

High School Course Catalog



The American School Foundation of Guadalajara, A.C. 2021 - 2022

The ASFG High School experience is focused to fulfill our school's vision; Inspire, educate and act to better our world. Our program fosters in students the learning goals that comprise the school's mission: purposeful learners, critical and creative thinkers, effective communicators, and community contributors. In doing so, we ensure the curriculum and experiences are academically rich to prepare our students for admission to top US and Mexican universities. We believe in a sense of community, a pride in workmanship and self worth, a deep respect and understanding of differences, and a life-long passion for learning.

The ASFG High School is an academically rigorous program that purposefully challenges yet supports each student. Our school and class size allows every student to be known and supported. Our curriculum and student achievement is measured against outstanding programs from around the world. Mutual respect among all students and among students and teachers allow for every student to find a strong sense of place.

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How to Use This Guide:

To use this guide most effectively, first read the introductory section to become familiar with our graduation requirements, the specifics of the Dual Program and the minimum course recommendations for admission to U.S. colleges and universities. **It is the responsibility of each student to read and understand graduation requirements.** Any questions regarding requirements should be directed to the High School Counselor or the Director of the Mexican Program.

All students must earn the credits required for a U.S. diploma to graduate from high school. Students who plan to attend Mexican universities are strongly advised to complete the additional requirements for the Mexican diploma. Students who do not have sufficient Spanish language proficiency to complete the requirements for the Mexican diploma and who will not seek admission to Mexican Universities should choose the U.S. program only.

In this guide you will also find steps to register for classes, the recommended program sequence year by year, course recommendations for admission to U.S. colleges and universities and definitions of Advanced Placement (AP) and Honors courses. The final section of the guide gives detailed course descriptions organized by departments and the courses' prerequisites.

It is important to note that although the courses in this catalog are offered as possible classes for the following school year, sometimes there are not enough students interested to justify running a class. A final list of the courses that were offered and were actually scheduled in High School is compiled each year and documented in our School Profile.

Registration Procedure for classes:

1. Consider applying for courses that have prerequisites or grade requirements such as Honors and AP courses.
2. Review this catalog carefully and discuss your options at home with your parents.
3. In February, request your classes through PowerSchool. This will be done with the guidance of the counselor, principal and/or assistant principal.
4. Students will be scheduled for classes based on their PowerSchool requests and are subject to availability.

Drop/Add Policy:

During the first three weeks of school there is a drop/add period during which course schedules may be changed. If a change is made during this period, students' grades are not transferred. Rather, students simply have to start anew in their new courses making up all missed work.

A student may drop/add a course during the first weeks of school if:

1. the student is new to ASFG (not returning from study abroad or withdraw)
2. the student's life circumstances have changed over the summer making them unable to complete their course load
3. the Master Schedule forced students to take courses they did not request
4. a course has a waiting list and it is beneficial to make room for another student

5. the student wants to take a more challenging class and has the recommendation of the teacher
6. a teacher makes the recommendation for a specific reason (ex. the student does not have the foundational skills to be successful in the class)
7. the counselor agrees there is a better course sequence than generated by the automatic assignment of PowerSchool

Students **may NOT** drop a course if:

1. it is about completing the summer assignment. This results in a zero or low grade rather than permission to drop a class.
2. the new school year has begun. All course requests must be changed by June 1st of the previous school year

After the drop/add period, students may NOT change their classes per the request of students or parents. **Students and parents should note that Honors and AP courses are year-long commitments. Students that continue in these courses past the drop/add period must complete these year-long courses.**

If teachers and administrators deem there is a need for a change, it may be considered. Reasons include a student being placed At Risk for Conditional Matriculation (<65%), health concerns, or other serious issues where another course would better serve the student. Documentation of health concerns from a qualified professional must be provided to support this decision.

In these rare cases that a course change is suggested by teachers or administrators during the semester, the current student grade for College Prep courses will be transferred “as is” to the new class. When transferring from Honors/AP courses to College Prep courses after the drop/add period but during the course of the class, 10 points will be added to the grade, even in the case where a student is failing a course. Students will have to make up all work that is necessary to catch up in order to be successful in the new class, but assessment of that work will not change a student’s transferred grade. The details of this decision depends on the date of the transfer, the reason for the transfer, the type of make-up work, and the courses involved. When these changes happen during the semester, no record of the first class will appear on the final transcript.

If it is deemed necessary for a student to drop a year-long Honors or AP class between semester 1 and 2, each class and each respective grade will appear on the transcript. For students who fail an AP or Honors class at the end of the semester, 10 points will NOT be added to the final score. Students must use summer school to improve this grade and regain this credit.

Recommendations for Choosing Challenging Courses

Every student is encouraged to choose a challenging and varied curriculum based on both abilities and interests as well as on academic, personal and career goals. At times, concerns about a student’s ability to cope with the chosen workload emerge. **Our recommendation is that students do not choose more than a total of 3 Honors and AP courses.** In addition, we highlight to students that courses such as Calculus and Physics are traditionally challenging for numerous students. When a student chooses more than this course load, we ask that parents become involved in the

conversation and have a thoughtful reflection on the implications for daily life. We ask parents to approve (through a signed letter) that they agree this is the best course of study for their child.

College Preparatory (CP) Classes

In fulfillment of the objectives outlined in High School's focus statement "we ensure the curriculum and experiences are academically rich to prepare our students for admission to top US and Mexican universities" all high school classes are college preparatory. Therefore, students who earn their high school diploma at ASFG are well prepared for the rigors of undergraduate studies.

Honors Courses

Students who meet the grade requirement are recommended by their teachers to enroll in Honors courses. Honors courses are designed to prepare students for the rigors of AP courses that are offered in the later years of high school. Honors courses are not versions of the CP course but with more homework and higher expectations. Instead, honors courses are specialized for various reasons including:

- The foundations of the course are expected to be mastered and not just reviewed
- The foundations of the course are often covered quickly so that students can move on more frequently to higher level thinking skills
- Students are expected to have quality study habits upon entering this class rather than developing them throughout the year
- An honors course will look at the curriculum in unique ways through various lenses in order that the student can consider this area of study as a possible career choice.

These courses are weighted, which means that an additional ten points per course are given when calculating students' weighted Grade Point Average (GPA). Honors courses may have a summer work assignment that must be handed in on the first day of school.

Advanced Placement (AP) Courses

Advanced Placement courses are similar to honors courses in that they are more demanding and require more effort than regular courses. They are college level courses taught following a standardized program of study. At the end of the course students must take an AP exam developed by the College Board that measures their mastery of the subject. Students who score high enough on the exam have the opportunity to earn college credit for the course at U.S. colleges and universities and an increasing number of universities in Mexico and worldwide. The final grade for these courses are weighted which will add an additional ten points per course when calculating students' weighted Grade Point Average (GPA). **All students in AP Courses are required to take the AP exam.** Most AP courses have summer assignments. There are a number of days throughout the year that AP students are expected to attend review/study sessions outside the school's normal week schedule.

Graduation Requirements

Successful completion of a yearlong course earns one credit. A semester course earns one-half credits. Twenty-four credits are required in the U.S. diploma and twenty-eight are required in the Mexican (UNAM) diploma. All credits must be earned between grades nine and twelve.

Mexican and U.S. Diploma Dual Program Graduation Requirements

English	4 credits
Spanish	4 credits
Math	4 credits
Science	4 credits (total)
Intro. to Chemistry	1 credit
Biology	1 credit
Mexican Social Studies	3.5 credits (total)
Mexican History	0.5 credit
Civics	0.5 credit
Geography of Mexico	1 credit
Mexican History II	1 credit
Mexican Law	0.5 credit
Social Studies (US)	3.5 credits (total)
U.S. History	1 credit
Economics	0.5 credit
Technology	0.5 credits
Physical Education	0.5 credits
Art	0.5 credits
Health	0.5 credits
Electives	3.0-3.5 credits
Total	28 credits

In addition to the course requirements above, students must earn the following additional credits:

- a minimum of 100 approved community service hours.
- one credit of Human Development which is satisfied through 4 years of mentoring class.
- credit for a completed a Senior Project in 12th grade.

U.S. Program Only U.S. Diploma Graduation Requirements

English	4 credits
Math	4 credits
Science	4 credits
Intro. to Chemistry	1 credit
Biology	1 credit
Social Studies	3.5 credits (total)

U.S. History	1 credit
Economics	0.5 credit
World Language	3.0 credits
Technology	0.5 credits
Physical Education	0.5 credits
Art	0.5 credits
Health	0.5 credits
Electives	3.5 - 4.0 credits
Total	24 credits

In addition to the course requirements above, students must earn the following additional credits:

- a minimum of 100 approved community service hours.
- one credit of Human Development which is satisfied through 4 years of mentoring class.
- credit for a completed a Senior Project in 12th grade.

Typical Course Sequence Mexican Diploma

(A slash "/" indicates a semester course)

9	10	11	12
English 9	English 10	English 11	English 12
World History & Geography	Comparative Government	U.S. History	Economics / Elective
Geometry	Algebra II	Pre-Calculus or Trigonometry	Applied Math or Calculus
Introduction to Chemistry	Biology	Chemistry	Physics or Environmental Science
Spanish 9	Spanish 10	Spanish 11	Spanish 12
Mexican History I / Civics	Mexican Geography	Mexican History II	Mexican Law / Elective
Computer / PE/ Fine Art	Health/Elective	Elective	Elective
Mentoring	Mentoring	Mentoring	Mentoring

U.S. Diploma

Typical Course Sequence (A slash "/" indicates a semester course)

9	10	11	12
English 9	English 10	English 11	English 12
World History & Geography	Comparative Government	U.S. History	Economics / Elective
Geometry	Algebra II	Pre-Calculus or Trigonometry	Applied Math or Calculus
Introduction to Chemistry	Biology	Chemistry	Physics or Environmental Science
World Language	World Language	World Language	World Language
Elective	Health/Elective	Elective	Elective
Computer / PE/ Fine Art	Elective	Elective	Elective
Mentoring	Mentoring	Mentoring	Mentoring

Recommended Honors & AP Sequences

9	10	11	12
English 9	H. English 10 or H.Lit. Mag	AP Eng Language or H. Lit. Mag or AP Capstone Seminar	AP Eng Lit or AP Eng Language or AP Capstone Research
H. Geometry	H. Algebra II	H. Pre-Calculus	AP Calculus AB
Intro to Chemistry	H. Biology	AP Biology	AP Chemistry*
	AP Physics 1*	H. or AP Chemistry *	AP Physics 1 or 2*
	H. Chemistry*	AP Physics 1 or 2 *	AP Biology
		AP Environmental Science	AP Environmental Science
AP Human Geography	AP World History or AP Comparative Government	AP U.S. History	AP Economics
	Advanced Spanish /Spanish 10	AP Span. Language/Honors Literary Magazine Spanish	AP Span. Literature
Advanced Art	H. Art	H. Art or AP Studio Art	AP Studio Art

* See course descriptions for year-to-year offerings given that these courses aren't offered every year.

* In order to receive high school credit for an AP course, students must take the AP exam.

Policy on Office Assistant or Independent Study:

Sometimes students are unable to enroll in an elective during a given period because they have already taken the classes offered during that period. In such cases students are able to take **Office Assistant** and earn ½ credit. Students who are office assistants are graded on their office work in the area of the school to which they are assigned. Grades for Office Assistant do not count towards students' weighted or unweighted GPAs. Office Assistance is reserved only for these scheduling conflicts and should not take the place of a viable elective course. In four years, Mexican Program students can only take one semester of Office Assistant.

Students who have three or more Honors and AP classes are permitted to take Independent Study with special permission from the high school principal and the director of the Mexican Program and the consent of their parents (See Appendix A). Students do not receive credit for independent study. Therefore, students in the Mexican program can only afford one year of this class to still reach the 28 credits required for graduation.

UNAM Online Policy

Under extraordinary circumstances, some students may find themselves unable to schedule both a desired honors or AP course and the requisite Mexican Program courses that they need to earn the Mexican Program diploma. To alleviate the tendency for such students to drop the Mexican program altogether, ASFG has adopted an online program offered directly by the National Autonomous University of Mexico (UNAM). ASFG students who are in the above described situation and who request in writing and receive approval from the High School administration and Mexican Program, are offered the opportunity to satisfy from one to three credits by taking these online courses. This program may also be used for students who are studying abroad for one year. All costs associated with these online courses are assumed by the family. The school administration reserves the right to accept or deny the access to this program to best meet the learning needs of the students. Students who are authorized and enroll in UNAM online courses become ineligible to receive an UNAM scholarship while at ASFG.

ENGLISH DEPARTMENT

Mr. Derek Chase, Department Chair

Department Philosophy

The study of literature encourages students to examine the human condition in all its aspects, and to effectively respond to the world around them in thoughtful and articulate ways. ASFG provides a high quality language arts education which emphasizes cultural literacy, human values, creative and critical thinking, and which empowers students as listeners, readers, writers, and speakers.

ENGLISH COURSES

<u>Courses</u>	<u>Grades</u>
English 9 - World Literature I	9
English 10 - World Literature II	10
Honors English 10 - World Literature II	10
English 11 - U.S. Literature	11
AP English Language and Composition	11
English 12 - Critical Reading and College Writing	12
AP English Literature and Composition	12
Honors Literary Magazine	10-12
AP Capstone Seminar	11-12
AP Capstone Research	12

English 9 - World Literature I

Year Course

Prerequisite: Grade 8 English or entrance exam.

This course examines ancient world literature and storytelling from the beginning of humanity through Shakespeare and the rise of the English language. Units of study include the oral tradition, *The Epic of Gilgamesh*, *The Odyssey*, *Beowulf*, *Siddhartha*, *The Canterbury Tales*, and *Romeo and Juliet*. A major focus of the course is the development of oral language skills. Students also read a wide variety of short stories and poems, and write several major essays. Students study cross-curricular units planned in conjunction with their World History class.

English 10 - World Literature II

Year Course

This is a survey course of literature from around the world. Genres studied include short stories, poetry, essays, plays, and novels. Close reading and composition skills are taught throughout the year. Students will expand their skills of literary analysis, self-expression, language use, and English fluency. Students will practice making connections between texts and develop their ability to direct their own education. Whole class texts include “A Modest Proposal,” “Harrison Bergeron,” *Julius Caesar*, *Things Fall Apart*, and *Night*. Other major works studied in literature circles may include *The Kite Runner*, *The White Tiger*, *Little Bee*, *The Wall*, *I am Malala*, *A Long Way Gone*, *Never Fall Down*, *Persepolis*, *Lord of the Flies* and *Sold*.

Honors English 10 - World Literature II

Year Course

Prerequisite: 90%+ weighted average in World Literature I, summer assignment. This course is considered a precursor to AP English Language, AP English Literature, or AP Capstone Seminar

This is a survey course of literature from around the world and students will compare works of literature from various regions of the world: North America, Britain, Europe, Africa, and Asia. Close reading and composition skills are taught throughout the year. Students will expand their skills of literary analysis, self-expression, language use, and English fluency. Students will practice making connections between texts and develop their ability to direct their own education. Whole class texts include *Night*, *Things Fall Apart*, “Shooting an Elephant,” *Hamlet*, “A Modest Proposal,” and “Harrison Bergeron.” Other major works studied in literature circles may include *1984*, *The Handmaid’s Tale*, *Brave New World*, *We*, *Fahrenheit 451*, *The Kite Runner*, *The God of Small Things*, *The White Tiger*, *Little Bee*, *The Wall*, and *I am Malala*.

Support English (9 - 12)

Semester Course

This course supports students who need additional academic support in English or are third language learners. Support English provides students with an additional opportunity to develop grammatical accuracy, writing mechanics, academic vocabulary, and reading comprehension. This course does not count towards the English credit requirement.

English 11 - U.S. Literature

Year Course

This is a chronological survey course of American Literature for juniors. Students will practice critical thinking through close reading, expository speaking, and extensive writing. Primary texts include: *The Narrative of the Life of Frederick Douglass*, *Leaves of Grass*, *The Harlem Renaissance Reader*, and *The Great Gatsby*. Students are expected to read independently throughout the year, preferably American texts.

AP English Language & Composition (Grade 11)

Year Course

Prerequisites: 90%+ weighted average in previous English class, or teacher approval, and summer assignment. This class is intended for grade 11 in the recommended course sequence but is also open to grade 12 students.

This course is an intensive study of writing focusing on non-fiction prose, in particular. It engages students in becoming skillful readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both the reading and the writing will make students aware of the interactions among a writer's purpose, audience expectations, and subject, as well as the way generic conventions and the resources of language contribute to the effectiveness of writing. The course will prepare students to take the AP English Language and Composition exam. Texts may include: *The Language of Composition*, *Just Mercy* by Bryan Stevenson, *Cracking the AP English Language and Composition Exam*, *Nothing to Envy* by Barbara Demick, and a variety of current articles chosen by both students and teacher.

English 12 - Critical Reading and College Writing

Year Course

This course focuses on modern and contemporary fiction, nonfiction, research and poetry. Students will learn to read critically and write effectively in a variety of genres, with a focus on research in preparation for university. Texts may include: *White Tiger* by Aravind Adiga, independent novels based on social justice and student's preference, Shakespeare's *Macbeth* and a variety of other texts and articles chosen by both students and teacher.

AP English Literature and Composition (Grade 12)

Year Course

Prerequisites: 90%+ weighted average in previous English class, summer assignment

The primary goal of this course is to cultivate students' appreciation for the power, beauty, and relevance of great works of fiction and poetry. Students will develop their abilities to read and respond critically, as well as to interpret the intricacies of language in complex texts. Students will develop their abilities to express themselves fluently and precisely in writing, as well as expand their understanding of the variety of human experience. AP English Literature students commit to reading independently and extensively from the recommended list of AP texts throughout the year. Students are expected to participate actively in class discussions and to give, receive, and respond to constructive feedback. Frequent in class essays and passage-based multiple choice quizzes will be defining features of the course. Students must be prepared to take on a college level workload.

The [AP English Literature and Composition Course and Exam Description](#) is the core document for this course, and it provides direction for the course content and the skills needed to succeed on the exam. Students who pass the AP English Literature and Composition exam may qualify for up to one year of English credit at the college of their choice.

Honors Literary Magazine (Grades 10-12)

Year Course

Prerequisites: 90%+ weighted average in previous English class and writing sample submitted with course request, summer assignment. This course is considered a precursor to AP English Language, AP English Literature, or AP Capstone Seminar

Honors Literary Magazine may be taken to meet the English requirement once for grade 10, 11, or 12. If a student chooses to take this course a second time, it must be taken as an elective **in addition** to another English class. All students taking the class in grade 10 and 11 are counseled to sequence this course into an AP English course in the subsequent school year.

Students taking this class are contributing writers for *Sin Fronteras*, the ASFG high school literary magazine. Those students taking the class for a second time will be editors of the magazine and mentors for the other students in the class. Students are responsible for selecting, editing, proofreading, and publishing *Sin Fronteras*, ASFG's award winning literary magazine. Students will create a creative writing portfolio over the course of the year, which will weigh significantly in their grade for the class.

Class texts may include: *Sound and Sense*, *Writing the Natural Way*, *Bird By Bird*, *Micro Fiction*, *Sudden Fiction*, *Flash Fiction*, *Flash Fiction Forward*, and *The Elements of Style*.

AP Capstone Seminar (Grades 11-12)

Year Course

Prerequisites: +90% weighted average in previous year social studies or English course, teacher recommendation and completion of the summer assignment (see course sequencing details below AP Research)

As the first course of the AP Capstone experience, this course provides students with opportunities to think critically and creatively across a spectrum of multidisciplinary topics which may include degradation of the environment, the complexities of immigration, competition for limited resources, and the political economic, social and scientific complexities of these and other contemporary problems. Working in groups they will ask essential questions, pose solutions, develop arguments, and explore the world through a cross-curricular lens. Students read articles, research papers, foundational texts, and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and explore artistic and literary works to gain a rich appreciation and understanding of issues. Students are assessed through a team project, an individual presentation, and through a written exam.

AP Capstone Research (Grade 12)

Year Course

Prerequisite: AP Capstone Seminar required and teacher approval. According to College Board guidelines, AP Capstone Research may not be taken without the prior AP Seminar course. See additional course sequencing details below.

As the second course in the AP Capstone experience, AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long, research-based investigation to address a research question. In AP Research, students further develop the skills they acquired in AP Seminar by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address their question. The course culminates in a 4,000 to 5000 word academic paper, accompanied by a performance, exhibit (or product where appropriate), and a presentation with an oral defense.

AP Seminar and AP Research may count as either an 11th or 12th grade English credit. **Seminar and Research may count as only one English credit, not two English credits. During one year of the sequence, it must be taken as an elective and paired with another English credit.** These courses are intended to be taken consecutively, students who take only Seminar will not be eligible for the AP Capstone Diploma.

SPANISH DEPARTMENT

Mr. Manuel Villa, Department Chair

Filosofía del Departamento

La misión del Programa Mexicano en el ASFG es que el alumno perfeccione gradualmente sus habilidades lingüísticas a fin de que sea capaz de comunicarse eficazmente; así como también que se acerque en forma sensible y crítica a la literatura. Lo anterior resultará en la preparación del egresado tanto en el manejo sobresaliente de la lengua como en su sentido crítico, lo cual será de gran utilidad en su vida universitaria y profesional.

SPANISH AS A FIRST LANGUAGE

<u>Course</u>	<u>Open to Grades</u>
Spanish 9 - Text Analysis and Production	9
Spanish 10 - Spanish Language	10
Spanish 11 - Latin American Literature	11
Spanish 12 - Literature, Film & Composition	12
AP Spanish Literature and Culture	11-12
Honors Literary Magazine in Spanish	10-11

SPANISH AS A SECOND LANGUAGE

<u>Course</u>	<u>Open to Grades</u>
Beginning Spanish as a Second Language*	9-12
Intermediate Spanish as a Second Language*	9-12
Advanced Spanish as a Second Language*	9-12
AP Spanish Language and Culture*	10-12

Spanish as a First Language

Spanish 9 - Text Analysis and Production

Year Course

Prerequisites: Spanish 8

En este curso los estudiantes desarrollan la comprensión, la interpretación y el análisis de la lectura, así como la identificación y producción de diferentes tipos de textos. Además se hace énfasis en el estudio morfosintáctico de la lengua con el propósito de reforzar una escritura de calidad. Este curso está enfocado en el uso del español como una herramienta de influencia social. La división del curso se basa en cuatro ámbitos: **Ámbito de estudio:** análisis y escritura de textos periodísticos, científicos e históricos. **Ámbito lingüístico:** repaso ortográfico y gramatical. **Ámbito literario:** lectura y análisis de obras representativas de los diferentes géneros literarios. **Ámbito ciudadano:** análisis de textos publicitarios y escritura de textos pragmáticos. En este curso también se presentará al alumno el ensayo usando el formato MLA (Modern Language Association), el cual continuarán utilizando en los años posteriores teniendo un buen dominio de este al graduarse del ASFG.

Spanish 10 – Spanish Language

Year Course

Prerequisites: Spanish 9 or AP Spanish Language

El curso de Lengua y Literatura Española tiene como propósito el desarrollo y la consolidación del dominio de la lengua española en sus diversas modalidades; así como es estudio analítico y crítico de los diversos movimientos y autores representativos de la literatura española desde el Siglo de Oro hasta la actualidad. En este curso se pretende formar lectores activos y expertos, así como escritores autónomos y creativos. El estudiante se enfrentará a variadas formas discursivas que le planteen otros contextos culturales y sociales, para lo cual deberá solucionar problemáticas lingüísticas como: significación textual y el manejo de flexible de registros lingüísticos.

Spanish 11 - Latin American Literature

Year Course

Prerequisites: Spanish 10 or Honors Literary Magazine in Spanish

El curso de Literatura Latinoamericana integra el estudio de las letras hispanas desde el periodo precolombino hasta la actualidad. El objetivo principal de este curso es que el alumno aprenda a disfrutar con la lectura de los escritores latinoamericanos, despertando su interés por otros no tratados en el curso. Para ello, el estudiante debe familiarizarse con la literatura latinoamericana y ser capaz de leer, comentar y analizar, en forma escrita y oral, sus textos representativos, al tiempo que debe manejar una concepción teórica clara de sus grandes características y vertientes. Las unidades de estudio son: Literaturas prehispánicas, Literatura colonial mexicana del siglo XVI, Literatura barroca novohispana, Literatura humanista del siglo XVIII mexicano, Siglo XIX: Romanticismo y realismo, El modernismo, Vanguardismo y Siglo XX.

Honors Spanish Literary Magazine (Grades 10-12)

Year Course

Prerequisites: +90% weighted average in previous Spanish class, and writing sample submitted with course request may be requested by teacher. Summer assignment may be included in this request. This course is considered a precursor to AP Spanish Literature and Culture.

Honors Spanish Literary Magazine may be taken to meet the Spanish requirement for grade 10, 11, or 12. **This class may only meet the requirement for a Spanish credit one time. If a student**

chooses to take this course a second time, it must be considered an elective in addition to another Spanish class. All students taking the class in grade 10 and 11 are counseled to sequence this course into AP Spanish Literature course in the subsequent school year.

Los estudiantes que tomen este curso tendrán la oportunidad de ser los creadores (editores, escritores, diseñadores, etc.) de una revista literaria digital y/o impresa. Asimismo, podrán usar y mejorar sus habilidades de escritura en español, específicamente aquellas relacionadas con los géneros literarios: lírico, narrativo y dramático. Por ello, es indispensable que el aspirante tenga gusto e interés por la escritura y lectura; un conocimiento amplio de las reglas de ortografía y gramática del español, de los géneros literarios; y la disposición a trabajar en equipo y colaborativamente. Finalmente, el alumno/a tendrá la oportunidad de leer textos de literatura actual que le servirán como referente para todas las creaciones que haga para la revista.

A través de este curso, los estudiantes podrán desarrollar más a fondo su pensamiento crítico y reflexivo, así como su habilidad para comunicarse efectivamente, a través de los distintos textos que crearán durante el ciclo escolar. Del mismo modo, podrán poner a demostrar que son estudiantes con metas definidas y ciudadanos comprometidos.

AP Spanish Literature and Culture (Grades 11-12)

Year Course

Prerequisites: Honors Literary Magazine, +90% weighted average in previous Spanish class. May replace Spanish 11 or 12 for students in the Mexican Program and is also available for American Program students who took AP Spanish Language and scored 4 or 5 on the exam.

The AP Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and five learning goals (communication, cultures, connections, comparisons, and communities) as outlined in the *Standards for Foreign Language Learning in the 21st Century*. An overarching course objective is to provide students with ongoing and varied opportunities to develop a full range of language skills - with special attention to critical and analytical writing - and to reflect on the many voices and cultures included in the rich and diverse body of literature written in Spanish. A key objective of the course is to encourage students not only to understand and retell the content of the texts they read but also to relate that content to literary, historical, sociocultural, and geopolitical contexts in Spanish.

Spanish 12 Literature, Film & Composition

Year Course

Prerequisites: Spanish 11 or AP Spanish Literature & Culture or Honors Literary Magazine in Spanish

En este curso que integra el estudio de la literatura y del cine, así como la escritura creativa, los estudiantes estarán expuestos a muestras sobresalientes tanto de la cinematografía como de la literatura (preponderantemente hispánicas, pero también universales). Los estudiantes desarrollarán su pensamiento crítico a partir de diversas habilidades intelectuales; incluyendo al preceptiva de los diferentes géneros literarios, la participación en profundas discusiones, la escritura de ensayos analíticos de alto nivel, la comparación y el contraste, la interpretación, la valoración y la aproximación significativa. Paralelamente, escribirán composiciones en varios géneros; con

especial énfasis en el guión cinematográfico de cortometrajes, poesía, cuento y ensayo. Los ejes temáticos de la clase serán: las emociones, el poder, la dialéctica humana, la familia, el género, las diversas caras de la realidad y los retos actuales.

Spanish as a Second Language

Foreign Language Graduation Requirements Policy

In high school, students must earn three credits of a foreign language as part of the requirements to receive a US diploma. Students who are not in the UNAM program can satisfy this requirement by taking Spanish classes during the regular school day or other languages (usually French or German) that are offered after school through the Language Institute at ASFG. Because ASFG is a bilingual/bicultural school in Mexico, it is strongly recommended that students take their foreign language requirement in the Spanish language.

Students who have taken *Spanish as a Second Language* in middle school, when entering high school, will be placed in Spanish classes according to their linguistic readiness. Spanish classes are offered at the beginning, intermediate, advanced, and AP levels. These students may also enroll in Spanish literature classes to satisfy their foreign language requirements if they can demonstrate an advanced level of comprehension.

Students who wish to begin the Mexican Program (UNAM) in high school in order to receive a “Mexican bachillerato” degree, need to meet with the Director of the Mexican Program to determine if it is possible to meet the UNAM requirements for admission.

Beginning Spanish as a Second Language (Grades 9-12)

Year Course

Prerequisite: Non-Native Speaker of Spanish

This course offers beginners an introduction to Spanish language acquisition. Students will learn basic expressions, pronunciation, and grammar in order to develop the communication skills of listening, speaking, reading and writing in Spanish. Students will use the three basic verb tenses (past, present, and future) of regular and irregular verbs to construct simple sentences. This class may be scheduled in conjunction with Intermediate Spanish if class sizes are too low to warrant individual class periods.

***This course might be combined with another level if there are not enough students to open one class.**

Intermediate Spanish as a Second Language (Grades 9-12)

Year Course

Prerequisite: Non-Native Speaker of Spanish & Teacher Recommendation

In this course students will continue the acquisition of the Spanish language by learning more grammar structures and practicing the four communication skills of listening, speaking, reading and writing. Students will increase their vocabulary through the reading of short descriptions and stories. This class may be scheduled in conjunction with Beginner or Advanced Spanish if class sizes are too low to warrant individual class periods.

***This course might be combined with another level if there are not enough students to open one class.**

Advanced Spanish as a Second Language (Grades 9-12)

Year Course

Prerequisite: Non-Native Speaker of Spanish & Teacher Recommendation

Students will increase their use of the Spanish language by learning additional grammatical concepts such as: the use of compound tenses, the subjunctive tense, the differences in the use of the prepositions para and por, and the verbs ser and estar. Students will improve reading comprehension and the use the writing process in writing short stories and essays. Students will learn about Hispanic cultures and the variety of cultural manifestations through lectures, presentations, reports, and discussions. This class may be scheduled in conjunction with Intermediate Spanish if class sizes are too low to warrant individual class periods.

***This course might be combined with another level if there are not enough students to open one class.**

AP Spanish Language and Culture (Grades 10-12)

Year Course

Prerequisite: Teacher Recommendation and/or Completion of Advanced Spanish

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication.

In order to best facilitate the study of language and culture, the course is taught in the target language. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

***This course might be combined with another level if there are not enough students to open one class.**

MATH DEPARTMENT

Dr. Leticia Garcia, Department Chair

Department Philosophy

The goal of the math department, according to our school philosophy and standards, must reflect the importance of mathematical literacy. There are five general goals for all students to accomplish by the end of their high school education: (1) they learn to value mathematics, (2) they become confident in their ability to do mathematics, (3) they become mathematical problem solvers with and without technology, (4) they learn to communicate mathematically, and (5) they learn to reason mathematically. These goals imply that students should be exposed to numerous and varied interrelated experiences that encourage them to value the mathematical enterprise. They should develop mathematical habits of mind and understand and appreciate the role of mathematics in human affairs. They should read, write, and discuss mathematics. Finally, they should be encouraged to make conjectures, build arguments and test their validity to gain confidence in their ability to solve complex problems.

The courses are structured so that students meet Mexican and US colleges math requirements. Therefore the mathematical practices reinforced in every course center in making sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

CORE COURSES

<u>Courses</u>	<u>Grades</u>
Geometry	9
Honors Geometry	9
Support Geometry	9
Algebra II	10
Honors Algebra II	10
Support Algebra II	10
Trigonometry and Analytic Geometry	11
Pre-Calculus	11
Honors Pre-Calculus	11
Applied Mathematics	12
Calculus	12
AP Calculus AB	12

GRAPHING CALCULATOR POLICY

The TI-NSpire CX CAS graphing calculator is required in all high school math courses as a standardized computational tool.

The graphing calculator is a tool that can be used as an aid for teaching math or any other related subject. It can help the student visualize graphs and their changes according to certain parameters. It can also be used with other measuring instruments such as the CBLs or the computer. Academically, the use of the graphing calculator brings technology to our classrooms and facilitates the understanding of concepts. To prevent the misuse of the graphing calculator or any other technological device there are some rules that need to be followed:

1. When a student comes to a test or a quiz he/she should have the program screen, the main screen, and the functions screen clear.
2. No electronic devices can be used as calculators.
3. The student is responsible for the calculator he/she is using, making sure that all screens are clear, regardless of who owns the calculator.
4. It is the teacher's discretion when to allow the use of a calculator.
5. There is no sharing of calculators during tests or quizzes, even if a student finishes early.
6. It is the responsibility of the student to inform the teacher before the test if they are uncertain as to the content on the calculator or unable to clear the calculator.

Geometry (Grade 9)

Year Course

Prerequisite: Algebra I

This course introduces concepts of Euclidean geometry and geometrical figures in one, two and three dimensions as well as applications of algebra and problem solving skills to the problems related to the use of geometry. The standards of learning emphasized in this course are patterns, geometry and spatial sense, measurement, and problem solving. Course content includes: point, line, plane, space, angle, triangles, circles, inductive reasoning, deductive reasoning, proofs, similarity, congruency, inequalities, proportions and ratios, trigonometric ratios in a right triangle, constructions, areas, volumes, coordinate geometry and transformations.

Honors Geometry (Grade 9)

Year Course

Prerequisite: 90%+ in Algebra I, summer assignment.

This is an advanced geometry course. It is similar to the college-prep Geometry course except that it is more rigorous in the aspects of mathematical logic, deductive reasoning, construction, and proofs. Problems to be solved are of a higher level of difficulty than those in Geometry.

Support Geometry (Grade 9)

Semester Course

Prerequisite: Low Algebra I performance, low MAP scores, and previous math teacher's feedback. Reasons a student will be scheduled for this class include: scoring below the 52nd percentile (below basic competency) on the grade 8 spring MAP test or scoring below 70% on the end-of-year Algebra I benchmark test.

The purpose of a Support Geometry class is to reinforce geometry/algebra topics needed in Geometry. The underperforming math students will acquire skills and conceptual understanding of math topics needed to be successful in Geometry. In this course the student will be reviewing and

given extra practice math problems. Students may take this course first and/or second semester but are expected to maintain a Geometry grade at or above 70% to indicate this support is no longer needed. Students earn .05 credit for each semester of Support Geometry.

Algebra II (Grade 10)

Year Course

Prerequisite: Geometry or Honors Geometry

This college preparatory course in algebra reinforces and introduces new concepts and develops abilities to apply algebraic procedures and techniques in problem solving. The standards of learning emphasized in this course are patterns, functions and algebra, measurement, problem solving, communication, and connections.

Course content includes properties of real numbers, operations on monomials, special binomial products, factoring, rational expressions, radicals and complex numbers, linear equations and inequalities, linear functions and graphs, systems of equations, determinants, quadratic equations and graphs, polynomial equations and graphs, rational functions and graphs, counting principles and probability.

Support Algebra II (Grade 10)

Year Course with a value of 0.5 credit

Prerequisite: Low Geometry/Algebra I performance, low MAP scores, and previous math teacher's recommendation. Reasons a student will be scheduled for this class include: scoring below the 59th percentile (below basic competency) on the grade 9 spring MAP test or scoring below 65% in semester 1 or 2 of Geometry.

The purpose of a Support Algebra II class is to reinforce Algebra I topics needed in Algebra II. The underperforming math students will acquire skills and conceptual understanding of math topics needed to be successful in Algebra II. In this course the student will be reviewing and given extra practice math problems. It is recommended that students remain in the course for a full year given it is paired with a Health class to allow students to have year-long math support and fulfill their health credit.

Honors Algebra II (Grade 10)

Year Course

Prerequisite: 90%+ weighted average in Geometry, summer assignment

This course is for those students who are inclined towards mathematical thinking and who may use high level mathematics in their future careers. This course provides a thorough understanding of algebraic concepts, procedures and techniques, and has a strong emphasis on logical thinking, understanding proofs of theorems and developing problem solving abilities. The standards of learning emphasized in this course are: patterns, functions and algebra, problem solving, reasoning and proof, communication, and connections. Course content includes logic and sets, properties of real numbers, operations on monomials and polynomials, binomial theorem, factoring, rational expressions, radicals and complex numbers, linear equations and inequalities, linear functions and graphs, systems of equations, determinants, matrices, quadratic equations and graphs, polynomial equations and graphs, rational functions and graphs, absolute value, functions and graphs, exponential functions and graphs, properties of logarithms, and counting principles and probability.

Trigonometry and Analytic Geometry (Grade 11)

Year Course

Prerequisite: Algebra II grade below 65% and teacher recommendation

This course is for students who can benefit from learning the principles of mathematics well at a slower pace. The course aims at developing an intuitive understanding of mathematics and its applications. It is dedicated to the understanding of functions, trigonometry and conic sections. The standards of learning emphasized in this course are: patterns, functions and algebra, geometry, measurement, problem solving, and communication. Course content includes exponential and logarithmic functions, trigonometric equations, graphs of trigonometric functions, trigonometric identities, applications of trigonometry, analytic geometry, conic sections and an Algebra II review.

Pre-Calculus (Grade 11)

Year Course

Prerequisite: Algebra II or Honors Algebra II

This college preparatory course prepares students for calculus. It reinforces and introduces new concepts and develops abilities to apply mathematical concepts related to functions, trigonometry, and analytic geometry, and develops abilities to apply mathematical procedures and techniques in problem solving. The standards of learning emphasized are: patterns, functions and algebra, geometry, measurement, problem solving, communication, and connections. Course content includes logarithms, logarithmic and exponential equations and functions, trigonometric equations and functions, trigonometric identities, applications of trigonometry, analytic geometry, conic sections, functions and their graphs.

Honors Pre-Calculus (Grade 11)

Year Course

Prerequisite: 90%+ weighted average in honors or CP Algebra II, summer assignment.

This course is for those students who demonstrate strong mathematical abilities. It provides students with a thorough understanding of mathematical concepts, procedures and techniques, with a strong emphasis on proving mathematical theorems and developing problem solving abilities. It prepares students for successful study in the AP Calculus course. The standards of learning emphasized in this course are: patterns, functions and algebra, geometry, measurement, problem solving, reasoning and proof, communication, and connections. Course content includes logarithms, logarithmic and exponential equations and functions, trigonometric equations, functions, and identities, applications of trigonometry, trigonometric inverses, sequences and series, analytic geometry, conic sections, functions and their graphs.

Applied Mathematics (Grade 12)

Year Course

Prerequisite: Junior level mathematics course.

This course aims to develop an intuitive understanding and application of techniques of linear algebra, probability and statistics. The standards of learning emphasized in this course are: numbers and operations, patterns, measurement, data analysis, statistics, probability, problem solving, communication, connections, and representations. Course content includes solving systems of three linear equations, financial mathematics, counting, probability, statistical methods of gathering, organizing and presenting data, parameters of central tendency, parameters of distribution, binomial distribution, normal distribution, and linear correlation. Students use technology for analysis representation.

Calculus (Grade 12)

Year Course

Prerequisite: Pre-calculus and teacher recommendation.

This college preparatory course provides exposure to the concepts of calculus and develops abilities to apply differential and integral calculus in problem solving. Upon successful completion of this course the student will be well prepared to enter university level studies. The standards of learning emphasized in this course are: patterns, functions and algebra, geometry and spatial sense, measurement, problem solving, communication, and connections. Course content includes, limits, continuity, derivatives, applications of derivatives, graphing functions using derivatives, definite integral, and indefinite integral, calculating areas and volumes by using integrals, techniques of integration.

AP Calculus AB (Grade 12)

Year Course

Prerequisite: 90%+ weighted average in Honors Pre-Calculus, summer assignment

This course prepares students for successful studies of scientifically and technologically oriented careers at the best universities in Mexico, the United States, and around the world. The course is at the level of a first year university course and the student may receive university credit if a score of 3 or higher is obtained on the AP exam given in May. The standards of learning emphasized in this course are: patterns, functions and algebra, geometry and spatial sense, measurement, problem solving, reasoning and proof, communication, and connections. Course content includes review of functions, limits, continuity, difference quotient, derivative, differentiability, applications of derivatives, comprehensive functions, graphing using derivatives, Riemann sums, definite integral, Fundamental Theorem of Calculus, indefinite integrals, calculating areas and volumes by using integrals, calculus of inverse functions, and techniques of integration.

* Students who show an unusually advanced understanding of mathematical concepts may, by various means, take AP Calculus in their junior year. Such students should consider enrolling in an independent study math course. The student may choose an online course that will be evaluated by the Math Department and the High School counselor prior to student enrollment.

SCIENCE DEPARTMENT

Ms. Maria Eugenia Rivas, Department Chair

Department Philosophy

Our students will progressively develop scientific skills, knowledge, and conceptual understanding in order to competently evaluate decisions based on numerical and descriptive data and scientific reasoning. Through the art of scientific practice, our students will find continued interest, meaning, and delight in the exploration of our physical world. Our graduates will be prepared to achieve success in science courses at the university level.

Our students develop conceptual models in order to improve the quality of their predictions and a basic understanding of the physical world. Through a combination of inductive and deductive

reasoning, experimentation, observation, analysis, creative questioning, and inspired guesswork they refine their ideas of how nature behaves. Students are motivated by both the practical and the aesthetic rewards of their investigations. Thus they are encouraged to look for connections to other aspects of human life, be they social, commercial, political, ecological, or other.

<u>Courses</u>	<u>Open to Grades</u>
Introduction to Chemistry	9
Biology	10
Honors Biology	10-12
AP Biology	11-12
Chemistry	10-12
Honors Chemistry	10-12
Physics	11-12
AP Physics 2	11-12
Environmental Science	12
AP Environmental Science	12

AP Chemistry will be offered in 2022-2023

AP Physics 1 will be offered in 2022-2023

Introduction to Chemistry (Grade 9)

Year Course (required)

Using basic chemistry as a conceptual framework, this course aims to nurture students' innate curiosity of the natural world while helping them develop a toolbox of both qualitative and quantitative skills for conducting their own investigations of natural phenomena. Through a variety of guided inquiry methods, students learn to predict chemical and physical properties and outcomes based on a comprehensive understanding of the nature of matter at the atomic level. Students will be taught how to frame a question within the realm of science. Students will learn how to use the scientific method to answer questions and solve problems. They will learn to use technology to measure, record and analyze data.

Biology (Grade 10)

Year Course (required)

Prerequisite: Completion of Introduction to Chemistry

This introductory course integrates the major concepts and process skills of life sciences. It is grounded in the process of the scientific method, and related inquiry skills through a variety of hands-on laboratories. Content areas include ecology, biochemistry, cellular biology, genetics, evolution, and organismal biology. This course culminates in understandings of human anatomy and physiology, and real-world applications of biology to health and well-being. The approach to biology is one of guided reasoning based on observation and experimentation. An array of hands-on activities and laboratories that develop inquiry skills and conceptual understanding are incorporated into the class.

Honors Biology (Grade 10)

Year Course

Prerequisites: Teacher recommendation, 90% weighted average in Intro. to Chemistry, summer assignment.

This course is designed for advanced students who have excelled in science. This introductory course integrates the major concepts and process skills of life sciences. It is grounded in the process of the scientific method, and related inquiry skills through a variety of hands-on laboratories. Content areas include ecology, biochemistry, cellular biology, genetics, evolution, and organismal biology. This course culminates in understandings of human anatomy and physiology, and real-world applications of biology to health and well-being. The approach to biology is one of guided reasoning based on observation and experimentation. An array of hands-on activities and laboratories that develop inquiry skills and conceptual understanding are incorporated into the class. Upon completion of this course, students will be prepared to take AP Biology.

AP Biology (Grades 11-12)

Year Course

Prerequisites: Teacher recommendation, 90% weighted average in Biology/Honors Biology, completion of Chemistry (preferred) or current enrollment in Chemistry, summer assignment.

Advanced Placement Biology gives students the opportunity to pursue college-level biology studies while still in high school. This course culminates with the AP Biology exam, which can result in the awarding of university credit. The course is designed around the AP Biology Curriculum Framework that focuses on the subjects of biochemistry, cellular biology (structure and function, energetics, and communication), heredity, gene expression and regulation, natural selection, and ecology. To build on these concepts, the course emphasizes a variety of scientific process skills that are explored through in-depth inquiry and experimentation. An array of hands-on activities, research projects, and laboratories that develop inquiry skills and conceptual understanding are incorporated into the class. Following the AP exam, the course explores neurobiology.

Chemistry (Grades 10-12)

Year Course

Prerequisites: Completion of Introduction to Chemistry and co-enrollment in Algebra II.

The chemistry course is designed to enrich and enhance the study of basic chemistry. The objectives in Introduction to chemistry are used as a review tool before beginning chemistry. The course continues an overview of the important facts, theories, laws, concepts, and mathematics of inorganic chemistry. Problem-solving and experimental observation are considered an integral part of this course. The systematic use of the inquiry-based learning approach is used to teach process skills such as collaboration and oral and written expression.. Students are encouraged to actively problem-solve rather than mechanically apply a formula to produce an answer. Analysis of laboratory experiments is required in order to develop problem-solving strategies. A variety of laboratories, research projects, and hands-on activities are used, in order to develop critical thinking and analysis skills.

Honors Chemistry (Grades 10-12)

Year Course

Prerequisites: Teacher recommendation, 90%+ weighted average in the previous science course, summer assignment.

A particularly noteworthy area of this program is the development of a variety of problem-solving skills and critical thinking processes. Students are encouraged to actively problem-solve rather than mechanically apply a formula to produce an answer. Mastery of the concepts of chemistry such as

matter and measurement, stoichiometry, reactions in aqueous solutions, and thermochemistry, in conjunction with the ability to analyze, evaluate, and reason is what this course demands. Students develop inquiry skills and are engaged in the “doing” of science. Students are introduced to the pace and rigor of an AP science course. Students demonstrate their ability to analyze and synthesize knowledge in addition to learn and apply information. This course differs from the CP Chemistry course in the depth and speed. A variety of laboratories, research projects, and hands-on activities are used to develop critical thinking and analysis skills.

AP Chemistry (Grades 11 - 12)

Not offered this year

This course will be offered in the 2022-2023 year.

Physics—Physics, Technology, and Society (Grades 11-12)

Year Course

Prerequisite: completion of Algebra II or Honors Algebra II. (Students who have completed Algebra I need teacher recommendation.)

The focus of this course is on the application of physics concepts and skills to problems of relevance to all educated, responsible adults. Fundamental concepts of physics will be introduced in the context of “real world” activities (e.g. robot motion, catapults, model rocketry, amusement parks, submarines and sports) and modern technologies (e.g. GPS, speakers, cellular phones, and computers). Students improve laboratory skills with a special focus on experimental design, data collection, data analysis, data interpretation and scientific writing. The course is appropriate for all seniors, including those whose future interests lie in business, medicine, or the humanities.

AP Physics 1 (Grades 10 - 12)

Not offered this year

This course will be offered in the 2022-2023 year.

AP Physics 2 (Grades 11 - 12)

Year Course

Prerequisites: Teacher recommendation, 90%+ weighted average in AP Physics 1, department head approval, and summer assignment.

AP Physics 2 represents the second year of a two-year course sequence in algebra-based college-level physics. The course is student-led, hands-on, and inquiry-based, and emphasizes problem solving and science practices. In fact, approximately 25% of instructional time will be devoted to hands-on laboratory work. Students are expected to design their own experiments on a regular basis and solve problems through first-hand observations, data collection, analysis, and interpretation. Written and oral communication of technical subject matter is also accentuated. Physics topics covered include hydrostatics, fluid dynamics, thermodynamics, electricity & magnetism, optics, and modern physics, but it is common in this course to combine various topics to present a more complex, but realistic system. This course is highly recommended for students planning to major in engineering or one of the physical sciences and is also recommended for those students planning to study medicine abroad. All students take the AP Physics 2 College Board Examination in the spring. Most U.S. universities grant credit and placement to students who achieve a passing score on this exam.

Environmental Science (Grade 12)

Year Course

This course serves as an introduction to environmental science, and covers basic knowledge of ecological principles, human impact on the environment, and explores necessary changes and possible solutions for a sustainable future. The course evaluates natural environmental processes and identifies and critiques human impacts on these processes. Students will learn to identify the different parts of the four Earth systems (Biosphere, Atmosphere, Hydrosphere, and Geosphere) and how they are interrelated. Students will analyze human impact on the world and the environment as an interconnected set of systems. Students will review the basic U.S. legislation that protects the environment. Popular case studies will be evaluated to better understand the current environmental issues and viable solutions.

AP Environmental Science (Grade 12)

Year course

Prerequisites: Teacher recommendation, completion of AP Biology (preferred)/Honors Biology, completion of Honors Chemistry (preferred)/Chemistry II, summer assignment.

AP Environmental Science is a college-level course with an important component of lab-based activities. The course focuses on the role of the Earth's environment in local, regional, and global societies as well as the impact of those societies and people on the environment. Students will participate in hands-on activities, discussions, and team projects. The curriculum focuses on the processes of science, the role of energy in all systems, interconnections between biotic and abiotic elements, the relationship between people and environment, and the sustainability of environmental and societal systems. The course integrates life sciences with physical sciences (with an emphasis on chemistry). Students will demonstrate their analytical thinking skills by contributing to their community, exploring the implications of sustainability, collecting and analyzing quantitative and qualitative data, and developing creative solutions to current issues. AP Environmental Science is a class with college-level expectations for behavior, participation, and effort. All students take the AP Environmental Science Examination in the spring. Most U.S. universities grant credit and placement to students who achieve a passing score on this exam.

SOCIAL STUDIES DEPARTMENT

Mr. Isaias Torres, Department Chair

Department Philosophy

The ASFG Social Studies Department seeks to help students understand ongoing historical patterns and the interconnectedness of the human experience. The department strives to provide students with the historical background and analytical tools necessary to comprehend and evaluate social, political, religious, intellectual, technological, and economic events and patterns. Through the lessons of core history and elective courses, the Social Studies Department provides students with the knowledge and skills necessary to be effective and responsible citizens of the world. In all courses students are expected to develop a capacity for critical thinking. Students will learn the necessary skills that include questioning, project based learning, listening to others, conducting independent research, and evaluating information, ideas, and opinions.

SOCIAL STUDIES COURSES

<u>Course</u>	<u>Grades</u>
World History & Geography	9
AP Human Geography	9-12
Comparative Government	10
AP World History	10-12
AP Comparative Government and Politics	10-12
United States History	11
AP United States History	11
Economics	11-12
AP Economics	11-12
Model United Nations	10-12

World History & Geography (Grade 9)

Year Course

The 9th grade World History course is designed to explore the evolution of society from its beginnings through the major turning points that have shaped the modern world. The course will stimulate reflection on the richness and variety found in world history while it also explores cross-curricular themes with the World Literature I class. Students learn to understand historical issues, events, themes, and patterns of human interaction amongst themselves and with their environment. They develop an understanding of historic issues and relate them to their historical, geographic, political, economic and cultural contexts. Students also develop critical thinking skills including: analysis and interpretation of sources, comparison, causation, and argumentative writing.

AP Human Geography (Grade 9-12)

Year Course

Prerequisite: +90% average in previous year social studies course, students typically take this course in grade 9, completion of summer assignment

This course introduces students to the study of human patterns and processes and how they relate to the earth's surface (the Earth's geography). Students will learn how to examine human societies, economic organizations, and its environmental consequences. They also will learn about the methods and tools geographers use in their research and applications. This course will truly help students make sense of the world and fits in with so many varied interests, including civil engineering, environmentalism, public health, social work, urban design, architecture, and sociology.

Comparative Government (Grade 10)

Year Course

The CP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking in the study of pressing world problems. The course moves the discussion of concepts from abstract definition to concrete example through the major countries of study of China, Russia, Mexico Great Britain, Iran, and Nigeria, among others. Students successfully completing this course will be able to: define and describe major comparative political concepts, support generalizations with relevant factual information pertaining to the governments and politics, analyze typical patterns of political processes and behavior and their consequences, compare and contrast political institutions and processes across countries analyze and interpret basic data relevant to comparative government and politics.

AP World History (Grade 10)

Year Course

Prerequisite: +90% average in previous year social studies course and summer assignment

Advanced Placement World History is a college-level survey course offered to highly motivated students, which gives them the opportunity to acquire skills and earn college credit during their high school years. AP World History is taught and graded on a college level; therefore the demands and expectations of the course significantly exceed those of a regular high school world history course. The course invites students to take a global view of historical processes and contacts between people in different societies. Students are expected to learn selective, factual knowledge in addition to certain analytical skills. Major interpretive issues among historians are explored, as well as the techniques used in interpreting both primary historical evidence and secondary sources. Five overarching themes are employed throughout the course as unifying threads, helping students to put what is particular about each period or society into a larger framework. The course pays particular attention to change and continuity over time, to the characteristic institutions and values of societies and to the way such institutions and values are affected as a result of cultural contacts among peoples. Emphasis is placed on improving students' reading, writing, and critical thinking (or historical "habits of mind") skills. A great deal of emphasis is placed on reading, constructing arguments, analyzing data, and interpreting opinions.

AP Comparative Government and Politics (10-12)

Year Course

Prerequisites: +90% average in previous year social studies course, teacher recommendation and completion of the summer assignment

This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. The course develops critical thinking and communication skills through analyzing and comparing case studies. The AP Comparative Government and Politics course offers an introduction to macroeconomics and prepares students to take the AP Comparative Government and Politics Examination, which is administered each year in May. By achieving a successful score on the AP Comparative Government and Politics Exam, students may receive credit and/or advanced placement for coursework in college. This course is a year long elective course.

United States History (Grade 11)

Year Course

Suggested Prerequisite: Modern World History

In United States History, students will learn to read, write, and think like historians. Using their primary sources, secondary texts and videos, students will synthesize various views of United States history from 1492 to the present. They will become familiar with major events, people and phenomena while developing their analytical skills and improving their historical writing. The course fulfills the US history graduation requirement.

AP United States History (Grade 11)

Year Course

Prerequisites: +90% average in previous year social studies course, teacher recommendation and completion of the summer assignment

The AP United States History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and events in United States history. The course surveys American history from Pre-Columbian times to the present. The AP program prepares students for college courses by making demands upon them equivalent to those made by full year introductory college courses. Students will learn critical writing skills and how to assess historical materials, their relevance to particular issues and events, their reliability and importance, as well as historical evidence presented by historians. The course fulfills the US history graduation requirement.

Economics (Grades 11-12)

Semester Course

Economics is a semester long survey course focused on macro and microeconomic theory and practice and personal finance. Macroeconomic theory will provide students with an understanding of basic economic principles that apply to the economy as a whole. Microeconomic theory provides an understanding of the basic principles of economics that apply to individual decision-makers within the larger economic system. Personal finance will provide students with an understanding of the basic principles of savings and investment. Topics covered include prices and unemployment, aggregate supply and demand, fiscal and monetary policy, international trade, consumer choice, production and costs, monopoly and oligopoly, markets, the distribution of income and poverty, investments stocks, bonds, mutual funds, money markets, and CDO's. The course emphasizes

developing the students organizational and analytical skills in writing, along with creating, manipulating and interpreting various economic models. This course satisfies the economics graduation requirement.

AP Macroeconomics (Grades 11-12)

Year Course

Prerequisites: +90% average in previous year social studies course, teacher recommendation and completion of the summer assignment

Economics is the science of scarcity: the science of how individuals and societies deal with the fact that wants are greater than the limited resources available to satisfy those wants. This yearlong course is a college level introduction to macroeconomics. Macroeconomics places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. The course emphasizes developing the students organizational and analytical skills in writing, along with creating, manipulating and interpreting various economic models. This course prepares students to take the AP Macroeconomics Examinations, which is administered each year in May. By achieving a successful score on the AP Exams, students may receive credit and/or advanced placement for coursework in college. This course satisfies the economics graduation requirement.

Model United Nations (Grades 9-12)

Semester Course

Prerequisites: teacher recommendation and participation in the Newbie Simulation.

Students in MUN study international relations from the perspective of the multilateral diplomacy of the United Nations. The course uses simulations to develop critical thinking and communication skills as they study the major problems of the world and negotiate solutions to them while following variations of Robert's Rules of Order. Furthermore in place of the exam the students build their skills to participate in either GUAMUN or the Newbie Simulation that occur near the end of each semester as a summative assessment. **This course fulfills 0.5 credits of a student's economics requirement.**

In addition to the MUN class, the MUN club is offered after school for interested students who wish to further develop their skills through one of three simulations trips (one local, one national and one international). Membership in the MUN Club is open to current and past MUN students as well as students interested in the material but who can't fit the MUN class into their schedule.

MEXICAN SOCIAL STUDIES DEPARTMENT

Mr. Víctor González, Department Chair

Filosofía del Departamento

El departamento de Ciencias Sociales de México del ASFG proporciona al estudiante de preparatoria los elementos de conocimiento para que comprenda y analice el entorno social de nuestro país, a partir de la reflexión sobre el tiempo y el espacio, conociendo su historia, geografía y las leyes que nos rigen.

Los profesores del departamento motivan a los alumnos a aprender y analizar en forma crítica, aplicando diversas estrategias pedagógicas que permitan un ambiente de respeto y defensa de sus propias ideas y las de sus compañeros de clase. En todos los cursos se ponen en práctica habilidades de lectoescritura, investigación, así como manejo del lenguaje, recursos tecnológicos y creatividad artística.

<u>Course</u>	<u>Open to Grades</u>
Historia de México	9
Formación Cívica y Ética II	9
Geografía de México	10
Historia de México II	11
Derecho Mexicano	12
Historia del Arte	10-12
Derecho Internacional	10-12

Historia de México (Grado 9)

Curso anual

El contenido de este curso, avalado por el programa de la Secretaría de Educación Pública (SEP) reformado en el 2018, presenta una división en cinco periodos caracterizados por una visión general y sintética; que va desde las culturas prehispánicas hasta la era global. El principal objetivo es la enseñanza de una historia integral, con múltiples protagonistas y comprometida con diversas problemáticas del México actual. Entre las habilidades, actitudes y valores que el estudiante desarrollará están: la interpretación y análisis de los sucesos y procesos históricos; el establecimiento de interrelaciones humanas entre sí y con el medio ambiente a través del tiempo y el espacio; el manejo eficiente de la información histórica; el desarrollo de un sentido de identidad nacional y conciencia social; y la valoración, el respeto y cuidado por el patrimonio cultural. Todo lo anterior con el fin de que el estudiante participe de manera informada y activa en la resolución de problemas en su país, bajo una convivencia democrática e intercultural.

Formación Cívica y Ética II (Grado 9)

Curso anual

Esta asignatura está avalada por el programa de la Secretaría de Educación Pública (SEP) reformado en el 2018. A través de sus contenidos se plantea que el estudiante obtenga competencias cívicas y éticas como conocimiento y cuidado de sí mismo; autorregulación y ejercicio responsable de la libertad; respeto y valoración de la diversidad; sentido de pertenencia a la comunidad, a la nación y a la humanidad; manejo y resolución de conflictos; participación social y política; apego a la legalidad y sentido de justicia; y comprensión y aprecio por la democracia. Entre las habilidades, actitudes y valores que el estudiante desarrollará están: el uso del diálogo, para expresar con claridad las ideas propias, tomar postura y argumentar de manera fundamentada; fomentar la escucha activa en la que el estudiante respete opiniones y autorregule emociones. Se busca también incrementar el sentimiento de la empatía, la comprensión y reflexión crítica, y el juicio ético para el análisis de diversas problemáticas que favorecerán la autonomía de los estudiantes en la toma de decisiones individuales y colectivas. Todo lo anterior tiene como principal objetivo, convertir al estudiante en un ciudadano responsable, integrante de una sociedad que requiere de su participación comprometida para su mejora y enriquecimiento.

Geografía de México (Grado 10)

Curso anual (obligatorio)

El programa de este curso está avalado por la Universidad Nacional Autónoma de México (UNAM). Los alumnos estudiarán las características de la geografía física del territorio nacional, los hechos y los fenómenos geográficos que lo conforman, así como los aspectos relevantes de la geografía humana (población, economía y política). Ambos aspectos se complementan para comprender la importancia de la geografía como una disciplina integradora, que participa en el diagnóstico de la problemática de nuestro país, así como en el planteamiento de soluciones, procurando el desarrollo integral y sustentable de México. El alumno desarrolla habilidades de lecto-comprensión, análisis, síntesis y desarrolla su capacidad de opinar y proponer sobre los aspectos básicos del aprendizaje en Ciencias Sociales y Ciencias Naturales, dadas las características de la geografía como una disciplina integradora.

Historia de México II (Grado 11)

Curso anual (obligatorio)

El curso de Historia de México II, avalado por el programa de la Universidad Nacional Autónoma de México (UNAM), está dividido en ocho unidades y comprende desde la época colonial hasta la contemporánea. Esta materia proporciona las herramientas que habrán de dotar al estudiante de una conciencia sobre los procesos formativos de su realidad social, a partir del conocimiento de los fenómenos históricos que han generado la historia de México. Asimismo se pretende formar individuos conscientes, comprometidos y participativos en la vida político-social del país, y desarrollar sus capacidades de investigación, análisis y reflexión satisfaciendo así sus inquietudes intelectuales. Por último, también el curso tiene por objetivo fomentar hábitos de estudio y de trabajo tanto individual como colaborativo; y promover actitudes y valores que formarán al estudiante como futuro universitario y ciudadano mexicano. Entre las habilidades que el alumno desarrollará están: comprender, analizar y comparar los diferentes hechos y procesos históricos, además de manejar información y evaluar de manera crítica las diferentes fuentes históricas y pensar históricamente.

Derecho Mexicano (Grado 12)

Curso Semestral (obligatorio)

Este curso como parte medular del programa de la Universidad Nacional Autónoma de México, comprende en su contenido una reseña histórica del derecho y la introducción a su estudio en las áreas que comprende: derecho público, derecho privado y derecho social desde la ampliación de sus ramas: derecho constitucional, administrativo, civil, penal, mercantil, laboral, la seguridad social, entre otras. Al cursar esta asignatura se pretende que el estudiante adquiriera elementos básicos para explicar y justificar la existencia de un sistema jurídico al que se encuentra sujeto, los valores en que se sustenta y la necesidad ineludible del imperio de las normas jurídicas; sin las que la convivencia humana es imposible, en tanto en que son las únicas que tienen eficacia para garantizar, por medio de un sistema de sanciones, el orden social. Las habilidades que los alumnos desarrollarán durante el curso de Derecho son las siguientes: sepan tomar, como mexicanos, las decisiones con mayor responsabilidad y conocimiento a partir del marco jurídico existente; puedan proponer desde el marco legal, propuestas o iniciativas sociales de una ley; y, además, puedan defender posturas sociales y de derechos humanos con fundamento en las leyes que hacen referencia a ello.

Historia del Arte (Grados 10-12)

Curso semestral (optativa)

El curso de Historia del Arte pretende preparar al alumno con el objeto de entender el arte como producto histórico-social, como una actividad sujeta a cambios y vinculada a otros fenómenos de la sociedad. En cuanto a la metodología, se concede mayor importancia al trabajo del alumno en clase como vía para la construcción de un aprendizaje significativo. Así, se sugieren un conjunto de estrategias didácticas y actividades de aprendizaje para que el profesor tenga en el programa un instrumento valioso en la preparación de su clase, con miras a la reflexión, el comentario y el análisis en grupo. Se toman en cuenta la imaginación, la curiosidad y el deseo de participación y superación continua que debe caracterizar al alumno. Las habilidades que el alumno desarrollará en este curso son: apreciar la función social del arte y su trascendencia así como el reflejo que presentan las distintas obras, artistas y las diferentes corrientes artísticas a través de la historia.

Derecho Internacional (Grados 10-12)

Curso semestral (optativa)

El derecho internacional tiene como propósito brindar los conocimientos básicos acerca de la realidad de México en sus relaciones internacionales, así como su problemática en el contexto mundial global. Tiene como finalidad conocer dónde se encuentra México, dentro del contexto mundial, en lo referente a tratados internacionales, acuerdos, la participación en las Naciones Unidas y el área diplomática en el entorno internacional. En este curso será necesario que el estudiante ponga en práctica sus habilidades de lectoescritura, investigación y manejo de lenguaje. Las habilidades que los alumnos desarrollarán durante el curso de Derecho Internacional son: expresar con sus pares un conocimiento más amplio sobre el acontecer histórico, político, social y legal del mundo, desde la perspectiva de los tratados para lograr hacer un análisis comparativo entre un país y otro, o entre una región y otra.

FINE ARTS & TECHNOLOGY DEPARTMENT

(Art, Drama, Music, Computer Science)

Mr. Jose Sandoval, Department Chair

Department Philosophy

The ASFG High School Fine Arts and Technology Department believes that the quality of a student's life is uniquely enriched in essential ways by the development of skills and values learned in the creation and/or performance gained through these courses. Fine Arts and Technology encourage the student to function on multiple intellectual, analytical, thoughtful and expressive levels.

Course	Open to Grades
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Art Courses

Art 9	9
Drawing and Design	10-12
Photography I	10-12
Photography II	10-12
Honors Art	10-12
AP Studio Art	11-12
Ceramics	10-12

Music Courses

Guitar I	9-12
Guitar II	9-12
Guitar III	10-12
Music & Technical Production	9-12
Digital Creative Audio Tools	10-12
Band for Plays	9-12

Performing Arts Courses

Drama	9
Acting and Directing	9-12
Theater Sports	9-12
Voice, Speech & Show Choir	9-12
Theater Technology & Stagecraft	9-12
Theater Production: Acting	9-12
Theater Production: Backstage & Theater Tech	9-12

Technology Courses

Graphic Design	9
Intro to Programming	9
Design and Multimedia (also known as Digital Design, Photo and Video)	9-12
Broadcasting	9-12
AP Computer Science Principles	9-12
Programming & Robotics	9-12
Digital Creative Audio Tools	9-12
Inventions 101: Circuits, Servos and 3D Printing	9-12
Digital Publishing	12

Physical Education Courses

Physical Education 9	9
Health and Wellness	10
Nutrition and Physical Activity for Wellness	10-12
Physical Activity and Fitness	10-12
Theater Sports	9-12
Varsity Sports	10-12

[Fulfilling Art and Technology Credits - use this chart to understand which credits count as an art credit or technology credit.](#)

Art Courses

Art 9 (Grade 9)

Quarter Course

This course offers a quick trip into the visual arts field. Students will develop technical skills in drawing, painting and modelling using a variety of materials including pencil, charcoal, coloured pencils, paint and clay. Students will investigate and apply the elements and principles of art to create original compositions. Students will learn how to relate their artistic ideas to social, cultural and historical contexts. Creativity and self expression are emphasised in all artworks. Students are required to keep a sketchbook for research, sketching and reflection.

Advanced Art 9 (Grade 9)

Quarter Course

Prerequisite: Application and teacher recommendation

Advanced art 9 offers artistically motivated 9th grade students the opportunity to explore the visual arts at an accelerated level. Students must apply for the course in 8th grade and have the recommendation of their middle school art teacher. Students taking the advanced Art 9 course will also be enrolled in Art Mentoring, allowing them to be active in the art studio all year long. Instruction in Advanced art 9 focuses on the foundational skills needed to be successful in continued studies of art: drawing from observation and designing using the elements and principles of art. Students will refine their technique in a variety of media including pencil, colored pencil, charcoal, paint and clay. Emphasis will be placed on designing original artworks that demonstrate creativity, intent and an understanding of context. Students are required to keep a sketchbook for research, sketching and reflection.

Drawing & Design (Grades 10-12)

Semester Course

This course introduces students to the foundations of drawing and design. Students will increase their technical and expressive skills in drawing and gain experience with the elements and principles of design that guide artists to create impactful works. A variety of 2D media will be explored including pencil, colored pencil, charcoal, pastel, and ink. Students will work with a range of subject matter and themes designed to increase their ability to draw realistically, create imaginative illustrations and use line and color expressively. Students will investigate different intents and purposes for drawing and learn how effective design can communicate emotions and ideas. The visual literacy skills learned in this course are the foundation for any art or design field (fashion, architecture, industrial design, graphic design, interior design, multimedia design and animation). Students are required to keep a sketchbook for research, sketching and reflection.

Photography I (Grades 10-12)

Semester Course

Prerequisite: Art 9 (There will be some costs incurred by each student for materials.)

This is an introductory digital photography course. Students will learn how to see the world through the camera and explore the creative and expressive properties of photography. They will use the elements and principles of design to compose original and engaging photographs. They will learn the functions of a camera and the basic tools for editing and processing digital photos. An SLR 35mm or a manual reflex digital camera is required for this course.

Photography II (Grades 10-12)

Semester Course

Prerequisite: Photography I (There will be some costs incurred by each student for materials.)

In this course students will continue learning how to apply the skills learned in Photography I. They will learn how to edit and process digital photos with more advanced tools. Students' final project will be a concentration portfolio with 12 works about a specific theme, developing it using different techniques and approaches. Also, students will present a research project about contemporary photographers or about the history of photography and how it had evolved through time. An SLR 35mm or a manual reflex digital camera is required for this course. Student participation at our annual Art Fest is an important part of the grade.

Honors Art (Grade 10-11)

Year Course

Prerequisite: Art 9, Advanced Art 9 and/or one art elective completed in 10th grade. Teacher recommendation based on portfolio.

Honors art is an advanced level art course designed to prepare students for the AP 2D Design, AP 3D Design (ceramics) or AP Drawing course. Honors art students are challenged to take risks and experiment with a variety of subject matter, media and techniques. Students will develop their artistic voice by exploring ideas of personal interest, and evaluating the effectiveness of their artworks to convey intent and meaning. The works completed in this course comprise the beginning of the AP portfolio. Constructive critique with peers allows honors students to reflect on and revise artworks. Students are expected to keep a sketchbook for research, sketching and reflection.

AP Studio Art (Grades 11-12)

Year Course

Prerequisite: Honors Art and/or Teacher Recommendation based on a portfolio of 6 or more artworks. Some cost is involved for participation in the annual Art Fest exhibit.

The AP year offers an intensive opportunity to produce a college-level portfolio of artwork that is evaluated by the College Board for possible college credit. Students may complete a Drawing, 2D Design or 3D Design (ceramics) portfolio. The goal of AP Art is to develop conceptual, technical and problem-solving skills through an in-depth study of art. Students refine their drawing, design or modeling skills and use media and techniques purposefully to create imaginative and evocative works. Students begin the course by creating artworks that showcase their ability to work with a wide variety of subject matter and techniques. The second half of the year will be dedicated to an independent exploration of a personally meaningful theme. AP art students participate in group and individual critiques throughout the course, and maintain a sketchbook for research, sketching and reflection. Participation in Art Fest is an important part of the course.

Ceramics (Grades 10-12)

Semester Course

Ceramics students will explore clay through a series of projects designed to develop their hand-building and surface design skills. Through slab, coil, and pinch building techniques, students will create functional and sculptural artworks that demonstrate their understanding of the elements and principles of design. Students will learn how to use texture and glaze to enhance the surface of their work. Students will view historical ceramic works and discuss how art helps us understand the lives of people from different times. Contemporary works are analyzed for intent and meaning, serving as examples to students as they brainstorm ideas for how to convey original and meaningful ideas in their own artworks. Students are required to keep a sketchbook for research, sketching and reflection.

Music Courses

Music Production & Technology

Quarter (grade 9) or Semester Course (grade 10-12)

This course is essentially designed to develop the skills of those students who have a high level of interest in playing different musical instruments. The course is highly differentiated based on the skill level and interest of each student. Students have the opportunity to practice and perform with the middle/high school band. Students also have the opportunity to create music for other performances. Skills in the area of audio technical production are also acquired through preparation for these performance events and thus there is a technology component to this course. This is normally a semester class, but grade 9 students have the option to take this class for one quarter or one semester based on their course schedule and interest. Grade 10 students have the option to pair this class with their Health class and take it as a full year course, since it only meets twice weekly may count for 0.5 credits. This option is excellent for students who want continuous practice with their instrument of choice.

Guitar I (Grades 10-12)

Semester Course

This course is designed to teach beginning students how to play the guitar. Students will learn beginning strumming styles as well as the skills and techniques necessary to master the guitar. Students will focus on finger exercises, chords, rhythms, pop songs, self regulation and motivation.

During the semester the students will have several opportunities to showcase what they have learned and practiced through performances in various talent shows, variety shows, and commemorative events for both the school and the community.

Guitar II (Grades 10-12)

Semester Course

Prerequisite: Guitar I

This course is designed to teach intermediate students how to improve their guitar playing. The students will focus on finger coordination exercises, open chords, harmonic sequences, rhythms, scales, and different styles of music. Students will be required to perform and will also learn the basics of improvisation. During the semester students will have several opportunities to showcase what they have learned and practiced through performances in various talent shows, variety shows, and commemorative events for both the school and the community.

Guitar III (Grades 10-12)

Semester Course

Prerequisite: Guitar 2

This course is designed to teach advanced students classical guitar. The students will focus on note-reading, correct posture, finger-picking style, and musical styles. Students will be required to perform.

Digital Creative Audio Tools (Grades 9-12)

Semester Course

This course introduces students to fundamental audio tools. “Hands-on” experience will be balanced by an emphasis on understanding the principles of the technology and their application with a creative twist. Topics covered include the characteristics of analog and digital audio; principles of audio design, essential hardware and software tools of music production, the main digital audio formats, basic principles of sound waveform editing, and multi-track editing and recording techniques for multimedia and video integration. Students will record original music played on instruments and then edit the recording in a digital format. This course satisfies the 0.5 credit graduation requirement in technology or art.

Band for Plays (Grades 9-12)

Semester Course

Students will have the opportunity to perform a musical instrument during the school’s musical productions. They will be able to play in a band with other classmates, read sheet music, tabs, and harmonic sequences in order to perform in the high school musical production. Rigorous musical practices to prepare the music for the play will take place regularly. The students in the class will have the chance to learn, develop, and enhance various techniques and skills, such as audition skills, performance techniques, rehearsal techniques, and interpretations.

Performing Arts Courses

Drama (Grade 9)

Quarter Course

This course begins with basic stage positions and postures to help students develop basic presentation skills. Students will learn the tools and techniques of an actor to improve their concentration, confidence, listening skills, and speaking skills. Students will collaborate on a project within our ASFG community. From this class students will know which area of theatre they want to pursue.

Acting and Directing (Grades 9-12)

Semester Course

Students will practice acting techniques and apply those techniques through performance. Students will direct, rehearse, and perform various plays throughout the semester for a variety of audiences. They will learn to work together, developing a true ensemble, to build a communal project -- a play or musical. They will be encouraged to explore and strengthen their imaginations through advanced improv and the creation of original characters. With more performance experience, students will develop greater confidence in themselves, their creative abilities, and their presentational skills. They will also build strong language skills through projection, diction, and vocal techniques.

Theater Design & Technology (Grades 9-12)

Semester Course

This is an introductory course to introduce conceptual design and application in all areas of theatre technology from the beginning concept of a show to the application through set design, lighting design, costume design, and sound design. We will explore conceptual ideas and apply them to all areas of technology. This course is for students who want to explore theatre from the design/technical aspect.

Physical Theater

Semester Course

Tap into your Superhero Self by challenging your athletic abilities alongside your imagination. Students will train their bodies and minds in strength, agility, flexibility, humor, and balance while learning stage combat, pratfalls, slapstick, and basic gymnastics. We will examine different forms of physical storytelling and hilarious gags throughout time, from the Three Stooges to Fortnite Dances. Classes will be held throughout campus on the sports fields and playgrounds, as we explore how architecture and space can influence our creative output.

Voice, Speech, and Show Choir

Semester Course

Up your articulation game in this class that will give you a broad overview of vocal expression. From becoming a better public speaker to navigating tricky tongue twisting text aloud, students will learn the basic tools necessary to appear more confident in navigating the spoken word. As students learn the techniques required for solid speaking, they will also have the opportunity to channel their newfound vocal strength through song. They will learn how to match pitch, support long, strong notes, and create basic harmonies--all while dispelling the myth that only people with talent can sing.

Theater Production: Acting (Grades 9-12)

Semester Course associated with school play

Prerequisite: Admission by audition

This class meets after school. The main focus of this class is the production of the school play. Students will practice advanced acting techniques and apply those techniques in productions. Students will rehearse and perform scenes and plays throughout the semester, culminating in the performance of the school play. They will learn to work together, developing a true ensemble, to build a communal project -- a play or musical. They will be encouraged to explore and strengthen their imaginations through advanced improv and the creation of original characters. With more performance and on-stage experience, students will develop greater confidence in themselves, their creative abilities, and their presentational skills. They will also build strong language skills through in-depth and repeated exposure to great literature. The course requires after-school and weekend commitment to rehearsals for the production.

Theater Production: Backstage & Tech (Grades 9-12) Semester Course associated with school play

Prerequisite: Admission by instructor permission.

This class meets after school. The main focus of this class is the backstage and technical aspects of the production of the school play. Students are introduced to the study and execution of theatrical stage mechanics, scenery, lighting, sound, costumes, makeup, properties and scene painting. Through project-based learning, students will learn theatrical design principles and gain practical experience in each technical theater area.

Technology Courses

Graphic Design (Grade 9) Quarter Course

Photo manipulation and retouching, illustration, digital art, and design fundamentals provide students with an introduction to graphic design concepts and tools. Students will gain a working knowledge of Photoshop, Illustrator, and principles of design.

Introduction to Programming (Grade 9) Quarter Course

This class introduces the students to the programming world. Students will explore how programmers think and design programs to solve everyday problems and interact with the world through sensors, logic, controls, and systems. Students will work with visual block-based programming languages as well as text-based languages such as Javascript, Python, or Swift.

Robotics & Programming (Grades 10-12) Semester Course

In this project-based course, students will design, build, program, and use a variety of robotic devices to solve challenges while learning concepts from design thinking, computer science, and engineering. Programming will explore foundational and intermediate skills to integrate computer-based code and real-world devices. Program smart devices, apps, and build custom robots with sensors and movement to autonomously navigate environments and perform specific actions. Compete in international competitions to demonstrate your mastery of robotics concepts!

Publishing (Grades 10-12) Semester Course (2nd semester only)

Learn fundamentals of print design - concept design, layout, editing, and project management - as you create a variety of print materials, with a focus on the school yearbook. Students will photograph all high school events, solicit content, and design layouts to create their unique edition of *The ASFG Legend* with digital publishing tools. This class is also responsible for the publication of various other school publications. There are high expectations for student commitment. Students applying to this class will interview with the teacher and other candidates where they will present compelling evidence (ie. portfolio) of their design skills, their leadership capability and their ability to meet deadlines and work in a team.

AP Computer Science Principles (grades 10-12) Year Course

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and

computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Design and Multimedia formerly called Digital Multimedia (Grades 10-12) Semester Course

This course introduces the basics of digital video production utilizing video and audio editing software. Students study video technologies, basic equipment operation, video composition, basic lighting and audio, production planning, and project planning/design. Students work based on personal interests to create projects utilizing numerous technologies. The credit for this course can be applied to either the Art or Technology graduation requirement.

Broadcasting & Video Production (Grades 9–12) Semester Course

The students in this course will produce the school's weekly news program, *Cold Coffee*, and manage its website. This course will develop skills of performance, writing, editing, and a range of computer-related applications. In addition to these skills, students will also be expected to work in collaborative teams, meet deadlines, and be connected to the news and activities of the high school community. The credit for this course can be applied to either the Art or Technology graduation requirement.

Inventions 101 Semester Course

Formerly known as *Introduction to 3D Printing*, this course has been re-designed to provide students with the basic tools to create unique inventions that interact with our environment through technology. Specifically, students will learn the fundamentals of DC circuits (including the soldering of electronic components), microcontroller (*Arduino*) programming and 3D model design and printing. Robots, *Game Boy* knock-offs, and intelligent home applications are all part of the fun. This course is especially well suited for future engineers and designers who enjoy independent learning and hands-on problem solving. Each student is expected to complete a semester project that highlights these skills.

Additional Electives

ELECTIVES

Early Childhood Practicum	12
College Preparation	12
Service Learning Course	9-12

Early Childhood Practicum (Grade 12)

Semester Course

Prerequisites: Recommendation from counselor or high school principal and an interview with the Early Childhood Principal

The Early Childhood Practicum is a course designed to provide interested senior year students with the opportunity to work in our Early Childhood section under the direct supervision of an experienced EC teacher. Students will learn about the development and education of young children by engaging in direct contact with students in the classroom and playground. Although there are no previous course requirements for the Practicum, a recommendation by the High School Principal or Counselor is required in addition to an interview with the Early Childhood Principal.

College Preparation (Grade 12)

Semester Course

College Preparation 12 is an elective course designed for college-bound seniors. Students will begin by examining their own interest in attending college outside of Mexico, their career aspirations and their long-term goals while articulating the characteristics of their ideal college. Students will then use a variety of resources and research methods to create and present a list of potential colleges that match their needs. The students will spend some time learning about and preparing for college admissions tests including the SAT, SAT Subject Tests, the ACT and the TOEFL. However, it should be noted that this is NOT a test-prep course; the time spent on college tests is only a few weeks. Students will learn the details of the application process for universities in Canada and the United States, as well as having an opportunity to work on their college essays. Finally, there will be a culminating activity in which students will participate in a college admissions simulation; they will act as the admissions committee and evaluate the applications of several imaginary students, and then examine the implications that this might have for their own application process.

Service Learning (Grades 9-12)

Semester Course

The Service Learning Course is designed for students who want to explore the theme of improving our community at a deeper level. This course will utilize the University of Berkeley California's [Youth Participatory Action Research](#) program as a guide to develop skills of inquiry, evidence gathering, and communication about local and global challenges. An objective of the course is to facilitate the opportunity for students to establish a committed relationship with local organizations. We hope students will understand the roots of problems facing their communities and have the skills and motivation to take action.

Physical Education & Health Courses

Physical Education I (Grade 9)

Semester Course

This course provides the opportunity to develop and maintain fitness for a lifetime of wellness. The course teaches the student behaviors, knowledge, attitudes and skills to lead a healthy lifestyle. Fitness concepts and components are emphasized as the student participates in a wide variety of physical activities such as fitness assessment and evaluation, individual sports, team sports, and other activities. This course is offered during the regular school day for a half credit.

Health and Wellness (Grade 10)

Required Semester Course

Health and Wellness is a semester course and graduation requirement providing students with the tools they need to support healthy living practices. The curriculum of this course is developed and implemented in coordination with the counseling department. Topics to be covered include: nutrition, stress management, communication skills, self-esteem, human sexuality, and substance abuse. These topics, and others, are addressed through the *Four Components of Total Health Model*.

Nutrition and Physical Activity for Wellness (Grades 10-12)

Semester Course

The course objectives are to learn the facts and circumstances that lead to balanced health, from eating habits to physical activity. Understanding the balance between eating habits and caloric expenditure according to physical activity or exercise schedule is one of the main goals of the course. Students will engage with lectures, videos, practices, debates, and projects that facilitate learning. The course is designed to help students define and reach their wellness goals, take care of their bodies, improve health through nutrition, develop physical skills, and positive transformation of the body through nutrition and physical activity.

Physical Activity and Fitness (Grades 10-12)

Semester Course

The objective of the course is to engage physical activity during class to improve fitness with personal training. Students, based on their physical conditions, will develop and schedule a training plan, ensuring fitness and health. The course is designed to break the mold of training institutions in which you integrate a physical activity without knowing your parameters and priorities to improve the physical or performance thereof, to have your ideal physique by planned changes through exercise and proper nutrition.

Varsity Sports (Grades 10-12)

Semester or Year Course

Students may choose to receive elective credit for participating in after-school sports. Students will be assigned a grade based upon a rubric that includes attendance at practices, participation in games, and meeting the overall expectations of the team. A total of 65 hours of dedicated practice and competition are required to receive 0.5 credit hours.

Language Institute

These course offerings depend on their popularity in the Language Institute. Thus, there may be years when, due to low interest, we cannot offer them.

Foreign Language Graduation Requirements Policy

In high school, students must earn three credits of a foreign language as part of the requirements to receive a US diploma. Students who are not in the UNAM program can satisfy this requirement by taking Spanish classes during the regular school day or other languages (French, German, Chinese, Portuguese or Italian) that are offered after school through the Language Institute at ASFG. Because ASFG is a bilingual/bicultural school in Mexico, it is strongly recommended that students take their foreign language requirement in the Spanish language.

Students, who have taken *Spanish as a Second Language* in middle school, when entering high school, will be placed in Spanish classes according to their linguistic readiness. Spanish classes are offered at the beginning, intermediate, advanced, and AP levels. These students may also enroll in Spanish literature classes to satisfy their foreign language requirements if they can demonstrate an advanced level of comprehension.

Students who wish to begin the Mexican Program (UNAM) in high school in order to receive a Mexican bachillerato degree, need to meet with the Director of the Mexican Program to determine if it is possible to meet the UNAM requirements for admission.

In language courses other than Spanish (through the Language Institute), students will be given 0.5, 0.75, or 1.0 credit per school year, depending on the language, course, and schedule they choose. These credit assignments are decided upon by course, not per student.

When taking a course at ASLI for high school credit, the same absence policy applies. Students lose the opportunity to earn high school credit if they surpass the communicated limit. Both justified and unjustified absences count towards that limit. After school commitments such as play or intervention need to be considered carefully. If a student misses class too much and loses possibility for credit, they are still encouraged to attend, as learning a third language is the primary purpose and most students don't need the credit to graduate. Scheduling of these courses is done after lists are made to accommodate as many students as possible. Courses earning 1.0 credits require 130 hours and cost more than the normally scheduled LI course. Courses earning 0.5 credits require 66 hours, and courses earning 0.75 credits require 99 hours. A credit-earning commitment form will be signed by students and parents by the end of September or January where they acknowledge the hours per credit requirement.

French I (Grades 9-12)

Year Course

French I is designed to develop elementary linguistic skills while introducing students to the richness and diversity of the French Language. The aim of this course is to attain a basic competency in all four language skills: listening, speaking, writing and reading, with a strong focus

on real life communication. During this course students will learn vocabulary, basic grammatical structure and useful sentences related to daily life, converse and write in simple but correct French, and read and understand simple French texts. The students will increase their knowledge of culture, thus cultivating a passion for the language, learning about topics such as greetings, family life, pets and company, going out, clothing, music, architecture, nature and travel. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

French II (Grades 9-12)

Year Course

Prerequisites: French I or equivalent.

French II continues the objectives of French I and increases the student's ability to speak, understand, read and write the language correctly. This course includes a further study of regular and irregular verbs, new tenses, and other grammatical forms, all presented in the context of real communication. Students will learn new vocabulary and grammar necessary for more sophisticated readings and more complex dialogues. In addition students will be engaged in a variety of activities to foster a better understanding of the language and culture. During the course, students will learn about topics such as work, living abroad, vacations, art, the French industry, and communications and media. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

French III (Grades 9-12)

Year Course

Prerequisites: French II or equivalent.

French III is a course designed to increase students' proficiency in listening, speaking, reading and writing and reinforce the acquired skills learned in French II. The course is designed to develop the more complex grammatical structures. Students develop the ability to use the language not only for daily life situations but also to read, discuss, analyze, debate and give opinions on more sophisticated topics such as current events, historical events, controversial issues, literature and technical topics. In addition, students will be engaged in a variety of activities to foster a better understanding of the language's cultural aspects around the world. During the course, students will learn about topics such as world events, culture, mental and physical health, politics and equal rights. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

French IV (Grades 9-12)

Year Course

Prerequisites: French III or equivalent.

French VI is a course designed to strengthen students' skills in listening, speaking, reading and writing in order to get ready for the AP French course. The course is designed to review various grammatical structures worked in previous courses, increasing the degree of difficulty of such tasks and activities. Students continue to develop the ability to use language in order to solve daily life situations and also for basic academic situations in order to read, discuss, analyze, discuss and give opinions on any subject. In addition, students carry out activities and projects that will develop their sense of francophonie and its importance worldwide. During this course, students will learn about topics such as world events, theater, science, culture, physical and mental health, work and

professional future, technology, different language registers and the evolution of language, among others. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

DELFB2 (Grades 9-12)

Year Course

Prerequisites: French III or equivalent.

This course will enable the student to develop and master the four skills (speaking, listening, reading and writing) and prepare them for the DELFB2 Exam. Known in French as the Diplôme d'Etudes en Langue Française, it is a certification of French-language abilities for non-native speakers of French, administered by France's International Centre for French Studies (Centre International d'Etudes Pédagogiques, or CIEP), for the country's Ministry of Education. DELFB2 certification confirms an advanced knowledge of French and the ability to communicate verbally and in written form, covering a wide range of topics within the modern French language. During the course, students will learn about topics such as current events, media, politics, tourism, history, the weather, nature, cuisine, body and health and society. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

AP French Language (Grades 9-12)

Year Course

Prerequisites: French III or equivalent.

The aim of this course is to prepare students for the AP French Language Exam. Students who enroll in AP French Language should already have a good command of French grammar and vocabulary and have competence in listening, reading, speaking, and writing, as well as a formal teacher recommendation. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had substantial course work in the language. Course content can reflect intellectual interests shared by the students and teacher (the arts, current events, literature, sports, etc.). Materials might well include audio and video recordings, films, newspapers, and magazines. The course seeks to develop language skills that can be used in various activities and disciplines, as well as an extensive training in the organization and writing of compositions will also be emphasized. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

Chinese I (Grades 9 to 12)

Year Course

This course is designed for true beginners of Mandarin Chinese, covering the basics of the language such as the pronunciation (pinyin 拼音 system/ western phonetic system), the characters, practical grammar, conversational phrases and sentences, etc. The course uses a communicative approach, offering an interactive platform for students, who are interested in China and the Chinese language for various reasons, to have an extensive insight of the language as well as its culture, and to build foundation for possible further study. During the course, students will learn about topics such as family members, introductions, numbers, dates, countries, languages, occupations, the workplace, transport and time. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

Chinese II (Grades 9 to 12)

Year Course

Prerequisites: Chinese I or equivalent.

Chinese II continues the objectives of Chinese I and increases the student's ability to speak, understand, read and write the language correctly. Included in this course is a further study of grammatical forms, all presented in the context of real communication. Students will learn new vocabulary, and grammar necessary for more sophisticated readings and more complex dialogues, as well as the study of new characters which are needed for future development. In addition students will be engaged in a variety of activities to foster a better understanding of the language and culture. During the course, students will learn about topics such as colors, clothing, the weather, holidays, hobbies, daily routines, school subjects and school facilities. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

German I (Grades 9 to 12)

Year Course

German I is designed to introduce students to the basic aspects of the German language. Student will acquire a basic competency in all four language skills: listening, speaking, writing, reading and culture, with a strong focus on practical communication. During this course students will learn vocabulary, basic grammatical structure, useful sentences related to the daily life, converse and write in simple but correct German, read and understand simple texts, The student will increase their knowledge of the German culture, thus cultivating a passion for the language, learning about topics such as me and others, the numbers and colors, time and days, at home, my family, school, in the city, food and drinks, hobbies and holidays. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

German II (Grades 9 - 12)

Year Course

Prerequisites: German I or equivalent

German II continues the objectives of German I and increases the student's ability to speak, understand, read and write the language correctly. Included in this course is a further study of regular and irregular verbs, new tenses, and other grammatical forms, all presented in the context of real communication. Students will learn new vocabulary and grammar necessary for more sophisticated readings and more complex dialogues. In addition students will be engaged in a variety of activities to foster a better understanding of the language and culture. During the course, students will learn about topics such as clothes and image, the living space, traveling, holidays, sports, health, music and TV. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

German III (Grades 9 - 12)

Year Course

Prerequisites: German II or equivalent

German III is a course designed to increase students' proficiency in listening, speaking, reading and writing and reinforce the acquired skills learned in German II. The course is designed to develop the more complex grammatical structures. Students develop the ability to use the language not only for

daily life situations but also to read, discuss, analyze, debate and give opinions on more sophisticated topics such as current events, historical events, controversial issues, literature and technical topics. In addition students will be engaged in a variety of activities to foster a better understanding of the language's cultural aspects around the world. During the course, students will learn about topics such as the environment, the modern world and technology, feelings and emotions, friends and family, celebrations and festivities, housing and professional life. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

Italian I (Grades 9 - 12)

Year Course

This course aims to introduce students to the basic aspects of the Italian language. Student will acquire a basic competency in all four language skills; listening, speaking, writing, reading and culture, with a strong focus on practical communication. During this course students will learn vocabulary, basic grammatical structure, useful sentences related to the daily life such as introducing and describing self and others, converse and write in simple but correct Italian, read and understand simple texts, describe people using a variety of adjectives and express likes and dislikes. The student will increase their knowledge of the Italian culture, thus cultivating a passion for the language. This course will provide the building blocks for future studies. During the course, students will learn about topics such as getting to know one another, dining out, leisure time, traveling, the movies and shopping. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

Italian II (Grades 9 - 12)

Year Course

Prerequisites: Italian I or equivalent

Italian II continues the objectives of Italian I and increases the student's ability to speak, understand, read and write the language correctly. Included in this course is a further study of regular and irregular verbs, new tenses, and other grammatical forms, all presented in the context of real communication. Students will learn new vocabulary and grammar necessary for more sophisticated readings and more complex dialogues. In addition students will be engaged in a variety of activities to foster a better understanding of the language and culture. During the course, students will learn about topics such as media, music, the workplace, travel and health. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

Italian III (Grades 9 - 12)

Year Course

Prerequisites: Italian II or equivalent

Italian III course is designed to increase students' proficiency in listening, speaking, reading and writing, and reinforce the acquired skills learned in Italian II. The course is designed to develop the more complex grammatical structures. Students develop the ability to use the language not only for daily situations but also to read, discuss, analyze, debate and give opinions on more sophisticated topics such as current events, historical events, controversial issues, literature and technical topics. In addition students will be engaged in a variety of activities to foster a better understanding of the language's cultural aspects around the world. During this course students will learn about topics

such as the opera, nature, leisure time and technology, sports, world events, art and literature. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

Portuguese I (Grades 9 - 12)

Year Course

This course aims to introduce students to the basic aspects of the Portuguese language. Student will acquire a basic competency in all four language skills; listening, speaking, writing, reading and culture, with a strong focus on practical communication. During this course students will learn vocabulary, basic grammatical structure, useful sentences related to the daily life such as introducing and describing self and others, converse and write in simple but correct Portuguese, read and understand simple texts, describe people using a variety of adjectives and express likes and dislikes. In addition students will be engaged in a variety of activities to foster a better understanding of the language and culture of the countries where Portuguese is spoken. This course will provide the building blocks for future studies. During the course, students will learn about topics such as getting to know one another, leisure time, traveling, means of transportation, family, our home, the city, our body and dining out. This course is offered after school through the Language Institute and has an additional cost for the student; however, credit earned for the course will appear on transcripts and the teacher is accredited.

Appendix A

Form to Request Independent Study

Name: _____

Grad Year: _____

In order to be scheduled in independent study, I understand that I must be currently taking 3 or more Honors or AP courses. Those courses are:

1. _____
2. _____
3. _____

I also understand that I can only take two semesters of independent study in my four years in high school. I have spoken with my parents and they agree with this request.

Student's Name

Parent's Name

Student's Signature

Parent's Signature

Date

Approved

Unapproved

Principal's Signature

Appendix B

Academic Stress Concerns: Students who commit to take more than 3 honors and/or AP classes need the authorization from a parent. A short counseling session is offered regarding the concerns of such a course load and it is the parent's decision to confirm that the requested classes are the optimal choice. [A sample authorization form can be found here.](#)