UPPER SCHOOL

COURSE CATALOG

2026–2027

AMERICAN
SCHOOL
OF PARIS



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MISSION

The American School of Paris is a vibrant, international, family-oriented community. Our mission is to inspire and prepare every student to achieve personal and academic excellence as an engaged global citizen by providing a challenging, innovative program within a compassionate environment.

GLOBAL CITIZENSHIP

At the American School of Paris, we aspire to be engaged global citizens.
We reflect critically on our own knowledge and culture, and how our identity shapes our interactions with the world.
We embrace our responsibility towards others and actively grow from cultures, perspectives, and contexts different from our own.
We are empowered to pursue informed, collaborative, and transformative action to create a more equitable, sustainable, and joyful world.

COURSE OPTIONS AT THE UPPER SCHOOL

The Upper School offers a rich and varied curriculum along with a wide variety of co-curricular activities and sports programs. An American High School and an International Baccalaureate diploma can be earned at ASP by successfully completing the requirements of each. A broad range of Advanced Placement courses is also available.

This curriculum guide outlines the course and credit requirements for graduation from the American School of Paris. ASP students have a broad variety of course options and pathways. In addition to earning an American High School Diploma, students have the opportunity to earn the International Baccalaureate Diploma (IB) if they choose to follow the specific combined requirements outlined by the IB. Alternatively students could take Advanced Placement (AP) courses and examinations offered by the College Board. Students may also take a combination of IB Courses, AP courses and university-preparatory courses.

This curriculum guide also provides students and parents with course descriptions, including length of course, credit, and, where applicable, the course prerequisites, to help you make informed student-appropriate selections.

ACADEMIC PROGRAM

At ASP students have a broad variety of course options and pathways. In addition to earning an American High School Diploma, students have the opportunity to earn the International Baccalaureate Diploma (IB) if they choose to follow the specific combined requirements outlined by the IB. Alternatively students could take Advanced Placement (AP) courses and examinations offered by the College Board. Students may also take a combination of IB Courses, AP courses and university-preparatory courses.

GRADUATION REQUIREMENTS

It is important for students to carefully plan their program of studies, taking into consideration their individual academic strengths and interests, along with their plans for future studies after graduation. In order to graduate from ASP and earn an American High School Diploma, each student must meet the school's graduation requirement of 24 credits. Full-time courses earn ½ credit per semester. Leadership Lab (LL), Physical Education (PE) and Theory of Knowledge (TOK) Year 1 are courses that earn ¼ credit per semester. If a student repeats the same course, grades will be awarded but no additional credit will be given.

ADDITIONAL REQUIREMENTS

- Students must complete at least one full year at ASP in order to be eligible for an ASP diploma.
- Students are expected to complete four years of high school. In very exceptional cases, students may be granted permission to graduate a semester early if they have completed ASP’s graduation requirements (which usually includes taking two English courses during one semester) and have the approval of the Guidance Committee. If a student is required to repeat a year, they must complete five years of high school.

MINIMUM CREDIT REQUIREMENTS FOR GRADUATION

English	4 credits
Mathematics	3 credits
Sciences	3 credits
Languages	3 credits*
Social Studies	3 credits
Physical Education	1 credit (¼ credit per semester)
Leadership Lab	1 credit (¼ credit per semester)

*Students must take French in Grade 9 and 10. Grade 11 students must take at least one language course (French and/or Spanish). Grade 12 students are not required to take a foreign language if they have met the graduation requirements (3 years of a foreign language).

By the end of Grade 11*, students need to have fulfilled the following elective requirements.

Design & Technology	½ credit (1 semester)
Performing Art	½ credit (1 semester)
Visual Art	½ credit (1 semester)

*If, by Grade 11, a student has not met their elective requirements for graduation and are full IB Diploma candidates, the elective requirement(s) can be waived.

GRADING SYSTEM

Attainment grades are awarded as follows:

A+ (97% - 100%)
A (94% - 96%)
A- (90% - 93%)
B+ (87% - 89%)
B (84% - 86%)
B- (80% - 83%)
C+ (77% - 79%)
C (74% - 76%)
C- (70% - 73%)
D+ (67% - 69%)
D (64% - 66%)
D- (60% - 63%)
F = Fail

P = Pass
U = Unsatisfactory Attendance (Fail)
ME = Medical Excuse
AUD = Audit

Semester grades are a combination of the term grades and a semester exam, and are awarded at the end of each semester in January and June. Grade 11 and 12 students have a first semester exam, along with Grade 10 students taking AP courses.

Semester grades are the only grades which appear on the official transcripts. Once grades have been entered on official transcripts they can only be changed as a result of teacher error and must be approved by the Director.

Please note: ASP transcripts and report cards only reflect work done at ASP. Records from previous schools are attached to the student's ASP transcript.

GRADE POINT AVERAGE (GPA)

A non-cumulative, weighted GPA is calculated at the end of each semester according to the scale below. The semester GPA will be reported on first and second semester report cards as well as on the official transcripts. Because of the high mobility of our student population, we do not calculate a cumulative GPA or class rank. A student's GPA is calculated based on the information provided in Table 1 and Table 2.

Table 1. Weighted GPA reference table

Letter Grade	Percentage	4.3. Band Non-IB/AP Courses	4.8 Band All IB Year I And SL All AP 401 & 502 Courses	5.3 Band All IB HL And AP 501 Courses
A+	97-100	4.3	4.8	5.3
A	94-96	4.0	4.5	5.0
A-	90-93	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	84-86	3.0	3.5	4.0
B-	80-83	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	74-76	2.0	2.5	3.0
C-	70-73	1.7	2.2	2.7
D+	67-69	1.3	1.8	2.3
D	64-66	1.0	1.5	2.0
D-	60-63	0.7	1.2	1.7
F	00-59	0.0	0.0	0.0

GPA BANDS BY COURSE

Table 2. GPA bands by course

Course Code	Name	GPA Band	Course code	Name	GPA Band	Course code	Name	GPA Band
English			**Modern Languages**			**Mathematics**		
501	English Literature (AP)	5.3	501	Spanish Advanced II (IB HL Language B)	5.3	501	Calculus (AP BC)	5.3
501	English (IB HL II)	5.3	502	Spanish Advanced II (IB SL Language B)	4.8	502	Calculus (AP AB)	4.8
502	English (IB SL II)	4.8	501	French Advanced (IB HL Language B)	5.3	401	Statistics (AP)	4.8
402	Senior English	4.3	501	French A IB HL (Francophone 12)	5.3	501	Math Analysis & Approaches (IB HL II)	5.3
401	English (IB HL & SL) YR1	4.8	502	French A IB SL II (Francophone 12)	4.8	502	Math Analysis & Approaches (IB SL II)	4.8
401	English Lang. & Comp.(AP)	4.8	502	French Advanced (IB SL Language B)	4.8	401	Math Analysis & Approaches (IB HL I)	4.8
401	AP Seminar (English)	4.8	502	French Advanced (AP Language)	4.8	401	Math Analysis & Approaches (IB SL I)	4.8
402	Junior English	4.3	401	Spanish Advanced I (IB SL Language B)	4.8	402	Functions, Stats & Trig	4.3
201	English 10	4.3	401	French A IB SL (Francophone 11)	4.8	401	Math Applications (IB SL)	4.8
202	English 10	4.3	502	Spanish Advanced (AP Language)	4.8	301	Advanced Algebra / Pre-Calculus	4.3
101	English 9	4.3	402	French Advanced Langue et Culture	4.3	302	Algebra II Standard Level	4.3
102	English 9	4.3	301	French Advanced I	4.3	302	Algebra II Studies	4.3
402	Creative Writing	4.3	301	French Intermediate II	4.3	202	Geometry	4.3
			301	French Intermediate I	4.3	101	Algebra I	4.3
Science			301	Spanish Intermediate	4.3	101	Algebra I Studies	4.3
501	Physics (IB HL II)	5.3	201	Francophone 10	4.3			
501	Chemistry (IB HL II)	5.3	201	Spanish Novice II	4.3	**Integrated Design Technology**		
501	Biology (IB HL II)	5.3	201	French Novice II	4.3	401	Computer Science A (AP)	4.8
501	Biology (AP)	5.3	101	Francophone 9	4.3	401	Computer Science Principles (AP)	4.8
502	Biology (IB SL II)	4.8	101	French Novice I	4.3	EL	Cybersecurity	4.3
401	Biology (IB HL & SL I)	4.8	101	Spanish Novice I	4.3	EL	Mobile Applications Programming	4.3
401	Chemistry (IB HL I)	4.8	402	Independent Study (IB SSST Lang A)	CR	EL	3-D Modeling	4.3
401	Physics (IB HL I)	4.8				EL	AI Literacy	4.3
401	Physics 1 (AP)	4.8	**Electives**					
401	Environmental Science (AP)	4.8	501	Theater Arts (IB HL II)	5.3	**Interdisciplinary / Other**		
402	Physics	4.3	501	Visual Arts (IB HL II)	5.3	EL	Business & Finance	4.3
402	Environmental Science	4.3	501	Film (IB HL II)	5.3	101	Leadership LAB 9	CR
201	Life Science	4.3	501	Music (IB HL II)	5.3	201	Leadership LAB 10	CR
101	Physical Science	4.3	502	Music (IB SL II)	4.8	PE	Physical Education	4.3
			502	Theater Arts (IB SL II)	4.8			
Social Studies			502	Film (IB SL II)	4.8			
501	Psychology (IB HL II)	5.3	502	Visual Arts (IB SL II)	4.8			
501	History (IB HL)	5.3	401	Theater Arts (IB HL & SL I)	4.8			
502	History (IB SL II)	4.8	401	Visual Arts (IB HL & SL I)	4.8			
501	Economics (IB HL)	5.3	401	Film (IB SL & HL I)	4.8			
501	Economics (AP)	5.3	401	Music (IB SL & HL I)	4.8			
501	US History (AP)	5.3	402	Advanced Studio Art	4.3			
501	World History (AP)	5.3	402	Theater Arts	4.3			
401	US Government (AP)	4.8	EL	Ensemble Theater	4.3			
401	Comparative Gov. & Politics (AP)	4.8	EL	Ceramics	4.3			
401	Psychology (AP)	4.8	EL	Drawing	4.3			
502	Psychology (IB SL II)	4.8	EL	Mixed Media	4.3			
401	History (IB SL/HL I)	4.8	EL	Painting	4.3			
401	Economics (IB SL)	4.8	EL	Digital Film Making	4.3			
401	Psychology (IB HL & SL I)	4.8	EL	Digital Film Making (year long)	4.3			
402	Psychology	4.3	EL	Digital Photography	4.3			
402	Human Geography	4.3	EL	Yearbook/Desktop Publishing	4.3			
201	United States History	4.3	EL	Concert Choir	4.3			
101	Modern World History	4.3	EL	Digital Music	4.3			
401	Theory of Knowledge (IB I)	4.8	EL	Concert Band	4.3			
501	Theory of Knowledge (IB II)	5.3	EL	Piano for Beginners	4.3			
			EL	The Curious Musician	4.3			

COURSE REGISTRATION AND SCHEDULING

CURRENT STUDENTS VERSUS NEW STUDENTS

This section describes the course registration and scheduling process for students currently enrolled at ASP. New students joining ASP in the fall or winter will follow a separate process because their placement will depend on their application file, placement tests for both Modern Languages and Math, as well as courses available at the time of scheduling. Please

refer to the New Parent Handbook for more information about the new student course selection process in the Upper School.

COURSE CHOICE GUIDELINES

With the support of teacher recommendations, counselors work closely with students in Grades 9–11 to provide course selection guidance that supports appropriate academic pathways. This process is designed to align student interests, demonstrated skills, and academic readiness while maintaining the integrity of graduation requirements and scheduling priorities.

Many of the more advanced courses have certain prerequisites that must be completed before students can enroll in them, so a long-range academic plan should be considered even when choosing courses in Grades 9 and 10. Decisions should be based on individual academic aspirations and guided by the professional advice of teachers, department coordinators, and counselors.

Students currently enrolled at ASP will register for courses for the following school year via PowerSchool during the month of March. These students will only be able to register for courses for which they have been recommended.

We make every effort to accommodate student course requests; academic courses are scheduled first and take priority. Therefore, limitations in class size and scheduling mean that we can't always guarantee every elective choice, or preferred course combinations. However, we work hard to provide a balanced schedule for all students. It is also important to note that students may have the opportunity to request their preferred elective in the following school year.

Parents and students should be aware that one-year courses with fewer than 10 students enrolled and the first year of a two-year IB course with fewer than 12 students enrolled may be canceled. Cancellations are rare, but students should consider secondary options when planning their schedule with a counselor.

COURSE LOAD

Students should refer to this information about course load as they are planning their course choices for the next academic year.

- All students must be enrolled in at least five academic courses each semester.
- Grade 9 and 10 students have no free periods and are enrolled in Leadership Lab (LL) and Physical Education (PE) as part of their program.
- Grade 11 students are permitted no more than two 80 minute free periods per 4 day cycle.
- Grade 12 students are allowed no more than two free periods per 2 day cycle. Grade 11 and 12 students are recommended to take no more than six academic classes.
- Any student with more than the allowed number of free periods must choose either another academic class or non-academic elective.

- Grade 12 students who take six or more academic courses will not be required to enroll in an additional elective, even if they have not yet fulfilled their graduation requirements for Design & Technology or Arts credits.

COURSE OFFERINGS PER DEPARTMENT

ENGLISH

The English Department's goals for students are threefold:

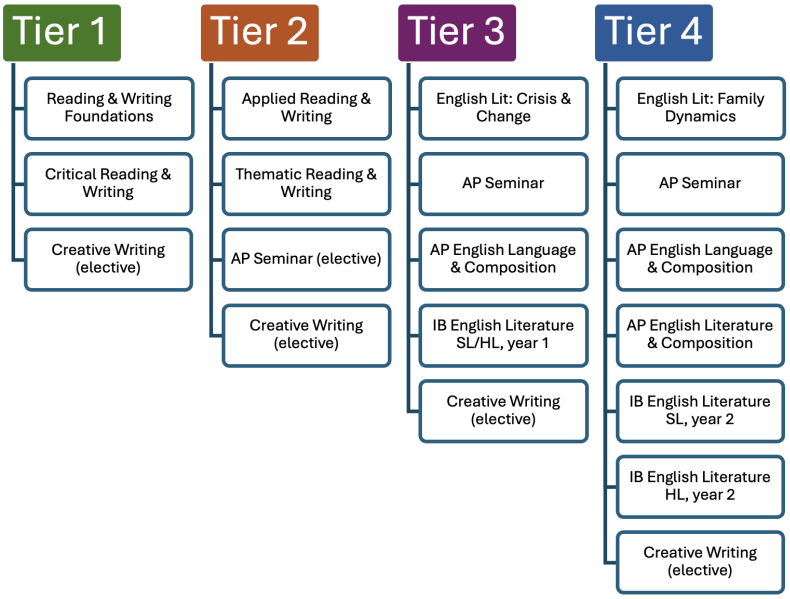
- developing skills in critical reading, oral presentation, and formal composition
- teaching the value and use of appropriate language and style
- fostering an appreciation of literature across time periods and cultures in order to better understand the universal human values it illustrates

To this end, students learn and practice various approaches to close reading, research, analysis, and argumentation, strengthening their ability to read deeply, to think clearly, and to write and speak powerfully, confidently.

Frequent oral and written assignments at each course level foster comfort in the analysis of language and style, as well as provide opportunities to practice persuasive expression and formal essay skills. The scope and variety of works across the various courses introduce students to the finest in classical and contemporary literature. In the process, students are encouraged to reflect upon the human continuum and the moral implications represented in these texts, to make personal connections to them, and to share their perspectives with their peers and the ASP community.

Each course has a summer reading assignment/requirement; more specific information, precise assignment guidelines, and a list of additional recommended texts can be found on the ASP Summer Reading page.

Student placement in a particular course is based upon skill level, successful completion of a non-elective course at a prior tier, along with the recommendation of the teacher and/or the department. Unless otherwise specified, courses may not be completed for credit.



Reading and Writing Foundations (Grades 9-10, full year, 1 credit)
This course has a required Summer Reading assignment which will be shared with registered students in May.
This course builds foundational skills emphasizing academic reading, oral communication, literary analysis, and argumentative writing in English. Through the exploration of diverse texts and collaborative activities, students learn to synthesize ideas and articulate their own perspectives with clarity and confidence.
Texts May Include: *The Absolutely True Diary of a Part-Time Indian*, Sherman Alexie; a variety of short stories; a range of nonfiction texts; WW1 poetry; *Romeo and Juliet*, William Shakespeare; other novels.

Critical Reading and Writing (Grades 9-10, full year, 1 credit)
This course has a required Summer Reading assignment which will be shared with registered students in May.
This course further deepens skills in critical reading, oral communication, literary analysis, and argumentative writing in English. Through the exploration of diverse texts and collaborative activities, students learn to synthesize complex ideas and articulate their own perspectives with greater clarity and confidence.
Texts May Include: selected short stories; *Lord of the Flies*, William Golding; selected poetry; *Romeo and Juliet*, William Shakespeare; selected nonfiction texts; *Of Mice and Men*, John Steinbeck; *All the Light We Cannot See*, Anthony Doerr; *Clap When You Land*, Elizabeth Acevedo.

Applied Reading & Writing (Grades 9-10, full year, 1 credit)
This course has a required Summer Reading assignment which will be shared with registered students in May.
This course asks students to apply critical reading, oral communication, literary analysis, and argumentative writing skills from the prior year's course in new contexts, helping to set the habits of mind that will underpin students' success in upper level courses.

Texts May Include: *The Kite Runner*, Khaled Hosseini; *Proof*, David Auburn, Harlem Renaissance poetry; *The Things They Carried*, Tim O'Brien.

Thematic Reading & Writing (Grades 9-10, Full Year, 1 Credit)
This course has a required Summer Reading assignment which will be shared with registered students in May.
This course further refines critical reading, oral communication, literary analysis, and argumentative writing skills from the prior year's course. Further, the alignment of texts emphasizes shared themes across diverse literary genres, pushes students to apply these skills with greater independence, thus more deeply seating the habits of mind necessary to success in upper level courses.
Texts May Include: Selected Women Narrative Writers; *James* by Percival Everett; *The Crucible*, Arthur Miller; Selected Poetry; *Much Ado About Nothing*, William Shakespeare; *The Things They Carried*, Tim O'Brien.

AP Seminar (Grades 10-12, Full Year, 1 Credit)*
**Grade 10 students selecting AP Seminar do so as an elective and must also select either Applied Reading & Writing or Thematic Reading & Writing. For Grades 11-12, AP Seminar may be used to fulfill their English credit graduation requirement.*
This course has a required Summer Reading assignment which will be shared with registered students in May.
In this course, students investigate and engage in conversations about complex real-world issues through a variety of lenses, considering multiple points of view. In the process, students learn to evaluate the credibility of sources, to synthesize information from a variety of sources, to develop their own lines of reasoning in research-based written essays, and to deliver oral and visual presentations, both individually and as part of a team. Oral presentations and essays completed during the course will constitute a portion of students' AP Examination grades, and the skills developed in the process will prepare them for the AP Seminar Exam administered in May. Course content will focus on themes stemming from student interests, local and/or civic issues, and global/international topics, changing from year to year.

English Lit: Crisis & Change (Grade 11, Full Year, 1 Credit)
This course has a required Summer Reading assignment which will be shared with registered students in May.
This course challenges students to consider the various forces, psychological and societal, that create both crisis and change, exploring these elements across a variety of fiction, poetry, drama, and non-fiction texts. The major works serve both as exceptional examples of craft to which students will aspire in their own writing, as well as departure points for student exploration and examination of these forces in the world around them.
Texts May Include: *An Enemy of the People*, Henrik Ibsen; *The Tragedy of Julius Caesar*, William Shakespeare; *Brave New World*, Aldous Huxley; *Exit West*, Mohsin Hamid; selected expository and argumentative essays; focused survey of contemporary poetry.

AP English Language & Composition (Grades 11-12, Full Year, 1 Credit)

This course has a required Summer Reading assignment which will be shared with registered students in May.
Students in this course develop and refine the skills necessary to their success on the AP English Language and Composition examination given in May. To this end, the course refines students' critical reading skills by examining topical nonfiction texts representing a variety of genres that could be read in an introductory composition and rhetoric class at university. The class focus emphasizes analysis of rhetorical elements and their effects, as well as develops skill in crafting evidence-based analytical and argumentative essays. Throughout, students strive to develop a personal voice through the examination of the style decisions of a wide variety of writers. Texts include selected expository and argumentative essays representing a variety of disciplines and historical periods.
Representative authors include: Virginia Woolf, James Baldwin, Frederick Douglass, Scott Russell Sanders, George Orwell, Gloria Anzaldua, Stephen Jay Gould, Mary Wollstonecraft, Deborah Tannen, Zadie Smith, Peggy Orenstein, Joan Didion, Barbara Kingsolver, E. B. White, Ralph Waldo Emerson, Charlotte Perkins Gilman, and others.

English: IB Literature SL/HL I (Grade 11, Full Year, 1 Credit)
This course has a required Summer Reading assignment which will be shared with registered students in May.
This course marks the first of the two-year IB Literature course in English. Students read a wide range of texts, both originally written in English and in translation, representing different literary genres and regions and cultures of the world. A key focus in study and analysis is finding links between literary works and important, real-life global issues and concerns and comparing the means by which these important themes are explored. Major assessments required by the IB include the Individual Oral, completed this year, the Higher Level Essay (for HL students only), and two written exams completed at the end of the second year.
Texts may include: *The Thing Around Your Neck*, Chimamanda Ngozi Adichie; *Fathers and Sons*, Ivan Turgenev; *Arcadia*, Tom Stoppard OR *Copenhagen*, Michael Frayn; *Chronicle of a Death Foretold*, Gabriel Garcia Marquez; *The Complete Persepolis*, Marjane Satrapi; poetry of Seamus Heaney; Essays by Zadie Smith.

English Lit: Family Dynamics (Grade 12, Full Year, 1 Credit)
This course has a required Summer Reading assignment which will be shared with registered students in May.
This course invites students to embark on a literary journey exploring the complex theme of parenthood through a diverse selection of novels, plays, short stories, and poems. Through an in-depth analysis of renowned works, students will engage with the multifaceted aspects of parenthood, familial relationships, and the evolving dynamics within the family structure. In the process, students will develop critical reading skills to analyze and interpret literature, and enhance their writing skills through analytical essays, reflective responses, and creative assignments.
Texts May Include: *American Mother*, Diane Foley & Colum McCann; *Educated: A Memoir*, Tara Westover; *Born a Crime*, Trevor Noah; *The Great Gatsby*, F. Scott Fitzgerald; *The Outsider*, Albert Camus; *Much Ado About Nothing*, William Shakespeare; *Their Eyes Were Watching God*, Zora Neale Hurston.

AP English Literature & Composition (Grade 12, Full Year, 1 Credit)
This course has a required Summer Reading assignment which will be shared with registered students in May.
The course engages students in the close reading and critical analysis of imaginative literature from a variety of time periods and literary movements to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of language, imagery, and symbolism, as well as the manner in which the work both reflects its historical context as well as comments on the human condition as a whole. Through a combination of writing assignments (expository, analytical, and argumentative essays) and seminar discussion, students develop skills assessed on the Advanced Placement English Literature and Composition Examination (in May).
Texts May Include: *The Picture of Dorian Gray*, Oscar Wilde; *King Lear*, William Shakespeare; *The Mayor of Casterbridge*, Thomas Hardy; *Sula*, Toni Morrison; *Wieland*, *or the Transformation*, Charles Brockden Brown; *So Far from God*, Anna Castillo; *Long Day's Journey into Night*, Eugene O'Neill; an extensive study of poetry and poets representing a variety of periods and styles, from the sixteenth century to the present.

IB English Literature Standard Level II (Grade 12, Full Year, 1 Credit)
This course has a required Summer Reading assignment which will be shared with registered students in May.
Students study poetry and prose and fiction and nonfiction, comparing and contrasting both content and stylistic conventions through class discussion, more formal oral presentation and in writing. The texts lend themselves to an exploration of different types of hostility which societies simultaneously engender and combat. Students will strengthen skills in communicating analysis in an increasingly precise and sophisticated manner, demonstrating an appreciation for the insight into the human condition literature offers.
Texts May Include: Selected poetry, selected essays, selected short stories; *Othello*, William Shakespeare; *The God of Small Things*, Arundhati Roy; *Never Let Me Go*, Kazuo Ishiguro; *The Handmaid's Tale*, Margaret Atwood.

IB English Literature, Higher Level II (Grade 12, Full Year, 1 Credit)
This course has a required Summer Reading assignment which will be shared with registered students in May.
This course offers prepared students the opportunity to broaden and deepen their understanding of literature as a vehicle to self-awareness. Studies focus primarily on the impact of choices on the individual's immediate surroundings as well as the greater culture he or she inhabits. The course invites students to engage in a detailed study of works across and within genres and hone their skills of critical analysis through research, discussion, essays, and oral/written commentaries. The course showcases both male and female authors whose perspectives, and styles are distinctively American and British. Students will thus be led to draw parallels between the ramifications of decisions made by fictive characters and their own lives.
Texts May Include: *Othello*, William Shakespeare; selected poems of John Donne and Louise Gluck; *Playing in the Dark: Whiteness and the Literary Imagination*, Toni Morrison; *The Embassy of Cambodia*, Zadie Smith; *The Proposal*, Anton Chekhov; *The Great Gatsby*,

F. Scott Fitzgerald; *The Remains of the Day*, Kazuo Ishiguro; *A Lesson before Dying*, Earnest J. Gaines; *The Awakening,* Kate Chopin; *Franny and Zooey*, J.D. Salinger.

Creative Writing (Grades 9 - 12, one semester, ½ credit (elective); may be repeated for credit, with approval)
This course has a required Summer Reading assignment which will be shared with registered students in May. This course does not count toward an English credit.
Whether an avid creative writer or simply a lover of the written word, this course will offer students the opportunity to identify, to define, and to structure their narrative voice through a series of medium and genre focused exercises.
Texts May Include: John Gardner, *The Art of Fiction*; works from canonical poets, novelists, and essayists such as John Keats, Sylvia Plath, Walt Whitman, William Carlos Williams, Henry James, James Baldwin, Louis Sepulveda, Ernest Hemingway, Toni Morrison among others. Students will write poetry, short stories, plays, narrative essays, drama and more, as well as workshops with peers at various stages in the writing process.

SOCIAL STUDIES

The Social Studies program aims for students to enhance their personal and social awareness by cultivating knowledge, understandings, values, and skills needed to participate actively in their community and the world at large.

The advancement of human well-being depends upon informed, engaged, and active citizens, who understand the interconnectedness of our world and their role in bettering it. Studying Social Studies will inspire students to grapple with the questions:

- How did this world come to be?
- What are the ideas, concepts, skills and tools that help us understand our world?
- How can we use our understanding to make a difference in the world in which we live?

Social Studies 101 Modern World History and 201 United States History are introductory courses and provide a survey of major topics in World and US History. Students will hone writing, research, document analysis, and presentation skills, while exploring the broader context of human experience. Grades 9 and 10 students are required to take each of the history courses, 101 and 201, in the order they prefer. In grade 10 students can also choose the AP option of the course. The table below summarizes these options:

Grade 9	Grade 10
Taking 101 Modern World History in grade 9, then →	→ Must take 201 United States History *OR* 501 AP US History in grade 10
Taking 201 United States History in grade 9, then →	→ Must take 101 Modern World History *OR* 501 AP World History in grade 10

Social Studies 101 - Modern World History, 1450-2000 (Grades 9-10, full year, 1 credit)

This is an introductory course to world history. As students explore the world from the 1200s to the present, they study diverse human achievements, processes, and challenges, how they were interconnected, and how they influenced each other across space and time. The units of study include: Civilizations prior to the 1600s; Global interactions and their transformative power, 1200-1800; Revolutions: Promises and Limitations 1750s-2000s; Industry and Society, 1750-1960; and Struggles and Opportunities From the 1950s - The Present. Students are guided to do this through critical examination of sources, constructing compelling questions, conducting historical research, writing analytical essays, and sharing their learning through discussions.
Texts: Most of the contextual readings will come from Strayer and Nelson, *Ways of the World: A Global History with Sources*, third and fourth editions, 2020 and 2023. Additional readings, works of art, videos and other sources will be drawn from a variety of electronic collections, including: the OER Big History Project, Asia for Educators, Smarthistory, World History for Us All, JSTOR, and others.

Social Studies 201 - United States History (Grades 9-10, full year, 1 credit)
This course introduces students to key themes in American History. The historical themes are presented in a chronological manner that introduces students to the key events, people, and processes in the development of the United States. Students are taught how to write different types of historical essays, how to do increasingly in-depth research, how to interpret a wide range of historical documents, and how to present their understanding of historical information.
Texts: *The Americans*, Houghton Mifflin Harcourt, 2012.; selective readings from other primary and secondary sources.

Economics 401 - IB Standard Level (Grades 11-12, full year, 1 credit)
This college-level course introduces and builds on basic foundations of economics by exploring topics throughout the four sections of the IB SL Economics syllabus: Introduction (the foundations of economics); Microeconomics (demand and supply; elasticities; government intervention in markets; market failure); Macroeconomics (aggregate demand and aggregate supply; demand-side and supply-side policies; unemployment; inflation; economic growth; inequality and poverty); and the Global Economy (free trade and protectionism; economic integration; exchange rates; balance of payments; economic development and sustainable development; measuring economic progress; barriers to development; strategies to promote economic growth and economic development). In addition to the basic factual knowledge acquired by studying these topics, students will also develop analytical skills applying mathematics to economic concepts and theories, including reading and constructing graphs, analyzing statistical tables as well as gaining an understanding of the workings, particular problems, and relative benefits of economic systems found in different countries. Students will also write three Internal Assessments—analytical and evaluative essays (800 words maximum each)—based on three out of the four sections of the IB syllabus (Microeconomics, Macroeconomics, and the Global Economy). Upon completion of this one-year course, students will take the IB SL examination. Please note that this class meets six out of the eight days in the ASP rotation schedule.

Texts: Blink and Dorton, *I.B. Economics Course Companion*. Ziogas, *Economics for the IB Diploma.*

Economics 501 - IB Higher Level (Grade 12, Full Year, 1 Credit)
To enter Economics 501 students must have completed Economics 401 or its equivalent. This course expands upon the skills and knowledge introduced in Economics 401 in the four main sections of the IB syllabus (Introduction, Microeconomics, Macroeconomics, and the Global Economy), but a significant amount of time is devoted to the study of Microeconomics, specifically, the theory of the firm: comparing the market structures of perfect competition, monopoly, oligopoly, and monopolistic competition. Throughout the course, greater emphasis is placed on analysis, evaluation and on practical and mathematical applications of the previous year's studies.

Students will read conflicting views on current economic issues and discuss the political context of economic decision–making. Students will be encouraged to develop a more critical approach to economic theories. In addition to studying the HL Economics topics, students will also complete three Internal Assessments—analytical and evaluative essays (800 words maximum each)—based on three out of the four sections of the IB syllabus (Microeconomics, Macroeconomics, and the Global Economy). Upon completion of this one–year course, students will take the IB HL examination. The HL exam will cover material learned in the SL course and the HL course.
Texts: Tragakes, *Economics for the IB Diploma; Economics IB Study Guide*, Constantine Ziogas.

Economics 501 - AP Economics (Grades 11-12, full year, 1 credit)
This course is designed to simulate university-level, introductory Microeconomics and Macroeconomics courses. It starts with fundamental economic principles common to both micro and macro and expands on microeconomics concepts, such as consumer behavior; elasticities; government intervention; utility maximization; market structures; profit-maximizing strategies; public choice theory; market failure; taxation; income inequality; and poverty. The second half of the course expands on macroeconomics concepts, such as measuring domestic output; unemployment and inflation; deficits, surpluses, and national debt; monetary and fiscal policies; money and banking; contending macroeconomic theories and policies; and international trade and finance. In order to familiarize students with the academic rigors of a university level economics course and the expectations of the AP curricula, special attention will be paid to graphical and mathematical models and analysis. Only four-function calculators are allowed on the exams and on in-class assessments.
Texts: McConnell, Brue and Flynn, *Economics*; McConnell, Brue, Flynn, and Walstad, *Study Guide for Economics*.

Social Studies 402 - Human Geography - an Interdisciplinary Approach (Grades 11-12, full year, 1 credit)
This course is designed to give students a deeper understanding of their world and appreciation for their fellow humans by examining multiple cultures and the underlying causes of the challenges we all face today. In doing so, the goal is to identify areas of and challenges to making progressive change, including climate change, cultural differences,

population growth, global development, and resource use and distribution. The course culminates with students writing a business plan for an organization capable of tackling an actual problem in the world. We will simultaneously work on improving writing and presentation skills. Conceptually, students will attain a deep, meaningful, and relevant understanding of social progress, conflict, and the human condition. Assessment is based on written and creative work, oral presentations, and participation.
Text: *Geography Alive*, Teacher's Curriculum Institute (digital)

Social Studies 401 - AP Comparative Government and Politics (Grades 11-12, full year, 1 credit)
AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the diverse political structures and challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to numerous global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.
Text: O'Neil, Patrick H. *Essentials of Comparative Politics*. 7th ed., W.W. Norton & Company, 2021

Social Studies 401 - AP United States Government and Politics (Grades 11-12, full year, 1 credit)
AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess the causes and consequences of political events, and interpret data to develop evidence-based arguments. This course will be offered on alternate years with AP Comparative Government and Politics.
Text: Patterson, Thomas E. *We the People: An Introduction to American Government*. 15th ed., McGraw Hill LLC, 2023

History 501 - AP United States History (Grades 10-12, full year, 1 credit)
This course is designed to provide students with the analytical skills and factual knowledge necessary to critically investigate U.S. History. It includes an in-depth study of major topics from exploration to the present through political, social and economic issues. Emphasis is placed on analysis of documents and the development of writing skills. AP U.S. History may be substituted for Social Studies 201- United States History for 10th graders with a teacher recommendation. Grade 10 students taking this course must first complete Social Studies 101 - Modern World History, 1450-2000 in grade 9.
Text: Foner, Eric, et al. *Give Me Liberty!: An American History*. Seventh AP ed., W. W. Norton & Company, 2024.

History 501 - AP World History: Modern (Grades 10-12, full year, 1 credit*)*
In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary

sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Grade 10 students taking this course must first complete Social Studies 201 - United States History in grade 9.
Text: Strayer, Robert W. *Ways of the World for the AP® World History Modern Course Since 1200 C.E 5th ed., 2023.*

History 401 & 502/501 - IB Standard & Higher Level (Grades 11-12, two year course, 1 credit per year)
IB History is a two-year program which students can elect to take at the Standard or Higher Level. While three of the components are identical for SL and HL, there is an additional exam, Paper 3, for students of Higher Level. For all students, the internal assessment is an individual research paper on a subject of the student's choice that will be completed in the first year of the program.

In Paper 1 students learn source analysis skills in investigating one of the five topics: Climate and Innovation (medieval Norse civilizations and the Aztecs); Independence and Identity (the Haitian Revolution and Kenyan independence); Political and economic transitions (Meiji Japan and the fall of Communism in Russia); and Conflict and displacement (post-WW2 Europe and Indochina in the 1970's); or Protest and change (Second Wave Feminism in the U.S. and the Tunisian Revolution). Paper 2, which is more of a structured essay exam, will focus on one broad theme. The choices include Conflict, Innovation and Transformation, Authoritarian Rule, or Popular Movements.

For students taking History at the Higher Level, Paper 3 is a more traditional essay exam with the choice of two themes within one area- either the Americas, Europe, Middle East/Africa, or Asia.

Students are given some say in topics that the class will cover. Resources for Paper 2 and 3 include peer reviewed IB textbooks and academic journals that students can access using JSTOR. Students are invited to use technology in innovative ways to share and organize historical research, for instance by designing websites or presentations incorporating maps, videos, and text.

In Year Two of IB History, the focus for HL students will be the study of three Paper 3 options. Paper 3 is given on one of four regions: Asia/Oceania, Africa/ Middle East, The Americas, and Europe. HL students choose their paper 3 region in the second half of IB History Year 2. Standard Level students will reinforce what they have learned for Papers 1 and 2, which include the causes of World War II and the causes and course of the Cold War. Both HL and SL students will complete the final draft of their internal assessment at the beginning of Year 2.

After working with textbooks for much of Year 1, Year 2 students, SL and HL, will work with academic articles and primary sources provided by the teacher. They will also do their own research to find and analyze sources related to Paper 2 and Paper 3 topics.

Psychology 402 (Grades 11-12, full year, 1 credit)
This course uses traditional as well as project-based learning methods to accompany a thematic approach to building foundational knowledge in psychology. Content includes fundamental areas such as understanding and evaluating research methods along with learning biological, cognitive and social cultural factors that influence human behavior. Along with structured units, there will be opportunities for students to research topics of their own choice and produce work in a variety of media based on their learning and insights. Guided research projects can be on topics such as criminology, the psychology of fashion, marketing strategies, therapeutic architecture, video game design, etc. Assessments in the course range from traditional testing to portfolio-based assignments which allow students to work in formats of their own choosing.
Text: Crane, John. *IB Psychology*. InThinking. 2020.

Psychology 401 - IB Standard Level And Higher Level I (Grades 11-12, full year, 1 credit)
In the first year, all students follow the same curriculum as they decide on taking a higher or standard level curriculum senior year. In 401, topics include Human relationships, Learning and cognition. Students will engage in an internal assessment (IA) task requiring the development of a research proposal. This task is supported through class practicals (experiments, interviews) done during the two contexts listed above. Students will prepare for the May 2027 IB assessments which includes integration of the concepts, content and contexts, applying concepts and content to research contexts and the interpretation and analysis of research data. Formative and summative assessments will include tasks based on the IB curriculum or used directly from IB guides. After completion of this course, students should enroll in Psychology 502/501.
Text: InThinking subject site for Psychology, developed by John Crane.

Psychology 502/501 - IB Standard Level II And Higher Level II (Grade 12), full year, 1 credit)
Students in both higher and standard level share much of the curriculum including the two new contexts of Health and well-being and Human development. The focus of the course will continue to be on integrating concepts and content into contexts. Higher level students will also have content on motivation, technology and cognition, and culture. They will also prepare for Paper 3 on data analysis. Standard level students will cover some of this material as it pertains to Papers 1 and 2. Class practicals (observations, surveys) for the two new contexts will also be carried out. Formative and summative assessments will include tasks based on the IB curriculum or used directly from IB guides. By the end of the course, students will be prepared for the IB standard or higher level papers taken in the spring of senior year.
Text: InThinking subject site for Psychology, developed by John Crane.

Psychology 401 - AP Psychology (Grades 11-12, Full Year, 1 Credit)

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. Students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students use psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. (As outlined by the College Board course description).
Text: Myers, David G. and DeWall, Nathan C., *Myers' Psychology for the AP course*. Third Edition. 2018.

Theory of Knowledge 401/501 IB Level I and II (Grades 11-12, full year, ½ credit)
This TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the IB Diploma Program. The course centers on the exploration of knowledge questions, which are a key tool for both teachers and students. These suggested knowledge questions are organized into a framework of four elements: scope, perspectives, methods and tools, and ethics.

There are two assessment tasks in the TOK course.

- The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB. This task is completed in Year 1 of the program.
- The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words. This task is completed in Year 2 of the program.

Texts: Heydon, Wendy and Susan Jesudason. *Theory of Knowledge for the IB Diploma Course Guide*. Cambridge University Press, 2022.

MATHEMATICS

Central to the philosophy of the Mathematics Department is the belief that mathematics should be presented in an enjoyable and dynamic fashion. Math literacy is essential for everyday problem-solving and is the basis for further study, whether in the liberal arts or in the sciences. ASP offers a full program of university preparatory courses that can be adapted to student needs. Included are courses in algebra, geometry, trigonometry, calculus and statistics. There are also courses preparing students for the Advanced Placement and International Baccalaureate examinations. Courses marked 400 or above are beyond what is required for graduation and are designed for more motivated and capable students. Students are placed according to their demonstrated ability.

Graphic display calculators are required for all math courses at ASP. The TI-Nspire CX (non-CAS version), TI-84 Plus, TI-83 CE Premium, or NumWorks are the recommended calculators and are the ones which the instructors will be using. Use of the graphic display calculator is an integral part of the instructional program. Students will be expected to use

the calculator on a daily basis and some assessments will assume the use of the calculator. If you currently own a TI-83/84 model, you don't need to purchase a new calculator. However, if you are purchasing a new calculator, buy the TI-Nspire CX (non-CAS), TI-Nspire CX II, or NumWorks.

US Pathways are found here.

Math 100 - Algebra I Studies (Grades 9-10, full year, 1 credit)
In this course students will study the following topics: order of operations, simplifying expressions, rules of exponents, the coordinate plane, graphing linear equations and inequalities, and solving multi-step equations. After completing this course students will be prepared to take Algebra I.

Math 101 - Algebra I (Grades 9-10, full year, 1 credit)
After a brief review of pre-algebra concepts, this course progresses to more advanced topics. Solving linear and quadratic equations, graphing linear and quadratic functions, solving and graphing systems of linear equations, exponents and radicals are studied, with applications. Algebra I students will also study combined inequalities and absolute value equations and work with rational and irrational numbers. In addition to skills work, application problems are emphasized throughout the course.
Text: Carter et al., *Glencoe Algebra 1* (Common Core Edition), McGraw Hill, 2014.

Math 202 - Geometry (Grades 9-11, full year, 1 credit)
The main concepts, techniques and results of axiomatic and coordinate geometry are studied in this course. There is an introduction to the understanding and creation of deductive proofs. During the year, students will study the properties of lines in a plane, triangles, polygons, right triangles (with an introduction to basic trigonometric ratios and solving right triangles), and circles. At the end of the course, there are two units dedicated to the study of area and volume. Three-dimensional concepts are introduced as an extension of plane geometry and, throughout the year, algebraic techniques are applied to geometric problems.
Text: *Geometry*, by Larson, Boswell, and Stiff, McDougall Littell a Houghton Mifflin Company, 2004.

Math 301 - Advanced Algebra / Precalculus (Grades 9-12, full year, 1 credit)
After a brief review of Algebra I concepts, this course progresses to more advanced topics. Linear and quadratic functions, graphical transformations, polynomials, rational functions, exponential and logarithmic functions, and complex numbers are studied. The basic concepts of analytical geometry including conic sections are also included, as are circular functions and elements of trigonometry (identities, laws of sines and cosines, double and half-angle relations, graphing trigonometric functions, etc). In addition, students in this course will study introductory units on sequences, series, probability, and statistics. Students who successfully complete this course are prepared to take IB Higher or Standard Level Math, AP Calculus, or AP Statistics.
Text: Larson et al., *Precalculus with Limits* (5th edition), Brooks/Cole, 2008

Math 302 - Algebra II Standard Level (Grades 9-12, full year, 1 credit)
After a careful review of Algebra I concepts, this course progresses through the topics typical of a second year algebra course. Students extend their knowledge of linear equations, systems of equations, inequalities, and quadratic equations. This is followed by a thorough study of functions, radicals, exponents, logarithms, polynomial functions, and rational functions. The elements of trigonometry (right triangle trigonometry, the unit circle, radian measure, graphs of trigonometric functions, and the laws of sines and cosines if time permits) are also covered.
Text: Larson et al., *Algebra 2*, Holt McDougal, 2011.

Math 302 - Algebra II Studies (Grades 10-12, full year, 1 credit)
This course serves as a foundational course in algebraic skills and concepts to help students develop a greater understanding of topics that may have been challenging in Algebra I. Students engage in a rigorous review of Algebra I concepts while extending their knowledge of linear equations, inequalities, and quadratic equations. This is followed by examining polynomial functions, radicals, exponential & logarithmic functions, right triangle trigonometry, and an introduction to probability & statistics. This class emphasizes application and reasoning with the goal of preparing students for the multiple approaches to problems that are essential for standardized exams and further study in math. Students who successfully complete this course are eligible to take Algebra II Standard Level or Functions, Stats, & Trig.
Text: Larson et al., *Algebra 2*, Holt McDougal, 2011.

Math 401 - AP Statistics (Grade 12, full year, 1 credit)
AP Statistics is an appropriate course for students with plans to major in social sciences, health sciences, or business. This is a suitable option for a student who has successfully completed Algebra II Standard Level, Functions, Stats, & Trig, or Advanced Algebra/Precalculus and who possesses sufficient mathematical maturity and quantitative reasoning ability. To enter this course, students should have achieved a minimum of B- in Algebra II Standard Level or the equivalent.
Text: Starnes and Tabor, *The Practice of Statistics 6th Edition*, BFW, 2018 (EBook).

Math 401 - IB Mathematics Analysis and Approaches Higher Level I (Grade 11, full year, 1 credit)
This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. This is the first of a two-year math course. To enter this course students should have completed a Precalculus course (or equivalent) and possess a strong mathematical background, a high level of motivation, and a deep interest in mathematics. The syllabus presupposes a thorough knowledge of pre-calculus including trigonometry (the unit circle, graphs of the sine and cosine functions and work with trigonometric identities and formulae). Over the two years, students will study vectors, mathematical induction, limits, complex numbers, polar graphing, differential calculus, integration, probability, and statistics. The course requires an extensive, independent research project to be completed outside of class.

Texts:

- *Mathematics: Core Topics HL,* by Michael Haese
- *Mathematics: Analysis and Approaches HL,* by Michael Haese

Additional Text:

- *Mathematics for international student Mathematics HL 2nd Edition or 3rd Edition (core),* by Paul Urban
- *Mathematics Higher Level for the IB Diploma Option Topic 9 Calculus,* by Paul Fannon

Math 402 - Functions, Stats, & Trig (Grades 11-12, full year, 1 credit)

This course integrates all the techniques and concepts of elementary mathematics (algebra, geometry, elementary statistics and trigonometry) to develop versatility in mathematical skills and to deepen concepts of mathematical structure. This course gives students a more in-depth study of mathematics than the standard level Algebra II course in addition to introducing statistics. Topics include: Descriptive Statistics, Functions (Linear, Quadratic, Exponential, Logarithmic, Polynomial, Rational, and others), Statistical Applications, Trigonometry, Financial Math, Sequences and Series, Probability, and Logic (if time permits). There will be an emphasis on applications in real-world contexts. To enter this course, students should have completed Algebra II Standard Level or Algebra II Studies.

Math 401 - IB Mathematics Analysis and Approaches Standard Level I (Grades 11-12, full year, 1 credit)

This course is the first of a two-year sequence for students preparing to take the IB Analysis & Approaches Standard Level (SL) Mathematics examination. This course will cover trigonometry, functions, probability, statistics, exponents, logarithms, the binomial expansion, and sequences and series. The course requires an extensive, independent research project to be completed outside of class. To enter this course, students should have achieved a minimum of B- in Algebra II Standard Level or the equivalent.

Texts: Haese, Michael, *Analysis and Approaches SL: Books 1 & 2,* Haese Mathematics, 2019.

Math 401 - IB Mathematics Applications and Interpretation SL (Grade 12, full year, 1 credit)

The IB Mathematics: Applications and Interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. There are five topics and within these topics there are sub-topics. The five topics are: number & algebra, functions, geometry & trigonometry, probability & statistics, and calculus. This is a one-year accelerated course that prepares students for the IB Math Applications & Interpretation SL exam in May. The course requires an extensive, independent research project to be completed outside of class.

Text: *Mathematics Applications and Interpretation SL,* Oxford, 2019.

Math 502/501 - AP Calculus AB/BC (Grades 10-12, full year, 1 credit)

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Although computational competence is an important outcome, the main emphasis is on a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are important. Before studying calculus, all students should have completed a precalculus course in which they studied algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions at the common angles and their multiples.
Text: Larson et al, *Calculus 6th* Edition

Math 501 - IB Mathematics Analysis and Approaches Higher Level II (Grade 12, full year, 1 credit)
This course is the second of a two-year course for students registered to take the IB Analysis & Approaches Higher Level (HL) Mathematics examination. Over the two years, students will study vectors, mathematical induction, limits, complex numbers, polar graphing, differential calculus, integration, probability, and statistics. The second year also includes more advanced topics in calculus in the area of series and differential equations. The course requires an extensive, independent research project to be completed outside of class.
Texts:

- *Mathematics: Core Topics HL,* by Michael Haese
- *Mathematics: Analysis and Approaches HL,* by Michael Haese

Additional Texts:

- *Mathematics for international student Mathematics HL 2nd Edition or 3rd Edition (core),* by Paul Urban
- *Mathematics Higher Level for the IB Diploma Option Topic 9 Calculus,* by Paul Fannon

Math 502 - IB Mathematics Analysis and Approaches Standard Level II (Grade 12, full year, 1 credit)
This course is the second of a two-year course for students registered to take the IB Analysis & Approaches Standard Level (SL) Mathematics examination. This course will cover probability, statistics, differential and integral calculus. The course requires an extensive, independent research project to be completed outside of class.
Text: Haese, Michael, *Analysis and Approaches SL: Books 1 & 2*, Haese Mathematics, 2019.

SCIENCES

From climate change to pandemics, from stocking nuclear waste to genetic engineering, science has never been so present in people's minds. The study of science develops a sense of rigor and analytical abilities that, together with a sound knowledge base, are essential tools for participating wisely and effectively in a democratic society.

The range of courses offered reflects the department's belief that students should have a basic understanding of the major science topics. All science courses incorporate laboratory investigation, which helps to develop manipulative and analytical skills, while underscoring basic scientific principles. Students carry out investigations, perform data collection using state-of-the-art equipment, and assess the validity of their results using critical thinking skills for an interactive experience.

Physical Science 101 (Grades 9-10, full year, 1 credit)
Physical Science is a comprehensive course integrating physics and chemistry that serves as a foundation for the higher sciences (IB and AP) through teaching basic science topics and laboratory skills. The course involves examining forces, motion, matter, and properties of matter in a hands-on way, using laboratory activities meant to teach students concepts through observation, experience, measurement, and interpretation. Students will develop inquiry and problem solving skills within the context of scientific investigation and apply what they learn to everyday situations by conducting investigations, formulating and testing their own hypotheses and producing lab report write-ups.
Text: Hewitt, Paul. *Conceptual Physics*.

Life Science 201 (Grade 10, full year, 1 credit)
Life Science is a laboratory based course that investigates chemistry and biology. First semester begins by exploring biomolecules and the role they play at the micro level in topics such as cells, tissues, genes and traits. Second semester continues with the topics of acids and bases, energetics, anatomy & physiology, genetics and evolution. Throughout the year, biology and chemistry topics are woven into the curriculum to provide a coherent understanding of their interrelatedness. Life Science is designed to develop skills in cooperative learning, lab techniques, and critical thinking. The course provides an excellent background for students to continue their scientific studies at the AP and IB level.

Environmental Science 402 (Grades 11-12, full year, 1 credit)
This course provides an introduction to the science of our environment, with units on soil, water, atmosphere, and ecology, with an emphasis on human impacts. There is special attention to current news related to the environment. The prime intent of this course is to enable students to adopt an informed and responsible stance on the wide range of environmental issues we face today. Topics from geology, ecology, oceanography, climate science and hydrology will be studied. Background knowledge in biology, chemistry and physics is helpful but not essential.

Physics 402 (Grades 11-12, full year, 1 credit)
This course covers wave phenomena including Sound, Light, Mirrors, Refraction, and Lenses followed by electricity and classical mechanics, including the study of Linear Motion, Newton's Laws, Momentum, and Energy. Through student-driven investigations and physical modeling, students will develop laboratory skills and problem solving techniques. No previous knowledge of physics is required. The course will contain some math and students should have successfully completed Algebra I and Geometry before beginning this class.
Text: Hewitt, Paul. *Conceptual Physics.*

AP Physics 1 401 (Grades 11-12, full year, 1 credit)
AP Physics 1 is an algebra-based, introductory university-level physics course that explores topics such as kinematics, dynamics, rotational motion, energy, simple harmonic motion, and mechanical waves. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, and analyzing data. In this course, students will learn many problem-solving techniques as they apply to the real world.
Text: Giancoli, Douglas. *Physics*: *Principles with Applications, AP Edition*. 7th ed.

AP Environmental Science 401 (Grades 11-12, full year, 1 credit)
This course is designed to be the equivalent of a one-semester university introductory environmental science course. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Topics include: Earth Systems & Resources, The Living World, Population, Land & Water Use, Energy Resources & Consumption, Pollution, and Global Change. A student should have achieved a B or higher in their previous science course in order to take this class.
Text: *Environmental Science for AP*. Friedland and Relyea, International Edition.

AP Biology 501 (Grades 11-12, full year, 1 credit)
The AP Biology course is an introductory university-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This course will spend time on hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students should be able to describe how to collect data, use data to form conclusions, and apply their conclusions to larger biological concepts. Many questions on the AP exam are written in an experimental context, so these skills will prove invaluable for both concept comprehension and exam performance.
Text: Campbell, Neil. *Biology: A Global Approach*. 10th ed.

Physics 401- IB Higher Level I (Grades 11-12, full year, 1 credit)
This is a university-level physics course. Topics include mechanics, thermodynamics, sound, light, and electricity. The course covers both theoretical and practical physics with the lab component representing approximately 20% of course assignments. No prior knowledge of physics is required, but a student should have completed Algebra II Standard Level prior to entry. In addition, a student should have achieved a B or higher in their previous science course. Text: *PHYSICS Course Companion,* David Homer, Oxford University Press

Physics 501 - IB Higher Level II (Grade 12, full year, 1 credit)
This is the second year of IB Physics. Topics covered include rotational motion, electromagnetism, magnetic fields, and quantum mechanics. Lab work is completed on a weekly basis; in addition, students will undertake an independent investigation, which will

account for the Internal Assessment (IA) portion of the course. This will entail the design, data collection, data processing, and evaluation of an experiment involving some aspect of physics. The two-year sequence of IB Physics HL culminates in an external examination.
Text: *PHYSICS Course Companion,* David Homer, Oxford University Press

Biology 401 - IB Standard & Higher Level I (Grades 11-12, full year, 1 credit)
This is the first year of a two-year program in IB Biology. Students will learn a wide range of scientific investigation skills, which include experimental design, data collection, data processing, statistical applications, and data analysis, while studying a range of topics from the common core of the syllabus. Topics include molecular biology; cell biology; genetics; human physiology; ecology; and evolution and biodiversity. A student should have achieved a B or higher in their previous science course in order to take this class.
Text: *Biology for the IB Diploma*, Walpole, Cambridge University Press

Biology 501 - IB Higher Level II (Grade 12, full year, 1 credit)
This course follows the IB Biology 401 course as the second part of a two-year program at the higher level. Students will continue to develop their scientific investigation skills, while studying a range of topics, including nucleic acids; metabolism, cell respiration and photosynthesis; plant biology; genetics and evolution and animal physiology. Students will also embark on an independent investigation, which will account for the Internal Assessment (IA) portion of the course. This will entail the design, data collection, data processing and evaluation of an experiment involving some aspect of the biological sciences.
Text: *Biology for the IB Diploma*, Walpole, Cambridge University Press

Biology 502 - IB Standard Level II (Grade 12, Full Year, 1 Credit)
This course follows on from the 401 biology course. Students continue to develop their data collecting and processing skills in the lab program and study an option from the new syllabus. Topics covered include molecular genetics and biotechnology, enzymes, basic concepts of cell respiration and photosynthesis. Students will also embark on an independent investigation, which will account for the Internal Assessment (IA) portion of the course. This will entail the design, data collection, data processing and evaluation of an experiment involving some aspect of the biological sciences.
Text: *Biology for the IB Diploma*, Walpole, Cambridge University Press

Chemistry 401 - IB Higher Level I (Grades 11-12, Full Year, 1 Credit)
This is the first year of a 2-year program in IB Chemistry. With an emphasis on lab and investigative skills, students learn the chemical principles that underpin both the physical environment and biological systems. Topics studied include atomic structure and bonding, quantitative chemistry, organic chemistry, periodicity, and energetics. The nature of science is addressed throughout the year to explore what science is, how scientists operate, and the interaction between science and society. A student should have achieved a B or higher in their previous science course in order to take this class.
Text: *Chemistry for the IB Diploma*, *Coursebook, 3rd edition*, Owen

Chemistry 501 - IB Higher Level II (Grade 12, Full Year, 1 Credit)

This is the second year of chemistry for students who have completed Chemistry 401. Topics covered include kinetics, organic chemistry, acids and bases, reduction and oxidation. Students will also embark on an independent investigation, which will account for the Internal Assessment (IA) portion of the course. This will entail the design, data collection, data processing and evaluation of an experiment involving some aspect of chemistry.
Text: *Chemistry for the IB Diploma*, *Coursebook, 3rd edition*, Owen

MODERN LANGUAGES: FRENCH AND SPANISH

Our mission is to instill a love of languages, people, and cultures in our students, and to provide students with tools to communicate efficiently and meaningfully. Our language philosophy is inclusive and this drives our professional development and curriculum. Language learning is a unique, lifelong process which requires specific skills, commitment, exposure, and interaction. It promotes global citizenship and multicultural understanding. Furthermore, proficiency in additional languages allows students to acquire competencies in other areas of learning.

Language learning is a shared responsibility of the whole ASP community. We value both learning additional languages and the development of mother tongue languages. ASP is an English-speaking school where French is the language of the host country. As such, we believe in:

- fostering a sense of belonging to the local community
- taking advantage of living in France to fully experience and appreciate its richness in art, history, science and culture.

Some courses have a summer reading assignment/requirement; more specific information will be shared with students and families in May of each school year.

FRENCH & SPANISH AS A FOREIGN LANGUAGE and FRANCOPHONE
The different course levels and methodological tools used by the language teachers are defined according to the proficiency guidelines published by the American Council on the Teaching of Foreign Languages. This document describes“what an individual can do in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context”. For each of these skills, these guidelines identify three major levels of proficiency: Advanced, Intermediate, and Novice. The three levels in Advanced, Intermediate, and Novice are subdivided into sublevels 1 and 2.

Teachers also use an intercultural approach to help students develop an appreciation of the target culture, i.e. of Francophone and Hispanic civilizations, and an awareness of the plurality of languages and cultures. Students in Grades 11 to 13 can prepare for the International Baccalaureate Language A or B exams and Advanced Placement examinations depending on their level.
Important to note: IB French and IB Spanish ab initio exams can be done at the end of either Novice 2, Intermediate 1, or Intermediate 2 courses for students in the 2nd year of the IB Diploma Program. Extra sessions for preparing for this exam must be attended by students who choose this path.

For students entering ASP, course placement is based on an online written test (grammatical knowledge, reading and listening comprehension) and an oral interview in August at ASP. For returning students, course placement is based on previous achievement and teacher's recommendation.

FRENCH AS A FOREIGN LANGUAGE COURSES

101 French Novice I (Grades 9–12, full year, 1 credit)
This beginner course is designed to introduce students to French's major structural, functional, and lexical areas. The wide range of activities offered to students allows them to practice and assimilate the material. Some tools are given for immediate use of the language outside the classroom. Culture is another important aspect of this course that aims to provide students with keys to a better appreciation of their stay in France.
Texts: teacher-made study guides and activities, extracts from various text and activity books, pictures, songs, articles, authentic documents (maps, timetables, menus, etc.), online exercises designed on BookWidgets, websites (lepointdufle, tv5, etc.)

201 French Novice II (Grades 9–12, full year, 1 credit)
This course is designed for students who have acquired a good proficiency in the basic language skills. Emphasis is based on developing reading comprehension and accurate expression of ideas in both oral and written forms on topics related to them and their close environment (e.g. family and friendship, school, hobbies, living environment).
Texts: teacher-made study guides and activities, extracts from various texts and activity books, videos (tv reports, news, animated presentations, commercials, movie scenes, etc.), extracts from authentic radio programs, pictures, articles, websites and so on.

301 French Intermediate I (Grades 9–12, full year, 1 credit)
This course will further develop oral and written communication skills acquired at beginners' levels. Students are introduced to various cultural aspects through magazines, articles, reading selections, audio and video documents. Students develop their knowledge of French Culture and Language through different IB themes (Education, Customs and Traditions, Holidays/travels, Environment).
Texts: Extracts and units from *Panorama Francophone 1 and 2*, selection of exercises from A2 grammar and vocabulary books; selected readers (short stories, bandes-dessinées); selected articles from *Le Monde des ados, Okapi* and other magazines; extracts from movies like *L'ascension, Intouchables, Les émotifs anonymes*; French songs and videos, languagesonline and other websites.

301 French Intermediate II (Grades 9–12, full year, 1 credit)
This is an advanced course for students who have acquired a good proficiency in the basic language skills. This course focuses on developing reading and listening comprehension, and accurate expression of ideas in both oral and written forms. The course seeks to enrich students' vocabulary, and grammatical and syntactic structures so they can discuss various social themes such as health, social media, ecology, consumption, service, etc.
Texts: Selected articles from *L'Actu* and other newspapers/magazines; videos, radio capsules, movie extracts, songs, blogs, websites, and other authentic documents.

301 French Advanced I (Grades 9–12, full year, 1 credit)
This course is suitable for advanced students whose written skills are in need of reinforcement. The four skills will be developed with special emphasis on written proficiency through cultural topics with a content based approach.
Text: selection of themes *La France au quotidien* ; selected articles from *l'Actu, Le Monde des ados, Phosphore, Okapi, 20 minutes*, *Un jour une actu*; videos, readings: *poems, short stories,* radio capsules, movie extracts (Bienvenue chez les Ch'tis, *Le Comte de Monte-Cristo*, *Sur les chemins de l'école),* songs, blogs, websites, and other authentic documents.grammar and vocabulary - printed and online training on *lepointdufle.fr* and other websites.

402 French Advanced Langue Et Culture (Grades 10–12, full year, 1 credit)
Français *Langue et Culture* is offered to both Francophone students and to advanced students with good oral fluency who want to continue improving their writing, work on their style, and strengthen their argumentation skills. This course will expose students to French culture, and the curriculum will be organized around cultural events such as: Les Journées du Patrimoine, la Semaine du Goût/le Salon du chocolat, les Fêtes de fin d'année, le festival de la Bande Dessinée d'Angoulême, les Césars, le Salon de l'Agriculture, la Semaine de la Francophonie, la Journée de la Femme, etc.

Articles and extracts from the press, websites, blogs, short literary texts, videos, movies, and news reports will also be part of the curriculum. This course is open to 10th, 11th and 12th grade students who have successfully completed French Advanced I, as well as to Francophone students who want to pursue French in a non-exam class. Students will be able to continue onto the AP or IB French Language B class the following year.
Texts: teacher-made study guides and activities, extracts from various text and activity books, websites of cultural events, videos (tv reports, news, animated presentations, commercials, movie scenes, etc.), extracts from radio programs, pictures, articles, *bandes dessinées*, authentic documents, short literary readings. Book-length readings: *Blog,* free-choice book

401 French Advanced AP Language & Culture (Grades 10–12, full year, 1 credit)
This course follows the College Board curriculum for AP French Language and Culture. Students will develop advanced competencies in listening comprehension, speaking skills, reading, and writing. This course prepares students for the AP external examination in May.
Texts: *Thèmes* (Pearson); *Barron's AP French Language and Culture* (to be purchased by the student); selected audio documents and articles from French magazines and newspapers; selected video–documents; tv5.org, lepointdufle.fr, savoirs.rfi.fr, and other websites.

502 French Advanced IB Standard Level (Grades 11–12, full year, 1 credit)
This course focuses on linguistic competence and on written and oral comprehension. It is based on a variety of resources including newspaper and magazine articles, television and radio programs, and works of twentieth-century literature. Students in this course will develop and refine writing skills emphasizing the production of well-organized creative

essays. The program is structured around 5 main topics: human ingenuity, experiences, identity, sharing the planet, social organization.
Texts: *IB French B course companion* 2nd edition; *Le Monde en Français* 2nd edition; *French B* Hodder 2nd edition; Grand Corps Malade : *Patient* and another reader; selected articles from the French press; extracts from films (Samba; Welcome, Intouchables, Les Invisibles); un jour une actu, inthinking.com, lepointdufle.fr, tv5.org, RFI savoir and other websites.

501 French Advanced IB Higher Level (Grade 12, full year, 1 credit)
This course builds linguistic competence while emphasizing written comprehension and production. Oral comprehension exercises are based on recent television programs and documentaries related to current events and aspects of life in France. Reading comprehension is developed through reading selected contemporary short stories, poems, and magazine articles dealing with the themes relevant to a sociological examination of France and French speaking countries. Written skills are developed in order to produce well-organized and coherent essays. The program is structured around 5 main topics: human ingenuity, experiences, identity, sharing the planet, social organization.
Texts: *IB French B course companion* 2nd edition; *Le Monde en Français* 2nd edition; *French B* Hodder 2nd edition; D de Vigan : *No et moi* and and another reader; selected articles from the French press; extracts from films (Samba; 1:54; les Invisibles...); un jour une actu, inthinking.com, lepointdufle.fr, tv5.org and other websites.

FRANCOPHONE COURSES

The Francophone courses are designed for native or near-native speakers of French who already have a high level of language competence. Language A courses aim to improve and refine their oral and written language skills, to develop their knowledge and critical analysis of a wide range of texts, and to foster their appreciation of Francophone cultures. Themes include bilingualism and cultural identities, social and political issues of the Francophone world, evolution of the French language, aspects of freedom of expression, and press cartoons. The program includes the study of literary works, social issues, and cultural topics. The curriculum of advanced Language A courses is based on the International Baccalaureate Language A (Language and Literature) program that leads to the award of the Bilingual IB Diploma at Standard and Higher Level.

101 Francophone Grade 9 (Grade 9, full year, 1 credit)
This course is designed to help students develop and refine their oral and written language skills, with emphasis on spelling, grammar and syntax. In order to foster their appreciation of literary texts and to develop analysis of register and style, students are introduced to a wide range of texts: *Grammaire Bordas* (level 1); selected activities from *Zéro faute !* (level 1); a selection of Letters by Mme de Sévigné (17th century) and by Montesquieu (18th), a selection of short stories (*nouvelles*) by Sagan, Maupassant, and Mérimée; a selection of 19th and 20th century poems; a play by E. Rostand, *Cyrano de Bergerac*. Two major projects are proposed to help students enhance their creativity as well as their oral and written expression. First semester: *salon littéraire*. Second semester: writing a short story.

201 Francophone Grade 10 (Grade 10, full year, 1 credit)

This course is a reinforcement of the written and oral skills developed in Francophone 9, and an introduction to the program and components of the IB Language A Language and Literature program. The curriculum covers studies of language and literature. The approach to the study of language is through press articles on various topics, advertising posters and campaigns, news reports, songs in relation to social themes, etc. Texts include a contemporary play by Yasmina Reza (*Le Dieu du Carnage*); Maupassant (*Pierre et Jean*); Gaël Faye (*Petit Pays*); short stories and selected "poésie engagée"; films relative to the texts read in class; video documents, radio interviews, articles from the press, and websites.

401 IB French A Language & Literature SL I/ HL I (FRANCOPHONE 11) (Grades 11–12, full year, 1 credit).

This is an advanced course for students who have completed Francophone 10 and who have obtained a teacher recommendation. It constitutes the first year of the International Baccalaureate Diploma whose curriculum focuses on the study of French language and literature. Topics of language in cultural context can include the study of myths and their influence on literature, stereotypes and manipulation in media for instance. Students are expected to develop a critical approach in their structured oral presentations and written assessments such as Paper 1 (text analysis) and Paper 2 (comparative essay). They are also invited to undertake personal research to better understand narrative contexts as well as enhancing their creativity through a creative writing workshop at the end of the second semester. During year 1, students will prepare and record their IB oral exam.

Texts: J. Anouilh: *Antigone* (tragédie); R. Tagore: *Le Laurier-sang* (théâtre symboliste; translation); . N. Huston: excerpts from *Nord perdu* (pamphlet); H. Le Tellier: *L'Anomalie* (roman - summer reading); selected articles from the French press, communication campaigns and slogans, press cartoons, educational videos from clemi.fr; ina.fr, TV5.org, and other websites.

502/501 IB French A Language & Literature SL II/HL II (FRANCOPHONE12) (Grade 12, full year, 1 credit)

Students who have completed Francophone 11 are admitted to this course following a teacher recommendation. Like the Francophone 11 course, the Francophone 12 course covers both language and literature studies. Language and social topics include representation of social groups in the media, political language and speeches, freedom of expression and political correctness, aspects of translation, cartooning in the press. Students continue developing their critical approach to literature, textual analysis, and cultural topics through structured oral presentations and written assessments such as Paper 1 (text analysis) and Paper 2 (comparative essay). For HL students, one long analytical essay has to be submitted externally and counts for part of the IB examination grade.

Texts - subject to changes - Beaumarchais: *Le Mariage de Figaro* (théâtre); Olympe de Gouges: *Déclaration des droits de la femme et de la citoyenne* (texte politique); selected poems from N. Hikmet: *Il neige dans la nuit* (poésie, translation); selected non literary texts such as articles from the francophone press, press cartoons (dessins de presse), advertising posters and campaigns, television documentaries, social and political speeches, films and scripts.

SPANISH AS A FOREIGN LANGUAGE COURSES

101 Spanish Novice Level I (Grades 9–12, full year, 1 credit)
In this introductory course, students learn basic conversation patterns, grammar and vocabulary. This beginner course is designed to introduce students to the major structural, functional, and lexical areas of Spanish. The wide range of activities offered to students allow them to practice and assimilate the material. Culture is another important aspect of this course that also aims to provide students with keys for a better appreciation of Spanish speaking countries.
Texts: *Diverso 1, Gente 1* Units 1 to 8 (textbook and workbook), teacher-made study guides and activities, extracts from various text and activity books, pictures, songs, articles, authentic documents (maps, timetables, menus, etc.), online exercises , websites (aprender español, profe de ele, videoele, etc.)

201 Spanish Novice Level II (Grades 9–12, full year, 1 credit)
Students review and build upon structures studied in Spanish Novice I. More advanced writing and reading is required, and there is an emphasis on the use of Spanish in class at all times.
Texts: *Gente 1* Units 9-11 (textbook and workbook); *Pasaporte B1*; extracts of films; songs; short films and languages websites.

301 Spanish Intermediate (Grades 9–12, full year, 1 credit)
In this course students will further develop oral and written communication skills learned at the beginner level. Students are introduced to various cultural aspects of Spanish speaking countries through magazines, articles, reading selections, audio excerpts and video clips. Students develop their knowledge of Spanish language and culture through different topics including Holidays/Travel, Education, Customs & Traditions, Environment, and New Technologies.
Texts: *Diverso 2 ; Escribir en español; Gramática B1* (Segunda parte); teacher-made study guides and activities, extracts from various text and activity books, pictures, songs, articles, authentic documents, online exercises , websites (aprender español, profe de ele, videoele, etc.)

*Students who are enrolled in the IB Diploma program and who qualify for the ab initio course in Spanish will be able to take the official IB exam in May of Grade 12. IB ab initio is for students with 2-3 years of Spanish.

401 Spanish Advanced IB SL (Grades 11–12, full year, 1 credit)
This course follows the IB Spanish B SL program of study. In this class students listen to songs, radio programs, and mini lectures about a variety of topics that include literature, history, culture and current events. They will be exposed to authentic sources like newspapers and magazines as well as to short stories, poems, and cultural selections. In this course students are encouraged to develop their speaking skills through oral presentations that are based on pictures and magazine or newspaper articles. Students will also employ media and technology into their presentations.
Texts: *IB skills*; *Pasaporte B2*; *Gramática B1/B2*; poems, extracts of films; songs; short films and languages websites.

501 Spanish Advanced IB HL (Grade 12, full year, 1 credit)
This is an advanced course for students who have acquired a very good proficiency in the four language skills. This course follows the IB Spanish B HL program of study. Students are exposed to a demanding review of grammatical structures, formal writing, extensive conversational practice, and aural comprehension activities. Discussion of literary works, amplification of vocabulary, guided and free composition, and expression of ideas allow the students to develop the necessary skills they need to be successful on the IB Higher Level examination.
Texts: *Lengua*: *Gramática B2* (Segunda parte); Short novels (Matute, Garcia Marquéz); selected newspaper articles from European and Latin American media; poems; extracts from films; songs; short films and languages websites.

401 Spanish Advanced AP Language & Culture (Grades 10–12, full year; 1 credit)
This course follows the College Board curriculum for AP Spanish Language and Culture. Students will develop advanced competencies in listening comprehension, speaking skills, reading and writing. This course prepares students for the AP external examination in May.
Texts: *AP Spanish* (Pearson); *Abriendo Paso Temas y Lecturas* (Pearson); *AP Spanish* (Barron's); *Temas AP Spanish* (Vista Higher Learning); selected audio documents and articles from Spanish magazines and newspapers; selected video-documents and Spanish websites

VISUAL AND PERFORMING ARTS

Our aim as arts educators is to develop and implement comprehensive, creative, innovative music, theater, film and visual art programs. Such programs will equip students to think like artists, and will establish in them lifelong artistic dispositions as bold, sensitive creators, thoughtful, informed appreciators and enthusiastic, active supporters of the arts.

The true artist is a visionary who makes the world a better place. The arts are intrinsically valuable as an avenue for the creative expression of our human psyche. Exposure to, exploration of, and instruction in the arts are essential components of a comprehensive 21st century education. Research clearly shows that the arts contribute greatly to the social, emotional, cognitive, physical and civic development of the students we work with. The arts uniquely address the complete human experience, making them a significant foundation upon which to develop the personal and academic excellence that is part of ASP's mission.

VISUAL ARTS

The Visual Arts courses at ASP offer a diverse curriculum dedicated to expanding students' critical and aesthetic horizons. Students may choose from a variety of media, with emphasis placed on individual growth and creative expression.

Drawing (Grades 9–12, one semester, ½ credit)
Drawing is the foundation of all visual art, and it's a skill anyone can learn. Throughout the semester, you will explore a wide range of traditional drawing media, including graphite and colored pencils, charcoal, chalk and oil pastels, markers, and ink. You will study topics such

as observational drawing, realism, portraiture, abstraction, surrealism, and student-driven passion projects. Your artwork will be grounded in key concepts such as color theory, composition, the elements of art, the principles of design, critique, and portfolio development. This course is strongly recommended as a prerequisite for Advanced Studio Art.

Painting (Grades 9–12, one semester, 1⁄2 credit)
Whether you already love to paint or are just beginning to explore the medium, this hands-on course offers the chance to build both artistic and technical skills using watercolor and acrylics. Students will also investigate Color Theory, Art History, and the Elements and Principles of Design, essential foundations that support growth in any visual art practice. Open to all levels, this class provides an ideal environment for students to expand their abilities, develop a personal style, and gain a deeper appreciation for this timeless art form. This course is a recommended prerequisite for Advanced Studio Art.

Mixed Media: Exploring Visual Arts (Grades 9-12, one semester, ½ credit)
Love trying new art techniques? This innovative studio art course invites students to experiment with a wide range of 2d and 3d materials, techniques, and creative processes. Drawing inspiration from contemporary artists and imaginative prompts, students will create artworks that combine two or more media such as: watercolors, acrylic paints, collage, colored pencils, markers, pastels, printmaking, embroidery, modeling paste, paper mache, plaster, wire, or weaving. This course is recommended as a prerequisite for Advanced Studio Art.

Ceramics (Grades 9–12, one semester, ½ credit)
Ceramics offers an engaging introduction to creating art with clay. Students will explore foundational hand-building techniques, including pinch pots, slabs, and coils, to design both functional and imaginative works. Each piece will be finished using a variety of surface decoration and glazing methods that students will learn and practice throughout the course. Through a series of unique ceramic projects, students will develop creativity, problem-solving skills, resilience, and innovation, all valuable abilities that extend well beyond the art studio.

Advanced Studio Art (Grades 10–12, full year, 1 credit)
This course is designed for 10th grade students preparing for IB Visual Arts, as well as for 11th and 12th grade students who wish to continue their artmaking beyond a specialized semester class. Students will create imaginative, engaging, and expressive artwork using a wide range of materials, techniques, and design approaches centered on the elements of art, principles of design, color theory, and composition. Materials may include drawing, painting, printmaking, sculpture, and mixed media. Themes shift throughout the year and encourage independence and creative interpretation. In a dynamic studio environment, students will produce artworks of various scales, study art history, explore contemporary artists, and strengthen technical skills while building confidence, perseverance, creative thinking, and problem-solving abilities.

IB Visual Arts – 401 Ib Standard Level I & IB Higher Level I (Grades 11–12, full year, 1 credit)

This is the first course in the two-year IB Diploma Program in Visual Arts. During this year, students begin developing a portfolio of artwork, exploring a wide range of art forms and techniques. They are introduced to the examined assessments, start documenting their artistic journey using digital methods and traditional sketchbooks, and learn to research and formally analyze artwork. This course requires students to be highly motivated, independent, and committed to both art-making and the substantial written components of the program. By the end of the first year, students decide whether to pursue the Standard Level or Higher Level track.
Prerequisite: Advanced Studio Art or at least two Studio Art electives, with teacher approval.

IB Visual Arts – 502/501 Ib Standard Level II & IB Higher Level II (Grade 12, full year, 1 credit)
In the second year of IB Visual Arts, students assume greater responsibility for directing their own creative investigations. Through a mix of studio work, research, critical reflection, and exhibition planning, they continue to build a cohesive and conceptually deep body of artwork that reflects their identity and voice. Final assessment tasks include:

- An Art-making Inquiry Portfolio, which documents the conceptual and technical evolution of their work and shows how ideas emerge, develop, and resolve.
- A research assignment (either the SL Connection Study or the HL Artist Project), which asks students to draw connections between their own artistic practice and broader cultural, historical, or stylistic contexts.
- A curated selection of 5 resolved artworks accompanied by a written rationale that demonstrates technical competence, conceptual depth, and an awareness of audience and context.

Digital Photography (Grades 9–12, one semester, ½ credit)
This introductory photography course merges the art and science of photography, guiding students to develop both their creative voice and technical skills. Students will gain a strong understanding of essential camera functions, including aperture, shutter speed, and ISO, and enhance their photos using editing software, such as Lightroom. The course delves into the history of photography and the work of influential photographers in a wide variety of genres. Whether using a digital camera or a smartphone, this course empowers students to create visually compelling images.

Yearbook/Desktop Publishing (Grades 9–12, full year, 1 credit)
In this cross curricular, project-based class, students work collaboratively using technology such as digital cameras and online design software to produce a high-quality yearbook. Students use writing, communication, and design skills to creativity tell the story of the school community in an engaging way. The Digital Photography course is excellent preparation for this course, but not required.

Digital Filmmaking Semester (Grades 9–12, semester, 1⁄2 credit)
Visual narratives surround us with films, television programs, commercials and YouTube having an ever-increasing presence in students' lives. Digital Filmmaking provides students opportunities to better understand, as well as to create, digital videos. Students learn the

technical aspects of digital production, including digital cinematography, non-linear editing, lighting, and computer-based special effects. Equally important is the art of storytelling. Students work to create original, well-structured stories with compelling characters and conflicts. Besides that, students will have contact with films from different countries and cultures, learning about film history and early techniques. This course counts as either a performing arts or visual arts graduation requirement.

Digital Filmmaking Year-Long (Grade 9–12, full year, 1 credit)
Same as the semester-long course, but we will dive deeper into the production aspects of the filmmaking process. The pace is faster than the semester course. There is no prerequisite for this course, but some previous knowledge about filmmaking is helpful so it's ideal for students who already took a digital filmmaking semester course and want to follow with more knowledge in the art of filmmaking. This course counts as either a performing arts or visual arts graduation requirement.

IB Film - 401 IB Standard Level I & IB Higher Level I (Grades 11–12, full year, 1 credit)
IB Film, year one of this two-year program, challenges students to fully explore Film as Art by studying great films, creating documentary scripts and producing short films. This three-pronged approach creates opportunities to thoroughly investigate Film as Art while preparing students for the IB Film assessments, submitted in Year 2. Students will follow the IB curriculum, but the course is not limited only to those seeking the IB Diploma. The course is open to all students who seek an in-depth understanding of the power of film to inspire, to inform, and to entertain. Year 1 of the program looks critically at a variety of film genres, develops cinematography and editing skills, and introduces script writing as art. It is advisable but not required to have some film experience before taking this course. This course counts as either a performing arts or visual arts graduation requirement.

IB Film - 502/501 IB Standard Level II & IB Higher Level II (Grade 12, full year, 1 credit)
IB Film is the second-year component of the two-year IB Film curriculum, where students complete the four elements of the IB Film - a film with a project report, a video essay, a film portfolio and a structured film analysis. Throughout the year students will view and discuss select films, work on production exercises and script writing assignments. Students will spend the first semester creating their IB film, a seven-minute (HL) production. During this process they will specialize and focus on one production role. They will also research and begin writing their documentary script for submission. During the second semester students will finalize all of the pieces of the IB Film Portfolio, including the analysis component of the course, a 10 minute comparative study project, and a textual analysis of a scene from one of the pre-defined films assigned by IBO. This course counts as either a performing arts or visual arts graduation requirement.

PERFORMING ARTS

Performing Arts courses offer an active and dynamic addition to the life of ASP. The 375-seat Performing Arts Center Black Box Theatre allows for the staging of numerous performances

and productions. Other facilities include music ensemble and practice rooms, a modern sound and light booth and diverse backstage rooms for actors. ASP also holds a wide range of string, woodwind and brass instruments available for rent, as well as many orchestral, jazz and world percussion instruments on campus.

The purpose of participation in the performing arts is to empower students to embrace, explore and engage in aesthetic experience. Our aim for all students, regardless of their degree of involvement or ability, is that they become lifelong participants in, appreciators of, and advocates for, the performing arts. The shared experience of live performance connects artist and audience. Through performance, students become more thoughtful, independent, confident and self-aware, while also being more responsive to the reactions of others and the impact of their own work. We believe that

- Each student has an artistic voice with the capacity to create and communicate.
- The Performing Arts foster self confidence, motivation and personal responsibility.
- The intrinsic need for collaboration within the performing arts allows students to develop greater understanding of, and respect for their own abilities and efforts, as well as those of others.
- Skill is not necessarily proportional to enjoyment or motivation - all are able to benefit from involvement in the Performing Arts.
- Learning and collaborating with others in a performing arts program provides opportunities and resources for learning beyond those which are possible through individual pursuit.

US Concert Band (Grades 9–12, full year, 1 credit)
If you are an instrumental musician on woodwind, brass or percussion, then this class is for you! You should normally have 2 or more years of playing experience, including reading music comfortably. Piano players are welcome to join as percussionists, starting on mallets and timpani. The concert band meets on alternate days in the schedule, focusing mostly on practical playing to develop technique, aural skills, musicality and essential theory. Throughout each year we aim to play music from a wide variety of styles and periods, also encouraging a broader appreciation of musical cultures and history. We perform at 3 official school concerts, augmented by other performance opportunities including the ASP Jazz Band, US and MS musicals and auditioned music festivals run by The Association for Music in International Schools (AMIS). Private teachers are also available on voice and several instruments – just contact a music teacher for details. Playing an instrument in a musical ensemble should be an enjoyable, challenging and rewarding experience. Scientific studies have also proven the many additional benefits to cognitive development, problem solving, language acquisition, social skills and more. Come and join us in the US Concert Band to continue and expand your musical journey into the future.

Concert Choir (Grades 9–12, full year, 1 credit)
There is a big difference between ‘I *can’t* sing’ and ‘I *don’t* sing’. For the majority, it’s the latter, but which do you feel applies to you? This is a class for everyone. Singing together has been proven to be a source of mental, physical and social-emotional strength and well-being. Being a course promoting fun, a feeling of family, and fantastic performances, the benefits of this class have increased in significance as academic and societal pressures

have increased. Join choir and sing - to (i) relieve daily stress, (ii) learn to use your own unique instrument and to become a more literate musician, (iii) be exposed to music beyond your own playlist and be amazed at how you learn to love it, (iv) gain confidence and skills in performance and personal presentation that may be transferred to other subject areas. This group is for all who simply want to sing and to learn more about music using the voice as your instrument. Enthusiasm is mandatory, experience is optional! Choir is definitely a team effort and so participation in all school concerts (approximately three per year) is required. Students enrolled in choir are eligible to audition for the popular annual International Honor Choir Festival run by the Association for Music in International Schools (AMIS) and hosted by schools throughout Europe and the Middle East.

Digital Music (Grades 9–12, one semester, ½ credit)
A subtitle for this introductory course might be “What Music Is and How to Make It”, as it combines an overview of the roots and development of American popular music – blues, folk, country, jazz, rock and rap – with hands-on experience creating and arranging music using digital audio production techniques. The ASP Media Lab’s MIDI keyboard-equipped Macintosh computers allow students with widely varied musical backgrounds to learn basic concepts of melody, harmony and rhythm while creating their own compositions. The students will also produce soundtracks for films made in ASP’s Digital Filmmaking classes. Please note that students are only allowed to take this Digital Music course once.

IB Music SL and HL (Grades 11–12, two full years, 1 credit per year)
The ‘new’ 2-year IB Music course opens the doors to a *wide range of musicians of all levels,* offering exciting opportunities for students to explore, experiment with, create and perform a diverse range of musical styles. Starting from your own point of interest, this course caters for all students who have a genuine curiosity about music, whether self taught performers, singers and composers who wish to extend their musical knowledge and skill, or those who have learned an instrument or sung for years. As a researcher, creator and performer working within personal, local and global contexts, students will, over two years, create individual portfolios that demonstrate their musical growth through the exploration of a range of familiar and unfamiliar works. Students are encouraged to work with Digital Audio Workstations (DAWs) using software such as GarageBand, Logic Pro, or Ableton Live and notation software such as Sibelius, Musescore or Noteflight, as well as with acoustic instruments, including voice. The course follows a similar path for both Standard and Higher Level students, but the HL student will also be required to complete a Contemporary Music Maker collaborative multimedia project in their second year. Students who wish to enroll in this course must have an adequate level of musical literacy, reading standard notation for pitch, rhythm and chords - or at least a real desire to learn this and be willing to work over the summer. They should also have some proficiency on an instrument (note that the voice is an instrument) and wish to improve their skills in that area. Knowledge of DAW software is desirable but not essential. Interested students should see Mrs. Love for more information.

The Curious Musician (Grades 11–12, full year, 1 credit)
This course opens its doors to students who are genuinely curious about music and who wish to expand their knowledge and skills in composition, performance, and analysis. The course allows for exploration, experimentation, investigation, and performance of music of a

wide range of genres and styles, culminating in a portfolio of original work for assessment. Students will be exposed to a variety of music from around the world, will follow historical musical trends to discover how contemporary genres have roots in unexpected places, and will be able to apply learned musical language and idioms to their own listening, composition and performance. The ability to play an instrument is not required.

Whilst able to incorporate your own musical tastes in this course, the most important quality in a curious musician is that of a willingness to expand one's musical diet and to grow in understanding and expertise in a range of creative musical activities. Interested students should see Mrs. Love for more information.

Piano For Beginners (Grades 9-12, one semester, 1/2 credit per year)
This is a course for those who have either never played, or have limited experience with the piano. Throughout a semester you'll learn to read and understand piano music as well as a typical lead sheet with melody and chords. You'll develop some solid piano technique, find out how to create and play chords as an accompaniment for contemporary songs, and play some well known piano standards from a variety of musical styles. This is not a course for those who already play the piano.

Ensemble Theater (Grades 9–12, full year, 1 credit)
This course inspires students to explore the very nature of Theatre by 'Making Theatre' as well as by studying it. Theatre is essentially an art of communication, of telling a good story. Students will learn about the craft of acting, directing and dramaturgy. The course encourages students to gain a deeper understanding of their creative potential through performance experience. Students will also be introduced to a variety of contemporary as well as classical playwrights. No experience necessary.

IB Theater 401 & 502/501 IB Standard Level & IB Higher Level (Grades 11–12, Two Year Course, 1 Credit Per Year)
The IB Diploma Program theatre course is dynamic, multifaceted and practical in nature. The course focuses on the reflective, expressive, and creative skills of its students. It promotes holistic learning and strongly emphasizes the value of individual creativity and the importance of ensemble work. It encourages the taking of risks, the building of confidence through play, enthusiasm and imagination. Emphasis is placed on the discovery and exploration of the various interrelated disciplines of the theatre arts. The assessment components for this course are practical in nature and involve producing a Director's Notebook (HL&SL), the Collaborative Performance (HL&SL) devising of an original performance , Research Presentation a presentation of applied research to performance (HL&SL), as well as at the a Solo performance (HL level ONLY) applying aspects of a specific theatre artist/theorist. All exam components are assessed at the end of the two-year course (April).

Theatre Arts 402 (Grades 11-12, full year, 1 credit)
Students in this course follow the structure of the second year of the IB program. A mixture of texts, theory and practical projects students are encouraged to define what theatre means to them and create performances that explore their vision.

INNOVATION DESIGN TECHNOLOGY

Our project-based courses invite students to collaborate on some of the crucial issues facing today's world using the contemporary technological tools available to them. Students in these courses will learn to use logical reasoning to give unambiguous instructions to computers through code. They will develop collaborative computational thinking skills including the ability to break down problems into smaller parts, find patterns, generalize solutions, and write step-by-step algorithms. Students will gain the knowledge that will allow them to be the creative innovators of tomorrow.

All students are required to take one of the above semester or year-long courses to fulfill our Design & Technology graduation requirement. Please note that all of these DT courses are only allowed to be taken once.

DT 302 Mobile App Programming (Grades 9-12, one semester, ½ credit)
In this course, students will explore the fundamentals of mobile app design and development using visual, block-based programming tools and modern app-creation platforms. Students will learn how to design user interfaces, connect apps to data and web services, and build interactive features for mobile devices. Emphasis will be placed on creativity, problem-solving, and user-centered design as students develop apps that are useful, engaging, and relevant to the ASP community. Students will test and refine their apps as they move through the design, build, and iteration process.

DT 302 3D Modeling & Design (Grades 9–12, one semester, ½ credit)
In this course, students will explore the fundamentals of three-dimensional (3D) modeling and digital design. Using industry-relevant 3D design software, students will learn how to create, manipulate, and refine digital objects and environments. The course emphasizes design thinking, spatial reasoning, and creativity as students develop models for products, games, animations, and real-world applications such as engineering and architecture. Students will also learn how 3D models are prepared for rendering, animation, and 3D printing, and will build a portfolio of original work demonstrating both technical skills and visual design.

DT 302 AI Literacy & Foundations (Grades 9–12, one semester, ½ credit).
In this course, students will explore how artificial intelligence (AI) works and how it is shaping the world around them. Through hands-on activities, simulations, and real-world examples, students will learn how computers recognize patterns, make predictions, and generate content using data and algorithms. The course emphasizes understanding—not just using—AI, including how models are trained, where bias comes from, and why ethical and responsible use matters. Students will examine how AI is used in areas such as art, social media, medicine, business, and education, and will practice evaluating AI systems for accuracy, fairness, and impact. By the end of the course, students will be able to think critically about AI technologies and make informed decisions as creators, users, and citizens in an AI-driven world.

DT 302 Cybersecurity (Grades 9-12, one semester, ½ credit)
In this course, students will explore the essential principles of cybersecurity and learn how to protect digital systems and data in an interconnected world. Through hands-on activities, they will investigate topics such as encryption, network security, ethical hacking, and safe online practices. Students will also examine the role of cybersecurity in protecting critical infrastructure and personal privacy. Emphasizing problem-solving, critical thinking, and ethical responsibility, this course provides a foundational understanding of cybersecurity concepts and prepares students to navigate and safeguard the digital landscape.

DT 401 AP Computer Science Principles (Grades 10-12, full year, 1 credit)
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. Using primarily the Python language, the course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. The class also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. There is no prerequisite for this course.

DT 401 AP Computer Science A (JAVA) (Grades 10-12, full year, 1 credit)
This course will not be offered in the school year 2026-2027. Instead it will be offered in 2027-2028.
AP Computer Science A (Java) is the equivalent of an introductory university-level programming class. Students will learn the fundamentals of computer science using the Java programming language. It begins by focusing on programming basics and then on writing full classes and the logic and structures around building them. A semester of a Design & Technology course or comparable background is required as a prerequisite.

INTERDISCIPLINARY COURSES

Business & Finance 402: Introductory Level (Grades 10–12, full year, 1 credit)
This year-long, college-preparatory course offers students a comprehensive foundation in the principles of business and finance, emphasizing real-world application and critical thinking. The course is divided into two major sections: Business Foundations and Financial Literacy. In the Business Foundations section, students will explore essential concepts such as entrepreneurship, marketing strategies, leadership and management principles, business ethics, and operational decision-making. Students will analyze case studies, develop and present business plans, and engage in collaborative problem-solving activities that simulate real-world business challenges. The Financial Literacy section shifts focus to personal finance and financial markets. Students will learn to create budgets, manage investments, analyze financial statements, and evaluate economic indicators. Key topics include risk management, investment portfolios, and the global economy's impact on individual and corporate financial decisions. Students will also examine the ethical dimensions of financial choices and the importance of sustainable practices in business.
Throughout the course, students will engage in project-based learning, interactive discussions, and collaborative simulations to enhance their understanding of business and finance. Upon completion of this one-year course, students will have developed skills in

critical thinking, problem-solving, ethical decision-making, and data analysis, preparing them for future academic and professional pursuits.

PHYSICAL EDUCATION

Physical Education (Grades 9–10, full year, ¼ credit per semester)
All 9th and 10th grade students are required to participate in a year-long physical education course. Students engage in 6-7 core units throughout the year with underlying themes of inclusive teamwork, personal-social responsibility and physical fitness. Motor skills specific to each activity and strategies for gameplay are key areas covered across each semester.

The course design and assessments are based on the SHAPE National PE Standards for High School:

- Students apply knowledge of concepts, principles, strategies & tactics related to movement
- Students demonstrate competency in motor skills and patterns
- Students demonstrate the knowledge and skills to maintain a health-enhancing level of physical activity and fitness
- Students exhibit responsible personal and social behavior to respect self and others
- Students recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction

During the two-year course, students participate in their grade 9 and consequently the grade 10 curriculum. Over the course of the two years, students will understand key concepts to being physically active, develop their personal levels of fitness and practice skills in game-based situations. They will learn to appreciate and implement in their daily lives various cognitive, social, and motor skills that they acquire in the PE program. Our goal is to ensure that students understand how to lead an active lifestyle and master the fundamental skills of various activities to make healthy and active choices for the future. Upon completion of the program, students will understand how to independently lead a physically active life and enjoy the many associated benefits.

LEADERSHIP LAB

Leadership Lab is our two-year advisory program for 9th and 10th grade students. The content sequence seeks to support students' self-realization, as they grow individually and as members of a community. During this course, students will engage in activities and discussions that cultivate their sense of identity, communication skills, and social justice. We encourage students to reflect upon different cultures and social systems that shape our world, and respond critically and compassionately to discussion-based classes where opposing voices are heard. The curriculum is built on the belief that meaningful leadership requires ongoing exploration of our students' personal identities and belief systems, so that they grow up to be authentic and impactful leaders of service in their communities.

Leadership Lab for 9th Grade: Social Justice Dialogue
This course is designed to support social and emotional learning and foster a sense of community and belonging. Students will follow workshops designed to support goal planning

and mindfulness, build empathy, and practice effective communication and digital citizenship. As we extend our discussions to the larger world, students will engage in learning activities that encourage reflection on personal bias and consideration of ways in which society might be structured differently to promote greater equity.

Leadership Lab for 10th Grade: Sexuality Education through Unhushed

Unhushed is a comprehensive sexuality education curriculum that focuses on personal identity and values, healthy communication in relationships, the importance of consent, and global sexual rights. The themes developed complement the concepts introduced in social justice dialogues from 9th grade. In both years, sessions will be interspersed with visits from our Guidance Counselors for information on orientation to high school, study skills, and university readiness.

COURSE OFFERINGS TABLE 2026-2027

Courses	Grade 9	Grade 10	Grade 11	Grade 12
English **4 credits required** *S = semester* *E = elective*	Critical Reading & Writing Reading & Writing Foundations Creative Writing (S) (E)	Thematic Reading & Writing Applied Reading & Writing Creative Writing (S) (E) AP Seminar (E)	English Lit: Crisis & Change AP Seminar AP English Lang & Comp IB English Literature SL/HL Creative Writing (S) (E)	English Lit: Family Dynamics AP Seminar AP English Lit & Comp AP English Lang & Comp IB English Literature SL/HL Creative Writing (S) (E)
Social Studies **3 credits required** *AP US Gov. & Politics will be offered in 2027-28 only for Grades 11 and 12.*	Modern World History US History	Modern World History US History AP US History AP World History	Human Geography Psychology 402 AP US History AP World History AP Economics AP Comparative Gov. & Politics AP Psychology IB Psychology SL/HL IB History SL/HL IB Economics SL TOK (1/2 credit)	Human Geography Psychology 402 AP US History AP World History AP Economics AP Comparative Gov. & Politics AP Psychology IB Psychology SL/HL IB History SL/Hl IB Economics HL TOK
Math **3 credits required**	Algebra 1 Studies Algebra 1 Geometry Algebra 2 Standard Level Adv. Algebra/Precalculus	Algebra 1 Studies Algebra 1 Geometry Algebra 2 Standard Level Algebra 2 Studies Adv. Algebra/Precalculus AP Calculus AB/BC	Algebra 1 Geometry Algebra 2 Standard Level Algebra 2 Studies Adv. Algebra/Precalculus Functions, Stats & Trig AP Calculus AB/BC IB Math AI SL IB Math AA SL IB Math AA HL	Geometry Algebra 2 Standard Level Algebra 2 Studies Adv. Algebra/Precalculus Functions, Stats & Trig AP Calculus AB/BC IB Math AI SL IB Math AA SL IB Math AA HL AP Statistics
Science **3 credits required**	Physical Science	Life Science	Environmental Science 402 Physics 402 AP Environmental Science AP Physics 1 AP Biology IB Biology SL/HL IB Chemistry HL IB Physics HL	Environmental Science 402 Physics 402 AP Environmental Science AP Physics 1 AP Biology IB Biology SL/HL IB Chemistry HL IB Physics HL
Modern Languages **3 credits required** **French required in grades 9 & 10** **French or Spanish required in grade 11**	French Novice 1 French Novice 2 French intermediate 1 French intermediate 2 French Advanced 1 Spanish Novice 1 Spanish Novice 2 Spanish Intermediate	French Novice 1 French Novice 2 French intermediate 1 French intermediate 2 French Advanced 1 French Langue et Culture AP French Spanish Novice 1 Spanish Novice 2 Spanish Intermediate AP Spanish	French Novice 1 French Novice 2 French intermediate 1 French intermediate 2 French Advanced 1 French Langue et Culture French AP IB French A/B SL Spanish Novice 1 Spanish Novice 2 Spanish Intermediate AP Spanish IB Spanish B SL	French Novice 1 French Novice 2 French intermediate 1 French intermediate 2 French Advanced 1 French Langue et Culture AP French IB French A/B SL/HL Spanish Novice 1 Spanish Novice 2 Spanish Intermediate AP Spanish IB Spanish B SL/HL
Elective **Visual Arts** **0.5 credits required** *S = semester* *E = elective* **Digital Filmmaking is*	Drawing (S) Painting (S) Mixed Media (S) Ceramics (S) Digital Photography (S) Yearbook Digital Filmmaking (S*)	Drawing (S) Painting (S) Mixed Media (S) Ceramics (S) Digital Photography (S) Yearbook Advanced Studio Art Digital Filmmaking (S*)	Drawing (S) Painting (S) Mixed Media (S) Ceramics (S) Digital Photography (S) Yearbook Advanced Studio Art IB Visual Arts SL/HL	Drawing (S) Painting (S) Mixed Media (S) Ceramics (S) Digital Photography (S) Yearbook Advanced Studio Art IB Visual Arts SL/HL

offered as a semester and year long class			Digital Filmmaking (S*) IB Film SL/HL	Digital Filmmaking (S*) IB Film SL/HL
Elective Performing Arts 0.5 credits required	Digital Music (S) Ensemble Theatre Concert Band Concert Choir Piano for Beginners (S) Digital Filmmaking (S*)	Digital Music (S) Ensemble Theatre Concert Band Concert Choir Piano for Beginners (S) Digital Filmmaking (S*)	Digital Music (S) Ensemble Theatre Concert Band Concert Choir Theatre Arts 402 IB Theatre SL/HL Piano for Beginners (S) The Curious Musician IB Music SL/HL Digital Filmmaking (S*) IB Film SL/HL	Digital Music (S) Ensemble Theatre Concert Band Concert Choir Theatre Arts 402 IB Theatre SL/HL Piano for Beginners (S) The Curious Musician IB Music SL/HL Digital Filmmaking (S*) IB Film SL/HL
Design Technology 0.5 credits required *AP Computer Science A will be offered in 2027-28 for Grades 10-12*	AI Literacy (S) 3-D Modeling (S) Cybersecurity (S) Mobile Apps (S)	AI Literacy (S) 3-D Modeling (S) Cybersecurity (S) Mobile Apps (S) AP Computer Science Principles	AI Literacy (S) 3-D Modeling (S) Cybersecurity (S) Mobile Apps (S) AP Computer Science Principles	AI Literacy (S) 3-D Modeling (S) Cybersecurity (S) Mobile Apps (S) AP Computer Science Principles
PE & Leadership Lab (required in grades 9 & 10) **1 credit required**	PE Leadership Lab 9	PE Leadership Lab 10		
Interdisciplinary electives		Business & Finance	Business & Finance	Business & Finance