

The American | School of
Madrid



COLEGIO AMERICANO DE MADRID

Upper School

PROGRAM OF STUDIES

Course Descriptions

2007-2008

2007-2008
Program of Studies

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DIRECTOR'S MESSAGE

Dear ASM Student,

The American School of Madrid's Program of Studies booklet constitutes an essential tool to assist you in shaping your 2007-2008 academic program. This booklet contains descriptions of subjects offered in Grades 9 –12 along with prerequisites and credit values. It should be used when planning your program of studies. In addition you will find useful information about preparation for college admissions, the International Baccalaureate Program, and graduation requirements.

This booklet can help you plan an appropriate program of study effectively and it can help answer these important questions:

- Am I choosing courses that are appropriate for my abilities, interests, and vocational intentions?
- Am I taking advantage of all the scholastic and fine arts opportunities offered at ASM?
- Am I choosing courses that will fulfill the requirements for graduation?
- Am I choosing courses that will allow me to qualify for admission to the college of my choice?
- Have I taken into consideration my activities and out of school responsibilities?

The courses and program you choose are not only critical to whether or not your experience next year will be rewarding, challenging, and enjoyable, but it also affects your future. Whether or not you plan to attend college or other post-secondary educational opportunities, high school is the time to explore new areas and experiences. This is the time when many students begin to develop talents or interests and learn new skills that they will continue to use and develop for the rest of their lives. I hope you will take advantage of the varied and diverse offerings and programs that are available at ASM.

Selection of Courses

Each student's course selections, based upon the recommendations of his/her teachers, will be reviewed and approved by parents, guidance counselor or IB coordinator to ensure that the courses selected are appropriate and meet both personal and program criteria. Careful initial selection of courses by students and parents is very important, as many times it is extremely difficult to change or rearrange individual programs after the master schedule is set. We encourage all of our students to select a balanced program of core and elective courses. While the minimum core graduation requirements as listed in the Program of Studies must be met over the four years in high school, students have many opportunities to choose from an extensive elective program in the areas of: Computers, Fine and Performing Arts, Foreign Languages, Mathematics, Science, and Social Studies.

If you have any questions or concerns regarding any of our programs and procedures, please do not hesitate to contact our Guidance Department, the IB Coordinator, or the Director's office.

Best regards,

Joanne Reykdal
Upper School Director

ADMISSIONS

Applications for admission are accepted throughout the year. The admission packet and general information can be obtained from the Admissions Office located in the main reception area of the Upper School. Admission is conditional upon review of three years of student school records, teacher recommendations, English language proficiency and space availability. Individual determinations are made by an admissions committee.

All students who are not native English speakers must be tested for English proficiency to a standard not less than two grades below the grade level for which they have applied. Applicants may either make an appointment to sit the test at ASM or, if this is not convenient, at an institution offering recognized English language proficiency testing. If the latter alternative is chosen, ASM should be consulted prior to testing to ensure that it satisfies our requirements. Applicants are reminded of the following important points with regard to admissions:

- All applicants must submit complete school records for the past three years. If the records are not in English, an official translation in English must be provided.
- A student may not transfer from another school into the 12th grade once the school year has begun.
- A student must be less than 21 years of age on the day of graduation.
- Agreement to the ASM Tobacco, Drug and Alcohol Policy, signed by both the student and a parent or guardian, will be required. This policy aims to foster a safe environment for students by means of proactive, preventive measures.
- Students who speak English as their second language may be admitted to the English as a Second Language (ESL) program depending on space availability and the results of their English proficiency test.
- Students enrolled in ASM must reside with their parents or a legal guardian. If parents are absent from home for a short period of time, an adult guardian must take responsibility for their welfare. Parents should submit written notice of such temporary guardianship to the Principal's office.

Any question regarding this information or any other aspect of ASM's admissions procedure should be directed to the Admissions Office by telephone: ; facsimile: or e-mail:

GRADUATION REQUIREMENTS

The following is a list of the *minimum* required credits for graduation from The American School of Madrid in 2008 and 2009:

English	4 Credits
Social Studies	3 Credits
Mathematics	3 Credits
Science	3 Credits
Foreign Language	2 Credits *
Physical Education/Health	2 Credits**
Computer Technology	.5 Credits
Electives	4 Credits ***

Total **21.5 Credits**

*Two consecutive years minimum in a modern foreign language.

**Refer to the handbook for specific transfer waiver regarding PE credits.

*** Any course taken beyond the number of units required in a given subject area is regarded as an elective in that subject area.

The following is a list of the minimum requirements for graduation from the American School of Madrid from 2010 onward:

English	4 Credits
Social Studies	3 Credits
Mathematics	3 Credits
Science	3 Credits
Foreign Language	2 Credits *
Physical Education/Health	2 Credits
Visual or Performing Art	1 Credit
Computer Technology	.5 Credits
Electives	6 Credits **

Total **24.5 Credits**

*Two consecutive years minimum are required in a modern foreign language. All students must take Spanish through grade 11.

** 6 credits of electives (One of these elective credits must be from the following list: mathematics, social studies or science.)

PREPARATION FOR COLLEGE ADMISSION

Applicants for colleges qualify for admission by a combination of the following (qualifications will vary depending upon countries to which a student applies): scholastic record, including degree of academic challenge, grades earned; standardized test and entrance examination scores; IB predicted scores; involvement in activities; and letter(s) of reference. Most colleges require the applicant to take the Scholastic Aptitude Test (SAT Reasoning Test) given by the College Entrance Examination Board while some colleges prefer the American College Testing Assessment (ACT). Many require up to three of the subject level tests (SAT Subject Tests). *Students and parents should consult college catalogues for specific information concerning admission requirements. Plans should be made as early as possible in the high school program so that everyone concerned will be aware of all necessary requirements for admission.* Without discounting the importance of such factors as character, personality, and civic responsibility, colleges place great emphasis upon intellectual eagerness, initiative, academic competence, maturity, and readiness to take advantage of opportunities on a college campus. Since admission to college is frequently competitive, students must expect to do intensive work throughout their high school preparation. North American colleges require a copy of the student's academic record (transcript) for the four years from grade 9 - 12, and that subjects of each year are the foundations for succeeding years. The academic record earned through the junior year will be crucial to those to those applying to colleges early in the senior year. An organized program of high school preparation for college admission should include:

1. Four years of English.
2. At least two years of a Foreign Language. (Three years of foreign language are required for graduation, but only two of one language are required. Many of the more selective schools will strongly suggest three or even four years of one foreign language.)
3. At least three years of Mathematics. (Four years are recommended by many institutions, particularly engineering schools.)
4. At least three years of Science. (Three years of a laboratory science are required by the more competitive institutions.)
5. At least three years of Social Studies.

Liberal Arts colleges often prefer that elective units include a third or fourth year of Foreign Language. Courses in Fine or Performing Arts are also expected.

Engineering colleges require a fourth year of mathematics and physics and some colleges recommend a course in technical drawing. Students who wish to study engineering in the UK or other parts of Europe should plan to take IB higher level math and physics.

Fine Arts students interested in pursuing a career in art should enroll in advanced art courses (IB) leading to the preparation of a portfolio during the senior year. Students applying to music programs should expect to submit an audition tape with their college applications.

All students and parents are encouraged to work with the Upper School Guidance Counselor in order to structure the most appropriate academic plan for the student's abilities and interests. While college planning at ASM begins officially in grade 11, students in grades 9 and 10 are encouraged to meet with the counselor to begin planning ahead.

STUDENT SELECTION OF COURSES

1. Based on teacher recommendation and student interest, the counselor will help students make appropriate choices on the *Registration for Courses* sheet. A student may not register for any particular course without recommendation from his/her teacher.
2. Students will take the completed *Registration for Courses* sheet home for parent review and signature. All registration sheets need to be returned to the appropriate counselor within three (3) days of registration.
3. Students planning to return to ASM next year will be tentatively scheduled before the end of this school year, and may receive a tentative schedule before leaving for the summer.
4. New students will be scheduled in August.
5. Any changes in classes must be made *within the first 10 days* following the beginning of classes.
6. Students should take time commitments outside of school into account as they plan their schedules for next year.
7. Prerequisites, which accompany some courses, are intended to aid in course selection. Prerequisites are guidelines which make the student aware of the background which is needed to properly understand the concepts and their applications as presented in the course. Where prerequisites are not met, the course may be selected only with the permission of the appropriate teacher and guidance counselor.
8. The school reserves the right to add or delete courses according the student demand and staff availability.

PLEASE NOTE: ANY WITHDRAWALS FROM A CLASS AFTER FIVE (5) WEEKS FROM THE BEGINNING OF THE CLASS WILL RESULT IN A WITHDRAW/PASS (WP) OR WITHDRAW/FAIL (WF) GRADE AND LOSS OF CREDIT FOR THAT CLASS.

Each student at the American School of Madrid must carry of full course load (minimum six) each semester, with most students carry seven courses.

In some cases, a student may elect to audit a course (without credit). However, this may be done only with the permission of the director, 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 credit.

While planning your courses, remember that:

1. Although you may be very interested in a particular field at the moment, you could change your mind. Therefore, be sure to explore a variety of options in the curriculum.
2. 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.

3. 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 though her/his present career goals may not be in one of these areas.
4. Social Studies and History electives should be considered by 11th and 12th grade students as a means of gaining information in a number of content areas that may be encountered in college.
5. Fine and Performing Arts are important as a means of developing transferable skills. Therefore, our arts program should be explored. Keep in mind that many colleges and universities will have a fine and performing arts requirement.

INTERNATIONAL BACCALAUREATE Since 1993, ASM has offered students the opportunity to participate in the International Baccalaureate (IB) program, leading to the full IB diploma or individual certificates. The IB organization describes its program as a comprehensive and rigorous two-year curriculum for students between sixteen and nineteen years of age. Based on the pattern of no single country, it is a deliberate compromise between the specialization required in some national systems and the breadth preferred in others. The general objectives of the IB program are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through shared academic experience.

Course work

The IB curriculum consists of six subject groups:

- Group 1 - First Language (literature focus)
- Group 2 – Second Language (language focus)
- Group 3 - Individuals and Societies
- Group 4 - Experimental Sciences
- Group 5- Mathematics
- Group 6 - Electives

All IB Diploma candidates are required to take one subject from each of the groups. At least three and not more than four are taken at the Higher level (HL), while the others are taken at the Standard level (SL). Each subject is marked on a scale of 1 (minimum) to 7 (maximum). The award of the Diploma requires a minimum total of 24 points with no failing conditions, or 28 points with only one failing condition. In addition, the student must satisfactorily complete the Extended Essay requirement, a course entitled Theory of Knowledge (TOK), and participate in Creativity-Action-Service (CAS).

Goal

The goal of the IB program is to provide a strong, balanced internationally oriented preparation in the humanities, sciences, mathematics, and languages that will prepare students to succeed in college and to function in a global society.

Who Should Do the IB Diploma

There are two groups of students, to some extent overlapping each other, who should undertake the IB Diploma: a student who needs it for entrance to the university of his/her choice, and any student, both academically able and academically motivated, who wants to undertake a challenging course of study.

A student does not need to have done outstanding work to consider beginning the Diploma. The student must, however, be willing to work hard and be able to organize his/her time effectively. Typically, an IB student has achieved at least a 3.0 grade-point average before entering the program.

A student who is considering the program should speak to his/her teachers and the IB Coordinator regarding any questions about the appropriateness of the program for the student. A student who chooses not to undertake the IB Diploma is encouraged to take IB certificates in subjects for which the student qualifies.

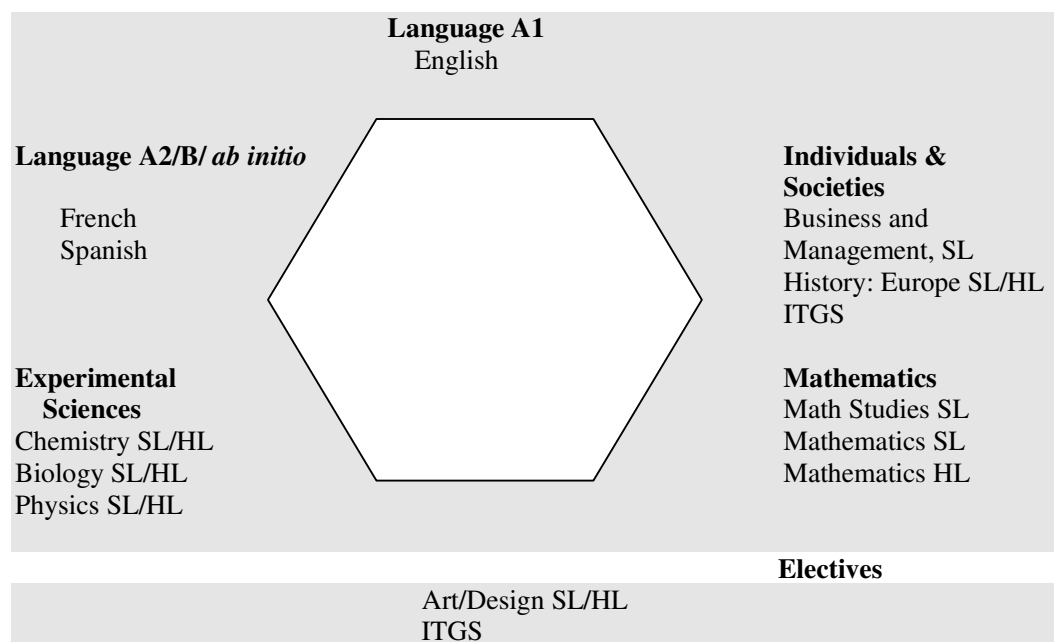
Recognition

Students have found that an IB Diploma provides an excellent background for further studies. University policies vary; some countries use the IB results for admissions requirements while others grant credit or advanced standing.

Universities in more than 65 countries worldwide recognize the IB Diploma. Students and parents are encouraged to consult IB publications concerning recognition policies and to consult university admission offices directly. This is particularly important for UK university applications. Students should verify that their IB program will be acceptable and should know the minimum number of points required for admission.

IB Courses offered at ASM

Every Diploma candidate must take one course from each of Group 1-5, and must satisfy the Group 6 requirement. Exceptions apply to students planning post-secondary study in engineering or medicine. The following listing is intended to explain ASM's offerings in each group, and can be used as a reference by potential Diploma candidates and by students intending to take certificates. All students (certificate as well as Diploma) should consult teachers, Department Heads, the IB Coordinator, and the Counselor before making any final choices. Course choices, and even choices between the Subsidiary and Higher levels of a course, can in some cases determine where, and in what subject areas, a student will be able to pursue further education.



Additional Requirements

Creativity-Action-Service (CAS) is an integral part of the IB Diploma. The IB Organization views it as acknowledgement that important educational experiences also take place outside the classroom. The willingness to serve the community is seen as an important complement to the intellectual development of the student.

The CAS program at ASM continues throughout the Diploma years. An element in all three areas (creativity, action, and service) is required each year. Each student develops a program in consultation with the CAS coordinator.

Theory of Knowledge (TOK) is a required course for all IB Diploma candidates. The course is an attempt to critically examine the types, nature and limitations of different ways of knowing. In both years of the program, students must produce formal essays on topics related to the TOK course.

Extended Essay: IB defines the Extended Essay as “an in-depth study of a limited topic within a subject”. The Extended Essay is a formally researched and annotated paper of approximately 4,000 words. In general, the skills required to produce a successful essay in any given subject are utilized in the Essay. Student must select, research, and write an essay in a subject of the student’s choice. While there are numerous possibilities, it is highly recommended that the Extended Essay topic be in one of the subjects pursued in the student’s IB course work.

Application process

An interested student should, after discussing the program with his/her parents, consult current teachers, as well as IB teachers, to determine which courses in each subject group might be appropriate to pursue at the IB level. Students must schedule a meeting with the IB Coordinator to facilitate program plans. Acceptance and placement in certain courses is dependent upon a student’s interest, demonstrated skill level, previous experience, and teacher recommendations. The IB program at ASM is not an *elite* program, however, a student is expected to organize his/her time effectively, and be willing to work hard. A student should be at or above grade level in reading ability to assure the greatest degree of success. In addition, a student is expected to be able to write well-formed and coherent essays.

For a student wishing to take Certificates in individual subjects, all that is required is permission of the IB Coordinator and the teachers of the relevant IB course.

Attendance

One of the main objectives of the IB Program is the development of critical and analytical thinking skills. These are best achieved through thoughtful class discussions. In many courses, oral presentations and class participation are part of the IB internal assessment. Therefore, it is important that IB students attend classes on a regular basis, with a minimum of absences.

Examination Fees

ASM pays for all the membership costs associated with the IB program. However, parents are responsible for the Registration and Examination Fees. The registration fees per full diploma or certificate candidate during the 2007-2008 academic year are €115. The examination fees for the 2007-2008 academic year are € 50 per certificate and €522 for the full diploma. There are minor variations in these costs from year to year.

FOUR YEAR COURSE PLAN

Name _____

DIRECTIONS

1. Reference the graduation requirements listed in the Program of Studies, page 2.
2. On the form below, list the required courses for graduation for each year. Include the courses you have already taken.
3. 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 a minimum of six, but should take seven classes a year.
4. Share this completed form with your parents, the guidance counselor, and any of your teachers that might be able to assist you in identifying an appropriate educational plan.

9th Grade

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

10th Grade

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

11th Grade

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

12th Grade

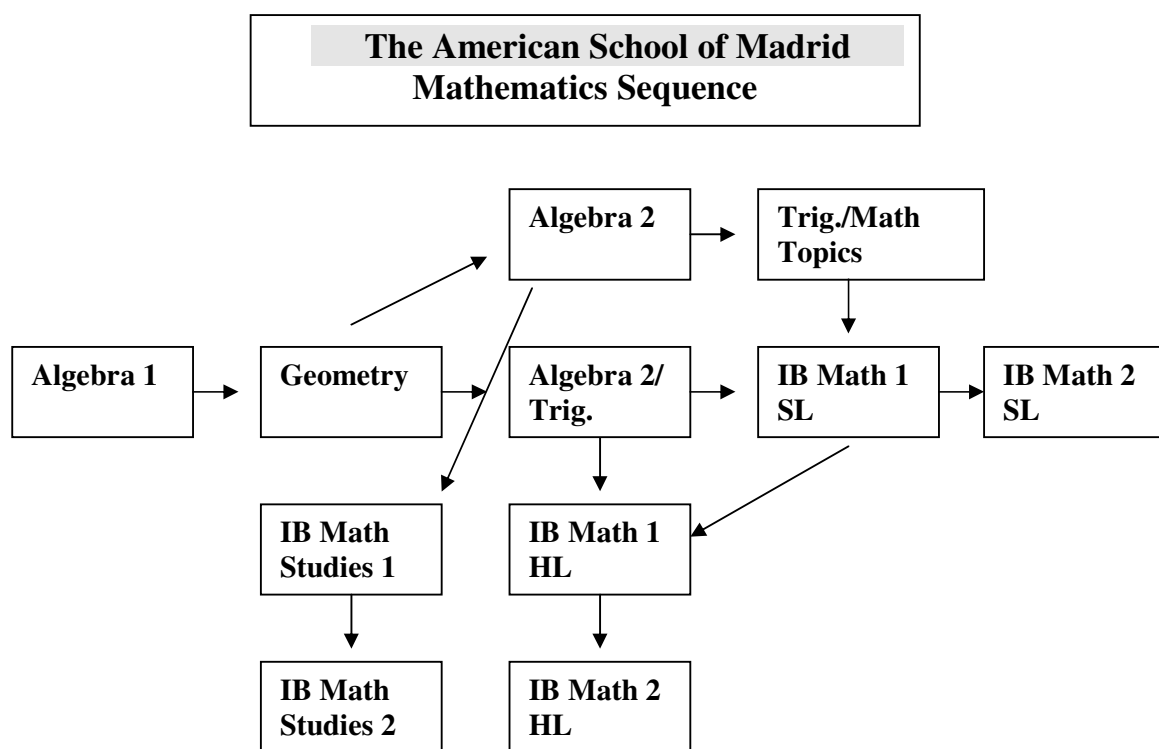
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

AMERICAN SCHOOL OF MADRID

2007-08 COURSE OFFERINGS

MATHEMATICS

The study of mathematics contributes to the development of logical, critical, and creative thinkers who have the ability to communicate analytically and to problem-solve effectively. Math students are taught to appreciate the beauty and practicality of mathematics and to recognize the connections between, and applications of, mathematics in all areas of their lives and studies.



ALGEBRA I

Algebra 1 introduces students to the fundamental concepts of algebra and its applications. Topics include reviewing integers and variables, solving and graphing linear equations and inequalities, solving systems of equations, simplifying and factoring polynomials, and simplifying exponents. Real life applications occur throughout the year.

Credits: 1
 Length of Course: 1 year
 Text: McDougall/Littell, 2001. Algebra 1
 Grade Level: Grade 8, 9
 Required materials: Students must provide a TI 83+ graphing calculator.

GEOMETRY

Geometry develops students' deductive and inductive thought processes. Students study the concepts of points, lines, planes, angles, polygons, and circles. They study congruence and similarity of these figures. They are also introduced to basic trigonometry concepts. Algebra skills are maintained and enhanced throughout the course.

Credits: 1
Length of Course: 1 year
Text: Glencoe Mathematics Geometry, 2004
Grade Level: Grade 9, 10
Prerequisites: Successful completion of Algebra 1
Required materials: Students must provide a TI 83+ graphing calculator.

ALGEBRA 2

This course presents the concepts of functions and relations, polynomials, systems of linear and quadratic equations and inequalities, graphing, number systems and radical equations. Students are also exposed to exponential and logarithmic equations. There is heavy emphasis on using algebra to solve real life problems.

Credits: 1
Length of Course: 1 year
Text: Algebra and Trigonometry, Structure and Method
Grade Level: Grade 10, 11
Prerequisites: Successful completion of Geometry
Required materials: Students must provide a TI 83+ graphing calculator.

ALGEBRA 2/TRIGONOMETRY

This course presents the concepts of functions and relations, polynomials, systems of linear and quadratic equations and inequalities, graphing, number systems and radical equations. Students are also exposed to exponential and logarithmic equations along with an introduction to trigonometry. This is the feeder course that is recommended for IB Math SL and HL.

Credits: 1
Length of Course: 1 year
Text: Algebra and Trigonometry, Structure and Method
Grade Level: Grade 10, 11
Prerequisites: Grade of C+ or higher in Geometry
Required materials: Students must provide a TI 83+ graphing calculator.

TRIGONOMETRY/MATH TOPICS

This course introduces students to a variety of math topics including trigonometry, matrices and determinants, probability and statistics, sequences and series, conic sections and vectors.

Credits: 1
Length of Course: 1 year
Text: Algebra and Trigonometry, Structure and Method
Grade Level: Grade 11, 12
Prerequisites: Successful completion of Algebra 2
Required materials: Students must provide a TI 83+ graphing calculator.

IB MATH STUDIES 1 AND 2

Math Studies is a two-year course designed to prepare students for the IB Math Studies SL examination. The skills needed to cope with the mathematical demands of a technological society are developed and emphasis is placed on the application of real-life situations. The course reviews the basics of algebra and geometry and includes an introduction to statistics, trigonometry, functions, set theory, and coordinate geometry. Math Studies includes a project: a piece of written work based on personal research, guided and supervised by the teacher. It is a mathematical investigation in the context of another subject, hobby, or interest of the student.

Credits: 2
Length of Course: 2 years
Text: First year: McDougall/Littell, 2001, Algebra 2
Second Year: IBID PRESS, 1998. Mathematical Studies
Grade Level: Grade 11, 12
Prerequisites: Grade of B or higher in Geometry and Algebra 2 or teacher recommendation.
Required materials: Students must provide a TI 83+ graphing calculator.

IB MATHEMATICS 1 AND 2 SL (METHODS)

Mathematical Methods introduces mathematical concepts through the development of mathematical techniques. This two-year course is intended for students who anticipate a need for a strong mathematical background in their future courses of study. Students cover a broad range of subjects that include: number and algebra, functions and equations, circular functions and trigonometry, vector geometry, statistics, probability, and an introduction to calculus. Portfolio assignments involve mathematical modeling, extended closed-problem solving, and mathematical investigation. Math Methods students are prepared to take the IB Mathematics Methods SL examination.

Credits: 2
Length of Course: 2 years
Text: First year: UCSMP, 1999. Functions, Statistics and Trigonometry
Second Year: UCSMP, 1999. Precalculus and Discrete Mathematics
IBID Press Math Methods 1998
Grade Level: Grade 11, 12
Prerequisites: Grade of B or higher in Algebra 2/Trigonometry
Required materials: Students must provide a TI 83+ graphing calculator.

IB MATHEMATICS I AND 2 HL

Mathematics Higher Level is a two-year course designed for students with a strong background in mathematics who are competent in a range of analytical and technical skills and have a strong interest in mathematics. The portfolio component engages students in mathematical investigations, extended closed-problem solving, mathematical modeling and research. Students study a broad range of topics such as number and algebra, functions, vector geometry, matrices and transformations, statistics, probability, and calculus. Students are prepared to take the IB Mathematics Higher Level Examination.

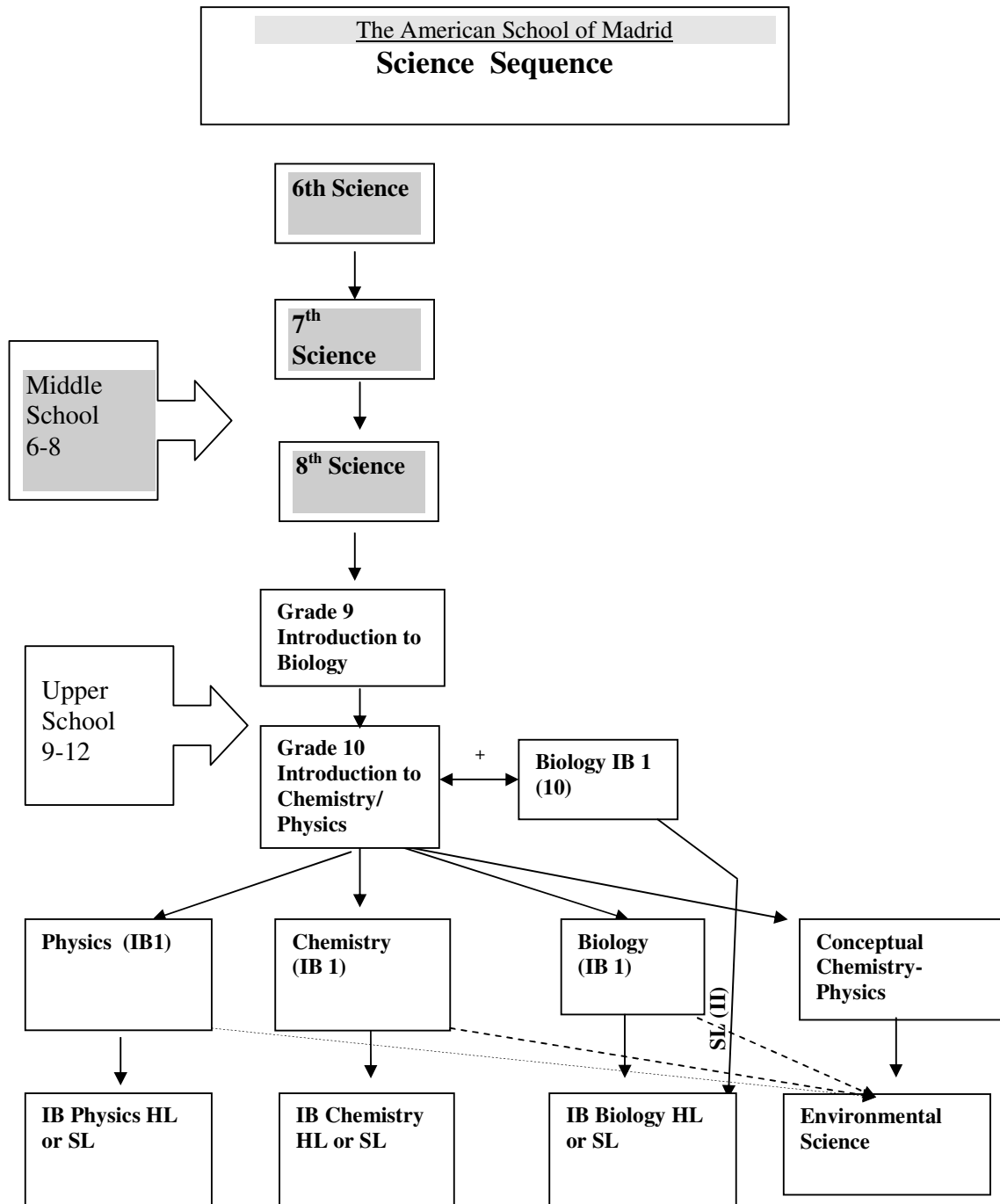
Credits: 2
Length of Course: 2 years
Texts: McDougall/Littell,(Heath), 1995. Precalculus with Limits: A Graphing Approach. IBID PRESS, 1999. Mathematics Higher Level (Core).
McDougal/Littell(Heath), 1995. Calculus
Grade Level: Grade 11, 12
Prerequisites: Grade of B or higher in Algebra 2/Trigonometry with teacher recommendation.
Required materials: Students must provide a TI 83+ graphing calculator.

STATISTICS

This course is intended as an introductory course in statistics and probability. Students will acquire an appreciation of the proper use of statistics and statistical terms that confront them in textbooks and media, learn how to interpret these statistics correctly, and how to formulate and test their own hypotheses. School-wide surveys are often organized and analyzed by the class.

Credits: 1
Length of Course: 1 year
Text: McDougal/Littell, 2001. Understanding Basic Statistics
Grade Level: Grade 11, 12
Prerequisites: Successful completion of Algebra 2 or Algebra 2/Trigonometry
Required materials: Students must provide a TI 83+ graphing calculator.

SCIENCE



INTRODUCTION TO BIOLOGY

This course provides an introduction to biology at the organism level. Students will study the diversity of life through a systematic investigation of the five kingdoms. The course is united around the central themes of reproduction, form and function, evolution, ecological organization and scientific inquiry.

Ample time is allotted for laboratory experience and classroom group discussion. An appreciation of scientific methodology, the interpretation of scientific data, and scientific literacy are all objectives of this course.

Credits: 1
Length of Course: 1 year
Grade Level: Grade 9
Prerequisites: Successful completion of the MS Science curriculum.

INTRODUCTION TO PHYSICS

This course provides an introduction to physics at the conceptual level. Students will study properties of matter, linear motion, forces, vectors, Newton's Laws and energy. This course provides a foundation for 11th and 12th grade science courses.

Credits: 0.5
Length of Course: 1 semester
Grade Level: Grades 10
Prerequisites: Successful completion of Grade 9 Introduction to Biology

INTRODUCTION TO CHEMISTRY

This course provides an introduction to chemistry at the conceptual level. Students will study the make up of matter on the atomic/molecular level, physical and chemical changes in matter, chemical bonding, chemical reactions, chemical equilibrium, chemical energy, and chemical products useful in everyday living. This course provides a foundation for 11th and 12th grade science courses.

Credits: 0.5
Length of Course: 1 semester
Grade Level: Grades 10
Prerequisites: Successful completion of Grade 9 Introduction to Biology

IB BIOLOGY I

This is a standard college preparatory course in Biology. Biology is studied through the unity of cellular structure and function. Topics include learning the concepts of unity, diversity, continuity, and the interaction of living organisms. This course also examines the main plant, virus, bacteria and animal parts, types, and structures, as well as an introduction to human anatomy and physiology. Genetics is discussed thoroughly including new developments in gene therapy and gene manipulation.

This course is also the first year of the IB Standard Level and Higher Level program. If taken as part of the IB program, the approval of the IB Coordinator is also required.

Credits: 1
Length of Course: 1 year
Grade Level: Grades 10-12
Prerequisites: Completion of Introduction to Biology; completion of at least 1 semester of Chemistry or concurrent enrollment in a Chemistry course; teacher recommendation.

IB CHEMISTRY I

This is a modern introductory course to chemistry. It lays emphasis upon experimentation. Unifying chemical principles are developed with laboratory work providing the basis for their development.

At the end of the course students should be familiar with the basic principles of chemistry and find that they can apply them widely, so that there is no longer need to memorize innumerable chemical facts. They will know enough about chemistry to feel that the part they do not know is understandable and is not mysterious.

The students will have learned how to manipulate chemical apparatus and instruments in the laboratory safely, accurately and with confidence.

This course is also the first year of the IB Standard Level and Higher Level program. If taken as part of the IB program, the approval of the IB Coordinator is also required.

Credits: 1
Length of Course: 1 year
Grade Level: Grades 11-12
Prerequisites: Completion of Algebra II with a B average; completion of Introduction to Chemistry and Introduction to Physics; teacher recommendation.

IB PHYSICS I

This course provides an introduction to the basic principles of classical and modern physics. Topics include measurement, mechanics, thermal energy, waves, electricity and magnetism and modern physics.

The course is the first year of the IB Physics Standard and/or Higher Level programs. **If taken as part of the IB program, the approval of the IB Coordinator is also required.**

The program continues for a second year in IB Physics SL or HL where additional topics will be covered.

Credits: 1
Length of Course: 1 year
Grade Level: Grades 11-12
Prerequisites: Completion of Algebra 2 with a B average; Concurrent enrollment in Math; completion of Introduction to Physics and Introduction to Chemistry; teacher recommendation.

IB BIOLOGY (SL)

This is the second year course of the IB Biology syllabus at the Standard Level and is designed for students seeking to take the IB Standard Level Biology exam. It will extend topics from the Biology course. Students must keep a lab portfolio and complete a Group 4 project.

If taken as part of the IB program, the approval of the IB Coordinator is also required.

Credits: 1
Length of Course: 1 year
Grade Level: Grade 11-12
Prerequisites: Completion of IB Biology 1 with at least a C+ average; graded laboratory work from IB Biology 1; teacher recommendation.

IB CHEMISTRY (SL)

This is the second year course of the IB Chemistry syllabus at the Standard Level and is designed for students seeking to take the IB Standard Level Chemistry exam. It will extend topics from the Chemistry course. Students must keep a lab portfolio and complete a Group 4 project.

If taken as part of the IB program, the approval of the IB Coordinator is also required.

Credits: 1
Length of Course: 1 year
Grade Level: Grades 12
Prerequisites: Completion of IB Chemistry 1 with at least a C+ average; graded laboratory work from IB Chemistry 1; enrollment in IB Math Studies SL; teacher recommendation.

IB PHYSICS (SL)

This is the second year course of the IB Physics syllabus at the Standard Level. At an advanced level, the same topics as offered in the first year will be covered. Two additional optional topics will be covered per the IB syllabus requirements. The aim of this laboratory course is to prepare students for the IB Standard Level examinations which are administered on the international northern hemisphere calendar in May. All students must keep a laboratory portfolio and complete a Group 4 project. IB SL candidates must take the IB Physics SL examinations in May.

If taken as part of the IB program, the approval of the IB Coordinator is required.

Credits: 1
Length of Course: 1 year
Grade Level: Grades 12
Prerequisites: Completion of IB Physics 1 with at least a C+ average; graded laboratory work from IB Physics 1; enrollment in IB Math Studies SL; teacher recommendation.

IB BIOLOGY (HL)

This is the second year course of the IB Biology syllabus at the Higher Level. The aim of this laboratory course is to prepare students for the IB Higher Level examination which is administered in mid-May. The syllabus which students follow is typical of that of a freshman year Biology class in U.S. universities and covers molecular and cellular biology, ecology, evolution, genetics, human health, anatomy and physiology as well as plant science. Lab work is done in an extended lab session and IB candidates must keep a lab portfolio and complete a Group 4 project. **IB HL candidates take the exam in Grade 12 per IB requirements.**

If taken as part of the IB program, the approval of the IB Coordinator is required.

Credits: 1
Length of Course: 1 year
Grade Level: Grade 12
Prerequisites: Completion of IB Biology 1 with at least a B+ average; graded laboratory work from IB Biology 1; completion or concurrent enrolment in IB Chemistry 1; teacher recommendation.

IB CHEMISTRY (HL)

This is the second year course of the IB Chemistry syllabus at the Higher Level. Students attain a depth of understanding of chemical fundamentals at this level and competence in solving typical IB Chemistry problems. The lab work supplements the skills acquired in basic chemistry as well as enhancing understanding. Lab work is done in an extended lab session and IB candidates must keep a lab portfolio and complete a Group 4 project.

If taken as part of the IB program, the approval of the IB Coordinator is required.

Credits: 1
Length of Course: 1 year
Grade Level: Grade 12
Prerequisites: Completion of IB Chemistry 1 with at least a B+ average; graded laboratory work from IB Chemistry 1; enrolment in IB Math Studies SL; teacher recommendation.

IB PHYSICS (HL)

This is the second year course of the IB Physics syllabus at the Higher Level. At an advanced level, the same topics as offered in the first year will be covered. Two additional optional topics will be covered per the IB syllabus requirements. It is the aim of this course to prepare students to enter university studies in demanding science fields. This laboratory course will prepare students for the IB Higher Level examinations which are administered on the international northern hemisphere calendar in May. All students must keep a laboratory portfolio and complete a Group 4 project. IB HL candidates must take the IB Physics HL examinations in May.

If taken as part of the IB program, the approval of the IB Coordinator is required.

Credits: 1
Length of Course: 1 year
Grade Level: Grade 12
Prerequisites: Completion of IB Physics 1 with at least a B+ average; graded laboratory work from IB Physics 1; enrolment in IB Math Studies SL; teacher recommendation.

CONCEPTUAL CHEMISTRY-PHYSICS

Conceptual Chemistry-Physics is a combined science course addressing the important areas of both Chemistry and Physics. This class provides a deeper investigation of the topics covered in the 10th grade introductory courses. The first semester will have an emphasis on Chemistry, while the second will be on Physics.

Credits: 1
Length of Course: 1 year
Grade Level: Grades 11-12
Prerequisites: Completion of Introduction to Chemistry and Introduction to Physics; teacher recommendation.

ENVIRONMENTAL SCIENCE

This course examines many areas of contemporary environmental concern. It includes an introduction to ecological principles, the flow of energy and materials, and population biology. Topics include current issues involving science and society: population, health and medicine, endangered species, use of resources and energy alternatives. This course integrates multimedia presentation assignments with environmental science concept acquisition. The course includes discussion sessions, audio-visual presentations, field work, and library research.

Credits: 1
Length of Course: 1 year
Grade Level: Grades 12
Prerequisites: Successful completion of introductory courses in biology, chemistry and physics.

RESOURCE

The American School of Madrid strives to set the highest standards of achievement for each student at his or her own stage of development. Because all students learn, grow, and develop in different ways, ASM provides academic support services to assist students in reaching their highest potential, academically, and socially. The staff is able to make reasonable modifications for academic, social, and physical needs; however, due to the nature of our setting, curriculum, and student body, we have limited resources and opportunities for children with special needs.

The resource program at the high school provides a minimal level of support to students with documented disabilities or suspected learning differences and students in need of temporary academic or study skill support. Services provided by the resource program are designed to assist students in successfully completing a regular schedule of classes.

RESOURCE SUPPORT

This class is designed for students in grades 9-12 who are experiencing academic difficulty because of an identified learning disability, suspected learning differences, or a lack of study skills.

Credits: .5 per semester (elective)
Length of Course: One semester, either or both.
Text(s): None
Grade Level: Open
Prerequisites: Student Study Team (SST) approval.

Students have the opportunity to take this course in place of an elective class. The course is graded on a pass/fail basis.

SOCIAL STUDIES

WORLD HISTORY

The 9th grade World History class is a one year survey course which presents a broad overview of the emergence of European civilization since the Renaissance and brings the student up to the twentieth century. Emphasis is placed upon major developments which have contributed to western heritage. The course focuses on social, cultural, economic and political development and stresses elements such as religion, philosophy, politics, art, trade, architecture and literature. A variety of primary and secondary sources are used to supplement the basic text. Skills addressed include particularly note-taking, essay writing and the use of primary sources.

Credits: 1 per year
Length of Course: 1 year
Grade level: Grade 9
Requirements: None

UNITED STATES HISTORY

This survey course of United States History covers the time period from 1780 to 1980 with a special focus on the period after the Civil War. It is intended as a more in-depth approach to U.S. history for those students who have some background previous to the course, as well as to introduce U.S. history to some students for whom it is new.

Students are taught to evaluate major political issues, patterns of social change and economic factors through readings in the text, selected primary and secondary sources, audiovisual materials and independent research. Although this is primarily a content course, skills appropriate to students who will continue into college are emphasized, including note-taking from reading and from listening; test-taking strategies; reading of graphs, charts, maps, etc.; interpretation of literature, essays, journals, etc. as sources of history; speaking in class, as part of a class discussion and as an individual presenter; developing good, solid essay answers for both test answers and longer papers; and the use and interpretation of primary and secondary historical documents. Information Technology skills are integrated into the program through the development of internet research skills, presentation skills and webpage production.

Each of the broad subject topics is covered in approximately two weeks. Class discussion of ideas does not cover all details, but investigation and challenging of theories in class is encouraged and expected. Occasional group work, independent research, and creative writing or creative presentations are required in addition to daily reading. Reading or projects independent of the required course work are encouraged. Wherever possible, as in a U.S. presidential election year or a Spanish presidential election year, current events will determine a comparative curriculum unit.

Credits: 1 per year
Length of Course: 1 year
Grade Level: Grade 10
Prerequisite: None

IB HISTORY SL AND HL

(Description applies to both IB History HL and SL except where noted.)

The aim of history in the IB Program is to explain trends and developments, continuity and change through time and through individual events. This course is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural.

The topics selected for in depth study are:

1. Stalin between 1924 and 1941
2. The Rise of Single Party States in Germany and Cuba
3. US-Soviet post World War II relations.

In addition, all students are required to complete an Historical Investigation on a selected topic. Standard Level students will sit for the IB Exam in May of the first year. Higher Level will sit for the exam after a second year of study. The second year will involve a study of European History from 1789 to 1889.

Credits: 1 per year
Length of course: 1 year for IB History SL
2 years for IB History HL
Grade levels: Grade 11-12
Prerequisites: Average of B- or better in 10th Grade History and teacher recommendation

TWENTIETH CENTURY TOPICS

Non-IB 20th Century topics is the standard 11th Grade history course at ASM. The aim of the course is to give students a general introduction to the “big events” that shaped the 20th Century.

The non-IB course is similar in content to the IB course, but the approach is different. The non-IB course is less oriented to the historiographical skills essential for success in the IB exam, focusing instead on hands-on project-work, making extensive use of technological tools.

The topics selected for in depth study are:

1. The Russian Revolution and the Soviet Union under Stalin
2. The Rise of Single Party States in Germany, Italy and China
3. The Cold War.

Skills addressed in the course include:

1. Essay writing
2. Source analysis
3. Application of technology and research skills to historical study

Credits: 1
Length of course: 1 year
Grade levels: Grade 11
Prerequisites: None

REGIONAL STUDIES - EUROPE

Non-IB Regional Studies is the standard 12th Grade history course at ASM. The aim of the course is to give students a general introduction to the historical forces which swept through Europe during the 19th Century.

The non-IB course is similar in content to the IB course, but the approach is different. The non-IB course is less oriented to the historiographical skills essential for success in the IB exam, focusing instead on hands-on project-work, making extensive use of technological tools.

Topics studied during the year include:

1. The French Revolution and Napoleon
2. The Growth of Democracy in Western Europe
3. The Growth of Nationalism and the Unification of Italy and Germany
4. The Industrial Revolution
5. European Imperialism and Nationalist Movements in the 3rd World

Skills addressed in the course include:

1. Essay writing
2. Source analysis
3. Application of technology and research skills to historical study

Credits: 1
Length of course: 1 year
Grade levels: Grade 12
Prerequisites: None

IB THEORY OF KNOWLEDGE

In the Theory of Knowledge (TOK) course students reflect upon the knowledge, skills and beliefs they have formed and acquired in their lives. The object of this study is not to gain further expertise in any particular academic discipline, but to gain a deeper understanding of the range and limits of human knowledge through the examination of the assumptions and presuppositions on which various academic subjects and belief systems are based. Through the study of the theoretical foundations of the different branches of human knowledge, the students are able to unify the knowledge they have acquired in a specialized and dispersed fashion throughout their schooling. This course is required for students who are working to earn an IB diploma. Units of study include: the nature of knowledge, language, and perception, comparison of the different academic disciplines and the type of knowledge they provide.

Credit: 1 per year
Length of Course: 1 year
Grade Levels: Grades 11 and 12
Prerequisite: Teacher recommendation for non-diploma candidates.

MODEL UNITED NATIONS

This is a one-semester course in current international affairs which prepares students to simulate roles in the United Nations. The content includes: a study of the United Nations Charter, study and analysis of the Universal Declaration of Human Rights, the structure, organization and function of the different organs of the U.N., parliamentary procedure, and current issues that are dealt with in the U.N. Students in this class participate in two field trips: a weekend trip in mid-November to Lisbon for practice debates in a mini-MUN with the American School of Lisbon. The major trip involves participation in the week-long Hague International Model United Nations (Holland) which is attended by 250 schools from Europe, Asia, North and South America, Africa and Iceland.

Students should be able to work independently and learn to work for a consensus on solving problems. They should be imaginative and resourceful in handling complex current international issues, should write accurately, speak persuasively and be able to simulate a country whose culture is more often than not, totally new and outside of their frame of reference.

Credit: .5 credit
Length of Course: 1 semester
Grade Levels: Grades 11 and 12
Prerequisites: Successful completion of World History and American History. Note: Preference given to Grade 12 students. Participation in both field trips is based on grades, performance in debates and class standing. Students may be excluded if they do not meet the requirements.

PSYCHOLOGY

Psychology introduces students to the scientific study of behavior. Students learn of the different approaches to Psychology in terms of major contributors to the field, including Freud, Skinner, Piaget, and Rogers, and view their theories in relation to more recent research and studies. Research in Psychology is explored in applying the scientific method of experimentation to the field.

Topics covered are: learning, the contributions of Freud, child development, social Psychology, language, personality, mental illness, and treatment.

Credit: .5 credit
Length of Course: 1 semester
Grade Levels: Grades 11 and 12 (Seniors have preference)
Prerequisite: None

IB BUSINESS AND MANAGEMENT SL

The IB Business Management course is designed to provide a broad-ranging introduction to the basic principles and practices of businesses and other organizations, both profit making and nonprofit in nature. Fundamental principles and skills are studied in local, national and international context, affording the opportunity to reflect the differences in perspectives and cultures. Instruction includes units in introduction to business, marketing, finance, accounting, and human resource management.

Credit: 1 per year
Length of Course: 1 year
Grade Levels: Grades 11 and 12
Prerequisite: B- average in 10th Grade History; teacher recommendation required.

ENGLISH

ENGLISH 9

Although English 9 continues the departmental policy of linking literary selections with works covered in social studies classes, the emphasis of the course is increasingly on genre studies and literary analysis. Selections include a selection of short stories and poems, *The Miracle Worker*, *Romeo and Juliet*, *To Kill a Mockingbird* and *Animal Farm*. In addition, assignments include guided and free reading of texts.

Students learn to write clear, well-constructed essays on topics discussed in literature as well as narrative, descriptive, and expository paragraphs. Near the end of the year, students will write a research paper in which they gather, analyze, and present information gleaned from traditional and electronic sources. They will learn how to evaluate the validity of sources as well as how to avoid plagiarism when presenting the materials they have found. Personal writing forms an integral part of this writing program. Students are expected to use knowledge of correct grammar usage and writing conventions to proof read their own work and to provide feedback in the writing process for other students.

Vocabulary is taught in the context of literary pieces. Latin, Greek, and Romance language roots are stressed in formal vocabulary exercises.

Credits: 1
Length of Course: 1 year
Grade Level: Grade 9
Prerequisites: Successful completion of Grade 8.

ENGLISH 10 - AMERICAN LITERATURE

In tenth grade, students focus on American Literature of the 19th and 20th centuries. Although the English program is designed to align loosely with the course in American History, it is a regional study of American Literature. It will include authors from New England, the West and the South, as well as selections from the expatriate American writers of the early twentieth century.

Students will continue to write single-source literary analyses and will master the citation and bibliographic formats appropriate to research papers.

The study of grammar will be based on student writing. Vocabulary lessons will include vocabulary in the context of readings as well as exercises specifically designed to develop skills required on the SAT.

Credits 1
Length of Course 1 year
Grade Level Grade 10
Prerequisite: Successful completion of English 9.

WORLD LITERATURE 11

The first of a two-year cycle, this course will begin with a thematic approach to world literature. In addition to studying several classics such as *The Odyssey* and *Oedipus Rex*, the students will read other works from several cultures as well as more modern pieces by authors such as Herman Hesse and Mary Shelley. Students will continue to develop skills necessary for university such as writing, vocabulary, research, and analysis.

Credits 1
Length of Course 1 year
Grade Level Grade 11
Prerequisite: Successful completion of English 10.

WORLD LITERATURE 12

In this second year of World Literature, students will continue a thematic study of great works. The year begins with a study of *Hamlet*, and continues along a course in which the students explore the nature of morality, knowledge and independence. Along the way, students will read works by authors such as Austen, Voltaire, Wordsworth, and Tolstoy. As in World Literature 11, students will continue developing the range of skills necessary for university.

Credits: 1
Length of Course: 1 year
Grade Level: Grade 12
Prerequisite: Successful completion of World Literature 11.

IB ENGLISH AI (SL or HL)

This is the most challenging course offered in English at ASM. It is recommended for all students who intend to enter competitive universities. It studies a range of world literature while honing the student's ability to think critically and creatively. Though it is not necessary to take the external I.B. exam, we strongly encourage students to do so. The diverse curriculum includes standards in English that range from Shakespeare to Hemingway. What is more, we find major works by world authors from Sophocles through Márquez. Students earn grades for their ASM transcripts which are independent of the external I.B. mark.

In the junior year, students will work on Parts I and IV of the I.B. syllabus. They will read three World Literature Works (works not originally written in English and read in translation) and write a preliminary draft of the World Literature Paper, to be revised in the fall of the senior year. In addition, they will work on the School's Free Choice readings, which are selected to broaden and enhance our more structured readings.

IB ENGLISH AI (con't.)

In the senior year, students complete Parts II and III of the I.B. syllabus. Part II includes at least one Shakespeare play, the work of three poets from different historical periods, and two works of prose fiction originally written in English. During this year students will complete the revision of their first World Literature Papers, write second World Literature Papers, take a formal oral examination on Part II works, and write the I.B. exam.

Credits: 1
Length of Course: 1 year
Grade Level: Grade 11/12
Prerequisites: An excellent command of written and spoken English, an English teacher's recommendation, and an average grade of B or better in English 10 are prerequisites for admission to this course. Good standing in the first year is required to continue in the second year.

ENGLISH ELECTIVES

WRITING WORKSHOP (one semester)

Writing Workshop is designed to meet the individual needs of students enrolled in it and will stress the writing process of brainstorming, drafting, peer editing, revision, as well as one-on-one conferences with the teacher.

Credits: .5
Length of Course: 1 semester
Grade Level: Grade 9-12
Prerequisites: Students may elect to take the course or an English teacher may recommend that they take it.

CREATIVE WRITING (one semester)

Creative writing is an advanced writing course for students interested in further developing their creative writing skills. Students will have the opportunity to express their ideas, develop content and explore a variety of expressive forms. Because of the public nature of writing, students will be encouraged to share their work with other students, submitting final pieces to publications within the ASM community. In addition, students will create portfolios of their best pieces.

Credits: .5
Length of Course: 1 semester
Grade Level: 9-12
Prerequisites: The Department recommended that this course follow at least one semester of Writing Workshop.

SPEECH (one semester)

Speech is a one semester class designed to develop and improve students' ability to speak publicly, present themselves personally, and think logically and coherently about issues that affect them. The class will learn techniques and skills for writing and delivering oral presentations with a variety of goals (entertainment, presenting information, persuading).

During each unit of study, students will deliver oral presentations. All students will be expected to spend a moderate amount of time, outside of class, working on their oral presentations. In addition, library work will be required for certain units.

Credits: .5
Length of Course: 1 semester
Grade Level: Grade 9-12
Prerequisite: None.

JOURNALISM (one semester)

The purpose of this course is to teach students the elements of magazine journalism: how to write news stories, features, editorial and sports stories, as well as to teach them to assemble a modest newspaper. Competence in different kinds of writing, both analytical and creative is developed. Students learn to use computer programs to design and produce their newspaper.

Credits: .5
Length of Course: 1 semester
Grade Level: 9-12
Prerequisites: It is strongly recommended that this course follow at least one semester of Writing Workshop.

PUBLICATIONS (full year)

The purpose of this course is to publish ASM's Yearbook and its annual supplement. Emphasis is placed on working as a team to meet publication deadlines. Students will develop their computer skills to produce page layout and other skills as copy writing, editing, proofreading, photo cropping and photography.

Credits: 1
Length of Course: 1 year (may be taken more than once with instructor's approval)
Grade Level: 9-12
Prerequisite: Teacher recommendation.

FRENCH

FRENCH I

This course, open to upper level students (Gr. 9-11), is designed for former students of Middle School French 1, older beginners, and any “false beginners” who do not meet the requirements to enter French II. This course is designed to initiate or extend students' limited ability in the four skills - listening, speaking, reading and writing. Major emphasis is placed upon the development of the ability to speak fluently with accurate pronunciation and intonation.

Credits: 1
Length of Course: 1 year
Grade Level: 9-11
Prerequisites: None.

FRENCH II

This course is designed for students who have successfully completed French I or MS French 2. It is a continuation of the preceding course and is intended to increase students' proficiency in the four skills. A limited number of reading selections may be used as the basis for development of this proficiency. Emphasis upon fluency with accurate pronunciation continues.

French II prepares 11th and 12th graders to take the IB French *ab initio* examination with teacher approval at the beginning of the school year.

Credits: 1
Length of Course: 1 year
Grade Level: 9-12
Prerequisites: Students must have a grade of C- or better in the second semester of French I or MS French 2. IB candidates must have teacher approval. Students coming from another school will be required to pass a test showing a good command of basic French.

FRENCH III

This course is designed for students who have successfully completed French II or MS French 3. It is a continuation of the preceding course and is intended to increase student ability to communicate in the foreign language. Magazines, videos and cassettes will be used and selected topics such as health, adventure, professions, etc. will be handled and evaluated both orally and in writing.

French magazines will be used together with the textbook.

French III prepares 11th and 12th graders to take the IB French *ab initio* examination and is the first year for IB French B SL candidates.

Credits: 1
Length of Course: 1 year
Grade Level: 9-12
Prerequisites: Students must have a grade of C- or better in the second semester of French II or MS French 3. IB candidates must have teacher approval. Students coming from another school will be required to pass a test showing a good command of intermediate French.

FRENCH IV (IB French B curriculum)

This course is designed for students who have successfully completed French III. It is a continuation of the preceding course with a larger variety of reading materials and a complete review of grammar structures. Current events are used to elaborate new topics. There will be special emphasis on writing and reading skills to fulfill I.B. requirements.

French IV prepares students for the IB French B SL exam.

Credits: 1
Length of Course: 1 year
Grade Level: 10-12
Prerequisites: C- or better as second semester average in French III at ASM. Students coming from another school will be required to pass a test showing a good command of oral and written French.

FRENCH V (IB French B curriculum)

This course is designed for students who have successfully completed French IV. It is a continuation of the preceding course. Reading materials include a representative body of all kinds of texts in French including literature. Emphasis is placed on careful reading of literary texts, newspapers, magazine articles with text handlings, written productions and oral presentations to fulfill IB requirements.

French V prepares students for the IB French B SL and HL exam.

Credits: 1
Length of Course: 1 year
Grade Level: 11-12
Prerequisites: C- or better as second semester average in French IV at ASM. Students coming from another school will be required to pass a test showing a good command of oral and written French.

FRENCH VI (IB French A2 curriculum)

This course is designed for students who have successfully completed French V. It is a special course during which students will study literature, language and society topics.

French VI prepares students with a native French level for the IB French A2 SL exam.

Credits: 1
Length of Course: 1 year
Grade Level: 11-12
Prerequisites: Oral and written fluency in French as it is no longer dealt with as a foreign language course. A second semester average of C- or better is required in French V at ASM. Students new to ASM will be required to pass a placement test showing a good command of oral and written French.

SPANISH LANGUAGE

The Spanish as a Second Language Program, consists of eight courses: Introduction to Spanish, Spanish I, Spanish II, Spanish III, and Spanish IV. The first five courses of the program, focus on the development of language skills. The next three courses focus on the literature, language and culture of the Hispanic world and are called, sequentially: Introduction to Literature, IB Spanish A2 (I), and IB Spanish A2 (II). Descriptions of each level are provided below as well as a short description stating how the course content relates to the IB.

Spanish I and Spanish II courses will follow the IB Spanish *ab initio* curriculum. Students in grades 11 and 12 will be allowed to take the IB Spanish *ab initio* examination after completing Spanish I and Spanish II.

Spanish III and IV follow the IB Spanish B curriculum. Students in grade 11 will be allowed to take the IB Spanish B examination, at standard level, after completing Spanish III and Spanish IV. Students in grade 12 will be allowed to take the IB Spanish B examination, at any of the two levels, after doing the Spanish IV course.

The IB Spanish A2 (I and II) courses will follow the IB Spanish A2 curriculum. Students will be allowed to take the AP Spanish Literature examination after doing the IB Spanish A2 (I) course. Students in grade 12 will be allowed to take the IB Spanish A2 examination, at any of the two levels, after completing the IB Spanish A2 (II) course.

INTRODUCTION TO SPANISH

This is an elementary course for real beginners in Spanish who enrol at ASM in the second semester. It introduces basic Spanish vocabulary and provides practice in using it.

Credits: 1
Length of Course: 1 semester
Grade Level: 9-12
Prerequisites: None.

SPANISH I - Beginner Level (IB Spanish *ab initio* curriculum)

Spanish I presents a communicative approach to language. Students will use the language in meaningful situations, such as: meeting people, shopping, asking for directions, etc. The basic grammatical structure of the language is taken from these situations. Emphasis is given to pronunciation, listening comprehension and appropriate reaction to common situations.

Credits: 1
Length of Course: 1 year
Grade Level: 9-12
Prerequisites: None.

SPANISH II - Intermediate Level (IB Spanish *ab initio* curriculum)

This course maintains and develops the comprehension and speaking skills acquired in Spanish I. More emphasis is placed on reading and writing skills during the second semester but the main emphasis of this course is to reinforce oral skills to be used in meaningful situations.

There will be a review of structures learned in Spanish I, but new verb tenses will be introduced (conditional, past, etc.)

Credits: 1
Length of Course: 1 year
Grade Level: 9-12
Prerequisites: Successful completion of Spanish I with **a grade of C- or better** and teacher recommendation or placement test for new students.

SPANISH III – Advanced Level (IB Spanish B curriculum)

At the end of this level, students will have mastered all the tenses of the Spanish language. Special emphasis will be given to the subjunctive mood, prepositions, and idiomatic expressions and sayings. More emphasis will be rendered to reading and writing but oral skills will also be stressed.

Credits: 1
Length of Course: 1 year
Grade Level: 9-12
Prerequisites: Successful completion of Spanish II with **a grade of C- or better** and teacher recommendation or placement test for new students.

SPANISH IV – Proficiency Level (IB Spanish B curriculum)

In this course students will master all the grammatical aspects of the language. The course will focus on reading and writing a number of texts including literary ones. Cultural aspects such as media, literature and art, and the growing importance of the Spanish language in the world will be emphasized.

Credits: 1
Length of Course: 1 year
Grade Level: 9-12
Prerequisites: Successful completion of Spanish III with **a grade of C- or better** and teacher recommendation or placement test for new students.

INTRODUCTION TO LITERATURE

This course is an introduction to literature for students who have reached a high level of Spanish. The main emphasis will be on the development of analytical skills through writing coherent and well-organized essays. The mechanics of the language should not be a concern at this level. Moreover, refined and sophisticated levels of the language (irony, humor, puns, etc.) should be mastered. Spelling will be reinforced.

Students will be analysing novels, short stories, plays and poetry. Oral participation is a key factor.

Although it is not a part of the IB program, this course is a good option in terms of preparation for the IB Spanish Language B HL examination.

Credits: 1
Length of Course: 1 year
Grade Level: 9-12
Prerequisites: Successful completion of Spanish IV with **a grade of C- or better** and teacher recommendation or placement test for new students.

IB SPANISH A2 (I)

The program comprises a panoramic study of literary text analysis and its application to literary works in Spanish, focusing on the 20th century novel and poetry. The focus of the course is to attain a good proficiency in oral and written Spanish.

Credits: 1
Length of Course: 1 year
Grade Level: 11 and 12
Prerequisites: Successful completion of Introduction to Literature with **a grade of C- or better** and teacher recommendation or placement test for new students.

IB SPANISH A2 (II)

This course is designed for students who have completed the IB Spanish A2 (I) course and who wish to take the IB Spanish A2 examination (Higher Level or Standard Level) in May. In addition to reviewing the contents of the material that was covered in the IB Spanish A2 (I) course, students analyze topics of Spanish culture and linguistics. Students also work on improving their essay-writing skills and textual analysis techniques.

At the conclusion of this course, students may take the IB Spanish A2 examination at either the Standard or Higher Level.

Credits: 1
Length of Course: 1 year
Grade Level: 12
Prerequisites: Successful completion of IB Spanish A2 (I) with **a grade of C- or better** and teacher recommendation or placement test for new students.

SPANISH PROGRAMA OFICIAL

The following courses meet the requirements in the areas of language, literature, geography, history and philosophy set forth by the Spanish Ministry of Education for Spanish nationals or students requiring convalidation of the ASM diploma by the Spanish Ministry of Education.

"PROGRAMA OFICIAL" 2007-2008

For 2007-2008 the Spanish equivalents for the grade levels offered at ASM are the following:

Kinder 1	Educación Infantil 3 years of age
Kinder 2	Educación Infantil 4 years of age
Kinder 3	Educación Infantil 5 years of age
Grade 1	1º Educación Primaria (E.P.)
Grade 2	2º E.P.
Grade 3	3º E.P.
Grade 4	4º E.P.
Grade 5	5º E.P.
Grade 6	6º E.P.
Grade 7	1º Educación Secundaria Obligatoria (E.S.O.)
Grade 8	2º E.S.O.
Grade 9	3º E.S.O.
Grade 10	4º E.S.O.
Grade 11	1º de Bachillerato
Grade 12	2º de Bachillerato

All ASM students who meet the Ministry of Education's requirements, may convalidate their ASM diploma in order to also receive:

At the end of Grade 10, "*Título de Graduado/a en Educación Secundaria*"

At the end of Grade 12, "*Título de Bachiller*"

3º E.S.O. – LENGUA CASTELLANA Y LITERATURA

This is a language course focused on the study of phonology, syntax, semantics, morphology, and aspects of general linguistics and history of Spanish language and its current situation. The course follows the guidelines set forth by the Spanish Ministry of Education.

Credits:	1
Length of Course:	1 year
Grade Level:	9
Prerequisites:	Successful completion of 2º ESO.

4º E.S.O. – LENGUA CASTELLANA Y LITERATURA

This is a literature course covering Spanish literature from the tenth century to the Baroque period. Critical analysis of some literary works will be required. The course follows the guidelines set forth by the Spanish Ministry of Education.

Credits: 1
Length of Course: 1 year
Grade Level: 10
Prerequisites: Successful completion of 3º ESO.

1º DE BACHILLERATO - LENGUA CASTELLANA Y LITERATURA

This is a literature course covering Spanish literature from the 18th century through the 20th century. Critical analysis of some literary works is required. The course follows the guidelines set by the Spanish Ministry of Education and serves as preparation for the *Selectividad* Exam.

Credits: 1
Length of Course: 1 year
Grade Level: 11
Prerequisites: Successful completion of 4º ESO.

2º DE BACHILLERATO - LENGUA CASTELLANA Y LITERATURA

This course deals with many aspects of Spanish linguistics: history and dialectology of the Spanish language, usage, grammar (morphology and syntax), semantics and phonology. The course follows the guidelines set forth by the Spanish Ministry of Education and prepares students for the *Selectividad* Exam.

Credits: 1
Length of Course: 1 year
Grade Level: 12
Prerequisites: Successful completion of 1º de Bachillerato.

2º DE BACHILLERATO - GEOGRAFÍA DE ESPAÑA

This course deals with the different geographical aspects of Spain, with special attention to its role within Europe and specifically focusing on the “Comunidad de Madrid”. It prepares students for the “Selectividad” examination and it follows the guidelines set forth by the Spanish Ministry of Education. Topics included in the course are: physical geography (relief and climate), population, environment, and economy.

Credits: 1
Length of Course: 1 year
Grade Level: 12
Prerequisites: Successful completion of 1º de Bachillerato.

2º DE BACHILLERATO FILOSOFIA - Grade 12

This course is a study of the main philosophers in our western history and an introduction to the philosophical inquiry. Reflection and critical thinking are key words to the course.

As the history of philosophy is very ample, in this course students will attempt to become well acquainted with the following philosophers: the Plato, Aristotle, Descartes, Hume, Kant, Marx and Ortega y Gasset.

The course follows the guidelines set forth by the Spanish Ministry of Education and prepares students for the *Selectividad* Exam.

Credits: 1
Length of Course: 1 year
Grade Level: 12
Prerequisites: Open only to students in Grade 12.

PHYSICAL EDUCATION/HEALTH

The ASM Physical Education/Health Program is designed to equip its students with the skills and knowledge necessary for achieving and maintaining healthy, productive lifestyles. Classes will focus on important life skills students need to learn and practice for the rest of their lives. The program promotes physical, mental and social wellness.

Grades 9 and 10

Physical Education classes will provide opportunities for the students to participate in team, dual and individual learning experiences. Specific sports are available for all students on a rotating basis with fitness development, social awareness, and responsibility being central areas of focus. The assessment of each student will include knowledge of the rules, games strategies, skills, cooperation, teamwork, partnership, sportsmanship and fitness. This will be done in multiple assessments.

Assessment Types:

Selected Response: The student chooses answers you have given him/her.

Performance Assessment: The student performs the skills, creates a product or applies their knowledge in a real situation.

Personal Communication and Observation: The student communicates what he/she knows or can do. The student does what is asked while the teacher observes.

Materials:

ASM Physical Education uniform. The school will provide the equipment necessary for classes. On rare occasions, students may be asked to bring personal equipment such as a tennis racquet.

Health education is incorporated throughout the year as part of the physical education program. The program is designed to facilitate the development of skills, attitude, and behaviors that leads towards healthy lifestyles including nutrition, substance abuse, physical fitness components and stress in order to prepare students to deal with our complex and constantly changing world.

The curriculum is delivered using student-centered activities. The methodology will be participative and will include cooperative, experiential, and personalized lessons allowing students to be active members of the learning process.

Credits:	1
Length of course:	1 year
Text(s):	<i>Perspectives on Health</i>
Grade Level:	9-10
Prerequisites:	None

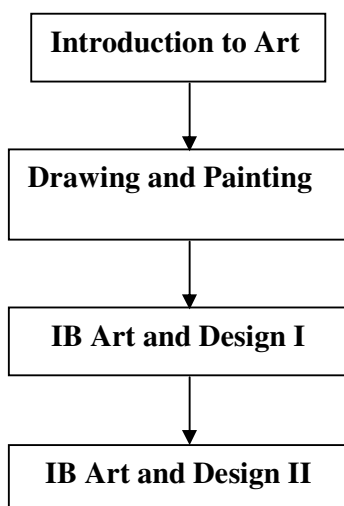
GENERAL ELECTIVES – GRADES 9 TO 12

VISUAL ARTS

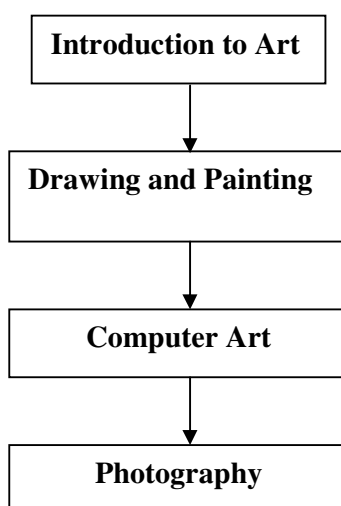
The Visual Arts Curriculum should provide students with both the foundation to become active and effective members of their community, and with the foundation for continued artistic success. To this end the curriculum is designed as an integrated approach to creating two-dimensional and three-dimensional art, art criticism, and art appreciation. The Visual Arts program stresses the development of critical thinking skills, the cultivation of an aesthetic sensibility, an exposure to diverse ideas, and an awareness, through art, of the relationship between oneself and others.

The American School of Madrid
Art Sequence

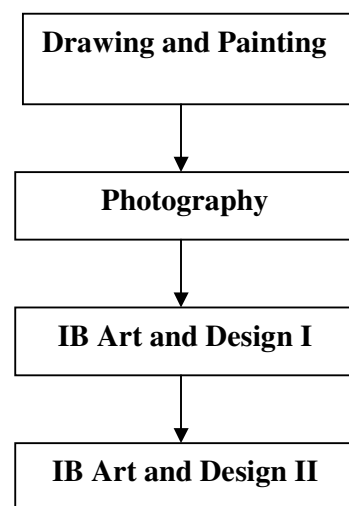
Plan A



Plan B



Plan C



DRAWING AND PAINTING

This is a course which provides the students with a foundation in traditional two-dimensional drawing and painting skills. Some non-traditional drawing and painting skills will be explored. In addition, students will be exposed to some art history and art criticism. This course is designed for students who think they cannot draw or paint and for those who think they have some skill and wish to learn more. This class is highly recommended for sophomores interested in pursuing the IB Art program and to those students considering art as a career.

Credits: 1
Length of course: 1 year
Text: None
Grade Level: Grades 9 - 12
Prerequisites: None

INTRODUCTION TO ART

This course of study introduces students to a variety of art making skills. Topics include: sculpture, ceramics, painting, drawing, design, photography, art history, art criticism and printmaking. This course will be interesting for students who wish to experience a variety of art materials. Introduction to Art is a project/outcomes based class.

Credits: 1
Length of course: 1 year
Text: None
Grade Level: Grades 9-12
Prerequisites: None

IB ART AND DESIGN I & II (SL AND HL)

IB Art and Design is a two year course of study for the serious art student and may be pursued in Studio Art or Art History. An expressive verbal and visual journal demonstrating the interrelationship between the student's personal research and studio work is necessary for the Standard Level and the Higher Level IB Art and Design course. Self-reliance and the ability to work independently are essential.

The general aims of the IB Art and Design curricula are to:

- ◆ provide opportunities to develop the aesthetic, imaginative and creative faculties.
- ◆ stimulate and train visual awareness, perception, and criticism of the arts of various cultures.
- ◆ enable students to discover, develop and enjoy means of creative visual expression.
- ◆ encourage the pursuit of quality through training and individual experiment.
- ◆ exemplify and encourage inquiry and informed attitudes toward all art and design forms, both in history and today.

Credits: 1 per year
Length of Course: 2 years
Text: None
Grade Level: 11-12
Prerequisites: *Drawing and Painting* is highly encouraged. Portfolio review and instructor approval are necessary to enroll in IB Art and Design.

PHOTOGRAPHY

This course focuses on the process of black and white photography as an art form. Students will learn to use an SLR camera, take pictures, develop film and make prints. A wide variety of technical and artistic processes will be explored. In addition, students will be exposed to famous photographers and criticism of photography.

Credits: 1
Length of Course: 1 year
Grade Level: 9-12
Prerequisites: Access to a SLR camera

COMPUTER ART

The class is designed to give students introductory skills in the field of 3D computer animation and short film production. The three general topic areas to be covered during the first semester are:

- 1) **Classical principles of animation,**
Timing, Acceleration/Deceleration, Anticipation, Follow-through, Arcs, Squash and Stretch, Exaggeration, Secondary Actions, Staging and Personality.
- 2) **Animation and film production work pipeline**
Pre-production, Modeling, Rigging, Shading and Texturing, Animating, Lighting, Rendering, Post-production.
- 3) **Technical training in both Alias Maya software package and Adobe Photoshop.**

The second semester will be spent designing and developing a short film, using the concepts and skills developed during the initial part of the course.

Credits:	1
Length of Course:	1 year
Grade Levels:	10, 11, 12
Pre-requisites:	None

MUSIC AND DRAMA

VOCAL MUSIC

Vocal Music is a course for combined grades, designed for students who want to sing in a group. The aim of this course is to nurture teamwork, promote community and improve personal confidence levels. The following skills and projects form the basis of this course:

- * Performing a varied repertoire of musical styles and genres
- * Demonstrate a sense of stage presence and the role of being a performer/singer
- * Introduction into reading music notation and auditory listening skills
- * Use of the singing voice, breathing and care of the voice
- * Performing Concerts and at special functions throughout the year
- * Application of technology in music and the performing arts

Credits: 1
Length of Course: 1 year (However, new students may join second semester.)
Text: Various: sheet music, method books, computer software
Grade Level: 9-12
Prerequisites: None

THEATRE PRODUCTION

In this class, we will explore the various aspects involved in producing a play. We will begin with script analysis, acting and interpretation, but then move on to more technical aspects. These may include staging, lighting, and sound; the exact course will evolve largely due to the ASM theatrical season. This class will work closely with the director and assist in the production of the school's plays. In this way, the course is largely one part introduction to drama, and one part technical theater. Through both of these elements, students will be able to explore their personal strengths, interact constructively with their peers, and, hopefully, take pride in a job well done. More specifically, students will strive to:

- * develop skills of analysis and interpretation
- * develop vocal projection
- * learn the processes involved in theatrical production
- * learn to criticize self and others in a positive, constructive manner
- * assist in the production of ASM's plays

Credits: .5
Length of Course: 1 semester (However, students may continue into second semester.)
Text: "The Stage and the School" plus teacher prepared materials
Grade Level: 9-12
Prerequisites: None

INSTRUMENTAL MUSIC

Instrumental Music is a course for combined grades 9-12 for students who have experience playing a band/orchestra instrument. Student will work in a large ensemble setting and have small ensemble experiences intermittently throughout the course. The aim of the course is to teach fundamentals of playing at the high school level, reading music and musicianship through performance. Other important aspects of the course are teamwork, promoting a sense of community and improving personal confidence. The following skills form the basis of this course:

- *Application of technology in music and the performing arts
- *Selection of music performing a varied repertoire of musical styles and genres
- *Reading instrumental music
- *Correct use of embouchure, bowing and sticking techniques
- *Performing concerts and possibly at special school functions once a semester.
- *Develop self-discipline as it pertains to home practice, rehearsal and performance
- *Develop auditory listening skills

Credits:	1
Length of Course:	1 year (However, students may join second semester with teacher approval.)
Text:	Various: sheet music, method books, computer software
Grade Level:	9-12
Prerequisites:	Approval by instructor.

TECHNOLOGY

INFORMATION TECHNOLOGY (Office applications)

The course will focus on the Microsoft Office suite of products. Students will complete projects to master Word, Excel, PowerPoint, FrontPage and Publisher. Some assignments will need more than one program to explore the compatibility between them.

Word Processing

Students will explore the advanced features of Microsoft Word such as merging documents, along with developing advanced tables.

Spreadsheets

Students will use Microsoft Excel as a calculating tool. Concepts like formulas, functions, and automatic calculations will be introduced and several practical models will be created to show that spreadsheets can help with everyday life.

Presentations

Students will use PowerPoint to produce a presentation. They will learn advanced PowerPoint features like timing, sound, and linking as well as the skills of presenting to an audience.

Credits:	0.5
Length of Course:	1 semester
Resources:	The MS Office suite and reference books
Grade Level:	9-12
Prerequisites:	None

MULTIMEDIA TECHNOLOGY

The Multimedia class is designed for students to engage in various projects that will build upon their previous computer knowledge and introduce them to new and exciting ways to use multimedia technology. This class assumes that students already have a basic knowledge base of how to use computer applications and computer functions. Students will be highly encouraged to use their imaginations to create a variety of digital, web-based, and interactive projects using both Microsoft and Adobe products. Students will also engage in analytical discussions and reflections on current media technology issues.

Credits:	0.5
Length of Course:	1 semester
Grade Level:	9-12
Prerequisites:	None

IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY I (SL)

This is the first year of a two year IB course in which students will look at how technology impacts society in terms of business, health, and education. Students will evaluate IT systems in a social context while analyzing the influence of issues in light of reliability, security, globalization, and authenticity. Students will learn about software, hardware, spreadsheets, digital images and sounds, and databases. This class assumes that students enrolled have a working knowledge of common applications and systems and have taken Information Technology.

Credits:	1
Length of Course:	1 year
Grade Level:	11
Prerequisites:	Information Technology strongly recommended
Texts:	<i>A Gift of Fire</i> by S. Baase <i>Computer Confluence</i> by G. Beekman & M. Quinn
Required Materials:	USB flash drive