

High School curriculum

Introduction

The high school curriculum provides students with a comprehensive and rigorous secondary education, equipping them for success in and beyond ASL. The required program of study should be considered the minimum; almost all students fulfill more than basic graduation requirements. Most students choose to take four years each of English, math, science, social studies and world language, and they pursue advanced work in academic and elective areas where they have ability and interest.

The strongest college-preparatory program emphasizes steady progression in core academic areas. ASL offers an unusually wide array of options for students to extend their knowledge in several subject areas. ASL's core curriculum is enhanced by broad offerings in technology, and in the visual and performing arts, as well as directed independent study in language, and independent study. Students learn to make thoughtful choices to achieve the best possible balance between breadth and depth.

Underpinning the subject-based aims of the high school program are several essential skills. In addition to achieving specific curricular goals, every student should graduate with the skills and abilities to:

- present ideas clearly and effectively, orally and in writing
- understand and apply quantitative reasoning
- think analytically and solve problems.

Furthermore, four years of high school education at ASL should offer every student ongoing opportunities to develop in the four domains of the school's mission: learning, character, community and service.

GRADE 9

Grade 9 is both a transitional year from middle school and a foundation for the increasing depth and breadth of the high school curriculum. All Grade 9 students take the same English and social studies courses. Students are placed in math, science and world language according to individual levels of interest and preparation. Students are also encouraged to take courses in the performing arts, visual arts, technology or journalism. Physical Education and Foundations are bost semester-long courses required by all Grade 9 students. Outdoor Leadership Skills can fulfill the requirement for Foundations.

Grade 9 students are required to take a minimum of seven credits: five credits in core academics (English 9, World Civilizations I, math, science and world languages), $\frac{1}{2}$ credit in Foundations, $\frac{1}{2}$ credit in Physical Education, and one additional credit.

GRADE 10

Grade 10 students are introduced to the next level of sophistication in writing, reasoning, quantitative and research skills that are appropriate for the high school curriculum. They assume

greater responsibility for managing their own academic progress. In Grade 10, students develop important skills and learn content required for upper-level courses in Grades 11 and 12. Building upon Grade 9, all students take English 10 and World Civilizations II, which are core requirements in English and social studies. The courses students take in math, science and world languages are guided by their performance in earlier courses. All students enroll in a required one-semester health course.

Grade 10 students are required to take a minimum of six credits: five credits in core academics (English 10, World Civilizations II, math, science and world languages), $\frac{1}{2}$ credit in health, and an additional $\frac{1}{2}$ credit in another course. Most students take 7 credits in Grade 10; however, the number of credits for students depends on their academic and extracurricular commitments.

GRADE 11

In Grade 11, students begin to refine their interests in specific academic disciplines, while they continue to deepen their knowledge and skills in all core academic subjects. Planning math, science and social studies sequences requires careful consideration, because the options are broad and often carry prerequisites. The aims of the English program remain constant, but students elect one-semester courses from a selection of topics and genres. Grade 11 students usually take either US History or AP US History, but they can elect to take other social studies courses. Grade 11 students also continue their study of their chosen world language, and some may choose to pursue an additional language. Academic focus and performance are especially important in Grade 11, because they determine the most appropriate Grade 12 courses.

In Grade 11, students are required to take a minimum of six credits: five in core academics and an additional credit in another course. Most students take $6\frac{1}{2}$ or 7 credits in Grade 11; however, the number of credits for students depends on their academic and extracurricular commitments.

GRADE 12

Grade 12 students enjoy the widest range of curricular options; their course choices tend to be based on trajectories established earlier in high school. The greatest range of opportunities in Advanced Placement courses occurs in Grade 12; however, students typically have some flexibility to include a course or two that can be taken for enjoyment and interest. Grade 12 is a transitional year between secondary and post-secondary education, emphasizing improved study skills and increasing independence and responsibility.

In Grade 12, students are required to take a minimum of five credits: four academic and one additional course.

GRADUATION REQUIREMENTS

Requirements	Credits
Core Academics (see below)	19
Art (visual and/or performing)	2
Foundations (Grade 9)	.5
Health (Grade 10)	.5
Physical Education	1

Technology	.5
Additional course(s)	1
Total	24.5

Yearlong courses receive 1 credit; semester courses receive $\frac{1}{2}$ credit. Requirements for graduation include the minimum core academics, selected from the following departments: English, social studies, mathematics, science, and world languages and cultures. In addition, AP Art and Music courses may be counted as core academics in the determination of minimum enrollment requirements. The minimum core academic requirements include:

Core Academics	Credits
English <i>(one English class required every semester)</i>	4
Social studies	3
Mathematics	2
Science	2
World languages & cultures <i>(must include single language progression in Chinese, French or Spanish)</i>	3

Students may select additional credits from any department, keeping in mind graduation requirements and their post-high school plans and goals. Participation in the school's athletic program does not count towards ASL's graduation requirement nor can it serve as an exemption for any Physical Education requirement. An independent study course is taken in addition to the student's course requirements and may not substitute for course requirements in the regular curriculum.

To graduate, a Grade 12 student must earn a minimum yearlong GPA of 1.67 (C-) in all courses, as well as no failing grade in any required course or failing year-end grade in any full-year course.

ACADEMIC EVALUATION

Homework

Homework is an important component of all classes in all subjects, yet its nature can vary among subjects and courses. Some assignments, for example, might take 30-45 minutes to complete and be due when that class meets next, while other assignments might be of a larger, more long-term nature that allows students increased discretion about how best to approach their learning. Likewise, the assignments appropriate for Grade 9 evolve to quite different assignments and pace for Grades 11 or 12, especially in AP courses where external exams are part of the curriculum. ASL teachers are expected to post homework assignments no later than 3:30 pm on the day the class meets. If students feel overwhelmed by the amount of homework represented by a program of study, they are encouraged to talk to their teachers and class dean or college counselor.

Grade reports and special reports

Grade reports are issued four times a year, at the end of each quarter, based on the following

standards:

- A Outstanding
- B Commendable
- C Adequate
- D Passing but inadequate
- F Failing/No credit

As needed, the following marks can also be used in grade reports:

INC	Incomplete
IP	In progress
P	Pass
WP/WF	Withdrawn passing/failing
NA	Not applicable
MEDEX	Medical excuse

The following scale applies to all letter grades:

98-100	A+	73-76	C
93-97	A	70-72	C-
90-92	A-	67-69	D+
87-89	B+	63-66	D
83-86	B	60-62	D-
80-82	B-	59	F
77-79	C+		

High School letter grades have numerical equivalents that are used in creating a Grade Point Average:

A+ = 4.0	A = 4.0	A- = 3.67
B+ = 3.33	B = 3.0	B- = 2.67
C+ = 2.33	C = 2.0	C- = 1.67
D+ = 1.33	D = 1.0	D- = 0.67
F = 0.0		

Narrative comments are included in grade reports at the end of the first and third quarters. In addition, special reports may be written to parents to express either positive re-enforcement for a student who is performing exceptionally well or warn of a problem such as performance significantly below what might be expected. Special reports are typically written at the interim point of the quarter for all students at risk of ending the semester with a grade of C- or below, but teachers can write them at any time. In certain situations, including academic probation, class deans and college counselors may request that special reports be written in order to provide specific grade and classroom information to parents.

Grade Point Average (GPA) calculation

The GPA is calculated by means of a straight average. Every course is included in a student's GPA

with the exception of pass/fail courses and independent study.

The GPA is calculated to two decimal points and is provided on report cards at the end of each semester.

Pass/fail

Students in Grades 9-11 may elect to take any one course at a time on a pass/fail basis from any of the following areas of study: interdisciplinary, performing arts, physical education or visual arts. Grade 12 students may elect to take any one course at a time pass/fail. The option of pass/fail cannot be applied to AP courses, which must be taken for a grade. The deadline for a student to elect pass/fail or change from pass/fail to a grade is one month after the beginning of the semester. By that time a student must have discussed with the teacher, class dean and assistant principal his/her intention and received permission. Any exception to this rule must be approved by the assistant principal.

Senior exam exemption

A Grade 12 student whose cumulative average in a course is B+ (87%) or above, as measured the day before the beginning of final exams, may, with the teacher's permission, be exempt from the final exam in that course, provided that the student has no unexcused absences in that class.

Student-initiated drops and adds

Students may request a schedule change up to four class meetings after the beginning of the semester.

Repeating courses

In some circumstances, repeating a course is allowed. Students are required to have teacher, class dean and assistant principal approval for repeating a course. If a student repeats a course, the course and grades are recorded both times on the official transcript.

Incompletes

Occasionally there are circumstances that prevent a student from completing all requirements for a course on time. In such cases, a teacher may give the student an incomplete (INC). In consultation with the class dean or college counselor, the teacher and student will decide upon an appropriate time frame for completing the work.

Academic probation

If a student receives two or more grades of C- or below or one failing grade F during a quarter, the student is automatically placed on academic probation. Once placed on academic probation, the student remains so for the rest of the quarter. If, at the next grading period, the student earns a grade average of C (75) or higher in his/her academic subjects with no more than one grade of C- or below in any subject, probationary status is removed. Under any circumstances, a student receiving an F or an Incomplete will remain on probation.

In addition, if the Student Support Team judges that a student's academic work represents serious under-achievement, the student may be placed on academic probation.

Academic probation may include some or all of the following:

- Weekly progress report
- Scheduled study periods

- Restriction of participation in social and athletics activities
- Closed campus
- Restructured schedule
- Withheld re-enrollment agreement.

A student's place at the School depends on meeting academic standards. Probationary status for three consecutive quarters indicates that the student is not meeting the standard.

Summer school credit policy

Summer study does not carry ASL credit, appear on an ASL transcript, or substitute for specific course or distribution requirements in ASL's curriculum. Students may be able to place into advanced levels of ASL subjects by demonstrating their knowledge upon successful completion of a rigorous summer academic program.

Summer reading

The High School Summer Reading program requires all students entering Grades 9-12 to read a minimum of two books; one of these is a book read by the High School as a whole; the other is drawn from an ASL reading list. Follow-up work on summer reading occurs at the start of school.

INDEPENDENT STUDY

A student who has exhausted a department's curriculum offerings, demonstrated a commitment to independent work, expressed ongoing interest in a topic and has a faculty sponsor willing to oversee the project may apply for independent study. The application involves stating the nature, conditions and goals of the proposed course of study; a teacher who chooses to act as sponsor supervises the project. An independent study course is taken in addition to the student's course requirements and may not substitute for course or distribution requirements in the regular curriculum. Independent study receives academic credit and a grade, but is not part of GPA calculation. It requires the approval of the instructor, department head and assistant principal. An application form for independent study must be submitted before the beginning of the semester. Approval for independent study is granted on a semester basis.

ADVANCED PLACEMENT PROGRAM

ASL's advanced placement program offers students the opportunity to take college-equivalent courses during high school, which can result in earning credit of advanced standing once a student enters college. In addition, the results of these examinations are recognized by UK universities and are seen as the equivalent of A-levels in the admission process. More than 90 percent of AP exams taken by ASL students achieve scores of three or higher. Admission to AP courses requires a recommendation from the department and approval from the class dean.

The AP exam is an integral part of the AP course, and all enrolled students are required to take the AP exam. Students who miss an AP exam because of illness or other emergency take a make-up exam provided by the College Board. If students enrolled in an AP course do not take an AP exam, they are required to sit for an in-house final exam in that course, and the AP designation will be removed from their transcripts.

ASL currently offers Advanced Placement courses in Art History, Biology, Calculus AB and BC, Chemistry, Chinese Language, Computer Science A, Environmental Science, European History,

French Language, Human Geography, Macro- and Microeconomics, Music Theory, Physics B and C, Psychology, Spanish Language, Spanish Literature, Statistics, Studio Art and US History. The English department does not offer AP courses but many students elect to take the AP English Language and Composition or AP English Literature and Composition exam.

ACADEMIC ADVISING

The mission of the academic advising and college counseling office is to work in partnership with students and families to encourage academic and personal growth and to maximize student success, both in high school and beyond. Central to this policy is the belief that students who take an active role in this partnership will have a positive high school experience and will arrive at the next educational level with increased self-confidence, independence, and a sense of purpose.

In fostering its mission, the AACC seeks to:

- Offer guidance and support that respects each student as an individual
- Develop relationships with students and families that are cohesive and that continue throughout the students' time in the high school
- Help students develop their interests and talents, acquire new skills, and identify and build on their strengths
- Empower students to make their own decisions and to self-advocate by giving them appropriate information and tools
- Challenge students to approach the options available to them with an open mind
- Encourage students to engage in ongoing self-reflection in order to identify goals that are realistic but that also encourage them to follow their aspirations.

Class deans

The class dean is the primary contact person for Grade 9-11 students and parents for academic advising, personal guidance, and other questions and concerns. At the start of semester II, Grade 11 students begin working with a college counselor. Class deans work with students to facilitate their transition to and from ASL, work with the dean of students on matters of discipline, support and recognize student achievement, and meet with students to plan and review programs of study. Class deans work with the high school faculty, administration and counselors to monitor students' academic, social and emotional progress.

During semester II of each year, students and their families meet with the class dean or college counselor to plan their academic program for the coming year. The planning process helps to create a challenging yet balanced program of study that students can be successful in with a reasonable investment of time and energy.

When a student experiences difficulty with a particular course or teacher, the first step is always to meet with that teacher. The next step, if the first was not successful, is to contact the class dean who can facilitate discussions to resolve any difficulties that have arisen. When a student has a question about school practices or policies, the class dean is the person to see. Communication with class deans may be either face-to-face or by email; all communication is confidential and is not shared without the student's permission.

Class deans are readily available to meet with students during conference time, lunch and after school. Each dean has a sign-up system for formal meetings.

College counselors

College counselors advise families on all aspects of the transition from ASL to higher education. Throughout the year, college counselors host forums for parents and students on subjects such as standardized testing, high school course selection, making the most of the summer holiday and resume writing. The counselors aim to gain a good understanding of a student's strengths and aspirations. They also write a letter of recommendation on behalf of the School for each of the students they counsel.

English

The central goals of a good education are to engage a free and open mind, excite empathy and passion, nurture the habits and values of a citizenry, and ultimately lead students to think for themselves. In the English department, students read a variety of challenging texts to promote critical thinking and stimulate reflection. These include prose—both fiction and non-fiction—drama and poetry. Speaking and listening skills are developed in seminar discussion informed by the Harkness method. All courses are designed and taught to enable students to develop their skills in reading, speaking, listening and writing.

Students are required to take an English class during each semester of their enrollment at ASL, regardless of the number of English credits they may have accumulated before and during their time at ASL. All Grade 9 students enroll in English 9; all Grade 10 students enroll in English 10.

The department sponsors an active Writers Club, open to all students. The club meets regularly during the school year. The department also sponsors the Writers Seminar, whose members work with a visiting writer over the course of the school year. Applications for the following year's Writers Seminar are accepted from current Grade 10 and 11 students in the preceding spring. The students selected participate in the program for one year.

English 9

1 CREDIT; FULL YEAR

English 9 is a yearlong course that focuses on the skills of close reading and discussion through the study of genres, including drama; the novel; and epic, lyric and dramatic poetry. Students practice writing in a variety of forms, ranging from journal entries of a single paragraph to analytical essays of several pages. Grammar and usage are studied in the context of effective writing and speaking. There is a particular emphasis on discussion skills. Course literature typically includes two substantive novels, a play by Shakespeare, and Homer's *Odyssey*. All Grade 9 students are required to take English 9; students may elect to add a second English course by taking Beginning and/or Advanced Journalism (described below).

English 10

1 CREDIT; FULL YEAR

English 10 is a yearlong course that builds on the skills emphasized in English 9, particularly those of literary analysis and expository writing. Typical forms students practice may include description, comparison and contrast, and definition, along with more specialized forms of textual analysis and argumentation. Grammar and usage are studied in the context of effective writing and speaking. Teachers select course literature from a variety of writers, who typically include Hemingway, Fitzgerald, Frost and Miller. In addition, all students read a play by Shakespeare and an anthology created by English 10 teaching staff. All Grade 10 students are required to take English 10; students may elect to add a second English course by taking Beginning Journalism, Advanced Journalism, and/or Advanced Journalism: Editors (described below).

Grade 11 and 12 English electives

The English department offers a wide range of elective courses, each course providing the opportunity for sustained enquiry into a given topic, genre or period. Each semester, students in Grades 11 and 12 take at least one elective course (journalism courses must be taken in conjunction with another English course). Some students elect to take one or both of the AP English examinations; for those students, a series of preparation sessions is offered each spring.

American Literature

½ CREDIT; GRADES 11-12

The literature studied in this course is drawn from America's multicultural heritage and focuses on selected themes and cultural, historical and aesthetic issues. Students read a broad range of works that give voice to diverse perspectives on being American. The balance of contemporary and traditional readings enhances students' knowledge of literary techniques and movements. Reading lists typically include authors such as Hawthorne, Emerson, Dickinson, Whitman, Twain, James, Fitzgerald, Ellison, Roth, Updike, McCarthy and Morrison. Students practice their writing skills through a variety of genres, ranging from the analytical essay to poetry.

Craft of Writing

½ CREDIT; GRADES 11-12

Craft of Writing is a semester-long, writing- and reading-intensive class that provides continuing instruction in a variety of forms, including (but not limited to) personal writing, fiction, poetry and drama. Designed for students who are interested in developing sophistication, nuance and voice in their writing, this course includes a variety of assignments focused on elements such as voice and audience, perspective, rhetoric, tone and mood, narrative distance, image and sound, theme and metaphor. A workshop format allows students to write and revise in a supportive atmosphere. Students read actively and critically and produce a piece of writing for every class. They must demonstrate a readiness to share their work at all stages and to respond sensitively to the work of their classmates.

Dramatic Literature and Performance

½ CREDIT; GRADES 11-12

NOT OFFERED IN 2011-12

Drawing on the riches of London's theatrical culture, this course explores the nature of dramatic literature and dramatic production. We take advantage of the opportunity to have two texts (one written, one performed) of the major works of the semester to explore what happens as a work is transferred from the page to the stage. Our aim is to develop a clearer understanding of the nature and scope of a challenging and rich genre. The plays are chosen from current offerings in London and are thus likely to change from year to year. That said, we read several of the dramatic masterpieces of the 19th and 20th centuries (Chekhov, Ibsen, Beckett, Pinter, Stoppard) and some of the works of new dramatists. Students should be aware that this course requires attendance at several evening performances. The cost of tickets is covered by the English department budget.

Early Classical Thought

½ CREDIT; GRADES 11-12

NOT OFFERED IN 2011-12

In this course, students read Plato because we agree with Alfred North Whitehead's assertion that "the European philosophical tradition...consists of a series of footnotes to Plato." Plato's teacher Socrates' famous declaration that "the unexamined life is not worth living" is a distillation of that philosophical tradition, consisting, above all, in wonder, rigorous self-enquiry and the uncompromising questioning of assumptions. Our work is to use the dialogues as literature, which is to say as a springboard for our own investigations into the material, asking what the examined life might look like for ourselves.

The English Romantics

½ CREDIT; GRADES 11-12

In 1789, Europe was rocked by the Revolution in France. The English poet Wordsworth, who visited Paris in 1791, later wrote, "Bliss it was that dawn to be alive/But to be young was very heaven!" Abroad, the moment of Revolution seemed a harbinger of freedom, equality and brotherhood, although a complex, terrifying aftermath would quickly follow. In England, there was severe resistance to political change, yet under the spell of the times, literature flourished with the energy of revolution. The English romantic writers explored the relationship between nature, the mind and the imagination, and they questioned and tested the relationship between the individual and society, and the individual and the state. Readings include Shelley's *Frankenstein*; Brontë's *Wuthering Heights*; Austen's *Pride and Prejudice*; and the poetry of Wordsworth, Coleridge, Shelley and Keats. We also consider the romantic imagination in visual arts and music.

Individual and Society in Literature

½ CREDIT; GRADES 11-12

This year, our focus is on the lure of the road and the forces at work that push or draw us from our homes. From Quixote to Kerouac, our literature is a series of journeys, pilgrimages, exiles and returns. This is familiar territory for us as transplants from other lands en route to other places. Yet perhaps it is apt to ask why. Why do we seek respite or escape from the known world? What do we do when we are forced from the known? Do we deceive ourselves in thinking that life is elsewhere? Our journeys ultimately touch on our search for ourselves in the universe. The course is organized around a series of concepts, e.g., landscape, exile, the exotic. Authors read may include Equiano, Phillips, Joyce, de Maistre, Kincaid, Coetzee and Chatwin.

Literature and Film

½ CREDIT; GRADES 11-12

Through a consideration of literature and its adaptation to the strikingly different medium of film, students study the role of the text and the reader in literature, the camera and the viewer in film, and how the different capabilities of each genre require certain approaches to narrative. Poetry, short stories, and novels have all been adapted into compelling films, and we spend time studying each of these forms. Students write both analytically and creatively in response to literature and to film. Texts may include *Rashomon*, *Barry Lyndon*, *Les Liaisons Dangereuses* and *Who's Afraid of Virginia Woolf*.

Modern and Contemporary British Literature

½ CREDIT; GRADES 11-12

Who writes British literature? In attempting a relevant answer for today's Britain, we'll explore the literary heritage and evolving traditions of the country of our residence. We'll read modern classics by poets such as Wilfred Owen, Siegfried Sassoon, W.B. Yeats and prose authors E.M Forster, Virginia Woolf, James Joyce, Doris Lessing and George Orwell, as well as contemporary works by Carol Ann Duffy, Angela Carter, Hanif Kureishi and Kazuo Ishiguro. Visits by active publishers, editors and authors will fill out our understanding of current trends in British literature.

Modern World Literature: Africa

½ CREDIT; GRADES 11-12

Although the written literary heritage of Africa is relatively recent, it is immensely rich. Students explore the complexity of modern Africa through its literature in an effort to understand this vast continent and to place its literature in context. We read a wide variety of genres and study authors such as Achebe, Paton, Aidoo, Ba, Coetzee, Equiano, Mahfouz, Soyinka, Adichie and Ngugi.

Modern World Literature: Middle East

½ CREDIT; GRADES 11-12

In this course, we ponder the frailty and majesty of the human condition under extremely difficult circumstances. Diverse, compelling stories present us with rich discussion opportunities, as we examine the challenges faced by Middle Easterners adapting to the realities of the modern world. Authors studied may include Amos Oz, Naguib Mahfouz, Khaled Hosseini and Marjane Satrapi.

Modernism: Eliot's *The Waste Land*

½ CREDIT; GRADES 11-12

NOT OFFERED IN 2011-12

In addition to devoting careful attention to T.S. Eliot's seminal poem, *The Waste Land*, we investigate many of its important allusions, by reading and studying other texts referred to in the poem. These texts are drawn from a diverse range of cultures and eras. Students learn and employ basic principles of poetic analysis to improve their understanding of Eliot's work. To understand the poem's imagery, we also discuss the psychology and anthropology of myth. Texts studied, in their entirety or as excerpts, include: *The Upanishads*, *The Fire Sermon*, the Old Testament, *The Tempest*, *Les Fleurs du Mal*, *From Ritual to Romance*, *The Confessions*, the *Aeneid*, *Women Beware Women*, *Parsifal* and *The Spanish Tragedy*.

Mythology

½ CREDIT; GRADES 11-12

Twenty-eight centuries ago, the Assyrians recorded on clay tablets the world's first epic poem: the tale of a king who gained and lost a beloved companion, fought monsters, encountered gods, and undertook a quest for immortality. A thousand years later, the ancient Greeks told of a 10-year war in which gods and men took sides, battling for their companions, honor and fame as well as their lives. Some of western civilization's earliest and most profound articulations of what it means to be human are embedded in these mythic stories. Through the study of *The Epic of Gilgamesh*, Homer's *Iliad* and other myths, this course investigates why mythology matters, what myths essentially are, their role in ancient and modern literature, and what myths teach us about ourselves. We consider various aspects of classical culture, some quite alien today, many resonant, and consider the patterns of human experience these narratives unveiled to their original audiences as well as to us today.

Philosophy and Modern Literature

½ CREDIT; GRADES 11-12

In this course, students consider some of the major areas of western philosophy and explore some of the basic questions of life that comprise an individual's worldview. The course includes an overview of theism, deism, naturalism, nihilism and existentialism and considers how writers from these perspectives address topics such as faith and knowing, morality, the nature of the cosmos, human freedom, death and truth. Writing assignments include personal, philosophical, and analytical essays. Authors read include Sartre, Camus, O'Connor, Morris, Crane, Hemingway and Frankl.

Poetry

½ CREDIT; GRADES 11-12

This course seeks, through careful study of the elements of a poem's composition and sustained class discussion of individual lyric and narrative poems, to develop an appreciation for poetic language, argument and vision, as well as to provide a method of analysis. Poems studied are drawn from a variety of sources, but emphasize English and American poetry from the Renaissance to the present day. Students write at regular intervals about poetry, and their work culminates in an independent project on a poet of their own choice. Over the course of the semester, the class may attend poetry readings in London.

Russian Literature

½ CREDIT; GRADES 11-12

Russian Literature introduces some of the country's major authors of the 19th and 20th centuries, and considers both what is unique about Russian literature and how it was influenced by other European traditions. Authors studied include Pushkin, Gogol, Tolstoy, Turgenev, Chekhov, Dostoevsky, Bulgakov and Solzhenitsyn.

Shakespeare

½ CREDIT; GRADES 11-12

No figure has done as much to explore our motivations, reveal our passions, and sound the depths of the human condition as Shakespeare. This course examines his continuing relevance through the slow, careful reading of two or three plays and some sonnets. The plays are approached as both scripts and texts, inviting oral as well as written interpretation. Special emphasis is placed on developing skills of close reading and cross-referenced annotation. Attendance is required at occasional theatrical productions, usually on weekday evenings or Saturdays. The cost of tickets is covered by the English department budget.

The Victorian Novel

½ CREDIT; GRADES 11-12

Nineteenth century England was a place of rapid change. The Victorian novel reflects the struggle of many individuals to find a place in the new society. In this course, students study the development of the novel as a literary form and explore major themes in Victorian literature. Authors studied may include the Brontës, Eliot, Dickens, Gaskell and Hardy.

Women's Literature

½ CREDIT; GRADES 11–12

Through the study of poems, short stories, essays and novels, this course explores works of literature by women writers around the world and across the years. From a brief survey of early texts by women writers, through a more intensive exploration of contemporary texts, we consider questions such as: In what ways and to what extent have women writers both contributed to the literary sphere and been censored, oppressed, or silenced throughout history? What themes emerge across women's literature? What are the implications of being a writer of a particular gender or sexual orientation? Writers studied may include Emily Dickinson, Gwendolyn Brooks, Virginia Woolf, Adrienne Rich, Maxine Hong Kingston, Bharati Mukherjee and Eavan Boland.

JOURNALISM COURSES

Beginning Journalism

½ CREDIT; GRADES 9-12; SEMESTER I

This course is an introduction to journalistic writing. Students learn to write in a variety of journalistic genres and learn the rules of copy editing. Students regularly undertake a range of writing, some for publication, in conjunction with a study of the many facets of journalism, including media law and ethics. Students may enroll in Beginning Journalism only if it is taken as a second English course (along with English 9, English 10, or a Grade 11/12 English elective).

Advanced Journalism

½ CREDIT; GRADES 9-12; SEMESTER I AND II

PREREQUISITE: BEGINNING JOURNALISM OR COMMENSURATE EXPERIENCE

This course focuses on writing for the high school newspaper, *The Standard*. Students consider the ways to create a responsible, inclusive and lively publication for the entire ASL community. Students complete writing in a variety of journalistic genres for publication in each issue, and they undertake the primary responsibility for copy editing and proofreading. Students may enroll in Advanced Journalism only if it is taken as a second English course (along with English 9, English 10, or a Grade 11/12 English course.) Students who are unable to enroll in Advanced Journalism are welcome to participate in the production of *The Standard* in a non-editorial capacity; however, credit for Advanced Journalism can only be given to students who are enrolled in this course.

Advanced Journalism: Editors

1 CREDIT (½ CREDIT TECHNOLOGY AND ½ CREDIT ENGLISH,) GRADES 10-12; FULL YEAR

PREREQUISITES: ADVANCED JOURNALISM OR COMMENSURATE EXPERIENCE WITH THE APPROVAL OF THE INSTRUCTOR AND SELECTION BY COMMITTEE FOLLOWING APPLICATION

To be an editor, a student must be enrolled in Advanced Journalism: Editors, which focuses on the production of the high school newspaper, *The Standard*. Editors learn and practice advanced design techniques using Macintosh software. Editors establish newspaper policy and design, and are expected to write for each issue, participate in editorial meetings and attend all layout sessions, some of which may occur outside normal school hours. Students may enroll in Advanced Journalism: Editors only if it is taken as a second English course (along with English 10 or a Grade 11/12 English course). Students who are unable to enroll in Advanced Journalism: Editors are welcome to participate in the production of *The Standard* in a non-editorial capacity, however, credit for Advanced Journalism: Editors can only be given to students who are enrolled in this course.

Mathematics

Central to the philosophy of the mathematics department is the belief that all students are capable of, and can profit from, learning significant mathematical concepts, skills and techniques. As described below, two levels of Algebra I, Geometry and Algebra II are offered (excluding the Accelerated Program). In general, the sequence of courses in mathematics moves from Algebra to Geometry to second-year Algebra. Students then enter a variety of advanced courses to continue their study of mathematics through Grade 12.

Throughout an ASL high school student's mathematics career, the department endeavors to provide learning experiences that utilize appropriate technology. The graphing calculator provides students with opportunities to explore concepts and topics in depth. Learning to use a graphing calculator effectively and efficiently is, therefore, an integral part of the mathematics curriculum, and students in the High School are expected to have a Texas Instruments, TI-83Plus or TI-84Plus graphing calculator for use in math courses. Students in AP Calculus AB or BC and Vector Calculus have the option of using the TI-89 graphing calculator.

The mathematics department sponsors the Math Club, which provides motivated students with an opportunity to work on problems that require them to think laterally and creatively and to explore methods outside the curriculum. Students work individually and in small groups in preparation for various math competitions. Participation in competitions, including ISMTF mathematics competitions and the UKMT mathematical challenges, is open to all students willing to undertake extra work in mathematics.

FOUNDATIONS PROGRAM

The Foundations sequence presents subject matter at a slower pace and in a more concrete and practical manner, with less emphasis on abstract concepts and proofs. Our goal is to ensure an understanding of the material that serves the student well in future math courses.

ACCELERATED PROGRAM

In order to provide a challenging and rigorous mathematics curriculum for exceptionally able ASL students, accelerated courses are offered in Algebra II/Trigonometry, Precalculus/Calculus A, AP Statistics, AP Calculus AB, AP Calculus BC and Vector Calculus. These courses are designed for students with advanced conceptual skills, who are capable of applying concepts in new circumstances, and who are adept at mathematical and algebraic manipulation. All units are studied at an accelerated rate and in substantial depth, with more emphasis on theory and a higher degree of difficulty in problem solving. Strong emphasis is placed on investigation, analysis, discovery and independent thinking.

A student may take courses in the accelerated program provided s/he has demonstrated in previous mathematics courses the characteristics described above and been recommended by the department. For a student new to ASL, approval is granted by the mathematics department upon review of the student's mathematics record from a previous school and his/her ASL placement test.

YEARLONG COURSES

Algebra I Foundations

1 CREDIT; FULL YEAR

PREREQUISITE: PRE-ALGEBRA

The basic concepts of the Algebra I course are presented in such a way as to make them accessible to all students.

Algebra I

1 CREDIT; FULL YEAR

PREREQUISITE: PRE-ALGEBRA

This is a first-year algebra course organized around families of functions including: linear, quadratic and exponential functions. Students also study systems of equations and inequalities, polynomials and factoring and radicals with an emphasis on problem-solving, reasoning and communication.

Geometry Foundations

1 CREDIT; FULL YEAR

PREREQUISITE: ALGEBRA I FOUNDATIONS OR ALGEBRA I

This course introduces students to plane geometry, the angles and relationships between parallel and perpendicular lines, triangles, quadrilaterals, similarity and congruence, polygons, area and volume, polyhedra and right triangle trigonometry.

Geometry

1 CREDIT; FULL YEAR

PREREQUISITE: ALGEBRA I

This course features reasoning and proof, the angles and relationships between parallel and perpendicular lines, triangle congruence, relationships with triangles, similarity, right triangle trigonometry, quadrilaterals, properties of transformations, properties of circles, area and perimeter, polyhedra, surface area and volume.

Algebra II Foundations

1 CREDIT; FULL YEAR

PREREQUISITES: ALGEBRA I OR ALGEBRA I FOUNDATIONS AND GEOMETRY OR GEOMETRY FOUNDATIONS.

This course includes the topics of linear equations and functions, systems of linear equations, inequalities and absolute value, quadratic equations and functions, exponents, polynomials and factoring.

Algebra II

1 CREDIT; FULL YEAR

PREREQUISITES: ALGEBRA I AND GEOMETRY

This course includes the topics of functions, variation and graphs, linear and quadratic functions and equations, systems of equations and inequalities, complex numbers, radicals, exponential and logarithmic functions and polynomials, probability, combinatorics and right triangle trigonometry.

Functions, Statistics and Trigonometry

1 CREDIT; FULL YEAR

PREREQUISITES: ALGEBRA II AND GEOMETRY

This course strengthens and deepens students' knowledge of material first encountered in their Geometry and Algebra II courses and introduces material from AP Statistics and Precalculus, which improves their chances for success in these courses in the future. Topics include descriptive statistics, algebraic problem solving, functions and graphs (including linear, quadratic, root, power, logarithmic and exponential), transformations of functions and data, trigonometry, probability, and

binomial and normal distributions.

Precalculus

1 CREDIT; FULL YEAR

PREREQUISITES: ALGEBRA II WITH DEPARTMENTAL RECOMMENDATION OR FUNCTIONS, STATISTICS AND TRIGONOMETRY

This is a course on the theory of functions and their graphs. Precalculus focuses on polynomial, power, rational, exponential, logistic, logarithmic and trigonometric functions, and analytic trigonometry.

Calculus

1 CREDIT; FULL YEAR

PREREQUISITE: PRECALCULUS

This course features the study of differential calculus along with its standard applications to the theory of graphs and related rates. This is followed by study of integral calculus, the fundamental theorems, and applications to motion and volume.

SEMESTER MATH ELECTIVES

Semester math electives offer all students the chance to explore topics not covered in the regular math curriculum of Algebra, Geometry, Calculus and Statistics. Given the practical application of this coursework, a diverse range of student abilities is welcome.

Data Analysis

½ CREDIT; SEMESTER I

PREREQUISITE: ALGEBRA II OR ALGEBRA II FOUNDATIONS

NOT OFFERED 2011-12

This course considers fitting mathematical models to data (line of best fit, correlation, quadratic and exponential regressions). The focus is on practical applications, in-class data collection and transformations.

Discrete Mathematics

½ CREDIT; SEMESTER II

PREREQUISITE: ALGEBRA II OR ALGEBRA II FOUNDATIONS

This course focuses on problems that can be modeled using networks, graphs and matrices. In each case, students consider a finite list of possible solutions then generate algorithms that select the optimal solution(s). Topics include finding minimum connectors, shortest paths and game theory. Along the way, students consider classic problems such as the traveling salesman problem, critical path analysis, the postman problem, Eulerian graphs, planar graphs and the Prisoner's Dilemma.

Fractals and Chaos

½ CREDIT; SEMESTER I

PREREQUISITE: ALGEBRA II OR ALGEBRA II FOUNDATIONS

This course introduces students to the fundamentals of chaos theory and iterated functions. The course covers iterated function systems, geometric properties of fractals, period doubling and the logistic function, web diagrams, Julia sets and the complex number plane. Students use web-based applets and computer programs to investigate the behavior of various systems and to create their own images.

ACCELERATED PROGRAM

Algebra II/Trigonometry

1 CREDIT; FULL YEAR

PREREQUISITES: ALGEBRA I, GEOMETRY AND DEPARTMENTAL RECOMMENDATION

This rigorous course is designed for exceptionally able math students and covers the topics of Algebra II as well as a comprehensive unit on trigonometry. The focus of semester I is linear and quadratic equations and functions, methods of factoring, systems of equations, matrices, rational expressions and equations, exponents, roots and complex numbers. During semester II, these concepts are expanded upon and exponential, logarithmic and trigonometric functions are studied in depth.

Precalculus/Calculus A

1 CREDIT; FULL YEAR

PREREQUISITE: ALGEBRA II/TRIGONOMETRY

This course covers the topics of Precalculus in detail at a fast pace and also covers conic sections, vectors, polar equations, parametric equations, probability and combinatorics. It then follows with the study of limits and differential calculus, in preparation for the AP Calculus BC course and examination the following year.

AP Calculus AB

1 CREDIT; FULL YEAR

PREREQUISITES: PRECALCULUS AND DEPARTMENTAL RECOMMENDATION

This university-level course investigates in greater depth the topics covered in Calculus. Students take the AP Calculus AB exam.

AP Calculus BC

1 CREDIT; FULL YEAR

PREREQUISITE: PRECALCULUS/CALCULUS A OR AP CALCULUS AB

In addition to the topics covered in AP Calculus AB, this course introduces differential equations, additional techniques and applications of the definite and indefinite integral, sequences and series including the power and Taylor series and polar and parametric functions. Students take the AP Calculus BC exam.

AP Statistics

1 CREDIT; FULL YEAR

PREREQUISITE: ALGEBRA II/TRIGONOMETRY OR PRECALCULUS OR FUNCTIONS, STATISTICS AND TRIGONOMETRY

Students study four broad conceptual themes: exploring data, planning a study, probability as it relates to distribution of data, and inferential reasoning. Students take the AP Statistics exam.

Vector Calculus

1 CREDIT; FULL YEAR

PREREQUISITE: AP CALCULUS BC OR AP CALCULUS AB AND DEPARTMENTAL RECOMMENDATION

This course expands on the techniques students have already learned with single-variable functions in either of the AP Calculus courses. Vectors are used to study multivariable functions and their many applications. Essential topics are surfaces and tangent planes, motion in space, partial derivatives, line integrals, multiple integrals, divergence and curl. The course culminates in the

theorems of Green and Stokes. Use of the software Mathematica is fully integrated into the course.

Science

Today's world requires scientific and technological literacy. Technology and science are interdependent and both are changing at an increasing rate. Knowledge of basic scientific principles and methods is required to address complex social and ethical issues.

Student-centered laboratory work focuses on the development of the following skills: observing, measuring, organizing, classifying, manipulating, hypothesizing, predicting, analyzing, inferring and communicating. Handling numerical data develops mathematical skills such as interpreting data presented in tabular and graphical form, selecting and applying mathematical relationships to specific problems, as well as using these relationships to describe results. The development of problem-solving and critical-thinking skills provides a basis for investigative work and stimulates student curiosity about our world.

The science department uses a range of technology to maximize learning experiences. Graphing calculators are used extensively. The department has a full complement of probes and sensors available for all science classes as well as full class sets of laptop computers that are used with Vernier LabPro software. Laptop computers are also used for data acquisition and analysis, Internet research and report writing. Classes use video microscopes as well as the latest programs and simulations from various media sources, complementing instruction in all courses.

GRADES 9-11 YEARLONG COURSES

Physical Science

1 CREDIT; FULL YEAR

Chemical and physical properties of matter are the focus of this course. Laboratory activities emphasize essential scientific principles; at the end of semester I, the components of a complex mixture are separated and identified based upon the principles learned. The course moves on to consider more abstract theories of matter, with atomic theory and the particular nature of matter serving as underlying themes. Students complete the course with a series of investigations, which highlight the application of science in our daily lives.

Biology

1 CREDIT; FULL YEAR

Designed as an introduction to the concepts of modern life science, this course focuses on understanding important biological themes and improving scientific literacy. Laboratory work, which explores the scientific method and strengthens students' scientific reporting skills, reinforces the concepts introduced in guided class discussions. Major topics covered include the chemistry of life, cell structure and function, genetics and the continuity of life, evolution, plant and animal diversity, basic human biology and ecology.

Molecular Biology

1 CREDIT; FULL YEAR

PREREQUISITES: CONCURRENT ENROLLMENT IN ALGEBRA I OR HIGHER AND DEPARTMENTAL RECOMMENDATION

This course is recommended for students who are able to cover topics of molecular biology in substantial detail and at a fast pace. Emphasis is placed on the conceptual aspects of biology and experiments that explore, illustrate and reinforce these concepts. Topics covered include evolutionary change, the unity and diversity of life, genetic continuity, structure and function of

cells, regulation and maintenance of life, and ecological interactions.

Chemistry B

1 CREDIT; FULL YEAR

PREREQUISITES: BIOLOGY AND ALGEBRA I

This course places chemistry in the context of familiar everyday experiences. Students are encouraged to apply what they have learned by completing a series of challenges that give them the opportunity to demonstrate not only their knowledge of chemistry but also their imagination, creativity and teamwork. This approach is designed to develop students' observational, recording and analytical skills in the laboratory and the ability to apply concepts to problem-solving exercises. The content in this course is both qualitative and quantitative, although the mathematics is not as demanding as in Chemistry A. Topics covered include physical and chemical properties of matter, composition of matter, the chemical equation, the mole concept, energy, acids and bases, redox chemistry, solutions, atomic structure, periodicity, bonding, rates of reactions, equilibrium and electrochemistry.

Chemistry A

1 CREDIT; FULL YEAR

PREREQUISITES: BIOLOGY, COMPLETION OF ALGEBRA I WITH A GRADE OF AT LEAST "B" AND DEPARTMENTAL RECOMMENDATION

This course, which emphasizes the abstract concepts of chemistry and involves frequent laboratory application of these concepts to solve chemical problems, is recommended for students who are able to cover the topics of chemistry in substantial detail and at a fast pace. Principles considered include nature of matter; characteristics of chemical reactions; the mole concept; stoichiometry; the properties of gases, liquids, solids and solutions; atomic theory; nuclear chemistry; chemical periodicity and bonding; chemical energetics; rates; and equilibrium.

Physics

1 CREDIT; FULL YEAR

PREREQUISITES: BIOLOGY, CHEMISTRY AND CONCURRENT ENROLLMENT IN ALGEBRA II OR HIGHER

This introductory physics course presents an integrated sequence in which students perform and analyze laboratory experiments and solve problems both qualitatively and quantitatively. Topics include motion, gravity, mechanical and wave energy, magnetic fields and electricity, all of which are frequently related to everyday experiences.

GRADE 11-12 YEARLONG ELECTIVE COURSES

We recommend that ASL students take biology, chemistry and physics before graduation. Elective courses offer Grade 11 and 12 students the opportunity to pursue yearlong AP studies or to take semester electives in physical science, life science or environmental science. Careful planning is required to ensure proper sequencing.

AP Biology

1 CREDIT; FULL YEAR

PREREQUISITES: BIOLOGY, CHEMISTRY AND CONCURRENT ENROLLMENT IN ALGEBRA II OR HIGHER AND DEPARTMENTAL RECOMMENDATION

This university-level course investigates in greater depth some topics introduced in the introductory biology course, as well as new topics, including molecular, cellular, organism and population biology. The course involves laboratory work, lectures (including some by guest speakers) and field

trips. Students take the Advanced Placement Biology exam.

AP Chemistry

1 CREDIT; FULL YEAR

PREREQUISITES: CHEMISTRY, ALGEBRA II AND DEPARTMENTAL RECOMMENDATION

This university-level course delves more deeply into topics studied in the previous chemistry course and emphasizes theoretical aspects of chemistry such as the structure of matter, kinetic theory of matter, chemical equilibria, chemical kinetics and basic concepts of thermodynamics. Students utilize advanced problem-solving skills to apply concepts to the interpretation of complex chemical phenomena. Proper record-keeping of quantitative and qualitative lab work is emphasized. Students take the Advanced Placement Chemistry exam.

AP Environmental Science

1 CREDIT; FULL YEAR

PREREQUISITES: BIOLOGY, CHEMISTRY AND DEPARTMENTAL RECOMMENDATION

This university-level course allows students to better understand the impact of the human population on the Earth's environment from a scientific perspective and to conceive of sustainable solutions to the global challenges we face today. Students investigate environmental issues through labs, fieldwork, discussions, projects and field trips. Topics include ecology, biodiversity, soil, water, the atmosphere, population growth, pollution, food supplies, energy, ozone depletion and climate change. Students take the Advanced Placement Environmental Science exam.

AP Physics B

1 CREDIT; FULL YEAR

PREREQUISITE: CHEMISTRY, CONCURRENT ENROLLMENT IN PRECALCULUS OR CALCULUS, AND DEPARTMENTAL RECOMMENDATION

This intensive course with laboratory work includes topics in classical and modern physics and corresponds to an introductory university-level course. Students are encouraged to develop skills in problem solving and in the interpretation of various physical phenomena. Students take the Advanced Placement Physics B exam.

AP Physics C

1 CREDIT; FULL YEAR

PREREQUISITES: AP PHYSICS B OR EQUIVALENT, CONCURRENT ENROLLMENT IN CALCULUS, AND DEPARTMENTAL RECOMMENDATION

This university-level course is designed for students planning to study physics, engineering or related majors in college. There are two major areas of emphasis: mechanics, and electricity and magnetism. These can be done together or separately. Students take the Advanced Placement Physics C exam.

GRADE 11-12 SEMESTER ELECTIVES

Anatomy & Physiology: Fitness & Exercise

½ CREDIT; SEMESTER I

NOT OFFERED IN 2011-12

PREREQUISITES: BIOLOGY AND CHEMISTRY

This course includes a study of the structures and functions of five major systems of the human body: muscular, skeletal, cardiac, respiratory and digestive. These systems are those we actively care for when we exercise and look after our bodies. Physical fitness serves as the theme

demonstrating the interdependence of these systems. In addition, the causes, symptoms and treatments of disorders that affect these systems are investigated. Laboratory-based activities, dissections, independent research projects, supplementary readings and in-class presentations are emphasized.

Anatomy & Physiology: Regulation & Homeostasis

½ CREDIT; SEMESTER II

NOT OFFERED IN 2011-12

PREREQUISITE: BIOLOGY AND CHEMISTRY

This course includes a study of structures and functions of the major systems of the human body (integument, nervous, endocrine, immune, urinary and reproductive) involved with regulation and coordination. These systems function to maintain a balance within the human body as the conditions of our external and internal environments change. The causes, symptoms and treatments of disorders that affect these systems are investigated to enhance understanding of human homeostatic mechanisms. Laboratory-based activities, dissections, independent research projects, supplementary readings and in-class presentations are emphasized.

Astronomy

½ CREDIT; SEMESTER I

NOT OFFERED IN 2011-12

PREREQUISITES: BIOLOGY, CHEMISTRY AND ALGEBRA II OR CONCURRENT ENROLLMENT

This course presents an in-depth survey of modern astronomy and the historical development of our scientific understanding of the universe. Five main topics are explored: general astronomy, the solar system, space exploration, the stars and stellar evolution, and galaxies and cosmology. The course is seminar-style and project based. Students share key lectures, labs, field trips and discussions, but are encouraged to explore the topics they find most interesting through individual research projects. Examples might include building a simple telescope, planning a manned Mars mission or the search for extra-terrestrial life. Night time observation sessions may be offered, using the school's telescope.

Dynamic Earth

½ CREDIT; SEMESTER II

NOT OFFERED IN 2011-12

PREREQUISITES: BIOLOGY, CHEMISTRY AND ALGEBRA II OR CONCURRENT ENROLLMENT

This course provides an advanced study of the planet Earth, as a dynamic body with many interacting parts and a long and exciting history. There are four main topics: geology, meteorology, oceanography and global ecology. The course is seminar-style and project based. Students share key lectures, labs, computer simulations and discussions; other topics are explored in depth through individual research projects. Topics might include the effect of volcanoes on the history of life and civilization, the causes of the ice ages, predicting earthquakes, life in the ocean depths, or the mechanism and consequences of climate change.

Genetics

½ CREDIT; SEMESTER I

PREREQUISITES: BIOLOGY AND CHEMISTRY

Students learn both the concepts and techniques behind the major discoveries since Watson and Crick developed the double helix model for DNA. Students extract their own DNA, karyotype chromosomes, cut DNA with restriction enzymes, create a genetic map of a bacterial plasmid,

become experts in electrophoresis, and sequence a section of (their own) mitochondrial DNA. Students review current articles from the media to examine advances in DNA science, examine bioethical issues and evaluate the overall impact of DNA science on society, and write a research paper to explore advances in DNA science. Laboratory work is a significant component of this course.

Evolutionary Biology

½ CREDIT; SEMESTER II

PREREQUISITES: BIOLOGY AND CHEMISTRY

This course is an advanced exploration of the theory of evolution. The main topics are evidence for evolution, natural selection (how evolution works), the diversity of life on our planet, and primate evolution. This course is seminar-style; group work, short projects and essays constitute the major assessments. Students share key readings, lectures, activities, videos and discussions. Students also explore the evolutionary topics they find most interesting using current research to create individual and group projects.

Ecology: Environmental Studies

½ CREDIT; SEMESTER I

PREREQUISITES: BIOLOGY AND CHEMISTRY

In this course, students study and seek solutions to the environmental problems confronting human existence on this planet. The course examines the subject matter using an interdisciplinary approach. Speakers, detailed case studies and field trips are highlights of the course. Ecology: Environmental Studies and Ecology: Expeditions are designed as a two-semester experience.

Ecology Expeditions

½ CREDIT; SEMESTER II

PREREQUISITES: ECOLOGY: ENVIRONMENTAL STUDIES AND APPROVAL OF THE INSTRUCTOR

Building on Ecology: Environmental Studies and using an expedition to a remote wilderness area as its focus, Ecology Expeditions provides students the opportunity to experience nature the way humans have for all but the last 10,000 years of our evolutionary history. In addition to studying the environments to be visited, students explore the biodiversity crisis and the conservation of wild places and resources. They also examine humanity's spiritual and psychological relationship with the Earth and how this has changed over time.

Social studies

The social studies department teaches students to become critical thinkers through inquiry into history and the social sciences. The department offers a broad and challenging program that aims to sharpen students' thinking and decision-making capabilities.

A sequential group of courses builds a body of knowledge, fosters critical thinking, and develops skills in research, writing and oral expression. Elective courses expand the scope of students' study into diverse areas of inquiry. The department sponsors and coaches students in a number of events outside of the classroom, such as debate and public speaking (hosted by the English-Speaking Union), Model United Nations and Model US Senate.

GRADE 9 COURSES

All Grade 9 students enroll in World Civilizations I.

World Civilizations I

1 CREDIT; FULL YEAR

This course involves an integrated study of non-western and European worlds from ancient times through the medieval period. It focuses on the similarities and differences in the development of societies in terms of geography, social organization, economics, political institutions, religion and cultural expression. Through this course, students begin to perceive the world as a unified whole as well as to develop a better understanding of and sensitivity to differences in culture.

GRADE 10 COURSES

All Grade 10 students enroll in World Civilizations II.

World Civilizations II

1 CREDIT; FULL YEAR

This course continues the integrated study of non-western and European societies begun in World Civilizations I. Starting with early modern Europe around 1450, students examine the global interplay and impact of developments in exploration and colonization, trade and commerce, and science and the arts. After studying the age of industrial and political revolutions in the 18th and 19th centuries, the course views nationalism, imperialism, decolonization, and the Cold War through a number of regional lenses.

GRADE 11-12 REQUIRED COURSES

A graduation requirement of ASL is that all students take either United States History or AP United States History in Grade 11 or 12. Social studies electives may be taken as additional courses within the department.

United States History

1 CREDIT; FULL YEAR

This survey course covers US history from the time of the earliest settlements to the present and outlines the political, social and economic movements that have shaped the nation's past and continue to form the present. The course begins with a consideration of the forces that shaped early America and goes on to consider the tensions over British rule, the Revolutionary War, the trials of independence and the establishment of the Constitution. Students tackle significant issues in the

19th and 20th centuries including westward expansion, slavery, the Civil War and Reconstruction, and the Gilded Age. Examining progressivism, imperialism, US involvement in the world wars, the Cold War, the civil rights movement, and the war in Vietnam brings students up to the contemporary world.

AP United States History

1 CREDIT; FULL YEAR

PREREQUISITE: DEPARTMENTAL RECOMMENDATION

AP United States History is a rigorous, college-level course that is designed to explore the political, economic, cultural, social and technological developments that have shaped the formation and course of the United States from the colonial period to the present. Its goals are to teach students to develop mature reading, thinking, analytical and writing skills while preparing them to achieve a successful result on the Advanced Placement examination in May.

GRADE 11-12 YEARLONG ELECTIVE COURSES

Economics

1 CREDIT; FULL YEAR

This course includes an introduction to economic reasoning and utilizes current-events material to illustrate economic issues in the real world. Topics include basic economic theories, the production and distribution of goods and services, and the roles of governments, financial institutions and businesses in the functioning of the global economy.

AP Macroeconomics and AP Microeconomics

1 CREDIT; FULL YEAR

PREREQUISITE: DEPARTMENTAL RECOMMENDATION

AP Economics is designed to give students an opportunity to study economics at college level in preparation for the Advanced Placement examinations in both micro- and macroeconomics. The course cultivates students' understanding of fundamental economic concepts and theories as well as teaching them to apply these theories to real-world situations. Recognizing the importance of the final AP mark for many of our students, for several weeks prior to the exam, students review both micro- and macroeconomics, looking at the types of multiple-choice items and free response questions they might encounter on the actual AP exam.

AP European History

1 CREDIT; FULL YEAR

PREREQUISITE: DEPARTMENTAL RECOMMENDATION

This course gives students an opportunity to study major trends in Europe's social, economic, political and intellectual history since 1400. Topics considered include the Renaissance and Reformation, exploration and colonization, the Scientific Revolution, the development of constitutional and absolutist monarchies in early modern Europe, the Industrial and French revolutions, nationalism and unifications in the 19th century, the Russian Revolution, the world wars and their consequences and the movement to European Union. The course demands copious and critical reading, analysis of primary sources, and effective historical argument, especially in the form of document-based essays. Students take the Advanced Placement examination in May.

Human Geography/AP Human Geography

1 CREDIT; FULL YEAR

This course introduces students to the systematic study of patterns and processes that have shaped

human understanding, use and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to study human social organization and its environmental consequences. Topics include economic geography, population studies, urbanization, migration, industrialization and mapping with geographic information software. Students may elect to take the Advanced Placement Human Geography exam. Students who commit in October to attending weekly lunch-time sessions to focus on additional AP materials and testing, are prepared to take the AP examination and receive the AP Human Geography designation on their transcript.

Psychology/AP Psychology

1 CREDIT; FULL YEAR

This course introduces students to the history and methodology of psychology, and to major theories about such topics as brain structure and function, sensation and perception, learning, development, theories of personality, abnormal behavior and therapy. Students who commit in October to attending weekly lunch-time sessions to focus on additional AP materials and testing, are prepared to take the AP examination and receive the AP Psychology designation on their transcript.

20th-Century World History

1 CREDIT; FULL YEAR

With the causes, events and results of World War I as a central focus, semester I of this course looks at conditions in Europe and its colonies at the turn of the century and at the political developments that pushed the world toward war, examining imperialism, nationalism, alliances and economic interdependence. Bolshevism, the Great Depression and the rise of Mussolini and Hitler are studied as precursors to World War II. In semester II, topics focus on the origin and development of the Cold War, decolonization and globalization. Also included are readings designed to focus on a range of international issues such as third-world development, environmental problems, migrations and refugees, modern regional conflicts and modern warfare.

AP Art History

1 SOCIAL STUDIES CREDIT OR 1 ART CREDIT; FULL YEAR

PREREQUISITE: DEPARTMENTAL RECOMMENDATION

This university-level course explores major artistic movements and works from the prehistoric period to the present. Students study western and non-western painting, sculpture and architecture. Visits to London galleries and museums augment lectures, discussions and student presentations. Students take the Art History Advanced Placement exam. AP Art History counts as an academic course in the determination of course-load requirements.

GRADE 10-12 YEARLONG ELECTIVE COURSES

Global Issues: Analysis and Activism

½ CREDIT; FULL YEAR

GRADES 10-12

This is a yearlong course divided into two semester-long sections. The first half, Global Issues: Analysis, introduces foundation content and skills. Focus is on global institutions, such as the UN and World Bank, and key issues such as poverty, human rights, global public health and gender. Emphasis is placed on the critical skills of analysis and problem solving, looking from different perspectives and empathy. Students read a wide variety of different voices, including academics, journalists and those who are themselves affected and involved. Assessment is made through a number of short papers, two longer research papers and several presentations. Time is spent on developing strong writing and research skills, and credit awarded accordingly. The second half of

the course focuses on leadership and activism. Here, the emphasis is on more independent and experiential learning. Issues introduced in semester I are developed and students have opportunities to understand them in practice in our local London community. Local community leaders visit the School to talk about their work, and students go off campus to visit our partner organisations, such as community centers, local schools, homeless shelters and old people's homes. Links are then made to the global context. Assessment in this semester is based on several research papers and a more substantial individual final project. Students may take the second half of the course (semester II), without having taken the course in semester I.

GRADE 10-12 SEMESTER ELECTIVE COURSES

Race, Culture, and Human Rights

½ CREDIT; SEMESTER; GRADES 10–12

This semester-based course cultivates respect for individual and cultural differences, and affirms the belief in universal human rights. Participants explore the social notion of 'race' as well as tear down the biological assumption that humans can be divided into distinct races. Students understand the difference between prejudice and racism, and recognize the devastating consequences of both. Participants study topics such as white privilege, implicit attitudes, third culture identity, and justice. The course inspires compassion and international awareness of humanity, including public policy considerations, and helps participants develop advocacy skills in order to exert leadership through a set of personal core values. Students demonstrate learning through journaling, a position paper, a culture project, debates and discussions, and through literary analysis. This course can be paired with the semester II Global Issues: Activism elective course in order to have a full-year social studies elective option.

World languages and cultures

The department aims to equip students with the skills that enable them to communicate effectively, both linguistically and culturally, in more than one language. We encourage students to become lifelong learners of the languages they study. By emphasizing study of culture at all levels and employing a variety of materials and strategies, we aim to bring language learners to increasingly greater levels of proficiency in spoken and written language. A sequential program of instruction, at beginning, intermediate and advanced levels, meets the varied learning styles of the students and prepares them for further language acquisition in college or in real-life situations.

Core languages meet ASL's graduation requirement and are offered in Arabic (to be offered in 2012-13), Chinese, French and Spanish. A minimum of three sequential years of one core language is required for graduation. Placement is made by evaluating a student's previous language experience and may involve a test and/or interview. It is the department's intent to place students correctly; ASL's courses may not correspond exactly to what an entering student may have studied already. Placement is reviewed on a yearly basis and takes into account proficiency and commitment to language study. Students are encouraged to learn more than one language, and to take advantage of the Directed Independent Study Language Program (DISLP), which offers qualified students the opportunity to study Arabic, German, Japanese, Latin or Russian on a tutorial model.

The department offers an accelerated track in Spanish and level IV honors courses in French and Spanish. Accelerated courses use the same resources as their counterparts, but work at a faster and deeper pace that includes supplementary readings. Level I accelerated is designed for students who have already studied the language, but are not sufficiently prepared for level II. Level II and III accelerated courses are designed for students with a strong affinity for language study, who exhibit a record of outstanding performance, and who relish the demands of an accelerated course. With departmental permission, students in a non-accelerated course may continue the following year in an accelerated course with summer preparation and successful written and oral assessment. Level IV Honors courses are demanding and serve as a preparation for Advanced Placement courses. Departmental recommendation is required for participation in the DISLP (Arabic, German, Japanese, Latin or Russian), and enrollment in level IV Honors or Advanced Placement (AP) courses.

Classes are conducted in the target language and aim to develop skills in the four areas of language study: listening, reading, speaking and writing. Use of English is kept to a minimum. Teachers encourage students to participate actively in class and to take advantage of every possible opportunity to use their developing language skills. At every stage of the program, students are guided towards mastery of the mechanics of the language and appreciation of culture as they increase their ability to express themselves and communicate effectively. At higher levels, students develop their ability to read, analyze and discuss literary works, contemporary texts, and films.

Teachers draw on a variety of sources and integrate appropriate interactive material through the world languages media center. Internet, satellite television and a wide variety of multimedia software provide resources to enhance the learning experience at all levels. The department also sponsors a range of activities to provide students with the opportunity to build on skills acquired in the classroom: excursions to appropriate venues in and around London and short language trips to target language countries. All students, particularly as they approach level III, are strongly encouraged to take part in language immersion and/or language study and service programs of longer duration during the summer vacation. ASL is an affiliate member of School Year Abroad (SYA). Each year, Grade 11 and 12 students have the opportunity to apply to live with families and

attend schools in Rennes (France), Zaragoza (Spain), Beijing (China), Hanoi (Vietnam) or Ichinomiya (Japan). Students who participate in supplemental programs can request re-placement depending on their experiences.

ARABIC

Arabic I

1 CREDIT; FULL YEAR

NOT OFFERED IN 2011-12

This course introduces students to the phonology, script and syntax of Modern Standard Arabic (MSA). Students concentrate on developing the four language skills. The course stresses aural-oral proficiency and mastery of basic linguistic structures. Texts are supplemented with print, audio and multimedia material representative of contemporary Arabic culture. The class emphasizes a communicative approach, and students learn to express themselves based on real-life situations. This course is taught in English and Arabic.

Arabic II

1 CREDIT; FULL YEAR

PREREQUISITE: ARABIC I OR DEPARTMENTAL RECOMMENDATION

NOT OFFERED IN 2011-12

This course builds on the skills and knowledge acquired in Arabic I and continues to introduce students to the phonology, script and syntax of Modern Standard Arabic (MSA). Students are also introduced to dialectic Arabic. Writing skills are developed, along with an intermediate level of grammar. Texts are supplemented with print, audio and multimedia material representative of contemporary Arabic culture. The class emphasizes a communicative approach, and students learn to express themselves based on real-life situations. This course is taught mostly in Arabic, and in English only when necessary.

Arabic III

1 CREDIT; FULL YEAR

PREREQUISITE: ARABIC II OR DEPARTMENTAL RECOMMENDATION

NOT OFFERED IN 2011-12

This course builds on the skills and knowledge acquired in Arabic II and continues to expose students to the phonology, script and syntax of Modern Standard Arabic (MSA). Students continue their introduction to dialectic Arabic. Intermediate grammar continues, with a more attention to detail. Texts are supplemented with print, audio and multimedia material representative of contemporary Arabic culture. The class emphasizes a communicative approach, and students learn to express themselves based on real-life situations. This course is taught in Arabic.

CHINESE

Chinese I

1 CREDIT; FULL YEAR

This course introduces the fundamentals of Mandarin Chinese in the four language skills: listening, speaking, reading and writing. The emphasis is on oral language with particular attention paid to the recognition and production of the four tones. Written expression begins with the study of Pinyin, and continues with the introduction of basic Chinese character components and stroke orders. Vocabulary is presented and practiced in context and focuses on everyday situations. Study of

Chinese culture is an integral part of the course. This course is taught in Chinese; English is used only when necessary.

Chinese II

1 CREDIT; FULL YEAR

PREREQUISITE: CHINESE I OR DEPARTMENTAL RECOMMENDATION

This course builds on the skills acquired in Chinese I. The spoken language remains the focus, but students extend their repertoire of written characters, and focus on mastering basic grammatical structures. Special attention is paid to learning common radicals. During the course of the year, students develop their ability to use essential spoken and written forms of Mandarin Chinese to clearly and effectively communicate their ideas and interests on a variety of topics. Additional vocabulary is introduced that allows students to handle increasingly difficult situations. Key components of Chinese culture continue to be emphasized. This course is conducted in Chinese.

Chinese III

1 CREDIT; FULL YEAR

PREREQUISITE: CHINESE II OR DEPARTMENTAL RECOMMENDATION

This course continues to develop skills taught in Chinese I and II, and aims to further develop the integrated skills of listening, speaking, reading and writing. Chinese character writing, along with correct stroke order, continues to be emphasized with the introduction of short essays, journal writing, classroom discussions, and communicative exercises. Students learn to engage in extended interactions in a wide range of contexts. In addition to textbook resources, students work with authentic materials such as menus, maps, newspapers and online media. This course continues to foster an understanding and appreciation of Chinese culture. This course is conducted in Chinese.

Chinese IV

1 CREDIT; FULL YEAR

PREREQUISITE: CHINESE III OR DEPARTMENTAL RECOMMENDATION

Building on skills acquired in Chinese I, II and III, this course aims to develop students' formal writing skills and understanding of more complex aspects of Chinese grammar. Emphasis continues to be placed on strengthening the four basic skills of listening, speaking, reading and writing. Working with a wide variety of authentic materials in addition to the textbook, including literary fiction, biographies and newspapers, students extend their knowledge of Chinese culture and history. These materials also provide the basis for discussions in class, and journal and essay writing. This course is conducted in Chinese, and students are expected to write exclusively in Chinese characters without the need to use Pinyin. This course is conducted in Chinese.

Chinese V

1 CREDIT; FULL YEAR

PREREQUISITE: CHINESE IV OR DEPARTMENTAL RECOMMENDATION

Chinese V provides a continuing language course for students not ready to enroll in AP Chinese Language and Culture. Students continue to develop their skills in spoken and written Chinese. Working with a variety of authentic and pedagogical materials, students continue to develop their ability to communicate in interpersonal, interpretive and presentational modes. Students continue their exploration of contemporary literature and media. Much of this course is content driven, and language becomes a tool rather than the objective. Study of Chinese culture and its place and influence in the world is an integral part of all courses in Chinese. Depending on enrollment, this class may be combined with AP Chinese Language and Culture, but differentiated. This course is conducted in Chinese.

AP Chinese Language and Culture

1 CREDIT; FULL YEAR

PREREQUISITE: A GRADE OF AT LEAST "B" IN CHINESE IV AND DEPARTMENTAL RECOMMENDATION

This course prepares students for the Advanced Placement Chinese Language and Culture examination, and is designed for the advanced student who possess sufficient oral and writing skills to analyze and discuss contemporary Chinese literature and media. This course explores a variety of topics, including advanced conversation, film and contemporary short stories. Course work is designed to increase all four language skills. By working with a variety of authentic and pedagogical materials, at the end of this course students are able to demonstrate proficiency in Mandarin Chinese across three communicative modes (interpersonal, interpretive and presentational). Chinese culture and its place and influence in the world is an integral part of all courses in Chinese. Since the AP examination is administered via computers (i.e., no handwritten component), students master their ability to type in Chinese. All enrolled students are expected to take the AP exam. This course is conducted in Chinese.

FRENCH

French I

1 CREDIT; FULL YEAR

Students in this class have had very limited exposure to French or are complete beginners. Grammar and vocabulary are introduced in a situational and cultural context and reinforced with spoken and written exercises. Fundamental grammatical structures are introduced, such as the present and passé composé, pronouns, adjectives and articles. Core vocabulary and idiomatic structures stress contemporary communication patterns and aim to provide the student with skills for effective communication at the elementary level. This course is conducted in French.

French II

1 CREDIT; FULL YEAR

PREREQUISITE: FRENCH I OR DEPARTMENTAL RECOMMENDATION

Through a variety of communicative activities, students increase their competency with the language. Core vocabulary and idiomatic structures are reviewed and expanded. Grammar is presented sequentially and previously learned structures are reviewed. Students are exposed to more complex grammatical structures, such as the use of the imperfect and future tenses of regular, irregular and reflexive verbs, indirect object pronouns and double pronoun constructions. Students wishing to take this course should be thoroughly familiar with grammar topics and vocabulary themes outlined in French I. This course is conducted in French.

French III

1 CREDIT; FULL YEAR

PREREQUISITE: FRENCH II OR DEPARTMENTAL RECOMMENDATION

This course builds on skills acquired in French I and II. Students are guided towards increasingly autonomous self-expression incorporating previously and newly acquired linguistic structures. Proficiency in reading is developed, with emphasis on comprehension without heavy reliance on the dictionary. Grammar is presented sequentially, and previously learned structures are reviewed. New grammar topics include use of relative pronouns, and the conditional and subjunctive of regular, irregular and reflexive verbs. Students wishing to take this course should be thoroughly familiar with grammar topics and vocabulary themes outlined in French II. They should be able to converse and write in French with adequate vocabulary and incorporating use of the passé composé, imperfect and future tenses. This course is conducted in French.

French IV

1 CREDIT; FULL YEAR

PREREQUISITE; FRENCH III OR DEPARTMENTAL RECOMMENDATION

The emphasis in this course is on culture and communication. French IV provides an alternative to the accelerated pace of French IV Honors and is intended for those students who wish to continue to build proficiency in all areas of language learning: listening, speaking, reading and writing. Grammatical structures are reviewed and vocabulary is presented thematically, focusing on contemporary topics as well as real-life situations. It is further contextualized using various multimedia. A high level of student participation is expected and emphasis is placed on building the student's confidence in communication through guided self-expression. This course is conducted in French.

French IV Honors

1 CREDIT; FULL YEAR

PREREQUISITE: A GRADE OF AT LEAST "B" IN FRENCH III AND DEPARTMENTAL RECOMMENDATION

This course is intended for students willing and able to handle the demands of honors-level work, and can move at an accelerated pace. It aims to consolidate and build on the structures learned in French III and to prepare students for the rigors of AP French Language. New grammar topics include additional compound tenses, the passé simple, further uses of the subjunctive, and the sequence of tenses. A high level of student participation is expected; class discussions, journal writing and regular essay-writing focus on the development of wider vocabulary resources, an increasing awareness of idiomatic French, and greater facility in written and spoken expression. Literary works studied include short stories and extracts from novels and plays. Students may also read several works of their own choice from a reading list and are expected to write and speak about these works on a regular basis. Students wishing to take this course should be thoroughly familiar with grammar topics and vocabulary themes outlined in French III. They should be able to converse and write in French with adequate vocabulary resources and incorporate the use of the passé composé, imperfect, future, conditional and subjunctive tenses. This course is conducted in French.

French V

1 CREDIT; FULL YEAR

PREREQUISITE: FRENCH IV OR IV HONORS OR DEPARTMENTAL RECOMMENDATION

This course is directed towards students who would like to refine their command of the spoken language as well as broaden their grasp of the current affairs and cultural realities that affect the French-speaking world. Students explore contemporary events and topics of cultural interest through a variety of media. Students consolidate and develop their language proficiency through the study of authentic spoken and written materials. Film, internet and satellite television play an important part in this course. Grammar is reviewed in context, and vocabulary resources are developed through listening and reading activities. The course promotes confidence and the ability to communicate effectively, in the written and spoken form, in real-life situations. Much of this course is content driven, and language becomes a tool rather than the objective. A high level of student participation is expected. This course is conducted in French.

AP French Language

1 CREDIT; FULL YEAR

PREREQUISITE: FRENCH IV HONORS AND DEPARTMENTAL RECOMMENDATION

This course, taught at first-year university level, is for students who have demonstrated a thorough command of French grammar and adequate vocabulary resources to communicate at an advanced level. This demanding course aims to enable students to understand spoken and written French in a

variety of contexts and to develop a high level of proficiency in oral and written expression. Students listen and read extensively and are exposed to a variety of literary and journalistic styles through traditional and contemporary media. Advanced grammar topics are reviewed and idiomatic structures are stressed. Study of topics of literary and contemporary interest provides the basis for regular essay writing and class discussion. All enrolled students are expected to take the Advanced Placement French Language exam. This course is conducted in French.

Advanced French Literature

1 CREDIT; FULL YEAR

PREREQUISITE: AP FRENCH LANGUAGE AND DEPARTMENTAL RECOMMENDATION

This course is designed to introduce students, who have advanced language skills, to the formal study of a representative body of literary texts (the essay, the novel, the play and poems) from the Francophone world and to enable students to formulate and express critical opinions derived from close textual analysis. Class discussion and essay writing in French are crucial components of the course and are weighted accordingly. Students enter this course with a high level of proficiency in French, and continue to develop their command of the language through reading, discussing and writing about literature. This course is conducted in French.

SPANISH

Spanish I

1 CREDIT; FULL YEAR

Students in this course enter as complete beginners, have never studied a foreign language, or have very limited exposure to Spanish. Grammar and vocabulary are introduced in a situational and cultural context and reinforced with spoken and written activities. Fundamental grammatical structures are introduced, such as the present and past tense, immediate future, pronouns, adjectives and articles. Special attention is placed on language-learning strategies, and making connections across languages. Core vocabulary and idiomatic structures stress contemporary communication patterns and aim to provide basis for effective communication at the elementary level. This course is conducted in Spanish, and in English when necessary.

Spanish I Accelerated

1 CREDIT; FULL YEAR

Students in this course have some exposure to Spanish, but are not sufficiently prepared for Spanish II, or have previous experiences studying a world language (e.g., advanced French students). This course moves at a faster pace than Spanish I, and delves into a deeper focus to each theme introduced. Grammar and vocabulary are introduced in a situational and cultural context, and are reinforced with spoken and written exercises. Fundamental grammatical structures are reviewed and introduced. Core vocabulary and idiomatic structures stress contemporary communication patterns and aim to provide the student with skills for effective communication at the elementary level. This course is conducted in Spanish.

Spanish II

1 CREDIT; FULL YEAR

PREREQUISITE: SPANISH I OR IA OR DEPARTMENTAL RECOMMENDATION

Through a variety of communicative activities, students increase their competence in the four areas of language learning: listening, speaking, reading and writing. Core vocabulary and idiomatic structures are reviewed and expanded. Grammar is presented sequentially, and previously learned structures are reviewed; Students are exposed to more complex grammatical structures, such as

commands, the preterite, imperfect and future of regular, irregular and reflective verbs, indirect object pronouns and double pronoun constructions. Students wishing to take this course should be thoroughly familiar with grammar topics and vocabulary themes outlined in Spanish I. This course is conducted in Spanish.

Spanish II Accelerated

1 CREDIT; FULL YEAR

PREREQUISITE: SPANISH II OR SPANISH I WITH SUMMER STUDY AND SUCCESSFUL ASSESSMENT OR DEPARTMENTAL RECOMMENDATION

This accelerated course is designed for students with a strong affinity for language study, who exhibit a record of outstanding performance in Spanish, and who relish the demands of an accelerated course. This course moves at a faster pace, and delves into a deeper focus to each theme introduced. Through a variety of communicative activities, students increase their competence in the four areas of language learning: listening, speaking, reading and writing. Core vocabulary and idiomatic structures are reviewed and expanded. Grammar is presented sequentially, and previously learned structures are reviewed; students are exposed to more complex grammatical structures, such as commands, the preterite, imperfect and future of regular, irregular and reflective verbs, indirect object pronouns and double pronoun constructions. Students wishing to take this course should be thoroughly familiar with grammar topics and vocabulary themes outlined in Spanish II. This course is conducted in Spanish.

Spanish III

1 CREDIT; FULL YEAR

PREREQUISITE: SPANISH II OR II ACCELERATED, OR DEPARTMENTAL RECOMMENDATION

The purpose of this course is to build on skills acquired in Spanish I and II. Students are guided towards increasingly autonomous self-expression incorporating increasingly sophisticated linguistic structures. Proficiency in reading is developed with emphasis on comprehension without heavy reliance on the dictionary. Grammar is presented sequentially, and previously learned structures are reviewed. New grammar topics include use of the conditional and subjunctive of regular, irregular and reflexive verbs. Students wishing to take this course should be thoroughly familiar with grammar topics and vocabulary themes outlined in Spanish II and II Accelerated. This course is conducted in Spanish.

Spanish III Accelerated

1 CREDIT; FULL YEAR

PREREQUISITE: SPANISH II ACCELERATED OR SPANISH II WITH SUMMER STUDY AND SUCCESSFUL ASSESSMENT OR DEPARTMENTAL RECOMMENDATION

This accelerated course is designed for students with a strong affinity for language study, who exhibit a record of outstanding performance in Spanish, and who relish the demands of an accelerated course. This course moves at a faster pace, and delves into a deeper focus to each theme introduced. The purpose of this course is to build on skills acquired in Spanish I Accelerated and II Accelerated. Students are guided towards increasingly autonomous self-expression incorporating increasingly sophisticated linguistic structures. Proficiency in reading is developed with emphasis on comprehension without heavy reliance on the dictionary. A portion of the spring is devoted to a piece of literature. Grammar is presented sequentially, and previously learned structures are reviewed. Students wishing to take this course should be thoroughly familiar with grammar topics and vocabulary themes outlined in Spanish II Accelerated. This course is conducted in Spanish.

Spanish IV**1 CREDIT; FULL YEAR****PREREQUISITE: SPANISH III**

This course is intended for those who wish to continue to build their language proficiency with an emphasis on communication and the study of culture. Spanish IV provides an alternative to the accelerated pace of Spanish IV Honors. Grammatical structures are reviewed and vocabulary is presented thematically, focusing on contemporary topics and real-life situations. Conversational cues and control are a major aspect of this course, therefore a high level of student participation is expected. Emphasis is placed on building the student's confidence in communication through guided self-expression. This course is conducted in Spanish.

Spanish IV Honors**1 CREDIT; FULL YEAR****PREREQUISITE: A GRADE OF AT LEAST "B" IN SPANISH III ACCELERATED OR SPANISH III WITH SUMMER STUDY AND SUCCESSFUL ASSESSMENT AND DEPARTMENTAL RECOMMENDATION**

This course is intended for students willing and able to handle the demands of honors-level work, and can move at an accelerated pace. It aims to consolidate and build on structures learned previously and to prepare students for the rigors of the AP Spanish Language course. Skills acquired in Spanish III Accelerated are reinforced and grammar points of an advanced nature are developed. A high level of student participation is expected. Class discussions and regular essay writing focus on the development of wide vocabulary resources and ability to use idiomatic structures. New grammar topics include use of compound tenses and further uses of the subjunctive with special emphasis on idiomatic usage. Selected readings from contemporary literature and press coverage of current affairs from the Spanish-speaking world complement the textbook. Students wishing to take this course should be thoroughly familiar with grammar topics and vocabulary themes outlined in Spanish III Accelerated. They should be able to converse and write in Spanish with adequate vocabulary resources and incorporating use of perfect, preterite, imperfect, future, conditional and subjunctive tenses. This course is conducted in Spanish.

Spanish V**1 CREDIT; FULL YEAR****PREREQUISITE: SPANISH IV OR IV ACCELERATED OR DEPARTMENTAL RECOMMENDATION**

This course is offered as an alternative to AP Spanish Language. Students continue to build proficiency in listening, speaking, reading and writing with an emphasis on the study of culture and the contemporary Spanish-speaking world. Grammar topics are reviewed and vocabulary resources are developed. Students are exposed to authentic materials through a variety of traditional and contemporary media. Written assignments and class discussions center on topics of contemporary interest and include cinema, music, sports and politics in the Spanish-speaking world. Much of this course is content driven, and language becomes a tool rather than the objective. This course is conducted in Spanish.

AP Spanish Language**1 CREDIT; FULL YEAR****PREREQUISITE: SPANISH IV ACCELERATED AND DEPARTMENTAL RECOMMENDATION**

This course, taught at first-year university level, is for students who have demonstrated that they have acquired a thorough command of Spanish grammar and adequate vocabulary resources to communicate at an advanced level. This demanding course aims to enable students to understand

spoken and written Spanish in a variety of contexts and to develop a high level of proficiency in oral and written expression. To this end, students listen and read extensively and are exposed to a variety of literary and journalistic styles through traditional and contemporary media. Advanced grammar topics are reviewed and idiomatic structures are stressed. Study of topics of literary and contemporary interest provides the basis for regular essay-writing and class discussion. All enrolled students are expected to take the Spanish Language Advanced Placement exam. This course is conducted in Spanish.

AP Spanish Literature

1 CREDIT; FULL YEAR

PREREQUISITE: AP SPANISH LANGUAGE AND DEPARTMENTAL RECOMMENDATION

This course, taught at university-level, studies the works set by the AP Spanish Literature syllabus. The course aims to provide a foundation in the technique of literary analysis through the study of selected works. The syllabus includes poetry, drama, novels and short stories from the Medieval and Golden Ages to the 19th and 20th centuries. Students are expected to read independently, write regular essays and analyze texts. Class discussions focus on topics related to the readings, and provide the foundation for weekly essays. All enrolled students are expected to take the Spanish Literature Advanced Placement exam. This course is conducted in Spanish.

WORLD LANGUAGES AND CULTURES ELECTIVES

Directed Independent Study Language Program (DISLP)

Courses in Arabic, German, Japanese, Latin and Russian take the form of directed independent studies. Students work autonomously with traditional and digitally prepared material in the world languages media center. They meet regularly with a tutor to determine assignments, discuss and practice linguistic structures, and to assess their progress in each of the four language skills.

Admission to the DISLP is granted by the department head following an interview and application. Students should demonstrate good study habits in their core language and in their other academic subjects, as well as an ability to work independently and conscientiously on a daily basis. DISLP courses are ideally suited to committed, non-native speakers who wish to start or continue their formal study of Arabic, German, Japanese, Latin or Russian.

ARABIC

Arabic I

1 CREDIT; FULL YEAR

This course introduces students to the phonology, script and syntax of Modern Standard Arabic (MSA). Students concentrate on developing the four language skills. The course stresses aural-oral proficiency and mastery of basic linguistic structures. Texts are supplemented with print, audio and multimedia material representative of contemporary Arabic culture. Specialized language software is used to develop students' listening and speaking skills. In tutorial sessions, this course emphasizes a communicative approach, and students learn to express themselves based on real-life situations. This course is taught in English and Arabic.

Arabic II

1 CREDIT; FULL YEAR

PREREQUISITE: HIGH SCHOOL ARABIC I OR DEPARTMENTAL RECOMMENDATION

This course builds on the skills and knowledge acquired in Arabic I and continues to introduce

students to the phonology, script and syntax of Modern Standard Arabic (MSA). Students are also introduced to dialectic Arabic. Writing skills are developed, along with an intermediate level of grammar. Texts are supplemented with print, audio and multimedia material representative of contemporary Arabic culture. In tutoring sessions, this course emphasizes a communicative approach, and students learn to express themselves based on real-life situations. Specialized language software is used to develop students' listening and speaking skills. This course is taught mostly in Arabic, and in English only when necessary.

Arabic III

1 CREDIT; FULL YEAR

PREREQUISITE: HIGH SCHOOL ARABIC II OR DEPARTMENTAL RECOMMENDATION

This course builds on the skills and knowledge acquired in Arabic II and continues to expose students to the phonology, script and syntax of Modern Standard Arabic (MSA). Students continue their introduction to dialectic Arabic. Intermediate grammar continues, with a more attention to detail. Texts are supplemented with print, audio and multimedia material representative of contemporary Arabic culture. In tutoring sessions, this course emphasizes a communicative approach, and students learn to express themselves based on real-life situations. Specialized language software is used to develop students' listening and speaking skills. Students entering Arabic III should have a good understanding of Arabic equational and verbal sentences and should be able to communicate with moderate skill in writing and speaking. This course is taught in Arabic.

Arabic IV

1 CREDIT; FULL YEAR

PREREQUISITE: ARABIC III OR DEPARTMENTAL RECOMMENDATION

This course builds on the skills and knowledge acquired in Arabic III and continues to expose students to the phonology, script and syntax of Modern Standard Arabic (MSA). Students at this level are expected to read and write with some confidence and should demonstrate a readiness to read texts of substantial length. During the course of the year, students read extensively, write short essays, and continue to expand their vocabulary and develop their ability to recognize and understand words by identifying roots, prefixes and suffixes. Students develop their conversational skills through a variety of listening comprehension exercises and dialogues, with an emphasis on the production of appropriate, well-formulated responses. Grammar topics include the subjunctive mood, passive voice, and further aspects of negation. In tutoring sessions, this course emphasizes a communicative approach, and students learn to express themselves in a variety of contexts. This course is conducted in Arabic.

GERMAN

German I

1 CREDIT; FULL YEAR

Students in this class enter as complete beginners or with a very limited exposure to German. The aim is to introduce students to the basics of German grammar and vocabulary, taught in a situational context and reinforced with spoken and written exercises. Students learn to use the present, future and conversational past tenses and practice them in context, both orally and in writing. Core vocabulary and idiomatic structures stress contemporary communication patterns and provide students with the skills for effective communication at the elementary level. This course is conducted in German, and English is only used when necessary.

German II

1 CREDIT; FULL YEAR

PREREQUISITE: GERMAN I OR DEPARTMENTAL RECOMMENDATION

Through a variety of activities, students increase their competence in the four areas of language learning: listening, speaking, reading and writing. Core vocabulary and idiomatic structures are reviewed and expanded. Grammar is presented sequentially, and previously learned structures are reviewed. New grammar topics include prepositions, the narrative past and conditional tenses, the passive voice and adjectival endings according to the appropriate case. This course is conducted in German.

German III**1 CREDIT; FULL YEAR****PREREQUISITE: GERMAN II OR DEPARTMENTAL RECOMMENDATION**

The purpose of this course is to build on skills acquired in German I and II. Students are guided towards increasingly autonomous self-expression incorporating previously and newly acquired linguistic structures. Fluency in reading is developed with emphasis on comprehension and without heavy reliance on the dictionary. Grammar is presented sequentially, and previously learned structures are reviewed. New grammar topics include the use of direct and indirect speech, the passive voice and the subjunctive and conditional tenses. This course is conducted in German.

German IV**1 CREDIT; FULL YEAR****PREREQUISITE: GERMAN III OR DEPARTMENTAL RECOMMENDATION**

Building on previously learned language structures students continue to develop their proficiency in written and spoken German. Authentic materials of a topical and literary nature provide the basis for essay writing and discussions. New grammar topics include pluperfect and past conditional tenses, and compound tenses of modal verbs with greater emphasis placed on using complex sentence structures and idiomatic expressions. Much of this course is content driven, and language becomes a tool rather than the objective. This course is conducted in German. Depending on enrollment and if students in this section have the necessary knowledge and skills, this course may also serve as a preparation for the AP German exam.

JAPANESE**Japanese I****1 CREDIT; FULL YEAR**

This course introduces the fundamentals of modern Japanese. Reading Japanese requires the use of three alphabets (Hiragana, Katakana and Kanji). Students begin to study these and learn the basic Kanji characters. The written component of this course includes the ability to read and translate simple passages and to recognize and use basic grammar accurately and in context. Sentence structure and writing patterns, which include stroke order in writing as well as basic vocabulary, are also covered. The oral component emphasizes listening, correct pronunciation and intonation, as well as gestures and mannerisms to enable the student to carry on a basic conversation. This course is taught in Japanese and English.

Japanese II**1 CREDIT; FULL YEAR****PREREQUISITE: JAPANESE I OR DEPARTMENTAL RECOMMENDATION**

This course presents a more extensive study of modern Japanese. Students build on the skills acquired in the Japanese I course. They expand their vocabulary, grammar structures and stock of Kanji characters. Listening and speaking skills emphasize speed, accuracy and confidence in conversing on a variety of social and cultural topics. Students are expected to express their thoughts

and describe plans and activities using a variety of tenses, and learn to distinguish between casual and formal Japanese. Students further develop their reading skills and are expected to translate basic reading materials with ease. This course is taught mostly in Japanese, and English only when necessary.

Japanese III

1 CREDIT; FULL YEAR

PREREQUISITE: JAPANESE II OR DEPARTMENTAL RECOMMENDATION

This course covers further study of modern Japanese with an emphasis on spoken and written Japanese, including Hiragana, Katakana and many more Kanji. The objective is for students to communicate in a natural way and to comprehend Japanese at conversational speed. Further studies of grammatical structures and increased vocabulary are presented. Correct structure, pronunciation and intonation as well as gestures and mannerisms are emphasized. Topics studied include idiomatic expressions and speaking in more levels than formal Japanese, such as the honorific level as well as the informal and casual Japanese spoken by women and men. This course is conducted in Japanese.

Japanese IV

1 CREDIT; FULL YEAR

PREREQUISITE: JAPANESE III OR DEPARTMENTAL RECOMMENDATION

This course is intended for those students who have demonstrated a thorough command of basic Japanese grammar and adequate vocabulary resources to communicate at an intermediate to advanced level. The course consolidates and builds on all the structures learned in Japanese III. New and more complex grammar topics, idiomatic expressions and advanced skills are further developed. Students read and discuss the titles in the Japanese broadsheets, and rely on a variety of other materials via internet, radio and satellite television to develop their listening skills and reading comprehension. Students assimilate a wider stock of Kanji characters, which allow them to read material that is more complex and gain greater confidence in the written language. By the end of this course, students are expected to have mastered 400 Kanji characters. This course is conducted in Japanese.

LATIN

Latin I

1 CREDIT; FULL YEAR

This course presents the essential elements of the forms and syntax of Latin in the context of Roman culture. Students learn manipulation and translation of the basic tenses of the indicative in the active voice, declensions of nouns and adjectives, and the standard pronouns. The emphasis is on mastering basic techniques of comprehension and translation. Considerable stress is also placed on recognizing modern English derivatives from, and uses of, Latin.

Latin II

1 CREDIT; FULL YEAR

PREREQUISITE: LATIN I OR DEPARTMENTAL RECOMMENDATION

This course builds on the skills acquired in Latin I and continues the sequential presentation of forms and syntax, including the subjunctive mood. More complex sentence structures are introduced and students begin to read selected excerpts of Latin prose. The course continues to stress manipulation of forms, analysis of sentences, comprehension and translation.

Latin III

1 CREDIT; FULL YEAR

PREREQUISITE: LATIN II OR DEPARTMENTAL RECOMMENDATION

This course presents the passive voice, the remaining uses of the subjunctive, further uses of participles, the gerund and gerundive. At this level, greater emphasis is based on comprehension and translation of adapted original Latin texts.

Latin IV

1 CREDIT; FULL YEAR

PREREQUISITE: LATIN III OR DEPARTMENTAL RECOMMENDATION

This course builds the student's confidence and ability in Latin, consolidating and extending all aspects of grammar and vocabulary, and placing great emphasis on reading and discussing adapted and unadapted original texts. It introduces prose and poetry from selected authors such as Ovid, Virgil, Horace, Cicero and Catullus.

RUSSIAN

Russian I

1 CREDIT; FULL YEAR

Students with very limited exposure to Russian or complete beginners are introduced to Russian phonetics and intonation, and learn to read and write the Cyrillic alphabet, in cursive and in printed form. Grammar and vocabulary are introduced in a situational context and reinforced with spoken and written exercises. Students learn how to use nouns and adjectives in all cases and are introduced to the conjugation patterns of Russian verbs in the present and past tenses. Core vocabulary and idiomatic structures stress contemporary communication patterns and aim to provide the student with skills for effective communication at the elementary level. This course is conducted in Russian and English.

Russian II

1 CREDIT; FULL YEAR

PREREQUISITE: RUSSIAN I OR DEPARTMENTAL RECOMMENDATION

This course further develops the student's proficiency in listening, speaking, reading and writing. Core vocabulary, grammar and idiomatic structures are reviewed and practiced. New grammar topics include use of verbs of motion, and perfective and imperfective verb forms. Students continue to develop their ability to converse on everyday topics, and are expected to write paragraphs and short, guided essays. This course is conducted in Russian, and English only when necessary.

Russian III

1 CREDIT; FULL YEAR

PREREQUISITE: RUSSIAN II OR DEPARTMENTAL RECOMMENDATION

This course builds on skills acquired in Russian I and II, reviews and consolidates grammar topics and vocabulary, and introduces new material of a more complex nature. New topics in grammar include use of the imperative, prefixed verbs of motion, reflexive verbs and conditional sentences. Video and audio exercises progress from simple conversations about daily life to material such as short lectures and news items. Cursive and keyboard writing skills (introduced at level I) are practiced extensively; students are asked to write letters and compositions of increasing length and complexity. Reading material moves beyond the textbook and includes poems and prose excerpts, in addition to cultural topics than enrich the student's understanding of Russia's cultural heritage.

This course is conducted in Russian.

Russian IV

1 CREDIT; FULL YEAR

PREREQUISITE: RUSSIAN III OR DEPARTMENTAL RECOMMENDATION

This course aims to deepen students' understanding of the language and culture of the Russian-speaking world while continuing to build on skills acquired in Russian I, II and III. Through extensive reading and listening activities using a range of authentic materials students further develop their proficiencies across the full range of language skills. Discussion and essay writing on a variety of topics are emphasized. Grammar and vocabulary from previous years are practiced and reinforced. New topics in grammar include adjectival nouns, comparisons, compound numerals, imperfective and perfective participles, and complex sentences with subordinate clauses. This course is conducted in Russian.

Technology

Technology has a profound effect on the way we view and live in our world. ASL's course offerings in technology prepare students to become resourceful learners, work in a global information society, experiment with ever-evolving software programs and use critical and creative thinking skills.

Students learn how to organize, design, create and present information using a wide variety of tools, from programming techniques to digital imaging and video imagery. Our overall goal is to provide students with the knowledge and confidence needed to be discerning leaders in an increasingly technological world.

A semester credit in any technology course satisfies ASL's technology graduation requirement. Students should consult with members of the department to ensure appropriate course selection. Many of the experiences in technology courses are designed to benefit the student across the high school curriculum.

The technology department mentors the high school Robotics Club, which provides motivated students with an opportunity to work on problems that require them to design, build and program a robot. Students work as a team in preparation for the FIRST Robotics competition that takes place in the spring.

Technology and Culture

½ CREDIT; SEMESTER I AND II

This course is recommended to all students who are curious about and interested in the way technology is reshaping global culture, communications and research. The goal is to enable students to critically assess new technology tools and the overall impact of technology on society and culture. About half of the course focuses on discovering and critically assessing the latest tools in the areas of academics, culture and communications including social networking; the other half includes seminar discussions and group research about the cultural implications of the growing use of the Internet and other digital innovations. These discussions bridge into debates about the future of privacy and identity, copyright, research and development, and academic research in a digital age.

Digital Electronics

½ CREDIT; SEMESTER II

This hands-on course is an introduction to digital electronics. The principles and techniques we cover in class are used to design many common electronic devices, including mobile phones, high-definition televisions, music players and satellite navigation systems. Students spend most classes designing, assembling and testing digital circuits. Sample projects might include a digital clock or a small piece of computer memory. By the end of the course, students are able to build simple electronic components of their own design.

FILM, VIDEO AND ANIMATION

Digital Video Editing

½ TECHNOLOGY CREDIT OR ½ ART CREDIT; SEMESTER I

In this course, students are introduced to the basic concepts and practices of digital video editing using a variety of sources (digital images, sound and video files) to create project-based outcomes. The course consists of a series of lessons that are followed by cumulative project assignments. All projects throughout the semester focus on teacher-directed, but student-chosen, subjects. Students

learn basic techniques of storyboarding and camera movements, as well as the importance of preproduction planning, and get hands-on practice shooting and producing digital video using digital cameras and a basic editing program like iMovie. Advanced editing utilizes a program such as Final Cut Pro. Cumulative project assignments, the result of a series of lessons, are viewed and critiqued by the instructor and class. Students learn how to export their completed productions as video recordings or burn to DVD.

Film, Video and Animation

TECHNOLOGY OR ART CREDIT (½ TECHNOLOGY AND ½ ART CREDIT; OR 1 ART CREDIT); FULL YEAR

Film, Video and Animation introduces students to the language and practice of the moving image. Watching, writing, reading and talking about film, video and animation are approaches used to build a discerning eye and a foundational vocabulary in artistic practice. Through collaborative exercises, instructional workshops and the completion of individual projects, students gain a foundation of technical and conceptual skills for thinking about film and video as tools for making art. Students hone their critical skills as film viewers while developing proficiency with camera operation, the use of lighting and microphones and computer-based video editing using Final Cut Pro. A focus is placed on achieving a clear understanding of introductory animation principles.

Students observe and analyze motion, explore methods for making real-motion abstract and learn ways of creating movement using frame-by-frame methods. The importance of working with sound, as well as image, is emphasized. Students write critiques on their own work and that of their classmates. Examples of cross-genre work from around the world are screened for inspiration, examination and discussion.

COMPUTER PROGRAMMING

There are three courses in the computer-programming curriculum. Programming to Improve the World and Game Creation in Java are both introductory courses that prepare students to enroll in AP Computer Science. Following AP Computer Science, students may take independent studies to further their computer science knowledge.

Java Programming

½ CREDIT; SEMESTER I OR II

Students learn the Java computer programming language through creating animations, games and practical applications. This course is a rigorous, thorough grounding in programming fundamentals, covering conditionals, loops, file operations and arrays. Students end the course by designing and creating a program of their choice. The course prepares students for AP Computer Science; no prior experience is required.

AP Computer Science A

1 CREDIT; FULL YEAR

PREREQUISITE: JAVA PROGRAMMING: PRACTICAL APPLICATIONS OR JAVA PROGRAMMING: GAME CREATION OR COMMENSURATE EXPERIENCE AND APPROVAL OF THE INSTRUCTOR. CONCURRENT ENROLLMENT IN ALGEBRA II OR HIGHER IS RECOMMENDED.

This university-level computer science course, taught using the Java programming language, follows the curriculum outlined by the College Board. Object-oriented programming techniques, including class declaration, inheritance and polymorphism are emphasized. In addition, students study elementary algorithms, including sorting, binary search, recursion, and algorithms on arrays. Students take the Computer Science Advanced Placement exam.

ARCHITECTURAL DESIGN

The study of architectural design is an exciting multidisciplinary activity that combines creativity, historical problem solving and design skills. Emphasis is placed on a range of cognitive skills, combining the understanding of design principles, organizational skills and drawing as a visual language. A hands-on approach provides an opportunity for students to experience mechanical and computer drafting and value of 3D models. Students develop a design portfolio and are introduced to potential careers in architecture, design and 3-D applications.

Architectural Design I

½ TECHNOLOGY CREDIT OR ½ ART CREDIT; SEMESTER I

In this course, students learn about the context of modern architecture in today's world. Through the internet and other resources they learn about the professional discourse of the contemporary architectural community concerning issues of design, technology and environmental sustainability. Through hands-on projects students are taught how to create exploded view drawings, 1- and 2-point perspective, plan and elevation drawings, and how to use a sketchbook for problem solving. Through site analysis, research into the specific needs of a space or structure, and evaluation of social, historical, economic and environmental sustainability in design, students explore the various issues of architecture—human scale, materials and the organization of space. Students are also introduced to 2- and 3-D computer programs and learn how to make 3-D models that help to visualize space.

Architectural Design II

½ TECHNOLOGY CREDIT OR ½ ART CREDIT; SEMESTER II

PREREQUISITE: ARCHITECTURAL DESIGN I

Architectural Design II is a continuation of Architectural Design I. Students learn to work together in teams on an architectural project and how to focus on various specific tasks in the process, such as project management, budget analysis, design, analysis, presentation and model building. Visits to traditional and contemporary sites in London are an important part of the course. Projects allow students to develop their own voice or style by learning to work creatively with assigned limitations. Projects are developed through sketches, drawings and 3-D models using a variety of media, including computer programs, for design work. Problem solving is emphasized. Students have the benefit of input and critique by visiting architects from London architecture firms.

GRAPHIC DESIGN AND PUBLICATIONS

Graphic Design: Print

½ ART CREDIT OR ½ TECHNOLOGY CREDIT; SEMESTER I OR II

Graphic Design: Print is an introductory course that aims to help students understand the fundamentals of color theory, the elements of art and principles of design, typography and digital photography through current professional applications. Students explore a variety of hand-drafted and computer-based approaches to design as well as learn about the real-world applications of design. Media literacy, history and copyright are also explored. The culminating project from this course is a printed design portfolio.

Publications I

½ TECHNOLOGY CREDIT OR ½ ART CREDIT; SEMESTER II; GRADES 9-12

In this course, students learn all the steps involved in creating the high school yearbook, *The Sojourner*. They learn the language of the publishing industry, the technology used to produce the yearbook, desktop publishing and design, journalistic writing, typography, use of color and digital

photography. Publishing a yearbook is a complex process involving organization, cooperation, self-motivation and decision-making. Students learn how these personal skills come together with the technical skills as they work under the leadership of advanced students on the production of the yearbook. It is highly recommended that students have experience in Digital Imaging or Graphic Design: Print before enrolling in Publications I.

Publications II

½ TECHNOLOGY CREDIT AND ½ ART CREDIT; FULL YEAR; GRADES 10-12

PREREQUISITE: PUBLICATIONS I, JOURNALISM, PHOTOGRAPHY OR GRAPHIC DESIGN: PRINT

The high school yearbook publication is a complex process involving organization, cooperation, decision-making, self-motivation, computer skills, design skills, photography, writing, editing and the ability to meet a very demanding deadline schedule. Students who take Publications II enter with the experience of using all these skills in a production setting; therefore, they are ready to assume a leadership role in the production of the book.

In Publications II, students plan the overall design, theme and content of the book and work through the year on its production.

DIGITAL MUSIC CREATION

Digital Music Creation I

½ ART CREDIT OR ½ TECHNOLOGY CREDIT; SEMESTER I

Digital Music Creation I is open to all students in Grades 9-12, regardless of previous musical experience. Studies in harmony and composition run concurrently with technical instruction in recording and sequencing programs. Students learn about the history of 20th-century popular music and apply this knowledge to assignments in arrangement, composition and recording, culminating in a CD portfolio. As music producers, students coordinate and direct an ensemble of performers, which gives them the opportunity to influence the details of their creative work, from composition to production. Students also learn basic operations of the ASL recording studio, including mixing technique.

Digital Music Creation II

½ ART CREDIT OR ½ TECHNOLOGY CREDIT; SEMESTER II

PREREQUISITE: DIGITAL MUSIC CREATION I

This course meshes music theory and performance, as students are expected to be performers in each other's compositions and recordings. Students study film scores and their composers and apply this knowledge to assignments in arrangement, composition and recording, culminating in a CD portfolio. Continuing studies in harmony and composition are supplemented by studies in orchestration. A final project requires students to score for short videos or films. Students become proficient in independent use of the ASL recording studio, and are expected to use it extensively in their projects.

Performing arts

The performing arts department offers courses in music, drama and dance.

MUSIC

The music division of the performing arts department is committed to providing the best possible musical education. The department seeks to broaden musical horizons by teaching specific skills, imparting knowledge and expanding students' range of musical experiences. Through exposure to many kinds of well-crafted music, the department aims to increase aesthetic sensitivity to all areas of human experience. The department uses group experiences to increase awareness of the needs of others and the value of cooperative endeavor. The department aims to provide students with the tools necessary to develop their musical skills into a language for communicating with others of all nationalities and cultures.

The High School's performing ensembles are open to all qualified students in Grades 9-12. These form the framework for the music program. All ensembles perform at least three major concerts at school during the year. One of the special features of the high school music program is the annual Music Tour, when ASL's musical ensembles travel and perform. Music Tour takes place during semester II. Our students have performed in Vienna, Tallinn, Freiburg, Lisbon, Prague and Athens. Participation in Music Tour is an expectation of enrollment in Concert Choir, Concert Band or Chamber Orchestra. Students can only be exempted from the trip in exceptional circumstances. Students must pay for their expenses for the tour, approximately £550. Financial aid may be available to help meet the cost of these trips; applications are available from the admissions office.

Students may audition for the following festivals: International Honor Band and Choir, International Honor Jazz Band, and International Honor Orchestra. These events bring together students with exceptional musical ability from international schools around the world for several days of rehearsals and performances. Students must pay for their expenses when participating in festivals. Actual costs vary depending upon the host school location. European locations cost approximately £500; Asian locations could be approximately £1,000. Financial aid may be available to help meet the costs of these trips; applications are available from the admissions office.

Chamber Orchestra

1 CREDIT; FULL YEAR

PREREQUISITE: MINIMUM OF TWO YEARS EXPERIENCE OR APPROVAL OF THE DIRECTOR

Chamber Orchestra is open to violin, viola, cello and string bass players in Grades 9-12. Chamber Orchestra develops ensemble and interpretive skills with a subtlety not found in younger groups. Repertoire includes a variety of music spanning from baroque to contemporary, giving special attention to stylistic playing. Rehearsals also address the refinement of technical skills through exercises for dexterity, intonation and overall facility with one's instrument. Students work toward developing various aspects of their musicianship through regular home practice, ensemble performances and selected short projects (score analysis, theory, etc.) The orchestra program includes special opportunities such as chamber music (trios, quartets, etc.), a student leadership council, service activities, and eligibility to audition for the Senior International Honor Orchestra.

Concert Band

1 CREDIT; FULL YEAR

Concert Band is a performance class designed to instill in students a lifelong love, respect and

appreciation for the musical art form. Brass, woodwind and percussion instrumentalists with some previous experience are eligible to participate. Students expand their musical understanding by developing proficiency on a musical instrument and by becoming familiar with diverse styles of music. The class enhances listening skills and fosters a basic understanding of music theory. By means of the performing ensembles, this class also addresses issues of responsibility and respect, self-discipline, goal-setting, leadership, accountability and risk-taking. Members of Concert Band also participate in either Jazz or Woodwind ensembles that explore the musical variety of different genres and instrumentations. Concert Band strives to be inclusive of students with varying ability levels. Individual lessons may be recommended, depending on an individual's skill in relation to the ensemble.

Concert Choir

½ CREDIT; SEMESTERS I AND II

Concert Choir specializes in the rehearsal and performance of choral literature representing a broad variety of cultures, time periods, languages and musical styles. Students develop a functional understanding of musical notation and its application to sight singing.

Concert Choir is open to all students in Grades 9-12, regardless of prior experience or singing ability. There are no auditions; all students are invited to participate. The curriculum of Concert Choir is intended as a two-semester experience, however, students are permitted to enroll for just one semester. Semester II enrollment is required in order to participate in Music Tour.

Digital Music Creation I

½ ART CREDIT OR ½ TECHNOLOGY CREDIT; SEMESTER I

Digital Music Creation I is open to all students in Grades 9-12, regardless of previous musical experience. Studies in harmony and composition run concurrently with technical instruction in recording and sequencing programs. Students learn about the history of 20th-century popular music and apply this knowledge to assignments in arrangement, composition and recording, culminating in a CD portfolio. As music producers, students coordinate and direct an ensemble of performers, which gives them the opportunity to influence the details of their creative work, from composition to production. Students also learn basic operations of the ASL recording studio, including mixing technique.

Digital Music Creation II

½ ART CREDIT OR ½ TECHNOLOGY CREDIT; SEMESTER II

PREREQUISITE: DIGITAL MUSIC CREATION I

This course meshes music theory and performance, as students are expected to be performers in each other's compositions and recordings. Students study film scores and their composers and apply this knowledge to assignments in arrangement, composition and recording, culminating in a CD portfolio. Continuing studies in harmony and composition are supplemented by studies in orchestration. A final project requires students to score for short videos or films. Students become proficient in independent use of the ASL recording studio, and are expected to use it extensively in their projects.

New Media Art

½ ART CREDIT; SEMESTER II; GRADES 11-12

PREREQUISITE: DEPARTMENTAL APPROVAL

This course allows students to explore trends in contemporary cross-disciplinary art forms, and to conceptualize and create works of art. Drawing from the genres of visual art, music, video, photography and installation, students work within artistic realms that blur the distinction between

traditional disciplines. The course surveys various major trends in contemporary cross-disciplinary art, and through hands-on creative projects allows the students to explore how and what we can communicate outside of verbal language. As this is an emerging field, students grapple with new creative concepts, and make artistic choices without the foundation of tradition or long-established techniques.

AP Music Theory

1 CREDIT; FULL YEAR

PREREQUISITE: ABILITY TO READ MUSIC FLUENTLY AND DEPARTMENTAL APPROVAL

This university-level course develops the student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. Students develop skills in listening, sight singing, composition and analysis. The theoretical fundamentals of notation, intervals, scales and keys, chords, meter and rhythm are the basis for performance and written work. All enrolled students take the Advanced Placement Music Theory exam.

DRAMA

Training in the dramatic arts develops creativity and encourages meaningful artistic expression. The program provides a hands-on approach to dramatic art, refining the students' sensibilities and adding to the richness and depth of their overall educational experience.

Students mature in discipline through technical skills that foster deeper expression in voice and movement while tapping into the emphatic inner life of creating character. Student actors apply their skills to text, in particular, acting in scenes and full dramatic works. Scene work using film scripts provides a modern approach, as students examine content and technique appropriate to this media. The benefit of their diligent work can be seen in their heightened communicative, and overall presentational, skills.

As London is a center for the creative arts, it is important that students take advantage of this resource. The program invites guest artists to teach and inspire students in various areas of dramatic form. Students attend professional performances in theater and dance, developing an appreciative yet critical eye for production values. The cost of tickets is covered by the performing arts department budget.

Acting

1 CREDIT; FULL YEAR

This course introduces students to acting through performance and criticism of rehearsed material, primarily scene study. The course concentrates on specific areas such as spontaneity through improvisation, movement, mime, masque as seen in the tradition of commedia dell'arte and technical vocal production. Students also learn the technical aspects of production, including staging and lighting. This is the preferred course for the student who wishes to obtain the training required to move on to either Advanced Acting: Television and Film or Advanced Acting: Play Production. Progression of training: Students who complete Acting should be able to move on to Advanced Acting: Television and Film or semester electives.

Advanced Acting: Television and Film

1 CREDIT; FULL YEAR

PREREQUISITES: ACTING OR A SEMESTER ELECTIVE IN HIGH SCHOOL DRAMA AND DEPARTMENTAL APPROVAL

The subject matter of this course introduces an important strand in training the actor for both stage

and film. Students study and perform in contemporary film and television scripts and screenplays submitted by those taking the Film and Literature course to develop acting skills relevant to these media. Students also learn the technical use of camera, including terms used during film production. The final project, a short film, is presented to the School. A section of the course looks at radio performance and the vocal and technical skills necessary to bring about convincing radio dramas. This course highlights the role of the solo performer, looking at performance techniques needed for the production of one-person shows. The course also gives students training in improvisation; the performance of stand-up comedy material includes comic sketch writing. Students attend various performance venues in London throughout the year. Progression of training: students who complete Advanced Acting: Television and Film should be able to move on to Advanced Acting: Play Production with no audition necessary. Alternative options include a second year of Advanced Acting: Television and Film or semester electives.

Advanced Acting: Play Production

1 CREDIT; FULL YEAR

PREREQUISITES: ACTING OR EQUIVALENT AND DEPARTMENTAL APPROVAL

This course, the most intensive course in the theater arts curriculum, is designed for students who have discipline and a genuine dedication to acting. The actors' work is geared to performance and advanced professional training. This includes individual analysis of acting problems, specifically voice, movement, and depth and definition of character creation. The business aspects of career acting are examined: learning how to audition, types of professional schools, theater companies and actors' agencies. The course culminates in the preparation and production of a play to be performed before the public during semester II. Progression of training: students who complete Advanced Acting: Play Production can take the course for a second year (no audition necessary) or they can take Advanced Acting: Television and Film or semester electives.

SEMESTER ELECTIVES

The following semester-long acting classes are for the student who wants to combine various acting areas or combine semesters of acting with courses in another discipline. Future enrollment in Advanced Acting for students in semester drama courses requires departmental permission. Progression of training: students who complete semester electives should be able to move on to Advanced Acting: Television and Film or Advanced Acting: Play Production.

Acting: Character, Movement and Voice

½ CREDIT; SEMESTER I

This semester course concentrates on stage performance skills. The course focuses on script analysis and the principles of character development through the rehearsal process of scene work resulting in further believability of character. Students train in movement, with the assistance of a guest dance instructor. They also learn skills in technical voice production with an emphasis on projection, range, clarity and vocal strength. All work is filmed and critiqued. Trips to see theater productions are part of the curriculum.

Acting: Physical Theater

½ CREDIT; SEMESTER II

Acting: Physical Theater encourages student expression using the power of the human body within a theatrical context and increases student confidence in the physical life of the actor. Students study aspects of physical theater beginning with commedia dell'arte, applying the skills of precise masque work to the creation of acting scenarios using large and comedic characters. Mime is also examined, enabling students to create illusionary life through physical movement in the tradition of Marcel Marceau. Circus skills are taught as a form of entertainment and in a manner that encourages agility

and coordination, individually and with an ensemble. Instruction in stage combat helps actors explore physical conflict and develop links between physical dialog and the acting process.

DANCE

The study of dance addresses the use of the human body and physical movement as an expressive art form. Consisting of vastly varied genres and styles, dance has been a consistent feature of most cultures throughout history. The dance program at ASL is intended to allow students to develop their understanding of meaning and expression in bodily movement, and to refine their technique and skill in the medium.

Students explore the art of dance through observation, physical movement and choreography. An emphasis is placed on reflection and critical thinking, as well as skill development. Through the study of dance, students learn to observe, analyze, document, synthesize and integrate both theoretical and applied knowledge. Students in the dance program engage in problem solving and risk taking, and develop anatomical understanding through their own physicality. The historical development of modern dance is explored from various cultural and social perspectives. Dance courses are offered to students with varied levels of experience, from beginners to advanced dancers.

Dance Technique and Performance/Advanced Dance Technique and Performance

½ CREDIT; SEMESTER I

Students explore the language of movement as an expressive and creative art form. Through active, physical activities and technique exercises, students develop their understanding of the elements of dance, including effort, shape, flow and time, as well as the application of these elements in choreographed works. The course serves as an introduction to the world of dance and addresses dance processes (such as choreography, critique, and reflection), physiological science, (including anatomy, kinesiology, and injury prevention), alongside the study of important contemporary dance techniques (including Martha Graham, Merce Cunningham and Limon). Students demonstrate their understanding through in-class and public performances. This course is open to students of all ability levels and experiences, and the advanced level may be taken more than once.

Dance Performance and Choreography/Advanced Dance Performance and Choreography

½ CREDIT; SEMESTER II

Through choreography, critique and performance, students investigate the various cultural and historical genres of dance. The course examines the elements of jazz, African, hip-hop, Latin, ballet and contemporary dance, emphasizing correct anatomical alignment and kinetic awareness while developing coordination and a basic technical foundation. Students learn and demonstrate choreographic principles and the processes by which the materials of dance are shaped into movement expressions. Students have the opportunity to perform their new skills and choreography. This course is open to students of all ability levels and experiences, and the advanced level may be taken more than once.

Visual arts

The department believes the study of art is a creative and intellectual endeavor that encourages students to challenge their perceptual environment. It is the goal of the visual arts department to develop students' skill, technique and understanding so they may have a rich artistic experience. These objectives are met in each artistic discipline through a variety of approaches including studio/darkroom time, theoretical readings and critiques. The School's location in London, one of the finest art centers in Europe, enables the department to make use of the city's rich resources. Trips are encouraged to the many classical and contemporary galleries and museums in Britain and on the continent.

Courses are geared to both novice and experienced students. While beginning courses cover a wide range of topics within specific media, advanced courses provide the opportunity for concentration and specialization. Courses suggested as a point of entry for Grade 9 or 10 students are Drawing and Painting I, 3-D Studio Art I or Black & White Photography. These courses provide exposure to a wide variety of drawing, 2-D or 3-D media, as well as an understanding of basic art elements and principles of design. Learning to analyze and interpret artwork using the language of art is introduced during semester I in all beginning courses. All art courses incorporate technology, whether for research or to manipulate digital images.

All students must take a level I course to begin with unless they have previously taken a high school art class and have received departmental approval. There are no prerequisites for Drawing and Painting I; 3-D Studio I; Black and White Photography; Film, Video and Animation; Digital Video Editing; Graphic Design: Print; Architectural Design I; or Publications I.

DRAWING & PAINTING SEQUENCE

Drawing and Painting Ia

½ CREDIT; SEMESTER I

Investigating a variety of dry art media such as charcoal or pencil, students are guided through a series of sequentially planned exercises and assignments, which will provide them with a solid foundation in the central elements of art and pictorial composition, as well as the essential underpinnings of drawing and painting. This is an entry-level class designed to cultivate students' artistic abilities and help realize their potential as creative individuals in art. This is a good class for students interested in trying a visual arts class in a supportive atmosphere, as well as those students who already know they want to go on to more advanced studies in the arts. This class can be taken on its own or in combination with Drawing and Painting Ib. Students successfully completing one semester of Drawing and Painting Ia or Ib may enroll in Drawing and Painting II the following year with departmental permission.

Drawing and Painting Ib

½ CREDIT; SEMESTER II

Investigating a variety of wet art media such as acrylic paint and ink, students in Drawing and Painting Ib are guided through a series of sequentially planned exercises and assignments, which will provide them with a solid foundation in the central elements of art and pictorial composition, as well as the essential underpinnings of drawing and painting. This is an entry-level class designed to cultivate students' artistic abilities and help realize their potential as creative individuals in art. This is a good class for students interested in trying a visual arts class in a supportive atmosphere, as well as those students who already know they want to go on to more advanced studies in the arts. This class can be taken on its own or in combination Drawing and Painting Ia. Students successfully completing one semester of Drawing and Painting Ia or Ib may enroll in Drawing and Painting II

the following year with departmental permission.

Drawing and Painting II

1 CREDIT; FULL YEAR

PREREQUISITE: DRAWING AND PAINTING Ia AND 1b OR DEPARTMENTAL RECOMMENDATION

Drawing and Painting II is an intermediate-level studio class designed to further develop students' creative potential in art. Students in this class are guided through an in-depth study of the technical, compositional and expressive possibilities of drawing and painting as a means to creating original pieces of artwork. Moreover, in this course students examine drawing and painting as tools for creative problem-solving and innovation. This is a good class for students interested in further developing their skills in drawing and painting, as well as those wishing to begin a portfolio of artworks for submission to universities and art schools. Assessment includes student participation in regular critiques. This course requires studio work outside regular class time.

Advanced Studio Art

1 CREDIT; FULL YEAR

PREREQUISITE: DRAWING AND PAINTING II OR DEPARTMENTAL RECOMMENDATION

In this class, while continuing to hone skills in a range of art media and techniques, students are introduced to various strategies to help develop conceptual, investigative and creative problem-solving skills. The course is designed to prepare students for the Advanced Placement Drawing portfolio, as well as provide them with the opportunity to craft a body of artwork for submission to universities and art schools. However, to enroll in this class, students do not have to have the intention of continuing on in Advanced Placement Studio Art.

Advanced Placement Studio Art

1 CREDIT; FULL YEAR

PREREQUISITE: ADVANCED STUDIO ART OR DEPARTMENTAL RECOMMENDATION

This is a university-level, studio art course for students wishing to create an organized body of original artworks to be submitted to the AP Board of Examiners, as well as to art schools and universities. Assignments are configured to reinforce students' technical skills and design knowledge, while providing the opportunity for the development of a series of coherent artworks based on individual subject matter and conceptual ideas. As in all AP classes, this course requires students to work independently during class, as well as outside of regularly scheduled class periods. Students may choose to submit either an AP Studio Art Drawing portfolio or a 2-D portfolio, which could include photography, graphic design or architecture. In early May, all enrolled students digitally present a portfolio to the AP coordinator for submission to the AP Board on or before the scheduled exam day.

SCULPTURE SEQUENCE

3-D Studio Art I

½ CREDIT; SEMESTER I AND II

In 3-D Studio Art I, students are introduced to sculptural concepts using a variety of materials such as wood, plaster, wire, found objects, paper and clay. Basic sculptural techniques such as additive, subtractive, manipulative, assemblage and installation are covered. There is an emphasis on the development of style and creative problem solving as well as the exploration of the elements of design including color, line, shape, texture, value and form. Students experiment with art elements to combine principles of unity and composition in structuring 3-D works of art.

3-D Studio Art II

½ CREDIT; SEMESTER I AND II

**PREREQUISITE: 3-D STUDIO ART I, DRAWING AND PAINTING Ia OR Ib OR
DEPARTMENTAL RECOMMENDATION**

In 3-D Studio Art II, students learn about the artistic, sculptural and functional properties of various materials. Challenges of assembly, scale and visual complexity increase with visual goals to develop new forms. Inventive processes, generation and construction methods are studied and undertaken while producing aesthetic forms. An emphasis is placed on the development of skill and concept using plane, line, texture and time, along with visual phenomena such as balance, rhythm, scale, movement and transformation. The history of ceramics, sculpture and assemblage, and their use as contemporary medium are studied for inspiration and critical review. This course requires studio work outside of regular class time.

Advanced 3-D Studio Art

½ CREDIT; SEMESTER I AND II

PREREQUISITE: 3-D STUDIO ART II OR EQUIVALENT

Advanced 3-D Studio Art offers the opportunity to expand on the knowledge, techniques and skills developed in 3-D Studio Art II. This course continues the study of qualities inherent in three-dimensional artwork: mass, space, plane, line and texture. The fourth dimension, time, is added through movement, sound, moving image and transformation. The properties of materials, as well as conceptual and imaginative processes, are explored on a more sophisticated level. This course requires studio work outside of regular class time. If this course is taken twice, students may submit an AP Studio Art 3-D portfolio.

Advanced Placement 3D Studio Art

1 CREDIT; FULL YEAR

PREREQUISITE: DRAWING AND PAINTING Ia OR Ib, AND AN ADDITIONAL TWO SEMESTERS OF STUDIO ART CLASSES SUCH AS 3-D STUDIO ART I, 3-D STUDIO ART II, ADVANCED 3-D STUDIO

This course provides a student with one year to organize and complete a substantial portfolio of 3-D work for submission to the AP Board of Examiners. Pieces for the “Breadth” section of the AP 3-D Portfolio can generally, but not exclusively, be completed during enrollment in 3-D Studio I, 3-D Studio II and Advanced 3-D Studio. Students work with a variety of media, materials and techniques; critiques, as well as independent investigation and research, are required. Course assignments are designed to build upon pre-existing 3-D skills and techniques covered with and emphasis on the development of a personal style and interpretation. AP 3-D Studio Art is a rigorous university-level course and requires a substantial amount of time and energy, as well as independent studio work outside of regular scheduled class time. This course also counts as an academic course in the determination of “course-load” requirements. In early May, students digitally present a portfolio to the AP coordinator for submission to the AP Board on or before the scheduled exam day.

PHOTOGRAPHY SEQUENCE

Black & White Photography

½ CREDIT; SEMESTER I OR II

This course introduces students to the history, language and practices of photography, with a focus on the fundamentals of art and design. Students establish a basic understanding of how to use a 35mm manual camera, develop a roll of film and print a photograph. Exercises in which students look, write and talk about photographs establish a discerning eye and foundational vocabulary. With

an emphasis on the development of individual style and creative problem solving, students explore the basic elements of design such as line, shape, value and form. By completing a series of photographic projects, keeping a visual journal and frequently critiquing work, students come to understand many of the concepts and techniques at the heart of creativity in the arts. Darkroom techniques are covered; health and safety instruction is included. Students must have a 35mm single-lens reflex film camera with full manual capability for this class.

Digital Photography

½ CREDIT; SEMESTER I OR II

In this course, students learn the basics of digital camera use and image production. A digital camera with manual capabilities is required. We examine the nature and creation of digital image files, the differences between types of files, and the use of these files for various kinds of output. Adobe Photoshop is used to edit images. Students learn how to scan from both film negatives and prints, how to produce traditional and experimental images, and how to output these as digital files or prints. Emphasis is placed on traditional photography techniques created using digital technology. Students learn about digital image use in art, print media and other applications. They are asked to write about both their own work and that of others, and participate in critique assessments of the images produced in class.

Advanced Photography

½ CREDIT; SEMESTER I AND II

PREREQUISITES: BLACK & WHITE PHOTOGRAPHY OR DIGITAL PHOTOGRAPHY

This course further explores photography for students who have established a foundation in the elements and principles of art and basic photography. Theories of light and chemistry are studied to build a deeper understanding of the photographic process. Camera and darkroom skills are applied to a wide range of black and white photographic experiences. Students learn to evaluate photographs in terms of technique, creativity and aesthetics and, while studying photography as a medium of communication, gain stronger printing and compositional skills. Exercises in which students look, write and talk about photographs further establish a discerning eye and foundational vocabulary. Advanced digital techniques are covered; health and safety instruction is included. Students must have a 35mm single-lens reflex film camera with full manual capability for this class. This course may be repeated and, if taken twice, students may submit an AP Studio Art 2-D portfolio.

FILM, VIDEO AND ANIMATION SEQUENCE

Digital Video Editing

½ TECHNOLOGY CREDIT OR ½ ART CREDIT; SEMESTER I

In this course, students are introduced to the basic concepts and practices of digital video editing using a variety of sources (digital images, sound and video files) to create project-based outcomes. The course consists of a series of lessons that are followed by cumulative project assignments. All projects throughout the semester focus on teacher-directed, but student-chosen, subjects. Students learn basic techniques of storyboarding and camera movements, as well as the importance of preproduction planning, and get hands-on practice shooting and producing digital video using digital cameras and a basic editing program like iMovie. Advanced editing utilizes a program such as Final Cut Pro. Cumulative project assignments, the result of a series of lessons, are viewed and critiqued by the instructor and class. Students learn how to export their completed productions as video recordings or burn to DVD.

Film, Video and Animation

½ TECHNOLOGY AND ½ ART CREDIT, OR 1 ART CREDIT; FULL YEAR

This course introduces students to the language and practice of the moving image. Watching, writing, reading and talking about film, video and animation are approaches used to build a discerning eye and a foundational vocabulary in artistic practice. Through collaborative exercises, instructional workshops and the completion of individual projects, students gain a foundation of technical and conceptual skills for thinking about film and video as tools for making art. Students hone their critical skills as film viewers while developing proficiency with camera operation, the use of lighting and microphones and computer-based video editing using Final Cut Pro. A focus is placed on achieving a clear understanding of introductory animation principles. Students observe and analyze motion, explore methods for making real-motion abstract and learn ways of creating movement using frame-by-frame methods. The importance of working with sound, as well as image, is emphasized. Students write critiques on their own work and that of their classmates. Examples of cross-genre work from around the world are screened for inspiration, examination and discussion.

ARCHITECTURAL DESIGN SEQUENCE

The study of architectural design is an exciting multidisciplinary activity that combines creativity, historical problem solving and design skills. Emphasis is on a range of cognitive skills, combining the understanding of design principles, organizational skills and drawing as a visual language. A hands-on approach provides an opportunity for students to experience mechanical and computer drafting and value of 3D models. Students develop a design portfolio and are introduced to potential careers in architecture, design and 3-D applications.

Architectural Design I

½ TECHNOLOGY CREDIT OR ½ ART CREDIT; SEMESTER I; GRADES 10-12

In this course, students learn about the context of modern architecture in today's world. Through the internet and other resources they learn about the professional discourse of the contemporary architectural community concerning issues of design, technology and environmental sustainability. Through hands-on projects students are taught how to create exploded view drawings, 1- and 2-point perspective, plan and elevation drawings, and how to use a sketchbook for problem solving. Through site analysis, research into the specific needs of a space or structure, and evaluation of social, historical, economic and environmental sustainability in design, students explore the various issues of architecture--human scale, materials and the organization of space. Students are also introduced to 2- and 3-D computer programs and learn how to make 3-D models that help to visualize space.

Architectural Design II

½ TECHNOLOGY CREDIT OR ½ ART CREDIT; SEMESTER II; GRADES 10-12

PREREQUISITE: ARCHITECTURAL DESIGN I

This course is a continuation of Architectural Design I. Students learn to work together in teams on an architectural project and how to focus on various specific tasks in the process, such as project management, budget analysis, design, analysis, presentation and model building. Visits to traditional and contemporary sites in London are an important part of the course. Projects allow students to develop their own voice or style by learning to work creatively with assigned limitations. Projects are developed through sketches, drawings and 3-D models using a variety of media, including computer programs, for design work. Problem solving is emphasized. Students have the benefit of input and critique by visiting architects from London architecture firms.

GRAPHIC DESIGN AND PUBLICATIONS SEQUENCE

Graphic Design: Print

½ ART CREDIT OR ½ TECHNOLOGY CREDIT; SEMESTER I OR II

This is an introductory course that aims to help students understand the fundamentals of color theory, the elements of art and principles of design, typography and digital photography through current, professional applications. Students explore a variety of hand-drafted and computer-based approaches to design as well as learn about the real-world applications of design. Media literacy, history and copyright are also explored. The culminating project from this course is a printed design portfolio.

Publications I

½ TECHNOLOGY CREDIT OR ½ ART CREDIT; SEMESTER II, GRADES 9-12

PREREQUISITE: GRAPHIC DESIGN, JOURNALISM OR PHOTOGRAPHY HIGHLY RECOMMENDED

In this course, students learn the steps involved in creating the High School yearbook, the Sojourner. They train as graphic designers, photographers or writers for the Sojourner. Students learn the language of the publishing industry, the technology used to produce the yearbook, design, journalistic writing, typography, and the use of color and digital photography. Publishing a yearbook is a complex process involving organization, cooperation, self-motivation and decision-making. Teamwork is very important and students learn to work together to build skills for Publications II.

Publications II

½ TECHNOLOGY CREDIT AND ½ ART CREDIT; FULL YEAR, GRADES 10-12

PREREQUISITE: PUBLICATIONS I, BEGINNING JOURNALISM, PHOTOGRAPHY OR GRAPHIC DESIGN: PRINT

The High School yearbook publication is a complex process involving organization, cooperation, decision-making, self-motivation, computer skills, design skills, photography, writing, editing and the ability to meet a very demanding deadline schedule. Students who take Publications II enter with the experience of using all these skills in a production setting; therefore, they are ready to assume a leadership role in the production of the book. In Publications II, students plan the overall design, theme and content of the book and work through the year on its production.

NON-STUDIO ELECTIVES

AP Art History

1 SOCIAL STUDIES CREDIT OR 1 ART CREDIT; FULL YEAR

PREREQUISITE: DEPARTMENTAL RECOMMENDATION

This university-level course explores major artistic movements and works from the prehistoric period to the present. Students study western and non-western painting, sculpture and architecture. Visits to London galleries and museums augment lectures, discussions and student presentations. Students take the Art History Advanced Placement exam. AP Art History counts as an academic course in the determination of course-load requirements.

Physical education

The goal of the high school physical education program is to provide students with the knowledge, skills and confidence to become and remain physically active for life. Through participation in PE, students develop an understanding of the value of physical activity, not only for its health benefits, but also as a unique context for social interaction, challenge and self-expression.

Physical Education 9

½ CREDIT; SEMESTER I OR II; GRADE 9

In this required semester-long course, students are expected to acquire knowledge and understanding of training methods and principles through active participation in group and individual fitness activities. Alongside the fitness component of the course, students participate in a variety of individual, partner and team activities including cooperative and outdoor games, with the emphasis on developing an understanding of group dynamics. As an individual pursuit, students participate in a rock-climbing unit that provides opportunities for skill development and challenge in a less familiar environment. Extensive use is made of heart-rate monitors throughout all parts of the course to gauge student involvement and effort as well as a tool for enhancing understanding of training principles.

Personal Fitness

½ CREDIT; SEMESTER I

GRADE 10-12

This course is aimed at students interested in being physically active and learning how to develop and maintain personal fitness. The focus is on developing fitness to meet personal goals, whether sport-related or for general well-being. Students are taken through a sample short training program, after which they design and implement their own individual fitness-training program. As part of this process, students are expected to lead training sessions for the rest of the class. Assessment is based on production of a comprehensive training portfolio that can be accessed and used by other students with similar interests and goals.

Sport Leadership

1/2 CREDIT; SEMESTER I OR II

GRADES 10-12

This course provides students with the tools to plan, lead and evaluate coaching sessions in a practical environment. The focus is on developing generic leadership and coaching skills that are applied practically throughout the School and local community. The students are expected to learn principles of coaching, and to plan, lead and evaluate both sports and fitness sessions. They develop their leadership skills, know how to adapt sports activities, and identify health and safety aspects of running a coaching session. The course culminates in the organization of an event or competition as well as identifying pathways into sport and recreation. As part of the process, students are expected to lead small group-coaching sessions with the rest of the class as well as younger members of the school community such as lower school students. Assessment is based on the production of a comprehensive portfolio and practical assessments of coaching sessions.

Interdisciplinary

Foundations in Character, Service and Leadership

½ CREDIT; SEMESTER I OR II; GRADE 9

Foundations is a required, semester-long course for all Grade 9 students. Designed around three off-campus learning expeditions, the course develops students' awareness and understanding of the character attributes that contribute to respectful and effective communities. Foundations provides a variety of opportunities for repeated and authentic leadership practice, whether in the classroom, on learning expeditions, or in the community. The course is designed to bridge the transition from middle school to Grade 9 and is the beginning of a sequence of learning opportunities in the area of character, service and leadership. Students can opt to take Outdoor Leadership Skills to fulfill the Foundations course requirement.

Health

½ CREDIT; SEMESTER I AND II; GRADE 10

Health is a required, skills-based, semester-long class for all Grade 10 students. It is based on the belief that nurturing students' mental, social and physical well-being is central to their growth and maturity. The focus is on empowering teens to become educated consumers and health activists. Students are encouraged to develop positive behavioural shifts that enhance self-esteem and mental resilience. Topics covered address critical components of health and wellness, and aim to increase knowledge and practical application for students in their lives. Information and skills explored include healthy decision-making, adolescent sexuality, drug education, human relationships and personal growth. This discussion- and experiential-based class gives students a safe forum in which to talk about sensitive issues, while framing an understanding of the problems and concerns facing high school students. Performance is assessed based on US National Health Education Standards. These include the comprehension of concepts related to health promotion and disease prevention; and demonstration of the abilities to access valid health information, use communication skills to enhance health, and set goals and make decisions to enhance well-being.

Teaching Apprenticeship

½ CREDIT; SEMESTER I; GRADES 10-12

PREREQUISITE: APPROVAL OF THE INSTRUCTOR FOLLOWING SUBMISSION OF A WRITTEN APPLICATION AND INTERVIEW

Teaching Apprenticeship allows high school students the opportunity to experience first-hand the theories and best practices associated with teaching young children. Students work with a lower school teacher three periods per cycle and participate in formal class meetings once per cycle. On-going dialogue with the other student teachers and lower school mentor teachers through Athena (ASL's virtual learning environment) enables students to reflect on and research primary school pedagogy, theories and practices. As the semester progresses, students collaborate with their fellow student-teachers and their mentor teacher to develop and implement their own lesson plans. The course includes regular debriefings; students complete qualitative self-evaluations.

Outdoor Leadership Program

The program aims to develop individuals who care for themselves, for others and for the environment. Courses in the Outdoor Leadership Program develop individuals to be resilient and tolerant when confronting challenges; appreciate others' talents and abilities; possess the skills, confidence and environmental ethic to live well outdoors with minimum impact; and be adventurous, self-reliant and compassionate individuals, who value community and understand their

obligation to it. The Outdoor Leadership Program encourages learning by doing and risk-taking, and acknowledges and celebrates our interdependent relationship with others and with nature.

Grade 9 students may opt to take Outdoor Leadership Skills for their Foundations course, a semester-long course required of all Grade 9 students. Students who have successfully completed Outdoor Leadership Skills and have an interest in further developing their wilderness and leadership skills are welcome to apply for the Outdoor Leadership Practicum. Students in both courses provide their own daypack, water bottle and outdoor clothing (e.g., hiking boots, raingear, hat, gloves and synthetic layers). The School provides backpacks, sleeping bags, stoves, tents, etc.

Outdoor leaders can apply to help plan and run a backpacking orientation trip for new students before the start of school in August.

Outdoor Leadership Skills

½ CREDIT; GRADES 9-12; SEMESTERS I AND II

This course covers basic skills for living well and safely out of doors and allows students to take on leadership roles in challenging and authentic settings. Topics studied include navigation, campcraft, nutrition and ration-planning, Leave-No-Trace practices and environmental ethics, and our relationship to wilderness. Students study leadership skills, such as decision-making and effective communication, and practice leading by example. Students keep journals, read material from a variety of sources, including wilderness literature, and complete project work. By enrolling in this course, students commit to achieving and maintaining a level of physical fitness needed for backpacking. The course meets three periods per cycle and requires students to participate in three expeditions each semester, each two to four nights in length. Grade 9 students may take Outdoor Leadership Skills to fulfill the requirement for the Foundations course, a semester-long course required of all Grade 9 students.

Outdoor Leadership Practicum

½ CREDIT; GRADES 10-12; SEMESTERS I AND II

PREREQUISITE: OUTDOOR LEADERSHIP SKILLS AND APPROVAL OF THE INSTRUCTOR

Upon successful completion of Outdoor Leadership Skills, students may apply to enroll in Leadership Practicum. Practicum participants deepen their knowledge and practice of existing outdoor and leadership skills by teaching some of the Outdoor Leadership Skills curriculum, and overseeing and guiding the Outdoor Leadership Skills students in planning expeditions. Students study the theory and practice of leadership. By enrolling in this course, students commit to achieving and maintaining a level of physical fitness needed for backpacking. The course meets three periods per cycle and requires students to participate in the three Outdoor Leadership Skills expeditions, each two to four nights in length. Students may take the Outdoor Leadership Practicum more than once.

Athletics

Fall, winter and spring seasons

ASL believes that a dynamic, competitive athletics program is a valuable element in the character and educational development of its students. The athletics department is dedicated to providing the best possible learning environment for its student-athletes and their physical, cognitive and social development.

ASL students learn a great deal from their participation in competitive athletics that provides them with the experiences to grow and develop in the classroom, the athletics environment and for life after ASL. The curriculum includes lessons in sportsmanship, teamwork, competition, conflict management and skills development.

The athletics program emphasizes the educational process more than the outcome of competition. The development of the individual, the commitment to the team and the respect for the mission of the School are vital components to this process. While ASL recognizes the great pride in winning and our quest for excellence and success, we do not condone winning at all costs. We believe in fair and rewarding practices for all participants and do not support any behavior or pressure that might undermine good sportsmanship and good mental and physical health.

The dedication and commitment of time and energy by both parents and students in the athletics program is considerable. Students are expected to give their best efforts, contribute to the team dynamic and attend all practices and games. Traveling abroad and hosting visiting teams are requirements of participating on a team. Families are responsible for travel costs up to £250 per trip, and need to be able and available to host visiting athletes over two separate weekends. Families may apply for financial aid through the admissions office to help meet trip costs.

Coaches assess and evaluate their players throughout the season. This assessment reflects sportsmanship, effort, skills development, teamwork, attitude and attendance. Please note that athletics participation neither counts toward ASL's graduation requirements nor offers an exemption from any physical education requirement.