

AMERICAN OVERSEAS  
SCHOOL OF ROME



PROGRAM OF STUDIES  
2009-2010

Grades 9-12

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## INTRODUCTION

### MISSION STATEMENT

The American Overseas School of Rome is an independent educational institution catering to the needs of the English speaking community, offering teaching methods and curricula that prepare students for admission to American and international colleges and universities. By assuring a welcoming, supportive and safe environment, the school intends to foster a love of learning, to build personal excellence and to nurture curiosity, creativity and critical thinking, providing our graduates with the confidence, self-discipline and courage to face the world's future challenges. While supplying a comprehensive foundation in the core academic subjects, AOSR is proud of its rich programs in the fine arts and computer technology, and our students are given a special understanding and appreciation of Italian language, literature and culture.

### STATEMENT OF PHILOSOPHY

#### WE BELIEVE IN

##### LEARNING

All humans have the ability to learn, and learning is a life-long process. Because individuals learn in different ways, we provide different strategies and techniques to nurture the love of learning in every student.

##### RESPECT

The dignity and self-worth of every person must be balanced with the needs of society. Understanding the ethical values of honesty, modesty and self-discipline, we pledge to build and inspire respect, including an acceptance and appreciation of cultural diversity.

##### RESPONSIBILITY

Personal responsibility builds independence and is a key to self-development. Helping students to acquire motivation, we monitor appropriate behavior, building self-sufficiency and compassion our graduates will need, as productive citizens of the global community.

##### TRUST

We are dedicated to promoting trust through the honest and free exchange of ideas and opinions, showing that differences can be resolved through communication, compromise and understanding.

##### EMPOWERMENT

In order for students to assert themselves in the community, we help them to build resourcefulness, to take risks and to develop leadership skills. Together with teachers, parents and administrators, students are encouraged to participate in decision-making and planning.

##### COLLABORATION

We stress the importance of working together and interacting in the dynamics of large and small groups, using teamwork to stimulate learning and nurture interpersonal relationships.

##### COMMUNITY

Our success is built upon solid bonds with parents and community, which we recognize as crucial partners in the educational process. The rich blend of American, Italian and International cultures are our greatest asset in building a special learning environment.

## **PRINCIPAL'S LETTER TO PARENTS AND STUDENTS**

### **AMERICAN OVERSEAS SCHOOL OF ROME**

The selection of courses for an academic year is a very important process. The courses and programs that you choose will determine your experiences and affect your ability to reach future goals. It is imperative that students decide, with the proper guidance and recommendations, on a course of study that is both challenging and enjoyable.

High School is a time to explore new areas and experiences. This is typically a time when students begin to see the development of talents or interests and skills that they will use for the rest of their lives. It is also the time to prepare for your next level of learning. Please take time to consider the appropriate balance of depth and breadth of your selections.

This Program of Studies booklet contains the information that students need to assist in the course selection process. Along with a brief description of each course that is offered at AOSR, there is information on preparing for college admission, graduation requirements, and the Advanced Placement (AP) and International Baccalaureate (IB) Programs.

Each student's course will be reviewed and approved by both parents and the guidance counselor to ensure that the courses selected are appropriate and meet both personal and program criteria. Our faculty and staff are willing to help students by recommending courses, but careful initial selection of courses by students and parents is very important. While the minimum core graduation requirements must be met over the four years in high school, students have many opportunities to select elective courses in the areas of computers, English, fine arts, foreign languages, mathematics, performing arts, physical education, science, and social studies.

If you have any questions or concerns regarding any of our programs and/or procedures, please do not hesitate to contact the following offices:

<b>Ms. Belinda Fiochi</b>	<b>AP/IB Coordinator</b>	<b>06 33438337</b>
<b>Ms. Sharice Welch</b>	<b>High School Counselor</b>	<b>06 33438327</b>
<b>Mr. Tom Connolly</b>	<b>Principal</b>	<b>06 33438326</b>

I look forward to discussing your academic journey with you.

Mr. Tom Connolly  
Secondary School Principal

## GENERAL INFORMATION

### ADMISSIONS INFORMATION

The American Overseas School of Rome accepts admission applications throughout the year for admission at any time during the school year. Applicants to AOSR must submit all documents as required in the Admissions Procedures, available from the Admissions Office and from the school web page ([www.aosr.org](http://www.aosr.org)).

As part of the admissions process, students may be asked to take placement tests in English and in mathematics. The results of these exams will help facilitate decisions regarding admission, grade level, and/or the need for additional support in the English language. All of the required documents **MUST** be received before registration can be completed.

All applicants must submit complete, official school records for the past two years (three years for students applying to Grade 12). Records must be forwarded by the applicant's previous school(s) directly to AOSR. In the case that records are not in English, an official English translation must also be submitted.

The senior year must be completed in residence by students intending to graduate from AOSR. In addition, students must complete the graduation requirements before their 20th birthday.

Non-native speakers of English who are not fluent in the language may be admitted to the ESL (English as a Second Language) program. In the secondary school, admission to the ESL program also depends upon the applicant's achieving a sufficient score on the English language placement examination. Upon successful completion of the ESL program, the ESL teacher will recommend the student be mainstreamed into classes.

Students enrolled in the American Overseas School of Rome must reside with their parents or with a legal guardian. If parents are absent from home for a short period of time, an adult guardian must take responsibility for the student's day-to-day welfare. Parents should submit written notice of such temporary guardianship to the respective school Principal.

All questions regarding admission should be directed to the Admissions Office, Head of School, or respective school Principal.

We look forward to welcoming you to the American Overseas School of Rome.

Admissions Committee  
[admissions@aosr.org](mailto:admissions@aosr.org)

SCHOOL CALENDAR FOR ACADEMIC YEAR 2009-2010

AMERICAN OVERSEAS SCHOOL OF ROME

2009-2010

Academic Year Calendar



**September 2009**

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**October 2009**

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**November 2009**

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**December 2009**

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**January 2010**

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**February 2010**

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

**March 2010**

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**April 2010**

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**May 2010**

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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[www.aosr.org](http://www.aosr.org) [info@aosr.org](mailto:info@aosr.org)

**June 2010**

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Notes

- Sept. 1 - Teacher Meetings - No Students
- Sept. 2 - Orientation New Students, Parent Reception at 9:15 AM
- Sept. 3 - 6th Grade Orientation
- Sept. 4 - First Day of Classes, Bus Service Begins
- Sept. 7 - First Day of Classes KG
- Oct. 1 - Session I-After School Activities & Late Bus service begins
- Oct. 12 - Teacher Meetings - No Students
- Oct. 30 - No After School Activities & No Late Bus
- Nov. 13 - Parent/Teacher Conferences - No classes
- Nov. 26-27 - Thanksgiving Holiday - SCHOOL CLOSED
- Dec. 8 - Italian National Holiday - SCHOOL CLOSED
- Dec. 11 - Last Day of After School Activities & Late Bus service until January
- Dec. 21 - Winter Break Begins - SCHOOL CLOSED
- Jan. 7 - Winter Break Ends - SCHOOL OPEN  
Late Bus service running
- Jan. 15 - SEMESTER I ends
- Jan. 18 - SEMESTER II begins
- Feb. 11 - Last Day of Session I -After School Activities
- Feb. 15 - Settimana Bianca Begins - SCHOOL CLOSED
- Feb. 22 - Settimana Bianca Ends - SCHOOL OPEN  
Session II After School Activities begins
- Mar. 31 - Last Day of After School Activities & Late Bus service
- Apr. 1 - Early Dismissal at 12:30
- Apr. 2 - Spring Break Begins - SCHOOL CLOSED
- Apr. 12 - Spring Break Ends - SCHOOL OPEN
- Apr. 16 - Parent/Teacher Conferences - No classes
- May 26 - Last Day of After School Activities program  
Last Day of Late Bus service
- May 28 - COMMENCEMENT IN THE QUAD - 18:30
- June 2 - Italian National Holiday - SCHOOL CLOSED
- June 10 - Last day of school for ES & MS students - Dismissal at 12:30
- June 11 - Last day of school for HS students - Dismissal at 12:30

## AOSR GRADUATION REQUIREMENTS

COURSES	CREDITS/CREDIT SEQUENCE
<b>English</b>	One 4 credit sequence.
<b>Math, Social Studies, Foreign Language, Science</b>	One 4 credit sequence, two 3 credit sequences, one 2 credit sequence.
<b>Art/Music</b>	2 credits.
<b>Physical Education</b>	1 credit.
<b>Elective</b>	3 elective credits.
<b>Special requirements</b>	Italian V (for Italian citizens). US History (for US citizens). Choice for dual national.

A minimum of 22 credits is required for graduation.

A minimum of seven classes are required per semester. IB and AP students can take six classes if they are a full diploma IB student or taking at least 3 AP classes.

A minimum of passing 5 classes per year is needed to advance to the next grade level.

### GRADING AND GPA

Credit is awarded by completing all the requirements of a course. One full credit is earned by completing two semesters of a course that meets for 200 minutes each week. The school year consists of approximately 175 teacher-student contact days from early September through the middle of June.

Number grades are given for all courses. The following grading scale showing letter grade and grade point average (GPA) equivalent is the standard used.

LETTER GRADE	PERCENTILE GRADE	GRADE POINT AVERAGE (GPA)
A+	97-100 excellent or superior	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89 very good, above average	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79 average, satisfactory	2.3
C	73-76	2.0
C-	70-72	1.7
D+	68-69 below average	1.3
D	65-67	1.0
D-	63-64 unsatisfactory	0.7
F	Below 63 unacceptable or failing	0.0

### POINTS TO BEAR IN MIND

Each student at the American Overseas School of Rome must carry a full complement of courses each semester.

In some cases, a student may elect to audit a course (without credit). However, this may be done only with the permission of the principal, guidance counselor and the instructor involved. The student must report to the class for all scheduled times and do the same work expected of a student taking the course for credits. Grades will be listed on the report card or transcript, with the exception of ESL students.

**While planning your courses, remember the following:**

1. Although you may be very interested in a particular field at the moment, you could change your mind. Be sure to explore a variety of options in the curriculum.
2. **Technology** is becoming more complex with increasing reliance upon computers; therefore, every student should attempt to take a computer course before graduation. While all students may not be able to program computers, the ability to do word processing, inventory, and purchasing are increasingly necessary computer skills and hands-on experience will be helpful to all students. Additionally, all students should take as many courses in **mathematics** as possible.
3. **Consecutive years** of study of the **same foreign language** are essential. The first two years of language study are foundation years. To achieve a reasonable level of mastery, a student should take three or four years of the same language.
4. Scientific development continues at an unprecedented pace. The future well-educated citizen will need a **broad science background** in order to make sound decisions. Every student should, therefore, give consideration to gaining a solid foundation in the sciences even if his/her present career goals may not be in a scientific area.
5. **Social Science and History electives** should be considered by 11<sup>th</sup> and 12<sup>th</sup> grade students as a means of gaining information in a number of content areas that may be encountered in college.
6. **Fine and Performing Arts** are important as a means of developing transferable skills. Therefore, our very strong arts program should be explored. Also, colleges look for students with courses reflecting diverse interests and activities. The Fine and Performing Arts departments offer many opportunities in these areas.
7. **Community Service** should become a part of your individual high school profile. You may involve yourself in service activities through the school or through local service organizations.
8. **Italian.** All Italian students must study Italian language and/or literature. All students are encouraged to take Italian.

**CLASS CHANGES / DROPS AND ADDS**

Students are counseled by the faculty in the selection of courses and the planning of their academic programs. However, if there is a need for a change in a student schedule, the following procedures apply.

Any request for a schedule change from a student should occur within the first 10 days that a student is enrolled in classes at AOSR.

A schedule change after the first ten days of enrollment in a class will only be permitted when authorized by the classroom teacher and approved by the Guidance Counselor and/or Principal. When the schedule change takes place within the first 10 days of enrollment, the course that is dropped will be removed from the student's record. If this change is authorized and approved and occurs after the first ten days of enrollment in a course, a grade of W will be recorded for the marking term. The course will be noted on the student's record. Changes made after the first 10 days of enrollment will receive a grade of WP (withdrawal while passing) or WF (withdrawal while failing) for the semester. For grade point average, a WF will count as a zero. A WP will not be figured into the GPA.

Students must complete a drop/add form to initiate any schedule change. It is important that all required signatures are obtained (instructor whose class is being dropped, instructor whose class is being added, guidance counselor or principal, and parent signatures). These forms may be obtained

from the Guidance Office or the Principal's Office. **A schedule change is not official until the completed drop/add form is turned in to the Counselor's Office and a new schedule has been printed showing the changes.**

The following guidelines must be kept in mind when discussing schedule changes:

1. Normally, a student carries seven (7) academic subjects. Students who have at least two AP or IB courses among the six subjects may take only six (6) academic subjects with the Principal's permission.
2. Half credit may be granted for one semester's successful work in a full year course providing the individual teacher, the Guidance Counselor and the Principal have approved the drop.
3. Students who repeat a course they have passed in order to improve their level of mastery are advised that the original mark remains. Both marks will be recorded though credit is granted only once. Schools and colleges approve of evidence of non-required self-improvement.
4. Independent study may be permitted or encouraged in certain situations. The demands of these special study situations are rigorous and no project can be undertaken without a fully outlined course plan that includes the evaluation criteria for it. The Principal must approve any independent study course.
5. Students who are permitted to withdraw from a course after the first 10 days of a semester will have the course noted on their record and the second term grade and the semester grade will be reported as a WP (withdrawn while passing) or WF (withdrawn while failing).

**STUDENT COURSES Academic Year 2009 – 2010**

<b>FRESHMAN</b>	<b>SOPHOMORE</b>
English 9, English 1, ESL, Resource	Eng 10, Eng 1, Eng Comp 1 & 2, ESL, Resource
Algebra (First Half) Algebra 1 Geometry	Algebra (Second Half) Geometry Algebra 2 Algebra 2/Trig
Ancient History, European History	European History
Biology 1 Integrated Science	Biology 1, Integrated Science, Biology AP/IB Biology Chemistry
Italian, French, Spanish and/or Chinese	Italian, French, Spanish and/or Chinese
Physical Education/Health**	Physical Education/Health**

<b>JUNIOR</b>	<b>SENIOR</b>
American Literature, Eng Comp 1 & 2, ESL, AP/IB English 11*, English 1, Resource, IB English A2	English Literature, Eng Comp 1 & 2, ESL, AP/IB English 12*, Eng 1, Resource IB English A2
Algebra 2, Algebra 2/Trig., Functions and Trigonometry Precalculus, Precalculus IB HL AP/IB Math HL*, AP Calc AB* IB Math Studies, Math Survey	Algebra 2, Algebra 2/Trig., Functions and Trigonometry Precalculus, Precalculus IB HL AP/IB Math HL*, AP Calc AB* IB Math Studies, Math Survey
US History, AP US History* MUN/Economics*, AP European History*, IB World History*, World Religions History of Philosophy Psychology, AP Psychology*	US History, AP US History*, MUN/Economics*, AP European History*, IB World History*, World Religions History of Philosophy Psychology, AP Psychology*
Biology 2*, AP/IB Biology Chemistry, Physics, Conceptual Physics AP Chemistry, IB Chemistry*, AP/IB Physics*	Biology 2*, AP/IB Biology *, Chemistry Physics, Conceptual Physics AP Chemistry, IB Chemistry*, AP/IB Physics*
Italian, French, Spanish and/or Chinese	Italian, French, Spanish and/or Chinese

### **POSSIBLE ELECTIVES:**

<p>Photojournalism 1 and 2 (9-12)</p> <p>Theater (9-12)</p> <p>Drawing / Painting 1 (9-12)</p> <p>Drawing / Painting 2 (9-12)</p> <p>Music Theory and Composition (9-12)</p> <p>Music History (9-12)</p> <p>Music Ensemble (9-12) *</p> <p>Guitar (9-12)</p> <p>Chorus (9-12)</p> <p>Computer Literacy 1 (9-12)</p> <p>Computer Literacy 2 (9-12)</p> <p>Computer Graphics (9-12)</p> <p>Yearbook (9-12)</p>	<p>Drawing / Painting 3 (10-12) *</p> <p>AP / IB Studio Art (10-12) *</p> <p>Community Service (10-12) *</p> <p>Art History (11-12)</p> <p>Model UN / Economics (11-12) *</p> <p>TOK (11-12) *</p> <p>Psychology (11-12)</p> <p>AP Psychology (11-12)*</p> <p>World Religions (11-12)</p> <p>Latin Language and Literature*</p> <p>Anthropology/Sociology (11-12)</p> <p>History of Philosophy (11-12)</p>
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**\*Faculty Approval Required.**

**\*\*Physical Education/Health required in either grade 9 or 10.**

## INTERNATIONAL BACCALAUREATE



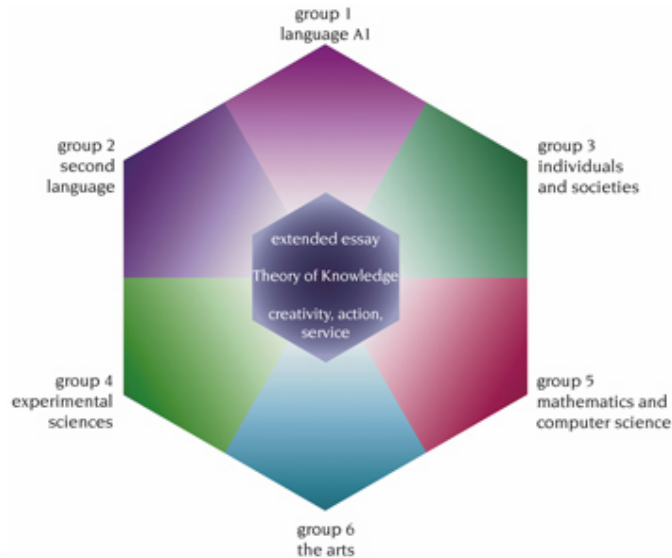
The International Baccalaureate Diploma Program is a rigorous pre-university course of studies, leading to examinations that meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduate to fulfill requirements of various national education systems, including Italy, the diploma model is based on the pattern of no single country but incorporates the best elements of several. The program is available in English, French, Spanish and Italian.

The program offers special features in addition to the traditional strengths of a liberal arts curriculum.

Creativity, action, service is known by its acronym CAS and is a fundamental part of the diploma curriculum. Diploma candidates also are required to undertake original research and write an extended essay of some 4000 words. This project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university.

IB diploma holders gain admission to selective universities throughout the world. These include well-known European and American institutions such as Oxford, Yale and the Sorbonne along with prestigious centers in Latin America and the Asia/Pacific region. Some universities may offer advanced standing or course credits to students with strong IB examination results.

Students need to submit an application in Grade 10 in order to be considered for the IB Diploma Program. The application will be considered on the basis of the students GPA and Teacher recommendations. A minimum GPA of 3.0 is required.



## THE ADVANCED PLACEMENT PROGRAM (AP)

The American Overseas School of Rome was the first in Italy to offer the AP Program, sponsored by the College Board. The AP Program consists of many courses and examinations which students can take which give them advanced standing and credits at colleges and universities throughout the world and especially in the United States. More than 1,400 colleges and universities in the United States allow advanced standing to students who have successfully passed AP examinations. AP classes are recognized in most of the countries of Europe, including Britain, Germany, France and Austria. They are also recognized in Israel.

## THE AP INTERNATIONAL DIPLOMA

The AP Program also offers an AP International Diploma for students who have examination scores of 3 or better in several academic areas.

The International Diploma is used by both American and non-American students at international schools around the globe for application to colleges and universities outside the United States.

The following are the criteria to earn an AP International Diploma:

Students must earn AP grades of 3 or higher on four or more full-year AP examinations. The qualifying exams must be from 3 of the 5 academic areas appearing below according to the following distribution: examinations in two languages from Area One below; one examination from Area Two or Area Three; and one or more examinations from any other Area or Areas of the student's choice:

Area One:	Languages	English, French, German, Latin or Spanish
Area Two:	Sciences	Biology, Chemistry, Physics
Area Three:	Mathematics	Calculus
Area Four:	History and Social Sciences	Comparative Government and Politics, Economics, European History, U.S. History
Area Five:	Fine Arts	AP Portfolio - Drawing, AP Portfolio - 2D Design, AP Portfolio - 3D Design, Music Theory, Computer Science

Upon successful completion of the AP Examination criteria detailed above, the Advanced Placement International Diploma will be awarded by the College Board to any AP student who had registered as a candidate for this recognition.

### International University Acceptance

There are hundreds of universities in over 55 countries outside the United States that recognize the Advanced Placement program in admitting students. For a listing and more information please see: <http://apcentral.collegeboard.com>.

## FOUR YEAR COURSE PLAN

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

**Directions:**

1. Take a look at the graduation requirements listed in the Program of Studies.
2. On the form below, list the required courses for graduation for each year including the courses you have already taken.
3. Now go back and fill in the elective classes that you have taken or would like to take for all four years of high school. Remember that you have to take seven classes each year.
4. You must share this completed form with your parents and guidance counselor.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
1. English:	1. English:
2. Math:	2. Math:
3. Science:	3. Science:
4. Social Science:	4. Social Science:
5. Language:	5. Language:
6. Elective Arts:	6. Elective Arts:
7. Elective:	7. Elective:

11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1. English:	1. English:
2. Math:	2. Math:
3. Science:	3. Science:
4. Social Science:	4. Social Science:
5. Language:	5. Language:
6. Elective Arts:	6. Elective Arts:
7. Elective:	7. Elective:

## COURSE DESCRIPTIONS

### COMPUTER STUDIES DEPARTMENT

#### PHILOSOPHY

The philosophy of the computer department is to help students learn to use computers as a tool in their thinking. We want our students to move beyond computer literacy to be computer fluent – to know how to approach the computer with ease and use it as a tool in their writing, in their research, in their connection to the world around them and in their asking of wonderful questions. Computers should be easily accessible, and support is provided when problems are encountered, although a strong effort must be made to promote a culture of independent learning and mutual support amongst the members of the computer using community. Our philosophy regarding course offerings is based on the premise that rapid change will make the learning of any application or system obsolete within a short time. Therefore the focus of computer instruction must be on creating within the students a sense of adaptability and confidence in their ability to handle new situations and challenges.

Computers are available and used at every grade level in the school. Over 70 computers in the High School are networked and Internet access is available for all staff and for students from a designated Internet lab. The library with Internet access has been automated with its catalogue and research materials available online. Plans are underway to extend the network to the entire school. In the High School courses are offered in Computer Literacy, Computer Graphics, and Photojournalism.

#### COMPUTER LITERACY 1

The course is a general introduction to computers and their uses. Major areas covered include word processing, keyboarding and typing skills, as well as a basic instruction in various programs. Basic programs covered are: word-processing; graphics; spreadsheets; databases; presentation; Internet usage. The aim of the course is to provide a wide overview of computer applications. At the end of the year students should be able to learn a new program or application independently.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** Materials to be provided by instructor  
**Prerequisites:** None

#### COMPUTER LITERACY 2

This course is intended to introduce students to more advanced software applications such as: script programming, web page programming, image processing, computer aided design, audio editing, video editing and animation. Students will work on team projects throughout the year creating multimedia presentations and web site content.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** Materials to be provided by instructor  
**Prerequisites:** Completion of Computer Literacy I with a minimum grade of B or, equivalent course, approval by instructor, or passing of skills assessment exam

## COMPUTER GRAPHICS

The course is designed to provide students with an overview in and develop a level of competency in the major types of graphics programs. This includes drawing, design, desk-top-publishing and 3D modeling and animation. Students must have demonstrated a mastery of computers before enrolling in the class. Each section of study is evaluated based on written exams, actual computer projects and class performance and participation. During the course of the class there will be opportunity for both individual and group projects.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	None
<b>Prerequisites:</b>	Computer Literacy or equivalent

## AP COMPUTER SCIENCE

The goals of this course are comparable to a first-year college course in computer science. The course is intended to serve both as an introductory course for computer science majors and as a substantial course for those who will major in other disciplines that require significant involvement with computing. The topics covered will be those set by the Advanced Placement Course Description for Computer Science. Students who successfully complete this course usually elect to take the Advanced Placement examination in Computer Science at the A or AB level.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	None
<b>Prerequisites:</b>	Computer Literacy 2 or equivalent

## PHOTOJOURNALISM I

This is an introductory photojournalism course, focusing on the basics of light and digital photography. Students learn the composition and technical qualities sought in a good picture suitable for publication. Students learn to effectively compose their photos using the rule of two thirds, horizon lines, balance, grouping, leading lines, framing, selective focus, and lighting techniques. It includes instruction in spot news and feature photography as well as instruction in ethics, privacy, and law.

The history, techniques, philosophy and markets of photojournalism are explored through lectures, discussion and appropriate photographic assignments as well as fieldtrips. Emphasis is on photography as a complement to printed material. Digital photographic techniques are stressed using Photoshop.

<b>Credits:</b>	1
<b>Length of course:</b>	1 year
<b>Texts:</b>	Printed material provided by teacher, Time magazine
<b>Prerequisite:</b>	None

## PHOTOJOURNALISM II

Students will develop advanced skills in news-judgment, composition, and special effects photography. During the school year, they will produce an online portfolio of digital images by learning how to design web pages using HTML coding. The course also deals with the professional, legal and ethical problems that confront visual journalists in an era of rapidly changing technology and an increasingly competitive marketplace for still photographs. Guest speakers will be invited and fieldtrips will broaden students' knowledge of the field of photojournalism. This class helps students

navigate through the sea of images they receive daily by furthering their knowledge about the principles of visual literacy. They will also use the manual settings of the camera to create better pictures by giving them hands-on experiences in visual communication. Students will come away from the course with a better understanding of how to tell stories visually with concisely edited photographs.

**Credits:** 1  
**Length of course:** 1 year  
**Texts:** Printed material provided by teacher, Time magazine  
**Prerequisite:** Photojournalism I

## **ENGLISH DEPARTMENT**

### **PHILOSOPHY**

The English/Language Arts Program is designed to assist the learner in developing the highest degree of conscious and informed control over his use of the English language. The curriculum emphasizes the development of the powers of comprehension and critical thinking and the employment of unity coherence, clarity, and conciseness along with fluency in the communication of ideas through oral and written composition for both the native and non-native English speaker. The program aids in the development of basic language skills by offering opportunities for thinking, listening, speaking, reading, and writing. Literature is presented to the learner in order to provide opportunities to read, study, and discuss great books and ideas. An essential element in the study of these books involves honing the skills of critical analysis along with developing a sense of aesthetics and imagination.

### **ENGLISH 9**

Over the course of the coming year, we will be building our skills in English language studies with focus points in the areas of literature and literary terms, writing and vocabulary. We will be reading excellent examples of literature, drama and poetry and learning how to analyze and appreciate them in a way that is deep, rich and thoughtful. Through writings and class discussions, we will strengthen our ability to closely examine literature with a robust vocabulary of literary terms and recognition of literary devices. Along the way, students will reflect on the beauty of great writing, the entertainment and pleasure it offers, and the important role it plays in society. We will also strengthen our own ability to communicate with regular exercises in academic and creative writing.

Students will have a mix of assigned and personal-choice readings from the following titles:

- *Romeo and Juliet* by William Shakespeare
- *That Was Then, This is Now*, by S.E. Hinton
- *Night* by Elie Wiesel
- *Of Mice and Men* by John Steinbeck
- *To Kill a Mockingbird* by Harper Lee
- *Athletic Shorts* by Chris Crutcher

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** Individual titles listed above, reference texts for writers and Vocabulary Workshop (Level D).  
**Prerequisites:** None

### **ENGLISH 10**

English 10 gives sophomores an overview of various literary genres which become a basis for journal writing, formal essays, which include analysis of literature, narration, exposition, persuasive writing,

and research, vocabulary study followed by frequent quizzes, grammar exercises and class discussion. Students will read a wide variety of literature and continue to refine their skills in written and oral expression. They will learn to analyze and interpret different writing styles while continuing to improve their reading comprehension.

Students will strengthen their expository and reflective writing and grammar while beginning rigorous practice in vocabulary in preparation for the SAT and other college entrance exams. An individualized reading program allows students to learn each text through genre analysis, by selecting another text of the genre to read in conjunction with the main text.

Students read 2 plays, 4 novels and 2 epics throughout the year think and write analytically and do creative projects on them.

Readings include the following titles:

- *Macbeth* by William Shakespeare and a self-selected companion drama from a class list.
- *The Lord of the Flies* by William Golding and a self-selected companion dystopian novel from a class list.
- *Great Expectations* by Charles Dickens and a self-selected companion Victorian novel from a class list.
- *The Iliad and The Odyssey* by Homer
- *Greek Mythology* by Edith Hamilton

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** Individual titles listed above  
**Prerequisites:** English 9

### ENGLISH COMPOSITION I & II

This course is designed for students to strengthen their writing skills. Through exposure to analytical essays, fiction, non-fiction, and poetry, students will practice their writing and developing their “voice.” Students who could benefit from improving their writing skills in English should take a semester of this course.

**Credits:** .50\* (per semester)  
**Length of course:** 1 semester (each)  
**Texts:** TBA  
**Prerequisites:** None

**\*Note:** This course satisfies an elective course credits and cannot be used as an English credits towards graduation unless the student has not passed a section of English literature.

### AMERICAN LITERATURE

American Literature, a survey course which contains the great literary prose and poetry of American writers, is open to eleventh and twelve graders. Along with the selections in this text, students are required to read additional novels and write several short research papers about the works they study. Students discuss, analyze and debate basic themes in American Literature, and they analyze the various elements of American history and culture which contributed to the literature of the time.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *The American Experience* published by Prentice Hall  
*A Farewell to Arms* by Hemingway  
*The Great Gatsby* by Fitzgerald

*The Scarlet Letter* by Hawthorne  
*The Adventures of Huckleberry Finn* by Mark Twain  
*A Streetcar Named Desire* by Tennessee Williams  
*The Joy Luck Club* by Amy Tan  
*Song of Solomon* by Toni Morrison  
Selected Stories and Poetry from Zora Neale Hurston, Katharine Anne Porter, Kate Chopin, Eudora Welty, Langston Hughes, Robert Frost

**Prerequisites:** Successful completion of English 9 and 10 and/or teacher recommendation.

## **LITERATURE ACROSS CULTURES**

This is a junior or senior level course which focuses on reading and writing about literature from different cultures. Students will read poetry, drama and fiction from a range of political, social and ethnic cultures and examine not only the literature but also their roles in our world culture. Students will react through poetry, fiction, journal and screenplay writing, examining and defining their own sense of self within a larger world view. The fourth quarter will concentrate on writing styles and will culminate in students creating a portfolio of their work.

Students will have a mix of assigned and personal-choice readings from the following titles:

- *The Chocolate War* by Robert Cormier (US)
- *1984* by George Orwell (UK)
- *Antigone* by Sophocles (Ancient Greece)
- *The Accidental Death of an Anarchist* by Dario Fo (Italy)
- *Things Fall Apart* by Chinua Achebe (Nigeria)
- *The No. 1 Ladies' Detective Agency* by Alexander McCall Smith (Botswana)
- *About a Boy* by Nick Hornby (UK)

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** Listed above  
**Prerequisites:** Successful completion of English 9 and 10 and/or teacher recommendation.

## **IB ENGLISH A2**

This two-year course is designed for students with a high level of competence in English but who have not chosen English as their first language for the IB examination. The course provides experiences both with written and oral expression and promotes insight into cultures which use English. While the course is primarily literature based and includes the study of several American, British and classic texts, time is also devoted to the study of language and culture through current events, translation and study of the history of English.

Students are asked to produce two written pieces to be sent to the IB offices which must total 1500 words and they are also required to keep a dossier of the written assignments they have completed for the class. Finally, students prepare two oral presentations, one of which is recorded on a cassette tape and sent to the IB offices for the independent evaluation. The major purpose of this course is to prepare students, at the end of two years, to take the IB examination in English as the A2 language.

**Credits:** 1 per year  
**Length of Course:** 2 years

**Texts:**

Year 1 Summer Reading	<i>Adventures of Huckleberry Finn</i> – Mark Twain <i>The Handmaid’s Tale</i> – Margaret Atwood <i>The Awakening</i> – Kate Chopin
Year 1	<i>Writing with Style</i> by J.R. Trimble <i>No Logo</i> by Naomi Klein (Selections) <i>Unspeak</i> by Steven Poole (selections) <i>Pattern Recognition</i> by William Gibson <i>Fast Food Nation</i> by Eric Schlosser (selections) <i>Nickel and Dimed</i> by Barbara Ehrenreich (selections) <i>The Crucible</i> by Arthur Miller <i>Death of a Salesman</i> by Arthur Miller
Year 2 Summer Reading	<i>One Flew Over the Cuckoo’s Nest</i> by Ken Kesey <i>A Farewell to Arms</i> by Ernest Hemingway <i>1984</i> by George Orwell
Year 2	<i>The Great Gatsby</i> by F. Scott Fitzgerald <i>The Grapes of Wrath</i> by John Steinbeck <i>A Brave New World</i> by Aldous Huxley
<b>Prerequisites:</b>	Instructor approval

**AP/IB ENGLISH 11**

The AP/IB English 11 course is the first year program of a two-year sequence. Students preparing for the IB A1 exam or for the AP English Literature exam are enrolled in this sequence. Prose fiction selections are largely American, though English and World Literature texts are included in the syllabus.

“The discussion of literature is itself an art which requires the clear expression of ideas both orally and in writing.” (*IB English A1 Language Guide*). It is this clear expression that is the fundamental aim of the AP/IB English course.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	<i>The Awakening</i> by Chopin <i>The Sound and the Fury</i> by Faulkner <i>The Great Gatsby</i> by Fitzgerald <i>The Scarlet Letter</i> by Hawthorne <i>The Marble Faun</i> by Hawthorne <i>A Farewell to Arms</i> by Hemingway <i>Portrait of a Lady</i> by James <i>Aspern Papers, Daisy Miller</i> by James <i>Turn of the Screw</i> by James <i>100 Years of Solitude</i> by Marquez <i>Sound and Sense</i> by Perrine, ed. Selected short stories and poems by Poe <i>Othello</i> by Shakespeare <i>Adventures of Huckleberry Finn</i> by Twain

**Prerequisites:** Successful completion of a summer reading and writing program.  
English 9, English 10.

## **IB ENGLISH 12**

The IB English 12 course is the second year program of a two-year sequence. It prepares students for the IB A1 English Exam or for the AP English Literature Exam to be taken at the end of this academic year. Prose fiction, drama, and poetry selections are chosen from American, English, and World Literature texts.

"The discussion of literature is itself an art which requires the clear expression of ideas both orally and in writing." (*IB Language A1 English Guide*) It is this clear expression that is the fundamental aim of the IB English sequence.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	<i>Agamemnon</i> by Aeschylus <i>Heart of Darkness</i> by Conrad <i>Medea</i> by Euripides <i>Mayor of Casterbridge</i> by Hardy <i>Tess of the D'Urbervilles</i> by Hardy <i>Death of a Salesman</i> by Miller <i>Hamlet</i> by Shakespeare <i>Henry V</i> by Shakespeare <i>Oedipus Rex</i> by Sophocles <i>Rosencrantz and Guildenstern Are Dead</i> by Stoppard <i>The Aeneid</i> by Virgil <i>Our Town</i> by Wilder <i>Memoirs of Hadrian</i> by Yourcenar
	English Romantic poetry - selections English Victorian poetry - selections Modern English and American verse - selections
<b>Prerequisites:</b>	Successful completion of a summer reading and writing program. AP/IB English 11

## **ENGLISH AS A SECOND LANGUAGE (ESL)**

ESL is offered to students who are unable to function at grade level in regular classes or to students who have studied English for less than two years and need support. English as a Second Language is generally a 2-3 year program of studies; however, the student's progress determines its actual duration. September placement exams are administered to evaluate a student's proper level of non-English proficient/limited English proficient. The goal is to complement the classroom curriculum and eventually mainstream students. This program is similar to foreign language studies, in which lessons are highly individualized. ESL focuses on communication, initially emphasizing oral skills. The order of priorities is speaking, listening, reading and writing.

A Test of English as a Foreign Language preparation course is offered to High School students who plan to attend a college or university that requires a TOEFL score as part of the admission process for foreign students.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	Printed material provided by instructor.
<b>Prerequisites:</b>	Instructor approval

## **ENGLISH 1**

This is a preparatory course and a beginning literature class for ESL students who need to improve their proficiency level, need support or are in a transition phase to mainstream. Required reading depends upon individual ability with focus on vocabulary building, grammar, and oral discussion.

<b>Credits:</b>	1
<b>Length:</b>	1 year
<b>Texts:</b>	Materials provided by instructor
<b>Prerequisites:</b>	Instructor approval

## **FINE AND PERFORMING ARTS DEPARTMENT**

### **PHILOSOPHY**

Rome is a cradle of Western culture, and it is fitting that the Fine Arts play a central role in the High School curriculum. Creative arts offerings are equivalent, in both scope and depth, to that of the other academic departments; this is unique to our school and is a proud tradition. Because we believe that a direct experience of man's creative potentialities is a fundamental part of the educational process, it is natural that acting, painting, drawing, sculpting, singing and playing music form an ineluctable part of student life at AOSR.

Furthermore, the department's offerings are designed for all students, not only those with innate talents, in order that the fullest appreciation and understanding of mankind's creative genius can be a generalized patrimony of our graduates. Our talented students will be put on stage and their artworks will be displayed. While their gifts will be nurtured, the others will not be neglected. Courses such as Art History, Music History and the American Music course testify to a commitment that goes beyond the fanfare of concerts, plays and exhibits, inviting our young ones to consider the profundities and complexities of the artistic experience, that magic mirror that illuminates every human life.

### **MUSIC IN AMERICAN SOCIETY**

This course surveys the history of the United States, from the pilgrims to the present day, using music as its vantage point. As American society developed, it absorbed a surprising mix of ethnic cultures, all of which are poignantly present in the country's musical heritage. In chronological order, the various styles (including marching bands, sacred music, blues, jazz, rock and roll, art music, musical theater and film music) are investigated, complete with representative composers and performers. In particular, the key musical contributions made by African Americans, during their long and tormented process of integration, are studied in detail. Finally, special attention is devoted to the technological innovations that have fostered an unprecedented diffusion of music, from piano rolls to compact discs and from radios to satellite TVs and the internet, where the mass dissemination of new styles is increasingly important in defining taste. The final quarter of the course shifts its attention to today's musical reality. Through coordinated individual research, group discussion, projects and presentations, students will confront their favorite music with the complex web of economic, social, moral and legal issues that connect the music we hear to the society we inhabit. Subjects may include authors' rights, censorship, globalization, the recording industry, the publicity machine, or, quite possibly, new issues that will appear in the coming months.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Text:</b>	<i>The Motley Chorus: Music in American Society</i>
<b>Prerequisites:</b>	None

## MUSIC THEORY & COMPOSITION

Music is the result of a human intent to organize sounds into an expressive tapestry that will delight the ears of mankind. This course will develop an understanding of the building blocks of music through a direct and creative contact with them. By understanding rhythms, scales, keys, intervals and chords, students will be able to manipulate these elements and construct original compositions, while developing an understanding of the fascinating world of music theory, where concepts become sound structures. Written musical notation permits us to rationalize the structure and content of a composition, allowing an intellectual speculation to enrich our music beyond the immediate instinctual urge to communicate.

Every musical language has specific cultural and historical underpinnings, and as the course proceeds, attention will be given to a wide variety of cultural referenced, including European, Afro-American and World music. In today's music, these ethnic styles and forms can be mixed in surprising ways.

The course will balance an objective comprehension of the rules of theory and notation with a series of creative assignments. Through the use of computer technology, students will be able to hear their works, and by the end of the year, they will design and produce a Compact Disc, full of their compositions.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	All materials prepared by instructor.
<b>Prerequisites:</b>	None

## MUSIC ENSEMBLE

This course consists of the creation of various instrumental performing groups, including strings, woodwinds, brass, the piano, and guitars. Intensive work aims to improve the techniques of execution, intonation, music reading and interpretation, while providing the experience of group and solo performance. The repertoire includes music of the European classical tradition (from the Middle Ages to the present), jazz, and rock. All students in the course are expected to perform in formal concerts for the school community and, at the end of the year, the best performances will be documented on a Compact Disc.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	All materials prepared by instructor.
<b>Prerequisites:</b>	Performance ability on an instrument.

## GUITAR

This is a year long course to develop basic guitar technique. Students will learn the correct posture, hand-positions and practice strategies which are indispensable to an effective performance. All open chords and essential bar chords are presented, using well known popular songs as the central vehicle for instruction, without totally excluding etudes and pieces from the repertoire of the classical guitar. Both accompaniment and solo styles are explored, as are finger-picking and strumming techniques. Although theory and technical language is kept to minimum, fundamental musical concepts such as rhythm, meter and harmonic structure are presented. Furthermore, classical tablature notation is explained, providing the essence of music reading.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	All materials provided by instructor
<b>Prerequisites:</b>	None

## **CHORUS**

This course provides the experience of participating in a mixed choral group, where the fundamentals of vocal technique and interpretation are presented. Exercises are used for aiding a correct vocal emission, mastering problems with breath control, throat tension, posture and diction. Explanation of the basics of music reading and ear training is given ample scope. The repertoire embraces a variety of musical styles, both classical and popular, and certain pieces are chosen for public performance, concentrating on qualities of interpretation, expression and dynamics.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	All materials provided by instructor.
<b>Prerequisites:</b>	Minimum vocal ability, determined by audition.

## **THEATER**

Students will spend a full year learning about the theater, gaining skills as performers, and stretching out in their creative thinking. We will work on building an imaginatively-rich and supportive environment, a space where we can feel good about taking the creative risks that are an essential part of making art and an artistic lifestyle.

Students will learn theatrical warm-ups, exercises, and games designed to loose the imagination and gain an artistic confidence which is stronger than our habitual urge to be embarrassed by our own creativity. We will also learn a variety of theatrical forms and techniques including improvisation, scene study, dramatic writing, Shakespearean theater, and the world of technical theater. Our written work will include writing regular learning-evaluations and close observations of other theatrical works. Throughout the year, we will showcase our work in performances relating to our in-class work.

Although our efforts will be concentrated on the world of theater and sharing our mental inventions through performance, classes are geared towards developing an overall sense of voice and joy in the “creative-self.” Lessons are taught with the belief that an expressive and empowered imagination is an asset in any choice of career or lifestyle.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	Material provided by instructor.
<b>Prerequisites:</b>	None

## **DRAWING/PAINTING 1**

This foundation course is designed to develop the students’ interest and skills in drawing and painting. The students work with a variety of materials including pencil, charcoal, pastel, tempera and watercolor. Emphasis is placed on the elements of design and composition. Grading of work is related to an individual student’s performance and progress. Students keep sketchbooks and are encouraged to record and discuss their ideas and art work. Past and present art works are introduced for inspiration and appreciation. In addition, the class takes field trips to local art museums and galleries. Throughout the year the students’ art work is displayed in the school.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Materials:</b>	Due to the high cost of some materials, students buy their own pastels, sketchbooks, pencils, paints and brushes.
<b>Prerequisites:</b>	None

## DRAWING/PAINTING 2

This course is a continuation of the program developed in the foundation drawing and painting course. Emphasis is placed on the individual student's advancement in techniques and his/her personal interpretation of the elements of design and composition. Students keep sketchbooks and are encouraged to record and discuss their ideas and art work.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Materials:</b>	Due to the high cost of some materials, students buy their own pastels, sketchbooks, pencils, paints and brushes
<b>Prerequisites:</b>	Drawing / Painting I or art background

## DRAWING/PAINTING 3

This is an advanced course in drawing and painting for students who have taken two years of art and are interested in continuing to develop their own work in their choice of medium and style. Students are expected to initiate their own projects and to keep a sketchbook/journal. Instruction is conducted primarily on an individual basis with some group critiques. This course is recommended for students who are interested in submitting an advanced Placement Portfolio in their senior year.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Materials:</b>	Due to the high cost of some materials, students buy their own pastels, sketchbooks, pencils, paints and brushes
<b>Prerequisites:</b>	Instructor approval

## IB STUDIO ART

This is an advanced art course which makes it possible for highly motivated high school students to do college-level work, fulfilling the requirements of either the Advanced Placement or the International Baccalaureate program. This rigorous pre-university course aims to provide students with opportunities to make personal social-cultural and aesthetic experiences meaningful through the production and understanding of art. Through studio work and the keeping of research notebooks students will show growth and commitment through the study of art and present an interrelationship between their research and their artistic production.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Materials:</b>	Due to the high cost of some materials, students buy their own pastels, sketchbooks, pencils, paints and brushes
<b>Prerequisites:</b>	Before being placed in this class, new students must submit 3 pieces of their art work plus their sketch book, and complete an assignment from the H.S. Art teacher at AOSR.

## **FOREIGN LANGUAGE DEPARTMENT**

### **PHILOSOPHY**

The Foreign Language Department seeks to prepare students to communicate accurately in languages other than their own and to foster respect for the culture of others in order to function in a multilingual / multiethnic world as well as to encourage Italian native speakers to study in depth their own language and cultural heritage.

## ITALIAN 1 - REGULAR

The aims of this course are to develop communicative competence in Italian and to foster cultural awareness of Rome and Italy. The primary objective of this class is to provide the most efficient strategies to enable students to communicate in Italian using the four skills of listening, speaking, reading and writing. Field trips are an integral part of the course in order to introduce students to Italian cultural reality.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	<i>Ciao</i> , and supplementary material
<b>Prerequisites:</b>	None

## ITALIAN 2 -REGULAR

This course is conducted in Italian and aims at improving the students' oral proficiency in order to converse about practical concerns and current events, to formulate opinions and explanations, and to begin to deal with abstract topics. Emphasis is placed in improving oral and written expression.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	<i>Ciao, Ascoltami, Rivista</i>
<b>Prerequisites:</b>	Successful completion of Italian 1 or departmental approval.

## ITALIAN 3 REGULAR

This course aims to develop fluency and literacy in Italian using readings from newspaper articles, and from contemporary Italian literature. Emphasis is given to speaking, reading and writing skills. The students are

trained to identify key points in written texts. IB students (Italian Language B) take this class as preparation for the IB examination in their junior year, in accordance with the IB syllabus and AP/Italian Exam.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	<i>Passeggiate Italiane Liv. Intermedio</i> by Marini-Vicentini <i>Racconti</i> by Mario Rigoni Stern <i>Vestivamo alla Marinara</i> by S. Agnelli <i>Il Giorno della Civetta</i> by L. Sciascia
<b>Prerequisites:</b>	Grade of C or better in Italian 2 at the High School Level or departmental approval.

## ITALIAN 3 NATIVE

This course is the first preparatory year required by the new IB syllabus of Italian Language A. A survey of Italian literature starts with the 19<sup>th</sup> and the 20<sup>th</sup> centuries. The course introduces students to the basic skills of literary analysis skills and fosters the student's ability to comment on the passages read. Students will be asked to write compositions and to give oral reports; they may also attend a play chosen from Rome's theater program and lectures on literary topics covered during the course. The course is for IB students seeking "equipollenza" (Italian Language A) or for foreign students who are fluent in Italian (upon teacher's approval).

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year

**Texts:** *Antologia Italiana per il Biennio (Ginnasio)* – Survey of Italian Literature, XIX and XX cent.  
Selezione da *Novelle per un anno* by Pirandello  
*Il Fu Mattia Pascal* by Pirandello  
*Il Barone Rampante* by I. Calvino  
*Il Sentiero dei Nidi di Ragno* by I. Calvino  
Selezione da *Marcovaldo* by I. Calvino

**Prerequisites:** Terza Media State Exam or departmental approval.

#### **ITALIAN 4**

This course is the second preparatory course required for IB students of Italian Language A seeking “equipollenza”. It is also intended for very strong non-native Italian speakers. Survey of Italian literature continues, including selected topics and genres: Poetry, theater and novels. Historical background is taught when necessary in order to understand the context of works read.

Commentaries of literary passages, analysis and comparison of literary texts are required. Students write short essays frequently. At the end of each semester, students are required to produce a written research paper on an author of their choice.

Attendance at a play performed in a theatre is planned, according to the programs of the season in Rome. Lectures on Literary topics covered during the course.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Antologia Italiana* by Biennio liceo  
*XV Canti da: Inferno - La Divina Commedia* - Dante  
*I Promessi Sposi* by Manzoni  
*Malavoglia* by Verga  
*La Locandiera* by Goldoni

**Prerequisites:** Grade of C or better in Italian 3 at the High School Level or departmental approval upon completion of readings of Italian 3 Native.

#### **ITALIAN 5**

Students preparing for IB Italian A1 are enrolled in a two-year sequence. In this first year, exercises in order to develop students’ literary appreciation are essential elements of the course. Extensive reading in Italian literature and World literature are required. Oral and written texts contribute to shape the student’s ability to analyze the works they have read. This course is open to students preparing for the IB Italian B or AP Italian language and culture.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Divinia Commedia/Inferno* by Dante – 15 cantos  
*Tempo di Ucidere* by Flaiano  
*Cristo si è fermato a Eboli* by Levi  
*Il giardino dei Finzi Contini* by Bassani  
*Una questione privata* by Fenoglio

#### **World Literature:**

*Il paziente inglese* by Ondaatje  
*Il vecchio e il mare* by Hemingway  
*Il ritratto di Dorian Gray* by Wilde

**Prerequisites:** Successful completion of Italian 3 and 4 or equivalent or independent completion of readings of Italian 3 Native and Italian 4.

### **IB ITALIAN**

This course completes the sequence for IB candidates to take the formal commentary in early spring and the two written examinations in May. Emphasis is in reviewing and connecting the themes of the works read. The two World Literature essays and the Extended Essay are sent to the examiners by the month of January or February according to IB requests.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Enrico IV* by Pirandello  
*Una giovinezza inventata* by Romano  
*Il gattopardo* by Tomasi di Lampedusa  
*La coscienza di Zeno* by Svevo  
*Se questo é un uomo* by Levi  
*In fuga* by Michaels  
*Tenera é la notte* by Fitzgerald

Review of all the readings of the IB program.

**Prerequisites:** Successful completion of Italian 5 in the 11<sup>th</sup> year and completion of a summer reading and writing program.

### **FRENCH 1**

The objective of this course is to acquaint students with the sounds, rhythms, and patterns of spoken French and to provide the linguistic base needed for basic communicative competence in listening, speaking, reading, and writing. Pronunciation, grammar and spelling patterns are presented gradually to help students feel confident to begin to express themselves clearly and correctly in French. The program includes culturally authentic real life segments and a multimedia integration of video, text, and simulated classroom activities to echo a “read world” exposure to the target language and culture.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Alter Ego 1* and Workbook  
Supplementary teacher provided materials.  
**Prerequisites:** None

### **FRENCH 2**

This course is designed to reinforce and progressively improve the four skills necessary for comprehensive communication in French: speaking, listening, reading and writing. More emphasis is placed in vocabulary building and on the reading of authentic documents to enhance cultural awareness. Students are given ample opportunities to communicate in the target language in ways that are relevant to their age and level of interest.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Alter Ego 2* and Workbook  
Supplementary teacher provided materials.  
**Prerequisites:** Grade C or better or/and teacher recommendation.

### **FRENCH 3**

The aims of this course are to review and to consolidate the basic vocabulary and structures acquired in French I and French II, to develop further competence in speaking, reading and writing, and to introduce students to various forms of French and Francophone literature. This course also completes the grammar cycle started in French I and begins to prepare students for the advanced language work in the IB and AP courses. Readings from periodicals and literary texts are used as sources for discussions. At this level, more emphasis is placed on writing.

Evaluation consists of reading checks, analytical essays, compositions, grammar tests, and oral reports on periodicals.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	<i>Alter Ego 3</i>
<b>Readings:</b>	<i>Contes et Legendes du Monde Francophone</i> by Vary & C. Brouillet <i>Le Fantôme de l'Opera</i> by Leroux: <i>Le Petit Prince</i> by Saint-Exupery: Selected Poetry
<b>Prerequisites:</b>	Grade of C or better in French 2 at the High School Level or departmental approval.

### **FRENCH 4**

The aims of this course are to develop proficiency in the French language and to introduce students to representative works of prose, drama and poetry from different periods of French literature. Literary works and periodicals, selected in view of the IB Standard Level Exam, are read and discussed in depth.

Evaluation consists of reading checks, analytical essays, compositions, grammar tests, and oral reports on periodicals.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	<i>Tresors du temps</i> <i>Le Rhinocéros</i> or <i>Anouilh: Le Voyageur sans bagage</i> by Ionesco: <i>Candide</i> by Voltaire: Poetry Selections
<b>Prerequisites:</b>	Grade of B or better in French 3 at the High School Level or departmental approval.

### **AP/IB FRENCH (Standard Level)**

This course focuses on linguistic competence as well as on written and oral comprehension. Its aim is to develop sensibility to French culture. Course content follows the AP/IB syllabi and reflects intellectual interests shared by the students and the teacher (current events, the arts, literature, sports, etc.) A variety of newspaper and magazine articles and literary texts are studied and discussed in depth.

Evaluation consists of reading checks, analytical essays, compositions, grammar tests, and oral presentations and discussions of newspaper and magazine articles related to French culture.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	<i>Une Fois Pour Toutes, Triangle</i> <i>Pierre et Jean</i> by Maupassant

*L'Enfant noir* by Camara Laye  
*La Guerre de Troie n'aura pas lieu* by Giraudoux  
Poetry Selections

**Prerequisites:** Grade of B or better in French 4 at the High School Level or departmental approval.

### **SPANISH 1**

The premise of this course is that language is always interactive. As such, instruction is tailored to provide students with experience performing a variety of language functions in real-life contexts to encourage cultural awareness, and to develop levels of accuracy. In addition, this course recognizes the wide range of cultural and linguistic backgrounds students bring to the classroom as well as the multiplicity of their learning style.

During the first year of Spanish, emphasis is placed on conversation, listening comprehension, and the acquisition of basic grammar and spelling.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Suena 1*, workbook and disc  
Teacher provided supplementary materials  
**Prerequisites:** None

### **SPANISH 2**

The second year of continuing Spanish completes the minimum Foreign Language requirement for graduation and university acceptance in the United States. The communicative/interactive mode started in level 1 continues to progressively demand more oral and written accuracy from students. A wide range of authentic documents are presented to practice reading skills.

During the second year of Spanish more emphasis is placed on exploring the cultural expressions of the Hispanic world.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Suena 2*, workbook and disc; selected readings and teacher-prepared materials  
**Prerequisites:** Grade C or better in Spanish I and/or teacher recommendation

### **SPANISH 3**

This is a fast-paced course designed to develop fluency and to prepare students for the next level: Spanish 4 or IB/AP Spanish.

The objectives are to consolidate grammar and expand vocabulary. Students are introduced to more complex reading and writing structures. Reading includes excerpts from Spanish literature as well as current periodicals. There are frequent audio-visual exercises to develop oral comprehension. The class is strictly taught in the target language, and students are encouraged to actively participate in discussions and presentations.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Suena 3*, various short stories, literary excerpts, magazine articles and selected poems. Amsco Workbook (Three Years)

**Prerequisites:** Only students with teacher recommendations or who are placed in Spanish after an assessment at AOSR.

#### **Spanish 4**

This course precedes the highest level of Spanish offered in High School. The objectives of this level are to expand on all the linguistic and cultural concepts learned in the first three levels of Spanish as well as to offer authentic samples of language production and contexts which will empower students to take the AP/IB class the following year. This course also offers the opportunity to focus on the history and arts of the Spanish-speaking world. This may be the ultimate level of Spanish for students not wishing or unable to take AP/IB Spanish.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** A compilation of selected reading material of various styles and contexts and workbook for grammar practice.  
**Prerequisite:** Only students who have teacher recommendation or who have been assessed for placement in Spanish at AOSR.

#### **AP/IB Spanish**

The content of this course is largely determined by the AP Spanish Language Course Description and by the levels of competency required by the International Baccalaureate Exam. The class is conducted entirely in the target language. Although, in context review of grammar occurs, it is expected that the students achieve mastery of most complex grammar forms and acquire strong skills in speaking, reading, and understanding of Spanish prior to entering class. The curriculum of this course is designed to reinforce and sharpen these skills.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Triangulo*, AP Spanish Preparation Workbook, *Curso de Lectura, conversacion y redaccion* (nivel avanzado)  
Although reading selections may vary on a yearly basis, different literary genres are studied: plays, narrative, and short stories, along with selected poetry, and current periodicals.  
Summer readings are required to prepare students for course.

**Prerequisites:** Grade B or better in Spanish 3 or teacher approval

#### **Chinese 1**

The course aim is to enable the learner to communicate in Chinese for everyday purposes and to lay a solid foundation for further studies of the language. The development of communication skills in listening, speaking, reading and writing will include approximately 200 characters, more than 300 words and phrases from those characters, most of the radicals of Chinese characters, the phonetic units of the language and basic sentence structures.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *New Chinese Practical Reader 1* (textbook and workbook). Supplementary teacher provided materials.  
**Prerequisites:** None

# MATHEMATICS DEPARTMENT

## Philosophy

It is the goal of the mathematics department that all of our students master a college-preparatory math curriculum, build confidence, become lifelong learners, and develop problem solving, communication, logical reasoning, and higher order abstract thinking skills. To reach this goal and to best prepare students for the rigors of collegiate studies and a professional career, the mathematics department plans appropriately challenging lessons designed for student mastery, holds students to high expectations, places students in courses befitting their abilities, work ethics, interests, and prerequisite skills, and employs a variety of technologies.

Consistent with the mathematics department's use of technology, every student should have his own graphing calculator. Although a variety of appropriate graphing calculators are available, the mathematics department strongly encourages each student to acquire a Texas Instruments 84-Plus model.

## Course Descriptions

### ALGEBRA I (First Half):

Algebra I (First Half) and its sequel Algebra I (Second Half) are designed for students who would benefit from mastering the Algebra I curriculum in two years instead of one. Students will master the concepts, skills, and applications of variables, properties of real numbers, and linear equations, inequalities, and functions. Emphasis is placed on developing sound study skills, strengthening basic mathematical skills, problem solving, communication, and application as lifelong learners.

**Credits:** 1  
**Length of Course:** 1 year  
**Text:** *Algebra I, Concepts and Skills, Volume 1.* McDougal Littell, 2001.  
**Prerequisites:** Math 8 (Pre-Algebra) and teacher recommendation.

### ALGEBRA I (Second Half):

Algebra I (Second Half) is the sequel to Algebra I (First Half) and completes the Algebra I curriculum. Students will master the concepts, skills, and applications of systems of linear equations and inequalities, polynomials, factoring, and rational expressions and equations. Emphasis is placed on problem solving, communication, and application as lifelong learners.

**Credits:** 1  
**Length of Course:** 1 year  
**Text:** *Algebra I, Concepts and Skills, Volume 2.* McDougal Littell, 2001.  
**Prerequisites:** Algebra (First Half) and teacher recommendation

### ALGEBRA 1

Algebra I is the foundational course for our college-preparatory curriculum. Students will master the concepts, skills, and applications of the properties of real numbers, proportions, linear expressions, equations, inequalities, and functions, absolute value equations, inequalities, and functions, exponential expressions, polynomial expressions, quadratic equations and functions, radical expressions, and probability. Emphasis is placed on problem solving, communication, and application as lifelong learners.

**Credits:** 1  
**Length of Course:** 1 year

**Text:** *Algebra I* publisher McDougal Littell, 2007  
**Prerequisites:** Math 8 (Pre-Algebra) and teacher recommendation.

## **GEOMETRY**

Geometry involves a thorough study and application of logical reasoning in the Euclidean tradition. Students will master the skills and concepts of parallel and perpendicular lines, congruency, similarity, area, volume, polygons, right triangle trigonometry, circles, construction, and transformations. Formal and informal proofs are a part of the course. Emphasis is placed on problem solving, communication, and application as lifelong learners.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Geometry* publisher McDougall Littell, 2007  
**Prerequisites:** Algebra 1 or Algebra I (Second Half) and teacher recommendation

## **MATH SURVEY**

Math Survey is designed for students who prefer to learn the practical applications of a variety of mathematical fields without engaging in the abstract thinking required in Algebra II or higher level courses. Students will master the concepts, skills, and application of reasoning and logic, sequences, symmetry, counting techniques, probability, and basic statistics. Emphasis is placed on problem solving, communication, and application as lifelong learners.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Mathematics: A Human Endeavor*, 3<sup>rd</sup> edition by W.H. Freeman & Company, 2003  
**Prerequisites:** Algebra 1, Geometry, and teacher recommendation

## **ALGEBRA 2**

Algebra 2 is designed for students who elect to complete a college-preparatory mathematics curriculum and have displayed the ability to understand abstract concepts. Students will master the concepts, skills, and applications of linear, polynomial, radical, rational, exponential, and logarithmic functions and basic trigonometry. Emphasis is placed on reinforcing algebraic skills, problem solving, communication, and application as lifelong learners.

**Credits:** 1  
**Length of Course:** 1 year  
**Text:** *Algebra II* publisher McDougal Littell, 2007  
**Prerequisites:** Algebra 1, Geometry (which can be taken concurrently), and teacher recommendation

## **ALGEBRA 2/TRIGONOMETRY**

Algebra 2/Trigonometry is an intensive course designed for students who have displayed strong mathematical abilities and who are planning to study advanced mathematical concepts through AP, IB, and/or collegiate courses. Students will master the concepts, skills, and applications of linear, polynomial, radical, rational, exponential, and logarithmic functions, trigonometry, and conic sections. Emphasis is placed on problem solving, communication, and application as lifelong learners. This course is required for students who wish to take Pre-Calculus or IB Precalculus HL.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Algebra II* publisher McDougal Littell, 2007  
**Prerequisites:** Algebra 1, Geometry (which can be take concurrently), and teacher recommendation

## **PRECALCULUS**

Precalculus is a comprehensive course designed to prepare students who wish to take college-level calculus courses. This course satisfies the requirements of the first year of the two-year IB Mathematics SL curriculum and the prerequisites of AP Calculus AB. Students will master the skills, concepts, and applications of polynomial, radical, rational, exponential, logarithmic, and trigonometric functions, matrices, sequences, series, basic statistics, vectors, parametric equations, and polar equations. Emphasis is placed on the graphical nature of functions, problem solving, communication, and application as lifelong learners.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Advanced Mathematical Concepts, Precalculus with Application* publisher Glencoe, 2004  
**Prerequisites:** Algebra 2 / Trigonometry and teacher recommendation

## **IB PRECALCULUS HIGH LEVEL**

IB Precalculus HL is an intensive and demanding course designed for students who have displayed exceptional mathematical abilities. This course is the first year of the IB Math High Level curriculum, and it follows the subject guide and guidelines of the IBO. The students will cover five of the seven core parts of the program, including algebraic and transcendental functions, equations, matrices and vectors, and the study of complex numbers. Sequences, series and induction proofs are also studied in this class. After successful completion of this class the students will continue with IB HL mathematics in order to take the IB Math High Level exam.

**Credits:** 1  
**Length of Course:** 1 year  
**Text:** *Mathematics for the International Student, Mathematics HL (Core)* publisher Haese & Harris Publications, 2005.  
**Prerequisites:** Algebra 2 / Trigonometry and teacher recommendation

## **IB MATH STUDIES**

Mathematical Studies is available as a standard level subject for the International Baccalaureate students and may be taken as an elective by students not in the IB program. It is designed for college-bound students who plan on pursuing degrees outside of mathematical or scientific fields. The program consists of the study of seven core topics that include: Sets and Logic; Financial Mathematics; Functions; 3D Geometry; Statistics; Probability; and Introductory differential calculus. Consistent with the IB program, students will write complete a mathematical project and take an IB exam at the end of the school year. Emphasis is placed on problem solving, communication, and application as lifelong learners.

**Credits:** 1  
**Length of Course:** 1 year  
**Text:** *Mathematical Studies* publisher Oxford University Press, 2007  
**Prerequisites:** Algebra 2 or Algebra 2/Trig and teacher recommendation

## AP CALCULUS AB

AP Calculus AB is an intensive collegiate calculus course. Students will master the concepts, skills, and applications of limits, continuity, derivatives, and integrals algebraically, graphically, and verbally. Students will be prepared for and are expected to take the AP Calculus AB exam at the end of the school year and may earn college credit. Emphasis is placed on problem solving, communication, and application as lifelong learners.

**Credits:** 1  
**Length of Course:** 1 year  
**Text:** *Calculus Of A Single Variable*, 8<sup>th</sup> edition publisher D.C Heath, 2006.  
**Prerequisites:** Pre-calculus and teacher recommendation

## IB MATHEMATICS STANDARD LEVEL

IB Mathematics SL completes the two-year IB Standard Level curriculum begun in Precalculus. Students will review and master the seven core concepts of the IB standards. Students are expected to complete two internal assessments (one research and one investigation portfolio) and also an external assessment consisting of two exams (paper 1 and paper 2). Emphasis is placed on problem solving, communication, and application as lifelong learners.

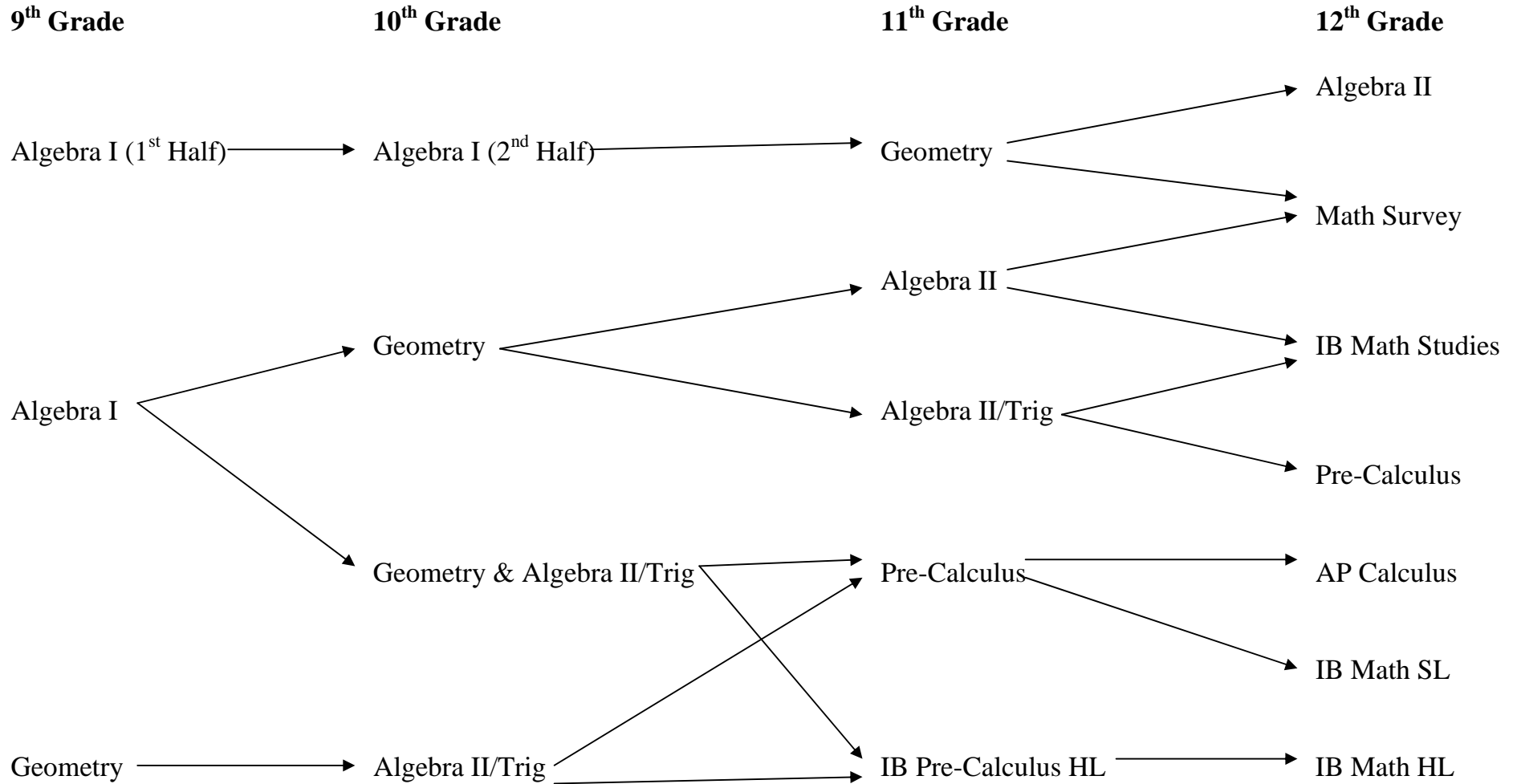
**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Mathematics for the International Student, Mathematics SL (Core)* publisher Haese & Harris Publications, 2005.  
*Calculus Of A Single Variable*, 8<sup>th</sup> edition publisher D.C Heath, 2006.  
**Prerequisites:** Precalculus and teacher recommendation

## IB MATHEMATICS HIGH LEVEL

IB Mathematics HL is the sequel to IB Precalculus HL and completes the two-year IB High Level curriculum. Students will master the remaining two of the seven core parts of the curriculum (calculus and probability and statistics) and the option part of the curriculum. Students are expected to complete two internal assessments (one research and one investigation portfolio) and also an external assessment consisting of three exams (papers 1, 2, and 3) and may earn college credit. Emphasis is placed on problem solving, communication, and application as lifelong learners.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Mathematics for the International Student, Mathematics HL (Core)* publisher Haese & Harris Publications, 2005.  
*Mathematics for the International Student, Mathematics HL (Option)* publisher Haese & Harris Publications, 2005.  
*Calculus Of A Single Variable*, 8<sup>th</sup> edition publisher D.C Heath, 2006.  
**Prerequisites:** IB Precalculus HL and teacher recommendation

**Mathematics Department  
Course Flowchart**



## **PHYSICAL EDUCATION AND HEALTH DEPARTMENT**

### **PHILOSOPHY**

We believe that physical education and health makes a significant and unique contribution to a student's overall education and development. We provide an opportunity in both the physical and emotional realms to develop skills which will help the student throughout his/her lifetime. This course is based on the idea that informed decision making and knowledge about healthy lifestyles will help students in many facets including academics, athletics and life skills. A diverse range of activities including appropriate skill progressions, lead-up games and cooperative learning activities are offered as part of the physical education program. Class participation is the focus of both components and the acceptance of challenges are encouraged.

### **PHYSICAL EDUCATION/HEALTH**

Students will improve upon intermediate level sport-specific skills for individual, dual, and team sports and learn the use of basic offensive and defensive strategies engaging in activities that develop and maintain cardio-respiratory endurance, muscular strength and flexibility. Appropriate standardized physical fitness tests and measurements will be administered.

Throughout the course of the year, students will participate in health classes using a wellness approach. Units of instruction will include local health services, products and information; environmental and external factors affecting health; family and emotional health; sport injury prevention and safety; CPR and First Aid, nutrition and diet; maintaining and promoting personal health; prevention and control of disease; substance use and abuse; and human sexuality.

This course is required for students in grades 9 or 10.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	Printed material provided by instructor
<b>Prerequisites:</b>	None

## **SCIENCE DEPARTMENT**

### **PHILOSOPHY**

Advances in science and technology have produced a rapidly changing world. Students who are preparing to make educated decisions in the new century must be well prepared to apply and understand the implications of modern day science in their everyday lives. The AOSR science department strives to do this by engaging students in the appreciation, enjoyment and quest for a greater understanding of the physical and natural world around them.

Our High School program is based on the following guiding principles:

- To help students recognize and appreciate the applications of science to everyday living.
- To develop scientific, technological, and mathematical literacy in all our students.
- To educate students to use scientific principles and processes appropriately in making personal decisions.
- To help students to experience the richness and excitement of knowing about and understanding the natural world.

- To teach students how to engage intelligently in public discourse and debate about matters of scientific and technological concern.

### **ENVIRONMENTAL SCIENCE**

Integrated Science is the study of the components of our surroundings, both living and non living, and the interactions of these components. The course integrates the disciplines of chemistry, environmental science, biology, and physics. Topics covered may include basic chemistry, ecology, environmental issues, air, water, soil, geology, and our relationships as humans to the components of this environment. In addition, additional topics on anatomy and physiology will also be studied. Students will develop skills in observation and in objective analysis, in scientific inquiry, and in oral and written communication.

**Credits:** 1  
**Length of Course:** 1 year  
**Text:** *Basic Chemistry* by Globe Fearon, 1999  
*Environmental Science* by Karen Arms, 1996  
**Prerequisites:** None

### **BIOLOGY 1**

Biology is the study of life. Over two semesters students will explore many topics about the living condition. During the first semester focus will be on characteristics of life, biochemistry, cells, photosynthesis, cellular respiration and cell division. Second semester will focus on DNA, heredity, genetics, biotechnology, evolution and ecology. Throughout the year students will develop science inquiry and lab writing skills as they identify research questions, form hypotheses, plan controlled experiments, and form conclusions from data. They will demonstrate their knowledge and comprehension through a variety of methods including tests, quizzes, lab write-ups and research projects.

**Credits:** 1  
**Length of Course:** 1 year  
**Text:** *Biology* by Miller and Levine, Prentice Hall, 2008  
**Prerequisites:** None

### **BIOLOGY 2**

As the first year of the two-year IB and AP Biology curriculum, Biology II explores the topics of anatomy and physiology in both plants and mammals as well as animal behavior. Beginning with a foundation of tissue organizations students will learn about the physiology of the body's various systems with an emphasis on the themes of structure and function, and homeostasis and regulation. Both AP and IB students will learn experimental skills, how to conduct meaningful lab investigations and communicate findings in formal lab write-ups. IB students will also take part in a major science project, the Group 4 project, working with students from other science disciplines in a broad-based student-led investigation. This project allows the development of experimental skills together with the ability to collaborate and communicate within a multi-disciplinary team. Assessment includes tests, essays, research projects, presentations and lab reports.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Biology* by Campbell (7th edition)  
**Prerequisites:** **Successful** completion of Biology 1, Chemistry and Algebra 1

### **AP/IB BIOLOGY**

This course meets the objectives of general biology courses on the college level. The objectives include studying the characteristics, unity, and diversity of living things; the concept of evolution as an explanation of unity and diversity; the nature of science as a human enterprise; collection, analysis and interpretation of data; and the application of biological concepts to new situations including those involving man, society and populations. The aim of the course is to develop an understanding of the vast and often confusing array of biological knowledge and to put this new knowledge into a framework that can be understood. Several unifying themes serve as a conceptual framework for the science course and provide a rationale for the sequence of topics in the curriculum.

Major themes in the course are:

1. Biological Organization
2. Emergent Properties
3. Cellular Basis of Life
4. Structure and Function
5. Unity in Diversity
6. Evolution and Change
7. The Environment

This course provides a wide range of experiences that help students develop and apply thinking process skills.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** Biology by Campbell (7<sup>th</sup> edition)  
**Prerequisites:** Biology 2 (first year IB –Biology) and Chemistry.

### **CHEMISTRY**

Chemistry is the study of the composition and properties of matter. It provides a fundamental building block for the further study in the sciences. In this course the following major concepts are studied: atomic structure, periodic law, bonding, chemical reactions, kinetic theory, the gas laws, stoichiometry, thermochemistry, solutions, acids and bases. Students will explore these topics through experimentation, reading, class discussion and project work. This is a required course for AP/IB chemistry.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Chemistry: The Study of Matter* publisher Prentice-Hall, 2005  
*Chemistry* by Wilbraham, Staley, Matta and Waterman, 2005  
**Prerequisites:** Successful completion of Algebra I.

### **AP or IB CHEMISTRY**

These are *university level* chemistry courses that provide students with a qualitative and quantitative program of study of the following topics: atomic theory, periodic systems, chemical bonding, states of matter, chemical energetics, chemical kinetics, chemical equilibrium, and oxidation/reduction and carbon chemistry. Students will explore these topics through class discussion, reading and practical laboratory work. Upon completion of the AP or IB course, they will be expected to take the Advanced Placement or IB Chemistry exam.

Students can earn college credits by successfully passing Advanced Placement or IB examinations.

**Credits:** 1  
**Length of Course:** 1 year

**Texts:** *Chemistry* by Zumdahl, Houghton-Mifflin, 2000.  
**Prerequisites:** Chemistry, Algebra 2, and/or recommendation by teacher

### CONCEPTUAL PHYSICS

The focus of the Conceptual Physics course is on exploration of the topics of physics from a conceptual framework, with minimal mathematical rigor. Emphasis is placed on thinking about the ideas of physics and applying those ideas. Learning activities include laboratory work and projects.

**Credits:** 1  
**Length of Course:** 1 year  
**Text:** *Conceptual Physics* by Paul G. Hewitt. Prentice Hall, 2006  
**Prerequisites:** None

### PHYSICS

This is a one-year introduction to physics, the most fundamental and broad of the natural sciences. The field of investigation ranges from the study of the behavior of objects in everyday experience to the behavior of the interiors of stars and atoms. The topics covered will include: laws of motion and energy, wave phenomena, electricity and magnetism, and modern physics. Although physics is a quantitative science and mathematics will be used throughout the course, the emphasis will be on conceptual understanding, the development of problems solving skills, and the improvement of communication skills and the ability to analyze information. The impact of science and technology on society and significant historical events will also be considered.

This course is required before taking AP or IB Physics.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Physics: Principles and Problems* publisher Glencoe, 2005  
**Prerequisites:** Completion of Algebra 1 and Geometry with a grade of C or better.  
Completion of or concurrent enrollment in Algebra 2.

### AP/IB PHYSICS

IB/AP Physics relies upon the application of algebra and geometry to solve scientific problems. The course offers many conceptual challenges because students have intuitive ideas about the world of energy that surrounds them supported by the direct evidence of their own experiences. Laboratory experiences require new skills to manipulate equipment. This is a university level physics course going beyond regular physics to cover topics on fluids, thermodynamics, and atomic physics, which are not covered in depth during regular physics. Students take the AP or IB examinations to receive college credits and the IB diploma.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Physics* by Giancoli, Prentice-Hall, 2008  
**Prerequisites:** Completion of Physics, and Algebra 2 with grade of C or better  
**Recommendations:** Students must have a scientific graphing calculator and must maintain a scientific notebook. A working understanding of algebra and a knowledge of basic trigonometric functions (sin, cos, tan) will be assumed.

## **SOCIAL STUDIES DEPARTMENT**

### **PHILOSOPHY**

The Social Studies Department shares the school's belief that the student is heir to the past, and that without knowledge of the past, he cannot shape his future. Since the total knowledge that humanity possesses doubles every ten years, the challenge for students is to be able to integrate new information into a solid cultural base. A solid historical background provides a foundation on which to approach new discoveries and developments. The school also plays an important role in the formation of mature and responsible citizens in democratic countries, and we believe they should be provided with the intellectual tools that allow them to understand the continuous changes they will face.

The Social Studies Department offers a wide range of courses based on the American curriculum while maintaining a commitment to our European setting. The department also provides preparation for Advanced Placement and International Baccalaureate exams.

Our teaching strategies vary with the goals that are set for each course. In the advanced courses, designed as challenging experiences for talented students, the stress is placed on the development of a capacity for autonomous, self-disciplined work, as well as acquisition of specific knowledge and skills necessary to perform well on external exams and a successful university experience. The use of both primary and secondary sources, the development of research techniques, of critical thinking, and a consistent emphasis on expository writing are essential elements of these courses.

In the introductory courses, a greater emphasis is placed on the appreciation of the past through the experimental approach, which includes taking advantage of the location of the school through field trips, art projects done in class (i.e. making Egyptian mummies, Greek pottery and Roman mosaics), oral reports, mind mapping and group work which not only teaches students how to cooperate but helps them become integrated into the total learning community.

### **THEORY OF KNOWLEDGE (TOK)**

Theory of Knowledge is one of the key elements in the International Baccalaureate Program. The course seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives. An introduction to the basic elements of thought and understanding is followed by a more detailed investigation of the relationship between language and thought, and a study of logic (deduction and induction). Four main systems of knowledge are analyzed in depth: mathematics, the natural sciences, the human sciences and history. Value judgments including moral, political and aesthetic judgments are studied in relationship to the other topics. To conclude the course, the relationship between knowledge and truth is investigated.

<b>Credits:</b>	.5 per semester
<b>Length of Course:</b>	2 semesters (first semester senior and 2 <sup>nd</sup> semester junior years)
<b>Texts:</b>	<i>A History of Western Philosophy</i> by Russell <i>Ways of Knowing – An introduction to TOK</i> by Michael Wodman
<b>Prerequisites:</b>	None

### **UNITED STATES HISTORY**

In United States history, students will learn to read, write, and think like historians. Using their texts and supplemental readings, they 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 perfecting their historical writing.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *The Americans* publisher McDougal Little, 2000  
**Prerequisites:** None

### AP UNITED STATES HISTORY

Students will develop college-level history skills in their study of the United States from the colonial period to the present. Frequent preparation of five paragraph essays and position papers as well as participation in formal presentations and seminars will prepare them for a good performance on the Advanced Placement exam. Students will regularly go beyond their textbook to conduct outside research with emphasis on primary source materials and historiography. In the end, students will be ready for an upper-level college course in United States history.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *A People and a Nation* by Norton, Houghton-Mifflin, 2001  
*The American Spirit* publisher Houghton-Mifflin, 2002, Source book.  
**Prerequisites:** Teacher recommendation-mainly for juniors and seniors, but outstanding sophomores might be considered.

### AP COMPARATIVE GOVERNMENT AND POLITICS

This 36 week course will challenge students to compare and contrast the governments of six countries and to approach this study thematically. Additionally, in order to gain some insight into what lies ahead, students will examine newly developing extra-national models of governance and influence – the for-profit, transnational economic model, not-for-profit consortia, and non-state ideologically models.

We'll begin the course with a five week introduction, followed by seven-eight week blocks for each of the three pairs of countries, listed below. We'll also spend four weeks studying globalization and the advent and implications of transnational and non-state influences. We'll reserve four weeks at the end of the course for AP exam preparation.

In each of these units we'll be constantly returning to and re-examining the fundamental precepts of the course: the nature of sovereignty, authority, and power; the interplay of politics and economics; the development and disintegration of states; the place and roles of citizens in government and society, and the cleavages that divide them.

A short survey of each nation's history will allow us to trace the development of their individual political institutions and assess the changing patterns of each country's governance, economics and society. By the end of the course, students will have a clear idea of how these six countries have developed politically in order to have arrived at 2008.

We'll rely on our text as a starting point, but will venture often onto the Internet for current articles, scholarly journals, and for primary documents.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** *Comparative Politics* by Hauss, publisher Thomson Wadsworth, 2006  
*American Government* publisher Houghton-Mifflin, 1998  
**Prerequisites:** Teacher recommendation-mainly for juniors and seniors, but outstanding sophomores might be considered.

## ANCIENT HISTORY

This course is taught chronologically from prehistoric man to the Age of the Renaissance including a focus on historiography. Students must present oral classroom reports and write several research papers using expository writing and projects. An interdisciplinary approach is used which strengthens the appreciation of ancient cultures through classroom art projects and field trips. Ancient History classes take field trips including one to the center of Rome and one to study the Etruscan Tombs in Cerveteri. Class discussion and analytical thinking is encouraged. Students develop skills for analyzing primary documents. Students present their knowledge in oral, written and visual formats often using computer technology.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	<i>World History</i> by Krieger, Neill and Reynolds, McDougal-Littell, 1997 <i>Ancient World History</i> by Beck, Black, et al, McDougall-Littell, 2007
<b>Prerequisites:</b>	None

## EUROPEAN HISTORY

This course is concerned with the main historical themes from the end of the Middle Ages to our times: it shows the developments of the European political scene from a bipolar (Church – Empire) structure, through the present-day Europe of nation-states in preparation for a united Community fast approaching.

A brief review of the classical and feudal worlds is followed by a fuller treatment of the Renaissance and the Reformation, the growth of modern and absolutist nation-states, the Scientific and Economic Revolutions of the 17<sup>th</sup> and 18<sup>th</sup> centuries, the Enlightenment and the French Revolution, 19<sup>th</sup> century Nationalism and Imperialism, and an intensive study of 20<sup>th</sup> century war, peace and political and ideological upheaval. The most recent changes in the overall political situation are also studied.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	<i>Modern World History</i> by Beck, Black et.al, McDougal-Littell, 2007 <i>World History</i> by Krieger, Neill and Reynolds, McDougal-Littell, 1997
<b>Prerequisites:</b>	Successful completion of Ancient History or instructor approval

## AP EUROPEAN HISTORY

This course is designed to prepare students for a university experience in the humanities while it also prepares them to perform successfully on the AP examination. The course follows an ambitious chronological syllabus which traces modern Europe from the Renaissance to the present, stressing on in-depth study of the following topics: Renaissance, Reformation, Emergence of Nation-states, Absolutism, English Revolution, Scientific Revolution, Enlightenment, French Revolution, Industrial Revolution, Romanticism, German Unification, Italian Risorgimento, Colonialism, Socialism and Fascism, Russian Revolution, Nazism, World War II, the post-war world.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	<i>A History of Modern Europe</i> publisher Peacock.
<b>Prerequisites:</b>	Successful completion of Ancient and/or European History and/or instructor approval.

## **IB WORLD HISTORY**

This advanced history course prepares Standard Level and Higher Level (in conjunction with AP European History) students for the IB exam. Twentieth century history is approached thematically. The principal themes studied are single-party states, the causes, practice and effects of wars and the Cold War. Students are expected to read critically, develop historiographical understanding and write analytically.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	<i>The 20<sup>th</sup> Century World</i> by Keylor <i>World History</i> by Krieger, Neill and Janetzen, D.C. Heath <i>MAD: Profiles in Power</i> by Breslin, 1998 <i>We Now Know: Rethinking Cold War History</i> by Gaddis, 1997
<b>Prerequisites:</b>	Successful completion of Ancient History and European History. IB diploma/certificate candidates must have completed AP European History

## **MODEL UNITED NATIONS**

This course places emphasis on understanding the internal functioning of the UN and the contemporary issues it faces. Students are prepared for participating in the students' Model United Nations conference held in The Hague every January. Students with a grade of C or better may be invited to attend this conference. The registration fees and travel expenses are the students' responsibility and should be taken into consideration when registering for this course.

Students in this course will develop a basic understanding of world political and physical geography. Students research the political, sociological and economical system of the assigned country. Students analyze and evaluate current affairs on a weekly basis. Students will understand the fundamental organization of the United Nations. Students will learn and apply the rules and techniques of parliamentary procedure. Students will create and defend resolutions pertaining to specific subjects on the model United Nations' agenda.

<b>Credits:</b>	.5
<b>Length of Course:</b>	1 semester (First Semester)
<b>Texts:</b>	Printed material provided by instructor
<b>Prerequisites:</b>	Successful completion of European History and/or US History and instructor approval

## **ECONOMICS**

This course introduces both macroeconomics and microeconomics. The class encourages students to relate the economic concepts to current events and therefore articles from newspapers and magazines are used extensively.

<b>Credits:</b>	.5
<b>Length of Course:</b>	1 semester (Second Semester)
<b>Texts:</b>	<i>Economics, Principles and Practices</i> by Clayton, 2003 and handouts provided by instructor
<b>Prerequisites:</b>	Students must have departmental approval and have taken European History.

## HISTORY OF PHILOSOPHY

This course is conceived as an introduction to the study of philosophy. It will discuss the fundamental questions that people have asked since the beginning of time: What exists? What is it to be a human being? What can we know? What is right and what is wrong?

The first weeks are devoted to a definition of philosophical enquiry and to an overview of the major contributions to the development of western thought: the pre-Socratics, Socrates, Plato, Aristotle, the Epicureans and the Stoics, Augustine, Thomas Aquinas, Machiavelli, Hobbes, Descartes, Spinoza, Leibniz, Locke, Rousseau, Kant, Hegel, Schopenhauer, Nietzsche, Marx, and Dewey.

The second part of the course will consist in the exploration of one or more basic philosophical themes to be chosen among the following: Political Philosophy, Knowledge, Philosophy of Culture, Aesthetics, Philosophy of Religion, and Ethics.

The emphasis of this course is very much on doing philosophy, which requires intellectual rigor, an open and critical mind, and willingness to attempt to understand alternative views. The greatest challenge for the students will be to become aware of their own biases as well as those of others.

<b>Credits:</b>	.5
<b>Length of Course:</b>	1 semester (Second Semester)
<b>Texts:</b>	<i>A History of Western Philosophy</i> by Bertrand Russell, Touchstone.
<b>Prerequisites:</b>	Students in grades 11 and 12. Must have departmental approval.

## ART HISTORY

This course is a study of stylistic development in the fields of painting, architecture, and sculpture from ancient to modern time. Sites and works of art in and around Rome form an important part of the course and the class will visit some of them in regularly scheduled field trips. The approach to the material is both analytical and historical. Students learn the rigorous stylistic analysis of individual works with regard to formal and compositional elements as well as the connection of artists' styles and interpretations to specific historical periods, events, and attitudes.

Qualified students are encouraged to take the Advanced Placement Art History Exam at the end of the year since the course curriculum coincides with that of the exam.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	<i>History of Art</i> by Janson
<b>Prerequisites:</b>	Successful completion of Ancient History and European History

## PSYCHOLOGY/AP PSYCHOLOGY

This course is designed to prepare students for a university experience in psychology. With additional independent study students are prepared for the Advanced Placement examination. The course emphasis is on the following topics: biopsychology, sensation and perception (vision, hearing and the other senses), psychological development (nature-nurture controversy, maturation, cognitive, social and emotional development), learning and the cognitive processes (memory systems, deductive and inductive reasoning, problem solving, forgetting). Other important aspects include motivation and emotion (functions and different theories), personality and individual differences, social psychology (roles, rules and norms), and psychopathology and the different psychotherapies.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year

**Texts:** *Psychology* by Weber, Zimbardo and Johnson, IV Edition, Allyn and Bacon-Longman, 2003

**Prerequisites:** Biology

### ANTHROPOLOGY

Anthropology is the study of humankind – of ancient and modern people and their ways of living. Different branches of anthropology focus on different aspects of the human experience.

Cultural anthropology in its broadest sense is a continuation of the intellectual impulse of observant travelers and writers of natural histories since the Renaissance to describe the world as it appears to be. Cultural anthropology proceeds by the relativist postulate that each culture must be understood *sui generis*.

The evolution of humankind's biological characteristics and our place in the animal kingdom are first investigated, as well as the origin and significance of contemporary "racial" differences. Culture, language, production and reproduction are then studied in detail.

The last section of the course covers economic and domestic organizations, kinship, law and the origin of the state, as well as religion and art.

**Credits:** .5

**Length of Course:** One semester (First semester)

**Texts:** *Culture, People, Nature, An introduction to general anthropology* by Marvin Harris, Longman, 1997, seventh edition.

**Prerequisites:** Juniors or seniors

### SOCIOLOGY

Sociology is most appropriately defined as the scientific study of social structure and processes in modern, developed societies. What distinguishes sociology from the other social sciences is the focus on entire societies and their subdivisions, not individuals. This does not imply a lack of interest in individuals, but the object of study is what persists despite turnover of personnel.

This introductory course will survey the major fields of sociology, with special emphasis on its basic vocabulary. The cultural and psychological bases of social behavior are first investigated, followed by a general introduction to groups and formal organizations.

Formal organizations, such as family, education, religion and political and economic institutions are studied in detail.

Deviance, stratification or inequality, whether it be based on class and occupation, race, ethnic group, or gender, or the intersection of all of these), social mobility, urban social structures and collective action are the major subjects of the last section of the course.

**Credits:** .5

**Length of Course** 1 semester

**Texts:** *Sociology* by Jon M. Shepard, Wadsworth, 2001 Eighth edition

**Prerequisites:** Juniors and seniors

### WORLD RELIGIONS

This course is conceived as an introduction to the study of religion, an experience common to all human societies, characterized by the belief in supernatural beings and by the practices aimed at establishing a relationship with these forces. The approaches to the study of religious beliefs will be

essentially the historical, the anthropological, and the sociological perspectives. The goal of the class is to help the students develop both an understanding of the roots of different religious traditions and a tolerance with regard to faiths other than one's own.

The first weeks of the class will be devoted to the comprehension of the terminology of religion and a general overview of the anthropological and sociological knowledge about the field. The second part of the course will be dedicated to the study of the history and fundamental beliefs of the three main monotheistic religions, namely Judaism, Christianity, and Islam. The third part of the course will be used to read primary and secondary sources and use them as the basis for class discussions aimed at increasing the students' awareness of the complexity of religious experience.

**Credits:** .5  
**Length of Course:** 1 semester (Second semester)  
**Texts:** *The World Religions Reader* (2<sup>nd</sup> ed.) by Gwilym Beckerlegge, 2001  
*The Great Religions By Which Men Live* by Routledge, Floyd Ross & Tynett Hills, Fawcett.  
**Prerequisite:** Junior or senior

## RESOURCE

Students in Resource class work individually and in small groups to improve reading comprehension, writing skills, and basic math skills. In addition, organizational skills, learning strategies, and problem solving skills are taught as indicated. This is a general support class and students must qualify for the program by going through a referral process.

**Credits:** 1  
**Length of Course:** 1 year  
**Texts:** Materials provided by instructor and student texts  
**Prerequisites:** Eligibility determined by referral process

## COMMUNITY SERVICE

The primary goal of the Community Service program at AOSR is to provide guided opportunities for young people to take part in meaningful community service in areas such as the environment, health and education. The aim is to teach students independent thinking, ways of assuming responsibility, decision making skills and to enrich students' life experiences through hands on approach. Students also gain pre-employment experience as they are introduced to the world of work. Additionally, it is the intention of this program to promote cultural awareness amongst our diverse student body through social interaction and reaching out to help others, all of which contributes to the overall education and well being of today's young citizens of the world.

Students will meet on a regular basis with the Community Service Coordinator to review progress, discuss problems or concerns, and attend small group discussions to share experiences.

**Credits:** .5 credits for minimum of 60 hours of service  
**Length of Course:** 1 or 2 semesters  
**Text:** Printed material provided by instructor  
**Prerequisites:** Must be enrolled in grade 10 or above

## **YEARBOOK**

Students will learn technical aspects of organizing, designing and assembling AOSR's yearbook, Tabularium. Organizational and leadership qualities are required for participating students. Although the class meets after school, students are awarded one credit for participation in this class.

<b>Credits:</b>	1
<b>Length of Course:</b>	1 year
<b>Texts:</b>	None
<b>Prerequisites:</b>	Instructor approval
<b>Recommendations:</b>	Any background in photography, word processing, journalism, graphic design or art is helpful.