I: Intro to Guitar
- Guitar II: Intermediate Guitar
- History of Rock Music
- Music Theory & Composition
- Ensemble Music Performance*
- Advanced Performance Production

**DRAMA**
- Intro to Theater
- Theater Studies
- Performing & Acting
- Playwriting & Directing

**ICT**
- Web & Game Design
- Digital Design
- 21st Century Digital Skills
- Yearbook*

**HEALTH EDUCATION COURSES**
- Health 1
- Health 2

(* Indicates a year-long course. All other Elective, PE and Health courses are semester-long.
ENGLISH DEPARTMENT

Guiding Philosophy

The American School English Department develops critical and creative thinkers who read closely, write precisely, collaborate effectively, reflect purposefully, and solve problems ethically. In their English classes, students learn the subtleties of language use and grow increasingly comfortable with ambiguity as they construct meaning from a variety of multimedia and literary genres, including classical, modern, and contemporary texts.

They also understand the importance of literature and language to their everyday lives and find personal connections to the texts that enhance their understanding of themselves and the world. When students come to see literature as a window of truth and language as a means for confronting the world, they realize that the study of English helps them make informed decisions about their lives and positive contributions to the global society.

Beginning in middle school, students gain an appreciation for the beauty and power of language that, combined with strong foundations in grammar and vocabulary, results in the improvement in their written and oral communication skills. Over the course of several years, students demonstrate the development of their thinking through creative and analytical projects such as digital storytelling, poetry slams, and critical essays. Students work together to develop questions and discover their own solutions through inquiry-based research that utilizes primary and secondary sources. Through collaborative participation within a learning community, students come to understand themselves as responsible and ethical citizens of the world.

High school students expand upon these skills to further develop their global perspectives and see themselves as change agents capable of advocating for social justice. They learn to be responsible digital citizens who utilize a variety of multimedia tools to express themselves creatively and effectively in the 21st century. Students are actively prepared for the academic rigor of university coursework through SAT-readiness, Advanced Placement and dual-credit opportunities.
English 6

English 6 focuses on literature about adolescents. Students develop sensitivity for and a deeper understanding of issues regarding culture, teamwork, and self-identification by analyzing universal themes through literary elements and language. Through a yearlong emphasis on writing, students become familiar with the composition process, from note-taking and drafting to editing and proofreading. Daily grammar and vocabulary studies help prepare students for more advanced academic writing. Students also write in journals and keep track of outside reading on a regular basis.

Recommended Prerequisites: Elementary Courses in English
Required Prerequisites: N/A
Required Materials/Texts:
- Holt-McDougal Literature 6 Textbook
- The Phantom Tollbooth, by Norton Juster
- Hatchet, Gary Paulsen
- City of Ember, by Jeanne DuPrau
- D’aulaire’s book of Greek Myths, by Ingri d’Aulaire and Edgar Parin d’Aulaire
- Inside Out and Back Again, by Thanhha Lai
- Escape from Saigon: How a Vietnam War Orphan Became an American Boy, by Andrea Warren
- The Watsons Go to Birmingham, by Christopher Paul Curtis

English 7

English 7 builds on the skills and concepts covered in English 6, and continues to focus on students’ intellectual and personal development. The material covered in this year-long course encourages students to explore the concept of identity through analyzing personal stories and relating them to their own lives, while looking to the future to consider how they can leave their mark on this world. The use of technology is integrated throughout the course to help students gain a more global perspective of the world in which they live. Academic writing is introduced and fortified through daily grammar and vocabulary activities.

Recommended Prerequisites: Elementary or Middle School Courses in English
Required Prerequisites: N/A
Required Materials/Texts:
- Holt-McDougal Literature 7 Textbook
- The Giver, by Lois Lowry
- The Lion, The Witch and the Wardrobe, by C.S. Lewis
- Roll of Thunder, Hear my Cry, by Mildred Taylor
- *Bridge to Terabithia*, by Katherine Patterson
- *The Diary of Anne Frank*, a play by Frances Goodrich and Albert Hackett

### English 8

In English 8, students continue to develop a solid foundation in literary analysis in preparation for high school. Students read and analyze a wide variety of fiction and nonfiction texts and use explicit reading comprehension strategies to deepen their understanding of them. They follow steps of the writing process, including pre-writing, drafting, revising, and editing to produce writing that demonstrates a sense of audience, purpose, and craft. Throughout the year, students produce a variety of written compositions (including stories, scripts, poems, research reports, and narrative and analytical essays) that demonstrate the development of voice, clear focus, coherent organization, and sufficient detail. Students also learn to use a variety of strategies, including context clues and word roots, to expand their vocabulary in English.

**Recommended Prerequisites:** Middle School Courses in English  
**Required Prerequisites:** N/A  
**Required Materials/Texts:**
- Holt-McDougal Literature 8 Textbook
- *The Golden Compass*, by Philip Pullman
- *The Outsiders*, by S.E. Hinton
- *Out of the Dust*, by Karen Hesse
- *Inherit the Wind*, by Jerome Lawrence
- *Phineas Gage: A Gruesome but True Story About Brain Science*, by John Fleishman

### English 9

English 9 focuses on creating connections between literature and life and extending that understanding to the broader world in which we live. This year-long course takes a thematic approach to exploring the universal ideas found in literature. Students learn to read closely and critically, producing text-based responses and analyses from a variety of sources. Provided with the basic tools for active reading, students investigate the effects of literary techniques and rhetorical strategies in an array of challenging pieces of fiction, poetry and drama. Furthermore, various complex informational texts serve as the basis for analyzing a writer's purpose and tone. Consistent instruction in style and craft reinforces the students' ability to produce competent and structured essays that analyze, argue, persuade, and compare/contrast. Likewise, students conduct the step-by-step process for completing a research paper in accordance with MLA style and format standards. With an emphasis on reading for context clues, students focus on academic vocabulary and the study of Latin/Greek roots and prefixes.
Required Prerequisites: None

Required Materials/Texts:
- McDougal Littell Literature 9 Textbook
- Personal Pocket Dictionary/Thesaurus
- *Of Mice and Men*, by John Steinbeck
- *The House on Mango Street*, by Sandra Cisneros
- *To Kill a Mockingbird*, by Harper Lee
- *Romeo & Juliet*, by William Shakespeare
- *Oedipus Rex*, by Sophocles
- *A Raisin in the Sun*, by Lorraine Hansberry
- *Mythology*, by Edith Hamilton

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<tr>
<th>English 10 Required, 1 Credit</th>
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<tbody>
<tr>
<td>In English 10 students develop their reading skills through the formal study of literature, including short stories, novels, Shakespeare plays, and poetry. They also develop their writing skills through the composition of a variety of pieces, including formal responses to literature, narrative and descriptive writing, and persuasive and comparative essays. Students engage in the writing process through generating ideas, drafting, revising, and constructively criticizing and editing their work and the work of their peers. Finally, students develop their oral language skills through both informal discussions and formal presentations.</td>
</tr>
</tbody>
</table>

Required Prerequisites: English 9

Required Materials/Texts:
- McDougal Littell Literature 10 Textbook
- Personal Pocket Dictionary/Thesaurus
- *Animal Farm*, by George Orwell
- *Night*, by Elie Wiesel
- *Brave New World*, by Aldous Huxley
- *Julius Caesar*, by William Shakespeare (in textbook)
- *The Glass Menagerie*, by Tennessee Williams
- *Huckleberry Finn*, by Mark Twain

American Literature 1 Credit
This year-long course engages students in a close reading of influential and representative works of American fiction and non-fiction, with a focus on creating connections between American literature and culture, and the world at large. Along with regular reading and discussion, the course includes the analysis of poetry, essays and short stories which reveal...
universal themes, and their place within historical and contemporary contexts. Guided by theoretical approach, students develop the skills necessary to construct thoughtful, organized, and well-developed written work, and to express insightful ideas about themselves, American culture, and their world.

**Required Prerequisites:** Two years of High School English

**Required Materials/Texts:**
- McDougal Littell American Literature Textbook
- Assorted novels poems, plays and short stories
- *The Crucible*, by Arthur Miller (in textbook)
- *Catcher in the Rye*, by J.D. Salinger
- *The Great Gatsby*, by F. Scott Fitzgerald
- *The Jungle*, by Upton Sinclair
- *Macbeth*, by William Shakespeare
- *The Color Purple*, by Alice Walker
- *The Illustrated Man*, by Ray Bradbury (short stories)
- *Fast Food Nation: The Dark Side of the All-American Meal*, by Eric Schlosser

**World Literature**

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<th>1 Credit</th>
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Students in World Literature read and analyze works of literature that reflect the rich and diverse history of the Western world. As students progress through centuries of literature in a loose chronological arrangement, they see how world literature has been shaped by concerns, values, and ideas that have intrigued, delighted, and challenged people throughout time. Throughout the course, poetry, short stories, novels, drama, and nonfiction provide opportunities for critical writing, creative projects, and online discussions. Guided by theoretical approach, students apply a higher level of critical thinking to their studies and develop the skills necessary to construct thoughtful, organized, and well-developed written work. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for university.

**Recommended Prerequisite:** American Literature

**Required Prerequisites:** Two years of High School English

**Required Materials/Texts:**
- *The Cherry Orchard*, by Anton Chekov
- *Hamlet*, by William Shakespeare (L&C Textbook)
- *Heart of Darkness*, by Josef Conrad (L&C Textbook)
- *Beloved*, by Toni Morrison
- *Twelfth Night*, by William Shakespeare
- *Candide*, by Voltaire
• *The Handmaids Tale*, by Margaret Atwood
• *Frankenstein*, by Mary Shelley
• *The Brief & Wondrous Life of Oscar Wao*, by Junot Diaz

### Advanced Placement Language and Composition 1 AP Credit

Advanced Placement English Language and Composition is a seminar-style course that engages students in becoming critical readers of fiction and non-fiction prose written in a variety of periods, disciplines, and rhetorical contexts. The purpose of such literature is to aid students in understanding a writer’s rhetorical and linguistic choices, rather than to study literary conventions. Reading and writing assignments are designed to guide students towards a greater awareness of the interactions among a writer’s purposes, his or her subjects, and the audience’s expectations, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement English Language and Composition exam.

**Required Prerequisites:**
- Successful completion of two years of High School English
- An overall average of 90% in English 10
- Teacher recommendation

**Required Materials/Texts:**
- *The Language of Composition*, by Renee H. Shea, Lawrence Scanlon and Robin Dissin
- Abuses
- Supplementary texts, visual art, documentaries and short videos

### Advanced Placement Literature and Composition 1 AP Credit

This seminar-style course for seniors engages students in the careful reading and analysis of all genres of literature. Through close reading, discussion, and writing about literary texts, students deepen their understanding of how writers use language to create meaning. Students will examine how narrative structure, stylistic devices such as figurative language and symbolism, setting, and character development contribute to thematic ideas. Reading assignments are selected from a variety of historical periods and cultures, with a strong emphasis on poetry, drama, and fictional prose (short story, novella, and novel). Writing experiences include responses to poetry and prose passages, in-and out-of-class essays, and a personal essay. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement English Literature and Composition exam. It is recommended that students complete AP Language & Composition before taking AP Literature & Composition.
Recommended Prerequisites: AP Language and Composition

Required Prerequisites:

- Successful completion of two, preferably three, years of High School English
- An overall average of 90% in English 11 or an overall average of 85% in AP Language and Composition
- Teacher recommendation

Required Materials/Texts:

- *Literature and Composition Textbook*, edited by Carol Jago, Renee Shea, Lawrence Scanlon, and Robin Dissin Aufses
- Assorted novels, short stories, poems, plays and supplemental nonfiction texts

**SOCIAL STUDIES DEPARTMENT**

Guiding Philosophy

The last decade of the twentieth century and the first decade of the twenty-first have seen a marginalization of social studies curriculum, instruction, and assessment at all grade levels. In schools, both national and international, education for responsible citizenship has taken a back seat to education for career development. We seek to imbue in our students the academic background and skills which will enable them to function successfully as citizens and leaders in an increasingly complex, multi-cultural, and changing world. As such, The Social Studies Department at The American School has designed its courses in keeping with the School’s mission and Expected Schoolwide Learning Results.

The social studies department offers a diverse and an all-encompassing range of topics which include history, geography, government, politics, and economics. This content engages students in a comprehensive process of confronting multiple dilemmas and encourages students to speculate, think critically, and make personal decisions that apply in the real world, based on information from multiple perspectives. Our social studies curriculum provides strategies and activities that engage students with significant ideas and encourages them to connect their prior knowledge with current issues. The curriculum also teaches students to think critically and creatively about what they are learning and to apply that learning to authentic situations. Teaching social studies begins with developing a deep knowledge and understanding of the subject and its unique goals. Our programs prepare students to identify, understand and apply the challenges facing a diversified and yet increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent responsible and spatially aware global citizens. The result is students that are competent
and responsible citizens who participate in their communities, are involved politically, and exhibit moral virtues.

The members of our department encourage both individual and group effort among our students. We also believe in collaboration as a key factor to allow our department members to better reach our students. Our teachers not only work in their individual classrooms, but also as members of a tightly knit team. Moreover, our students use a multiplicity of resources including traditional and electronic textbooks and workbooks, a wide range of source documents, maps, charts, graphs and multimedia sources such as online newspapers, blog sites as well as documentaries and films.

Social Studies 6: Ancient History

In sixth grade, students deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students begin their examination of the world by exploring the location, place, and spatial organization of the world’s major regions. This exploration is then followed by looking at world history from its earliest beginnings. Students study ancient civilizations such as Mesopotamia, Egypt, India, China, Greece and Rome. In this way, students develop higher levels of critical thinking by considering why civilizations developed where and when they did and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds. This course covers the characteristics of Ancient civilizations starting from the beginning of mankind and leading up to the end of the Roman Empire, just before the Rise of Christianity.

**Recommended Prerequisites:** Grade 5 Social Studies

**Required Prerequisites:** None

**Required Materials/Texts:** *World History: Ancient through Modern Times*, McDougal Littell

Social Studies 7: Medieval History

In Grade 7 Social Studies students study the social, political, economic, cultural, and technological changes that occurred in the world from the Rise of Christianity up through the Renaissance around 1500CE. Through the lens of globalization, students trace the parallel development in various regions of the world by examining the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students focus on the medieval world using primary sources, historiography and thesis development. They study major trends and events that occurred around the world during this time period. Students develop skills in critical thinking, research, text analysis, cause and effect, and the recognition and appreciation of historic patterns as seen in economic, politic, religious and social movements as well as in religion and the arts.
Required Prerequisites: Social Studies 6: Ancient History


**Social Studies 8: Age of Discovery and Early US History**

The theme for the course is “What is progress?” and examines important technological, scientific, and cultural advances through this lens. The first semester covers periods of history in which major advances were made in philosophy, technology, science and navigation. Students study the Renaissance, the Scientific Revolution, the Age of Exploration, and Colonialism (1300-1700), before exploring Early US History (prehistory-1776) in the second semester. The American History portion of the course examines North America and its native people, the introduction of Europeans, and the impact of colonialism. Students are encouraged to view historical events from multiple perspectives and, bearing the theme of the course in mind, question whose interests they furthered, and how they laid foundation for further development. Students study the history of the world using primary sources, historiography and thesis development. They develop skills in critical thinking, research, text analysis, cause and effect, and the recognition and appreciation of historic patterns as seen in economic, politic, religious and social movements as well as in religion and the arts.

Required Prerequisites: Social Studies 7: Medieval History

Required Materials/Texts:

- *Age of Exploration* - Cengage Learning
- *History Alive! The United States through Industrialization* - TCI, 2011

**World Geography and Religions**

World Geography and Religion is a yearlong course open to students in Grade 9. The first semester focuses on World Geography, in which students study the unique physical and human geography of world regions- North America, Europe and Russia, Southeast Asia or Monsoon Asia, and Africa- and the dynamic relationship between the two. Students make connections between the earth’s physical environment- landscapes, landforms, environment, bodies of water, natural ‘disasters’, etc.- and human activity such as urban sprawl, economy, settlement patterns, and distribution. Students explore themes of geography- nature and perspectives, population, culture, political, agriculture/rural land use and urban land use- and consider similarities and differences across regions based on these factors.

The second semester of the course focuses on World Religions. This project-based course introduces students to five of the most widely recognized religions in the world today:
Christianity, Judaism, Islam, Hinduism, and Buddhism. Despite some commonalities, each religion is unique regarding its history and practice. Therefore, the goals of this course are primarily twofold: 1) to provide students with an understanding of how each religion evolved historically and spiritually; and 2) to explore the contemporary practice of each religion. Throughout the year, students are encouraged to think critically and answer 'big' questions using a multitude of resources including data and primary source documents.

**Recommended Pre-requisites:** Middle School Courses in Social Studies

**Required Materials/Texts:**
- *Geography Alive! Regions and People* - TCI, 2011
- *Living Religions*, by Mary Fisher Pat
- *The World Religions*, by Huston Smith
- *The Religions Book: Big Ideas Simply Explained* – DK Publishing

### U.S. History
**Required, 1 Credit**
The US History course is open to students in Grade 10. This course examines the major turning points in American history beginning with the events leading up to the American Revolution, the origins of our constitution, reform movements, Manifest Destiny, the Civil War and Reconstruction, the impact of the frontier, the changing nature of business and government, World War I, the Great Depression, World War II, the growth of the United States as a world power, the Cold War and the struggle to achieve class, ethnic, racial, and gender equality. The course extends to the modern day. Contemporary world issues such as globalization, economic interdependence, terrorism and world cultures also factor into an analysis of international conflict and cooperation.

**Required Prerequisites:** World Religions and Geography

**Required Materials/Texts:** *History Alive! Pursuing American Ideals* - TCI, 2011

### Modern World History
**1 Credit**
Modern World History is open to students in grades 11 and 12. Students in this course study major turning points that shaped the modern world, from the late seventeenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the British, American and French experiences, as well as those of other nations, that true democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international
relations from a variety of perspectives. This course follows a seminar format in which students participate in class-wide discussions, partner work, and projects. The primary focus is on improving critical and creative thinking skills as students are challenged to engage with big ideas from a variety of sources and to articulate clear positions and argue persuasively for their viewpoint.

**Recommended Prerequisites:** American History  
**Required Prerequisites:** Two years of high school social studies  
**Required Materials/Texts:** *World History: Patterns of Interaction*– Holt McDougal, 2012

### World Government and Economics 1 Credit

World Government and Economics is open to students in grades 11 and 12. Students in this course study both Economics and Government as they explore what it means to be a global citizen in today’s changing world. The goal of the first semester is to equip students with a solid understanding of economic principles, of how markets work, and of the tradeoffs involved in trying to meet unlimited wants with limited resources. Building on this knowledge in the second semester, students then look at the major types of political systems in the world and compare various forms of government. Students explore the role that citizens play within a democracy and examine how individuals can affect public policy and global issues. Students are challenged throughout the year to utilize critical thinking skills in applying course concepts to the analysis of political systems, economic models, as well as important global issues facing today’s complex and changing world.

**Recommended Prerequisites:** American History or World History  
**Required Prerequisites:** Two years of high school social studies  
**Required Materials/Texts:**
- *Freakonomics*, by Steven D. Levitt  
- *Econ Alive! The Power to Choose*– TCI, 2011  

### Advanced Placement Human Geography 1 AP Credit

AP Human Geography is open to students in grades 11 and 12. This course provides students with a learning experience equivalent to a college-level introductory human geography course. The goal of AP Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course culminates in a standardized, 3-hour exam that gives
students the opportunity to demonstrate their mastery of the skills and abilities described above in order to earn college credit.

**Required Prerequisites:**
- Two to three years of High School Social Studies
- Completion of previous Social Studies course with a grade of 90 or higher
- Teacher recommendation

**Required Materials/Texts:**
*The Cultural Landscape: An Introduction to Human Geography* (11th Edition), by James M. Rubenstein

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### Advanced Placement Psychology  
1 AP Credit

This course is open to students in grades 11 and 12. In AP Psychology students are introduced to the basics of scientific study of human behavior and mental processes. Students learn about important psychologists and studies, analyzing theories and important concepts and developing research methods for psychological study. The key topics covered include psychological basis of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, abnormal behavior and social psychology.

Students are expected to complete college-level work, applying the scientific method to analyze and evaluate. The course will include extensive reading, note taking, lectures, activities and experiments. Students who take this course should be skilled at reading and writing in English.

**Required Prerequisites:**
- Two to three years of High School Social Studies
- Completion of previous Social Studies course with a grade of 90 or higher
- Completion of previous English course with a grade of 90 or higher
- Teacher recommendation

**Required Materials:** *Psychology for AP - Meyers*
MATHEMATICS DEPARTMENT

Guiding Philosophy

It is the mission of the TAS Mathematics Department to provide students with a comprehensive overview of all strands of mathematics, as well as reasoning and critical thinking skills, technological skills, and problem-solving strategies. To achieve mathematical understanding, students should have a balanced knowledge of mathematical procedures and conceptual understanding. Students should be actively engaged in doing meaningful mathematics, discussing mathematical ideas, and applying mathematics in interesting, thought-provoking situations. Student understanding is further developed through ongoing reflection about cognitively demanding and worthwhile tasks.

To reach these objectives, we use an investigative approach, direct instruction, and project oriented activities. Students foster critical thinking skills through collaborative and individual tasks which further develop reasoning skills that apply across the disciplines. A comprehensive assessment program provides students with feedback, teachers with diagnostic tools, parents with information about their children’s performance, and administrators with a means for measuring student achievement.

Mathematics 1

Mathematics 1 is open to Grade 6 students, and serves to introduce them to new material in an exciting yet challenging way. This course expands upon the basic mathematical skills students learn in the elementary grades through the exploration of a variety of topics such as problem solving, fractions, decimals, percent, basic geometry, measurement, probability, statistics and algebra. Class activities include short lectures, small group work, individual and group presentations and lab activities. This course develops the skills needed to solve problems while emphasizing a variety of structured ways to arrive at a solution. Students learn to read, write, verbalize and conceptualize simple and basic algebraic expressions. In addition, this course emphasizes problem solving which is connected to real life situations wherein the students can develop their oral and written communication and reasoning skills. To accomplish this, we use direct instruction, group work and investigation, and a project-based approach.

**Recommended Prerequisites:** Successful completion of Grade 5 Math or equivalent course

**Required Prerequisites:** none

**Required Materials/Texts: Holt McDougal Mathematics Course 1 Textbook**
Mathematics 2
Mathematics 2 is open to Grade 7 students, and serves as a continuation of Mathematics 1. Topics covered include: algebraic reasoning, integers and rational numbers, applying rational numbers, proportional relationships, graphs and functions, percents, data, geometric figures, two- and three-dimensional measurement, and probability. In order to learn these topics, we use direct instruction, group work and investigation, and a project-based approach.

Required Prerequisites: Mathematics 1
Required Materials/Texts: Holt McDougal Mathematics Course 2 Textbook

Mathematics 3
Mathematics 3 is open to Grade 8 students, and serves as a continuation of Mathematics 2. In this course students learn to read, write, verbalize and conceptualize algebraic concepts. Class activities include short lectures, small group work, individual and group presentations, and lab activities. Students are encouraged to explore the Khan Academy website to stimulate curiosity in learning Mathematics. Throughout the year, students develop the skills needed to solve problems while emphasizing a variety of structured ways to arrive at a solution. The course further emphasizes real-life problem solving, wherein students develop their reasoning skills along with oral and written communication skills.

Required Prerequisites: Mathematics 2
Required Materials/Texts: Holt McDougal Mathematics Course 2 Textbook

Algebra 1
Algebra 1 is designed for students who have mastered basic mathematics skills and the concepts of pre-algebra. It is a rigid course that covers many fundamental skills and concepts required for all math courses. This course develops the skills needed to solve problems while emphasizing so many structured ways to arrive at the solution. Students learn to read, write, verbalize, and conceptualize algebraic concepts and expressions. It further emphasizes problem solving which is connected to real life situation where in the students can develop their oral and written communication and reasoning skills as well. To accomplish this, we use direct instruction, group work and investigation, and a project-based approach.

Recommended Prerequisites: Mathematics 3
Required Prerequisites: Mathematics 2
Required Materials/Texts: Algebra I- Holt McDougal
**Geometry**

Required, 1 Credit

This standard first course in Geometry covers the required concepts of Euclidean Geometry and includes definitions, postulates, and theorems. Areas of study include angles, parallel lines, perpendicular lines, congruent and similar triangles, rectilinear figures, polygons and quadrilaterals, circles and arcs, perimeter, circumference, area, transformational geometry, three-dimensional figures, and the Pythagorean Theorem. Special topics covered include coordinate and spatial geometry, and an introduction to right triangles and trigonometry. In addition to problems which serve to review algebra, the process of “proving” theorems is introduced. Students who complete Geometry should take Algebra 2 next.

**Required Prerequisites:** Algebra 1  
**Required Materials/Texts:** *Geometry* - Holt McDougal

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**Algebra 2**

Required, 1 Credit

This course provides a review and extension of the concepts taught in Algebra 1. Topics covered include operations with real numbers, linear equations, inequalities, algebraic fractions and fractional equations, quadratic functions and some work with conic sections, exponential functions, complex numbers and logarithms. The content of this course is important for students’ success on both the SAT and college mathematics entrance exams.

**Recommended Prerequisites:** Algebra 1  
**Required Prerequisites:** Geometry  
**Required Materials/Texts:** *Algebra 2* - Holt McDougal

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**Precalculus**

1 Credit

This course provides an in-depth study of precalculus mathematics. Topics include linear, quadratic, polynomial, sequence and series, rational, exponential, and logarithmic and trigonometric functions, as well as evaluating polynomial and rational functions – both algebraically and graphically. Successful completion of this course is a prerequisite for Calculus and AP Calculus AB classes. Students are encouraged to use graphing calculators as well as the Khan Academy website to stimulate curiosity in learning Mathematics.

**Required Prerequisites:** Algebra 2  
**Required Materials/Texts:** *Calculus I with Precalculus* - Ron Larson

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**Calculus**

1 Credit

In this course students study the following topics: concepts of limits, concepts of continuity, applications of rates of change, and finding the derivative of polynomial functions. This class covers most of the topics covered in a regular Calculus I course offered at many
American universities. Students are encouraged to use graphing calculators as well as the Khan Academy website to stimulate curiosity in learning Mathematics.

**Recommended Prerequisites:** Precalculus  
**Required Prerequisites:** Algebra 2  
**Required Materials/Texts:** *Calculus I with Precalculus* - Ron Larson

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<tr>
<th><strong>Advanced Placement Calculus AB</strong></th>
<th><strong>1 AP Credit</strong></th>
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<tbody>
<tr>
<td>In AP Calculus AB, students study differential and integral calculus. This course follows the College Board’s Advanced Placement curriculum and as such is extremely rigorous and fast-paced. Students are required to use graphing calculators. This course culminates in a standardized, 3-hour exam that gives students the opportunity to demonstrate their mastery of the skills and abilities in Calculus in order to earn college credit.</td>
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**Recommended Prerequisites:** Successful completion of 3 years of high school math  
**Required Prerequisites:**  
  - Completion of Precalculus or Algebra 2 with a grade of 90 or higher  
  - Teacher recommendation  
**Required Materials/Texts:** *Calculus AP Edition* - Ron Larson

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<tr>
<th><strong>Advanced Placement Statistics</strong></th>
<th><strong>1 AP Credit</strong></th>
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<tr>
<td>In AP Statistics students are introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The four major theses presented in the course are: exploring data, planning a study, anticipating patterns and statistical inference. There is a large written component to this class. This course follows the College Board’s Advanced Placement curriculum and as such is rigorous and fast-paced. This course culminates in a rigorous, 3-hour exam that gives students the opportunity to demonstrate their mastery of the skills and abilities in Statistics in order to earn college credit.</td>
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**Recommended Prerequisites:** Successful completion of 3 years of high school math  
**Required Prerequisites:**  
  - Completion of Precalculus or Algebra 2 with a grade of 90 or higher  
  - Teacher recommendation  
**Required Materials/Texts:** *STATS Modeling the World* - David E.
Guiding Philosophy

“Science is much more than a body of knowledge. It is a way of thinking.” - Carl Sagan

Our Mission
It is the mission of the TAS Science Department to provide students with a comprehensive overview of all branches of science, as well as scientific methodology, critical thinking skills, and problem-solving strategies. In addition to the basic tenets and skill sets of each discipline, we also strive to lay the foundation for a lifetime of appreciation and pursuit of scientific knowledge.

We live in a world shaped by science and technology. A scientifically literate population is necessary to make decisions regarding the environment, natural resources, applications of technology, and a host of other issues that impact our planet and its citizens. A graduate of TAS will possess the fundamental knowledge and awareness to be an informed participant in the global community. Beyond the pragmatic considerations, we also hope to instill in students an appreciation for the aesthetic qualities of our elegant universe.

Philosophy
To reach these objectives, we integrate the academic and practical aspects of science with a hands-on, investigative approach, aiding students’ application to a broader sense of scientific discovery outside of the classroom. We foster critical thinking skills by incorporating different learning strategies. Students are given the opportunity to grow academically and socially in collaborative as well as individual settings. In addition, we promote social awareness of global issues from a scientific perspective. Each day, we bring our enthusiasm for scientific discovery into the classroom so that our students may share our passion for the natural world.

Earth Science 6
In Earth Science 6, students begin to explore the natural phenomena that have shaped the universe, the earth’s structure, and its geological features. Students learn how to do independent study and develop their ability to apply the scientific method with greater independence. Students learn using a combination of textbook study, hands-on experiments, and group work. Throughout the year, students develop their research and writing skills through guided examples to develop a basic foundation of science writing. Earth Science 6 students also have the opportunity to familiarize themselves with laboratory procedures and techniques.
**Recommended Prerequisites:** Elementary courses in Science

**Required Prerequisites:** None

**Required Materials/Texts:** *Earth’s Surface; Earth’s Structure; Astronomy and Space Science* - Pearson Interactive Science

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### Life Science 7

In Life Science, students explore cell structure and function, heredity, evolution, and plant and animal life. Students explore these introductory principles, building on some of the related topics from their previous studies in Earth Science. Students continue to develop their science skills including laboratory procedures, employing the scientific method, and writing papers with a scientific focus. Students study Life Science through a combination of textbook study, experiment-based studies, and independent research.

**Required Prerequisites:** Earth Science 6

**Required Materials/Texts:**
*Cells and Heredity; Diversity of Life; Human Body Systems* - Pearson Interactive Science

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### Physical Science 8

The Physical Science 8 course focuses on the concepts of motion, force, structure of matter, reactions, the periodic table, chemistry of living systems, and density/buoyancy. This introductory course prepares students for future science course work in the fields of Chemistry and Physics. Laboratory and project-based coursework are included in these lessons.

**Recommended Prerequisites:** 2 years of Middle School Math and Science

**Required Prerequisites:** Life Science 7

**Required Materials/Texts:** *Introduction to Chemistry; Forces and Energy* - Pearson Interactive Science

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### Biology

Biology is a laboratory science course typically for Grade 9 that involves a more complex understanding of the fundamental concepts of cellular biology, genetics, ecology, evolution, and physiology. Students explore these topics through an inquiry approach by conducting laboratory and field investigations, using the scientific method, and making informed decisions using critical thinking skills. This course is aimed at emphasizing the role biology plays in the lives of students today and the effects of their daily decisions and actions on the environment.
**Recommended Prerequisites:** 3 years of Middle School Science  
**Required Prerequisites:** None  
**Required Materials/Texts:** *Biology* - Pearson

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<tr>
<th>Chemistry</th>
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<tr>
<td>Chemistry is typically for students in Grade 10. This course focuses on atomic and molecular structure, chemical bonding, conservation of matter, stoichiometry, gases, acid/base reactions, solutions, thermodynamics, reaction rates and chemical equilibrium. These units naturally guide students to investigate the world from both the macroscopic and microscopic perspectives. This intermediate course prepares students for future coursework in chemistry at the college level, as well as helps learners form a more analytical and critical view of the world.</td>
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**Recommended Prerequisites:** Algebra 1  
**Required Prerequisites:** Biology  
**Required Materials/Texts:** *Chemistry* - Pearson

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<tr>
<th>Physics</th>
<th>Required, 1 Credit</th>
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<td>The Physics course for juniors provides students with a modern view of the fundamental concepts of physics and is designed for upper-level high school students planning to major in the sciences, medicine, or engineering. The major topics covered are mechanics, energy, electricity and magnetism, waves, and modern physics. This class includes laboratory work and written lab reports.</td>
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**Recommended Prerequisites:** Pre-Calculus  
**Required Prerequisites:** Algebra 1 and 2, Geometry  
**Required Materials/Texts:** *Physics* - Holt McDougal

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<tr>
<th>Earth Science</th>
<th>1 Credit</th>
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<tr>
<td>Earth Science gives students a broad overview of the forces and processes that shape our planet and our universe. The major topics covered are geology, natural history, oceans, the atmosphere, and astronomy. Students continue to work on their science writing skills, develop practical data acquisition and analyzation skills, and experience field work and study. Students learn through a combination of textbook work, laboratory work, practical science writing assignments, and field studies. Throughout the year students develop greater independence to carry out their own research and apply their study skills in practical settings.</td>
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**Required Prerequisites:** Biology, Chemistry

**Required Materials/Texts:** *Pearson Earth Science, 13th Ed.*

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**Advanced Placement Environmental Science** **1 AP Credit**

AP Environmental Science an academically rigorous course designed to be on par with an introductory college course in Environmental Science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. This course culminates in a rigorous, 3-hour exam that gives students the opportunity to demonstrate their mastery of the skills and abilities described above in order to earn college credit.

**Recommended Prerequisites:** Earth Science

**Required Prerequisites:**
- At least two years of high school laboratory science with grades of 90 or higher, including one year of Life Science and one year of Chemistry
- At least one year of Algebra with a grade of 85 or higher
- Teacher recommendation

**Materials/Texts:** "Environmental Science-Toward a Sustainable Future" by Richard T. Wright and Dorothy F. Boorse, 12Ed. (Pearson)

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**Advanced Placement Physics** **1 AP Credit**

AP Physics is an algebra-based course an algebra-based course for which students may earn university credit upon successful completion of a standardized, final exam. Students will spend approximately 25% of the course doing lab activities or projects. In taking AP Physics, students are exposed to the fundamental concepts that will provide a foundation for further advanced study in the physical sciences. The course covers a variety of topics in physics, including: mathematical descriptions of motion (kinematics), laws of motion, gravity, periodic motion, momentum, energy, circular and rotational motion, electrostatics, simple circuits, mechanical waves, and sound.

**Recommended Prerequisites:** Pre-calculus

**Required Prerequisites:** Geometry, Algebra 1 and 2

**Required Materials/Texts:** Giancoli Physics, 6th Edition
WORLD LANGUAGES DEPARTMENT

Guiding Philosophy

The World Language program seeks to prepare students, both linguistically and culturally, to communicate globally. In doing so, students are encouraged to become proficient in at least one language other than English by the end of the high school experience.

Through the communicative approach used to teach and learn a language, World Language study supports various learning styles and helps to build character and self-esteem. Further, World Language study enhances the development of basic communication skills and higher order thinking skills. Students tend to develop a deeper understanding of their native language and an ability to use their native language with an increased level of accuracy when they are able to study a language different from their own.

World Language study enhances global understanding and promotes goodwill and friendship, which is a direct result of an increased understanding and appreciation of the culture of individuals who speak a language that is different from one’s native language. Teaching students about culture is considered an important and integral part of our curriculum, because it promotes an increased sensitivity and a respect for people from diverse backgrounds whose language and customs are different. World Language study is a motivational tool that stimulates a desire for and joy of learning.

Exploratory Spanish & Mandarin

Grade 7 students take one semester each of Exploratory Spanish and Exploratory Mandarin. These introductory courses teach students global awareness and cultural sensitively through a geographical exploration of countries where each language is spoken throughout the world. Topics in each course include: basic words and phrases, maps, flags, dances, holidays and other cultural topics, including art and music. Exploratory language courses are intended to help students decide which language (Spanish or Mandarin) they want to begin studying in 8th grade.

Recommended Prerequisites: none
Required Prerequisites: none
Materials/Texts: Handouts and other supplementary materials provided by the teacher

Spanish 1

1 Credit

Spanish 1 is a year-long course designed to introduce students to the basic functions of the language. This year-long course uses a variety of resources to practice basic reading,
writing, speaking, and listening skills. Students will develop their vocabulary through readings from the textbook and games designed to aid in repetition and memorization. Students will also converse with each other and the teacher in the target language on a daily basis through guided conversations and question and answer sessions. The class will be held primarily in Spanish; however, occasionally students will use English to explore the history, culture or geography of Spanish-speaking countries. By the end of Spanish 1, students will be able to: indicate weather and seasons, describe themselves and others, talk about school and classes, discuss things they do in the present tense, and express food and drink preferences.

**Required Prerequisites:** none

**Required Texts:** Realidades Level 1, Pearson

<table>
<thead>
<tr>
<th><strong>Spanish 2</strong></th>
<th>1 Credit</th>
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</table>
| Spanish 2 is a year-long course that examines intermediate concepts of the language to continue working towards mastery. Designed as an extension of Spanish 1, this course is designed to further students’ knowledge of the basic functions of the language as well as explore the cultures of Spanish-speaking countries. Students will add to their vocabulary and begin using more complex sentences. Since the class is presented almost entirely in the target language, students will become accustomed to hearing Spanish on a daily basis. Additional audiovisual materials will be used to help students get used to listening to the speech of native speakers. They will also engage in guided speaking activities and games designed to help them gain confidence and increase their fluency. Additionally, students will engage in reading activities - mostly from the textbook to reinforce learned vocabulary and structures - and writing activities where they will use what they have learned to create original statements. Participation is extremely important and will be assessed regularly. By the end of Spanish 2, students will be able to: discuss their daily routine, talk about things they did or used to do in the past, order food in a restaurant, and describe places and errands around town.

**Required Prerequisites:** Spanish 1

**Required Texts:** Realidades Level 2, Pearson School

<table>
<thead>
<tr>
<th><strong>Spanish 3</strong></th>
<th>1 Credit</th>
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</table>
| Students in Spanish 3 expand their listening, speaking, reading and writing skills through engaging with various materials (short literacy texts, authentic materials, and other media) in generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural
context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements. Students continue to refine their knowledge and understanding of the target language and culture by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

**Required Prerequisites:** Spanish 2  
**Required Texts:** Realidades Level 3, Pearson School

### Mandarin 1

This course is designed for beginning students with little or no previous exposure to the Chinese language. Students will be introduced to the writing system, focusing on the most common pictorial characters and radicals. They will also be introduced to Chinese culture and learn everyday conversation topics covering greetings, days, numbers, families, and weather through lectures, games and songs. By the end of the course, students will be able to carry on a basic conversation and write simple paragraphs in Chinese.

**Required Prerequisites:** none  
**Required Texts:** Integrated Chinese Level 1 Part 1, Cheng and Tsui

### Mandarin 2

This is the second course in the Mandarin series. Students will be encouraged to go beyond the extent of the competence they exhibited in Mandarin 1 by using more complex sentence constructions and a wider range of vocabulary with more accuracy in both pronunciation and structure. They will continue their study of pictorial characters and will write longer and more detailed paragraphs. Students will read a wide range of authentic texts linked to survival situations (advertisements, announcements, instructions, etc.) Finally, students will speak in sentences consistently, and be able to hold sustained conversation about a variety of topics, including school, hobbies, and the environment.

**Required Prerequisites:** Mandarin 1  
**Required Texts:** Integrated Chinese Level 1 Part 2, Cheng and Tsui

### Mandarin 3

Students in Mandarin 3 will attain an advanced level in listening, speaking and reading and an intermediate level in writing. In reading, students will be able to understand the main idea plus many (but not all) supporting details in a wide range of texts. Writing will focus
on longer form prose describing students’ families and culture. By the end of the Mandarin series, students will speak in more complex sentences and will demonstrate their skills through an oral presentation on a topic of their choice.

**Required Prerequisites:** Mandarin 2  
**Required Texts:** Integrated Chinese Level 2 Part 1, Cheng and Tsui

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**VIETNAMESE DEPARTMENT**

**Guiding Philosophy**

The Vietnamese Studies Department has as its primary purpose the development of a curriculum which provides students the opportunity to gain knowledge about the Vietnamese culture, develop intellectual skills, and to assume a sense of responsibility as members of the Vietnamese society. The department is also committed to developing, within our students, the ability to listen, speak, read, and write in Vietnamese effectively. To achieve this purpose, a core of courses encompassing literary, cultural, historical and geographic studies is provided to all Vietnamese students in secondary school, sixth through twelfth grade. This education helps to develop in students an understanding and appreciation of the experiences of the past, the realities of the present, and the possibilities for the future. Through inquiry-based learning, problem solving, analytical thinking, reasoned decision-making, and utilization of technology, students are provided with the skills necessary to live and compete effectively in a global community.

**Vietnamese Studies 6**  
**Required for Vietnamese Students**

The course is designed to connect students to Vietnamese society and to help them to develop the oral communication, reading, and writing skills that they need for success in their daily lives. Students analyze Vietnamese folk tales before 10th century and the famous 20th century novel “Cricket’s Adventure”. The course also focuses on the Vietnamese history from prehistory to the 10th century. Students acquire basic knowledge of Vietnamese grammar structures, parts of speech and complex sentences. In addition, the course emphasizes a geographical study of the South of Vietnam as well as important cultural events and traditions, including those surrounding the Moon Festival, Tet, and Independence Day. This course meets every other day for a full academic year and follows the Vietnamese Ministry of Education and Training (MOET).

**Recommended Prerequisites:** none
**Required Prerequisites:** Students taking this course should have moderate to advanced skills in Vietnamese.

**Required Texts:**
- *Literature 6* (Volumes 1 & 2) - MOET
- *History 6*- MOET
- *Geography 6*- MOET

<table>
<thead>
<tr>
<th>Vietnamese Studies 7</th>
<th>Required for Vietnamese Students</th>
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<tbody>
<tr>
<td>This course continues the students’ study of Vietnamese grammar, literature, history and geography as well as the cultivation of their critical and creative thinking skills. Students analyze Vietnamese proverbs, idioms, folk verses, and some selected medieval poems. Students continue to develop their vocabulary and grammar. Students practice the writing process and learn how to construct projects involving various modes of technology. Students study Vietnamese history from the 10th to the 19th century and continue a geographical study of the Middle of Vietnam. In addition, the course focuses on modeling active citizenship by connecting students’ lives with annual cultural events in Vietnam. Vietnamese 7 meets every other day for a full academic year and follows the Vietnamese Ministry of Education and Training (MOET) standards.</td>
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</table>

**Recommended Prerequisites:** Vietnamese 6

**Required Prerequisites:** Students taking this course should have moderate to advanced skills in Vietnamese.

**Required Texts:**
- *Literature 7* (Volumes 1 & 2) - MOET
- *History 7*- MOET
- *Geography 7*- MOET

<table>
<thead>
<tr>
<th>Vietnamese Studies 8</th>
<th>Required for Vietnamese Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course focuses on developing students’ Vietnamese language skills, as well as their understanding of the country’s geography, literature, and history, focusing on the early 20th century. Through the analysis of both literary and historical texts, students draw connections between historical events and the development of national literature. In addition, this course serves to develop students’ reading and writing skills, while expanding their understanding of complex grammatical structures. Vietnamese 8 meets every other day for a full academic year and follows the Vietnamese Ministry of Education and Training (MOET) standards.</td>
<td></td>
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</table>

**Recommended Prerequisites:** Vietnamese 7
**Required Prerequisites:** Students taking this course should have moderate to advanced skills in Vietnamese.

**Required Texts:**
- *Literature 8* (Volumes 1 & 2) - MOET
- *History 8* - MOET
- *Geography 8* - MOET

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**Vietnamese Studies 9**

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<tr>
<th>0.5 Elective Credits</th>
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This course focuses on developing students’ Vietnamese language skills, as well as their understanding of the country’s geography, literature, and history from the 19th century to the present. Students will analyze a number of literary works, with particular emphasis on the epic poem “The Tale of Kieu,” by notable Vietnamese poet Nguyen Du. Through historical research and the close reading of literary texts, students develop their Vietnamese reading, writing, and vocabulary skills, as well as broaden their understanding of complex grammatical structures. Vietnamese 9 meets every other day for a full academic year and follows the Vietnamese Ministry of Education and Training (MOET) standards.

**Recommended Prerequisites:** Vietnamese 8

**Required Prerequisites:** Students taking this course should have moderate to advanced skills in Vietnamese.

**Required Texts:**
- *Literature 9* (Volumes 1 & 2) - MOET
- *History 9* - MOET
- *Geography 9* - MOET

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**Vietnamese Studies 10**

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<th>0.5 Elective Credits</th>
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The course connects Vietnamese literature, history and geography in order to help students gain a better understanding of Vietnamese society and improve their language and composition skills. Students read and produce written analysis of Vietnamese folk literature of the 18th century. The course continues students’ study of Vietnamese history, focusing on the time period from prehistory to the 19th century. The course also introduces students to geographical information related to Vietnamese territory and creates connections between their lives and national cultural events. Vietnamese 10 meets every other day for a full academic year and follows the Vietnamese Ministry of Education and Training (MOET) standards.

**Recommended Prerequisites:** Vietnamese 9 or equivalent course

**Required Prerequisites:** Students taking this course should have moderate to advanced skills in Vietnamese.
**Vietnamese Studies 11**  
0.5 Elective Credits

This course provides students with an overview of the history and literature of Vietnam while focusing on the development of their Vietnamese reading, writing and vocabulary skills. Students analyze a number of literary works from the 19th and 20th centuries, concentrating on the New Poetry movement before 1945. Through class discussion and close reading both of historical and literary texts, students draw connections between the invasion of the French (1858-1918) and the development of Vietnamese national literature. Vietnamese 11 meets every other day for a full academic year and follows the Vietnamese Ministry of Education and Training (MOET) standards.

**Recommended Prerequisites:** 2 years of High School Vietnamese

**Required Prerequisites:** Students taking this course should have moderate to advanced skills in Vietnamese.

**Required Texts:**
- *Literature 11* (Volumes 1 & 2) - MOET
- *History 11* - MOET
- *Geography 11* - MOET

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**Vietnamese Studies 12**  
0.5 Elective Credits

This course connects Vietnamese literature, history and geography in order to help students gain a better understanding of Vietnamese society and improve students’ language skills. Students will examine Vietnamese literature from 1945 to the late 20th century. Students also have opportunities to build composition skills through debate and written analysis of social and literary issues. The course continues students’ study of Vietnamese history, focusing on the period 1912-2000. The course also continues students’ study of geographical information related to Vietnamese territory and an in-depth exploration of national cultural events. Vietnamese 12 meets every other day for a full academic year and follows the Vietnamese Ministry of Education and Training (MOET) standards.

**Recommended Prerequisites:** 3 years of High School Vietnamese

**Required Prerequisites:** Students taking this course should have moderate to advanced skills in Vietnamese.

**Required Texts:**
- *Literature 12* (Volumes 1 & 2) - MOET
ENGLISH AS A SECOND LANGUAGE

Guiding Philosophy

The goal of the English as a Second Language Department is to provide a safe environment conducive to enabling students to succeed regardless of cultural and linguistic background. We develop effective communication and critical thinking skills and help students become socially responsive citizens.

We use research-based activities to provide differentiated instruction to address the unique learning needs of each child. We collaborate with the core classes’ teachers to provide additional language support for content classes. It is our goal to provide courses that improve English language and literacy development, as well as support academic success in all content areas.

Realizing that students may gain superficial proficiency, socially interacting in English quickly, but still be in need of substantially more time to develop the academic language necessary for core subjects, we offer three levels of ESL support that we can customize to meet each student’s individual needs.

For students who may need additional support building vocabulary and understanding complex instructions, we provide “push in” support. We help other teachers adapt their lessons to fit the needs of students with less exposure to English. Students who need more support, especially in reading and writing, but who still benefit from mainstream classroom instruction are able to attend ESL classes that support their content classes and provide literacy instruction.

Students who have very limited abilities in English are able to attend an all-day ESL program that provides in-depth classes in listening, speaking, reading, and writing. Students in the all-day program attend their grade-level math classes and some electives, but are able to focus on language development and literacy until their proficiency level is high enough to exit ESL support.

Students at The American School come from diverse backgrounds, speaking many different languages and bringing with them different understandings of the world. It is the ESL
Department’s goal to help all students be able to build on these understandings and succeed in their studies in an English-language environment.

**Middle School ESL**

The purpose of the Middle School ESL courses is to aid students whose English level does not meet the standard of English necessary to be successful in a mainstream classroom without support. ESL Students in Middle School are enrolled in ESL support classes in the areas of English, Social Studies, Math and Science. An ESL instructor works directly with the classroom teacher to ensure that these students receive additional support structures in the areas of grammar, reading, writing, listening and speaking to aid them in achieving success in meeting the expectations for the course. Students enrolled in Middle School ESL classes are held to the same standard as their non-ESL peers. Upon passing their classes, they advance to the next grade the following year. Testing at the end of the school year determines whether they are ESL or regular classes the following year.

**Required Prerequisites:** Basic knowledge of English; Teacher recommendation  
**Required Texts:** Materials are pulled from a variety of sources. There is no required text.

**Middle School Intensive ESL (IESL)**

The IESL program is intended to support Middle School students with little or no experience in English with the transition to an English-only environment. Students in the IESL program attend intensive language courses in lieu of core academic classes. These classes focus on basic grammar, reading, writing, speaking and listening skills, as well as academic English. IESL students attend PE and elective classes with their peers in order to gain experience in a language-immersive environment in a non-academically demanding setting. Students who show great progress have the opportunity to “audit” Science and Social Studies classes in the second semester in order to experience an academic environment at their grade level. IESL students do not earn numeric grades, but receive quarterly narrative reports from their teachers. IESL students in Grades 6 and 7 who exit the program enter the following grade level with their peers the next year. IESL students in Grade 8 who exit the program take the regular Grade 8 program the following year. This allows them a year’s experience earning grades using academic English before entering High School the following year.

**Required Prerequisites:** Placement is determined by ESL testing upon enrollment  
**Required Texts:** Materials are pulled from a variety of sources. There is no required text.
High School ESL

Open to Grade 9 students only, the purpose of the High School ESL course is to aid students whose English level does not meet the standard of English necessary to be successful in a mainstream classroom without support. The course has two parallel motivating factors: to provide learning support for specific classes as directed by the classroom teacher and to focus on developing better grammar, reading, writing, listening and speaking skills.

**Recommended Prerequisites:** none

**Required Prerequisites:** Basic knowledge of English; Teacher recommendation

**Required Texts:** Materials are pulled from a variety of sources. There is no required text.

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HS Writing Seminar

The Writing Seminar is a semester-long class that gives high school students a chance to hone their writing skills from the ground up. Beginning with writing effective single-sentence answers, students will learn to develop paragraph-length responses. Finally, students will apply their skills to a five-paragraph essay, which is the standard format for secondary students. To round out the writing experience, students will study aspects of research writing, such as choosing and narrowing a topic, finding and citing resources, and MLA formatting.

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**INFORMATION & COMMUNICATION TECHNOLOGY (ICT)**

**Guiding Philosophy**

It is the goal of the ICT department to provide our students with exposure to the key current and emerging technologies to improve their efficiency and performance in communication and research. Using a spiral curriculum design to focus on depth of learning over breadth of learning, we endeavor to foster creative and critical thinking and instill in our students an understanding of their duty to be examples of the ethical use of technology both as global citizens and future leaders.

**MS ICT**

This course is offered as a quarter-long elective course each year to students in grades 6, 7 and 8. The course serves as an introduction for middle school students to key computer principles and skills that will support their use of IT throughout their education at TAS. The course focuses on general IT knowledge and use, including creating graphics and how to be safe and responsible digital citizens.
Each quarter, students are exposed to a variety of technologies and encouraged to explore how they can be used to create solutions. This course is project-based, with students focusing on different and increasingly complex tasks throughout their middle school years. Upon completion of the Intro to Computers courses in Middle School, students will be able to effectively use a variety of software to help their learning; model solutions as well as make decisions using applied math and science concepts; and act as safe and responsible digital citizens.

**Recommended Prerequisites:** Some experience using Microsoft Office and the internet  
**Required Prerequisites:** none  
**Required Texts:** *Internet Safety*, by Hunter Nick

### Web & Game Design

<table>
<thead>
<tr>
<th>0.5 ICT Credits</th>
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<tbody>
<tr>
<td>Web &amp; Game Design</td>
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</table>

Web and Game Design is a semester-long, project-based course designed to expose students to the development of websites as well as web-based games. Students create their own games and website using industry-standard programming and design techniques. Students experiment with the engineering design process as a tool for creating and refining content. Specific learning outcomes include: design games that meet predefined requirements; develop competency with Visual Basic as a development platform, including creating original content & debugging; become competent in using Program in C++, including higher level operations such as arrays, loops, selection statements & applied math operations; use graphics programming such as quads, textures, vectors, etc; develop and maintain a simple website using HTML code & Adobe Dreamweaver.

**Required Prerequisites:** None  
**Required Texts:** None

### 21st Century Digital Skills

<table>
<thead>
<tr>
<th>0.5 ICT Credits</th>
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<tbody>
<tr>
<td>21st Century Digital Skills</td>
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</table>

This course will provide students with a survey of various digital tools. These include Robotics, Programming, Digital Photography, Photoshop, Animation, Illustrator, Flash, Premiere, and After Effects. Other tools will also be used to supplement the learning activities. Students will practice valuable skills in order to utilize the Internet for maximum usage. They will also be encouraged to support their own projects within the course framework. Students will work independently and collaboratively in small groups.

**Required Prerequisites:** None  
**Required Texts:** None
Yearbook  

1 ICT Credit

In this year-long course, students work as a team to design, develop & produce the TAS school yearbook. Topics covered include project management, media arts, photography, journalism and more. Beyond producing a yearbook that the school and community can be proud of, students who complete this course do the following: conduct research, both within the school community and beyond to form an informed vision for the project; work effectively as a team to complete an established design process; become competent media designers using Adobe Creative Suite; and work closely with the TAS marketing department.

**Recommended Prerequisites:** Prior experience with Adobe is helpful, but not necessary.  
**Required Prerequisites:** None  
**Required Texts:** None

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**CREATIVE ARTS**

**Guiding Philosophy**

TAS’ Creative Arts Department is committed to the task of nurturing and molding students of visual and performing arts in a learning environment that promotes arts appreciation, creativity, artistic collaboration, individuality and constructive criticism. We provide meaningful aesthetic training, innovative mentoring, and stimulating opportunities for students to share their own art. Through our programs, students will be formed into artists who display respect and appreciation for their own work and for varied cultures, artistic ideas and talent.

**Visual Art**

TAS’s Visual Art Program provides an outlet for student-artists to express themselves independently, meaningfully and creatively. Students will become familiar with the diversity of arts and cultures and will be able to evaluate and appreciate them. The program will also enable students to be visually literate and to use a variety of mediums. Students will get the chance to experiment and develop their own artistic style and share ideas with fellow-student artists.

**Performing Arts: Drama**

TAS’s Drama program aims to strengthen the aesthetic and theatrical sensibilities of the students by exposing them to a variety of dramatic performances. They will learn the fundamentals of art and drama on stage which will help them form their own impressions
and give them the chance to evaluate different performances. Students will learn the history of performing arts from all over the world as well as the various theories of theater, dance, music, acting, directing, movement, improvisation, production design, stage management and production management. The students will be guided on each phase of play production and will be given a chance to participate in a play. The students will have the chance to develop and improvise a variety of original performances which will showcase the skills they have learned. Through these activities, the students will also display their unique talents and they will also be able to collaborate with fellow student-artists.

Performing Arts: Music
TAS’s Music Program assists students in recognizing and appreciating various musical forms. It also facilitates the learning of music history, theory and technology, composition, and performance which will allow the students to utilize in their musical self-expression. Students will be able to improvise, create, and compose musical pieces reflecting their individuality and music preferences. Student-musicians will be able to improve their music proficiency through wide-ranging activities, solo and collaborative performances and recitals.

VISUAL ARTS

Middle School Art
Middle School art is divided into three, quarter-long exploratory courses for students in grades 6, 7 and 8. These foundational art courses cover basic art appreciation, art criticism, art history and art skills and techniques, utilizing the elements and principles of design. Each course is structured to provide a base of fine art skills, techniques and theory in multiple mediums with opportunities for creative expression.

<table>
<thead>
<tr>
<th>Art 1: Intro to Art</th>
<th>1 Creative Arts Credit</th>
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</table>
Intro to art is a foundation course in basic art and design. Students will be introduced to the Elements of Design and Principles of Composition. Students will work hands on in expressing their own ideas in various visual media and forms. Emphasis will be on development of skills and awareness of aesthetic choices in art. The main goal of this course is to expose students to innovative artists while developing their technical skills and familiarizing them with the functions of the visual elements.

Required Prerequisites: None
Art 2: Intermediate Studio Art  
1 Creative Arts Credit

In this course, students will learn about different art media and techniques in a variety of areas including drawing, painting, and color theory. Art history and criticism will be included with many projects. Emphasis will be on development of skills and awareness of aesthetic choices in art. The main goal of this course is to encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

Required Prerequisites: Art 1

Sculpture  
1 Creative Arts Credit

The objective of Sculpture is to build a strong, practical branch of visual art focused the techniques and processes of three-dimension art. Students will complete sculptural projects that show how of the elements and principles of art can create a strong design for a piece of art. They will also be exposed to art history and appreciation through videos, discussion, written assignments, including reflective writing, research papers, demonstrations, and critique sessions.

Required Prerequisites: Art 1

Drawing and Painting  
1 Creative Arts Credit

This semester-long elective course is open to High School students. Students will be introduced to the elements of design and principles of composition as well as research based projects on famous artists. Students will work hands-on in expressing their own ideas in various materials. Emphasis will be on development of creative skills and awareness of aesthetic choices in art. The main goal of this course is to expose students to famous artists while developing their technical skills and familiarizing them with the functions of the visual elements. Students in Drawing and Painting have the opportunity to work with a wide array of mediums throughout the semester. Students will work with graphite, charcoal, pastel, colored pencil, ink and acrylic paint on a variety of different grounds/surfaces including paper, and canvas.

Required Prerequisites: Art 1

AP Studio Art: Drawing and Painting  
1 AP Creative Arts Credit

The AP Studio Art course is designed for High School students who are seriously interested in the practical experience of art. Successful completion of AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art program consists of three courses - 2D Design, 3D Design and
Drawing and Painting - corresponding to common, college-level foundational courses. Over the course of the year, students are expected to develop a comprehensive portfolio in which they demonstrate mastery in concept, composition, and execution of ideas. In constructing the portfolio, students explore critical aspects of creative thinking. They learn how to seek out creative problems that are interesting and challenging and use goal setting, informed decision making, and problem-solving skills to pursue their own artistic interest in an informed way with homework and journals.

The Drawing and Painting portfolio addresses the elements of drawing- such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making- through a variety of means, including painting, printmaking, mixed media, etc.

**Recommended Prerequisites:** Drawing and Painting

**Required Prerequisites:**
- Art 1, Art 2
- Teacher Recommendation

<table>
<thead>
<tr>
<th>AP Studio Art: 2-D Design</th>
<th>1 AP Creative Arts Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>The AP Studio Art course is designed for High School students who are seriously interested in the practical experience of art. Successful completion of AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art program consists of three courses - 2D Design, 3D Design and Drawing and Painting - corresponding to common, college-level foundational courses. Over the course of the year, students are expected to develop a comprehensive portfolio in which they demonstrate mastery in concept, composition, and execution of ideas. In constructing the portfolio, students explore critical aspects of creative thinking. They learn how to seek out creative problems that are interesting and challenging and use goal setting, informed decision making, and problem-solving skills to pursue their own artistic interest in an informed way with homework and journals.</td>
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<tr>
<td>2D-Design incorporates anything 2-Dimensional. This includes but is not limited to photography, graphic design, collage and anything that is on a flat surface. Examples of projects for this course are photo-collages (inspired by David David Hockney) and self-portrait using mixed materials. Besides digital design and mixed materials, drawing and painting is still incorporated in this course.</td>
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</table>

**Recommended Prerequisites:** Drawing and Painting

**Required Prerequisites:**
PERFORMING ARTS: DRAMA

Drama 6
In this course students will begin to learn about the world of performance and drama. We will work to build confidence, skills that will assist them in their academics, and above all else have fun. During this class we will focus our studies on storytelling, voice work and learning what it means to be a performer and good audience member. Students are asked to come with a positive & risk-taking attitude. You may be asked to do things outside of your comfort zone but through these activities we will grow as performers and people.

Drama 7
In this course students will continue to build on the skills they have previously learned in 6th grade drama. We will work to build confidence, skills that will assist you in your academics, and above all else have fun. During this class we will focus our studies on ensemble work, storytelling, collective creation and how to stage a play. Students are asked to come with a positive & risk-taking attitude. You may be asked to do things outside of your comfort zone but through these activities we will grow as performers and people.

Drama 8
In this course students will continue to build on the skills they have previously learned in middle school drama. We will work to build confidence, skills that will assist them in their academics, and above all else have fun. During this class we will focus our studies on verbal and non-verbal communication, character development & collaborative creation. Students are asked to come with a positive and risk-taking attitude. You may be asked to do things outside of your comfort zone but through these activities you will grow as performers and people.

Intro to Theater 1 Creative Arts Credit
In this course students will be given an introduction into all elements of theatre. We will study character development, storytelling, voice and speech as well as physical theater. Through collaboration, exploration and self-reflection students will be given the opportunity to not only strengthen their skills as performers but also find out more about themselves. This will be a hands-on course where participation is not just expected but is required; students will be asked to step outside of their comfort zones and take risks on a regular basis. Students will leave this class with the basic understanding of what is required to be successful in the theatrical world.
Required Prerequisites: none

Performing & Acting

1 Creative Arts Credit
This course will be a continuation of Intro to Theater. Students will dive deeper into the world of the performer and continue to hone their skills as actors. During this course, students will take a deeper look into character development and storytelling while learning about some of the struggles and rewards that can be found through entering the theatre world. Students will be asked to look deeper into plays and will be working with written scripts as well as scripts they create themselves. Students who enroll in this class will need to be prepared to perform in front of a live audience as they will be required to take part in an end of semester collaborative performance with the Playwriting and Directing class.

Required Prerequisites: Intro to Theater

Theater Studies

1 Creative Arts Credit
This course will look into the history of theater and how theater has been used to reflect what is happening in the society of the time. As a class we will begin our journey in Ancient Greece and work up to contemporary times, stopping through a variety of time periods and places around the world. This course will be a mixture of performing, reading, writing, analysis and research. This course is a great opportunity for not only actors but also students who enjoy theatre but may not want to be performing in front of an audience to further their knowledge and understanding of the theatrical world. Through learning about different genres of theatre we can strengthen ourselves as performers, directors, playwrights and people.

*This is a reading and writing intensive course, a strong ability in English and writing is recommended*

Required Prerequisites: Intro to Theater, Performing & Acting

Playwriting & Directing

1 Creative Arts Credit
This course will step away from the performance aspect of theatre and focus more on the skills necessary to be a successful playwright and director. Students will spend times studying and analyzing the styles of different directors from around the world. In addition, we will discover different types of leadership styles and find out how these may best fit our own personalities and directorial style. As well students will have weekly playwriting assignments to hone their skills as writers. Students may be asked to perform once and a while within the class but this will not be the focus of the class. Students enrolled in this class will be required to attend at least one weekend project and put in time after school on
occasion. This is a fantastic opportunity for those students who enjoy creative writing and/or wish to hone their leadership skills.

**Required Prerequisites:**
- Intro to Theater
- Performing & Acting
- or special permission from the instructor

<table>
<thead>
<tr>
<th>Advanced Performance Production</th>
<th>1 Creative Arts Credit</th>
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<tr>
<td>This course is an excellent stepping stone for students who wish to enter a performance stream after High School or really enjoy the performance aspect of Theater. The focus of this course will be on performance and each quarter students will be focusing on producing a performance worthy production. In addition, students will learn the rigor and demand that goes into performing while in this class. We will take an in-depth look into character development by looking at the workings of Stanislavski as well as focusing on the importance of play analysis to improve our productions. Students in this class will be required to perform to a live audience at least once a quarter. Students may be asked to attend rehearsals outside of class time as needed but plenty of notice will be provided for this.</td>
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**Required Prerequisites:**
- Grade 12 (Grade 11’s permitted with special permission from instructor)
- Intro to Theater
- Performing & Acting
- or have special permission from the instructor

**PERFORMING ARTS: MUSIC**

<table>
<thead>
<tr>
<th>Middle School Music</th>
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<td>General Music for Middle School students covers the basics of music history and an application of essential music fundamentals. Students in grades 6 to 8 spend one quarter each year learning the basics of music notation, chord symbols, and critical listening of genres. The main objective of this course is to create an enhanced appreciation for music through listening, composing, and playing. Students learn how to read and write music notation. Students also gain a better understanding of many different musical genres including classical and pop music.</td>
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Guitar 1: Intro to Guitar 1 Creative Arts Credit
Guitar is a one-semester course covering the basics of the instrument and an application of essential music fundamentals. Students will learn the basics of playing guitar at a beginning level through studying music notation, chord symbols, and peer modeling. A brief history of the guitar along with a study of its respective musical styles will also be covered in this course. The main objective of this course is to create an enhanced appreciation for music through playing the guitar. Students will learn how to read music notation, chord symbols, and tablature. Students will also gain a better understanding of many different musical genres including classical, flamenco, blues, jazz, rock, and pop music.

Required Prerequisites: none

Guitar 2: Intermediate Guitar 1 Creative Arts Credit
Guitar 2 is a continuation of the concepts and techniques from Guitar 1. More time is devoted to personal practice, as well as learning new specialist techniques that are found in a diverse array of guitar repertoire. Guitar 2 students are usually considered for Ensemble Music Performance.

Required Prerequisites: Guitar 1

History of Rock Music 1 Creative Arts Credit
The History of Rock Music is a one-semester course for High School students consisting of an in-depth look at the formulation and proliferation of pop/rock music starting in the 1950’s through contemporary times. Topics covered include: influence of blues and jazz, post-World War II American history, the invention and progression of record technology, the invention of progression of new instruments, and knowledge of the many subgenres and styles that came about during the following decades. Students gain a better insight about the music they currently listen to, as well as gain an appreciation of genres from decades past. Some knowledge of guitar playing will also be introduced or reviewed.

Recommended Prerequisites: Guitar 1
Required Prerequisites: none

Ensemble Music Performance 1 Creative Arts Credit
Ensemble Music Performance is a year-long course devoted to the performance-based needs of the school. Special events, musicals, dances, and off-campus performances will all be considered. Students in this course are the face of our Aesthetics ESLR here at TAS. Students are responsible for using class time and their own time at home to practice for the various
performances we will have throughout the year. The goal of this class is to be able to successfully perform many songs together as a band.

**Recommended Prerequisites:** Ability to read music

**Required Prerequisites:**
- Ability to play one of the following instruments: guitar, bass, piano/keyboard, voice, drums, etc.
- Audition with instructor

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**PHYSICAL EDUCATION AND HEALTH DEPARTMENT**

**Guiding Philosophy**

Physical Education and Health are an integral part of the curriculum that, through human movement, concentrates on the development of individuals’ maximum physical potential and their related social, emotional, and intellectual growth.

The discipline’s primary purpose is to assist the learner in developing:
1. Establish a solid foundation for maintaining healthy, active and productive lives;
2. Movement abilities ranging from functional life skills to those needed for successful participation in leisure activities of their choice;
3. A sense of self-worth and dignity;
4. Social competencies;
5. Safety awareness; and
6. An appreciation and understanding of specific sports, including their origins, cultural impact and aesthetic values.

The truly physically educated student will have acquired both competencies applicable to any lifetime activities and a desire to retain the healthy feeling associated with fitness and exercise. Our vision is that all students will be physically educated, having acquired motor skills to perform a variety of physical activities, physical fitness knowledge, and essential motivation to pursue a healthy and active lifestyle in an increasingly changing society.

Physical activity is a channel for learning in all content areas. TAS is committed to providing programming in physical education that allows frequent and diverse opportunities to engage in physical activities necessary to support a healthy mind and body. As such, students are expected to participate in Phys. Ed. and Health classes each semester they are enrolled at TAS. Middle School courses take an integrated approach to both disciplines,
while the High School curriculum features distinct Phys. Ed. and Health classes. All High School students are expected to complete both Health 1 and Health 2 over the course of their 4-year matriculation at the school, with at least one Health course completed by the end of their sophomore year. Health and PE courses are offered every other day, opposite Vietnamese or Study Hall classes.

**PHYSICAL EDUCATION**

**Physical Education 6**
Physical Education at the 6th grade level offers students a variety of physical activities through which they will develop positive attitudes toward group interaction, sportsmanship, the joy of effort, fair play, cooperation, initiative and an appreciation for the abilities and limitations of self and others. Activities to be emphasized are: organized exercises, lead-up games, traditional team sports, individual and dual sports, rhythmic activities and self-testing activities. The program is designed to continue development of physical fitness, motor, perception, rhythm, and movement skills.

**Physical Education 7**
Physical Education in 7th grade emphasizes physical fitness and development of basic movement skills through team, individual, and dual sports and rhythmic activities. Emphasis is placed on the introduction of basic fundamentals of sports; developing the knowledge of rules, building personal responsibility, good sportsmanship, and leadership.

**Physical Education 8**
In Physical Education 8 students will work on sports skills, fitness, sportsmanship and game play. Some of the activities will be basketball, soccer, swimming, volleyball, badminton, ultimate frisbee, dodgeball, kickball and floor hockey.

**High School Team Sports** | 0.25 PE Credits
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Physical Education in the high school emphasizes refinement of skills learned in the middle school, developing a greater understanding of game strategies. Continued emphasis is placed on personal responsibility, good sportsmanship, and attaining a higher level of personal fitness. Team Sports is an elective course for High School students who are interested in learning to work as a team and developing skills and strategies that they can use in a game situation. Team sports covered in this course include soccer, basketball, ultimate frisbee, volleyball, dodgeball and kickball. Students may opt to take this course more than once, as different sports will be emphasized each semester.
**Required Prerequisites:** none

**Dance**

TAS’s Dance program helps student-dancers become proficient and well-rounded performers. Dance is learned with the belief that it is a means of harmonizing the body and mind. The students will be able to integrate the scientific, historical, cultural and aesthetics of dance both in theory and in practice. Students will get the opportunity to choreograph their own dances and participate in various kinds of dance performances. The students will also be exposed to diverse dances from all over the world and throughout history. Student-dancers will be challenged to enhance their performances by incorporating what they have learned in the program.

**Hip Hop and Modern Dance**  
0.25 PE Credits

This course is open to all high school students who have interest and passion in dancing. Students will be introduced to the history and style of hip-hop and modern dance. Emphasis will be placed on fundamental technique as students learn the basics of dance, including warm-ups, across the floor progressions, and center combinations. Additionally, this course also helps to follow up the students’ understanding in hip-hop and modern dance while improving their technique, poise, self-confidence, and creative ability. Students will choreograph one dance piece and perform in class final presentation.

**Required Prerequisites:** none

**Ballroom Dancing**  
0.25 PE Credits

The Ballroom Dancing course is designed to teach students the basic elements of Latin and Standard dances. Students will analyze the dance’s role in improving and maintaining one’s health related fitness and then incorporates dance activities into their personal fitness program. Students will be learning basic steps as well as complex combinations in swing, salsa, jive, cha cha, waltz, and the tango. Students gain performance experience by participating in the mandatory dance presentation in one of the school assembly.

**Required Prerequisites:** none

**HEALTH**

TAS utilizes HealthSmart, a program designed to respond to the challenges facing adolescents today. It supports youth in making the critical health choices they will face during adolescence, and enables them to establish healthy behaviors. The instructional strategies used in HealthSmart High School accommodate the developmental changes
occurring in these students. High school students are becoming adults. They are increasingly making independent decisions based on their needs and perceptions of right and wrong. They value social justice and actions that protect the health and safety of their community. Activities that engage students in health advocacy are an important feature of the High School program. HealthSmart supports academic achievement, builds literacy, and fosters healthy attitudes and behaviors. It prepares youth to learn and succeed in school. HealthSmart students are healthy, confident in their choices, self-directed in their actions, and supportive of others. Through the program, students learn to:

- Build a personal value for activating healthy behaviors.
- Shape peer norms that value healthy behaviors.
- Build power to use knowledge to act in healthy ways.
- Build power to use health-related skills.
- Express intentions to practice healthy behaviors.
- Advocate for and support the healthy choices of their peers.
- Change or modify unhealthy behaviors.

The program enables students to identify choices that are consistent with the values of their families and communities, and to develop confidence in their personal choices. HealthSmart targets risky behaviors such as violence, teen sex, and tobacco and alcohol use—behaviors particularly influenced by peer pressure. Students build communication and decision-making skills that will enable them to resist those pressures. Students learn to transfer core concepts and social skills from health instruction to other school subject areas and activities; from self to family, friends and community; and from the present opportunities and challenges they face to those of the future.

**All High School students must complete both Health 1 and Health 2 before they graduate, with at least one course completed by the end of their sophomore year. It is not necessary for students to complete Health 1 before Health 2; Health courses may be taken in any order.**

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<tr>
<th><strong>Health 1</strong></th>
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<tr>
<td>Health 1 covers the topics of Nutrition and Physical Activity; Tobacco, Alcohol and Other Drug Prevention; and Violence and Injury Prevention. The Nutrition &amp; Physical Activity unit addresses nutritional practices and physical activity habits that promote a healthy lifestyle. Students analyze influences on their diet and activity choices, learn how to access reliable sources of information on nutrition and physical activity, explore body image issues and ways to manage weight in healthy ways, read and interpret food labels, and identify ways to prevent food-borne illness.</td>
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The Tobacco, Alcohol & Other Drug Prevention unit addresses the risks and consequences of tobacco, alcohol and other drug use and supports students’ efforts to be drug free. Students analyze influences on choices about drugs, review decision-making skills that can help them avoid drug use, examine how drug use can affect goals for the future, and practice refusal skills to resist pressure to use tobacco, alcohol and other drugs.

The Violence & Injury Prevention unit addresses the prevention of violence and unintentional injuries. Students focus on defining, analyzing consequences, and examining strategies for preventing different types of violence, including bullying, hazing, hate violence, sexual harassment, dating violence and suicide. They also learn about unintentional injury and its impact on teens, and explore how to prevent or mitigate their risk of motor vehicle and other common injuries. All of the activities in these units establish behaviors and build skills that will help keep students healthy and safe.

**Required Prerequisites:** none

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| Health 2 covers the topics of Abstinence, Personal and Sexual Health; HIV, STD and Pregnancy Prevention, and Emotional and Mental Health. The first part of the course addresses ways to maintain overall health and protect sexual health, including encouraging students to be sexually abstinent. Students assess their own health habits, learn about prevention of both infectious and chronic disease, and research practices that will support overall health and wellness. They define aspects of sexuality, review the male and female reproductive systems, and discuss how to protect their sexual health. These activities lay the foundation for avoiding unintended pregnancy and preventing the spread of HIV and other STDs.

The Emotional & Mental Health unit addresses the establishment of practices that promote and protect good emotional and mental health. Students analyze the characteristics of emotionally healthy people and practice skills that can support positive emotional health, including taking responsibility, managing stress, communicating effectively with others, building healthy relationships, dealing with difficult feelings, resolving conflicts and setting goals. They also learn more about mental health disorders that can affect teens, including their causes, symptoms, consequences and treatment, and examine how to access appropriate and reliable resources to get help for mental health issues for themselves or a friend. These activities lay the foundation for good emotional and mental health that will help students value themselves and avoid risky behaviors.

**Required Prerequisites:** none