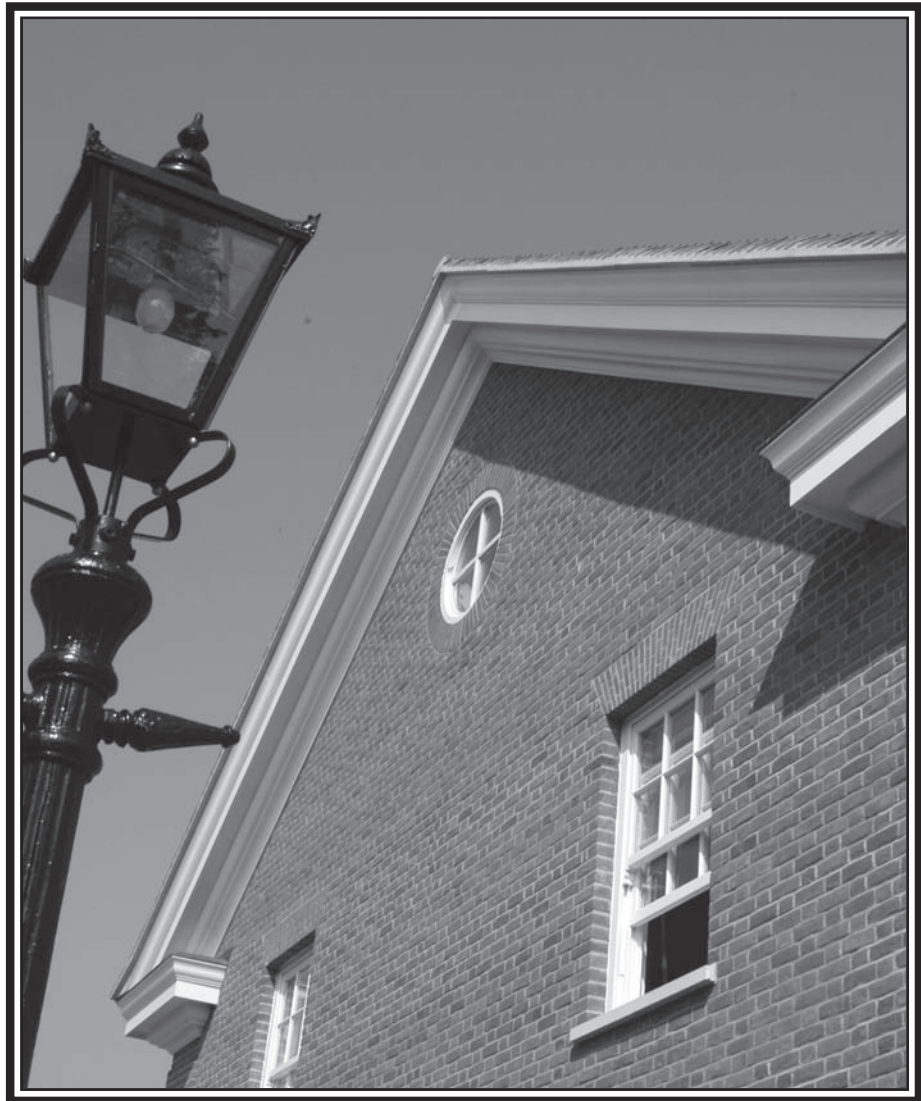




THE AMERICAN SCHOOL IN ENGLAND

CURRENT INFORMATION



2009 – 2010

CONTENTS

MISSION STATEMENT	2
ADMINISTRATION.....	3
FACULTY	4
ACADEMIC INFORMATION:	
Lower School (<i>Nursery - Grade 5</i>)	8
Middle School (<i>Grades 6 - 8</i>)	12
<i>Course Offerings</i>	12
Upper School (<i>Grades 9 - 12</i>)	17
<i>Graduation Requirements</i>	17
<i>Advanced Placement</i>	18
<i>International Baccalaureate</i>	19
<i>Course Offerings</i>	21
ENGLISH-AS-A-SECOND LANGUAGE PROGRAM.....	24
SPECIAL NEEDS POLICY AND LEARNING RESOURCE PROGRAM.....	25
COUNSELING SERVICES	25
EXTRA CURRICULAR AND SPORTS/ACTIVITIES	26
TRAVEL AND EXCURSIONS.....	28
COMMUNITY SERVICE PROGRAM.....	29
SPECIAL EVENTS	29
COLLEGE & UNIVERSITIES ACCEPTING SENIORS IN 2008-2009.....	30
COLLEGE MATRICULATIONS FOR CLASSES 2006-2009	32
UK REFERENCES	33
USA PARENT REFERENCES.....	34
INTERNATIONAL REFERENCES	34



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.

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- Anne Blair, B.A., M.A. Ed.**
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ACADEMIC INFORMATION

LOWER SCHOOL

EARLY YEARS – NURSERY AND PRE-KINDERGARTEN

The early years in the TASIS Lower School provide young children in Nursery and Pre-Kindergarten, aged three and four, with a rich and stimulating environment in which learning occurs. The main goal of the program is to provide each child with a sound educational foundation while also developing a sense of responsibility, independence, compassion, fairness, and respect for self and others.

Hands-on learning is of prime importance, particularly for three- and four-year-olds. Children this age learn by doing. The TASIS early years curriculum, which is closely aligned with the *Core Knowledge Pre-School Sequence*[™], provides our youngest children with rich experiences in all areas.

Curriculum Overview

Literacy experiences enable children to better communicate with the world around them—to express their ideas and to interpret those expressed by others. In the classroom, individual, small group, and whole group written, oral, tactile, visual, and auditory experiences occur on a daily basis. They include reading books, beginning phonics awareness, choral “reading,” poetry, rhythm and rhyming patterns, and process writing (with dictations resulting in both individual and class published books). Social awareness, cooperation, and enjoyment are woven into all activities and group experiences. The emphasis is on preparation for the more symbolic and higher level cognitive and developmental tasks in kindergarten, first, and second grade.

Children discover **mathematical relationships** through counting, pattern identification, problem solving, daily calendar work, and sorting, comparing, and graphing. As in other areas, the use of varied classroom sensorial and manipulative materials assists young children as they learn to compare, arrange, and classify objects in their environment. Number, color, texture, size, and form are among the many attributes they examine. These activities enable students to progress gradually from concrete to more abstract concepts in following grades.

History and **science** are important and interrelated components of the Nursery and Pre-Kindergarten curricula. Information and activities in these subjects encourage children to explore and learn about themselves, their relationships, and their immediate environment. They begin to develop problem solving skills and independence.

With an emphasis on **social and practical skills**, children learn to take care of themselves and their environment. Whether it is practicing shoe tying, serving their own snack, or cleaning up after themselves, practical life experiences encourage the development of autonomy and self-confidence.

LOWER SCHOOL – KINDERGARTEN THROUGH GRADE 5

The curriculum in the Lower School, Grades K–5, is content rich and is aligned with the *Core Knowledge Sequence*[™]. Students develop a respect and love for learning, while acquiring the strong basic skills and knowledge that they will need to continue their own education. It is our intention to give this energetic age group a full and well-rounded program in academic subjects and the creative arts. The teachers will explain each grade’s curriculum in further detail at Open House, as well as being available for conferences to discuss the curriculum individually with parents.

Curriculum Overview

The Lower School curriculum focuses on teaching specific developmental skills within five core subjects: reading, language arts (which includes process writing, spelling and grammar), mathematics, science, and history/geography. Subjects are often taught in an integrated manner, for example, reading historical fiction that encompasses goals from both the reading and history curricula.

Reading

The **reading curriculum** offers a full range of vocabulary, comprehension, study skills, listening, and speaking activities. Children read stories, poems, plays, folk tales, fables, biographies, true-to-life narratives and full-length novels. Our reading program, Houghton Mifflin *Reading* c2006 (Grades K–5), our multiple copies literature collection, the classroom library collections, and the school library collection are continuously maintained to encourage children to read about a broad spectrum of ethnic, social, and cultural situations. This helps them to understand the common humanity of the world community, both past and present. Reading instruction is scheduled every day. Supplementary materials are widely available in the classrooms. Reading skills are strengthened and reinforced in all of the subject areas. Children are encouraged to read independently for their own enjoyment, in addition to daily reading at home, book sharing, reading journals, and other book-related projects.

To complement the reading curriculum, a full range of written and spoken communication skills, collectively described as **language arts**, are also taught. Spelling, composition, expressive writing, grammar, and handwriting have a prominent place in the weekly schedule (at least one period daily) with the use of *Words Their Way*, *D'Nealian Handwriting*, and *Writers Express* as text resources. The basic skills learned in language arts are applied and practiced in other subject areas. For example, the skills of outlining and note-taking might be used in history lessons and the correct use of paragraphs and punctuation is essential in a science lab report. Speaking and listening skills are reinforced, largely through oral presentations in class and at weekly assemblies.

In the Lower School, we place great emphasis on **the writing process**. The children write every day, if possible, and share their pieces—in all drafts—with peers and teacher. Selected works may be published and added to the classroom libraries. Throughout this process, the focus is on the “child as author,” and writing development is steady. Mini lessons and editing work focus attention on grammar, spelling and punctuation skills. There is carry-over into other subject areas as children progress in their writing throughout the year.

The Lower School **accelerated mathematics program** is based on the philosophy that children need to encounter, in a natural way, the basic ideas of mathematics that exist in the world around them. Whenever appropriate, children are given the opportunity to become actively involved with manipulative materials in situations that give real meaning to mathematical ideas. To become effective problem solvers, children also need a solid foundation in basic facts and skills. The foundation is developed through a clear and simple teaching approach that allows for ample practice, reinforcement, and enrichment. Concept development moves from the pre-cognitive through the concrete operational stages during the primary years. Number concepts develop from the use of manipulative materials. Creative reinforcement of the major operational facts is emphasized. Children experiment with mathematical ideas using tools that include balances, tangrams, geoboards, Cuisenaire rods, Unifix cubes, base 10 blocks, logic blocks, the sand and water table, play money, clocks, and computers.

In the upper grades, students continue to build on their study of the above, including place value, addition, subtraction, multiplication and division of whole numbers, decimals and fractions, percent, ratio, estimation, measurement, geometry and graphing. Problem solving is emphasized in **all** grades. NB: *Saxon Math* serves to resource the math objectives outlined in the *Core Knowledge Sequence*[™]. Where possible, mathematics skills are reinforced and applied in other subject areas, particularly science.

Science is taught in Grades K- 5 in topics from three major areas: life science, earth science and physical science. Hands-on opportunities are offered as often as possible. Resources used support the *Core Knowledge Sequence*[™]. Research experiments are an essential part of the program as children learn to manipulate their natural environment. Health topics in the early grades are covered in units of study about parts of body, nutrition, and the need for cleanliness. Personal health practices are reinforced daily in the classroom. Substance abuse is included in the health strand for fifth grade. Separate sessions on “Growing Up” are offered as an optional course in fifth grade.

History and **Geography** are content and project oriented, often using our unique position here in England to enhance the curriculum through multiple field trips. *The Core Knowledge Sequence*[™] outlines American and world history and geography topics. The materials used are published by Pearson Learning Group and endorsed by the *Core Knowledge*[™] Foundation.

SPECIALIST CLASSES

Spanish The introduction of instruction in **Spanish**, as an additional language, begins in kindergarten. Lessons are taught by specialist teachers, twice weekly, with an emphasis on verbal work. Native Spanish speakers attend a literacy class in lieu of beginning Spanish instruction. Spanish textual material is used and small amounts of homework are given. The objectives of this program are to develop an awareness of the language and its sounds, and an appreciation for the Hispanic culture in Spanish speaking countries around the world. This instruction will also provide a firm foundation for the formal study of the language, which commences in a five-day immersion program in Middle School.

Library Skills **Library** skills classes teach students to locate, organize, and use information, and are offered once per week beginning in Kindergarten. Skills covered in the early years are parts of a book, listening and viewing skills, literature appreciation, evaluation, selection, and checking-out techniques and use of CD-ROM sources. Older children are instructed in the use of the computerized (Dewey Decimal) search and check out system, Internet sources and research skills. Browsing is included during the class lesson time, but children can take out books and return them any time. The open door policy of the Library encourages students and teachers to make the most of the facility. The library houses more than 10,000 volumes and is an integral part of our school.

Art The **art** specialist implements a curriculum that is aligned with the *Core Knowledge Sequence*[™] which aims to give each student a strong applicable knowledge in the visual fundamentals of line, shape, and color. Beyond that, art is seen as a discipline through which an artistically developed person can view the world and understand the differing visions and expressions of his/her fellow human beings. In the Nursery and Pre-Kindergarten, art is a fully integrated subject, occurring in the classroom throughout the day. Kindergarten through Grade 5 have art classes twice a week, studying and applying art concepts such as abstraction, balance, line, form, pattern shape, color, space, and texture through activities using clay, paint, wood, cloth and metal. Our young artists display their work throughout the year at all-school functions, the Young Authors and Illustrators Festival, and in Thorpe House.

Music In **music**, children participate in choral activities and instrumental activities. Instrumental and vocal music is taught by a specialist teacher twice a week and such concepts as rhythm, balance, and volume are explored. Children begin to read music and learn part-singing and harmonization. Instrumental lessons are available if scheduling can be arranged during non-instructional time. Recitals, performances, and more informal assemblies are held regularly for children to demonstrate their developing skills and talents. The Pre-Kindergarten has one music lesson a week, although, as in the Nursery program, music is a daily classroom occurrence. Kindergarten through Grade 5 have two music lessons a week. Third grade students learn to play the recorder and fourth and fifth grade student choirs perform throughout the year in all-school performances. All children, Nursery through Grade 5, perform at lower school assemblies and in special programs.

Physical Education The **physical education** curriculum in the early years aims to see the child progressively develop coordination, body management, and physical skills. Activities are divided into four main areas: gymnastics, dance and movement, health-based fitness, and games. Basic skills such as hitting, catching, aiming, throwing, timing, balance, control, coordination, and movement are taught. The emphasis is on enjoyment through activity and the development of the physical, emotional, and social needs of the growing child. These aims are extended and refined in the upper grades as the students are provided with opportunities to consolidate their earlier learning, to increase knowledge, experience, and creativity to gradually extend their abilities to tackle new and more complex tasks. The students are given the opportunity to develop the concepts of fair play, honest competition, and good sportsmanship and are encouraged to manage the spirit of competition (either within a team framework or as an individual) and to compete with themselves. Nursery classes participate in teacher organized and directed physical activities as an integrated part of their daily program. Pre-Kindergarten has two formal PE classes a week. Kindergarten–Grade 3 have three PE classes a week, and fourth and fifth grade have two classes per week.

Drama The study of **drama** begins in the fourth grade and the curriculum includes a variety of techniques to introduce students to concepts of drama, communication skills, and creative self-expression. Classes are held twice a week for one semester (September–January or January–June) and result in a public performance at the end of the semester. The children work individually, in small groups or pairs as well as whole class as they are introduced by the drama specialist to theater games, improvisations, role play, mime, vocal exercises, and text. In drama, learning occurs through cooperation, interaction and participation, so by working on their own as well as within the group, the children will have the opportunity to develop interpersonal communication skills as well as to begin to understand performance skills necessary for effective drama.

Technology skills are integrated into the curriculum. Scheduled time in the Lower School iMac lab, with classroom teacher and the technology teacher, may begin as early as kindergarten, at the teacher's discretion. The classroom teacher accompanies the class to facilitate integrating technology with the curriculum. At other times, all teachers are encouraged to take their classes to one of the iMac labs, where staff is available to assist when needed. Word processing skills, research techniques, web page development, and presentation skills are all utilized via the software programs available, in addition to the use of both the intranet and Internet. At least one iMac computer with a range of software in all subject areas is available for use in each classroom. All classrooms have projectors and document cameras, and are connected to both the Internet and the school's intranet.

Technology Skills

As an international school in a culturally rich setting, we use our unique geographic position to its fullest by taking many **field trips** that complement the curriculum. Field trips may include the Natural History Museum, Kew Gardens, Greenwich Royal Observatory, Portsmouth Harbour, The Globe Theatre, the Royal Academy, the Science Museum, Thorpe Park Farm, Virginia Water Lake, Garson's Farm, Polka Children's Theatre, and many others. Most of the field trips for all of the grades are planned to closely coordinate with the curriculum in science and history. These trips are scheduled to enhance instruction and are considered a vital part of the overall program. This is particularly true in the spring, when the fourth grade spends two days away in Hastings and Canterbury as part of their history study and the fifth grade spends an entire week in Devon at a field center, as the culmination of their work in environmental studies/biodiversity.

Field Trips

Core Virtues is a practical, non-sectarian approach to character education at the Kindergarten to Grade 5 level. This literature-based program has as its goal the cultivation of character through the promotion of basic moral, civic, and intellectual virtues. It emphasizes such *core virtues* as: respect, responsibility, diligence, honesty, generosity, perseverance, courage, faithfulness, compassion, openness to inquiry, and humility in the face of facts. The program involves the sequenced and consistent reading of good literature around consensus virtues. Each monthly virtue is introduced in weekly assembly (or in the class by the Lower School Counselor) and reinforced in the classrooms.

Core Virtues

MIDDLE SCHOOL

GRADES 6 – 8

Philosophy

The TASIS England Middle School is a passage from Lower to Upper School which endeavors to foster greater academic and personal independence and excellence for each student. The passage is gradual yet guided and is based upon the academic and social maturity levels of our students.

The curriculum and the environment of the Middle School are designed to foster the academic, aesthetic, physical, and social growth of students, within a structured and caring framework. The major goals of the academic program are to teach students to question, to encourage divergent opinions by considering alternatives to stereotyped patterns of thinking, and to encourage students to pursue independent research of thought-provoking issues, culminating in individual rational judgments.

Academically, students are expected to master basic skills and content, to become more inquisitive and analytical, to develop research skills, and to organize and present their learning in both verbal and written form.

Socially, students are expected to become more tolerant and understanding of others and of the larger world around them, to gain greater respect for themselves and for others, and to participate actively in the community.

The Middle School will strive constantly to be a coherent community with consistent and supportive relationships among the students, faculty, administration, and parents.

PROGRAM OF STUDIES

English

In addition to developing an appreciation for different genres of literature, the **sixth grade English** course covers the basic English skills of grammar, spelling, vocabulary development, writing and oral expression. The goals are to recognize, comprehend, and apply principles of language usage, and to raise the level of reading comprehension and literary analysis. Literature is studied and analyzed through class studies of core novels and possibly through literature groups, which offer students selection and encourage cooperative learning.

Seventh grade English deepens the student's awareness of, appreciation for, and understanding of literature and strengthens the basic skills of grammar, spelling, vocabulary, oral expression, listening, and writing. Where possible, skills are developed through the literature, and a variety of techniques are used to foster individual comprehension, curiosity, critical thinking, imagination, sensitivity, cooperation, responsibility and confidence.

The **eighth grade English** course is designed to further students' appreciation of different genres of literature (novels, plays, poetry) and a variety of writing domains, in addition to mastery of, and practice in the basic skills of grammar, spelling, and acquiring vocabulary. Particular time and attention is paid to the craft of writing and composition (essay, analytical, creative, research, oratory), preparing students for Upper School and formal writing requirements. The students create a diverse writing portfolio and assess their writing based on a 6-trait analytical rubric.

The **Language Arts** course is for sixth grade students who need support in basic reading and writing skills. Admittance to this course is done in consultation with parents and teachers after a careful study of previous academic performance in core subjects. This course focuses on the development of language skills, including reading, writing, listening, and oral presentation. Course content includes reading and writing skills, grammar, spelling, and mechanics. Grading is more flexible than in other courses. Language Arts is taken in addition to English and in place of a Foreign Language.

History

The **sixth grade Core Knowledge History and Geography** course is for students to appreciate the continuity between different time periods and places, and enable them to understand trends that have shaped modern life. Through tracing the evolution of modern thought and studying developments that have influenced the present world, the students will obtain an appreciation of global ideas and trends. The units of study are: World Deserts, Judaism and Christianity, Ancient Greece and Rome, The Enlightenment, The French Revolution and Romanticism, Independence in Latin America, Immigration, Industrialization, and Reform in Industrial America. This course continues the *Core Knowledge* curriculum from the Lower School and provides students with clear structure and sequencing in their historical and geographical studies.

The aim of the **seventh grade British History course** is to inspire students to think actively about history with a view to enhancing their appreciation of their surroundings here in the United Kingdom. The course begins with the origins of Britain in Prehistoric times and traces how each region developed politically, religiously and socially. The students are exposed to a wide

range of material, including primary sources, illustrations, maps, works of art and architecture, and internet sites. Their learning is reinforced on field trips. In addition, the students are required to complete two projects. These will teach various research, presentation, and technological skills.

Using both chronological and thematic approaches, the **eighth grade American History** course covers the story of America from pre-history to modern times. Major events, topics, and individuals are discussed with an aim to see how America has dealt with its problems and forged one nation from the many disparate groups that make up its population. American government is examined, with special emphasis placed on the study of the Declaration of Independence and the Constitution. A variety of skills are taught, including work in primary sources, geography, essay and creative writing, researching, note-taking, cause and effect relationships, and chronology.

The **French Program** aims to develop the linguistic competence of students through the use of the direct method approach. From day one onward, the target language is used almost exclusively in the classroom. Each day's work is the outgrowth of the previous day's work. All four language skills (reading, writing, listening, and speaking) are emphasized equally and developed simultaneously.

*Foreign
Language*

The **Spanish Program** is designed to present and cultivate the necessary elements of the language to provide students with a solid background in the language. All four language skills (reading, writing, listening, and speaking) are emphasized equally and developed simultaneously. From day one, the target language is used almost exclusively in the classroom, and a variety of techniques are employed to facilitate the learning process of each student.

With continuous guidance and support, the students are able to develop the necessary language skills for future foreign language study in French or Spanish.

The **Mathematics Program** is streamed in accordance with the results of a Math Placement Test, standardized math test scores (ERBs), recommendations of students' previous math teachers, and/or records presented to us from previous schools.

Mathematics

Math 6 is the introductory middle school math course. Students are instructed in a broad range of topics in order to establish a solid foundation upon which future mathematical knowledge will build. Instruction is delivered using a variety of methods guided by current research and best practice in early adolescent education. Some content is presented with the goal of introducing the students to a particular concept or skill while other material is to be mastered. Skills to be mastered include: adding, subtracting, multiplying, and dividing whole numbers, fractions, mixed numbers, and decimals; identifying least common multiples and greatest common factors; estimating products and quotients; evaluating expressions containing variables and exponents; calculating perimeter, area, and volume; measuring length, mass, and volume in both U.S. customary units as well as metric units; creating and interpreting graphs, classifying angles and polygons; and writing and solving equations. Learning is assessed through daily homework, class activities, quizzes, and tests.

Math 7 is an intermediate middle school math course building logically and progressively from the sixth-grade course material. Students are instructed in a broad range of topics in order to establish a solid foundation upon which future mathematical knowledge will build. Instruction is delivered using a variety of methods guided by current research and best practice in early adolescent education. Mathematical concepts from the sixth-grade course will be reinforced and studied in greater depth. What differentiates this course from the sixth-grade class, is the incorporation of more abstract concepts. For example, students will study square roots, irrational numbers, slope, and inequalities. There will be an increased emphasis on solving word problems and using deductive reasoning. Having practiced multiple problem-solving strategies, students will be expected to become proficient in choosing the most expeditious method. Learning is assessed through daily homework, class activities, quizzes, and tests.

Pre-Algebra is a broad-based course that touches upon various aspects of mathematics and emphasizes day-to-day applications. The primary focus is on developing and refining computational skills while reviewing arithmetic, as well as on extending algebraic and geometric concepts and applications. The development of logical and analytical thought is stressed throughout the course, as are applications to real life mathematics problems.

Algebra I is an upper school course that is offered to students who have demonstrated good knowledge of the material covered in the seventh and eighth grade mathematics courses, as well as by previous high mathematics performance. The course is identical to the Algebra I course offered in the Upper School. The course is designed to prepare students for the upper school courses in Geometry and Algebra II.

Geometry is an upper school course. It is offered to those students who have continued to excel in mathematics and have done well the previous year in Algebra I. 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. Topics of study include parallel lines and planes, congruent triangles, quadrilaterals, inequalities, similar polygons, transformations, circles, right triangles and trigonometry, planar and space measurements, and coordinate geometry.

Science

In all **science** courses, a major emphasis is on the introduction and application of the scientific method of investigation in laboratory work. The two reasons for this are to provide a sound basis for further study of science at the upper school level, and to provide students with a rational, ordered way of thinking that is vitally needed in our increasingly complex and technologically-oriented world.

The **sixth grade** course surveys topics covering each of the traditional disciplines—physical, life, and earth—in a truly integrated fashion. This course provides a good foundation in terms of familiarity with the historical development, concepts and processes, methodology and terminology of these sciences. Science Process Skills, The Changing Surface of Earth, The Water Planet, Marine Biology, Energy Sources, Heat Transfer, and The Nature of Matter.

The **seventh grade** course surveys topics from each of the traditional science disciplines —physical, life, and earth—to show their interrelatedness. Units of study include: Atomic Structure, Chemical Bonds and Reactions, Chemistry of Food and Respiration, Cell Division and Genetics, History of the Earth and Life Forms, and Evolution.

The **eighth grade** course surveys topics from each of the traditional disciplines—physical, life, and earth—to show their interrelatedness. Units of study include: Forces in Action and Energy at Work, including the Human Body, Density and Buoyancy, Electricity and Magnetism, and Electromagnetic, Light and Sound Waves.

The overall focus of the two courses, described in more detail below, is on the importance of proper decision making in all areas of health. Materials for the courses include the Glencoe text, videos, newspaper and magazine articles, and visiting lecturers.

Health

All **eighth graders** take the one-semester health course, which meets twice a week. The course aims to help the student appreciate the value of physical, mental, and social health, and to acquire the knowledge needed to achieve and maintain a state of well-being.

This required one-semester course for **seventh graders**, meets twice a week and is designed to give students a general awareness of what constitutes good health, an awareness of positive health habits, and knowledge of the causes and prevention of various health-related problems. The course helps students to improve their lifestyles through positive health education, and to ask questions and to discuss socially accepted and unacceptable habits which affect health.

As part of our ongoing health strand, the **sixth grade** receive a four session visit from a local non-profit agency. This group is dedicated to educating children about substance abuse, including tobacco and alcohol. Health topics are also a natural part of the 6th grade science curriculum.

Specialized and Elective Course Offerings

For these courses, all students need to demonstrate computer competency, take physical education for the entire year, plus at least one course each from the Art, Music, and Drama areas. Sixth graders must complete a Skills course. All other courses in this section's offerings are student electives.

Physical Education

The **Physical Education** course aims to introduce and develop the basic skills, tactics and rules of a variety of different sports in a safe environment. Sportsmanship and enjoyment are primary objectives in all classes at every level. Physical Education is designed specifically to cater to all levels of ability and experience of P.E. and sports, not solely for those with an athletic background. The less experienced have realistic targets set, while the more able are presented with more difficult and complicated tasks. All students should be able to both develop their skills and the confidence to use these in game situations and sporting opportunities. All classes represent mixed abilities and are co-educational. Physical Education is not viewed as a recreational period and three years of full participation are required. The course is divided into four units of work per year, each lasting for approximately six weeks. All middle school students take health-based fitness courses and have their general fitness measured.

The **sixth grade** art course meets two times a week throughout the year. This enables the young artist to explore ideas in depth, and to develop a personal creative response. Drawing, painting, printmaking, and 3-D work result from projects which combine a solid academic approach with more free-ranging, subjective themes. The course aims to break down the mystique of art, and to identify ways and means of achieving convincing, original pieces of work which not only communicate ideas, but which are a pleasure to create.

Seventh and eighth grade art courses meet two times a week for one semester. This course is structured to give students a basic understanding of the use and limitations of two and three dimensional materials; to help them to observe accurately and transpose their ideas constructively; to stimulate constructive criticism through discussion and learning experience; to encourage students to participate in all aspects of creativity to the best of their abilities; and to develop a lively interest in the history and appreciation of Art.

Eighth Grade Photography meets twice a week for one semester. Students develop an understanding of Photography through critiques, a history of the medium, and the manual operation of their own camera. A 35-mm single lens reflex camera with manual controls is required. Students pay a lab fee for use of the film, paper, chemicals, and other relevant materials. They will learn black and white film processing and basic print developing and will complete the course with a graded portfolio of prints.

The general **Music** classes meet twice weekly throughout the semester, and focus on exposure to and appreciation for various musical forms. Classes are open to all students in grades 6, 7, and 8, and are designed as an alternative to the performing groups.

Middle School Choirs meet two times weekly throughout the year, and are offered as courses within the elective program. Middle School Choir is open to all middle school students regardless of previous experience or ability. This group performs at various points in the year.

Middle School Bands meet twice weekly throughout the year, and are offered as courses within the elective program. Band is open to all middle school students who have instrumental experience, at the discretion of the instructor. Beginners who wish to join the band will be encouraged to take private instrumental lessons until they have achieved a standard of playing suitable for the ensemble.

Individual music lessons are offered to all grades as an extra curricular activity. Eighth grade students with serious interest may take lessons to fulfill their music requirement. Individual instruction is offered on piano, strings, guitar, flute, brass saxophone, oboe, clarinet, percussion, and voice on a weekly basis.

Drama enables students to develop a greater understanding of themselves, their world and their feelings. The Middle School Drama Program seeks to enhance individual and group expression through active participation by students in scenes, skits, and larger theatrical productions.

Sixth grade students are required to take drama twice a week throughout the year. **Seventh and eighth grade** students are able to attend drama classes twice a week (schedule permitting) on a semester basis. Great emphasis is placed on the need to work in close cooperation with others and the work will include theatre games and exercises, improvisation, mime and movement, role-play, story telling, skits, and the study of some scripted pieces. Occasionally, there will be opportunities to present class work to a wider audience.

Middle School Play: A three-act play or musical is produced in the first semester. Open auditions are held early in the school year and students who sign up to be part of the cast or crew make an intensive time commitment.

Spring Production: A Middle School Production usually takes place in second semester. This production is at the discretion of the Middle School Drama teacher(s) and may be in the form of a Cabaret/Talent Show or may take a different form.

TASIS places a high value on 21st Century Learning. Student computers in the Middle School number over 80. This provides a 1:2 ratio to student population. Technology is integrated into the academic day in a variety of ways. Joint computer labs for the Lower and Middle Schools comprise 40 Intel iMacs. 20 laptop MacBooks are available to teachers for classroom use. Further computers are found in science and journalism classrooms as well as in the library. All teachers use projectors from their own computers and several classrooms have electronic whiteboards or visualizers. In addition, students have access to recording equipment, including a dozen digital camcorders and several still cameras.

We see the computer as an essential pedagogical tool, and technology skills are learned in a contextual approach. Through academic classes, teachers integrate the use of word processing, presentation software, graphic design programs, film editing software, audio software, and spreadsheets. Students use a web-based Virtual Learning Environment to access and deliver lessons and homework. Re-occurring curriculum for all grades includes effective Internet research methods, technology troubleshooting, network/cross-platform sharing and personal file management. The curriculum continually evolves to address the advances in technology, and the faculty regularly reviews effective ways of integrating technology into core curriculum.

Latin Honors

In the Middle School, a **Latin Honors** course is offered to 8th grade students who display high motivation and strong academic talents. The Latin course introduces students to fundamental Latin grammar and vocabulary, delineating etymology and derivatives which strengthen SAT vocabulary as well as offering a foundation in classical mythology, art, history, and culture. Through a lively and varied approach, the overall aim of the course is to demonstrate that Latin is still very much alive! This elective lasts the entire year, meets four times a week, and covers all the requirements for the introductory level of the National Latin Exam, which is administered to the students in March. Both written and creative assignments will be given, as well as regular memorization and review—only genuinely self-motivated students should apply. (NB: This class meets during four periods a week and precludes the taking of two elective courses each semester.)

Journalism

The Middle School **Journalism** elective has four overlapping purposes: (a) to teach the students basic journalistic skills, such as how to conduct an effective interview (b) to develop their ability to focus their thoughts and present them in a clear and concise manner (c) to develop desktop publishing skills (d) to publish newspapers throughout the year which serve to accurately and creatively capture, in written form, life in the TASIS England Middle School.

TASIS TV: Multi-Media and Broadcast Journalism: Broadcast Journalism is an elective course offered to TASIS seventh and eighth grade students to enrich their writing and participation in news media preparation, and to provide a community service for the school. Students research for news stories, interviews, and editorials and write scripts as a result of these tasks. Students then learn and use modern computer technology to produce their scripts to be aired on TASIS TV. Meeting deadlines will be a critical factor. TASIS TV made its debut in Spring 2005 and is now a well-established and a popular highlight of middle school life.

Yearbook: This class is open to all seventh and eighth grade students interested in photography, layout design, desktop publishing, and journalistic writing. While the ultimate goal of the course is to produce the middle 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.

Skills

The **Sixth Grade Skills** course is designed to meet the needs of sixth grade students in transition at a time when more complex research, organizational and language skills are required for academic success. Classes, which meet twice a week throughout the year, are structured to provide support as well as a forum to teach the skills associated with time management, library research, computer skills, notetaking, outlining, test taking, and elements of essay writing. Reinforcement and assessment of skills are carried out through material from core classes, particularly English class. All sixth grade students are assigned to this year long course.

A similar course is offered to **seventh** and **eighth grade** students for one semester. Students may elect, or be selected for, Approaches to Learning in the first semester for eighth grade students and the second semester for seventh grade students.

Library

The **Middle School Library** is a teaching library designed to help students with both academic research and pleasure reading. The fiction and non-fiction books, magazines, DVDs, CD-ROMs, subscription databases, and selected websites are chosen to support the school curriculum and to stimulate a wider interest in literacy in all its forms. Our information literacy curriculum focuses on accessing current, authoritative and appropriate resources using author, title and keyword access. Students are required to use both print and electronic sources. A daily newspaper is also available. The exceptional collection of British history books and travel materials developed for Geography and History courses will be of particular interest to families.

The Reading Incentive program encourages students to read a variety of fiction and non-fiction. Students are required by their English teachers to read a number of "pleasure reading" books each year and to report on them for class. The library supports this program through book talks, reading lists and individual consultation with students. Extra credit may be awarded by teachers for their supplementary reading. Reading lists generated periodically by the Librarian and book fairs help direct students and families to additional resources.

UPPER SCHOOL

GRADES 9 – 12

GRADUATION REQUIREMENTS

The graduation requirement from TASIS England reflects the school's commitment to a balanced, college-preparatory education. Appropriate guidance will be given through the academic advising system to assist students in selecting appropriate course offerings. We expect students to gradually take more responsibility for decisions about their academic program and post secondary plans as they move through the years.

Students must register for the equivalent of a minimum of six credits per year. Any exceptions to this policy will be made by the Academic Dean and the Head of Upper School.

Department requirements

English	4 credits
History	3 credits
.....	9th Grade: Ancient World
.....	10th Grade: Western Civilization or U.S. History for potential IB diploma candidates
.....	11/12th Grade: U.S. History or IB History for IB diploma candidates
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 courses in Grades 9 and 10
Health.....	1 credit
.....	Required courses in Grades 9 and 10
Computer Science5 credit
.....	Required course in Information Computers Technology II (ICT) (Word Processing) or AP Computer Science

General Requirements

College - Preparatory Diploma

Sports/Activities..... Students in Grades 9 through 12 are required to participate in the afternoon Sports/Activities Program a minimum of twice per week.

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 TASIS.

*International
Section Diploma*

ELS graduation 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 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).

ADVANCED PLACEMENT

*Advanced
Placement*

The Advanced Placement (AP) Program offers qualified students the opportunity to take college-level courses in a high school setting. More than 90 percent of U.S. colleges and universities give credit and advanced placement to AP students who receive a grade of 3 or above. Many U.S. colleges and universities offer sophomore standing to students who have a sufficient number of qualifying grades. U.K. universities view AP exam results as similar to British A-level results; consequently, students who succeed on three or more AP exams are well-prepared for entry into U.K. universities.

Subject to sufficient interest, TASIS England offers courses preparing students for AP exams in the following subjects: Art History, Biology, Calculus AB, Calculus BC, Chemistry, Computer Science, Economics, English Literature & Composition, English Language & Composition, European History, French Language, Government, Physics, Music Theory, Spanish Language, Spanish Literature, Statistics, U.S. History, and World History.

Advanced Placement (AP) program exam results 2009: Percentage greater to or equal to a score of 3

Art History	88%	European History	94%
Biology	86%	French Language	75%
Calculus AB	90%	Government & Politics-Comp	81%
Calculus BC	100%	Government & Politics-US	63%
Chemistry	56%	Music Theory	100%
Computer Science A	100%	Physics B	67%
Economics: Macro	96%	Spanish Language	91%
Micro	89%	Spanish Literature	100%
English Language & Comp.	100%	Statistics	100%
English Literature & Comp.	96%	U.S. History	75%
Environmental Science	64%		

INTERNATIONAL BACCALAUREATE PROGRAM

The IB Diploma Program is recognized by universities and governments throughout the world. It has been in existence for over thirty-five years and the IB programs are now offered in more than 2,425 schools in 131 countries to approximately 665,000 students (July 2008 figures). The International Baccalaureate (IB) Diploma is a two-year program of study, and is widely accepted among the world's university systems. IB Diploma candidates must take a total of 6 IB courses, one from each of the groups listed in the diagram below. Of these, at least 3 but no more than 4 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.

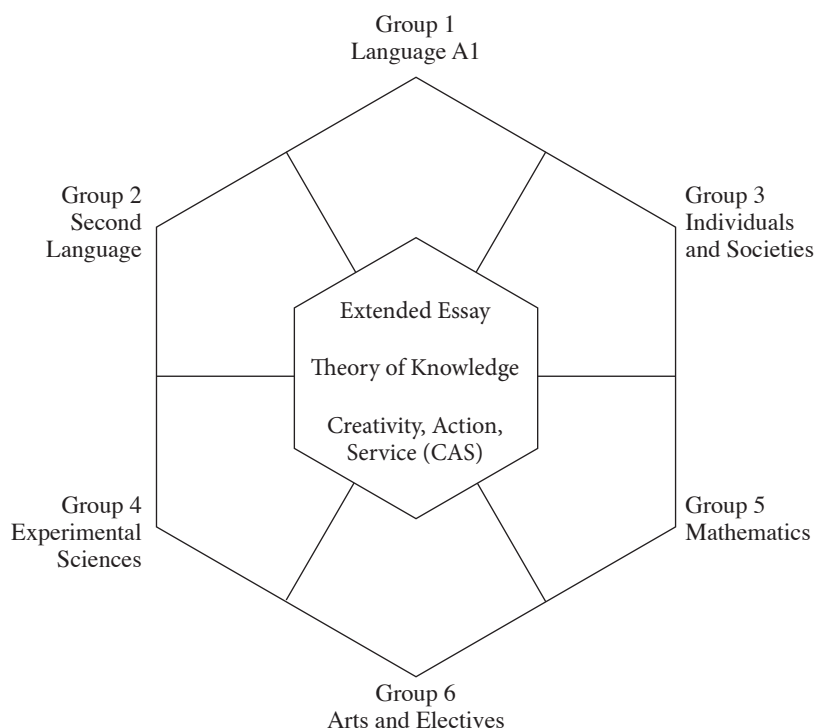
*International
Baccalaureate
Diploma*

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 (with assessed presentation and 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)
- does not achieve the minimum 24 points required



INTERNATIONAL BACCALAUREATE RESULTS 2009

Overall		Exam Achievement	
Average Points	33	Grades of 6 and 7	52
Diplomas Earned	15	Grades of 5 or Higher	82
No. of candidates	16	Grades of 4 or Higher	96

IB International Benchmark 2009		TASIS England	
Average Points	29.52	Average Points	33
Pass Rate	78.6%	Pass Rate	94%

IB COURSES AT TASIS ENGLAND

Group 1: Language A1

English A1 (HL/SL)
German A1 (HL/SL)
Spanish A1 (HL/SL)

Group 2: Second Language

English A2 (HL/SL)
French B (HL/SL)
Spanish B (HL/SL)
French ab initio (SL)
Spanish ab initio (SL)

Group 3: Individuals and Societies

Economics (HL/SL)
History (HL/SL)
IT in a Global Society (HL/SL)
Psychology (HL/SL)

Group 4: Experimental Sciences

Biology (HL/SL)
Chemistry (HL/SL)
Physics (HL/SL)

Group 5: Mathematics

Math Studies (SL)
Mathematics (SL/HL)

Group 6: The Arts

Theatre Arts (HL/SL)
Visual Arts (HL/SL)
(or a further subject in groups 1-4)

Theory of Knowledge (required of all Diploma candidates)

HL = Higher Level
SL = Standard Level

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 OFFERINGS

The Academic Program is 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.

The English and Language A1 department believes that the teaching of language and literature are 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 literacy 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 powers of their imaginations. *Department requirement: 4 credits*

English

English 9-12

Advanced Placement English Language and Composition

Advanced Placement English Literature and Composition

International English 9-12

IB English A1 HL & SL

Journalism

IB German A1

IB Spanish A1

IB Self taught A1

The 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 should be offered further courses in history and in social studies disciplines. *Department requirement: 3 credits (required courses in grades 9 and 10, including US History in grades 11 or 12)*

History

Ancient and Medieval History

Western Civilization

World History International

United States History

Advanced Placement United States History

United States History International

International Issues

One World

Advanced Placement Government

Advanced Placement Economics

Advanced Placement European History

IB History HL & SL

IB Economics HL & SL

Intro Psychology

IB Psychology

You and the Law

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:* 2 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, Spanish and German I – IV
Advanced Placement French Language
Advanced Placement Spanish Language
IB German ab initio SL
IB German B HL & SL

Latin
IB French B HL & SL
IB Spanish B HL & SL
IB French ab initio SL
IB Spanish ab initio SL

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
ESL Advanced
ESL Proficiency

Advanced Composition and Grammar
IB English A2 HL & SL

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. Algebra II is a required course.

Algebra I & II
Geometry
Pre-Calculus
Advanced Placement Statistics
Advanced Placement Mathematics, Calculus AB

Advanced Placement Mathematics, Calculus BC
IB Mathematical Studies SL
IB Mathematics SL
IB Mathematics HL

Information Technology

The Information Technology 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.

Advanced Placement Computer Science
Computer Graphic Design I & II
Web Design

Internet Programming
ICT Computer Skills I & II

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 courses, including a biological and a physical science.

Introduction to Biology and Environmental Science	Advanced Placement Chemistry
Introduction to Chemistry and Physics	Advanced Placement Physics
International Section Biology	IB Chemistry HL & SL
Environmental Science	IB Biology HL & SL
Advanced Placement Environmental Science	IB Physics HL & SL
Advanced Placement Biology	

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 TASIS 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:* 1 credit.

The Arts

Introduction to Art	Advanced Acting
Drawing and Painting I-II	Choir
Ceramics	Chamber Ensemble
Sculpture	Jazz Ensemble
Printmaking	Introduction to Music Theory
Photography I –II	AP Music Theory
Introduction to Acting	AP Art History
Theatre Arts	IB Theatre Arts HL & SL
Ensemble Acting	IB Visual Arts HL & SL
Music Technology	

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. *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 Knowledge requirement (in grades 11 and 12)

Humanities

Culture and Values
Man and His Measure
IB Theory of Knowledge

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. Required courses for grades 9 and 10

Physical Education

Physical Education
Health and Wellness

THE ENGLISH-AS-A-SECOND-LANGUAGE PROGRAM

The governing concept of the ESL (English-as-a-Second Language) program at TASIS is that a student acquiring an additional language will advance in the target language through supported study of academic content subjects (math, science, history, and literature) as well as focused study of the target language (English). Throughout all divisions of the school, our aim is to foster the rapid acquisition of English, while at the same time ensuring that academic content is provided.

Lower School

In the Lower School, all international children, regardless of English language proficiency levels, are immersed from the beginning in mainstream classes with native English speakers. Additionally, international students may be withdrawn for short periods from their mainstream class and given either one-to-one or small-group tutorials in the English language. The frequency of this additional support will depend upon the level of proficiency and the needs of the student. An ESL specialist will also attend mainstream classes in which ESL students are enrolled in order to monitor the progress of the students, advise the classroom teacher on how to fully include the ESL student in classroom activities, and to help the ESL student adapt to the work and activities of the class. The overall progress of each ESL student in the Lower School will be carefully monitored, and the program of tutorials and assistance will be individually tailored to meet this student's needs. (Please note: Parents of Lower School ESL students are strongly advised of the importance of continuing their children's mother-tongue development throughout the years of elementary school education.) There may be a supplementary charge for additional ESL tutoring. (Note: Specialist ESL tutoring in the Lower School will only be provided from grade one, onward.)

Middle School

The ESL Program in the Middle School at TASIS, like the Lower School Program, is based on the belief that ESL students in this age group need to be immersed as fully as possible in mainstream classes, while, at the same time, receiving individualized help with their English language needs. ESL students in the Middle School will be integrated in most mainstream content courses but may be withdrawn from some classes on a regular basis to receive English language tutoring at their appropriate level. The number and frequency of these individualized periods of tutoring will depend on their level of English proficiency. At the beginning of the year, new non-native speakers of English will be tested, and an individualized program of instruction will be designed to meet their needs. As the year progresses, their success both in mainstream classes and in English language classes will be closely monitored and their program will be adjusted as appropriate. There may be a supplementary charge for additional ESL tutoring.

Upper School ESL and International Section programs

The objective of the Upper School ESL (English as a Second Language) and International Section Programs at TASIS England is to provide limited-English-proficient students with genuine academic content, while at the same time developing their academic language proficiency for eventual integration into the mainstream curriculum. Because of the challenging and complex nature of mainstream academic classes at TASIS, international students are provided with 'International Section' classes which closely mirror the content of the mainstream classes. As international students improve their English skills, they move out of International Section classes into mainstream classes. At the core of the program is the belief that ESL students need to study authentic academic content at the same time as they are developing the level of English language proficiency necessary to participate in mainstream college-preparatory classes and to compete with native English speakers. For this reason, a program has been designed which attempts to meet both linguistic and academic primary needs.

In the Upper School, ESL students are provided with 'international sections' of history, science, and literature. The curriculum of these courses are closely linked with those of the mainstream courses, and the aim is to cover the same general content and skills while making every effort to meet the special needs of international students. A closer focus on vocabulary, a stronger emphasis on reading skills and strategies, more time spent on composition, and an emphasis on study skills are some of the ways in which international section classes may differ from mainstream classes. In addition, all ESL students take at least one ESL class whose main focus is on linguistic skills needed for successful academic work.

The International Program is designed so that ESL students at lower proficiency levels have less exposure to mainstream classes than those at higher proficiency levels. As a student increases his or her fluency, the number of ESL and/or international section classes he or she is enrolled in decreases. Students who make exceptional progress will be more quickly mainstreamed.

Although the ultimate aim of the Upper School International Program at TASIS is successful mainstreaming of all non-native speakers of English, it is felt that a comprehensive bridging program of between one and four years' duration (depending on the proficiency level of the student) is necessary to provide ESL students with the cognitive academic language proficiency necessary to compete in challenging college-preparatory mainstream classes. Since the upper school program is designed to replace and not supplement regular tutorials, the cost of the program is included in the regular tuition charges.

SPECIAL NEEDS POLICY AND LEARNING RESOURCE PROGRAMS

The goal of the TESIS Learning Resource Program is to provide the academic and emotional support students require to reach their potential. TESIS recognizes the importance of including students, parents and guardians, classroom teachers, special services staff, and administrators in a collaborative process for the delivery of special services to students with learning difficulties.

TESIS The American School in England has limited facilities for students with special needs but will do all that is reasonable to comply with its legal and moral responsibilities under English law (*Special Educational Needs and Disability Act 2001*) in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

TESIS does not offer a full continuum of special education programs. Admission is contingent upon a match between the student's and the family's needs, and the level of the service available. For that reason, the admission of any special needs student is determined on a case-by-case basis using multiple sources of information such as school records, evaluations, and interviews with students, parents, and teachers.

It is very important that the parents of students who have received special services or who believe they may need support, contact the admissions office as soon as possible. Specific information relating to a child in need of special services will be considered by the administrators and special services personnel who make determinations about admissions.

Admission into Lower, Middle, and Upper School Learning Resource Programs is based on recommendations made by the Learning Resource Team, which is made up of divisional administrators and the Learning Resource faculty. All students considered for the Learning Resource Program must have **educational diagnostic assessments** that are current within three years, unless otherwise agreed at the Lower and Middle School levels. The Learning Resource faculty are able to assist and help coordinate this effort by providing referrals to various educational psychologists and diagnosticians in the London area.

Students will be provided small group or individual academic support sessions set up within the school day. In some cases, the Foreign Language requirement will be deferred to a later academic year in order to give a student the support he or she requires. Students participating in the Learning Resource Program take all mainstream classes, although some students may have a reduced course load in order to schedule learning resource sessions. The support program emphasized self-management, organization and the student's understanding of his or her learning styles. A supplemental tuition fee is charged according to the number of sessions required. All students scheduled for learning resource sessions may also supplement their instructional time by using the Learning Resource study area and its resources whenever they have the available time.

COUNSELING SERVICES

The primary goal of counseling is to provide the student with support in personal and social development as well as in the attainment of academic goals. The school counselors are available to consult with classroom teachers and to provide direct services to students. The counselors will be available to liaise with teachers on curriculum goals involving personal, academic, and social development. The counseling program consists of four components: individual, group, classroom consultation, and classroom guidance.

EXTRA-CURRICULAR AND SPORTS/ACTIVITIES

Lower School

Fourth and fifth grade students have the opportunity to join an after-school club. These clubs meet once per week either Tuesday or Thursday afternoons. The clubs last for approximately ten weeks on a trimester basis. More detailed information on these clubs is provided in the orientation packet. Third grade students will be invited to attend these clubs in the third trimester.

Saturday Morning Sports: Students in grades Pre-K-8 are offered a seasonal Saturday morning sports program. The program is set up by the Director of Sports/Activities and organized by parent volunteers. The seasonal sports offered are: autumn - soccer, winter - basketball, and spring - tennis. Parents are asked to help coach and assist with these programs. We have always had a large number of dedicated parents who have given their time to make this program a success.

Scouting Program: TASIS supports an American Scouting Program which includes Cub Scouts, Webelos, Junior Girl Scouts, and Brownies. Cubs, Brownies, and Girl Scouts meet at TASIS on Wednesday afternoons from 3:15 p.m. - 5:00 p.m. Parents are the organizers and leaders of the scouting programs at TASIS. The Head of the Lower School liaises with the parent leaders. Organizational meetings are held in the fall and parent volunteers are essential in making the scouting programs a success each year. Members of the scouting program who normally ride the bus may take the 5:15 p.m. bus on Wednesdays.

Middle School

Although most students in grades 6 through 8 participate in the afternoon sports and activities program, it is possible, with parental approval, for a middle school student to opt not to participate during a given activities term. Sports and activities usually meet a minimum of two afternoons per week. Various competitive team sports, individual sports, and activities are offered to students at the start of each of three terms. Every attempt is made to give students their top choices.

Sports and activities have included: Soccer, Basketball, Baseball, Softball, Computer Club, Volleyball, Tennis, Cross-Country, Rugby, Running Club, Horseback Riding, Yearbook, Lacrosse, Cheerleading, Jazz Club, Drama Production, and Swimming.

Upper School

Upper school students are required to participate in a sport or activity for a minimum of two afternoons per week. Participation in varsity and junior varsity athletics, Model United Nations, drama productions, and the yearbook may involve a greater time commitment of three or four days per week. Sports and activities are scheduled to meet at the end of the academic day, although students who elect to play on a team or who are involved in the activities already mentioned may also have evening and weekend commitments. The Sports/Activities Program is separate from the Physical Education curriculum, which is required for students in grades 9 and 10 and is scheduled during the academic day.

The Sports/Activities Program is organized on a trimester basis, following the three seasons of interscholastic sports (fall, winter, spring). The trimester commences with team try-outs. Students who have not been selected for a team follow a sign-up procedure indicating their preferred recreational sport or activity for that trimester. In some instances the more popular recreational sports may be oversubscribed, and participation in the group is then decided by seniority. Most students are able to participate in their first choice of sport or activity.

Seniors have a two-term requirement in the Sports/Activities Program and may elect to take a third term off. Students in grades 9-11 have a three-term requirement. Attendance at sport/activity commitments is required. If a student is unable to participate in a sport or activity, a note from either parents or the school nurse must be presented to the sport/activity teacher, who will then excuse the student from the session on that day. A student who is absent from school will automatically be excused. An unexcused absence from the Registrar's Office for missing a sport/activity commitment may only be cleared through the Director of Sports/Activities. Failure to attend a sport/activity without an excuse will result in a detention.

There are three main components in the Sport/Activities Program: interscholastic sports, recreational sports, and activities. Students are encouraged to participate in the sport or activity of their choice. Although the program is required, there are typically 20-25 options from which to select in each of the three trimesters, and students should have little difficulty in finding an enjoyable assignment. Please see page 27 for a list of the sports and activities generally offered.

FALL

TEAM SPORTS

Varsity Girls' Soccer
Varsity Boys' Soccer
Varsity Girls' Volleyball
Varsity Boys' Volleyball
Varsity Girls' Cross-Country
Varsity Boys' Cross-Country
JV Girls' Soccer
JV Boys' Soccer
JV Girls' Volleyball
JV Boys' Volleyball
JV Girls' Cross-Country
JV Boys' Cross-Country

RECREATIONAL SPORTS

Squash
Tennis
Conditioning
Riding
Golf
Basketball Club
Swimming
Dance

ACTIVITIES

Yearbook
Art Club
Math Club

WINTER

TEAM SPORTS

Varsity Girls' Basketball
Varsity Boys' Basketball
Varsity Rugby
Varsity Cheerleading
JV Girls' Basketball
JV Boys' Basketball
JV Rugby

RECREATIONAL SPORTS

Squash
Swimming
Conditioning
Riding
Dance
Badminton

ACTIVITIES

Yearbook
Model United Nations
Theatre
Art Club
Debate Club

SPRING

TEAM SPORTS

Varsity Softball
Varsity Baseball
Varsity Girls' Tennis
Varsity Boys' Tennis
Varsity Golf
Varsity Dance Team
JV Softball
JV Baseball
JV Girls' Tennis
JV Boys' Tennis
JV Girls' Lacrosse
JV Boys' Lacrosse

RECREATIONAL SPORTS

Soccer
Swimming
Conditioning
Riding
Golf
Badminton
Running Club
Volleyball

ACTIVITIES

Art Club
Theatre

TRAVEL AND EXCURSIONS

Lower School The Lower School uses the many resources of the London area and other locations in Great Britain to enhance the students' academic work. Typical field trip destinations include:

Pre-Kindergarten: Bockett's Farm; Kew Gardens

Kindergarten: Garson's Farm

1st Grade: British Museum, Savill Garden

2nd Grade: Reading Museum, Polka Theatre

3rd Grade: Natural Science Museum

4th Grade: Hastings Study Trip

5th Grade: Globe Theatre, National Gallery, Golden Hinde, Environmental Study Trip to Devon

Many other lower school special events and activities take place throughout the year, such as visiting authors, storytellers in residence, Readathon, Jump Rope for the Heart, and the TASIS Young Authors and Illustrators Festival.

Middle School At the beginning of the school year, all middle school students take part in team-building activities, which help them to get to know their classmates and teachers in an informal and fun setting. Throughout the year, all middle school students participate in curriculum-related class trips, including plays, major museums, and historic sites in England. During the October travel week, the choice of traveling to an exciting European destination or enjoying an action-packed week at an adventure camp is available to middle school students, and a ski trip is offered during the February break. Exchanges to France and Spain are also organized each year, and are especially popular among students studying a foreign language.

Upper School Upper school students travel to a variety of London's theatres, museums, and art galleries in class-related trips. In addition, they participate in the Weekend Activities Program by going on day trips, attending shows or concerts, visiting museums or exhibitions, or activity days. Typical options offered are theatre performances in London and local theatres; sports like ice skating, climbing and cable skiing; and famous sites like Bath, Oxford, and Stonehenge. Upper school students also participate in the October and February Travel Weeks and other enrichment trips chaperoned by TASIS faculty members. Below are the trips planned for the 2009-2010 school year:

October Travel Week

12th Grade

Classical Greece and Italy

10th & 11th Grade

Andalucia

Barcelona

Portugal

Romania - Service with the non-profit organisation Hope and Homes for Children in Romania

Sicily

9th Grade

Finland

February Travel Week

Service trips to Romania

College Tour

Additional Travel Opportunities

Spring: Duke of Edinburgh Expeditions

Exchanges for Middle School and Upper School

French Exchange

Spanish Exchange

COMMUNITY SERVICE PROGRAM

TASIS attaches high value to service to others. Showing concern for those less fortunate, preserving and protecting our environment, giving back to the community and those in need are all actions that help us grow as individuals and to appreciate the blessings bestowed on us.

Lower school students raise money throughout the year for several charities, typically including Unicef, Readathon, Romanian Children's Relief, and Marwell Preservation Trust.

The Middle School runs a House System which generates interest and enthusiasm among the students, both in and outside the classroom. Throughout the year, there are ample opportunities for each student to participate and to contribute to their House. The three main areas of involvement are Academics, Sports, and Community Service. Each fortnight, middle school teachers award house points to those individual students who have worked beyond the general standard set for the class either in effort or achievement. Students are rewarded with points for examples of helpful and courteous behavior, recycling efforts, and off-campus service to the community.

Each upper school student is required to complete a minimum of one Service Project covering the minimum number of service hours for their grade level each academic year. Many opportunities to serve others exist in both local and international communities. CSP projects pursued this year include service trips to Romania, mission trips, nursing homes, social/activities clubs for disabled children and adults, hospital visits, charity shop assistants, teachers' aides, lab assistants, technology assistants, environmental work, and the Thorpe Community Link Program. IB students are required to do their community service within the CAS element of their diploma program. Over the two years they demonstrate a sustained involvement in activities including Creativity, Action and Service to the community. Work to be counted towards CAS may be done during school breaks but cannot commence until the first day of classes of the Diploma Course.

Lower School

Middle School

Upper School

SPECIAL EVENTS

ART

Since 1993, the Fleming Gallery has hosted exhibitions by artists from all over the world. All of the artists have lectured and conducted workshops through the School's Visiting Artists Program. The Gallery also periodically presents studio art and photography of TASIS England students and faculty. Student galleries are on display throughout the school, and art is an ever-present part of daily life. There were a variety of visiting artists this past year, and even more will visit the school in the year ahead. Not only will they work with TASIS students but they will exhibit their artwork in the Fleming Gallery.

Music

TASIS England is proud to host many instrumental instructors who offer individual lessons in strings, woodwind, brass, and percussion. Student instrumentalists perform regularly at recitals in the music rooms, the Fleming Gallery, and on stage in the Fleming Theatre. Choral and instrumental ensembles from our Lower, Middle, and Upper Schools present concerts in the fall, winter, and spring. Other highlights include the middle and upper school musicals, which feature student musicians and our annual Blues Night—the rock and roll event of the year!

DRAMA

The Fleming Theatre hosts to all school productions, from the Lower School's Fourth and Fifth Grade Theatre Night presentations to the Middle and Upper School musical productions. Upper school students in the IB 2, Advanced Acting, IB 1 and Ensemble Theatre classes also perform a wide variety of dramatic pieces. The venue is frequently used by students to showcase their directorial, dramatic dance and musical talents, and we host professional theatre companies and performers throughout the year. The productions in which students performed during the 2008–2009 school year included, *Lend Me a Tenor*, *Music Man*, *True West*, and *Guys and Dolls*.

COLLEGES AND UNIVERSITIES ACCEPTING TASIS ENGLAND SENIORS IN 2008-2009

(figure in parentheses indicates more than one acceptance)

NORTHEAST

Albright College; Allegheny College; Arcadia University; Babson College; Bard College; Bates College; Bennington College; Boston College; Boston University; Bowdoin College; Brown University; Bryn Mawr College; Bucknell University; Buffalo State College of SUNY; Carnegie Mellon University; Clark University; Clarkson University; Colby College; Colgate University; Concordia College; Connecticut College; University of Connecticut; Curry College; Dartmouth College; University of Delaware; Dickinson College; Drexel University; Emerson College; Endicott College; Fairfield University; Fairleigh Dickinson University; Fordham University; Franklin and Marshall College; Gettysburg College; University of Hartford; Hartwick College; Hofstra University; College of the Holy Cross; Iona College; Ithaca College; LaSalle University; Lehigh University; University of Maine; Manhattan College; Manhattanville College; Marist College; Massachusetts Institute of Technology; University of Massachusetts, Amherst; Mount Aloysius College; Mount Holyoke College; Muhlenberg College; New York Institute of Technology; New York University; Northeastern University; Parsons School of Design, New School University; Pennsylvania State University, Abington; Pennsylvania State University, Schreyer Honors College; Pennsylvania State University, University Park; Pratt Institute; Princeton University; Quinnipiac University; Rensselaer Polytechnic Institute; Rhode Island School of Design; Rider University; University of Rochester; Rochester Institute of Technology; Rutgers, The State University of New Jersey at New Brunswick; Salve Regina University; School of the Museum of Fine Arts; School of Visual Arts; Seton Hall University; Simmons College; Skidmore College; Stevens Institute of Technology; St. John's University – Queens Campus; St. Lawrence University; Stonehill College; Suffolk University; Syracuse University; Syracuse University (School of Public Communications); Trinity College; Tufts University; Ursinus College; Villanova University; Wheaton College; Widener University; Worcester Polytechnic Institute

WEST

Arizona State University; Brigham Young University; University of California at Berkeley; University of California at Irvine; California Polytechnic State University, San Luis Obispo; University of California at San Diego; University of California at Santa Barbara; California Lutheran University; Chapman University; Claremont McKenna College; University of Colorado at Boulder; Colorado College; Colorado School of Mines; Colorado State University; Cornish College of the Arts; University of Denver; Harvey Mudd College; Lewis & Clark College; Loyola Marymount University; Mesa Community College; University of New Mexico; Northern Arizona University; Occidental College; University of Oregon; University of the Pacific; Pacific Lutheran University; Pepperdine University; Rice University; University of San Diego; University of San Francisco; Scripps College; University of Southern California; Southern Methodist University; Stanford University; St. Edward's University; Texas A&M University; The University of Texas, Austin; Texas Christian University; Texas Tech University; Trinity University; University of Washington; Whitman College; Whittier College; Whitworth University

MIDWEST

Ball State University; Cornell College; Creighton University; Denison University; DePaul University; DePauw University; Grinnell College; University of Illinois at Urbana-Champaign; Indiana University at Bloomington; University of Kansas; Loyola University Chicago; Macalester College; Marquette University; Miami University, Oxford; Michigan State University; University of Michigan; Northwestern University; University of Notre Dame; Ohio State University; Ohio Wesleyan University; Purdue University; Saint Louis University; School of the Art Institute of Chicago; Wabash College; Washington University in St. Louis; University of Wisconsin, La Crosse; University of Wisconsin, Madison; University of Wisconsin, Milwaukee; Wittenburg University; The College of Wooster

SOUTH

American University; Auburn University; Augusta State University; Davidson College; Duke University; East Carolina University; Eckerd College; Elon University; Emory University; Florida International University; George Mason University; Georgetown University; The George Washington University; Guilford College; Hendrix College; Hollins University; Johns Hopkins University; Liberty University; Louisiana State University; Loyola College in Maryland; Loyola University New Orleans; Lynn University; Maryland Institute College of Art; University of Miami; The University of North Carolina at Chapel Hill; University of North Carolina at Greensboro; University of North Carolina at Wilmington; North Carolina State University; University of North Florida; Old Dominion University; Oxford College of Emory University; Pensacola Junior College; University of Richmond; Ringling College of Art and Design; Rollins College; Savannah College of Art and Design; Sewanee: The University of the South; United States Naval Academy; University of South Carolina; Stetson University; St. Mary's College of Maryland; The University of Tampa; University of Tennessee, Knoxville; Tulane University; Vanderbilt University; University of Virginia; Wake Forest University; Washington College; Washington and Lee University; Xavier University

UK AND IRELAND

American InterContinental University, London; Bangor University; The Arts Institute at Bournemouth; University of Bath; University of Birmingham; University of Brighton; Brighton Institute of Modern Music; Brunel University; Cardiff University; Cheslea College of Art and Design; City University; DeMontfort University; University of Durham; University of Edinburgh; European Business School, London; University of Exeter; Goldsmiths College, University of London; University of Greenwich; Heriot-Watt University; Imperial College of Science, Technology and Medicine; Istituto Marangoni, London; University of Kent at Canterbury; King's

College London; Kingston University; Lancaster University; Leeds Metropolitan University; University of Liverpool; London Metropolitan University; London South Bank University; University College London; Loughborough University; Manchester Metropolitan University; University of Manchester; Middlesex University; University of Nottingham; Oxford Brookes University; University of Portsmouth; Queen Mary, University of London; University of Reading; Regent's American College London; Regents Business School London; The American International University in London (Richmond); Roehampton University; Royal Holloway, University of London; School of Oriental and African Studies; University of St. Andrews (Scotland); St. Mary's College; University of Southampton; Staffordshire University; University of Stirling; University of Strathclyde; University of Surrey; University of Sussex; Trinity College Dublin; University of the Arts London; University of Wales Institute, Cardiff; University of Warwick; University of York

OTHER

University of Alberta; American University of Paris; University of British Columbia; University of Calgary; Carleton University; The College for International Studies; Concordia University; Emily Carr University of Art + Design; Franklin College, Switzerland; Istituto Marangoni, Paris; McGill University; McMaster University; Parsons School of Design, Paris; Queen's University; Saint Louis University, Madrid; Universidad de Navarra; Universidad Pacifica Comillas de Madrid; University of Toronto; University of Waterloo

COLLEGE MATRICULATIONS FOR CLASSES 2006-2009

UNITED STATES

EAST

Allegheny College (1); Bates College (1); Bennington College (1); Boston College (2); Boston University (4); Bowdoin College (1); Brown University (1); Bryn Mawr College (2); Bucknell University (1); Carnegie Mellon University (1); Clark University (1); Colby College (1); Cornell University (2); Dartmouth College (1); Drew University (2); Emerson College (1); Gettysburg College (2); Iona College (1); La Salle University (1); Marist College (2); Marlboro College (1); Massachusetts Institute of Technology (1); Mount Aloysius College (1); New York Institute of Technology (1); New York University (2); Northeastern University (2); Pennsylvania State University, Abington (1); Pennsylvania State University, University Park (5); University of Pennsylvania (2); Pratt Institute (1); Princeton University (2); Rhode Island School of Design (1); Sarah Lawrence College (1); Seton Hall University (1); Skidmore College (1); Suffolk University (3); Syracuse University (3); Trinity College (1); Tufts University (1); Villanova University (1); Wellesley College (1); Wheaton College (1); Widener University (1)

MIDWEST

Denison University (1); Grinnell College (1); University of Illinois at Urbana-Champaign (4); University of Kansas (1); Miami University, Oxford (2); Michigan State University (2); Minneapolis College of Art and Design (1); Northwestern University (3); University of Notre Dame (3); Purdue University (7); School of the Art Institute of Chicago (2); Washington University in St. Louis (1); Wheaton College (1); University of Wisconsin, Madison (4); Wittenberg University (1); Xavier University (1)

SOUTH

American University (1); Augusta State University (1); University of Delaware (1); Duke University (2); Elon University (2); Florida Atlantic University (1); The George Washington University (12); Georgetown University (1); Liberty University (1); Loyola University New Orleans (1); Lynn University (4); Maryland Institute College of Art (1); University of Maryland, College Park (2); Middle Tennessee State University (1); Midlands Technical College (1); North Carolina State University (1); Oxford College of Emory University (2); University of Richmond (1); Rollins College (1); Savannah College of Art and Design (1); University of South Carolina (1); The University of Tampa (2); United States Naval Academy (1); Vanderbilt University (1); University of Virginia (1); Wake Forest University (3); Washington and Lee University (1); Washington College (1); College of William and Mary (2)

WEST

Arizona State University (1); The Art Institute of California – San Francisco (1); Brigham Young University (1); University of California at Santa Barbara (2); Chapman University (4); University of Colorado at Boulder (2); Colorado College (1); Colorado School of Mines (1); Colorado State University (1); Cornish College of the Arts (1); The Evergreen State College (1); Harvey Mudd College (1); Marymount College (1); Mesa Community College (1); University of Oregon (2); Pacific Lutheran University (1); Pepperdine University (2); Portland State University (1); University of Redlands (1); Rice University (3); San Francisco State University (1); Santa Monica College (1); University of Southern California (2); Southern Methodist University (1); St. Edward's University (3); Stanford University (2); Texas A&M University (1); The University of Texas, Austin (3); The University of Texas, San Antonio (1); University of Washington (1)

UNITED KINGDOM & IRELAND

American InterContinental University, London (1); Bangor University (2); University of Bath (1); Brunel University (1); University of Cambridge (1); Central Saint Martins College of Art & Design (2); Chelsea College of Art and Design (1); City University (1); De Montfort University (1); University of Durham (2); University of Edinburgh (3); European Business School, London (8); University of Exeter (4); University of Gloucestershire (1); Goldsmiths College, University of London (1); Heriot-Watt University (1); Imperial College of Science, Technology, and Medicine (4); University of Kent at Canterbury (1); King's College London (3); Kingston University (1); The Liverpool Institute for the Performing Arts (1); London School of Economics (1); University College London (4); Loughborough University (1); University of Manchester (4); University of Nottingham (1); Oxford Brookes University (1); Regent's American College London (1); Regent's College (1); Regents Business School London (1); The American International University in London (Richmond) (5); Roehampton University (1); Royal Holloway, University of London (5); School of Oriental and African Studies (5); University of Southampton (1); University of St. Andrews (Scotland) (3); University of Stirling (1); University of the Arts London (1); University of Warwick (4); University of the West of England, Bristol (1); University of Westminster (2); University of York (2)

OTHER COUNTRIES

American University of Paris (2); University of British Columbia (1); The College for International Studies (3); Concordia University (1); Eastern Mediterranean University (1); European Business University Munich (1); University of Frankfurt (1); Glion Institute of Higher Education (1); International Christian University (1); Istituto Marangoni, Paris (1); Universidad de los Andes (1); McGill University (2); McMaster University (1); Universidad de Navarra (1); Parsons School of Design, Paris (1); Queen's University (1); Saint Louis University, Madrid (1); Sophia University (1); Universität St. Gallen (1); Universidad Iberoamericana (1); Waseda University (1); University of Waterloo (1); Wilfred Laurier University (1); University of Windsor (1)

UK REFERENCES

The present TESIS family contacts listed below have indicated their willingness to be called upon as resources for new families considering TESIS for their own children in the future. New families living overseas or transferring to the UK from the USA are invited to contact the Admissions Office for the name of a reference family in their area.

Name	Residence	Grades	Company	E-mail
Dawn Keogh*	Ascot	9,11	Petresco	<i>tpahospitality@tasisengland.org</i>
Linda Lahay*	Ascot	9	Amerada Hess	<i>tpasecretary@tasisengland.org</i>
Antje Pardi**	Ascot	4,8	Arcaptia	<i>antje.kicinski@googlemail.com</i>
Beth Hodges**	Chobham	6	Baker Atlas	<i>Beth.Hodges@hotmail.com</i>
Kim Thompson**	Egham	K,3	FM Global	<i>ozjimnkim@gmail.com</i>
Karin Sartorius*	Englefield Green	10,11	Orange	<i>tpatreasurer@tasisengland.org</i>
Celina Allan**	South Ascot	12	Black&Decker	<i>allan.celina@gmail.com</i>
Sarah Nocka*	Sunningdale	7,11,12	Bank of America	<i>tpavolunteers@tasisengland.org</i>
Gail Bujold**	Sunningdale	11	Honeywell	<i>gailbujold@mac.com</i>
Maria Hayes*	Virginia Water	4,7,9	Man Group	<i>tpa@tasisengland.org</i>
Cheryl Ritchie*	Virginia Water	11,12	Canada Life	<i>tpaarts@tasisengland.org</i>
Lisa Kosieja*	Virginia Water	K,4,7	Shell	<i>tpasocial@tasisengland.org</i>
Margie Hanley*	Virginia Water	9	GE Healthcare	<i>tpasports@tasisengland.org</i>
Alison Arenth**	Virginia Water	PreK,K,3	Ariba	<i>arenth@bellsouth.net</i>
Renee Amend**	Walton on Thames	3,6,9	BP	<i>reneeamend@msn.com</i>
Judy Aguais**	West Byfleet	10,12	Portfolio Analytics	<i>aguais@aol.com</i>
MaryAlice DeBeer*	Weybridge	5	Chadbourne & Parke LLP	<i>tpacommunications@tasisengland.org</i>
Mary Jean Mahon**	Woking	8	Pershing Securities Ltd	<i>maryjeanm@btinternet.com</i>

* denotes members of the 09/10 TESIS Parent Association (TPA) Executive Board

**denotes members of the Parents' Information & Resource Committee Members (PIRC) 09/10

USA PARENT REFERENCES

The alumni families listed below have relocated back to the USA and are willing to speak about their experiences to prospective new families.

Name	Residence	Grade	Company	E-mail
Bob and Ann Clemens	OH	5,10	USAF	<i>clemens.family@netzero.net</i>
Mitchell and Mary Gray Free	NC	Class 2007, 9	IBM	<i>englandmnms@freehouse.org.uk</i>
David and Jo Gartenberg	OR	1,3,6	Microsoft	<i>jo_gartenberg@hotmail.com</i>
Daniel and Jill Harrington	CA	1,3,5,7,9	NCR	<i>djharrington@mac.com</i>
Larry and Ann Jones	NC	4, 9	Glaxo Smith Kline	<i>larry@jonesdesign.com</i>
Dennis and Jane Leeds	IN	2,5,7,9	Eli Lilly	<i>ukleedsfam@aol.com</i>
Bassel and Wafaa Mamilli	IN	4,7	Eli Lilly	<i>mamwaf@hotmail.com</i>
Harold and Marilyn McDougall	NY	10	Harris Corp	<i>angusalfie@msn.com</i>
Terry Corrigan and Lisa Minnella	IN	Class 2007, 10	FCB	<i>minkhollow77@hotmail.com</i>
Jim and Sharon Morris	MA	2, 8	Motorola	<i>jsbsmorris@ntlworld.com</i>
Doug and Mary Olson	FL	12	Albion Capital	<i>marywolson@gmail.com</i>
Richard and Jean Pierce	CO	Class 2008	Rio Tinto Minerals	<i>pierceshiba@aol.com</i>
Mary and Ed Robinson	NH	Classes 2003/2005	Biotechnology	<i>mrobinuk@aol.com</i>
Steve and Linda Wagner	Toronto, Canada	Classes 2005/2008	Enroute Media	<i>linda.wagner53@rogers.com</i>
Lee and Karen Trum	GA	6,8	Gartner	<i>leon.trum@gartner.com</i>
Douglas and Susan Ward	NJ	3, 6	GE	<i>douglas.s.ward@ge.com</i>
Harry and Melissa Yergey	CT	6,8,10	Commerz Bank	<i>myergey@optimum.net</i>

INTERNATIONAL BOARDING REFERENCES

The TASIS alumni and present families listed below have indicated their willingness to be called upon as resources for new families considering TASIS for their own children in the future. New families living overseas in countries not listed are invited to contact the Admissions Office for the name of a reference family in their area.

Name	Residence	Grades	E-mail
Alex and Orana Beloousova	Russia	Class 2008	<i>east_west@optusnet.com.au</i>
Luis and Ellen Coimbra	USA	Class 2008/2009	<i>lco@chevron.com</i>
Doug and Jane Collins	Bermuda	Class 2007	<i>djcollins@aol.com</i>
Robert and Teresa (Mikki) Conrad	Azerbaijan	Class 2009	<i>rob.mikki@gmail.com</i>
Bar and Mrs. Sammy Egbuchunam	Nigeria	Class 2006	<i>uncleosy@hotmail.com</i>
Hai Hu	China	Class 2008	<i>yhjly@pub.zhongshan.gd.cn</i>
Ms Galiya Karimova	Kazakhstan	Class 2009	<i>kagma02@yahoo.co.uk</i>
Jae-Woong Hur and Jong-Hee Kim	Korea	Class 2007	<i>jaewhur@yahoo.co.kr</i>
Professor Kin and Sef Lam	Hong Kong	Class 2006	<i>seflam@gmail.com</i>
Ms Petra Luetten	Germany	Class 2008	<i>petra_luetten@web.de</i>
John and Susan Major	USA	Class 2009	<i>jmajor@mtsg.net</i>
Patrick and May Mbu	Nigeria	Class 2010/2013	<i>norfolkpartners@ymail.com</i>
Georg and Gisela Rotthege	Germany	Class 2007	<i>g.rotthege@rw.de</i>
Gary and Maureen Saage	Switzerland	Class 2007	<i>mogs83@aol.com</i>
Tanzer and Neguz Sahinyilmiz	Turkey	Class 2011	<i>tanitr@tan.com.tr</i>
Joey Sui (TASIS graduate)	Taiwan	Class 2005	<i>csui@syr.edu</i>
Riku and Sophie Suzuki	Japan/UK	Class 2011	<i>rsuzuki@sazably-league.co.jp</i>
Bharat and Mahip Tandon	India	Class 2008	<i>bharat@sabindia.com</i>
Jim Winkler and Mary Packard-Winkler	Vietnam	Class 2008	<i>marypackwink@gmail.com</i>



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