



THE AMERICAN SCHOOL IN SWITZERLAND

2018-2019

HIGH SCHOOL
COURSE OFFERINGS

GRADES 9-12 AND POSTGRADUATES

TASIS MISSION STATEMENT

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

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Information current as of June 2018. The School reserves the right to change, add, or delete courses when in the interest of the Academic Program or as dictated by sufficient enrollment.

Key to abbreviations:

AP	Advanced Placement
EAL	English as an Additional Language
HL	Higher Level (IB study)
IB	International Baccalaureate
PG	Postgraduate/Grade 13
SL	Standard Level (IB study)

Note: When a course prerequisite indicates an EAL level or grade level, it refers to current enrollment unless otherwise specified.

GRADUATION REQUIREMENTS

The minimum requirements for graduation are 19 credits (1 credit = 120 classroom hours).

Students are required to enroll in a minimum of five full-credit courses per year or the equivalent. An alternative program of studies may be designed for students with special talents, interests, or needs. Such a program must follow established guidelines and requires the approval of the High School Academic Team.

English/EAL

Four years of English. All 12th grade students must pass either a 12th grade English course offered by the English Department or IB English B 2 HL (IB Diploma candidates only).

Mathematics

Three years of Mathematics, completing through Mathematics 3 at a minimum

History

Three years of History, including Modern History and either US History or an IB Group 3 course, and successful completion of the [Civic Literacy Exam](#)

Science

Three years of Laboratory Science

Modern Language

Third-year proficiency in a modern language other than English* that is offered at TASIS

Fine Arts

One Fine Arts credit in visual arts, music, or theater

Physical Education

All students in grades 9 and 10 are required to take Physical Education.

Senior Humanities

Senior Humanities is fulfilled by AP US History, Art History, AP Art History, IB Art History, or, for IB students, Theory of Knowledge.

Service Learning

Earn a passing grade in the Opsahl Global Service Program each semester enrolled through 11th grade and participate in at least one service trip or local service experience. New 12th grade and postgraduate students must also earn passing grades both semesters and participate in a global service trip or local service experience.**

Academic Travel

Completion of all Academic Travel assignments and obligations

Sports and Activities

Fulfillment of the Sports and Activities requirements

*Native English speakers arriving in grade 11 are required to demonstrate second-year proficiency in a modern language that is taught at TASIS from the introductory level or to continue on to third-year proficiency if they have a background in French, German, Italian, or Spanish. Native English speakers arriving in grades 12 and postgraduates are expected to continue their study of a modern language or complete one year of French, German, Italian, or Spanish.

** Completion of the Service expectation is a graduation requirement and students who fail to meet this requirement must successfully complete an alternative service/reflective exercise that demonstrates volunteerism and reflection. Seniors will not receive their diploma until the requirement is satisfied.

ENGLISH

Department requirements: Four years of English in Grades 9-12. Each student is required to pass an English or EAL course each year in order to advance to the next grade level.

Please note: The texts mentioned below are neither exhaustive nor restrictive. Students must take a full credit of English during each school year, regardless of the number of previous English credits. Also note that the Literature courses in German, Italian, and Russian have been shifted to the English department.

INTRODUCTION TO LITERATURE

This course introduces students to some of the foundational texts of Western Civilization. Class discussions are designed to demonstrate the greatness of these works through an analysis of their major themes and characters. A heavy emphasis is placed on the development of the students' writing skills along with grammar and vocabulary. The goal is to ensure that every student is capable of writing multiple, clear, persuasive paragraphs by the end of the course.

Texts: *Oedipus Rex*, Sophocles; *The Odyssey*, Homer; *Julius Caesar*, Shakespeare; selected Greek myths and Bible stories. Grade 9.

9TH GRADE HONORS LITERATURE

This course is designed to introduce students to the foundational epics, myths, poetry, and theater of ancient Greece that so deeply inform our sense of who we are and why. Through the study of central works, such as Homer's *Odyssey* and Plato's *Republic*, students will develop writing and oral presentation skills crucial to success in future academic pursuits. Students will be taken through the particulars of an essay writing process that responds in detail to evidence from class readings. The course is designed to provide students with the same sense of intellectual adventure they will encounter in the works they read. As they trace Odysseus' homeward journey or Socrates' dialectical construction of the ideal city-state and soul, students will develop a greater sense of what can be done with words and ideas.

Texts: *The Odyssey*, Homer; *Oedipus the King*, Sophocles; *The Republic*, Plato; and *Julius Caesar*, Shakespeare. Grade 9.

WORLD LITERATURE

Students come to see literature as, in the German poet Goethe's words, "the universal possession of mankind." Students read lyric poems, epic poems, drama, and novels across geographical and temporal boundaries in order to better understand the powerful ideas and beautiful forms that inform great literary works. Students also perfect their grasp of complex grammatical forms, broaden their vocabulary, and develop skills in critical and creative prose

writing. The course culminates in a major essay in which the students come to deeply understand all phases of the writing process.

Texts: *The Stranger*; Camus; *My Brilliant Friend*, Elena Ferrante; selected lyric poems from around the world. Grade 10.

WORLD LITERATURE HONORS

This course provides exceptional students of literature the opportunity to engage challenging poems, plays, epics, and essays while receiving high-level instruction in writing and textual analysis. Students read lyric poems, epic poems, drama, and novels across geographical and temporal boundaries in order to better understand the powerful ideas and beautiful forms that inform great literary works. Students also perfect their grasp of complex grammatical forms, broaden their vocabulary, and develop skills in critical and creative prose writing. The course culminates in a major essay in which the students will come to understand deeply all phases of the writing process.

Texts: *Inferno*, Dante; *Macbeth*, Shakespeare; *Crime and Punishment*, Dostoevsky; selected lyric poems from around the world. Grade 10.

AMERICAN LITERATURE

This course is a representative survey of American literature, including poetry, short stories, plays, novels, and essays. The skills of primary concern are critical reading, analytical writing, grammar, and vocabulary. As many students simultaneously study American history, the course emphasizes the placement of literature within the country's socio-political context.

Texts: *The Great Gatsby*, Fitzgerald; *Fahrenheit 451*, Bradbury, *The Things They Carried*, O'Brien; selected nineteenth and twentieth century poetry.

BRITISH LITERATURE

This course is intended for college-bound seniors and postgraduates who will benefit from reading challenging literature. It surveys British literature through the poetry, prose, and drama of authors such as Chaucer, Shakespeare, Austen, Joyce, Woolf, Beckett, Donne, Blake, Wordsworth, Keats, Yeats, and Eliot. The course's pace gives students the opportunity to learn how and why each literary period developed. Often the course content complements art history and European history courses that are frequently studied during a senior or postgraduate year. Students learn to read, think, and write critically about literature within the contexts of history and genre. All readings provide useful opportunities for students to improve reading comprehension and to develop vocabulary critical to successful university work. The course provides a valuable opportunity for students to address English language mechanics, improve organization and style in writing, and develop a personal academic vocabulary necessary for effective reading and writing.

Text: *Adventures in English Literature* (Holt, Rinehart, & Winston). Grade 12.

AP ENGLISH LANGUAGE AND COMPOSITION

This course is for highly capable and motivated grade 11 students who possess a native or near-native command of English and wish to sit for the Advanced Placement Language and Composition exam. The course provides a representative survey of the major trends, developments, and creative accomplishments of American thought and literature from Puritan New England to the 20th Century. Students examine a variety of essays, letters, and speeches from each of the periods studied. In addition to lengthier essays and a major critical research paper, AP students regularly write timed, in-class essays that model AP prompts and prepare them for the May examination.

Texts: novels by Hemingway and Fitzgerald; a play by Arthur Miller; *The Adventures of Huckleberry Finn*, Twain; and various texts from the Romantic, Transcendentalist, and Realist movements. Grade 11.

AP ENGLISH LITERATURE AND COMPOSITION

This course is designed for highly motivated grade 12 students. The course includes works that facilitate their examination from the several literary perspectives of period, genre, theme, structure, tone, and style. Often the course provides a history of ideas as embodied in and transmitted by various periods in the history of literature. Readings, lectures, discussions, and frequent writing assignments are designed to improve comprehension of literature, the refinement of technique and structure, and a philosophical understanding related to the work or the period. All students prepare for the Advanced Placement English Literature examination in May.

Texts: works by Pushkin, Molière, Shakespeare, Charlotte Brontë, and James. Grade 12.

IB ENGLISH A: LITERATURE (YEAR 1)

This course is for highly able and motivated grade 11 students with native or near-native command of English. The approach, focus, and texts for the course are largely determined by the requirements of the IB Language A: Literature program, a curriculum with specific external and internal examination requirements and a two-year reading list. Six works of literature are studied in-depth during this first year. The fall semester of the course is focused on an oral presentation of a particular piece of literature that is read during the semester and will be internally assessed. The spring semester focuses on the study and comparison of drama in translation from the 5th century BCE to the late 19th century. Assessments are in the form of interactive discussions, in-class essays, journal entries, and a longer, more comprehensive essay. Students should be prepared to perform close, in-depth analyses of both small passages and complex texts. Grade 11.

IB ENGLISH A: LITERATURE (YEAR 2)

This course is the second year of the IB Language A: Literature course. Students prepare specifically for the individual oral commentary in the fall and the year-end papers in May. Students write essays that serve as practice for the various types of essays required for the year-end examinations. Emphasis is placed on close, in-depth analyses of both short passages and complete texts.

Texts: works by Coleridge, Shakespeare, Brontë, Joyce, and Ishiguro. Prerequisites: Successful completion of IB English A Literature (Year 1). Grade 12.

IB ENGLISH A: LANGUAGE AND LITERATURE (YEAR 1)

This course focuses on the essentials for successful work in English at the university level by reading and thinking critically about various forms of literature, poetry, and nonfictional texts; speaking correctly and with confidence about aspects of literature and rhetoric in the curriculum; and writing expository, analytical, and argumentative compositions. This course also emphasizes extensive vocabulary development and the mastery of English language conventions.

Texts: works by Shakespeare, O'Connor, Fitzgerald, and Hansberry.

IB ENGLISH A: LANGUAGE AND LITERATURE (YEAR 2)

This course serves as preparation for the IB A1 English exams by aiming to develop a variety of linguistic skills through the study of a wide range of texts in order to promote an appreciation of the richness of the English language and to facilitate the clear expression of ideas. Students focus on two required options, one literary and one cultural. The option of Media and Culture is a study of the various ways language is used to manipulate thought through many forms of media communication. The required tasks, including comparative essays and commentaries, editorials and analytical summaries, aim to help students improve their writing proficiency. Students improve their rhetorical skills through oral presentations of an informative nature as well as through participation in a formal debate.

Texts: works by Kundera, Chopin, and Spiegelman. Prerequisites: Successful completion of IB English A Language and Literature (Year 1).

IB ITALIAN A LITERATURE

This is a two-year course designed for students who are fluent in Italian and are enrolled in the International Baccalaureate program. It enlarges and refines their vocabulary with literary terminology and introduces students to the most important works of Italian literature over the course of two years.

Texts: *Lingua Storia e Società* (Roncoroni); *Il Racconto: Testi, Analisi e Griglie* (Perdomo); works of Italian and world literature chosen to meet the requirements of the International Baccalaureate program. Prerequisites: Mastery of the Italian language. Grades 11-PG (IB students).

IB GERMAN A LITERATURE

(offered with sufficient enrollment)

This course is designed for native or near-native German speakers who are enrolled in the International Baccalaureate program or wish to take the German Language A1 certificate. The aims of this two-year course are to develop the student's power of expression in both oral and written communication and to introduce students to a range of literary works of different periods, genres, styles, and contexts. Emphasis is placed on developing the student's ability to analyze written texts.

Texts: Works of German and world literature chosen to meet the requirements of the International Baccalaureate program. Grades 11-PG (IB students).

IB RUSSIAN A LITERATURE

This course is designed for native or near-native Russian speakers who are enrolled in the International Baccalaureate program or wish to take the Russian Language A1 certificate. The aims of this two-year course are to develop the student's power of expression in both oral and written communication and to introduce students to a range of literary works of different periods, genres, styles, and contexts. Emphasis is placed on developing the student's ability to analyze written texts.

Texts: Works of Russian and world literature are chosen to meet the requirements of the International Baccalaureate program. Grades 11-PG (IB students).

IB ITALIAN AND RUSSIAN A: LANGUAGE AND LITERATURE

This is a two-year course designed for students who have experience of using the target language in an academic context. The focus of the language A: language and literature course is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process. In addition, these courses introduce students to a range of texts from different periods, styles and genres, develop the student's power of expression, both in oral and written communication, and encourage them to recognize the importance of the contexts in which texts are written and received.

Texts:

IB Italian A: Language and Literature: works by Dante Alighieri, Pirandello, Calvino, Camus, Conrad

IB Russian A: Language and Literature: works by Pushkin, Kuprin, Ostrovskij, Gribojedov, Moliere and Durrenmatt

ENGLISH AS AN ADDITIONAL LANGUAGE

Department requirements: Students are required to pass an English or EAL course each year in order to advance to the next grade level.

ENGLISH GRAMMAR & COMPOSITION 1

This two-credit course is for students with a basic knowledge of written and spoken English. Previously learned grammar structures, as well as vocabulary, are reviewed and consolidated. Grammar points include parts of speech; simple and progressive past, present, and future tenses; comparisons; superlatives; gerunds and infinitives. Students are guided through the writing process as they focus on the composition of one-paragraph essays. Readings from EAL texts and adapted readers help students develop vocabulary and comprehension skills.

Texts: Focus on Grammar 2, Basic; NorthStar 2 Focus on Reading and Writing, Basic (Longman); and Ready to Write 2, Basic. Abridged readers may include: White Fang, London; The Secret Garden, Burnett; Kidnapped, Stevenson; The Count of Monte Cristo, Dumas; Sherlock Holmes and the Mystery of Boscombe Pool, Doyle; The Prince and the Pauper, Twain; Ghost Stories, Hood; David Copperfield, Dickens. Prerequisites: successful completion of an EAL beginner course and/or satisfactory proficiency demonstrated on the EAL proficiency tests.

ENGLISH GRAMMAR & COMPOSITION 2

This is an intermediate, two-credit course for English Language Learners who have had at least two years of English language instruction or the equivalent. In addition to reviewing previously learned grammatical concepts, students study the verb tenses; phrasal verbs; modals; gerunds and infinitives; the passive voice; and reported speech. In addition, they learn to combine ideas using coordination, subordination, and conjunctive adverbs. Students follow a structured approach to academic writing by first learning the standard three-part paragraph and later expanding to five-paragraph expository essays. Reading activities include close readings of fiction and non-fiction texts, vocabulary expansion, and skill-building. Continued emphasis on listening and speaking helps students develop greater comprehension and fluency.

Texts: Focus on Grammar, Intermediate and NorthStar Focus on Reading and Writing, Intermediate (both Longman); Aesop's Fables, Folktales from Around the World. Abridged readers may include: Emma, Austen; Strangers on a Train, Highsmith; The Pearl, Buck; The Hound of the Baskervilles, Doyle. Prerequisites: successful completion of English Grammar & Composition 1 and/or satisfactory proficiency demonstrated on the EAL proficiency tests.

ENGLISH GRAMMAR, COMPOSITION, & LITERATURE 1

This two-credit course is designed for English Language Learners who have had at least three years of English language instruction or the equivalent and who are in need of developing

their academic reading and writing skills. A thorough review of previously learned grammar serves as the foundation for developing proficiency in such sentence-combining techniques as coordination, subordination, and the use of conjunctive adverbs. Students practice writing the one-paragraph essay and proceed to the multi-paragraph essay in a variety of rhetorical modes, including narration, description, comparison-contrast, enumeration, classification, and persuasion. They develop vocabulary and reading comprehension skills through reading EAL texts as well as authentic material. In addition, they acquire a basic literary vocabulary to enable them to analyze and appreciate various works of literature. Guided exercises and practice tests on the computer help prepare students for the TOEFL exam.

Texts: *Focus on Grammar High Intermediate*; *NorthStar Reading and Writing High Intermediate*; *Introduction to Academic Writing* (all published by Longman). Abridged novels may include: *Oliver Twist*, Dickens; *Tess of the D'Urbervilles*, Hardy; *Misery*, King; *Cry the Beloved Country*, Paton. Authentic or translated texts may include: *Lord of the Flies*, Golding; *Treasure Island*, Stevenson; *The House on Mango Street*, Cisneros; *Fahrenheit 451*, Bradbury; *The Alchemist*, Coelho. Prerequisites: successful completion of English Grammar & Composition 2 and/or satisfactory proficiency demonstrated on the EAL proficiency tests.

ENGLISH GRAMMAR, COMPOSITION, & AMERICAN LITERATURE

This one-credit course, the minimum level of EAL required for graduation, is designed for 11th grade English Language learners who have had at least four years of English language instruction or the equivalent. It aims to further develop students' academic reading and writing skills in preparation for work both in the IB program and at the university level. Grammar structures studied include the parts of speech, verb tenses, noun clauses, adjective clauses, adverb clauses, discourse connectors, the passive voice, and conditionals. Students review and practice the basic skills of paragraph and essay organization. By reading a variety of authentic texts, students learn to analyze and appreciate various works of American literature while developing their vocabulary base and learning literary terminology.

Texts: *Focus on Grammar, Advanced*; *Writing Academic English* (Longman); selected short stories from *Adventures in Reading* (Harcourt Brace Jovanovich); *Of Mice and Men*, Steinbeck; *A Separate Peace*, Knowles; *To Kill a Mockingbird*, Lee; *Death of a Salesman*, Miller; *The Great Gatsby*, Fitzgerald. Prerequisites: successful completion of English Grammar, Composition & Literature 1 and/or satisfactory proficiency demonstrated on the EAL proficiency tests.

ENGLISH GRAMMAR, COMPOSITION, & BRITISH LITERATURE

This one-credit course, the minimum level of EAL required for graduation, is designed for 12th grade English Language learners who have had at least four years of English language instruction or the equivalent. It aims to further develop students' academic reading and writing skills in preparation for work both in the IB program and at the university level. Grammar structures studied include the parts of speech, verb tenses, noun clauses, adjective clauses, adverb clauses, discourse connectors, the passive voice, and conditionals. Students review

and practice the basic skills of paragraph and essay organization. By reading a variety of authentic texts, students learn to analyze and appreciate various works of British literature while developing their vocabulary base and learning literary terminology.

Texts: *Refining Composition Skills: Rhetoric and Grammar*, Smalley, Ruetten, & Kozyrev; *Frankenstein*, Shelley; *The Importance of Being Earnest*, Shaw; *The Tempest*, Shakespeare; *Atonement*, McKellan. Prerequisites: successful completion of English Grammar, Composition & Literature 1 and/or satisfactory proficiency demonstrated on the EAL proficiency tests.

IB ENGLISH B1

This one-credit course is designed for IB students for whom English is an additional language, preparing them for IB English B Year 2 and focusing on the essentials for successful communication in English in a variety of situations. Students work towards achieving competence in three distinct but interrelated areas: language, or handling English accurately with regard to grammar, vocabulary, and syntax; cultural interaction, or selecting language appropriate to a particular cultural and social context; and message, or understanding and using techniques designed to aid in communicating ideas effectively. In addition to reading two novels, students analyze a variety of text types taken from newspapers, magazines, the Internet, and other sources as a basis for learning how to write expository essays, emails, leaflets, letters, guidelines, and film or book reviews on a variety of IB-prescribed topics.

Texts: *Things Fall Apart*, Achebe; *The Namesake*, Lahiri; various authentic texts. Prerequisites: admission to the IB program and successful completion of English Grammar, Composition & Literature 1 and/or satisfactory proficiency demonstrated on the EAL proficiency tests.

IB ENGLISH B2

This one-credit course is designed for students for whom English is an additional language, preparing them for the IB English B oral and written exams which take place in the spring semester. IB English B2 focuses on the essentials for successful communication in English on a variety of topics in a variety of situations. Students work towards achieving competence in three distinct but interrelated areas: language, or handling English accurately with regard to grammar, vocabulary, and syntax; cultural interaction, or selecting language appropriate to a particular cultural and social context; and message, or understanding and using techniques designed to aid in communicating ideas effectively. In addition to reading two to three novels, students analyze a variety of text types taken from newspapers, magazines, the Internet, and other sources as a basis for learning how to write essays, formal letters, newspaper articles, reports, proposals, and speeches, using appropriate vocabulary, tone, and register.

Texts: *1984*, Orwell; *Brave New World*, Huxley; *Never Let Me Go*, Ishiguro, various authentic texts. Prerequisites: admission to the IB program and successful completion of IB English B1.

MATHEMATICS

Department requirements: In order to receive a TASIS diploma students must complete three credits of mathematics in grades 9-12 and demonstrate proficiency at least at the level of Mathematics 3 Core.

Calculators: A graphic display calculator (GDC) that does not have a built-in computer algebra system is required for courses above the level of Mathematics 1 Core. Although other brands of calculators may be permitted, instruction is based on a TI-84 GDC. It is recommended that students purchase this calculator before arrival in Switzerland as it is more expensive in Switzerland and the instructional manual may not be in the student's native language. It is often possible to purchase a calculator from the School.

MATHEMATICS 1 CORE

This is the first course in a two-year sequence, aimed principally at students in grades 9 and 10, which seeks to develop a solid foundation of basic mathematical skills and strategies for open-ended problem solving. Mathematical modeling and the use of graphical calculators are integral to the work in these courses. This sequence follows the International General Certificate of Secondary Education (IGCSE) curriculum and prepares students to meet the TASIS graduation requirement or, if the student is an IB student, to begin IB Math Studies in Grade 11.

Text: *Core Mathematics for Cambridge IGCSE*, 3rd edition (Oxford University Press).

MATHEMATICS 2 CORE

This is the second course in a two-year sequence, aimed principally at students in grades 9 and 10, which seeks to develop a solid foundation of basic mathematical skills, and strategies for open-ended problem solving. Mathematical modeling and the use of graphical calculators are integral to the work in these courses. This sequence follows the International General Certificate of Secondary Education (IGCSE) curriculum and prepares students to meet the TASIS graduation requirement or to begin IB Math Studies in Grade 11. The prerequisite for this course is successful completion of a course at the level of Mathematics 1 Core.

Text: *Core Mathematics for Cambridge IGCSE*, 3rd edition (Oxford University Press).

MATHEMATICS 3 CORE

This is the first course in a two-year sequence, aimed principally at students in grades 11 and 12. This course is designed to be a non-IB version of IB Math Studies 1 and contains topics drawn from algebra, geometry, and trigonometry. Successful completion of this course satisfies the minimum TASIS graduation requirement in mathematics. The prerequisite for this course is successful completion of a course at the level of Mathematics 2 Core.

Text: *Mathematical Studies Standard Level* (Oxford University Press).

MATHEMATICS 4 CORE

This is the second course in a two-year sequence, aimed principally at students in Grade 12. This course is designed to be a non-IB version of IB Math Studies 2 and as such will contain topics drawn from the following areas: algebra, geometry, trigonometry, logic, probability and statistics, and elements of differential calculus. Students will also complete a project using statistical techniques studied earlier in the course.

Text: *Mathematical Studies Standard Level* (Oxford University Press). Prerequisite: successful completion of a course at the level of Mathematics 3 Core.

MATHEMATICS 1 EXTENDED

This is the first course in a two-year sequence, aimed principally at strong math students in grade 9, which seeks to develop a solid foundation of standard mathematical skills, and strategies for open-ended problem solving, with a view to advanced work in grades 11 and 12. Mathematical modeling and the use of graphical calculators are integral to the work in these courses. This sequence follows the International General Certificate of Secondary Education (IGCSE) curriculum and prepares students to enter Advanced Precalculus in grade 11 followed by AP Calculus in grade 12, or if the student is an IB student to begin IB Mathematics SL or HL in grade 11.

Text: *International Mathematics for Cambridge IGCSE Extended* (Oxford University Press).

MATHEMATICS 2 EXTENDED

This is the second course in a two-year sequence, aimed principally at strong math students in grades 9 and 10, which seeks to develop a solid foundation of standard mathematical skills and strategies for open-ended problem solving, with a view to advanced work in grades 11 and 12. Mathematical modeling and the use of graphical calculators are integral to the work in these courses. This sequence follows the International General Certificate of Secondary Education (IGCSE) curriculum and prepares students to enter Advanced Precalculus in Grade 11 followed by AP Calculus in grade 12, or if the student is an IB student, to begin IB Mathematics SL or HL in grade 11. Prerequisite: successful completion of a course at the level of Mathematics 1 Extended with a grade of B or better.

Text: *International Mathematics for Cambridge IGCSE Extended* (Oxford University Press).

MATHEMATICS 1 ADVANCED

Mathematics 1 Advanced is a course for students in grade 9, but it covers topics that are typically covered in the grade 10 course Math 2 Extended. Math 1 Advanced students go on to take Advanced Precalculus in grade 10, and in grade 11 they will take AP Calculus AB or IB Math Higher Level 1. Students in Math 1 Advanced are the strongest ninth graders; they will have succeeded in a course covering the first year of algebra by the end of grade 8. Math 1 Advanced covers functions and functions notation, and the graphs of certain classes of functions. Logarithms, exponentials and the trig functions are studied along with the appropriate applications. Vectors and probability will also be touched on.

Text: *International Mathematics for Cambridge IGCSE Extended* (Oxford University Press).

Prerequisites: successful completion of a first course in algebra or Math 1 Extended. Grade 9 only.

ADVANCED PRECALCULUS

This course is designed to prepare strong math students in grades 10-PG for AP Calculus. It includes all of the topics that would be covered in a regular Precalculus course but the coverage is more thorough and faster-paced. Introductory calculus topics including functional limits and the limit definition of the derivative are also covered. Enrollment is by Mathematics Department recommendation.

Text: *Precalculus with Limits*, 4th Edition (Houghton-Mifflin). Prerequisite: successful completion of a course at the level of Mathematics 2 Extended with a grade of B or better. Grades 10-PG.

AP STATISTICS

This course is designed to provide exposure to basic statistical methods. The course is comprised of four major topics: descriptive statistics, producing data, probability, and inferential statistics. After studying these topics, students will be able to critically analyze and draw appropriate conclusions about data. Students are expected to take the AP Statistics exam in May.

Text: *Statistics*, Starnes (Bedford, Freeman, & Worth). Prerequisite: successful completion of a math course at the level of Advanced Precalculus.

AP CALCULUS AB

This course prepares students to take the AP Calculus AB exam. Topics include differential and integral calculus, including introductory differential equations. It is highly recommended that a student earn a grade of B or higher in Advanced Precalculus before enrolling in this

course. Transfer students wishing to take this course must pass a preliminary exam given by the department.

Text: *Calculus*, Larsen (International Edition; Brooks Cole).

AP CALCULUS BC

This course prepares students to take the AP Calculus BC exam. In addition to extensions to the AB topics, this course covers infinite series, power series, Taylor and Maclaurin series, and calculus in polar coordinates.

Text: *Calculus*, Larsen (International Edition; Brooks Cole). Prerequisite: AP Calculus AB.

IB MATHEMATICS 1* (SL/HL)

This course serves the dual purpose of providing the first year of preparation for either the IB Math Standard Level Exam or the IB Math Higher Level Exam. This is a rigorous two-year program and requires a strong background in many areas of mathematics. The course follows the IB syllabus which includes functions, probability and statistics, vectors and matrices, algebra, trigonometry, and calculus.

Text: *IB Mathematics Standard Level (or Higher Level)* (Oxford University Press). Prerequisite: Students must pass a preliminary exam given by the department or complete Mathematics 2 Extended with a grade of B or better (SL), or A (HL). Grades 10-PG.

*The School will offer these two courses as separate courses when student numbers, staffing considerations, and overall scheduling factors allow. In some years, the two courses may be taught as one course.

IB MATHEMATICS 2 SL

This course provides the second year of preparation for the IB Math Standard Level Exam. In addition to regular in-class assignments and the May IB exams, each student is required to complete an internally-assessed project.

Text: *IB Mathematics, Standard Level* (Oxford University Press). Prerequisite: successful completion of IB Mathematics 1 SL.

IB MATHEMATICS 2 HL

This course provides the second year of preparation for the IB Math Higher Level Exam. In addition to regular in-class assignments and the May IB exams, each student is required to complete an internally-assessed project.

Text: *IB Mathematics, Higher Level* (Oxford University Press). Prerequisite: successful completion of IB Mathematics HL 1 or recommendation from the Department.

IB MATH STUDIES 1 SL

This course is the first year of preparation for the IB Diploma or Certificate in Math Studies SL. In addition to providing a broad survey of mathematics, this course emphasizes the relevance and practical implications of mathematics. The pace and breadth of this course are demanding. Topics covered in the two-course sequence include sequences and series, algebra, trigonometry, probability and statistics, introduction to calculus, and logic.

Text: *IB Math Studies* (Oxford University Press). Prerequisite: successful completion of Mathematics 2 Core or the equivalent.

IB MATH STUDIES 2 SL

A continuation of IB Math Studies SL 1, students are required to take the IB Math Studies SL Exam and complete a mathematical project in the spring semester.

Text: *IB Math Studies* (Oxford University Press). Prerequisite: successful completion of IB Math Studies 1.

HISTORY

Department requirements: Three years, including Modern History and United States History, successful completion of the Civic Literacy Exam, and fulfillment of the Senior Humanities requirement by completing either Art History (at any level) or Theory of Knowledge.

ANCIENT AND MEDIEVAL HISTORY

This survey course for 9th graders is designed to introduce students to the history and cultural achievements of Mesopotamian, Egyptian, Greek, Roman, and medieval European and world civilizations. Students are introduced to the historical method and the critical evaluation of both primary and secondary sources, and emphasis is placed on developing oral and written expression. Students study various aspects of the societies and cultures covered in the course.

Text: *Holt World History: The Human Journey* (Holt, Rinehart and Winston).

MODERN HISTORY

This survey course for 10th graders is designed to introduce students to the history and cultural achievements of modern European and world civilization from the Renaissance to the present. The course concentrates on political and cultural history. Analyzing historical documents and developing oral and written expression are emphasized. A term paper is required for all students enrolled in this course.

Text: *The Heritage of World Civilizations* (Pearson). Grade 10.

UNITED STATES HISTORY

This course, designed for students in their junior or senior year, traces the development of the United States from the Age of Exploration to contemporary times. The course of study focuses on political, social and economic, and cultural and intellectual history. Emphasis is placed on written and oral expression, and analysis of historical documents. A term paper is required for all students enrolled in this course.

Text: *America: Pathways to the Present* (Prentice Hall). Grades 11-12.

ART HISTORY

This course surveys the most important periods and artists in western art from prehistoric to modern times. It emphasizes the art of Classical Antiquity, the Renaissance, and the western world, and gives special attention to Italian sites which are easily accessible from the TASIS campus. Field trips to local sites of interest, gallery and museum visits, and art-history-related

studio projects are typical of the hands-on nature of the class environment. The course satisfies the Senior Humanities requirement for graduation.

Text: *Gardner's Art Through the Ages* (Harcourt). Prerequisites: EAL 5. Grades 12, PG.

INTERNATIONAL RELATIONS

This one-semester course, usually offered in the fall term, is an introduction to the basic features of international relations in the modern world. Students study both the theory and the practice of international relations, including an examination of the nation-state, diplomacy and warfare, international institutions, and current developments in international economics, human rights, disarmament and conflict resolution.

Text: *Essentials of International Relations*, Mingst (Norton).

UNITED STATES GOVERNMENT

This one-semester course, usually offered in the spring term, is an introduction to the framework and functioning of the United States system of government. Students study the Constitution and the institutions of the US government, the operation of each of the three main branches of government, the influence of the media and public opinion, the role of political parties, and the division of power with state governments.

Text: *American Government*, Wilson (Cengage Learning).

EAL ANCIENT AND MEDIEVAL HISTORY

This survey course, designed for students enrolled in EAL 3, introduces key concepts and elements of human civilizations from pre-history to the Middle Ages. The first half of a two-year curriculum, the course covers the history and cultural achievements of ancient Mesopotamian, Egyptian, Greek, Roman, and medieval European and world civilizations. Emphasis is placed on oral and written expression through discussions, readings, written assignments, library research, and small projects.

Text: *World History* (Holt). Grades 9-10.

EAL MODERN HISTORY

This survey course, designed for students enrolled in EAL 4, examines the history and cultural achievements of modern European and world history from the Renaissance to the present. The course is the second part of a two-year curriculum that begins in EAL 3 with Ancient and Medieval History. Students gain continued practice with oral and written expression through discussions, readings, written assignments, library research, and small projects.

Text: *Holt World History: The Human Journey* (Holt). Grades 9-11.

AP EUROPEAN HISTORY

This course traces the history of Europe from the 15th-century Renaissance through the 18th-century Enlightenment and the ensuing French Revolution, to the events of the 20th century. In addition to the factual narrative, the course seeks to develop each of the following: an understanding of some of the principle themes in Modern European history, an ability to analyze historical evidence, and an ability to express that understanding and analysis in both oral and written form.

Main texts: *The Western Heritage* (Pearson); *The Western Tradition* (DC Heath). Prerequisite: EAL 5. Grades 11-PG.

AP UNITED STATES HISTORY

This seminar course, designed to prepare students for the AP exam in United States History, is open to qualified students with exceptional aptitude and interest in the subject. The class traces the development of the US from the Age of Exploration to the present. Students are expected to be familiar with historical method, to have superior reading comprehension, and to be competent writers. Students are responsible for outside research and written and oral reports.

Main text: *The American Nation* (Pearson). Prerequisite: EAL 5. Grades 11-PG.

AP GOVERNMENT AND POLITICS

This course gives students an analytical perspective on contemporary government and politics, with an emphasis on structures and institutions in the United States. The course includes both the study of general concepts and analyses of specific examples. It pays particular attention to the constitutional underpinnings of US government and treats topics such as political beliefs and behaviors, political parties, interest groups, the mass media, institutions of national government, the shaping of public policy, civil rights, and current events. Students become acquainted with the variety of theoretical perspectives and explanations for political behaviors and outcomes.

Main text: *American Government: Institutions and Policies* (Cengage Learning). Prerequisite: EAL 5. Grades 11-PG.

AP ART HISTORY

The class is designed to teach the necessary vocabulary and skills of analysis for appreciating the visual arts. Students become acquainted with the major forms of artistic expression as

they survey the most important periods and artists in world art from prehistoric to modern times. The concepts and applications of visual analysis, period style distinction, socio/historical interpretation and specialized vocabulary are introduced and exercised throughout the survey. The forces of social institutions upon the creation of art and the role of the artist are also examined. To better appreciate works of art as aesthetic objects, the various tools, materials, and artistic traditions available to artists are studied. Problems of restoration and conservation are also discussed. Open to qualified seniors and postgraduates with departmental approval. This course fulfills the Senior Humanities requirement for graduation.

Text: *Gardner's Art Through the Ages* (Harcourt); *Dictionary of Subjects & Symbols in Art*, Murray (Westview Press). Prerequisites: EAL 5. Grades 12-PG.

AP ECONOMICS

This course is designed to prepare students for the AP Microeconomics exam. In microeconomics, students study the central economic questions surrounding scarcity and choice, and how societies can meet unlimited wants with limited resources. What should a society produce? What is the most efficient way to produce it? Who should receive the fruits of this production? By examining supply and demand, students learn how a free market answers these questions, but also where and how free markets fail to adequately allocate resources. Students spend considerable time studying the theory of the firm and the aims and objectives of businesses operating in a variety of market conditions, including perfect competition, oligopolies, and monopolies.

Text: *Economics for AP*, Krugman (Worth). Preference is given to highly-qualified Seniors. Prerequisites: EAL 5, concurrent enrollment in Mathematics 2 Extended or higher. Grades 11-PG.

IB 20TH-CENTURY WORLD HISTORY I

This is the first part of a two-year course on contemporary world history. The course is designed for first-year IB standard-level and higher-level history students, and concentrates especially on events in Europe and the Americas during the period ca. 1848 to 1945. The fall semester is devoted primarily to the background of the First World War. In the spring semester the major topics are World War I and its effects, the rise of single-party states (especially in Russia and in Germany), and the Second World War. In addition to developing an understanding of the background and various key concepts and events of the last century, the course stresses the development of strong writing and note-taking skills, the ability to read and comprehend materials in an analytical and critical manner, and the ability to present and defend cogent arguments, both orally and in writing. This course satisfies the US History requirement.

Texts: Selected monographs and documents. Prerequisite: EAL 5. Grades 11-12.

IB 20TH-CENTURY WORLD HISTORY 2

This course is designed to prepare students for IB examinations at either the standard or higher level. The course picks up where History 1 leaves off, and is devoted primarily to the period 1945-2000. The emphasis is on the origin and course of the Cold War, seen in international perspective, and on developments in Western Europe and the Americas in the post-war period. During the fall semester, students complete the required IB independent research project. Students gain practice working with primary and secondary materials as well as developing their analytical writing skills throughout the year.

Texts: Selected monographs and documents. Prerequisites: IB History 1 or departmental approval. EAL 5. Grades 12-PG.

IB ART HISTORY

This course, offered at the Standard Level only, is open to Juniors and Seniors and to Sophomores with the permission of the instructor. Students pursuing the full IB Diploma Program will normally enroll in this class in the second year of the Program. Although intended primarily for IB diploma students, the course is also open to interested non-IB students as well. The course takes advantage of the School's location and cultural resources, exploiting "Europe as a classroom" to the fullest extent. Over the course of the year students study the Art and Architecture of ancient Rome, medieval Italy, and the Italian Renaissance, exploring some of the key moments in the history of western culture. An IB Art History Academic Travel trip to a major European capital is mandatory in the fall, and another IB Art History trip is optional in the spring. In addition, there are field trips to Milan and to sites within the local area to experience Italian Renaissance art firsthand. Students are also welcome to choose and develop IB extended essay topics in Art and Architecture under the Art History teacher's supervision.

Texts: *History of Roman Art*, Thomson (Wadsworth); *Gardner's Art Through the Ages* (Harcourt). Prerequisite: EAL 5. Grades 11-PG.

IB BUSINESS MANAGEMENT

This course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques in analyzing business activities at the local, national, and international levels. Emphasis is placed on strategic decision-making and the core operational functions of business organization, human resource management, finance and accounts, marketing, and operations management. Through the study of these and related topics the course aims to develop transferable skills relevant to today's students. These include the ability to think critically, to make ethically sound and well-informed decisions, and to think strategically and undertake long-term planning, analysis, and evaluation. The course also develops subject-specific skills, such as financial analysis.

Text: *Business Management for the IB Diploma* (Cambridge University Press). Prerequisite: EAL 5. Grades 11-12.

IB ECONOMICS 1

This course serves as the first year of the two-year IB economics course at both the standard and higher level. In microeconomics, students study the central economic questions surrounding scarcity and choice, and how societies can meet unlimited wants with limited resources. What should a society produce? What is the most efficient way to produce it? Who should receive the fruits of this production? By examining supply and demand, students learn how a free market answers these questions, but also where and how free markets fail to allocate resources adequately. Students spend considerable time studying the theory of the firm and the aims and objectives of businesses operating in a variety of market conditions, including perfect competition, oligopolies, and monopolies. Students begin work on a portfolio of analyses of current events from an economist's perspective.

Texts: *Microeconomics* (McGraw-Hill); *IB Economics Course Companion* (Oxford University Press). Prerequisites: Departmental approval. EAL 5. Concurrent enrollment in Algebra 2 or higher. Grades 11-PG.

IB ECONOMICS 2

This course is the second year of the two-year IB HL or SL Economics course, but may be taken by other advanced students who are interested in a rigorous macroeconomics course. Some of the questions examined in this course are: What is an acceptable quality of life? What are economic growth and development, and how are they attained? Is it possible to meet society's desire for low inflation, low unemployment, and rising real output and income? The answers to these questions take students through a study of macroeconomic policy objectives, Keynesian and Monetarist economic models, international trade, and development economics. Throughout the course, students continue to work on a portfolio of economic analyses of current events, to be submitted to the IB in March of the second semester.

Texts: *Economics* (Pearson); *IB Economics Course Companion* (Oxford University Press). Prerequisites: IB Economics 1 or AP Economics, or departmental approval. EAL 5. Concurrent enrollment in Algebra 2 or higher. Grades 11-PG.

IB THEORY OF KNOWLEDGE 1 & 2

Theory of Knowledge (TOK), required for all students pursuing the full IB diploma, is a two-year course designed to challenge students to reflect critically on diverse ways of knowing and areas of knowledge. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world. TOK meets two hours per week during both years of the IB program, and fulfills the Senior Humanities requirement for graduation.

Text: *Theory of Knowledge* (Cambridge University Press). Grades 11-PG.

SCIENCE

Department requirements: Three credits of laboratory science in Grades 9-12 are required in order to earn a TASIS diploma.

All classes are laboratory sciences which emphasize a hands-on approach to developing an understanding of the scientific method and its application.

Note: all International Baccalaureate science classes:

- require a pre-requisite knowledge and understanding of the subject from previous courses.
- involve a substantial amount of internally-assessed practical and project work. For IB students, 20% of the final IB grade is based on practical work, and the remaining 80% is determined by externally-assessed examinations.
- consist of compulsory core topics and additional topics chosen by the teacher.
- require a greater time commitment for higher level (HL) than for standard level (SL).
- may require IB certificate and diploma students to attend one science-based Academic Travel field trip during the period of their study.
- will involve a group project where all IB science students work together outside of class to investigate a cross-curricular problem.

IB Diploma students should plan their sequence of high school science courses with the IB Coordinator.

IB second year students new to TASIS (transfer students) must have completed a first year of the same IB Science at their previous school. They must provide evidence of the lab exercises they have completed for inclusion in their IB portfolio because it is not possible to do all of the required 40 hours of practical work for SL, or 60 hours for HL, in the second year.

9TH GRADE BIOLOGICAL SCIENCES

This course covers some key biological topics such as classification, cells, energy, and transport, and incorporates the chemistry and physics which are required in order to understand these concepts fully. In addition, through investigative practical work, student skills of observation, data processing and evaluation, are brought up to the level required for scientific study. After this course students have a much clearer idea of which science subject or subjects they would like to study further.

PHYSICS

Physics is a branch of science that involves the study of the physical world: energy, matter, and how they are related. This course aims to develop an understanding and appreciation of fundamental physics concepts as they apply to everyday life based upon the IGCSE physics curriculum. The course promotes an understanding of the need for careful and accurate

recording of observations and an analytical approach to making deductions, solving problems, and understanding the world around us. After taking this class, students are prepared for subsequent advanced physics courses. The course covers selected topics from mechanics, waves, optics, electricity, and modern physics with a balance of qualitative reasoning and conceptual understanding with quantitative reasoning and problem solving.

Text: *Complete Physics for Cambridge IGCSE* (Oxford University Press). Prerequisites: Grade 10 or higher, EAL 4 or higher and successful completion of Maths Core 2/Extended 1 (concurrently enrolled in Maths Core 3/Extended 2 or higher is fine).

BIOLOGY

This class provides a survey of life science topics including classification of life, cell biology, biochemistry, cell division and genetics, evolution, human physiology, plant science and photosynthesis, and ecology. Through regular laboratory work and practical exercises, students come to understand and appreciate the complexity and beauty of the natural living world from the level of the microscope to that of the biosphere. This course is a prerequisite for students wishing to study IB HL Biology.

Text: *IGCSE Biology Coursebook*, Jones (Cambridge University Press).

CHEMISTRY

This one-year course, based on the IGCSE Chemistry curriculum, provides the student with a wide-ranging survey of topics in chemistry that takes the student's study and scientific skill acquisition in chemistry beyond that achieved in previous science courses. Topics include stoichiometry (chemical formulas and equations), atomic theory, atoms, isotopes, mass/atomic numbers, energy levels, periodicity, chemical bonding, states of matter, chemical reactions, energetics/kinetics, equilibrium, acid-base chemistry, and organic chemistry. After taking this class, students are prepared for subsequent advanced courses of chemistry, and it is highly recommended for higher levels of Biology/Ecology as well.

Text: *Chemistry for Cambridge IGCSE* (Nelson Thornes). Prerequisites: Grade 10 or higher, EAL 4 or higher and successful completion of Maths Core 1/Extended 1 (concurrently enrolled in Maths Core 2/Extended 2 or higher is fine).

ECOLOGY

This laboratory course studies ecosystems, conservation, and human population. Students learn the living and nonliving characteristics of our environment and the impact that humans have on the world around us. Major topics include land and resource use, energy, pollutions, policy, and ethics. Students analyze data from experiments and respond to articles and papers related to each topic via essays and class discussions.

Text: *Environmental Systems and Societies* (Oxford University Press).

EAL BIOLOGY

This class is similar to Biology but provides a survey of biology for EAL students. It is taught with a view to improving the students' scientific English skills as well as providing a survey of life science topics including cell biology, biochemistry, human physiology, genetics, plant biology, evolution, molecular biology, and ecology. Through regular lab exercises and activities, students come to appreciate the complexity and beauty of the natural living world from the level of the microscopic to the biosphere. After taking this class, students are better prepared to make an informed choice of the biology and environmental systems electives available to them later.

Text: *Biology: A Course to 16+* (Cambridge University Press). Prerequisite: EAL 3-4. Grades 9-11.

AP BIOLOGY

AP Biology offers a challenging second-year course in advanced biology. Students cover the AP topics of molecules and cells, heredity and evolution, and organisms and populations. Lab exercises focus on eight AP lab experiments, two from each of the four Big Ideas.

Texts: *Biology: The Dynamic Science*, Russell et al. (Cengage Learning), *AP Lab Manual* (College Board), *Biozone AP Biology 1 and 2* (Biozone). Prerequisites: Completion of Biology, or EAL Biology with a recommendation from the teacher, as well as completion or concurrent enrollment in Chemistry. Grades 11-12.

IB BIOLOGY 1 (HIGHER LEVEL)

This is the first year of a two-year Higher-level (HL) course for students enrolled to take the IB Diploma or certificate. By its very nature, biology lends itself to an experimental approach, and this is reflected throughout the course. The course includes 11 core topics and one Option for deeper study. In the first year, students cover six of the 11 topics: 1 (cell biology), 2 (molecular biology), 3 (genetics), 5 (evolution and biodiversity), 7 (nucleic acids), and 10 (genetics and evolution). They also complete the Group 4 project and select a topic for their Individual Investigation.

Texts: *Biology for the IB Diploma* (Oxford University Press, 2014 Edition); *Pearson Baccalaureate Biology for the IB Diploma*, A. Damon et al. Prerequisites: Completion of the chemistry and biology courses in grade 10.

IB BIOLOGY 2 (HIGHER LEVEL)

This is the second year of a two year Higher-level (HL) course for students enrolled to take the IB Diploma or certificate, and will also include extensive laboratory and practical work.

Students complete the remaining core topics from the IB Higher level syllabus: 4 (ecology), 8 (metabolism, cell respiration and photosynthesis), 9 (plant biology), 6 (human physiology) and 11 (animal physiology). They also study Option D (Further Human Physiology). During fall of the second year, students complete the experimental work for their individual investigation, which is submitted to the IB in spring of their final year.

Texts: *Biology for the IB Diploma* (Oxford University Press); *Pearson Baccalaureate Biology for the IB Diploma*, A. Damon et al. Grades 12-PG.

IB BIOLOGY 1 (STANDARD LEVEL)

This is the first year of a two-year standard-level (SL) course for students enrolled to take the IB Diploma or certificate. By its very nature, biology lends itself to an experimental approach, and this is reflected throughout the course. The course includes 11 core topics and one Option for deeper study. In the first year, students cover 3 of the 6 topics: 1 (cell biology), 2 (molecular biology), and 3 (genetics). They also complete the Group 4 project and select a topic for their Individual Investigation.

Texts: *Biology for the IB Diploma* (Oxford University Press); *Pearson Baccalaureate Biology for the IB Diploma*, A. Damon et al. Prerequisites: Completion of chemistry and the 9th grade biological science course.

IB BIOLOGY 2 (STANDARD LEVEL)

This is the second year of a two-year Standard-level (SL) course for students enrolled to take the IB Diploma or certificate, and will also include extensive laboratory and practical work.

Students complete the remaining core topics from the IB Higher level syllabus: 4 (ecology), 5 (evolution and biodiversity), and 6 (human physiology). They also study Option D (further human physiology). During fall of the second year, students complete the experimental work for their individual investigation, which is submitted to the IB in spring of their final year.

Texts: *Biology for the IB Diploma* (Oxford University Press); *Pearson Baccalaureate Biology for the IB Diploma*, A. Damon et al. Grades 12-PG.

AP PHYSICS 1

This course is equivalent to a first-semester college course in algebra-based physics. It covers Newtonian mechanics, including rotational dynamics and angular momentum, work, energy and power, and mechanical waves and sound. It also introduces electrical circuits. The focus of this course is on developing and using physics knowledge by applying it to the practice of

scientific inquiry and reasoning. Laboratory investigations foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting.

Text: *College Physics* (Cengage Learning).

IB PHYSICS 1 (HL/SL)

This introductory course in physics meets the requirements of the first year of the IB Diploma. Waves, mechanics, electricity, magnetism and nuclear physics are visited with an emphasis on conceptual understanding, laboratory skills and applications in the real world. IB Diploma students may take this class in the 10th Grade if they intend to take an anticipated IB Physics SL exam in the 11th Grade.

Text: *Conceptual Physics* (Addison Wesley).

IB PHYSICS 2 (HL/SL)

This course, together with Physics 1, covers the standard level or higher level syllabus for the International Baccalaureate and students may take it as part of the IB diploma or as a separate certificate. The level is more rigorous than Physics 1 and the course covers the IB astrophysics option and more advanced topics in mechanics and electricity.

Text: *Physics for the IB Diploma* (Cambridge University Press).

IB CHEMISTRY 1 (HL/SL)

This is the first year of a two-year course for students taking an IB diploma or certificate. Topics consist of the IB core topics of quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, measurement, and data processing. In addition there is extensive lab work, which backs up the theory and prepares for the assessed practical skills. The Group Four project is conducted at the end of this year. In addition students make a start on their externally assessed investigation, which counts for 20% of their final mark.

Texts: *Chemistry Course Companion* (Oxford University Press), *Chemistry for the IB Diploma* (Oxford University Press). Prerequisites: Completed 10th grade chemistry course.

IB CHEMISTRY 2 (HL/SL)

This is the second year of the two year IB course and covers the following topics: equilibrium, acid base, redox, organic, further data processing and an option (currently medical chemistry). In addition the externally assessed practical investigation is completed.

Texts: *Chemistry Course Companion* (Oxford University Press), *Chemistry for the IB Diploma* (Oxford University Press), plus the appropriate Option book.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES 1 SL

This is the first year of a two-year course for students taking an IB SL certificate or diploma. This course develops student knowledge and understanding of current issues in ecology and environmental sciences. Students cover four of the seven topics as outlined by the IB syllabus. Students explore ecological topics such as energy flow, nutrient cycles, feeding relationships, types of ecosystems, and population studies through case studies, lab exercises, and fieldwork. Students also develop lab skills and writing skills that will help them perform well on the Internal Assessments that will be turned in to the IB in the subsequent year.

Text: *Environmental Systems and Societies* (Oxford University Press).

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES 2 SL

This is the second year of a two-year course and during this year the Standard level (SL) course is finished. It serves as the second year of Environmental Systems for students taking an IB SL certificate or diploma. Topics include the remaining three topics that were not covered during the first year of study including pollution, waste management, atmospheric chemistry, climate change and environmental world views. Emphasis is placed on learning through practical work in the lab and in the field, the preparation of topics for class discussions, and problem-solving. Students work on completing their portfolio of lab reports for their IB internal assessment.

Text: *Environmental Systems and Societies* (Oxford University Press).

IGCSE COMPUTER SCIENCE

This course provides a foundation study in Computer Science. Understanding the principles of Computer Science provides students with underpinning knowledge required for many other subjects in science and engineering, as well as skills that can be used in everyday life. The aims of this course are to develop computational thinking, which includes the main principles of solving problems using computers, data, and a high-level programming language. Moreover, students will gain an understanding of computer systems and how they interrelate, including software, data, hardware, communications, and people.

MODERN LANGUAGE

Department requirements: In order to earn a TESIS diploma a student must demonstrate third-level proficiency in a modern language offered at TESIS. The modern languages offered are French, German, Italian, and Spanish.

A modern language is not required for students enrolled in EAL classes, though EAL students in EAL 3 or higher may take an additional language.

A Native English speaker student entering TESIS in Grade 11 must demonstrate third-level proficiency in a modern language offered at TESIS, or enroll and complete a second-year proficiency in French, German, Italian or Spanish.

A Native English-speaking student entering TESIS in Grade 12 and PG year must demonstrate third-level proficiency in a modern language offered at TESIS, or enroll in and complete one year of language at TESIS.

A student's native language is not accepted as fulfilling the modern language requirement.

LEVEL 1: FRENCH, GERMAN, ITALIAN, SPANISH

These are introductory courses where students learn the fundamentals of listening and reading comprehension as well as basic speaking and writing skills. Students are introduced to grammatical structures and vocabulary, important for developing communicative competency. These are continually reinforced through classroom drills, regular written homework assignments, quizzes, and tests. The culture of the countries where each language is spoken is also explored.

Texts:

French 1: *Bon voyage!* Level I (Glencoe); selected readings

German 1: *Geni@l Klick* A1 (Langenscheidt); selected readings

Italian 1: *Avanti!* Beginning Italian (McGraw-Hill); selected readings

Spanish 1: *Conéctate*: Introductory Spanish, Smartbook, 2nd Edition (McGraw-Hill)

Prerequisites: The completion of EAL 2. Grades 9-PG.

LEVEL 2: FRENCH, GERMAN, ITALIAN, SPANISH

IB AB INITIO YEAR 1

The second-year courses begin with a review of the most fundamental points of grammar covered in Level 1 and continue with the study of new verb tenses and grammar structures. Oral expression, listening comprehension, and reading and writing skills are emphasized. Grammar drills and conversation play important roles, helping students learn to speak correctly and with some fluency. In addition, this course is the equivalent of the first year of

the IB ab initio course and is organized into three themes: the individual and society, leisure and work, and urban and rural environments. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

Texts:

French 2: *Bon voyage!* Level 2 (Glencoe); selected readings

German 2: *Geni@l Klick A2* (Langenscheidt); selected readings

Italian 2: *Avanti!* Beginning Italian (McGraw-Hill); selected readings

Spanish 2: *¡Buen viaje!* Level 2 (Glencoe); selected readings

Prerequisites: Level 1, or a satisfactory grade on the placement test. Grades 9-PG.

LEVEL 3: FRENCH, GERMAN, ITALIAN, SPANISH

IB AB INITIO YEAR 2

IB LANGUAGE B SL YEAR 1

The third-year courses are designed to build upon the skills acquired by students in the second year. Level 3 courses enlarge and refine the students' vocabulary and improve their ability to understand and respond to the spoken and written language. In addition, students are introduced to literary texts and continue to explore the culture of countries in which the languages are spoken. This course prepares the students for the IB ab initio exam. It also the first year of the IB language B Standard level (SL) course.

Texts:

French 3: *Bon Voyage!* (Glencoe); selected readings

German 3: *Geni@l Klick B1* (Langenscheidt); selected readings

Italian 3: *Nuovo Progetto Italiano 2* (Edilingua, Pan); selected readings

Spanish 3: *¡Buen viaje!* Level 3 (Glencoe); *Certificado básico de español* (C.B.E), Edelsa; selected readings

Prerequisites: Level 2, or a satisfactory grade on the placement test. Grades 10-PG.

LEVEL 4: FRENCH, ITALIAN, GERMAN*, SPANISH

IB LANGUAGE B SL YEAR 2*; HL YEAR 1

These are advanced courses for students with some background of the target language. While students continue the study of the most difficult points of advanced grammar, they also explore the cultures connected the specific language. Core topics of study include communication and media, global issues, and social relationships, and options include cultural diversity, customs and traditions, health, leisure, science, and technology. These courses expand the students' receptive, productive, and interactive skills as well as oral and written

communication skills. The recommended teaching hours, the depth of syllabus coverage, the required study of literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria differentiate higher and standard levels. Courses are conducted entirely in the target language.

Texts:

French 4: *French B for the IB Diploma* (Oxford University Press); *Une fois pour toutes* (Longman); selected readings

Italian 4: *Nuovo Progetto Italiano 3* (Edilingua, Pan); *Contesti Italiani* (Edizione Guerra); anthologies of various Italian authors; selected readings

German 4: *Deutsch im Einsatz : Fur den IB DP Unterricht im Fach Deutsch B*, Fox, Katrin (Cambridge University Press, 2015); selected readings

Spanish 4: *Spanish B for the IB Diploma* (Oxford University Press); *Una vez más* (Longman); *Diploma superior de español* (Edelsa); selected readings.

Prerequisites: Level 3 (with a minimum grade of C) or a satisfactory grade on the placement test. Grades 11-PG.

LEVEL 5: FRENCH, ITALIAN, SPANISH IB LANGUAGE B HL YEAR 2

At this level, students read literature in the target language. This helps students broaden their vocabulary and use the language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills, and contributing to intercultural understanding. Students should understand the works in some depth, but literary analysis as such is not an objective of the language B course at HL. Students are required to read two works of literature originally written in the target language. These works may be from any genre, or may both be of the same genre. They do not need to be linked.

Texts: As required by the IB Diploma Program syllabus. Prerequisites: Level 4, or a satisfactory grade on the placement test. Grades 12-PG.

SELF-TAUGHT IB (SSST)

At Standard Level, students may take the school-supported self-taught (SSST) option for IB study, thus allowing the greatest possible number of students to follow an IB literature course in their mother tongue. Current SSST classes include Danish, Romanian, Spanish, Serbian, Chinese, French, Albanian, and Bulgarian. SSST students enrolled in both year 1 and 2 of the IB meet twice a week with the English A: Literature teacher for support and guidance on all parts of the internal and external examinations and papers.

SEZIONE ITALIANA

Dall'anno scolastico 2006-2007, TESIS offre la possibilità di scegliere, per l'intero percorso scolastico che va dalla prima elementare alla prima superiore (corrispondenti alle classi 1-9 del sistema scolastico americano) un iter di studi che offre il 60% dell'insegnamento in lingua italiana e il restante 40% in lingua inglese.

Dall'anno scolastico 2011-2012 le classi della Sezione Italiana saranno divise secondo la seguente suddivisione:

- dalla prima alla quinta classe gli studenti frequentano la scuola elementare;
- dalla sesta all'ottava classe gli studenti frequentano la scuola media;
- nella nona classe gli studenti frequentano il primo anno della scuola superiore.

La Sezione Italiana se da una parte rappresenta l'adeguamento alle leggi cantonali (secondo cui lo studente che risiede da almeno sei anni in Ticino deve poter seguire la scuola in prevalenza nella lingua del suo cantone), dall'altra permette di approfondire in modo completo la lingua, la letteratura, la storia, l'arte e la cultura italiane attraverso lo studio di quelle materie umanistiche che sono la base su cui costruire una personalità forte e certa delle proprie radici. Grande rilevanza avrà la lingua italiana scritta che diventa uno scoglio sempre più difficile da superare per studenti perfettamente informatizzati e abituati anche al bilinguismo, ma carenti per ciò che concerne grammatica e stesura di un testo.

Lo studente potrà a essa combinare un'importante esperienza di lingua inglese, parlata nel resto delle lezioni e in tutta la vita del campus della TESIS, riuscendo a raggiungere in pochi mesi una padronanza linguistica che gli consenta di seguire senza difficoltà le altre lezioni e di continuare il percorso di studi nei gradi successivi seguendo il programma standard della TESIS.

LINGUA E LETTERATURA ITALIANA 9

Il corso di Lingua e Letteratura Italiana è rivolto a studenti che possiedono una buona conoscenza della lingua italiana, ma necessitano ancora di approfondire aspetti legati allo studio della lingua e la sua funzione, le diverse tipologie testuali, la sintassi, il lessico e i registri linguistici.

Gli studenti si confronteranno con la lettura di brani antologici di opere appartenenti alla letteratura italiana contemporanea nei vari generi testuali quali ad esempio il giallo, il romanzo di formazione, i classici della letteratura del Novecento.

Il corso si propone, inoltre, di favorire attraverso ricerche, progetti e discussioni di classe una maggior esposizione alla lingua orale e scritta al fine di garantire una più sicura padronanza della lingua. Gli studenti saranno in questo modo dotati degli strumenti necessari per costruire un bagaglio culturale all'interno del quale saper effettuare associazioni e confronti tra i contenuti profondi dei testi e l'attualità del mondo d'oggi.

Infine, il corso affronta in modo specifico lo studio di alcuni aspetti della grammatica italiana, in particolare relativi alla sintassi, alla morfologia e al lessico letterario laddove se ne verifichi la necessità.

La competenza linguistica della produzione scritta sarà esercitata attraverso la stesura di temi di letteratura, argomentativi, riassunti e commenti a testi letterari.

Gli studenti saranno dotati di libri di testo integrali o fascicoli antologici.

LETTERATURA E LINGUA ITALIANA 9

Il corso di Letteratura e Lingua Italiana è rivolto a studenti che possiedono un'ottima conoscenza e padronanza della lingua e si focalizza sullo studio puntuale dei principali autori della letteratura italiana di Ottocento e Novecento. Gli studenti, si confronteranno con la lettura di alcuni capolavori della letteratura italiana moderna, come ad esempio I Promessi Sposi di Alessandro Manzoni. L'approfondimento di testi in prosa e poesia, infatti, apre le porte a un patrimonio irrinunciabile per la comprensione della cultura europea.

Il corso si propone, inoltre, di favorire una crescita intellettuale riguardo generi letterari e contesti storici e culturali in cui i letterati operano. Gli studenti saranno in questo modo dotati degli strumenti necessari per costruire un bagaglio culturale all'interno del quale saper effettuare associazioni e confronti tra i contenuti profondi dei testi e l'attualità del mondo d'oggi.

Sebbene il corso non affronti in modo specifico lo studio della grammatica italiana, saranno saltuariamente affrontati argomenti inerenti questa parte della lingua qualora se ne verificasse la necessità.

La competenza linguistica della produzione scritta sarà esercitata attraverso la stesura di temi di letteratura, argomentativi, riassunti e commenti a testi letterari.

Gli studenti saranno dotati di libri di testo integrali o fascicoli antologici.

STORIA ITALIANA 9

Le lezioni di storia si prefiggono lo scopo di aiutare gli studenti ad acquisire un'immagine sempre più chiara e approfondita della realtà sociale che li circonda. In particolare s'intende puntare alla comprensione delle relazioni che intercorrono tra le vicende storiche, economiche, sociali, le strutture istituzionali e politiche, e le decisioni del singolo.

Uno studio puntuale della storia, dota gli studenti di tutti i mezzi necessari per contestualizzare un fatto nel tempo, facilitando in modo rilevante la memorizzazione e l'assimilazione di tutte le azioni e i concetti che si studieranno nelle altre materie.

Gli studenti dovranno esercitarsi e ampliare le loro conoscenze attraverso la lettura guidata, il continuo commento di documenti scritti, l'analisi di fonti iconografiche, la stesura di appunti e schemi riassuntivi e l'osservazione di cartine storiche.

Le competenze comunicative saranno periodicamente valutate tramite interrogazioni orali, compiti scritti e la partecipazione in classe.

Nella nona classe si studierà l'Età antica dalla Preistoria alla fine della Repubblica romana. Approfondimenti saranno dedicati allo studio della storia e della letteratura antiche, con uno sguardo particolare alla storia greca e romana.

Il corso sarà accompagnato da un libro di testo per la prima classe della scuola secondaria, unito a fascicoli antologici.

STORIA DELL'ARTE 9

Il corso affronta lo studio puntuale dell'arte antica nell'intero arco temporale compreso tra la Preistoria e l'epoca classica greco-romana. Gli studenti si misureranno con lo studio, l'analisi e il confronto di opere appartenenti all'arte pittorica, scultoria e all'architettura dei popoli antichi.

Le competenze comunicative saranno periodicamente valutate tramite interrogazioni orali, compiti scritti e la partecipazione in classe.

FINE ARTS

Department requirements: In order to earn a TASIS diploma a student must complete one credit in Fine Arts during Grades 9-12. This may be accomplished by taking either a full-credit class, or two 1/2 credit classes, in the Visual Arts and/or Performing Arts. Students interested primarily in the Visual Arts may fulfill the graduation requirement by choosing a combination of 1/2 credit of Visual Arts with Art History or AP Art History. The two components do not need to be completed in the same academic year. This combination also meets the Senior Humanities requirement. For Art History, please refer to the History section.

DRAWING AND PAINTING

This course introduces beginning students to art fundamentals. No prior background in art is required. This skills-based course focuses on learning how to draw and paint from observation. Students work with a variety of subject matter, including still life, landscape, architectural spaces and buildings, and portraiture. In the fall, the course focuses on drawing with black and white media such as pencil, ink, and charcoal, and then progresses to color drawing media such as pastels. In the spring, the course focuses on painting media such as watercolor, acrylic, and oil. The class meets four times a week, either for single semester (Fall or Spring – 1/2 credit), or for the full year (1 credit). A minimum of an additional two hours of independent studio work is required each week. There is no studio fee, but a CHF 150 course fee covers the purchase of watercolor, acrylic and oil-painting sets, sable brushes, canvas and hardback sketchbooks specifically created for this course. Although the course is taught as a full credit, two-semester sequence, students with sufficient skills can enroll in either the fall or spring semester for half credit. Further details are available on application to the Department Chair. Grades 9–PG.

ADVANCED DRAWING AND PAINTING

This course builds on the experiences of the Drawing and Painting elective. It introduces students to more substantial assignments and looks towards developing an imaginative approach to painting and drawing as well reinforcing and extending observation skills. An appropriate level of art and design skills is required, for example the successful completion of the Drawing and Painting elective. Students are expected to have a more independent approach to studio work. Students work with a variety of subject matter, including still life, landscape, architectural spaces and buildings, and portraiture. In addition, there is an emphasis on studying the work of other artists and the opportunity to explore ideas in a more imaginative and expressive manner. The course continues to use traditional materials and techniques and in addition introduces more experimental and contemporary art making techniques and materials. The class meets four times a week for the full year and a minimum of two additional hours of independent studio work is required each week. There is no studio fee, but CHF 150 is needed per semester to cover the purchase of watercolor, acrylic and oil-painting sets, and hardback sketchbooks specifically created for this course. The course is a taught as a full credit, two-semester sequence. Grades 10–PG.

CERAMICS AND SCULPTURE

This course introduces students to three-dimensional design and creative thinking in ceramics. Students gain familiarity with ceramic materials and processes, and they experiment across a range of techniques, including hand-building and wheel-throwing. The course emphasizes skills acquisition, but it also encourages students to discover their unique strengths, developing personal sensibilities through the medium of clay. Critiques are an integral part of evaluation. There is no studio fee, but CHF 150 is needed per semester to cover the purchase of materials. The class meets for four hours each week and at least two additional hours of independent studio work are required. Although the course is taught as a full credit, two-semester sequence, students with sufficient skills can enroll in either the fall or spring semester for half credit. Grades 9-PG.

PHOTOGRAPHY 1

This course introduces students to the basics of digital photography, covering the entire process from capturing images to output for print and web. As students begin to understand the digital workflow, they are expected to collect their own images, make connections between their images and their thematic goals, and create photographs and photographic illustrations. Images are manipulated using Adobe Photoshop and other software on Apple computers in the Photography Lab. All students finish the course with a portfolio of images. Students who take this course are required to work an additional 1-2 hours weekly outside of class. There is no lab fee, but approximately CHF 150 are needed per semester for photo-paper, inks, and other supplies. Prerequisites: Students must own an appropriate digital camera. This course is recommended for admission to Photography 2, and highly recommended for students thinking of taking the IB or AP Photography courses. Grades 9-PG.

PHOTOGRAPHY 2

This wide-ranging but challenging course concentrates on improving photography skills, digital art techniques, and advanced image manipulation. Students explore a wide variety of photography techniques, from black and white film and pinhole cameras to advanced Photoshop manipulations and digital capture experiments. All students finish the course with a portfolio of images. Students should be willing to work with Apple computers and are required to work an additional 1-2 hours weekly outside of class. There is no lab fee, but approximately CHF 150 are needed per semester for photo-paper, inks, and other supplies.

Prerequisites: Students must own a digital camera with manual controls, and a digital SLR is highly recommended. This course is recommended for admission to AP or IB Photography. Grades 10-PG.

ARCHITECTURE 1

This course develops skills in drawing and model-making as well as knowledge of the basic forms, typology, and some of the history of western European architecture. Students do studio work and study theory and architectural history to identify stylistic, constructional, and cultural influences and traditions which have generated great buildings throughout the ages and which continue to shape contemporary architecture today. The class takes field trips to sites within our area to gain firsthand knowledge and experience of great buildings. Students should be able to execute basic architectural drawings (plan and elevation) by the end of the course, as well as execute a three-dimensional model in cardboard. The course requires CHF 150 per semester to cover the purchase of materials, workshops and the cost of field trips. The course requires two hours of out-of-class work per week, and may be taken for the full year for full credit or either fall or spring semester for half credit. The course may be taken over the span of two years as IB Visual Arts: Architecture. The course requires two hours of out-of-class work per week, although preparation of the Visual Arts Journal for students taking the course for IB credit requires considerably more time, as well as design studio work in drawing and model-making. Details may be found in the IB Visual Arts, IB Photography 2, and IB Architecture description. Grades 10-PG.

ARCHITECTURE 2

This one-semester course, develops skills in drawing and model-making as well as knowledge of the basic forms, typology, and some of the history of western European architecture. Students do studio work and study theory and architectural history to identify stylistic, constructional, and cultural influences and traditions which have generated great buildings throughout the ages and which continue to shape contemporary architecture today. Students take field trips to sites within our area in order to gain firsthand knowledge and experience of great buildings. Students should be able to execute basic architectural drawings (plan and elevation) by the end of the course, as well as execute a three-dimensional model in cardboard. The course may be taken over the span of two years as IB Visual Arts: Architecture. The course requires two hours of out-of-class work per week, although preparation of the Investigation Workbook for students taking the course for IB credit requires considerably more time than this, as well as design studio work: drawing and model-making. The course requires CHF 150 per semester to cover the purchase of materials and the cost of field trips. The course may be taken for the full year for full credit or either fall or spring semester for half credit. Grades 10-PG.

INSTRUMENTAL ENSEMBLE

This class focuses on the preparation of instrumental music for public performance throughout the year. In addition, the fundamentals of instrumental technique and music theory are covered through the study of music literature and/or private study. Instrumental ensembles include classical and jazz, consisting of various chamber groups scheduled by the

music teacher according to instrumentation and ability level. Private instrumental lessons are available and can be incorporated into the course requirements. Grades 9-PG.

CHOIR

Choir meets twice a week in the early evening and is open to all students with an interest in singing. One of the primary aims of the course is to expose students to the different types of vocal composition. Composers from different periods are chosen to expose students to music sung in different styles and languages, as well as pieces which are both accompanied and a cappella. As with any music, group performance is a vital part of the program. The group sings in two main concerts, one in December and one in the spring. In addition, the choir may perform at Family Weekend, give occasional recitals, and take an active role in assemblies. Grades 9-PG.

MUSIC THEATER ARTS

This course provides the basis for developing practical skills and vocal training in preparation for auditions and rehearsals for the annual high school musical production. Students study the history of musical theater development from early Music Hall to 20th-Century Broadway, fundamental stagecraft techniques, and vocal techniques specific to voice projection for speech and singing. Students also learn about production, set, lighting, and costume design, and make-up.

MUSIC LITERACY

This course examines the history of Western music to help students understand the development of music through the ages specific to principal historical periods including Medieval, Renaissance, Baroque, Classical, Romantic, and 20th Century/Modern. Coursework examines similarities between music, art, and architecture in conjunction with the study of historical and socio-political perspectives as they relate to music. This course offers students opportunities to use 21st-century technologies. It is geared toward those who enjoy music yet do not wish to, or are unable to, follow the classical and traditional paths of learning instrumental or vocal music, and for those who perform and compose using acoustic instruments.

DRAMA I

This full-year course is designed to develop students' skills, knowledge, and interest in the collaborative work of theater art. Students gain knowledge and hands-on skills in most areas of theatre as they learn improvisational acting techniques, how to approach a script as an actor, design and run lights and sound in the Palmer Center theater, use shop tools to build a prop, research and design costumes, direct a scene, and explore world theater traditions. Students may use their knowledge of theatrical lighting, sound, stage management, and the backstage world to support short-term performance events such as dance concerts, music

concerts, assemblies, and guest speakers. Students have the opportunity to perform monologues and scenes as part of the annual Arts Festival, and attend a special field trip event each semester to receive first-hand exposure to professional theater. The course is excellent preparation for students interested in pursuing theater, film, literature, and design—or for those who simply want a challenging, enjoyable approach to theater.

DRAMA 2

Drama 2 is designed for students wishing to delve more deeply into areas of acting, directing, design, and the interests they began developing in Drama 1. The curriculum blends and alternates long-term, student-initiated projects with teacher-designed units that complement the projects and ensure a well-rounded foundation of theatrical knowledge. Units and projects may include such topics as Absurdist Theater, Acting Styles, Monologue Studies, Lighting Design, Commedia dell'Arte, and Playwriting. Students use their knowledge of theatrical lighting, sound, stage management, and the backstage world to support short-term performance events such as music concerts, assemblies, and guest speakers. They attend one special event or field trip each semester to gain first-hand exposure to professional theater.

Prerequisite: Drama 1 or permission from the instructor. Grades 10-PG

IB THEATRE ARTS 1: INTRODUCTION TO IB THEATRE

IB THEATRE ARTS 2

This is a challenging, invigorating two-year course of study in which students gain knowledge in all areas of theater and develop their own skills, perspectives, and goals as theater artists and collaborative colleagues. Both the Higher (HL) and the Standard (SL) levels are two-year commitments that require a combination of class time and participation in mainstage or student productions in at least two different areas; designer and actor, for example. The class grade is determined by participation, preparation, projects, and other assignments. IB marks are determined by three (SL) or four (HL) project-type assessments completed over the course of the two years. Grades 11-PG; grade 10 with permission of the IB Coordinator and in consultation with the instructor.

IB VISUAL ARTS

AI: ARCHITECTURE

AI: PHOTOGRAPHY

AI: DRAWING & PAINTING

IB Drawing & Painting, IB Photography, and IB Architecture are demanding, two-year courses of study in which students create a body of work that demonstrates a solid understanding of the vocabulary of the artist, photographer, or designer. Although the three IB Visual Arts courses share a common approach and lead to the same qualification, each is explored

through the particular discipline. In their Visual Arts Journal, students read, write, think, and question what they do as artists, showing evidence of systematic research and investigation. Art appreciation and history are essential components of these programs. Students visit art galleries, attend museums, take part in workshops, and listen to lectures by visiting artists and designers. Students produce a comparative study research paper, examining the works of at least two artists, techniques for art making, and theories behind the work, that constitutes 20% of their final IB mark. Most importantly, students work in their chosen medium and can also explore various processes, techniques and types of expression in a variety of ways, creating studio work which accounts for 40% of their final mark.

IB VISUAL ARTS

A2: ARCHITECTURE

A2: PHOTOGRAPHY

A2: DRAWING & PAINTING

In the second year, IB Drawing & Painting, IB Photography, and IB Architecture become self-directed, as students develop a personal visual style and symbol system appropriate to their chosen theme or area of inquiry. These courses are intended for self-motivated students who are seriously interested in the study of art. In addition to class work, students are expected to devote a further four hours per week to independent study and are encouraged to use the studio facilities outside scheduled studio hours. Both the Higher Level (HL) and the Standard Level (SL) are two-year long commitments which require a combination of Studio Work and a Process Portfolio. For HL and SL option A, the work is assessed at 40% studio work in the form of a personal exhibition with a written description of choices made, and 40% process from the Visual Arts Journal. The Comparative Study research paper is assessed for the remaining 20%. HL students must complete 240 class-hours in total, and SL 150 class-hours in total. Second-year IB Visual Arts and IB Architecture students will be charged CHF 150 for materials. IB 2 Photography students will be charged approximately CHF 150 per semester for photo-paper, inks, and other accessories. In addition, IB Drawing & Painting and IB Architecture students may incur additional charges if a chosen theme or area of enquiry requires atypical materials or resources; for example foundry work or outsourced specialized printing. Written parental consent is required by TASIS before any commitment to such work commenced. There is no studio fee, but first year IB Drawing & Painting students will be charged CHF 150 fee to cover the purchase of watercolor, acrylic and oil-painting sets, and hard-back sketchbooks specifically created for this course. All IB Visual Arts A2 courses meet four days per week, in addition to a minimum of four hours per week of independent study.

Prerequisites: Open to Grades 11-PG only with evidence of an appropriate level of art and design portfolio (typically from Drawing and Painting or a similar recognized program offered by schools) and in consultation with the course leaders.

AP STUDIO ART: DRAWING & PAINTING

AP STUDIO ART: 2D ART & DESIGN: DRAWING & PAINTING

AP STUDIO ART: PHOTOGRAPHY

AP Studio Art is an intensive one-year course for advanced students with experience in art-making and independent study. This course follows the AP syllabus in which students have to create at least 24 works for digital submission for assessment by the AP. The work is broken down into Breadth, a collection of work demonstrating the student's work in different styles and media, and Concentration, a collection of work concentrating on a particular form, medium, style, theme or subject matter. In addition, five example pieces are sent to the AP for assessment. As a result of this assessment regime, the course is focused on studio work and the production of art with an understanding of the principles of design. Through this rigorous studio work schedule, students are able to grow rapidly and to gain experience in pursuing projects from start to finish. Prerequisites: Grades 10-PG, evidence of appropriate level of art and design portfolio (successful completion of Photography 1 or equivalent), and in consultation with the instructor. There is no studio fee for these courses but approximately CHF 150 are needed per semester for photo paper, ink, and other supplies for Photography and CHF 150 to cover the purchase of watercolor, acrylic, and oil painting sets, and hardback sketchbooks specifically created for Drawing & Painting.

PHYSICAL EDUCATION

Department requirements: All students in Grades 9 and 10 are required to take Physical Education in support of the TASIS philosophy that a strong school takes care of all aspects of a student's well-being, including the social and physical development of each person.

In Grade 9, students combine health studies and physical education for a full credit 9th Grade Physical Education and Health.

In Grade 10, students take Physical Education twice a week as a required course.

9TH GRADE PHYSICAL EDUCATION AND HEALTH

This full-credit required course stresses a holistic health approach aimed at developing a positive self-concept and a desire to be active. The health component provides students with a forum to learn about and discuss emotional, social and physical fitness, nutrition, sleep, sexuality, mental health, depression, eating disorders, suicide prevention, first aid, substance abuse, relationships, and stress management. Active living is promoted through exposure to a variety of sports and activities in the physical education component. In addition, all students in grade 9 participate in a Swiss Adventure course in the Swiss Alps during Spring Academic Travel.

Text: *Health*, 2nd ed. (Holt). Grade 9.

10TH GRADE PHYSICAL EDUCATION

This course is a continuation of the sports and activities taught in the physical education component of the Physical Education and Health course in Grade 9. There is a greater emphasis on the development of social and leadership skills. The leadership component includes formal and informal speaking opportunities, organizing a class leadership project, such as International Week, and a unit where each student teaches a major lesson. As a result, the course content reflects the skills and international background of all the students in a particular class. In addition, all students in Grade 10 participate in an Outward Bound course in the Alps of Germany during Spring Academic Travel. Grades 10-PG.

HIGH SCHOOL DAILY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15 - 8:15 Breakfast	B 8:00 - 8:50	A 8:00 - 9:00	G 8:00 - 9:00	F 8:00 - 9:00	D 8:00 - 9:00
	A 8:55 - 9:45	B 9:05 - 10:05	B 9:05 - 10:05	A 9:05 - 10:05	E 9:05 - 10:05
	G 9:50 - 10:40	Advisor 10:10 - 10:35	Meetings 10:10 - 10:35	Assembly 10:10 - 10:35	Advisor 10:10 - 10:35
	H 10:45 - 11:35	C 10:40 - 11:50	A 10:40 - 11:50	B 10:40 - 11:50	F 10:40 - 11:50
11:15 - 13:30 Lunch	F1 11:40 - 12:30	D1 11:55 - 12:55	H1 11:55 - 12:55	G1 11:55 - 12:55	C1 11:55 - 12:55
	F2 12:15 - 13:05	D2 12:25 - 13:25	H2 12:25 - 13:25	G2 12:25 - 13:25	C2 12:25 - 13:25
	E 13:10 - 14:00	E 13:30 - 14:40	D 13:30 - 14:40	H 13:30 - 14:40	G 13:30 - 14:40
	C 14:05 - 14:55	F 14:45 - 15:45	C 14:45 - 15:45	E 14:45 - 15:45	H 14:45 - 15:45
	D 15:00 - 15:50	Sports 16:00	Meetings for Faculty 16:00	Sports 16:00	
17:30-18:45 Dinner					

HIGH SCHOOL CALENDAR 2018-2019

FALL

Friday, August 31	Opening Day
Saturday, September 1	Orientation
Monday, September 3	First Day of Classes
Saturday, September 8	Boat Dance
Thursday, September 13	Founder's Day Assembly
Monday, September 17	Class Outings
Monday, October 8	No Classes
Friday-Saturday, October 12-13	Family Weekend
Saturday, October 20	Fall Festival
Monday-Friday, October 29-November 2	Academic Travel
Friday-Sunday, November 16-18	Fall Play
Friday, November 23	No Classes
Sunday, December 9	All-School Christmas Service
Friday, December 14	Last Day of Classes
Saturday, December 15	Dormitories close at 17:00

SPRING

Saturday, January 5	Dormitories open at noon
Sunday, January 6	Boarders must return by 19:00
Monday, January 7	Classes resume
Monday, February 4	No Classes
Monday-Friday, February 11-15	International Week
Saturday-Friday, February 23-March 1	Ski Adventure
Sunday-Friday, February 24-March 1	Academic Travel
Friday-Sunday, March 29-31	Spring Musical
Friday, April 12	Last day of classes
Saturday, April 13	Dormitories close at 17:00
Saturday, April 13-Sunday, April 28	Spring Holiday
Saturday, April 27	Dormitories open at noon
Monday, April 29	Classes Resume
Thursday-Sunday, May 16-19	All-School Spring Arts Festival
Monday-Wednesday, May 27-29	Final Exams for Seniors

Thursday-Friday May 30-31
Thursday, May 30
Friday, May 31
Saturday, June 1
Monday-Tuesday, June 3-4
Tuesday, June 4
Wednesday, June 5

Exams
Prom
Senior Banquet
Graduation
Exams
Last Day of Classes
Dormitories close at 17:00