



THE AMERICAN SCHOOL IN ENGLAND

THE UPPER SCHOOL
COURSE OFFERINGS

HANDBOOK

2010-2011

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MISSION STATEMENT

TASIS is a family of international schools that welcomes young people from all nationalities to an educational community which fosters a passion for excellence along with mutual respect and understanding. Consistent with the vision of its founder, M. Crist Fleming, TASIS is committed to transmitting the heritage of Western civilization and world cultures: the creations, achievements, traditions, and ideals from the past that offer purpose in the present and hope for the future. Seeking to balance the pursuit of knowledge with the love of wisdom, and promoting the skills of lifelong learning, an appreciation for beauty, and the development of character, each school combines a challenging academic program with opportunities for artistic endeavor, physical activity, and service to others. Believing in the worth of each individual and the importance of enduring relationships, TASIS seeks to embody and instill the values of personal responsibility, civility, compassion, justice, and truth.

GOVERNANCE STRUCTURE

The TASIS Schools and Summer Programs are owned by the TASIS Foundation, a non-profit educational trust based in Delémont, Switzerland. The Foundation Board is comprised of ten members who have extensive legal, financial, and educational expertise and are charged with the overall responsibility for ensuring that all TASIS schools and programs operate in a manner consistent with the objectives of the Swiss Foundation, as reflected in the vision and ethos of the TASIS Founder, Mrs. M. Crist Fleming. In addition, TASIS established nearly 40 years ago TASIS Foundation, Inc., a U.S. publicly supported, Section 501(c)(3) non-profit educational foundation.

The governance structure at TASIS England consists of a Board of Directors comprised of eleven members, which is responsible for all aspects of the School's management and has significant autonomy to direct the School's activities, consistent with the broad objectives of the TASIS Foundation. The School's Headmaster, as Chief Executive Officer, reports directly to the TASIS England Board of Directors and works closely with its Chairman.

THE ACADEMIC PROGRAM

The Academic Program is at the heart of the TASIS England educational experience. Dedicated to helping lead young men and women into an increasing awareness of their individual capabilities, the program provides secondary students with a balanced, liberal, international/American college-preparatory education that is challenging and rewarding. Within this framework, the curriculum embraces the verbal disciplines of English, History, and Foreign Languages; the analytical rigor of Mathematics and Science; the aesthetic appeal of the Arts and Humanities; and the challenges of Physical Education and Sports/Activities. The faculty is dedicated to providing an environment for learning that encourages all students to grow in body, mind, and spirit during their years at TASIS England. All course offerings are conditional. Individual courses will run based on student interest and availability of staffing. Student enrollment in specific courses may be affected by the complexity of the master schedule. Normally, the minimum enrollment for any class to run is six students.

COURSE REGISTRATION PROCEDURE

RETURNING STUDENTS

Students will be asked to complete Course Registration Forms in early spring for the upcoming school year. The Academic Dean, course registration advisor, the College Counselor and course teachers will give returning students information about course offerings and guidance on selecting appropriate courses.

NEW STUDENTS

New students will receive Course Registration Forms along with their admission materials. They should discuss their course selections with their parents and return the completed Course Registration Form with their parents' endorsement as soon as possible. Scheduling conflicts or full enrollment in elective courses may necessitate changes. New students will meet with the Academic Dean upon their arrival to confirm and finalize their course registration.

COURSE LOAD

Students must register for the equivalent of a minimum of six credits per year. Students in grades 11 and 12 who enroll in two or more Advanced Placement courses may register for five credits due to the intensive nature of these courses. The Academic Dean must approve any request to enroll in three or more AP courses, or any exception to the Course Load Policy.

COURSE CHANGE POLICY

After appropriate discussion with the Academic Dean, students may drop or add courses without penalty within the first two weeks from the beginning of the course. After the first two weeks and up until mid-semester, students may change courses only with the approval of the teacher, the advisor, and the Academic Dean. Changes in placement to a more appropriate level, as in mathematics and foreign language, or changes recommended by a student's teacher will be considered separately by the Academic Dean and Head of Department.

SUMMER CREDIT

The TASIS summer school program provides students with enrichment and advancement opportunities. Students must submit their request for such action in writing when they return their Course Plan Sheet or prior to the end of school. The appropriate Head of Department (prior to summer vacation) will approve all proposals for advancement.

STUDENT ABSENCE

In the case of illness, absence from school must be notified to the Upper School office by calling 01932 582311 by 9:00 a.m.

GRADUATION REQUIREMENTS

The requirements for graduation from TASIS England reflect the school's commitment to a balanced, college-preparatory education. These requirements are also based on the belief that within this structure students should gradually take more responsibility for decisions about their academic programs and postsecondary plans. Appropriate guidance will be given through the academic advising system.

COLLEGE PREPARATORY DIPLOMA

DEPARTMENT REQUIREMENTS

English 4 credits

History 3 credits

9th Grade: Ancient World

10th Grade: Western Civilization

11/12th Grade: U.S. History

Foreign Language 2 credits

Third-level proficiency in a modern foreign language. If a student has completed the second-level proficiency in Latin, a further two levels of a modern language will satisfy this requirement. Students must satisfactorily complete at least two levels of their foreign language study in Grades 9–12.

Mathematics 3 credits

Algebra II is a required course

Science 3 credits

Including a biological and a physical science

Arts 1 credit

Humanities	1 credit Required in Grade 12; IB candidates in Grades 11/ 12
Physical Education	1 credit Required course in Grades 9 and 10
Health	1 credit Required course in Grades 9 and 10
Sports/Activities	Students in Grades 9 through 12 are required to participate in the afternoon Sports/Activities Program a minimum of twice per week
Computer Science	.5 credit Required course in ICT Computer Skills II (Word Processing) or AP Computer Science
Community Service Program	Students in Grades 9 through 12 complete a CSP assignment on or off campus 9th and 10th Grade students must complete 10 hours 11th and 12th Grade students must complete 20 hours IB Candidates must complete 150 hours

Students must accumulate a total of 21 credits in college-preparatory courses in order to graduate from TASH.

INTERNATIONAL SECTION DIPLOMA

Department requirements are the same as those of the College Preparatory Diploma with the following exception:

English-as-a-Second-Language

Satisfactory completion of ESL Proficiency.

Students enrolled in this program are exempt from any other Foreign Language requirement.

Students entering TASIS England at the Intermediate, Advanced, or Proficiency level of English-as-a-Second-Language (ESL) will be placed in International Section courses and the ESL course appropriate to their grade and English ability, as determined by the English placement test. Such students will be enrolled as candidates for the International Section Diploma. International Section courses are considered to be equivalent to standard courses in the subject for the purposes of departmental graduation requirements.

Students enrolled as candidates for the International Section Diploma may become eligible for the College Preparatory Diploma if they pass their ESL Proficiency and English IV International courses with grades of "C" or better and achieve a minimum score of 500 (173 for the computer-based test and 61 for the Internet-based TOEFL) on the Test of English as a Foreign Language (TOEFL). Required for non-native English speakers applying to universities, the TOEFL test is computer based and is administered at two test sites in central London. The college counselors will assist students with test registration and with directions to the test centers. In addition, all other graduation requirements must be fulfilled and approval granted by the Academic Dean. The students' ESL courses will be considered as fulfilling the modern foreign language graduation requirement.

If underclass students pass ESL Proficiency and their English International section courses with grades of "C" or better, they may register for the next year's standard section of English and will no longer be required to take International section courses. Students who are eligible and who elect to enter the standard section of English will, with the approval of the Academic Dean, at that point become candidates for the College Preparatory Diploma. Such students may not revert to their International Section Diploma status without the permission of the Academic Committee.

Students may repeat ESL Proficiency in a subsequent year to attempt to raise their grade to a "C" if they wish. Students will not receive credit for courses they repeat. Students not taking an ESL course may not normally take International Section courses.

Grading standards for ESL and International Section courses are broadly equivalent to those in other courses, although teachers take into consideration the difficulty students have studying in English before becoming proficient in the language. Grades in these courses are not weighted any differently than those in standard courses for Grade Point Average purposes.

INTERNATIONAL BACCALAUREATE DIPLOMA

IBO MISSION STATEMENT

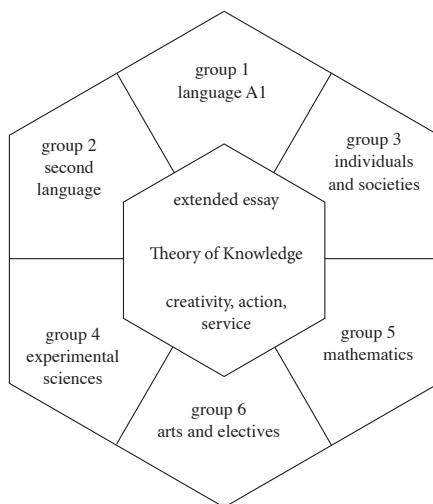
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE IB DIPLOMA

The International Baccalaureate (IB) Diploma is a two-year program of study. IB Diploma candidates must take a total of six IB courses, one from each of the groups listed in the diagram. Of these, at least three but no more than four are taken at Higher Level (HL) and the others at Standard Level (SL). Higher-level courses demand more from students in terms of time, conceptual understanding, and assessment activities. Each course is taught over the two years of the 11th and 12th Grades, or the 12th and 13th (postgraduate) Grades. Student performance will be reviewed First Semester; the school reserves the right to request a student with poor academic performance and or poor work ethic be withdrawn from the IB Diploma.



TO RECEIVE THE IB DIPLOMA, ALL CANDIDATES MUST:

- take 6 subjects, one from each group: 3 at Higher Level and 3 at Standard Level
- submit an Extended Essay in one of the IB subjects
- take a course in Theory of Knowledge and submit an essay
- engage in 150 hours CAS activities (Creativity, Action, Service)

AN IB DIPLOMA WILL NOT BE AWARDED IF A CANDIDATE:

- receives a grade of 1 in any subject
- has not submitted an Extended Essay
- has not followed a course in Theory of Knowledge
- has not engaged in 150 hours CAS Activities (Creativity, Action, Service)

COURSE SELECTION GUIDELINES

When planning their courses, students should consult the requirements and notes below. Any exceptions will need to be approved by the Academic Dean.

GENERAL REQUIREMENTS

Students are required to take a minimum of six credits per year. They are expected to proceed through required courses as soon as appropriate and work through requirements without interruption in areas where this is necessary (e.g. Foreign Language, Mathematics). The Academic Dean must approve each student's program.

PLACEMENT TESTS

In order to identify strengths and weaknesses and to place students in appropriate levels, all new students enrolled in Mathematics, English-as-a-Second-Language courses, and in Foreign Language courses will take placement tests during the first week of classes.

COURSE SELECTION NOTES

Students are placed at the appropriate Foreign Language or English-as-a-Second-Language and Mathematics levels and must proceed each year until the minimum requirements are achieved. Further Language or Mathematics courses may be taken as electives. Most students will take Introduction to Biology & Environmental Science in Grade 9, followed by Introduction to Chemistry & Physics in Grade 10. Students generally begin to fulfill their Arts requirement in Grade 9 or 10.

GRADE WEIGHTING POLICY

TASIS England employs a traditional "A" through "F" grading system, with the grade of:

A	= 93–100%	A-	= 90–92%
B+	= 87–89%	B	= 83–86%
B-	= 80–82%	C+	= 77–79%
C	= 73–76%	C-	= 70–72%
D+	= 67–69%	D	= 63–66%
D-	= 60–62%	F	Failure

For purposes of computing the grade point average (GPA) used for Honors awards at the end of each semester, the following system is used:

1. Grades are assigned a numerical equivalent according to a four-point system ("A" = 4.0, "A-" = 3.67, "B+" = 3.33, "B" = 3.0, etc.).
2. Half-credit and full-credit courses are weighted accordingly.
3. Grades in Physical Education are not counted towards the GPA.

Effort marks are given in each subject to indicate the teacher's estimate of the attitude, cooperation, and effort of the student, regardless of his or her achievement. Effort marks are numerical, on a scale of 1(outstanding) to 5(unsatisfactory).

Honors lists are compiled at the end of each semester and are based on the semester's grades. The lists are determined as follows:

Highest Honors are awarded for superior academic achievement (3.7 or above GPA).

High Honors are awarded for outstanding academic achievement (3.4 or above GPA).

Honors are awarded for excellent academic achievement (3.1 or above GPA).

Effort Honors are awarded for excellent effort (1 and 2 effort marks only).

COURSE OFFERINGS

As the following descriptions indicate, TESIS England offers a wide array of courses in each of the major academic disciplines, as well as many others that students may elect to complement particular interests.

THE ARTS

The department believes that involvement in, and appreciation of, the arts is essential for the full development and education of each individual, and that every student should have the opportunity to experience the growth and enrichment afforded by exposure to, and participation in, the arts. At TESIS England this is achieved through historical study, development of technical and practical skills, and active participation in art, drama, or music. Students are encouraged to contribute toward recitals, concerts, drama productions, and art exhibitions. Regular residencies, performances, and lectures by visiting professionals further expose students to excellence in the arts.

Department requirement: One credit

VISUAL ARTS

Introduction to Art: 0702

.5 Credit

This course involves the study of the elements of design from the practical and historical points of view, with specific aesthetic and technical problems in line, shape, space, color, value, and texture. Both two-dimensional and three-dimensional forms are developed using a variety of materials.

This course is recommended for students in grades 9 and 10

Drawing and Painting I: 0709

.5Credit/1 Credit

Students in this course continue to study color and design using a variety of techniques and materials, including graphite, ink, water-color, gouache, acrylic, and oil. Both representational and abstract problems are addressed.

Open to students in Grades 11 and 12 or to students in Grade 10 who have passed Introduction to Art or a similar course in drawing and painting.

Drawing and Painting II: 0733

.5Credit/1 Credit

Students in this course advance their study in drawing and painting.

Open to students who have passed Drawing and Painting I.

IB Visual Arts SL, Year 1: 0722

1 Credit

This course is designed for the Visual Arts student with creative and imaginative abilities. As the course consists of two linked compulsory parts: studio work (Part A), and research workbooks (Part B), one of its principle concerns is to relate and integrate these two areas of endeavor in order that students might gain both a wide-ranging experience and a more in-depth understanding of studio practice and the pursuit of meaningful research. The course begins with grounding in the traditional elements and principles of design as they are manifested in the study of the human figure, the landscape, architecture, the still-life, and processes of

abstraction. An immersion in the process of objective observation itself and the disciplines of studio practice, combined with a regular exposure to individual artists and their contributions as well as schools, movements, and tendencies in the world-wide history of art will introduce students to the many roles that artists have played and continue to 'create' within their societies.

IB Visual Arts HL, Year 1: 0722

1 Credit

This course is designed for Visual Arts students who show considerable ability in this subject. As the course consists of two linked compulsory parts: studio work (Part A), and research workbooks (Part B), one of its principle concerns is to relate and integrate these two areas to help students gain a wide-ranging experience and a more in-depth understanding of studio practice and the pursuit of meaningful research. The course begins with grounding in the traditional elements and principles of design: the study of the human figure, landscape, architecture, still-life, and the processes of abstraction. An immersion in the process of objective observation and the disciplines of studio practice, combined with a regular exposure to individual artists and their contributions as well as schools, movements, and tendencies in the world-wide history of art will introduce students to the many roles that artists have played and continue to 'create' within their societies.

Open to students in Grades 11 and 12 with the permission of the Head of the Art Department.

For HL courses, students should maintain at least a "B" average in all of their previous and current relevant courses of study.

Ceramics: 0716

.5 Credit

This course includes the exploration of clay and its properties, using hand-building techniques of coil, pinch, slab construction, and throwing on the wheel, as well as glazing and firing.

Open to students in Grades 11 and 12 or to students in Grade 10 who have passed Introduction to Art or a similar course.

Sculpture: 0712

.5 Credit

Students in this course study the elements of design in three dimensions. Emphasis is on modeling, carving, and assembling structures that have particular references to spatial aspects.

Open to students in Grades 11 and 12 or to students in Grade 10 who have passed Introduction to Art or a similar course. It is recommended that students complete Ceramics prior to enrolling in Sculpture.

Printmaking: 0710

.5 Credit

Students study and practice various forms of printmaking, including monotypes, linoleum printing, woodcut, dry point, and etching.

Open to students in Grades 11 and 12 or to students in Grade 10 who have passed Introduction to Art or a similar course.

Photography I: 0703

.5 Credit/1 Credit

This course addresses the aesthetics of the photographic image through critical observation of the environment. Students learn film processing and basic print developing.

Open to students in Grades 11 and 12 or to students in Grade 10 who have passed Introduction to Art or a similar

course. A £55 fee for film and paper is charged per semester. Students are required to have a 35 mm single lens reflex (SLR) camera with fully manual option.

Photography II: 0735

.5 Credit/1 Credit

Students in this course will make further explorations of the environment through the photographic image. Advanced photographic techniques are studied.

Prerequisite: Photography I or its equivalent. A £55 fee for film and paper is charged per semester. Students are required to have a 35 mm single lens reflex (SLR) camera with fully manual option.

Advanced Placement Art History: 0719

1 Credit

This course is a chronological study of painting, sculpture, and architecture of the Ancient and Medieval world, Italian and Northern Renaissance and from the Baroque style, and it concludes with 19th–century French painting (Impressionism) and 20th–century European and American art. The course begins with prehistoric cave paintings and continues with the art of Egypt, Greece, Rome, and the classical tradition. Students will also study works of art in the British Museum, and in the second semester will concentrate on art in the National and the Tate Galleries in London. Visits to conduct research in the art galleries are a major part of the course work.

Open to students in Grades 11 and 12. Enrollment in this course in grade 12 satisfies the TISIS England Humanities requirement. Prerequisite: Introduction to Art or a similar course; students wishing to enroll in Advanced Placement Courses should maintain at least a “B” average in all of their previous and current relevant courses of study.

IB Visual Arts SL, Year 2: 0723

1 Credit

During the second year of this course, projects gradually become more student-directed, with the teacher’s role being that of a guide, advisor, and technician. Students choose and pursue specific areas of concentrated study, producing a body of studio work and further research in their workbooks. Finally, candidate record books are submitted and students are interviewed for assessment at the end of the course.

IB Visual Arts HL, Year 2: 0723

1 Credit

During the second year of this course, projects gradually become more student-directed, with the teacher’s role being that of a guide, advisor, and technician. Students choose and pursue specific areas of concentrated study, producing a significant body of studio work and further research in their workbooks. Finally, candidate record books are submitted, students prepare an exhibition, and are interviewed for assessment at the end of the course.

THEATRE ARTS

Introduction to Acting: Basic Acting Skills: 0706

.5 Credit

Students will explore acting techniques and will develop the fundamental skills required of an actor. Through monologue, dialogues and group scenes, students will develop the techniques of voice, movement, scene and character analysis, interactive dynamics, spontaneity, improvisation and imagination. Students may have the opportunity for public performance. Students’ work is enriched during the year with the Fleming Theater’s Artist in Residence program, which enables students to take workshops with professional theater arts practitioners.

Theatre Arts: Approaches to Acting: 0707

.5 Credit

This course aims to give students the opportunity to work with a variety of acting styles and approaches including (but not limited to) mask work, devising, mime and movement, and one-act texts. The class will produce one or two performance pieces during the year, which are performed during the academic day for a student audience. Students' work is enriched during the year with the Fleming Theater's Artist in Residence program, which enables students to take workshops with professional theater arts practitioners.

Prerequisite: Introduction to Acting or its equivalent, or by permission of the instructor.

Ensemble Acting: 0724

1 Credit

(Taught in conjunction with IB Theatre Arts HL and SL Year 1)

Students will effectively be part of a performance troupe and will work closely with 1st year IB students. In addition students will become familiar with theatre from their own and different cultures, study historical contexts of theatre, become reflective and critical practitioners in theatre and develop the confidence to explore, experiment and work individually and collaboratively on innovative projects, which should involve challenging established notions and conventions of theatre. Students should be prepared for a more significant time commitment during the weeks preceding a main-stage production. Students' work is enriched during the year through the Artist-in-Residence program, which enables students to take workshops with and watch performances of professionals from the London stage.

Advanced Acting: 0725

1 Credit

(Taught in conjunction with IB Theatre Arts HL and SL Year 2)

Students will meet for regular class periods during the week plus one class meeting from 7 p.m. to 9 p.m. (this night to be agreed with students and teacher). Students are challenged to adopt the demeanor of a small repertory theatre company and to put their experience and skills to use to prepare and present two main stage productions in the winter and spring terms and various smaller projects throughout the year. Students should be prepared for a more significant time commitment during the weeks preceding a main-stage production. Students' work is enriched during the year through the Artist-in-Residence program, which enables students to take workshops with and watch performances of professionals from the London stage.

IB Theatre Arts SL & HL, Year 1: 0724 - Year 2: 0725

2 Credits

This is a comprehensive, two-year program that allows students to experience and participate in a wide and varied range of theatre activities. Students will become familiar with theatre from their own and different cultures, study historical contexts of theatre, become reflective and critical practitioners in theatre and develop the confidence to explore, experiment and work individually and collaboratively on innovative projects, which should involve challenging established notions and conventions of theatre. The curriculum is divided into three major components: Theatre in the Making, Theatre in Performance and Theatre in the World. Students will also keep a detailed journal documenting their two-year journey, and devise their own piece of theatre in an independent project. Assessment is focused on the process of theatre creation and a dynamic, holistic overview of theatre as an evolving art form as opposed to strictly acting and putting on a show. Students at both HL and SL will explore acting, writing, directing, and designing theatre with the HL students taking on more advanced analysis and additional projects.

MUSIC

Choir: 0726

.5 Credit

Open to all students in Grades 9 through 12, regardless of singing experience. The course aims to develop part-singing, sight-reading and performance skills. Musical selections range from Renaissance madrigals to jazz and contemporary pieces. All choir members are required to perform in two concerts, in addition to performances at school assemblies and the Graduation ceremony.

Chamber Ensemble: 0728

.5 Credit

Open to all string and woodwind players with a minimum of three years' playing experience. Students in the ensemble practice the techniques of ensemble playing, whilst learning Renaissance, Baroque, Classical, and Twentieth-Century compositions. Members of the ensemble are required to perform in two concerts, in addition to performances at school assemblies.

Jazz Ensemble: 0727

.5 Credit

Open to all brass and woodwinds, as well as guitarists and percussionists. Instrumentalists must have a minimum of three years' playing experience, and will be auditioned at the start of the course. This course introduces students to the music of jazz composers such as Duke Ellington, Miles Davis, John Coltrane, and Wayne Shorter, amongst others. Students study and practice improvisational techniques within the jazz idiom. All members of the Jazz Ensemble are required to perform in two concerts, as well as performances at school assemblies.

Introduction to Music Theory: 0721

.5 Credit

Students study the graded music theory syllabus from the Associated Board of the Royal School of Music. Students who pass the examination will receive a certificate from the ABRSM, and the credential of Grade Five Theory, which is the prerequisite for higher-level music examinations. This course is suitable for students who are taking grade level examinations in their chosen instrument, and also acts as foundation for the Advanced Placement Music Theory course. Textbook: *Music Theory in Practice*, Grades 1-5, ABRSM Publishing

Advanced Placement Music Theory: 0720

1 Credit

Students who enroll in this course should possess a good working knowledge of music notation, scales, key signatures, and time signatures. The syllabus for this course includes the study of all scales, keys, modes, modulations, and figured bass, as well as an understanding of form, style, and ornamentation. The final examination also includes sight-singing and melodic and harmonic dictation. Textbook: *Tonal Harmony*, McGraw-Hill

Prerequisite: Introduction to Music Theory or by permission from Head of Music.

Open to students in all grades with the approval of the Head of Music; students wishing to enroll in Advanced Placement Courses should maintain at least a "B" average in all of their previous and current relevant courses of study.

Introduction to Music Technology: 0731

.5 Credit

The introduction to Music Technology course aims to give students the skills and knowledge to create and record music using a laptop computer. Students practice audio and Midi recording using Apple's "Logic" recording package. Students will learn to create audio files, program music using Midi and record live performances. Although there is no prerequisite for the course, students should have a sound knowledge of music notation and a strong interest in recording and composition.

COMPUTER SCIENCE

The Computer Department sees the purpose of computers as enhancing creativity, improving communications, and augmenting intellectual endeavor throughout the TASIS England community. To this end, computer technology instruction is integrated into the courses in other academic departments, and students are given opportunities at each grade level to learn and develop their skills in such areas as word processing, spreadsheets, databases, web page construction and design, and digital audio-visual authoring. All courses described below include an introduction to the hardware, software, and network systems that work together in modern personal computers.

Department requirements: One-half credit

Computer Graphic Design I: 0506 .5 Credit

The purpose of this half-credit course is to help students develop the knowledge and skills necessary to use computer technology as a medium for assisting with the design and manipulation of drawings, photographic media, and other graphic projects. The course will provide an introduction to the principles and techniques of graphic design using the latest computer technology and software. Topics covered will include page layout design, vector-based illustration, typography, and photographic manipulation. There will be instruction on preparing projects for printed publications, computer presentations, and for the World Wide Web. Programs used will include Adobe Photoshop CS3 and others within the Adobe Suite.

This course meets the .5 requirement. Preference will be given to senior students.

Computer Graphic Design II: 0509 .5 Credit

The purpose of this half-credit course is to provide a continuation to Computer Graphics Design I covering additional and more advanced techniques in the area of digital graphic design editing and manipulation. The course will provide the understanding to the advanced techniques of graphic design using the latest computer technology and software. Topics covered will include three-dimensional rendering, animation, and advanced layer manipulation.

Prerequisite: Computer Graphic Design I. This course meets the .5 requirement. Preference will be given to senior students.

ICT Computer Skills I (Keyboarding): 0510 .5 Credit

This course builds the essential technology skills that students will use throughout their TASIS experience. This curriculum teaches students proper keyboarding skills, with the goal of raising students' ability needed in proper keyboarding techniques.

ICT Computer Skills II (Word Processing): 0511 .5 Credit

This course builds the problem-solving skills and essential technology that students will use throughout their TASIS experience. The project-based curriculum teaches students appropriate skills such as word-processing, presentation software, spreadsheet, and other essential skills. After successful completion of this course, students will be able to search for and combine information from a variety of resources into a coherent whole and present this information more dynamically and effectively.

*Prerequisite: ICT Computer Skills I or permission of the IT Department Head.
This course meets the .5 requirement.*

Advanced Placement Computer Science: 0502

1 Credit

This course is intended to prepare students for the AP Exam in Computer Science, currently given in the Java programming language. This course presents a project-based approach to learning object-oriented programming. By working in collaborative groups, students will experience the process of defining a problem, breaking it up into manageable sections, and designing a compact, portable code that will solve the problem in a structured and efficient manner. Topics covered will include object-oriented software design and programming, how to code using good style and documentation, implementation of algorithms using conditional statements and loops, common searching and sorting algorithms, and Java library packages and classes within the scope of the AP/A Computer Science subset. Students must have instructor's consent to be eligible to take this course.

Prerequisite: ICT Computer Skills II. Strong math skills required.

Web Design: 0508

.5 Credit

This course focuses on scripting, developing searching strategies, publishing skills, and serving information on a web server. Ultimately, students will have the skills to be the webmasters for their own projects developed inside and outside of the classroom.

This course meets the .5 requirement.

Internet Programming: 0504

.5 Credit

This course builds the essential skills in students for client-side programming in Java as well as the Introduction to TCP/IP, HTTP, and Web architecture. Emphasis is made on applet programming and component programming using threads, simple client-server applications, and XML.

Prerequisite: Web Design

ENGLISH

This department believes that the teaching of English is essential for the intellectual, social, and personal growth of our students. The words we teach are the raw material from which thoughts and knowledge and values are forged. To study grammar is to study the law and the logic of expression. To write correctly is to communicate with understanding. To study literature is to study Humanity. To speak with skill and to listen with discernment are to be human. Our work in grammar, vocabulary building, composition, and oral presentation teaches essential English skills and builds sound habits of study. Through the reading and study of fictional and non-fictional prose, drama, and poetry, we aim to arouse, sustain, and increase our students' vigor of intellect and the power of their imaginations.

Department requirement: Four credits

Ninth Grade English: 0002

1 Credit

This course exposes first-year upper school students to classic works of fiction, drama and poetry, with emphasis on developing reading, writing, and analytical expertise. Authors studied include Shakespeare, Dickens, Golding, Salinger, and Wilder. Students develop their communication skills by gaining familiarity with the four types of non-fiction prose (exposition, narration, description, and argumentation) and through the production of short essays and related exercises. This course also involves extensive work in vocabulary building, grammar, and mechanics.

Tenth Grade English: 0003

1 Credit

This course continues the study of language and literature begun in Ninth Grade English by introducing tenth grade students to more of the classics of Western literature. Authors studied include Homer, Sophocles, Shakespeare, Ibsen, Achebe, Orwell, and Steinbeck. Key principles of written communication are reinforced and developed, with additional emphasis on organization and the refinement of critical and analytical skills.

Eleventh Grade English: 0006

1 Credit

This course uses American literature as its basis and incorporates complementary World Literature texts linked to the theme of nations' and individuals' attempts to establish distinctive voices and identities. Emphasis is placed on key writers representing the literary movements of Puritanism, Romanticism, and Realism. American writers include Hawthorne, Melville, Poe, Twain, Fitzgerald, Miller, and Frost; World Literature authors include Ibsen, Lorca, and Rostand. Students continue to hone their writing skills through the production of analytical essays, vocabulary building exercises, and discussions designed to sharpen reading, analytical, and presentational expertise.

Advanced Placement English Language and Composition: 0009

1 Credit

This course is designed to satisfy the needs of Junior students of superior ability who wish to take the College Board AP Examination in English Language and Composition. As in the Eleventh Grade English, students study the key writers and literary movements in American Literature as well as complementary World Literature texts. They explore in depth major concepts and themes associated with a nation's identity. They are grounded in the specific skills required for College Board examination, particularly through writing expository essays. Students are expected to hone those communication skills that have been established in previous English courses: careful and active reading, principles of effective analysis, presentation techniques, and effective writing.

Enrollment requires a "B+" average in previous and current English classes and Department Head permission.

IB English A1 Year 1 SL: 0006 and HL: 0009

1 Credit

This course is taught in conjunction with Eleventh Grade English at the Standard Level and with Advanced Placement Language and Composition at the Higher Level. The texts for these courses fulfill parts 1 and 4 of the IB Language A1 requirements (World Literature and School's Free Choice). In the two-year program, Standard and Higher Level candidates study eleven and fifteen core IB texts respectively, in addition to supplemental texts. The students are grounded in the specific skills required for the IB Assessments, particularly through making oral presentations and writing analytical essays. Students are expected to build on skills attained in previous English courses.

Enrollment in the Higher Level course requires a "B+" average in previous and current English classes and Department Head permission.

Twelfth Grade English: 0010

1 Credit

The senior year course focuses on British literature by authors such as Milton, Shakespeare, Dickens, and Conrad as well as complementary World Literature texts by writers like Soseki. The course primarily focuses on heroes, alienation, and the individual's role in society. Students refine their oral and written communication skills. Assignments are set specifically to improve students' effectiveness in persuasive, analytical writing. Scrutiny of the elements and styles of poetry and prose is emphasized, and vocabulary building continues.

Advanced Placement English Literature and Composition: 0016

1 Credit

This course is designed for Senior students of superior ability who wish to take the College Board AP Examination in English Literature and Composition. As in the English IV, students study the key British and World Literature writers, but in greater depth. They meticulously explore major concepts and themes associated with an individual's role in society. They are grounded in the specific skills required for the College Board examination, particularly through writing short, analytical essays on poetry, prose, and drama. Strong emphasis is placed on careful and close reading. Students are expected to conduct research, compile assiduous notes, establish their own points of view, and explore the parallels between the literature and their own lives.

Enrollment requires a "B+" average in previous and current English classes and Department Head permission.

IB English A1 Year 2 SL: 0010 and HL: 0016

1 Credit

This course is taught in conjunction with Twelfth Grade English at the Standard Level and with Advanced Placement Language and Composition at the Higher Level, and the previous year's IB course at the same level is a prerequisite. The texts for these courses fulfill parts 2 and 3 of the IB Language A1 requirements (Detailed Study and Groups of Works). The students are grounded in the specific skills required for the IB Assessments, particularly through close reading of key passages and writing analytical essays.

**Ninth through Twelfth Grade International English:
English 9/10: 0004; English 11: 0007; English 12: 0012**

1 Credit

These classes are designed for the non-native speaker of English who is working towards fluency in the English language. Placement is according to grade level. The courses are college preparatory and focus on both language and literature skills. In the area of language, students study grammar, vocabulary, spelling, composition, reading comprehension, and oral skills. The study of literature includes texts on the regular English syllabi, with some modifications according to students' abilities.

Introduction to Journalism: 0022

.5 Credit

This course is designed as an introduction to the field of Journalism and to the process of creating a school newspaper. Class topics will focus on critical thinking about journalism and about the purpose and responsibilities of the press, the various components of a newspaper, and how a newspaper is put together. Moving from the theoretical to the hands-on, students will create a TASIS School newspaper. In doing so, they will obtain experience in writing stories, interviewing subjects, taking photographs, designing and laying out the newspaper, and distributing the paper to their peers, faculty, and administration.

The School newspaper will print once per quarter.

Open to students in Grades 9–12

Yearbook: 0512

1 Credit

This class is open to all students interested in photography, layout design, desktop publishing, and journalistic writing. While the ultimate goal of the course is to produce the school's annual yearbook, emphasis will be placed on acquiring knowledge about conventional and digital photography, acquiring fluency in the use of a desktop publishing software program, and mastering the principal aspects of layout design that are used in the publishing industry. Common publishing terms will be learned and put to use, and journalism will be practiced in terms of reporting and writing stories on school events and organizations.

ENGLISH-AS-A-SECOND-LANGUAGE

The English-as-a-Second Language Program at TASIS England is based on the philosophy that students have an immediate need to acquire specific academic English skills which will benefit them in their classes. This philosophy further assumes that a great deal of English is acquired through students' social interaction in the wider school community, and that the purpose of ESL classes is to foster correct usage of this, in both its spoken and written forms. The overall purpose of ESL classes, then, is to build and develop English skills for academic purposes, while at the same time encouraging students to monitor and improve their wider use of the target language.

Department requirements: Satisfactory completion of ESL Proficiency

ESL Intermediate and Intermediate Composition:

2 Credits

ESL Int: 0202 - ESL Int Comp: 0201

This is a two-credit combination of two courses designed for students who have studied English for a minimum of one year and who have a grasp of the basic grammatical structures of the language. The aim of the courses is to take these students quickly from a basic level of English competency to a relatively advanced level in one school year. By the end of the courses, students should be able to read unabridged texts in English, write clear, organized compositions of various types, and communicate effectively in the English language. All aspects of the language (reading comprehension, writing skills, listening comprehension, and oral communication) are stressed. Since this combination of courses takes up two class periods, students enrolled do not take a Science course.

Prerequisite: Suitable score on the English placement test

ESL Advanced: 0203

1 Credit

This is a course for students who have a good competency in English but who need to expand their vocabulary, increase their knowledge of the grammatical structures of the language, and perfect their writing and reading skills. The aim of the course is to take students from an advanced level of competency to near-fluency. There is a special emphasis in this class on developing reading and writing skills.

Prerequisite: Successful completion of ESL Intermediate or a suitable score on the English placement test

ESL Proficiency: 0204

1 Credit

This course is for students of near-native fluency who need to perfect certain aspects of their English competency. The course focuses on expanding vocabulary, increasing the range and scope of students' written expression, and exploring the more difficult areas of English grammar. It is assumed that basic skills have been acquired, and the focus will be on more complex structures, skills, and strategies. The overall objective of the course is to prepare students for mainstream academic work in high school and college.

Prerequisite: Successful completion of ESL Advanced or a suitable score on the English placement test

ESL Advanced Composition and Grammar: 0205

1 Credit

This course is designed for those non-native English-speaking students who have demonstrated a high level of proficiency in English but who still need guidance in developing their writing. The aim is to improve the students' abilities to write expository compositions, formal and informal letters, summaries, bibliographies, and research papers. The ultimate goal is to raise the students' level of composition skills to that required for success in American and British colleges and universities.

Prerequisite: Successful completion of ESL Proficiency or a suitable score on the English placement test

IB English A2 SL and HL: Year 1: 0207; Year 2: 0206

2 Credits

English A2 is a two-year course and is the highest level of the IB language courses. It is aimed at students of English who already possess a strong competence in the language. (Students in this course are expected to have reached a level equivalent to a score of 550 on the TOEFL test (213 CBT or 80 IBT). Although part of the course will focus on the reinforcement and refinement of language skills, a major concentration of the class will be on a study of the literature and culture of the English-speaking world. Students will read, discuss, and analyze a wide range of texts in English, both literary and cultural, taken from such sources as short stories, poetry, advertisements, newspaper articles, radio, and television. Students will explore how English is used in these texts, and how language and style affect the presentation of theme and topic. During the two years of this course, the class will study two literary options and two cultural options, each of which will be composed of a number of different texts. In the cultural options, students will look at Media and Culture (with such topics as Advertising, The Press, Bias, and News and Public Opinion.) and Global Issues (with topics such as Drugs, Health Issues, Human Rights, and Genetic Engineering). The two literary options will be composed of three major works each, organized around themes, such as 'The Individual Versus Society', 'Identity', 'Change Versus Conformity', 'Morality and Responsibility', and 'Social Outcasts'. In all of these options, the primary focus will be to explore how writers and speakers use language and style to present ideas, themes, feelings, and attitudes.

Open to students in Grades 11 and 12 with the permission of the Head of the English Department.

For HL courses, students should maintain at least a "B" average in all of their previous and current relevant courses of study.

FOREIGN LANGUAGE

The TASIS England Foreign Language Department seeks to develop effective student language skills in the spoken and written language. Phonetically correct oral expression, accurate use of grammatical and idiomatic principles, and skills in analyzing are encouraged. Classes are conducted in the foreign language, and instructional activities aim to encourage active communication and provide exposure to the culture, history, and literary heritage of the languages studied.

Department requirements: Two credits. Third-level proficiency in a modern foreign language. If a student has completed two years' proficiency of Latin, a further two years of a modern language will satisfy this requirement. Students must satisfactorily complete at least two years of their foreign language requirement in Grades 9-12.

French I/IB ab initio year 1: 0301

1 Credit

French I is an introductory course which is intended for students with little or no prior experience in French. All four language skills (reading, writing, listening, and speaking) are emphasized equally and developed simultaneously. Topics of study include the French education system, leisure activities, the family, food, eating out, clothing, travel, sports, season and daily activities. Developing a sound knowledge of basic grammar and an interest in the people, their countries, and their cultures are essential components of this course. Cultural readings in the target language supplement material taught in each chapter. All classes are taught in French. Textbook: *Bon Voyage 1*.

French II/IB ab initio year 2: 0306

1 Credit

The French II course allows the student to expand his or her knowledge of basic French. It can be a step towards the TASIS graduation requirement of French III, further study with a view to AP or IB French B in later years, or prepare Seniors to take the IB Ab Initio French exams in May. All of these require the ability to communicate in the same everyday situations, such as talking about home, families, travel, health and preparing and eating food. All four language skills are developed simultaneously, and all classes are conducted in French. Cultural readings in the target language supplement material taught in each chapter. More complex grammar and thematic, contextualised vocabulary are introduced alongside the above topics in a comprehensive programme that encourages meaningful, practical communication by immersing students in the language and culture of the Francophone world. Textbook: *Bon Voyage 2*, Glencoe.

French III: 0308

1 Credit

French III is designed to build upon the skills acquired by students in the second year, beginning with a review of structures previously studied and progressing to more difficult ones. All four language skills (reading, writing, listening, and speaking) are emphasized equally and developed simultaneously. Perfecting a solid grasp of basic French grammar and expanding one's knowledge of all French speaking people as well as of their cultures are requisite aims of this course. Discussions, readings, listening comprehension exercises, and independent research are integral components. All instruction is in the target language. Textbooks for French 3: *Discovering French Rouge*, D.C. Heath.

French IV/IB French B SL/HL Year 1: 0310

1 Credit

This is an advanced course in which students continue their study of the most difficult points of advanced grammar and also begin to develop skills for the critical analysis of literature. This course will enable students to develop a higher level of proficiency and to appreciate the rich cultural diversity of all French speaking people through the study of literature, films, and songs. The main objective of this course is to enable students to develop a global communicative approach to the language. Therefore, the course is conducted entirely in the target language. Students engage in exploring different themes (adolescents, leisure, food, education, social issues, politics, etc.) and gain an insight into contemporary French life. Skills in oral and written communication are developed through conversation, radio and television broadcasts, newspaper articles, short stories and novels, as well as a wide range of authentic oral and written materials of different styles and registers. This course meets the requirements of the first year of the IB Language B, SL/HL. Textbooks: *Tout Droit*, John Murray; *Une Fois Pour Toutes*, Nelson; *Le Petit Prince*, Saint Exupéry, and other texts selected by the teacher and students.

Open to students in Grades 11 and 12 with the permission of the Head of the Language Department.

For HL courses, students should maintain at least a "B" average in all of their previous and current relevant courses of study.

Advanced Placement French Language/IB French B SL/HL Year 2: 0315

1 Credit

Students who enroll in this course will possess a strong command of grammar and considerable competence in listening, reading, speaking, and writing. This course continues to explore French culture based on a thematic approach (Family, Health, Pollution and the Environment, Multicultural France, etc.) and emphasizes the use of language for active communication. This course also encourages the ability to understand and express oneself accurately and resourcefully in French, both orally and in writing, using correct register and format for a variety of text types (formal/informal letters, journals, articles, interviews, speeches, etc.). Materials include: news articles, popular songs, literary texts, as well as debate activities, personal research, and presentations. Textbooks: *En Bonne Forme*, Houghton Mifflin; *Droit au But*, John Murray; *Huis Clos*, Jean-Paul Sartre or *L'Etranger*, Camus; *Preparing for the Language Exam*, Scott Foresman.

Open to students in Grades 11 and 12 with the permission of the Head of the Language Department.

For HL/AP courses, students should maintain at least a 'B' average in all of their previous and current relevant courses of study.

Spanish I/IB ab initio year 1: 0303

1 Credit

Spanish I is an introductory course which is intended for students with little or no prior experience in Spanish. All four language skills (reading, writing, listening, and speaking) are emphasized equally and developed simultaneously. Topics of study include the Spanish education system, leisure activities, the family, food, eating out, clothing, travel, sports, season and daily activities. Developing a sound knowledge of basic grammar and an interest in the people, their countries, and their cultures are essential components of this course. Cultural readings in the target language supplement material taught in each chapter. Textbook: *Buen viaje 1*, Glencoe.

Spanish II/ IB ab initio year 2: 0307

1 Credit

The Spanish II course allows the student to expand his or her knowledge of basic Spanish. It can be a step towards the TASIS graduation requirement of Spanish III, further study with a view to AP or IB Spanish B in later years, or prepare Seniors to take the IB Ab Initio Spanish exams in May. All of these require the ability to communicate in the same everyday situations, such as talking about home, families, travel, health and preparing and eating food. All four language skills are developed simultaneously, and all classes are conducted in Spanish. Cultural readings in the target language supplement material taught in each chapter. More complex grammar and thematic, contextualised vocabulary are introduced alongside the above topics in a comprehensive programme that encourages meaningful, practical communication by immersing students in the language and culture of the Ibero-Hispanic world. Textbook: *Buen Viaje 2*, Glencoe.

Spanish III: 0309

1 Credit

At the third level, more advanced grammar concepts are explored, and the study of the four skill areas continues with increased emphasis on advanced reading and writing skills. Students are also encouraged to exercise and improve their listening and speaking skills through informal class discussions, oral presentations and language laboratory exercises. Perfecting a solid grasp of basic Spanish grammar and expanding one's knowledge of all Spanish-speaking people as well as of their cultures are requisite aims of this course. Topics discussed include holidays and leisure time, community service and the environment, technology, heroes, professions and travel preparations. Discussions, readings, listening comprehension exercises, oral presentations, and independent research are integral components of this course. Literary extracts are introduced as well as cultural topics involving personal research and oral presentations. Textbooks: *Avancemos*, McDougall Littell, *Ventanas 3*, McDougall Littell

Spanish IV/IB; Spanish B SL/HL Year 1: 0312

1 Credit

This is a rigorous advanced course in which students will continue their study of the more difficult points of Spanish grammar and develop the four primary language skills to a fairly sophisticated degree. The main objective of this course is to enable students to develop a global communicative approach to the language; therefore the class is conducted entirely in the target language. This course continues to explore Hispanic cultures based on thematic approach (Youth, Relationships, Leisure, the Environment, Technology, Food, Education, etc.) in order to gain more insight into contemporary Hispanic life. To enable the students to communicate effectively and appropriately in a wide range of situations, styles and registers, a variety of authentic oral and written materials such as radio and television broadcasts, newspaper articles, short stories and novels are employed. This course meets the requirements of the first year of the IB Language B, SL/HL. Textbooks: *Conexiones*, Prentice Hall; *Una vez más*, Longman; *Album*, D.C. Heath

Open to students in Grades 11 and 12 with the permission of the Head of the Language Department.

For HL courses, students should maintain at least a "B" average in all of their previous and current relevant courses of study.

Advanced Placement Spanish Language; IB Spanish B SL/HL Year 2: 0316 1 Credit

Students who enroll in this course should already have a fairly in-depth command of the language and possess considerable proficiency in listening, reading, speaking, and writing. A variety of authentic texts will be used to allow students to respond confidently and convincingly to written and spoken materials and develop a true appreciation and awareness of Hispanic people and cultures. This course continues to explore Hispanic culture using a thematic approach (Immigration and Multicultural Spain, Health, Education, Family, Global issues, Environment, etc.) Students will learn to communicate to a specific purpose and audience, using correct register and format for a variety of text types such as letters, journals, articles, interviews, speeches, etc. Materials used include songs, literary texts, newspaper articles, as well as debate activities, research, and oral presentations. Textbooks: *Conexiones*, Prentice-Hall, *Sigue 2*, John Murray; *Una vez más*, Longman; *Album*, D.C. Heath; *Preparing for the AP Language Exam*, Longman, "Authentik" magazine

Open to students in Grades 11 and 12 with the permission of the Head of the Language Department.

For HL/AP courses, students should maintain at least a "B" average in all of their previous and current relevant courses of study.

German I/ IB ab initio year 1: 0320 1 Credit

German I is an introductory course which is intended for students with little or no prior experience in German. All four language skills (reading, writing, listening, and speaking) are emphasized equally and developed simultaneously. Topics of study include the German education system, leisure activities, the family, food, eating out, clothing, travel, sports, season and daily activities. Developing a sound knowledge of basic grammar and an interest in the people, their countries, and their cultures are essential components of this course. Cultural readings in the target language supplement material taught in each chapter. Textbook: *Auf Deutsch!* 1, Glencoe

German II/IB ab initio year 2: 0320 1 Credit

The German II course allows the student to expand their knowledge of basic German. All four language skills (reading, writing, listening, and speaking) are emphasized equally and developed simultaneously. Topics include eating out, talking about home, family, and friends, communication, health, cuisine and traveling. More complex grammar and thematic, contextualized vocabulary are introduced alongside these topics in a comprehensive program that encourages meaningful, practical communication by immersing students in the language and culture of the German speaking world. Cultural readings in the target language supplement material taught in each chapter. Textbook: *Auf Deutsch!* 2, Glencoe

German III: 0321 1 Credit

At the third level, more advanced grammar concepts are explored, and the study of the four skill areas continues with increased emphasis on advanced reading and writing skills. Students are also encouraged to exercise and improve their listening and speaking skills through informal class discussions and taped practice exercises. Literary extracts are introduced as well as cultural topics involving personal research and presentation. Textbooks: *Auf Deutsch!* 2, Easy Readers

German IV: 0321

1 Credit

This is an advanced course in which students continue their study of the most difficult points of advanced grammar and also begin to develop skills for the critical analysis of literature. This course will enable students to develop a higher level of proficiency and they will also be able to appreciate different German cultures through the study of literature, films, and songs from German speaking countries. The main objective of this course is to enable students to develop a global communicative approach to the language. Therefore, the course is conducted entirely in German. Students engage in exploring different themes (adolescents, leisure, food, education, politics, etc.) and gain an insight into contemporary German life. Skills in oral and written communication are developed through conversation, radio and television broadcasts, newspaper articles, short stories, and novels or plays, as well as a wide range of authentic oral and written materials, of different styles and registers. Textbooks: *Auf Deutsch! 3*, Easy Readers, and other texts selected by the teacher and students.

Latin: 0305

1 Credit

This course is open to students in any grade who are beginning or continuing their study of Latin. Students progress at their own pace, working their way through a series of varied activities designed to challenge the new grammar and vocabulary skills they have mastered. Each student works toward clearly stated goals as established by the US National Latin Examination (Introductory, Latin I, or Latin II Levels). The purpose of this course is to give the student a foundation in Latin grammar and vocabulary. This course will also acquaint them with Olympic gods and with the everyday life of the Roman man-in-the-street. Textbooks: *Wheelock's Latin*, Harper Resource and other texts selected by the teacher.

HISTORY

The TASIS England History Department bases its curriculum on three beliefs central to college preparatory education. First, students need an understanding of Ancient and Medieval history, of Western civilization, of American history, and of current issues. Second, students must learn to address critically and analytically different types of historical and contemporary sources in order to draw their own conclusions about the world in which they live. Finally, once they have acquired the background knowledge and appropriate skills, students are offered further courses in history and in social studies disciplines.

Department requirement: 3 credits

Ancient and Medieval World: 0101

1 Credit

This course surveys the ancient and medieval background to Western civilization. Students examine the main achievements of the Neolithic Revolution, the Ancient Near Eastern civilizations, our Hebrew heritage, Greek and Roman civilizations, Christian Europe, the impact of Islam, the Middle Ages, the Renaissance, and the Reformation. The history of Britain to 1600 A.D. is highlighted. Students learn to identify and organize geographic, economic, political, religious, and technological developments to support logical explanations for historical change. Textbook: *Western Civilization, A Brief History, Vol. 1*, Perry.

Required for students in Grade 9

Western Civilization: 0102

1 Credit

This course investigates the social, economic, political, religious, and philosophical developments in Europe from the Renaissance to the present. Students concentrate on the emergence of modern ideas and their relationship to history. Major themes include the relationship between religious beliefs and human activity; technology, science, and the scientific method; exploration and discovery; sovereignty; the development of nation-states; social stratification; the emergence of representative political institutions; capitalism, trade, and the industrial revolution; world conflict; and the influence of certain individuals upon history. Finally, this course seeks to enhance the students' understanding of the contemporary world. Textbook: *World History, Perspectives on the Past*, Heath.

Required for students in Grade 10

World History International: 0103

1 Credit

The periods covered by this course are generally the same as those of the 9th and 10th grade courses for native speakers. Attention is given to the development of a vocabulary appropriate to historical study. Writing skills are encouraged through short classroom exercises and longer homework assignments. As the course progresses, increased emphasis is given to the development of formal essay-writing skills. Textbook: *Exploring World History*, Holt, O'Connor.

Open to students in the Intermediate or Advanced ESL levels

United States History: 0104

1 Credit

A survey of United States history from the colonial period to the present day, the course focuses on the major political, social, and economic events and themes from the 17th to the 20th centuries. Topics include the development of the American political system, territorial expansion, causes and effects of the major wars, and problems faced by women and people of different races, nationalities, and religions. The course seeks to link the study of the past to an understanding of the contemporary United States. Textbook: *A History of the United States*, Boorstin, Kelley.

Required for college preparatory diploma students in Grade 11. Students interested in pursuing an IB diploma will take US History in Grade 10.

Advanced Placement United States History: 0108

1 Credit

In addition to giving students the background which the regular US History course provides, this course is designed to lead students to a deeper understanding of the political, economic, and social factors which have shaped the United States. In addition to a text, students study historical documents and the research and views of selected historians. Students are encouraged to develop their ability to analyze, research, and debate. Particular attention is paid to the refinement of writing skills. The course leads to the Advanced Placement American History Examination in May. Textbook: *America: A Narrative History*, Tindall, Shi.

Open to students in Grades 11 and 12 as an alternative to US History. Enrollment is with the permission of the Head of the History Department.

Students wishing to enroll in Advanced Placement courses should maintain at least a "B+" average in all of their previous and current relevant courses of study.

United States History International: 0105

1 Credit

The primary objective of this course is to provide non-American students with an understanding of the United States: its politics, its people, its economy, and its foreign policy. The emphasis is on an analysis of United States history from an international perspective to allow students to present, evaluate, and challenge different interpretations. To meet these goals and understand the course content, students learn to develop sound organizational, reading, writing, research, and interpretive skills. Textbook: *Exploring United States History*, O'Connor, Schwartz, and Wheeler.

Open to non-native English-speaking students in Grades 11 and 12 who are concurrently enrolled in ESL.

International Issues: 0106

.5 Credit

This course examines contemporary international events and concepts, beginning with the study of great-power politics and diplomacy and collective security. Topics are then studied on a weekly basis through debates, conflict resolutions and discussions on current international crises. Issues studied include the Middle East conflict and the dispute over Kashmir, and resources consist of newspapers, periodicals, government reports, United Nations publications and the Internet.

Open to students in Grades 11 and 12

One World: 0107

.5 Credit

This course examines interdependence between nations and regions in the world today. Initially, students investigate and define the different levels of development and the indices that are used to measure it. Using appropriate case studies, students acquire an understanding of some of the issues of the developing world and contrast these with life in the developed nations. Students then look at economic, social, political, environmental, and technological situations that illustrate the complex relationship between the richer and the poorer countries. Population growth, migration, deforestation, desertification, food distribution, water, waste, energy, pollution, trade, and aid are just some of the topics that are studied. Textbook: *The New Wider World*, Waugh and several other sources.

Open to students in Grades 11 and 12

Advanced Placement Economics: 0109

1 Credit

This course deals with both micro and macroeconomics. The former focuses on principles of economics that apply to the functions of individual decision-makers, both consumer and producer, within the larger economic system. The latter addresses principles that apply to the economic system as a whole. The course leads to the Advanced Placement Examinations in May. Textbook: *Economics*, Mankiw and Taylor.

Open to students in Grades 11 and 12 with the permission of the Head of the History Department.

This course is taught with IB Economics Year 1.

Students wishing to enroll in Advanced Placement Courses should maintain at least a "B+" average in all of their previous and current relevant courses of study.

Advanced Placement Government: 0113

1 Credit

The AP Government and Politics course is a year-long introduction to the field. About half the course is dedicated to the United States, while the other half focuses on political systems in China, Russia, Mexico, Nigeria, Iran, and the United Kingdom. Throughout, the students learn about political beliefs and behaviours, the structures of government and the processes of policymaking, and the nature of political change. Students develop their analytical and interpretive skills as they discuss current events, debate issues, and write critical essays. Textbook: *The Challenge of Democracy*, Janda, Berry, and Goldman; *Comparative Politics in Transition*, McCormick.

Open to students in Grades 11 and 12 with the permission of the Head of the History Department.

Students wishing to enroll in Advanced Placement Courses should maintain at least a "B+" average in all of their previous and current relevant courses of study.

Advanced Placement European History: 0112

1 Credit

This course is designed to help students develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to analyze and to express historical understanding in writing. Students are expected to demonstrate a knowledge of basic chronology and of major events and trends from approximately 1450 to the present, from the High Renaissance to the recent past. Students will be called upon to interrelate themes and to trace developments of themes through several chronological periods. These themes include intellectual and cultural history, political and diplomatic history, and social and economic history. The course leads to the Advanced Placement Examination in May.

Although recommended for students in Grade 12, the course is open to students in Grades 10, 11, and 12. Enrollment is with permission of the Head of the History Department.

Students wishing to enroll in Advanced Placement Courses should maintain at least a "A-" average in all of their previous and current relevant courses of study.

Introduction to Debate and Public Speaking: Great Debates: 0119

1 Credit

This elective prepares students to build sound cases with convincing logic, deliver moving speeches with eloquence and poise, and argue against opponents with flexibility and confidence. Students will explore and debate many current controversies and deliver a variety of original speeches; students are required to enter several speech and debate competitions during the year. Interdisciplinary in its approach, the course draws on readings from such fields as ethics, rhetoric, logic, sociology, and current events.

Open to students in Grades 9,10,11, and 12.

You and the Law: 0118

.5 Credit

This course is designed to be both academic and practical, introducing students to the purpose and theoretical principles of law, and many of its applied aspects. The course is designed to hone skills students have learned during high school: research, writing, critical thinking, and debate. Students will discuss the fundamental concepts of law and justice, analyze the profession of law and lawyers, and examine different legal systems, courts, and procedures in both the United States and England. Also, students will scrutinize various relevant legal topics in the areas of both Civil and Criminal Law. Understanding the law, why and how it works, and its precepts, help students contribute to their own lives, to their community, and, ultimately, to their nation's development.

Open to students in Grades 11 and 12.

Introductory Psychology: 0011

.5 Credit

This course offers students the opportunity to explore the different areas of Psychology such as neuroscience and behavior, development through the lifespan, perception, learning, memory, thinking and language, intelligence, emotion, stress and health, personality, psychological disorder, therapy, and careers in psychology. Additionally psychology theory and research through critical thinking will be examined. Students will follow a process of inquiry which focuses on developing their self-awareness as learners. Text: *Thinking About Psychology, The Science of Mind and Behavior* by Charles T. Blair-Broeker and Randal M. Ernst

Open to students in Grades 10,11, and 12.

IB Psychology: 0118

1 Credit

The IB Psychology course looks at a wide range of psychological issues, such as aggression and gender development, from contemporary perspectives: learning, biological, and cognitive (SL), and additionally humanistic (HL) to give the student a balanced idea of the different goals and methods commonly found within the field of psychology. Assumptions of psychology that are addressed include: motivation underlying human behavior, social interaction, language and thinking, memory and emotion. Students will be engaged in a variety of practical activities and will design and carry out their own psychological experiment. Practical work will include observations, experiments, and interviews.

IB History: Year 1 SL/HL: 0114; Year 2 SL/HL: 0115

2 Credits

The TASIS IB History course follows Route 2 and our region of focus is Europe and the Middle East. The prescribed subject is Communism in Crisis 1976-1989.

Year One: 0114 In Year 1, students will generally progress chronologically while considering two IB topics. The first of these is Causes, Practices and Effects of War, which will focus on World War I, World War II and the Spanish Civil War. The second topic, Origins and Development of Authoritarian and Single-Party States, will enable students to closely examine the rise of Mussolini, Hitler and Stalin. Additionally, the students will undertake an in-depth study of the French Revolution, Imperial Russia, revolutions and the emergence of the Soviet state from 1853–1924, and the interwar years. Textbook: *IB Diploma Programme: 20th Century World History Course Companion*, Cannon.

Year Two: 0115 Students will carry on with their examination of the major topics from Year 1, continuing with World War II, and proceeding onto The Iran-Iraq War, and the Gulf War. In addition, they will study The People's Republic of China, the Korean and Vietnam Wars, the rise and fall of the Berlin Wall, and the end of Communism. They will also complete an in-depth study of The Soviet Union and Eastern Europe.

IB Economics: Year 1: 0109; Year 2: 0116 2 Credits

This is a two-year course open to students with an advanced background in mathematics and a serious motivation to pursue the study of economics, perhaps even at university. It is a rigorous course, which is part of the International Baccalaureate Diploma Program. Higher level and standard level students follow the same courses, but at different levels of difficulty.

Modules of Study

The IB Economics syllabus is broken down into five components of study. These are:

Section 1 – Introduction to Economics

Section 2 – Microeconomics

Section 3 – Macroeconomics

Section 4 – International Economics

Section 5 – Development Economics

Textbooks used include: *Economics*, Anderton; *Economics*, Mankiw and Taylor

Year One: 0109 Students start the IB course by studying the principles of microeconomics and macroeconomics in the first year. It is essential in the first year for students to master the basic skills and tools of economic analysis. In microeconomics, topics studied include the basic economic problem, the production possibilities frontier, the workings of the price mechanism, the application of elasticity, the theory of the firm, the fundamentals of factor markets, the functioning of exchange rates and market failure. In macroeconomics, topics include measuring economic growth, inflation, unemployment, balance of payments, the essentials of aggregate supply and aggregate demand analysis, monetary policy, fiscal policy, supply side policy and the workings of a national central bank.

Year Two: 0116 The second year of IB Economics is all about applying the fundamental principles learned in the first year within the context of international and development economics. In international economics, students study the arguments for and against free trade, the arguments for and against protectionism, economic integration, exchange rates, balance of payments, terms of trade and the role of international institutions like the World Bank, the World Trade Organisation, and the IMF. In the development section, students learn about the classification of less economically developed countries, the obstacles to development, growth and development theories, the causes and consequences of growth, the influence of trans-national corporations and sustainable development.

Open to students in Grades 11 and 12 with the permission of the Head of the History Department.

For HL courses, students should maintain at least a "B+" average in all of their previous and current relevant courses of study.

IB Information Technology in a Global Society (ITGS): 0513

1 Credit

The main focus of the ITGS course is a consideration of the social significance and the ethical considerations arising from the use of IT, and how these influence individuals, communities, institutions and organisations. The course aims to allow students to develop an understanding of the advantages and disadvantages of new technologies as methods of expanding their knowledge of the world at the local and global levels; ITGS provides a framework to enable the student to make informed judgements and decisions about the use of IT within social contexts. Students will learn to analyze and evaluate the ethical considerations arising from the widespread use of information technology at the local and global levels and to recognize that people can hold diverse opinions about the impact of information technology on individuals and societies. Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers ethical questions found in the study of philosophy. It is important to note that there is relatively little emphasis on IT tools such as word processing, desktop publishing, databases, graphics and multi-media presentations, and it is also important to realize that this is not a computer science course, although a basic knowledge of IT tools is preferable.

HUMANITIES

The department believes that the teaching of values is an essential part of the education of each TASIS student. The Senior Humanities and IB Theory of Knowledge courses cover the central themes of both culture and values as a way of exploring the highest achievements of civilization. These core values are discussed and explored through a variety of subject areas, including art, literature, and philosophy. It is recommended that students participate in a course-related Humanities trip in Grade 12.

Department requirement: 1 credit (in Grade 12) of either Culture and Values or Man and His Measure or satisfactory completion of two-year IB Theory of Knowledge requirement (in Grades 11 and 12)

Culture and Values: 0802

1 Credit

This course is a chronological survey of the religious beliefs and philosophies of the major civilizations of Western Europe, and of the art and culture which reflect these values. There are six units of study: Ancient Greece, Rome/Early Christianity, and the Medieval Era in the Fall Term; and the Renaissance, the Baroque Period, and the Modern Age (to the present) in the Spring Term. Classes involve taking lecture notes, viewing images of works of art, learning to look critically at art, listening to music, being involved in class discussions, and probing these issues in writing and in project work. Students take field trips to the Victoria and Albert Museum, Brompton Oratory, the British Museum, and to the National Gallery.

Man and His Measure: 0801

1 Credit

This course centers on the meaning of human existence and is designed to give students a perspective on human morals and values by means of reading, discussion, and written work. Students investigate four principal themes of truth, beauty, goodness, and commitment from ancient Greece to the modern world. Material covered may vary but will include Bolt's *A Man for All Seasons*, Hesse's *Siddhartha*, and Plato's *Apology* along with other plays, poetry, philosophical and religious writings, and novels. Students take field trips to the Victoria and Albert Museum, Brompton Oratory, and Tate Modern.

Theory of Knowledge:

1 Credit (.5 credit in Grade 11 and .5 credit in Grade 12)

Year 1: 0804; Year 2: 0805

International Baccalaureate Diploma candidates take this course for two years, in grades 11 and 12. Through discussions, presentations, and readings, the course focuses on the Ways of Knowing (perception, language, reason, emotion, and imagination), the Areas of Knowledge (mathematics, natural and social sciences, history, arts, and ethics), and the Goals of Learning (goodness, beauty, truth, information, wisdom, and culture). During the two years, the students will see the problems and ideals of knowledge in a variety of contexts. The IB Diploma requirements include an internally-assessed class presentation and an externally assessed essay. Students take field trips to the Victoria and Albert Museum, Brompton Oratory, and Tate Modern.

MATHEMATICS

This department believes that the study of Mathematics is vitally important to secondary education for its utility and for its philosophic nature. An objective of the TASIS England mathematics curriculum is the preparation of students for college entrance and higher studies, both in Mathematics and in other related areas. Apart from such practical considerations, however, this department believes in the additional value of Mathematics as a branch of philosophy, as a disciplined mode of thought. Mathematics fosters an appreciation for the study of knowledge for its own sake. Among the sciences, Mathematics particularly trains the mind in powers of critical analysis, sequential thought, organization, and the practice of rigorous logic in pursuit of sound and defensible conclusions.

Department requirement: 3 credits (through Algebra II)

The department requires that students possess a graphing calculator (TI-83+ OR TI84+)

Algebra I: 0401

1 Credit

This course introduces and derives the underlying properties of algebra and the number system. Emphasis is placed on the basic skills of algebra: factoring, solving linear equations and systems of linear equations, and graphing of linear functions. The course also introduces second-degree equations and functions, and solutions of quadratic equations. Textbook: *Algebra 1, Structure & Method*, McDougall Littell.

Geometry: 0403

1 Credit

The course provides a thorough foundation in plane Euclidean geometry with emphasis on the formal nature of definition, the structure of knowledge, and inductive and deductive reasoning. An introduction to trigonometry through similar triangles and to analytic geometry through the co-ordinate plane is included. Textbook: *Geometry*, McDougall Littell.

Prerequisite: Algebra I

Algebra II: 0404

1 Credit

This course is an in-depth study of algebra, including solutions of quadratic equations, inequalities and word problems, exponential and logarithmic functions, graphing of quadratic relations, fundamentals of trigonometry, study of sequences, binomial expansions, and permutations and combinations. Textbook: *Algebra 2 & Trigonometry, Structure & Method*, McDougall Littell. *A TI-83+ or TI-84+ is required for this course.*

Prerequisite: Algebra I

Pre-Calculus: 0405

1 Credit

This is a full-year course designed to prepare students for advanced study in mathematics at the high school or college level. The course starts with an in-depth study of polynomial, rational, algebraic, exponential, and logarithmic functions. There is an emphasis on graphing and solving equations, including the study of systems of inequalities. This is followed by a complete study of trigonometry. Sequences and series, the binomial theorem, permutations and combinations, probability and systems of linear and quadratic equations are also studied. A TI-83+ or TI-84+ is required for this course. Textbook: *Precalculus*, Houghton Mifflin.

Prerequisite: Geometry and Algebra II. Enrollment is with the permission of the Head of the Mathematics Department and on the basis of a placement test.

Advanced Placement Statistics: 0409

1 Credit

This is a full-year, introductory, non-calculus based, college-level course in statistics. The course meets requirements for introductory statistics courses in fields such as psychology, sociology and health sciences, and it also prepares students for higher level calculus-based statistics courses in fields such as engineering, business, and mathematics. Major topics covered include descriptive statistics, probability, experimental design and sampling and inferential statistics. The course prepares students for the Advanced Placement Examination in Statistics in May. A TI-83+ or TI-84+ is required for this course. Textbook: *The Practice of Statistics*, W.H. Freeman.

Prerequisite: Algebra II. Open to students in grades 11 and 12 with the permission of the Head of the Mathematics Department.

Students wishing to enroll in Advanced Placement Courses should maintain at least a 'B' average in all of their previous and current relevant courses of study.

Advanced Placement Mathematics, Calculus AB: 0407

1 Credit

This is a full-year course for those students who have successfully completed a full-year Pre-Calculus course with at least a "B-" average. The course includes a study of limits, and differential and integral calculus of elementary functions and their applications. This course prepares students for the Advanced Placement Calculus AB Examination in May. A TI-83+ or TI-84+ is required for this course. Textbook: *Calculus*, Houghton Mifflin.

Enrollment is with the permission of the Head of the Mathematics Department.

Students wishing to enroll in Advanced Placement Courses should maintain at least a 'B' average in all of their previous and current relevant courses of study.

Advanced Placement Mathematics, Calculus BC: 0408

1 Credit

This is a full-year course for those students who have successfully completed the Calculus AB course. The course includes all the topics from the Calculus AB course and the following topics: derivatives and application of derivatives of vector functions and parametrically defined functions; integration by trigonometric substitution and by partial fractions; Simpson's Rule; improper integrals; area bounded by polar curves; length of a path; and work. The course also includes an in-depth study of convergence and divergence of sequences and series, including power series and Taylor series with Lagrange error approximation. The course prepares students for the Advanced Placement Calculus BC Examination in May.

Enrollment is with the permission of the Head of the Mathematics Department.

Students wishing to enroll in Advanced Placement Courses should maintain at least a 'B' average in all of their previous and current relevant courses of study.

IB Mathematical Studies SL: Year 1: 0411; Year 2: 0414

2 Credits

This is a two-year course designed to prepare students with varied background and abilities for the International Baccalaureate Diploma Program, a rigorous pre-university course of studies. A TI-83+ or TI-84+ is required for

this course. Textbook: Mathematics for the international student Mathematical Studies SL, Hease & Harris.

Prerequisite: Algebra I and Geometry

In the first year, students will study the core elements of the curriculum, including number and algebra, sets and logic, geometry and trigonometry, statistics and probability, functions, linear and exponential algebra, quadratic algebra, and sequences and series.

In the second year, students will study matrices and graph theory, further statistics and probability, financial mathematics, logic, exponential and trigonometric functions, cubic and rational functions, and introductory differential calculus. Also in the second year, students will be required to present an original and individual piece of work involving the collection and/or generation of data, and to analyze and evaluate that data.

IB Mathematics SL: Year 1: 0412; Year 2: 0413

2 Credits

This is a two-year course designed to prepare students with an average to above average background and ability in mathematics for the International Baccalaureate Diploma Program, a rigorous pre-university course of studies. A TI-83+ or TI-84+ is required for this course. Textbook: *Mathematics for the International Student Mathematics SL*, Hease and Harris.

Prerequisite: Algebra I, Geometry, and Algebra II

In the first year, students will study four of the seven topics that are to be covered during the two-year course as well as two to three portfolio assignments that will be used as the internal assessment component of the students IB score at the end of the course. The four topics include Algebra, Functions and Equations, Circular Functions and Trigonometry, and Matrices. The portfolio assignments will be of varying difficulty and will cover different areas of the curriculum. The purpose of the portfolio is to give students the opportunity to study a particular topic in greater detail. It will also provide the students with the opportunity to communicate effectively with sound mathematical writing.

In the second year, students will study the remaining three topics as well as completing two to three portfolio assignments. The topics to be covered include Vectors, Statistics and Probability, and Calculus. As in the first year, the portfolio assignment will address the topics being studied and will provide the students with the opportunity to communicate effectively with sound mathematical writing.

IB Mathematics HL: Year 1: 0410; Year 2: 0415

2 Credits

This is a two-year course designed to prepare students with a strong background and keen interest in mathematics for the International Baccalaureate Diploma Program, a rigorous pre-university course of studies. Many of the topics for the Higher Level course are similar to the topics covered in the Standard Level course but will be examined at a much deeper level than the Standard Level. A TI-83+ or TI-84+ is required for this course. Textbook: *Mathematics for the International Student Mathematics HL*, Hease and Harris.

Prerequisite: Pre-Calculus

Open to students in Grades 11 and 12 with the permission of the Head of the Mathematics Department.

For HL courses, students should maintain at least a 'B' average in all of their previous and current relevant courses of study.

In the first year, students will study five of the eight topics that are to be covered during the two-year course as well as two to three portfolio assignments that will be used to practise the internal assessment component of the students IB score at the end of the course. The five topics include Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, and Vectors. The portfolio assignments will be of varying difficulty and will cover different areas of the curriculum. The purpose of the portfolio is to give students the opportunity to study a particular topic in greater detail. It will also provide the students with the opportunity to communicate effectively with sound mathematical writing.

In the second year, students will study the remaining three topics, as well as completing three to four portfolio assignments. The topics to be covered include, Statistics and Probability, Calculus, and the Optional Topic. We will choose the optional topic from the following: Statistics and Probability, Sets, Relations and Groups, Series and Differential Equations, and Discrete Mathematics. The optional topic to be studied will be chosen by the instructor. As in the first year, the portfolio assignment will address the topics being studied and will provide the students with the opportunity to communicate effectively with sound mathematical writing.

PHYSICAL EDUCATION

The Physical Education Department believes that sport is for all, regardless of age or ability. Underpinning this belief, all classes are co-educational, with the greatest emphasis placed on true sportsmanship, cooperation, and participation. The department seeks to instill in students the confidence and desire necessary to enjoy recreational or competitive sports at any time of life. The well-balanced program includes individual and team sports, extended lever and ball sports, net and invasion games, body management, and health-based fitness units. The department promotes an understanding and awareness of the necessity for physical fitness and health in today's society.

Department requirement: 2 credits (1 credit P.E., 1 credit Health and Wellness)

Physical Education: (required course for 9th and 10th grade)

.5 Credit

9th: 1027; 10th: 0904

The philosophy of the Physical Education Department is one of 'Sport for All', regardless of age or ability. The department actively promotes the philosophy of sport being 'what you feel rather than what you can do'. The aim is to 'ignite a spark' of interest and a desire to be active for life through the experiences on offer in the Physical Education classes. The aim of the curriculum is to create an awareness and understanding of the necessity for physical fitness and good health in today's society, complete with the knowledge to participate safely. Toward this goal, all classes are co-educational, with the emphasis placed on sportsmanship, leadership, cooperative work and participation. In order for students to realise the confidence necessary to participate in either 'recreational' or 'competitive' sports at any stage of life, instruction is technique based using small-sided and progressive games. The curriculum is balanced to include individual and team sports, incorporating a vocabulary of transferable skills for extended lever sports, net games, invasion sports, ball sports, body management and aesthetic movement, and health based fitness courses. The students are part of the evaluation process, evaluating themselves for each unit in terms of achievement, progress and effort. Students are evaluated as 'achieving', 'exceeding' or 'progressing toward' a set of 13 expectations. It is hoped that the concept of education in the physical domain will lead to the individual student experiencing the satisfaction of performing and activity well, expressing oneself physically and discovering a hidden talent. Sports currently used to achieve the above are Tag Rugby, Dance, Volleyball, Floor Hockey, Handball, Health-Based Fitness/Work-out, Badminton and Tennis. Students may undertake fitness tests during the course of the year.

Health and Wellness:

.5 Credit

Required for 9th and 10th Grade students. This course will take a holistic approach to a healthy lifestyle. It is designed to equip our students with the information and knowledge to make the correct lifestyle choices relating to the world they inhabit. The Health and Wellness course is divided into two sections to be completed over two years.

Health and Wellness 1 (year 1): 1027

- Introduction to health and wellness (determining factors, the holistic approach, today's lifestyle choices)
- Body systems and functions (heart health, skeletal/muscular)
- Physical Health (exercise theory/practice, posture, back care, nutrition)

- Mental Health (self-awareness, healthy personality, alcohol, tobacco & drug use/abuse),
- Social Health (developing healthy relationships)
- First Aid/Life Support

Health & Wellness 2 (year 2): 0904

- Body systems and functions (major organs, skeletal/muscular)
- Physical Health (exercise science/practice, modern lifestyle illnesses)
- Mental Health (stress, eating disorders, body image, addictions)
- Social Health
- First Aid/Life Support

Sports Elective:

This program primarily targets the Junior and Senior classes, though it is open to all Upper School students. We aim to provide a 'University' style programme, with the hope that we can help to facilitate the 'physical activity' transition from school to university. In this programme, students choose their desired activity on the day or days that will suit their needs and individual schedules. The programme will not be graded, with the emphasis placed on intrinsic motivation rather than external determination of achievement. The course will be credit based on a PASS/FAIL basis. This will be determined by a minimum of 75% participation in available classes (in accordance with Physical Education Department attendance requirements) and satisfactory effort being made in class. Students must commit to a full year for each elective they choose to gain credit

Dance: (Sports Elective)

The Dance course is a one semester offering open to all students in Grades 9 through 12, regardless of dance experience. Students will complete modules of tap, jazz, latin, musical theatre and classical dance genres. Students will both choreograph work and perform in public as a requirement of the course.

Weight Training: (Sports Elective)

The Weight Training course is open to all upper school students aged 14 and over. The course will develop an understanding of the scientific and physiological theory of strength training. Students will develop individual strength programmes incorporating the use of resistance machines, free weights and 'Olympic Bar' lifting techniques.

SCIENCE

The Science Department offers an integrated program of courses in the physical, biological, and environmental sciences designed to equip students with a level of scientific literacy appropriate to the modern world. Students are encouraged to develop an awareness of the nature of the scientific process, to seek knowledge and understanding in a wide range of scientific subjects, to learn analytical and practical skills required for scientific discovery, and to nurture their enthusiasm and respect for the natural world. It is hoped that TASIS England graduates will be encouraged to continue learning about science throughout their lives.

Department requirement: 3 credits in high school laboratory science including a biological and a physical science. Students are recommended to take either Chemistry or Physics in grade 11 or 12.

Introduction to Biology & Environmental Science: 0600

1 Credit

This is a laboratory course based on the investigation of properties common to all living organisms through experimentation and classroom instruction. Topics include molecular and cellular biology; respiration and photosynthesis; a survey of the kingdoms; microbiology; genetics and evolution; a detailed study of vertebrate systems with special reference to the human body. Students are introduced to ecology, the relationships of organisms to their habitats, and the human impact on the environment. Textbook: *Modern Biology*, Holt, Rinehart & Winston.

Recommended for students in Grade 9

Introduction to Chemistry & Physics: 0601

1 Credit

This course focuses on the scientific exploration of the physical world. In the First Semester, students are introduced to the concepts of chemistry, learning about the relationship between matter and energy. Topics include atomic structure, classification of compounds, the periodic table, and the classification of reactions, writing equations, and solution chemistry. The Second Semester is an introduction to physics, in which students examine and apply the ideas of motion, forces, energy, waves, kinetic theory, and heat. Textbook: *Physical Science: Concepts in Action*, Prentice Hall.

Recommended for students in Grade 10

Biology International: 0604

1 Credit

This is a laboratory course based on the investigation of properties common to all living organisms through experimentation and classroom instruction. Special emphasis is placed on the development of appropriate vocabulary and descriptive skills. Topics include molecular and cellular biology; respiration and photosynthesis; a survey of the kingdoms; microbiology; genetics and evolution; a detailed study of vertebrate systems with special reference to the human body. Students are introduced to ecology, the relationships of organisms to their habitats, and the human impact on the environment. Textbook: *Modern Biology*, Holt, Rinehart & Winston.

Open to ESL students at the Advanced, Proficiency, or Advanced Composition levels

IB Biology year 1: 0606

1 Credit

IB Biology explores the world of living things from several perspectives, including structure and function, biological interactions, and evolution, while paying close attention to human impacts, ethics, and the science of biology through experimentation. The first year focuses on the Standard Level materials and some of the Higher Level content. Although always focused on the IB standards, the class explores many topics more broadly to ensure a thorough grounding in each content area. As experimentation and critical thinking are crucial to scientific advancement, they play an important role in the IB Biology class. In addition to many lab experiments, students participate in a larger collaborative, the Group Four Science Project, during the Second Semester. Textbook: *Advanced Biology*, Clegg & Mackean.

Prerequisites: Two years of high school laboratory science. For the HL course, students should have maintained at least a 'B' average in all of their previous and current relevant courses of study.

IB Biology year 2: 0605

1 Credit

This course completes the Standard Level and Higher Level content of the IB, and uses the remaining time to work on a thorough review of all the material through presentations, lab work, and practice assessments. Students perform more involved experiments and projects, create presentations on IB content, and assess their own understanding of the class materials in preparation for the IB exams. Textbook: *Advanced Biology*, Clegg & Mackean.

Prerequisites: IB Biology year 1 and completion of the IB Group Four Project.

Advanced Placement Biology: 0613

1 Credit

This course seeks to meet the objectives of a first-year college course in biology. It aims to achieve knowledge of the facts, principles, and processes of biology and to develop understanding of the means by which biological information is collected and interpreted. Specific areas studied include molecular and cellular biology, genetics and evolution, plant and animal structure and physiology, and ecology. The course leads to the Advanced Placement Biology Examination in May, following which the students carry out independent investigations. Textbook: *Biology*, Campbell.

Prerequisites: Two years of high school laboratory science, including a biological and a physical science. Students wishing to enroll in Advanced Placement Courses should maintain at least a 'B' average in all of their previous and current relevant courses of study.

Chemistry/IB Chemistry year 1: 0609

1 Credit

This course lays the foundation for the basic facts and principles of chemistry. It includes a detailed study of the nature and behavior of matter while combining a theoretical foundation with practical experiments. The process of scientific inquiry is demonstrated in required readings and practiced by students through group work and in the laboratory. An emphasis is placed on data interpretation and analysis. Topics covered include atomic structure and chemical bonding, chemical composition, reactions and mass relationships, kinetic theory of gases, periodicity of the elements and the chemistry of acids and bases. Throughout the course, students develop their analytical and critical thinking skills as well as manipulative skills in the laboratory. IB students take part in the Group Four Science Project at the end of the year. Textbook: *Holt Chemistry*, Myers.

Prerequisites: Two years of high school laboratory science. For the IB HL course, students should maintain at least a 'B' average in all of their previous and current relevant courses of study. Students normally take Algebra II concurrently with the Chemistry course.

Advanced Placement Chemistry/IB Chemistry year 2: 0608

1 Credit

A strong emphasis is placed on explaining how we know what we know in chemistry. Applying and using scientific information is a critical part of this course. Students continue to develop their analysis and critical thinking skills. There is considerable emphasis on chemical calculations and the mathematical formulation of principles as well as an emphasis on the experimental nature of chemistry. Students collect data, analyze and interpret it, and draw conclusions. They verify principles, develop hypotheses, and design experiments to test these hypotheses in the context of practical applications of chemistry. Topics covered include organic chemistry, biochemistry, chemical equilibria, chemical kinetics, the basic concepts of thermodynamics, and electrochemistry. Textbook: *Chemistry*, Zumdahl.

Prerequisites: Chemistry/IB Chemistry year 1 and Algebra II for AP, or completion of the Group Four Project for IB. Students wishing to enrol in Advanced Placement Courses should maintain at least a 'B' average in all of their previous and current relevant courses of study.

Physics/IB Physics year 1: 0611

1 Credit

This course is an equally balanced mathematical and conceptual study of the relationship between matter and energy. The laws and concepts studied in Physics are fundamental to all processes that occur in the physical universe. The course examines the physical world and encourages students to understand and appreciate the development of experimental discoveries and theories through the centuries. The field is divided into many different but interrelated sub-topics, beginning with the classical (Newtonian mechanics, electromagnetism and thermodynamics) and finishing on the cutting edge of modern physics (quantum mechanics and nuclear physics). In year one the focus is on core material common to all students. All students spend time in the laboratory developing the skills necessary to plan and carry out independent investigations. For those in the IB program, it is part of the internal assessment component of the course. It is also preparation for the interdisciplinary Group Four Science Project undertaken at the end of Year 1. The course is recommended as a preparation for AP Physics. Textbook: *Holt Physics*, Serway.

Prerequisites: Algebra II and two years of high school laboratory science with at least a 'B' average in previous and current relevant courses of study.

Advanced Placement Physics/IB Physics year 2: 0615

1 Credit

This is a continuation of the year 1 course. Each topic is reviewed and more advanced material incorporated. AP students will have ample opportunity to prepare for the Advanced Placement Physics 'B' Examination in May. The focus for IB students will be the completion of the laboratory assessment, and the development of a cohesive and in-depth understanding of the concepts and their application. This will include both of the options. Textbooks: *Physics for Scientists and Engineers*, Serway and Jewett; *Physics for the IB Diploma*, Cambridge University Press.

AP Prerequisites: Physics year 1 where students have maintained at least a 'B' average.

IB Prerequisites: IB Physics year 1 and completion of the IB Group Four Project. For the IB HL course, students should maintain at least a 'B' average in the previous course.

Environmental Science: 0610

1 Credit

This laboratory course studies the living and nonliving characteristics of our environment and the impact that humans have on the environment. Major topics include ecology, land and resource use, energy, human populations, pollution, policy, and ethics. Discussions of current environmental events are central to the course, and alternatives for the future are explored. Textbook: *Environmental Science*, Arms.

Prerequisites: Two years of high school laboratory science, including a biological and a physical science

Advanced Placement Environmental Science: 0616

1 Credit

This course seeks to meet the objectives of a first-year college course in environmental science. The course studies the living and nonliving characteristics of our environment, and the impact that humans have had on the environment. Major topics include ecology, land and resource use, energy, human populations, pollution, policy, and ethics. Discussions of current environmental events are central to the course, and alternatives for the future are explored. Extensive laboratory investigations and reports are included. This course leads to the Advanced Placement Environmental Science Examination in May. Textbook: *Environmental Science*, Cunningham.

Prerequisite: Algebra I and two years of high school laboratory science. Students wishing to enroll in Advanced Placement Courses should maintain at least a 'B' average in all of their previous and current relevant courses of study.

AI LANGUAGES

IB German A1 years 1 and 2: Year 1: 0314; Year 2: 0313

2 Credits

This is a two year literature course which uses German literature as its basis. The additional World Literature works from Ancient Greece, France, and Italy emphasize that in spite of its diversity, Europe is a cultural entity. The course develops students' respect for perspectives different from their own and it enriches international awareness. Furthermore, it highlights various ways in which cultures influence and shape the experiences of life.

Open to students in Grades 11 and 12 with the permission of the Head of the Language Department.

For HL courses, students should maintain at least a "B+" average in all of their previous and current relevant courses of study.

The first year course fulfils Part 1 (World Literature) and Part 4 (School's Free Choice) of the IB Language A1 requirements. The chosen genre in Part 4 is prose and it focuses on crime, identity, and narrative techniques. It prepares students particularly for the Individual Oral Presentation and teaches them the tools of essay writing. Part 1 (World Literature) focuses on moral guilt, responsibility, and the mythological background of European culture. Students receive the guidelines and supervision for the World Literature Assignment (two assignments for HL) with the opportunity to complete them in good time. By the end of the junior year, students have already completed the Individual Oral Presentation and one or both (HL) World Literature Assignments. By writing commentaries on short, unseen pages students are taught the tools necessary for success on Paper 1, Written Commentary.

The second year course addresses Part 2 (Detailed Study) and Part 3 (Groups of Works) of the IB Language A1 requirements. The chosen genre in Part 3 is drama. The in depth study of plays and a wide range of exercises and writing assignments will prepare students particularly for the written exam, Paper 2, Essay. In Part 2 (Detailed Study) the thematic focus is on the individual and society. Various oral assignments prepare students for the Individual Oral Commentary. Additional regular writing assignments on short, unseen pages practice the tools necessary for Paper 1, Written Commentary.

IB Spanish A1 years 1 and 2: Year 1: 0323; Year 2: 0324

2 Credits

Year 1: This course is aimed at students whose native language is Spanish. In year 1, students fulfil parts 1 and 4 of the IB Language A1 requirements (World Literature and School's Free Choice). In the two-year program, Higher Level candidates study fifteen core IB texts, in addition to supplemental material. The students have many opportunities to write analytical essays and also make oral presentations on various works of literature. Both of these skills are specifically required for the IB Assessments. Some of the authors studied in year 1 include Gabriel García Márquez, Laura Esquivel, Isabel Allende, Henrik Ibsen, Jane Austen, Emily Brontë and Lope de Vega.

PLEASE NOTE: A self-taught Language A1 course is available (at Standard Level only). This course requires an additional fee to cover tutoring costs.

IB Spanish A1, continued

Year 2: This course is the continuation of IB Spanish Literature A1 year 1. In year 2, students fulfil parts 2 and 3 of the IB Language A1 requirements (Detailed Study and Groups of Works). During the summer prior to the start of year 2, students are required to read a play by Federico García Lorca. Once again, the students in this course will strengthen their skills by writing analytical essays, making oral presentations, and becoming accustomed to text commentaries. Some of the authors studied in year 2 include Lorca, Pablo Neruda, Buero Vallejo, José Zorrilla, and William Shakespeare.

GENERAL

Helping Hands: 0905

This is a class where students learn about different leadership styles and develop and perfect the leadership skills they already possess. They will learn how to be more effective in what they do. They will become familiar with elements of leadership such as: communication skills, publicity, decision-making, problem solving, project planning, time management, and effective teamwork. They will gain experience in fundraising administration and research charities that may benefit from our fundraising efforts. For IB students, the work done in this class qualifies for CAS credit.

TASIS



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