

GRADED

HIGH SCHOOL
COURSE CATALOG

2015 - 2016

GRADED IS AN AMERICAN SCHOOL THAT SERVES AN INTERNATIONAL COMMUNITY OF LEARNERS BY INSPIRING INDIVIDUAL **EXCELLENCE** IN A COLLABORATIVE SETTING, FOSTERING **INTERCULTURAL COMPETENCE**, AND EMPOWERING STUDENTS TO BECOME **ENGAGED, ETHICAL CITIZENS** IN A DYNAMIC WORLD.

TABLE OF CONTENTS

High School Administration.....	4
Introduction.....	5
Graduation Requirements.....	6
United States High School Diploma.....	6
Brazilian High School Diploma	7
International Baccalaureate Diploma	8
Academic Programs & Courses.....	11
Fine Arts.....	11
Language Arts and Literature.....	16
Mathematics.....	20
Physical Education and Health	23
Science	24
Social Studies.....	26
World Languages	31
Interdisciplinary.....	36
Support Services.....	37

Looking for a particular item? Search using the Control/Command + F option.

HIGH SCHOOL ADMINISTRATION 2015 - 2016

Ocki Fernandes

High School Principal

Kirsty Wilkinson

*High School Assistant Principal &
Activities Director*

Amaris Obregon

Director of Teaching and Learning

Karen Mattos

Director of Brazilian Studies

Amaral Cunha

IB Coordinator

Shelley Marks

Counselor - Grades 11/12 (L - Z)

Todd Daniel

Counselor - Grades 11/12 (A - K)

Luciana Andrade

Counselor - Grades 9/10

Ricardo Vieira

Athletic Director

INTRODUCTION

Course Credits

Generally, a 0.5 credit refers to a semester course; a 1.0 credit refers to a year-long course.

Elective Courses

The availability of electives is based on student enrollment, interest, and scheduling feasibility. Some courses listed in this book may not be available every semester or every year. Eight is the minimum number of students required to run a course.

Course Recommendations

Enrollment in a course is dependent upon a student's grade in the prerequisite course(s), graduation requirements, student's work ethic, teacher and/or department recommendation or permission, and scheduling feasibility. We encourage students to gather as much information as possible when making decisions on courses for grades 11 and 12. The teacher recommendation is an important factor to consider. Specific departments may take into consideration additional criteria (see individual departmental criteria).

Scheduling

Given the size of the High School and the multiple diplomas we offer, a disproportionately large number of courses are on offer. Though we do our best to schedule every student's first choice for courses, it is often impossible for every course to be scheduled. When planning schedules, students must include second and third choices, and be flexible if all choices can't be scheduled. It is the student's responsibility to check for correct grades and courses or transcripts. You may make an appointment with your counselor to verify credits. Schedule changes may be necessary. Not all courses can be guaranteed.

GRADUATION REQUIREMENTS

UNITED STATES HIGH SCHOOL DIPLOMA

Required for the United States Diploma are:

- 8 semesters of academic work beyond grade 8;
- enrollment in a foreign language each year;
- a minimum of 24 credits;
- completion of a minimum of 3 IB courses and exams;
- students in grades 9 and 10 must be enrolled in 8 courses each semester;

Department	Required Credits	Notes
English	4.0	
Mathematics	3.0	
Social Studies	3.0	IB Brazilian Social Studies can be used to meet this requirement.
Brazilian Social Studies	0.5	Required for non-Brazilian Diploma students, and must be taken in 9th Grade or in 10th Grade for transferring students.
Science	3.0	
Fine Art	1.5	
Physical Education	1.5	One semester in Grade 9 and one full year in Grade 10.
Health	0.5	One semester and ideally will be taken in Grade 9.
Portuguese or World Language	1.0 - 4.0	Enrollment each year of attendance
Total	24	

*The High School Principal may approve exceptions to these requirements.

- The following language requirements apply:
- While enrolled in the high school, students must study a language in addition to English. This requirement may be fulfilled by Portuguese, French, Spanish or another language course offered in school.
- Graded strongly recommends that all students study Portuguese. Exceptions must be approved by the Brazilian Studies Director.
- Candidates for the IB Diploma are allowed to study a Language A or B independently to fulfill the foreign language requirement if that language is not available at school. If an

instructor is contracted outside of school, the student needs to complete the sign-up process and obtain the syllabus from the IB Coordinator. The language teacher must meet with the IB Coordinator to plan an appropriate program.

- Students enrolled in the English Language Learning (ELL) program and students with a documented language disability may be exempted from studying a language other than English.

[\[Sample transcript of a student earning the United States Diploma.\]](#)

BRAZILIAN HIGH SCHOOL DIPLOMA

Equivalency of courses/programs:

- 9th grade: 9o. ano do Ensino Fundamental
- 10th grade: 1o. ano do Ensino Médio
- 11th grade: 2o. ano do Ensino Médio
- 12th grade: 3o. ano do Ensino Médio

Requirements for the Brazilian equivalent High School course, Ensino Médio:

- Satisfactory completion, at the end of grade 9, of all requirements for the Conclusão do 9o. ano do Ensino Fundamental;
- Six semesters of academic work beyond grade 9, and;
- Satisfactory completion of all requirements for the United States Diploma;
- Specific credit requirements for the Brazilian Diploma, earned in Grades 9 to 12, include those prescribed below.

Brazilian Social Studies

Grade 9	Brazilian Social Studies	1 semester
Grade 10	Brazilian Social Studies	1 semester
Grade 11	IB Brazilian Social Studies SL I	1 year
Grade 12	IB Brazilian social Studies SL II	1 year

Portuguese Language

Grade 9	Portuguese 9	1 year
Grade 10	Portuguese 10	1 year
Grade 11	IB Portuguese Language & Literature HL I IB Portuguese B HLI/SL I*	1 year
Grade 12	IB Portuguese Language & Literature HL II IB Portuguese B HL II/SL II*	1 year

* Students may take IB Portuguese B only in exceptional cases, based on placement.

Science

Students must be enrolled in an appropriate science course every year.

Mathematics

Students must be enrolled in an appropriate course every year.

Physical Education

Two semesters of P.E./Health in Grade 9, and a total of two semesters in Grades 10, 11, or 12, a total of 4 semesters.

Arts

Students in grade 9 must take at least one semester in the Fine Arts and two additional semesters in Grades 10, 11 or 12.

[\[Sample transcript of a student earning the United States and Brazilian Diplomas.\]](#)

INTERNATIONAL BACCALAUREATE DIPLOMA

The International Baccalaureate Diploma Program is a rigorous pre-university program for highly motivated students in grades 11-12. Created in 1968, the rationale for such a sweeping and comprehensive program was twofold: first, to provide a common curriculum and university entry credential for students who often moved from country to country, and secondly, and perhaps more importantly, was the more idealistic motive that prevailed -- one that insisted students could share an academic experience that emphasizes critical thinking, intercultural understanding and exposure to a variety of viewpoints.



The IB Diploma Program

The IB Diploma Program is a comprehensive two-year course of study with the strengths of a liberal arts program, but with requirements that set the IB apart from other advanced placement programs: Theory of Knowledge (ToK) is an interdisciplinary course intended to stimulate critical reflection and analysis, and to encourage appreciation of other cultural perspectives. Creativity, Action, and Service (CAS) requires students to share their talents and energy with others, especially in community service. The Extended Essay (EE) is a 4000-word investigative essay on a topic of special interest to the student. For the full diploma, students take 6 subjects, normally

two-year courses, with 3 at Higher Level (HL) and 3 at Standard Level (SL).

Graded offers the following IB subjects, depending on enrollment:

Group 1: Studies in Language and Literature:

- Literature HL, SL (offered in English)
- Language & Literature HL, SL (offered in English, Portuguese, and Spanish).

Group 2: Language Acquisition:

- Language B HL, SL (offered in Portuguese, Spanish, French)
- *ab initio* SL (offered in Spanish and French)

** Other languages A or B may be pursued through independent study. Students wishing to study a language A or B may hire a tutor, who will get the appropriate course outlines and criteria from the IB Coordinator.

Group 3: Individuals and Societies:

- History HL, SL
- Economics HL, SL
- Brazilian Social Studies SL
- Psychology HL, SL

Group 4: Sciences:

- Biology HL, SL
- Chemistry HL, SL
- Physics HL, SL

Group 5: Mathematics:

- Math Studies SL
- Math SL
- Math HL

Group 6: The Arts & Electives:

- Film Studies HL
- Visual Arts HL, SL

To meet the IB Diploma elective requirement students may take a second subject from groups 1-4.

Students declare their desire to be candidates for the full IB Diploma or IB courses early in the second semester of Grade 10. Based on teacher recommendations, student and family plans, appropriate IB program balance, and current student performance, a counselor and the IB Coordinator help the student and parents decide which combination of course and diploma options seem like the most appropriate match for each student.

The IB Diploma is awarded to students whose total points for six subjects range from a minimum of 24 (with special diploma-pass restrictions for grades below the minimum passing mark of three) to 45 with successful completion of all other program requirements - CAS, ToK, and the Extended Essay. Up to three bonus points can be earned in the ToK and Extended Essay components.

Credit toward the IB Diploma is based on internal coursework and external exams from IBO. IB courses are designed for two years and the IB Diploma course of study must be completed during the student's final two years. In certain instances a student may complete an SL course in one year and take the exam after his/her junior year.

Graded students desiring challenging courses are encouraged to take individual IB courses even if they choose not pursue the full IB Diploma. All Graded students take a minimum of three IB courses and exams. These students will receive official IB course transcript. Students may choose to complete the Extended Essay, ToK, and CAS as separate components apart from doing a full IB Diploma. These components do not count as part of the graduation requirement of three IB courses and exams.

Bilingual IB Diploma

Students who take two Group I Literature/Language courses and successfully complete all other program requirements will receive a bilingual diploma.

IB Exams

Students enrolled in IB courses are expected to take the IB exams in order to receive Graded course credit. Written exams are normally given in one or two sessions of two to four hours per subject in May of their exam year. The IBO allows Diploma students to take a maximum of two SL exams in Grade 11.

The mark scheme for exams ranges from 7 (excellent) to 1 (poor) with a 4 considered passing. Students are responsible for verifying that they have registered for the correct exams; parents are responsible for any extra IB fees incurred due to student delays or errors in exam registration.

IB Fees

The school pays an annual fee to the IBO and the parents are responsible for all individual exam fees. Depending on the number of IB Courses a student takes and whether or not she/he is a diploma candidate, the fees ranges from US\$ 553 to US\$ 1,059 (2015 IB fee scale which may increase slightly each year), payable to the school in December, when it appears on the tuition bill. An explanatory letter and detailed invoice are sent to parents in October. For further details, please consult the IB Coordinator.

A Note Regarding IB French B, Portuguese B and Spanish B

For students taking IB French B, Portuguese B and Spanish B courses, it may not always be possible to schedule these singleton courses for every student, given the number of potential conflicts. Thus, some students may need to hire their own tutor for such a language course, as is the practice for some other independently studied IB languages at Graded.

[\[Sample transcript of a student earning the United States and IB Diplomas.\]](#)

ACADEMIC PROGRAMS & COURSES

FINE ARTS

It is the philosophy of the Graded Arts faculty that among mankind's greatest and most noble achievements are the arts.

Transcending all other forms of communication, the artistic expression of deep human feeling and emotion is among the most basic of human needs, and a measure of all great civilizations past and present.

The experience of working together with one's peers, with the sole objective of creating a work of great power and beauty is an important and profound experience, and one that has tremendous relevance in today's rapidly changing world.

As members of the Graded staff and community, we believe the arts to be an absolutely essential part of every young person's education, and it is our mission to provide the finest experiences possible.

Senior Band

credit: 1.0

Pre-requisite: Junior Band or instructor's permission

Senior Band is a year-long course devoted to the study of music written and arranged for wind and percussion instruments. Students of varying levels of ability and experience are invited to participate, but are expected to have already mastered basic playing fundamentals, have a firm grasp on the technical demands of their instrument, and be able to read standard music notation with fluency. Concert band literature representing various styles, historical periods, and traditions will be studied, and students will also work in chamber music ensembles. Attendance at concert performances is mandatory. Members of the Senior Band are also eligible to audition for the Jazz Band, which rehearses outside of regular school hours. (This course may be repeated for credit.)

Jazz Band

credit: 0.5

Pre-requisite: By audition only. Concurrent enrollment in an appropriate music ensemble class meeting during the academic day is also required.

Jazz Band is a year-long class that meets outside of the normal school day. Enrollment is limited to those students who can demonstrate the necessary facility on their instruments, and who are also enrolled in another music ensemble class meeting during the regular academic day. Music following the standard jazz big-band format is rehearsed and performed. The genre also strictly dictates the number and types of instruments accepted into the class, which typically includes up to five saxophones, four trumpets, four trombones, piano, guitar, bass, and drums. Jazz styles

studied include swing, latin, and rock, and basic jazz improvisation techniques will be covered. Attendance at all performances is mandatory. (This course may be repeated for credit.)

Beginning Orchestra

credit: 1.0

No previous experience required.

Beginning Orchestra is a year-long course. This is an introductory course for string instrument players. Students will learn to play the violin, viola, cello, or bass in a group setting, and learn the theory for their respective level. Attendance at concert performances is mandatory.

Orchestra

credit: 1.0

Pre-requisite: Beginning Orchestra or teacher approval.

Orchestra is a year-long course. This course brings together students of varied levels and grades to play orchestral repertory. Students will improve their playing skills, and the necessary theory and technical development will be taught according to need. Attendance at concert performances is mandatory. Advanced students are encouraged to play in select ensembles, and may apply and prepare auditions for the AMIS International Orchestra Festival. (This course may be repeated for credit.)

High School Choir

credit: 1.0

Pre-requisite: previous choral experience recommended but not required.

High School Choir is a year-long course designed for students with a special interest in singing. It addresses basic to advanced vocal techniques and teaches and reinforces the fundamentals of group singing. Students will focus on improving intonation, choral blend, and musical interpretation within two, three and four-part harmony. The choir learns repertory of varied musical styles, and coursework includes sight-reading and music theory. There are many performances outside and inside school throughout the year, which are mandatory. Advanced students will have the opportunity to apply and prepare for auditions for the AMIS International Honor Choir Festival. Students can also opt to take High School Choir as a semester course for 0.5 credit.

Digital Music Making

credit: 0.5

Digital Music Making is a semester-long class devoted to basic music composition, arranging, and other applications using Macintosh computers and piano keyboards. Various music software programs will be introduced, and there will be a culminating project utilizing some of these tools. Prospective students are expected to have a functional knowledge of music notation and basic music theory concepts, and are encouraged to be concurrently enrolled in a music ensemble class. (This course may be repeated for credit.)

Guitar

credit: 0.5

No previous experience required.

Guitar is a semester-long course for guitar players of all levels. Students will learn how to play and develop chords, solos and fingering on acoustic guitar in a group setting. They will also learn music theory, music appreciation, and history, and will learn to listen to and read music.

Acting I

credit: 0.5

We all see actors performing in theatre, television and film. How do they do it? How do they create the illusion of becoming someone else in another place and time? This course teaches the basic skills of acting, concentrating on the three basic tools of an actor: body, voice and emotion. Through theatre games, improvisations, characterization exercises and script work, students will acquire skills to present themselves onstage or on camera (or for that matter, in any public situation) with confidence and showmanship. They will learn excellent teamwork skills. Most of all, they will have fun creating characters and becoming “someone else”!

Acting II

credit: 0.5

Pre-requisite: Acting I or instructor permission.

Acting II will be a progression in building the core skills an actor needs for performing on the stage. This class builds on skills explored in Acting I. Students will explore physical acting through pantomime and movement training, work with improvisational exercises to inform and enhance performances onstage, and learn about various methodologies and traditions of acting styles in Western theater and World theater from Kabuki to Musicals. As students have come to learn in Acting I, acting onstage in front of a live audience is vastly different than what they see from actors in films. In Acting II we will delve deeper into the differences between stage and screen acting. Lastly, we will create auditions: what does it take to get the role in a performance? How do we create a theatrical resume? How can we best showcase our skills to a director who is casting a show? This course is for acting students who have a desire to continue to hone their acting skills and drive their passion for theater.

Stagecraft

credit: 0.5

Theatre is not only about acting. It's also about the technical areas of theatre such as lighting, sound, scenery, props and stage management. This course is largely practical in all of these areas, and students will learn the skills of tech theatre by helping organize and run all of the events in the theatre. After acquiring some experience, students will have an opportunity to design scenery, lighting or sound. Students will learn to run all the equipment in the theater and will help to organize and maintain all of the backstage areas. No previous experience is necessary. (This course may be repeated for credit.)

Art

credit: 1.0

This is a foundation course introducing students to a variety of media and techniques. Students will build a strong background if they plan to follow the two-year IB Art and Design program. Students will build skills, understand media, and develop creative thinking in two and three-dimensional areas. They will be introduced to art history and periods of art related to topics being covered, and will keep a sketchbook of studies and do reflective writing about their work.

Drawing

credit: 0.5

This course introduces the use of drawing technique, developing a variety of skills in line, form, volume, and shape. It explores a wide range of drawing tools, methods, and skills related to

direct observational studies. The primary focus of this course is figure drawing, portraiture, perspective, and applied perspective. A sketch book will be kept for assignments, practice studies, and reflections on the student's work. A digital portfolio will be developed which demonstrates process and reflection, as well as highlights studio art. (This course may be repeated for credit.)

Painting

credit: 0.5

In this one-semester course, students will work with values in shading and in creating surface texture with acrylic paint using line and color. They will work in color theory, light in color, emotion in color monochromatic color, color theory, and applied techniques in acrylic paint. The development of representational skills is balanced with the study of the Impressionists, Expressionists, Fauves, Cubists, and Surrealist artists. Students are expected to support their work with research into these various periods. Slide presentations will be given in class. (This course may be repeated for credit.)

Ceramics & Sculpture I

credit: 0.5

This course trains students in the fundamentals of working with clay and wire and provides an introduction to three-dimensional thinking. Students are exposed to a wide range of exercises meant to increase creativity while learning to express them in a visual form. Students will glaze and fire their works. This is a great course for beginning art students, and an important addition for advanced students who have not worked three-dimensionally.

Ceramics & Sculpture II

credit: 0.5

Pre-requisite: Ceramics & Sculpture I, and teacher permission.

This course trains students to use the potter's wheel as well as different sculpture techniques. It continues to build appreciation for a esthetic three-dimensional forms.

IB Visual Arts HL I

credit: 1.0

Pre-requisite: Art I Drawing or teacher permission.

This rigorous program is for students with a strong interest in art. Students complete intensive studio work (70%) and develop a research workbook (30%). Six criteria are addressed for studio work and four for the research workbook. In the first year the student learns how to: explore and experiment with ideas, develop an understanding of media and paper, make connections between their work and that of other artists/cultures/social contexts, show the process of this integration in studio work and in their research workbook. The first semester of this course is heavily teacher-directed; in the second semester students begin to set goals and themes to explore and develop into project work. Research readings, slide/video presentations, and museum & gallery visits are an important part of the course and of the students' artistic development.

IB Visual Arts HL II

credit: 1.0

Pre-requisite: IB Art Visual Arts HL I.

In the second year of the two-year Art and Design HL program, students set goals for themselves of themes/topics to pursue over the year. Students choose media and topics from ones they have previously explored, researched, and developed. The work produced over the two-year period,

along with the research workbook and a portfolio of studies, will be presented to an external examiner for the April IB examination, which is set in an exhibition mode. A vernissage takes place to present the student's work to the community. This exciting course helps students learn the process, as well as the making of art.

Computer Graphic Design

credit: 0.5

More and more, our exposure to information and visual media takes place on a computer screen. Likewise, the world of photography has become increasingly digital, and image manipulation is done entirely on personal computers. Computer Graphic Design is an entry-level course in digital design where students learn to communicate in the visual language of our digital lifestyle. The curriculum combines elements of design theory and principles (including proximity, alignment, repetition, and contrast) with the capabilities of Adobe's Photoshop to establish a firm foundation for designing posters, logos, magazine covers, book layouts, 3D designs, creative art work, and brand identities.

Multimedia and The Art of Film

credit: 0.5

Pre-requisite: Computer Graphics or teacher permission.

Multimedia and The Art of Film is a semester course that explores the technical process of creating dynamic moving images with video and motion graphics along with the study of film, both short and long, to help develop critical skills in the analysis and evaluation of film. Students will sharpen their powers of observation, establish habits of perceptive watching, and discover complex aspects of film art that will further enhance their enjoyment of watching films while aiding them toward the production of their own media-rich short films. Topics include cinematography, editing, basic lighting setups, and special effects. Participants will use Apple's Final Cut Pro, Motion, and possibly Soundtrack Pro.

IB Film HL I

credit: 1.0 (each course)

IB Film HL II

IB Film HL follows the IB program standards over two years of study. The primary goal of the course is to educate and empower students to become active participants in visual culture, going beyond a passive mode of consumption. The course emphasizes the following areas: film history, film theory, textual analysis, race/class/gender issues in media, film production, and creative writing. The student will be expected to switch back and forth between rigorous academic activity and hands-on creative assignments with cameras and editing systems. Students will work on personal projects as well as collaborative work. This is a perfect class for anyone interested in film, the relationship between art and commerce, photography and storytelling.

Photo I

credit: 0.5

In this fun course, designed for those interested in learning more about photography, students will view photography as an art form and learn the basic techniques of black and white film and darkroom skills. Students will learn to use the manual settings of their camera to capture images in terms of light, composition and creative content. It is recommended that students provide their own 35mm SLR camera, although some are available for rent.

Photo II

credit: 0.5

Pre-requisite: Photo I or teacher permission.

This course reinforces black and white film photography and darkroom skills by introducing more creative and advanced techniques such as the use of Adobe Photoshop for the post-production enhancement of images. Projects are mainly based on portraiture, photojournalism and the use of the camera for artistic purposes.

Photo III

credit: 0.5

Pre-requisite: Photo I & II.

This advanced photo skills course concentrates on alternative and studio-based processes. Students will build a portfolio of both black and white and color digital images that explore themes of their artistic interests. Work from this class will be showcased in public settings both in and outside of the school.

Yearbook Design & Publication

credit: 1.0

Pre-requisite: teacher interview.

This course provides students with a near professional experience and the opportunity to work as a team in the preparation of a top quality publication. Digital photography and graphic design techniques using Adobe Photoshop, Illustrator and InDesign software will be taught. This is a hands-on editorial experience as students select a theme, design the layout, organize to gather images and information to produce Graded's annual yearbook.

LANGUAGE ARTS AND LITERATURE

At its core, Graded School's Language Arts and Literature Program teaches students to write effectively, read critically, speak coherently, and engage their world imaginatively. The program is designed to cultivate intellectual curiosity and a lifelong love of language - helping students to deepen their sense of humanity and enhance their capacity for wonder.

English 9

credit: 1.0

Pre-requisite: English 8 or equivalent.

English 9 students strengthen knowledge and skills gained in eighth grade to increase their understanding and appreciation of various literary forms and genres. English 9 is a literature- and writing-based course in which the writing process, grammar and mechanics, vocabulary, and literary devices are taught through the context of literature and writing. Over the course of the year, students will develop a digital portfolio that reflects both process and product. In the early stages of the course, the class focuses intensively on writing in response to short texts, moving on to longer works and an emphasis on more extensive analysis. Texts studied throughout the year may include works of nonfiction, short stories, Shakespeare's *Romeo and Juliet*, and Harper Lee's *To Kill a Mockingbird*. By studying and discussing a variety of texts, students sharpen their think-

ing, listening, speaking, and writing abilities, fostering confidence and developing necessary skills for communicating well. As with other English courses, before the school year begins comparable texts may be substituted for those listed.

English 10

credit: 1.0

Pre-requisite: English 9 or equivalent.

Grade 10 English builds upon skills learned in English 9. Students continue to study various literary genres and continue to develop as effective readers, writers, and thinkers. Among other texts, we read J.D. Salinger's *Catcher in the Rye*, William Shakespeare's *A Midsummer Night's Dream*, Sophocles' *Oedipus Rex*. We study Arthurian literature and the Bible as literature, as well as a selection of short stories and a range of poetry. In the first semester students will focus on archetypes of the hero, culminating in a multi-media project. During second semester they will study texts with a journey motif, culminating in a personal journey podcast. In addition to a focus on reflective, creative and academic writing, students study grammar and vocabulary both in context and through developmentally appropriate workbooks. Finally, students will develop speaking skills through class discussions and oral presentations. As with other English courses, before the school year begins comparable texts may be substituted for those listed.

IB English: Language & Literature SL I

credit: 1.0

IB English: Language & Literature HL I

The two-year IB Language & Literature program aims to develop and refine the four primary language skills of listening, speaking, reading and writing. Students read a wide range of texts, promoting an appreciation of the richness and subtleties of the English language and the clear expression of ideas. Students are taught to recognize and analyze aspects of style and register, and to incorporate these aspects into their own writing. The study of texts includes an exploration of the relevant English-speaking cultures, encouraging students to examine how cultural contexts influence language use. The first year of the program includes close reading of literature as well as major units on close reading of literature and on mass media and language. This latter unit includes book chapters, videos, audio recordings, magazine articles, cartoons, and news items.

IB English: Language & Literature SL II

credit: 1.0

IB English: Language & Literature HL II

Pre-requisite: IB English: Language & Literature I (SL or HL).

The second year of IB Language & Literature is an extension of both the philosophy and scope of year one. It includes an in-depth study of the contexts of literary texts, as well as a major unit on non-literary language in cultural context. Students are required to take the IB English Language and Literature exams in May.

IB English: Literature SL I

credit: 1.0

IB English: Literature HL I

The IB Literature course is a two-year program for students with a particular interest in studying literature and writing. Fast-paced and rigorous, this class encourages personal appreciation of literature and helps students understand techniques involved in literary criticism. Students develop

powers of expression, practicing the skills involved in writing and speaking in a variety of styles and for a variety of audiences. The curriculum includes thirteen texts, introducing students to a range of literary works of different periods, genres, and styles, and broadening their perspectives through works from other cultures and languages. Through the many written and oral assignments, students develop the ability to think well and engage in close, detailed analysis of texts. Besides these useful skills, the course aims to promote an enjoyment of and lifelong interest in literature and writing. There are seven texts in Grade 11: Tim O'Brien's *The Things They Carried*, Lorrie Moore's *Birds of America: Stories*, William Shakespeare's *Othello*, Jane Austen's *Pride and Prejudice*, Euripides's *Medea*, Gabriel García Márquez's *Chronicle of a Death Foretold*, and the poetry of Anna Akhmatova. In the first year of the Literature program, students complete two IB assessments: the Written Assignment and the Individual Oral Presentation.

IB English: Literature SL II

credit: 1.0

IB English: Literature HL II

Pre-requisite: IB English: Literature I (SL or HL)

The second year of the IB Literature program is an extension of both the philosophy and scope of year one. The remaining six texts in the program are Michael Ondaatje's *Running in the Family*, William Shakespeare's *Hamlet*, Toni Morrison's *Beloved*, F. Scott Fitzgerald's *The Great Gatsby*, J.M. Coetzee's *Disgrace*, and the poetry of Elizabeth Bishop. Students complete the second IB oral assessment, the Individual Oral Commentary, and take the IB English Language A: Literature exams in May of Grade 12, which includes a Paper One (poem or prose commentary) and Paper Two (comparative essay of novels).

Português 9

credit: 1.0

Curso obrigatório para alunos de Diploma Brasileiro do 9o ano do Ensino Fundamental.

Este curso visa ao aperfeiçoamento das habilidades de comunicação escrita e oral. Os estudos literários baseiam-se em autores brasileiros significativos do século XX à contemporaneidade. Explora-se também a linguagem do cinema, do teatro e de letras de música. Recebe especial incentivo a visão crítica do aluno sobre a realidade. No trabalho com a linguagem escrita, os alunos elaboram narrativas, poemas, entrevistas e dissertações, enfatizando-se o uso da linguagem formal. Os estudos gramaticais abrangem, além da revisão de morfologia, a sintaxe de período simples e de período composto.

Português 10

credit: 1.0

Curso obrigatório para alunos de Diploma Brasileiro do 10o ano, 1o ano do Ensino Médio.

Este é o momento em que se iniciarão os estudos literários de maneira sistematizada. A partir de leituras de obras das mais relevantes da literatura de língua portuguesa, trabalham-se as habilidades ligadas à análise literária; aliado a esse estudo, há um programa de redação criativa e argumentativa, visando a dar continuidade ao processo de desenvolvimento da expressão escrita vivenciado pelo aluno durante seu percurso acadêmico.

Os estudos gramaticais se baseiam nas dificuldades detectadas nas produções orais e escritas

dos próprios alunos, assim como no aprofundamento de itens da Gramática Normativa, tais como Regência, Crase, Colocação Pronominal, entre outros.

É importante notar que a escolha das obras a serem lidas, bem como das propostas de produção textual e os recortes gramaticais acontecem orientadas por um eixo de estudos, o que interliga todas as atividades, na busca da construção do conhecimento de modo significativo. No primeiro semestre letivo, o eixo é “Identidade Nacional: a realidade que me cerca”. Para o segundo semestre, os alunos trabalharão com o tema “Indivíduo que sou: eu no mundo, eu versus o mundo”.

Após ser aprovado(a) no 10o ano, o(a) aluno(a) deve solicitar a seu/sua professor/a de Português uma recomendação para ingressar no curso de IB – Bacharelado Internacional - que seja mais adequado a suas características. Para os alunos que sejam falantes nativos de português, o encaminhamento - salvo decisões contrárias de caráter acadêmico-pedagógico - é para o curso de IB HL/SL Língua e Literatura I. Aos estudantes estrangeiros, recomenda-se o curso de Português Língua B HL ou SL.

Dissertação para vestibulares

credit: 0.5

Pré-requisito: alunos de 11o. e 12o. anos, de Português como primeira língua, interessados nos vestibulares

Curso voltado para a prática de redação, tendo como fio condutor as exigências dos atuais vestibulares. Com base nos critérios de avaliação empregados pelos principais vestibulares brasileiros, as propostas de redação dos últimos anos são analisadas e desenvolvidas, como oportunidade para a prática do aluno. Nesse processo, é priorizada a escrita e reescrita dos textos e a avaliação constante, pelo próprio aluno, de sua produção, em termos de adequação às propostas, argumentação e linguagem.

Laboratório de Redação – Fundamentos da redação argumentativa

credit 0.5

Pré-requisito: alunos de 10o, 11o e 12o anos (interessados ou não em vestibulares)

Curso voltado para a prática de redação, tendo como fio condutor as relações lógicas proporcionadas pelos mecanismos da linguagem para garantir a estrutura da argumentação. O trabalho envolve a conceituação e retomada constante da estrutura argumentativa e os recursos essenciais para atender a esse tipo de texto. Nesse processo, são enfocados os vários níveis de constituintes das orações – vocabulário, sintaxe, pontuação etc. – e seu melhor aproveitamento na expressão das ideias, com a valorização do estilo individual do aluno-autor.

IB Português: Língua e Literatura SL I

credit: 1.0

IB Português: Língua e Literatura HL I

Pré-requisito: conclusão do curso de Português 10

O primeiro de dois anos de um programa de Bacharelado Internacional, este curso aborda leitura, análise e interpretação de textos desde o prisma da visão sensível e inteligente do próprio aluno. As obras literárias estudadas são consideradas como ponto de partida para que o estudante amplie e aprofunde seu olhar sobre si mesmo como indivíduo e que estenda

esse olhar ao mundo que o rodeia, em busca de valores éticos. O curso visa também ao aprimoramento das habilidades linguísticas, por meio do estudo de uma ampla gama de textos, de temas culturais e de estruturas de linguagem, com o objetivo de levar o aluno a expressar-se adequadamente nos diversos níveis do discurso. Os estudos linguísticos são voltados para a compreensão, interpretação e produção de textos variados, além do trabalho com a gramática e as variedades linguísticas.

IB Português: Língua e Literatura SL II

credit: 1.0

IB Português: Língua e Literatura HL II

Pré-requisito: conclusão do curso de IB Português Língua e Literatura I.

Segundo ano do Bacharelado Internacional, estes cursos darão continuidade ao trabalho anterior, aprofundando os estudos literários em prosa, verso e teatro. Importante notar que a literatura é não só fonte de conhecimento, mas também inspiração para o texto do aluno e possibilidade de ampliação de sua visão de mundo. Os alunos deste curso farão os exames finais do IB (escritos e orais). Espera-se que demonstrem ser usuários competentes de diferentes níveis de linguagem do português contemporâneo, capazes de adequar a escrita a diversas situações e gêneros discursivos, além de demonstrarem conhecimento da realidade que os cerca, revelando um repertório de informações sobre a realidade socioeconômica brasileira e o contexto mundial.

IB Spanish: Lengua y Literatura SL I/II

credit: 1.0 (each course)

IB Spanish: Lengua y Literatura HL I/II

Pre-requisito: Los alumnos deberán demostrar una amplia fluencia oral y escrita y recibir la recomendación del professor.

Este curso ofrece la oportunidad de aprender la lengua española con mayor profundidad y está encaminado más específicamente al estudio de las literaturas española e hispanoamericana. Los alumnos, al mismo tiempo, analizarán y realizarán trabajos de reflexión sobre la evolución histórica de la cultura hispánica. Los alumnos también producirán diferentes tipos de textos que implicarán el desarrollo de distintas habilidades y prácticas de escritura. La preparación para el examen de Bachillerato Internacional incluirá la realización de composiciones, pruebas gramaticales y lecturas del programa de BI.

MATHEMATICS

Graded School's mathematics program fosters an appreciation of quantitative and abstract thinking, encouraging students to discover connections to the real world and other disciplines. Through a standards-based program, all students are challenged to develop mathematical curiosity and literacy, as well as the confidence to approach mathematical endeavors both individually and collaboratively.

Please note: Students are required to have a TI-84+ or TI-Nspire (non CAS) calculator for all courses

Integrated Math I Standard

Credit: 1.0

Pre-requisite: Grade 8 Math; pre-algebra.

Students will discover the fundamental concepts of algebra, geometry, statistics and probability. Students will apply these concepts to practical problems. The algebra content of the course will develop proficiency in fundamental skills in algebra: computational rules, solving equations, inequalities, factoring, exponents and linear equations including graphing of lines. The geometry content of the course will develop a strong foundation of introductory geometry: defining basic terms, triangle and polygon properties, congruence, similarity, areas, volumes, circles and transformations. The statistics content will introduce students to basic statistical measurements: presentation of data, measures of central tendency and simple measures of spread. The probability content will introduce student to basic probabilities of a single event: theoretical and experimental probability, sets and Venn diagrams. The interconnectivity between the branches of mathematics and their application to real world problems is a constant theme of the course.

Integrated Math I Extended

Credit: 1.0

Pre-requisite: Grade 8 Math; Algebra I and department recommendation.

Students will extend their knowledge of the concepts of algebra, geometry, statistics and probability. Students will apply these concepts to practical and complex problems. The algebra content of the course will develop proficiency in more complex skills in algebra: linear equations and inequalities, properties of exponents, quadratic equations including their graphs and factoring and the introduction of functions. The geometry content of the course will develop knowledge of further geometry, coordinate geometry, right triangle trigonometry, congruent triangles, properties of special triangles and an introduction to proofs. The probability content will introduce students to probabilities involving two events, including mutually exclusive events and independent events. The interconnectivity between the branches of mathematics and their application to real world problems is a constant theme of the course.

Integrated Math II Pre-Studies

Credit 1.0

Pre-requisite: Successful completion of Integrated Math I Standard.

This course is designed for students who completed Integrated Math I (Extended or Standard) in High School and who are intending to do IB Mathematical Studies course in Grades 11 and 12. Students will continue to explore the ideas of algebra and geometry with a focus on the skills and concepts necessary for the IB Math Studies course. Topics will include parallel and perpendicular lines, area, volume, triangle trigonometry, linear and quadratic functions and equations, exponents and exponential graphs, statistics and probability. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students wanting to take IB Math Standard Level in junior year must complete Integrated Math II Standard or Extended.

Integrated Math II Standard

Credit: 1.0

Pre-requisite: successful completion of Integrated Math I and department recommendation.

Students wishing to study IB Math Standard Level should complete this course as a minimum.

This course is a second-year high school mathematics course that is designed to prepare students for advanced work and IB Math Standard Level. Topics include algebra, functions and equations, polynomials, matrices, rational expressions, irrational and complex numbers, quadratics, analytic geometry, trigonometry, statistics and probability. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Integrated Math II Extended

Credit: 1.0

Pre-requisite: Successful completion of Integrated Math I Extended and department recommendation based on grades, interest, commitment and ability to analyze appropriate higher-level problems.

Topics covered begin with those from the Integrated Math II Standard, but the pace, breadth, and depth of this course will be more advanced and students will be tasked with higher level thinking projects and assessments. Students will also work with polynomials and discover the factor and remainder theorems. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course prepares students for IB Math Higher Level.

IB Math Studies I

Credit: 1.0

Pre-requisite: Integrated Math II Pre-Studies.

This is the first year of the IB Mathematical Studies (SL) program. The emphasis is on real world applications of mathematics and building confidence in its use to solve problems. Topics include descriptive statistics, number, sequences, functions, mathematical models and statistical applications.

IB Math Studies II

Credit: 1.0

Pre-requisite: IB Mathematical Studies I

This is the second year in the IB Mathematical Studies (SL) program. Students continue with concepts learnt in Mathematical Studies I. Topics include probability, geometry and trigonometry, logic and sets and an introduction to differential calculus. Completion of a project to be evaluated by IB is also required.

IB Mathematics SL I

Credit: 1.0

Pre-requisite: Successful completion of Integrated Math II Standard and department recommendation. Integrated Math II Pre-Studies is not sufficient as a prerequisite for this course.

This course is offered simultaneously as a pre-calculus course and as the first year of the IB Mathematics SL program. Students will reinforce and build upon previously learned skills in analytical geometry, polynomial functions, inequalities, exponents, logarithms and trigonometry. This course also introduces vectors, probability and statistics.

IB Mathematics SL II

Credit: 1.0

Pre-requisite: Successful completion of IB Mathematics Standard Level I and department recommen-

ation.

This is the second course in the two-year IB Mathematics SL program. It is a challenging course which allows students to study mathematics in greater detail and prepare more fully for college work. Topics include: vectors, series, limits, differential calculus, integral calculus, probability and statistics, further topics in analytical geometry. Completion of a Math Exploration to be evaluated by IB is also required.

IB Mathematics HL I

Credit: 1.0

Pre-requisite: Integrated Math II Extended, and department recommendation based on grades, interest, and ability to analyze appropriate higher level problems.

This is the first year of a two-year IB course in mathematical analysis. A challenging and rigorous course, HL I allows students to study mathematics in greater depth, helping them to prepare more fully for college work. Topics include advanced trigonometry, vectors, complex numbers, series, analytic geometry, and probability.

IB Mathematics HL II

Credit: 1.0

Pre-requisite: IB Math HL I and department recommendation based on grades, interest, and ability to analyze appropriate higher-level problems.

This is the second course of the two year IB Mathematics HL program. Students will complete their mathematics exploration internal assessment task and they will study both calculus and statistics in depth. Students will also revisit in all the topics from IB Mathematics HL I, including vectors, complex numbers, proofs and trigonometry.

PHYSICAL & HEALTH EDUCATION

Graded's Physical & Health Education (PHE) Program engages learners in a curriculum that fosters the physical, social, and emotional growth of each student. The program promotes physical and health literacy through a variety of developmentally appropriate activities that emphasize collaboration, responsible decision-making, and the benefits of a healthy active lifestyle.

Health 9/10

credit: 0.5

The goal of this required course is to provide students with the knowledge, skills, and behaviors to pursue a healthy lifestyle. The physical, mental, emotional and social aspects of health are addressed in the following units: 1) Drug Use and Abuse, 2) Healthy Relationships (family, friends, dating), 3) Reproductive Health (STDs and contraception), and 4) Unhealthy and Abusive Relationships. Students participate in small and large group discussions and role-play scenarios. They also complete research presentations, blog reflections and reading and writing activities. Students will acquire the skills needed for assertive communication, decision making, peer pressure situations, and making healthy choices.

Physical Education 9

credit: 0.5

This required semester program encourages students to focus on personal and social behavior,

motor skill development and appreciate the value of healthy lifelong skills. These skills and concepts are promoted through Net and Wall, Invasion, Target, Strike and Field, Fitness and Recreation activities.

Physical Education 10

credit: 1.0

This year-long required program promotes continued growth in personal and social behavior, motor skill development and to value healthy lifelong skills. These skills and concepts are promoted through Net and Wall, Invasion, Target, Strike and Field, Fitness and Recreation activities.

Physical Education 11/12

credit: 0.5

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of physical activities that have the potential to engage students' interest throughout their lives. Each student will develop and implement a personal physical activity and nutrition plan, through goal setting, activity logs, and evaluating personal progress. Self-selected activities could include training techniques such as, weight training, core strength classes (pilates, yoga), and relaxation exercises. They could also include community based recreational activities such as swimming, capoeira, martial arts, wall climbing, running and tennis. Certain activities for the personal physical activity can be completed outside of class-time. This is a one-semester elective that requires a consultation with Mr. McPhee before the student can be registered.

SCIENCE

The Graded School Science Program is designed to inspire excellence through purposeful investigations that foster skills of scientific inquiry. Students are empowered to critically and creatively apply scientific thinking in order to make reasoned, ethical decisions in a global context, both as individuals and in collaboration with others.

Integrated Science I

credit: 1.0

This course is designed for the 9th grade science experience, integrating concepts from biology, chemistry, physics and the Earth & space sciences. The laboratory-intensive course provides multiple opportunities for students to develop and hone fundamental laboratory techniques and inquiry-based skills. Students probe natural phenomena through the lens of real-world contexts, to include Environmental Dynamics, Genetic Unity & Diversity, Food, Nutrition & Fitness and The Quest for Energy. This course provides rigorous preparation for the IB Diploma Program in science.

Integrated Science II

credit: 1.0

This course is a continuation of the 9th grade Integrated Science I program. It builds upon the same four strands of Environmental Dynamics, Genetic Unity & Diversity, Food, Nutrition & Fitness and The Quest for Energy that the students were introduced to in year one of the program. Students continue to develop laboratory, mathematics, and inquiry-based skills introduced in year

one through integrated concepts from all domains of science. Students leaving this program will have met all science requirements to enter any IB science course offered in grades 11 and 12.

Human Anatomy and Physiology

credit: 1.0

Pre-requisite: Integrated Science. Offered on sufficient demand. Grades 11 – 12. Grade 10 only with instructor approval.

Human Anatomy and Physiology is intended to give students a working knowledge of the human body. The course is divided into two semesters, the first one an introduction to the human body with focus on the systems involved with nutrition and the science of exercising (digestive, muscular, circulatory and respiratory systems). On the second semester our focus will be on our interaction with the environment we live in and how we react to outside stimulus, looking at the nervous, endocrine and immune systems. Towards the end of the semester we will then focus on human reproduction and development. Each of the body's systems will be studied with an emphasis on anatomical histology and structure, physiological functions, disease and health. The interaction and dependency of the systems will also be emphasized. Prospective students should note that detailed dissection of fetal pigs and other mammalian organs will constitute a major aspect of lab work.

Introduction to Engineering Design

credit: 1.0

Pre-requisite: Integrated Science. Offered on sufficient demand. Grades 11 – 12. Grade 10 only with instructor approval.

Introduction to Engineering Design is a project-based course that introduces students to the engineering and design cycle through real-life hands-on projects. Students will work both individually and in teams to design solutions to a variety of problems using various tools, including Autocad, basic coding, and 3-D modelling software. The course will introduce the design cycle through a local engineering case study, then progress through a sample project. A large portion of the class will be a rigorous independent project where students decide how to apply the engineering process to a unique challenge.

IB Physics SL I/II

credit: 1.0

IB Physics HL I/II

Pre-requisite: A grade of 80% or higher in Integrated Science II for HL courses and 70% or higher for SL courses, enrollment in IB Math SL minimum.

A two-year course in Physics designed to fully meet IB requirements and prepare the students to complete the IB Physics examination. The course covers Classical Mechanics, Electromagnetism, Thermodynamics, Waves, Energy, Power and Climate change; and Modern Physics. Both the number of topics covered and the depth of study of each topic is greater than standard physics courses. The core syllabus gives a non-calculus development and presentation of physical laws and principles, emphasizes both theoretical and practical aspects of physics, and requires the completion of the Lab Assessment for external moderation. An option topics will be discussed to fulfill IB requirement.

IB Biology SL I/II

credit: 1.0

IB Biology HL I/II

Pre-requisite: A grade of 80% or higher in Integrated Science II for HL courses and 70% or higher for SL courses.

A two-year laboratory course in biological science, designed to prepare the student for the IB examination and IB internal assessment. The core knowledge in biology to be included is: statistical analysis, chemistry of life, cells, human physiology, plants, genetics, evolution and ecology. The courses may also cover option areas in human health and nutrition, physiology of exercise, evolution, neurobiology and behavior, microbes and bio-technology, ecology and conservation. This is an extensive laboratory class which allows the student to develop and understand biological concepts through personal experience, with ample opportunities for research and discovery, and requires the completion of the Lab Assessment for external moderation.

IB Chemistry SL I/II

credit: 1.0

IB Chemistry HL I/II

Pre-requisite: A grade of 80% or higher in Integrated Science II for HL courses and 70% or higher for SL courses, enrollment in IB Math SL minimum.

A two-year course in chemistry designed to fully meet IB requirements and prepare the students to complete the IB Chemistry examination. The course covers quantitative chemistry, atomic structure, periodicity, bonding, energetics kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, and measurement and data processing. The courses will also cover two options that will connect the core chemistry topics with real-world applications. Extra topics that cover more depth of material and extra lab hours are required for the higher level courses. This is an extensive laboratory class and requires the completion a of the lab portfolio for external moderation.

SOCIAL STUDIES

It is the mission of the Graded School Social Studies program to provide students with a strong foundation in history, and at the same time to provide options for students to explore their interests in geography, economics, cultural studies, psychology and government. At its core, we hope to nurture critical thinking and effective communication, while helping students value diverse views and ideas in an effort to apply an understanding of these perspectives to contemporary issues. Through our teaching, we hope that students learn to look beyond themselves and to feel empowered to engage thoughtfully and empathetically with their world as citizens and individuals.

Social Studies 9

credit: 1.0

This course is a requirement for all Grade 9 students.

The focus of this course is to understand many of the central ideas and events that have shaped, and continue to shape, economic, political, scientific, and social thought in the modern world. This course will explore the roots of this growth and change, looking at the first contact between

Europeans and indigenous Americans, and then the civil wars and revolutions that shaped European political thought in Britain, the United States and France. We study the ideas of Hobbes, Locke, Voltaire, and Rousseau. This course will give students knowledge that will allow them to be thoughtful, critical participants in our global society. Also, the work done this year will provide students with many of the skills and much of the information needed to succeed in future social studies courses.

Social Studies 10

credit: 1.0

This course is a requirement for all Grade 10 students.

The focus of this course is to understand many of the central ideas and events that have shaped, and continue to shape, economic, political, scientific, and social thought in the modern world. This course continues on where Social Studies 9 course left off, exploring ongoing developments in political institutions, economic systems, and cultural movements in the 19th and 20th centuries. We study the ideas of Smith, Marx, Malthus, Lincoln, Darwin, Twain, Roosevelt, Gandhi, Mandela and King. This course will give students knowledge that will allow them to be thoughtful, critical participants in our global society. Also, the work done this year will provide students with many of the skills and much of the information needed to succeed in future IB social studies courses.

International Relations

credit: 0.5

Pre-requisite: Enrollment in grades 10-12.

The focus of this course is to provide students with a comprehensive understanding of the discipline of international relations (IR). Students will use their newly acquired knowledge to analyze different IR scholars' predictions concerning war and peace in this century. Interspersed with the core curriculum will be a number of real-world case studies designed around major problems facing today's IR scholars and world leaders alike. (This course does not qualify for the 3.0 History credits required for graduation.)

Introduction to Philosophy

credit: 0.5

How do we make sense of our ever more complex world? This course encourages students to discover the sources of values that have formed their lives as well as to develop a critical and creative perspective on themselves and their future. We will examine the underpinnings of pivotal texts considered journeys in truth. From "simple" stories like *The Little Prince* and Tolstoy's *The Three Questions* to the key texts of Plato's *Allegory of the Cave* and Hesse's *Siddhartha* to excerpts from films such as *The Matrix* and *Malcolm X*. In this course students will ask the big questions and need to be willing to engage in dialogue in order to develop a philosophical mind.

Brazilian History and Culture

credit: 0.5

Brazilian History and Culture is an introductory semester course required for all non-Brazilian Diploma students. The main goal is to understand Brazilian culture from different perspectives, using the students' experiences abroad to enrich the approach. The units are: Introduction to Brazil in the World Today; Brazil on the Map; Ethnic Roots of Brazil: Indigenous, European and African; and Brazilian Political History.

Estudos Sociais Brasileiros 9

credit: 0.5

Pré-requisito: alunos matriculados no 9º ano do Ensino Fundamental.

Este curso semestral tem como principal objetivo desenvolver estudos a respeito da História do Brasil, com foco no período do final da colonização portuguesa até os primeiros anos do Brasil como nação independente. Dentro deste recorte histórico, analisam-se, a partir de documentos primários e secundários, o processo de interiorização da colonização, o surgimento de movimentos emancipacionistas, a transferência da Corte portuguesa para o Rio de Janeiro, as diversas facetas da emancipação política e o Primeiro Reinado. A análise desses temas dá especial importância a aspectos como a relação entre as elites nacionais e o poder, a participação popular nos principais movimentos sociais; as transformações econômicas do país ao longo do século XVIII e XIX e a produção e divulgação da cultura nacional no mesmo período.

Estudos Sociais Brasileiros 10

credit: 0.5

Pré-requisito: alunos matriculados no 10º ano, 1º ano do Ensino Médio.

Este curso semestral tem como principal objetivo desenvolver estudos a respeito da História do Brasil, focalizando o período do Brasil Monárquico e o início do Brasil Republicano. São trabalhados os principais aspectos políticos, econômicos, sociais e culturais desses períodos históricos, analisando-se, a partir de documentos primários e secundários, o processo de consolidação do Estado brasileiro, sua organização sociopolítica ao longo do Período Regencial e do Segundo Império e as transformações decorrentes da proclamação da República. Têm especial importância aspectos como a elaboração das Constituições, a organização e transição política, a relação entre as elites nacionais e o poder, as transformações econômicas do país ao longo do século XIX e início do século XX, o fim da escravidão, o auge e a decadência do regime monárquico, a Proclamação da República e a composição político-econômica brasileira nas primeiras décadas do século XX. Nosso objetivo final é compreender as forças políticas e socioeconômicas que gestaram a Revolução de 1930.

Brasil: Desafios da Atualidade

credit: 0.5

Segundo semestre letivo - Alunos de 10º, 11º e 12ºs anos

Este curso visa proporcionar aos alunos um panorama geral das principais questões contemporâneas presentes no Brasil e no mundo. Os temas selecionados em cada semestre são trabalhados em forma de debates, leitura de artigos de jornal, elaboração de textos críticos e analíticos e análise de filmes. Por meio deles, objetiva-se incentivar a reflexão crítica dos alunos a respeito de seu próprio tempo histórico. Curso de interesse para vestibulandos.

IB Brazilian Social Studies SL I

credit: 1.0

Pré-requisito: alunos matriculados no 11º ano, 2º ano do Ensino Médio.

O curso de IB SL Brazilian Studies tem duração de dois anos, dividido em Geografia (IB SL BSS I) e História (IB SL BSS II). O curso tem como objetivo iniciar a preparação dos alunos para os exames do IB e dos vestibulares, na área de Estudos Sociais Brasileiros.

Nos estudos em Geografia do Brasil (IB SL BSS I), busca-se compreender que o espaço geográfico brasileiro é produto de uma organização socioeconômica que se transforma a partir da

história, além de analisar os diversos aspectos da sociedade e do espaço geográfico brasileiro e avaliar criticamente a realidade social e ambiental do Brasil contemporâneo.

IB Brazilian Social Studies SL II

credit: 1.0

Pré-requisito: alunos matriculados 12o ano, 3o ano do Ensino Médio.

O curso de IB BSS SL II estuda a História do Brasil e aprofunda conceitos a respeito da realidade brasileira, por meio de leituras e análises de diferentes textos e autores. Para tanto, estudam-se a América Portuguesa, a formação do Estado brasileiro, a organização política do Brasil-República e o Brasil no contexto mundial contemporâneo.

No final do 12o ano, 3o ano do EM, os alunos serão avaliados nos exams do IB, cujos conteúdos envolvem tanto a Geografia (IB BSS SL I) quanto a História (IB BSS SL II) do Brasil. Um trabalho de pesquisa individual é também componente essencial do programa (Internal Assessment).

IB History SL I

credit: 1.0

This is the first year of a two-year sequence that studies three themes from European history in depth: origins of war and the rise and rule of single party states. Classes are presented in a lecture/discussion format. Students must take extensive notes, access online and library research sources, write clear, analytical essays, and evaluate and interpret various sources of evidence, including primary and secondary sources. Students must take IB History SL II the following year.

IB History SL II

credit: 1.0

This course continues where IB History SL I left off. Students continue to refine skills as they continue their study of previous topics and investigate the Cold War. In addition to the IB exam taken in May, an internal assessment project (formal research paper) is required.

IB History HL I

credit: 1.0

Pre-requisite: Teacher recommendation and department permission.

IB History HL I is the first year of a two-year sequence which leads to the externally moderated IB exam. During the first year, students examine European history following both a chronological and thematic approach. The course focuses on developments in Europe during first half of the 20th century. Particular attention is given to the causes and effects of World War I, the quest for peace in the 1920s and 1930s, the rise of single party states, the establishment of communism, and the causes of World War II.

IB History HL II

credit: 1.0

Pre-requisite: IB History HL I.

IB History HL II is the second year in the two-year sequence which leads to the externally moderated IB exam. This course begins by examining the Soviet Union's involvement in World War II and the war's effects on Europe. A study of the Cold War's origins are followed by an in-depth examination of its development in Eastern Europe with a focus on the policies of Khrushchev and Breznev. As part of our study outside the region of Europe, the rise and rule of Argentina's Peron will be analyzed. In addition to the IB Exam taken in May, an internal assessment project (formal research paper) is also required.

IB Economics SL I

credit: 1.0

Pre-requisite: Enrollment in grade 11 and teacher permission.

IB Economics is the first year of a two-year sequence which leads to the externally moderated IB exam. The IB Diploma Program economics standard level course aims to provide students with a core knowledge of economics, encourage students to think critically about economics, promote an awareness and understanding of internationalism in economics and encourage students' development as independent learners. The course begins with a brief introduction to the economic way of thinking followed by in-depth studies of microeconomics and macroeconomics. Students will begin writing their required economics commentaries.

IB Economics SL II

credit: 1.0

Pre-requisite is IB Economics SL I.

The course picks up where IB Economics SL I leaves off. International Economics and Development Economics will be the areas upon which students will focus followed by a period of review for IB examinations in May. In addition, students will complete their remaining required economics commentaries.

IB Economics HL I

credit: 1.0

Pre-requisite: Enrollment in grade 11 and teacher permission.

The IB Diploma Program economics higher level course aims to provide students with a core knowledge of economics, encourage students to think critically about economics, promote an awareness and understanding of internationalism in economics and encourage students' development as independent learners. The course begins with a brief introduction to the economic way of thinking followed by in-depth examination of microeconomics that studies the theory of the firm and macroeconomics. Students will begin writing their required economics commentaries.

IB Economics HL II

credit: 1.0

Pre-requisite is IB Economics HL I.

The course picks up where IB Economics HL I leaves off. International Economics and Development Economics will be the areas upon which students will focus followed by a period of review for IB examinations in May. In addition, students will complete their remaining required economics commentaries.

IB Psychology SL I

credit: 1.0

IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology. The SL courses involves two exam papers in May and an internal assessment.

IB Psychology SL II

credit: 1.0

Pre-requisite IB Psychology SL I.

The course picks up where IB Psychology SL I leaves off. Students will complete the required commentaries and prepare for the IB examinations in May.

IB Psychology HL I

credit 1.0

IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

At HL level only, students analyze qualitative psychological research in terms of methodological, reflexive and ethical issues involved in research. HL students also analyze data using an appropriate inferential statistical test. The HL course involves three exam papers in May in addition to an internal assessment.

IB Psychology HL II

credit: 1.0

Pre-requisite is IB Psychology HL I.

The course picks up where IB Psychology HL I leaves off. Students will complete the required commentaries and prepare for the IB examinations in May.

WORLD LANGUAGES

Graded's World Languages Program empowers students to achieve fluency in speaking, reading, writing, and listening in various world languages. By engaging in purposeful and collaborative academic activities that provide insight into their own heritages and increased awareness into the identities of others, students learn to respect and embrace differences within an international community of learners.

Portuguese as a Foreign Language

In our PFL program, students learn about the Portuguese language and Brazilian culture, in order to understand differences and similarities between their own first language and culture of origin. There are many opportunities to exchange experiences, for conversation and reflection, using Portuguese as a tool. As students improve their speaking, listening, reading and writing skills, they feel more and more integrated into this culture and society, and confident about actively taking part in Brazilian social and cultural life.

Survival Portuguese

credit: 0.5

Offered during the second semester of the school year for new students, this course emphasizes

oral skills, helping students get by in the new culture and language. Survival social skills serve as the main vehicle for language acquisition.

Portuguese as a Foreign Language I credit: 1.0

in the context of the target language and culture. Program goals also involve developing students' basic practical communication and comprehension abilities (listening, speaking, reading and writing), and the understanding of language and culture, as well as fostering a positive attitude toward communication in a foreign language.

Portuguese as a Foreign Language II credit: 1.0

Pre-requisite: PFL I and teacher or department recommendation.

This course consolidates the contents of PFL 1 and provides opportunities for students to talk about past experiences and about their lives, families, and cultures in a more fully articulated discourse. It also aims to develop students' basic abilities to understand and convey information, ideas etc. by listening/reading or speaking/writing Portuguese; and to foster a positive attitude toward communication through dealing with everyday topics.

Portuguese as a Foreign Language III credit: 1.0

Pre-requisite: PFL II and teacher or department recommendation.

This course gives students plenty of opportunity to develop their oral skills through a variety of activities. It also enables them to reflect on Brazilian social issues, in order to raise their awareness and help them develop more informed opinions about the country in which they live, on a comparative basis with their own cultures. It also aims at equipping the learners with the everyday language/communication skills required to function fluently, accurately, and appropriately in Portuguese in a variety of real-life situations. It enables students to acquire and refine the language skills learned in previous courses (PFL I/II) and to prepare students for their immediate needs in real life.

Portuguese as a Foreign Language IV credit: 1.0

Pre-requisite: PFL III and teacher or department recommendation.

This course aims to give students opportunities to learn even more about Brazilian culture and society. Students begin to recognize certain language subtleties such as differences in register, tone, etc. At this stage students are able to communicate well in any daily given circumstance. They also start approaching and getting to know various different products of the Brazilian culture through authentic texts. Reflection on the similarities and differences among cultures is a key point of this course, leading students to a broader understanding of the language they are learning and the country they are living in.

Portuguese as a Foreign Language V credit: 1.0

Pre-requisite: PFL IV and teacher or department recommendation.

This course enables students to build confidence in the use of the Portuguese language. Students are stimulated to reflect on Brazilian issues and their importance in the world. These may be of a political, social, cultural and literary nature. At this level, students are encouraged to analyze

and produce literary and poetic language in Portuguese.

Portuguese as Foreign Language VI

credit: 1.0

Pre-requisite: PFL V and teacher or department recommendation.

This course enables students to build confidence in the use of the Portuguese language at a more advanced level. Students are stimulated to reflect on Brazilian issues and their importance in the world. It also provides students with activities to consolidate a variety of written types of text.

Português Língua Adicional 9 (PLA 9)

credit: 1.0

Pré-requisitos: recomendação dos professores e aprovação dos orientadores da série e da direção pedagógica de Estudos Brasileiros.

Este curso anual destina-se a alunos com nível avançado de proficiência em Língua Portuguesa, prioritariamente alunos estrangeiros. O objetivo maior do trabalho é o contínuo desenvolvimento da expressão oral e escrita, por meio da leitura de textos de gêneros literários e não-literários, interpretações, debates e projetos. As produções textuais acompanharão o programa de leitura, com ênfase nos gêneros argumentativos. Os estudos gramaticais serão feitos com vistas à adequação às situações comunicativas, sobretudo ao uso da linguagem acadêmica. Cultura brasileira é fio condutor do curso, na visão indissociável de língua e cultura construindo-se mutuamente.

Português Língua Adicional 10 (PLA 10)

credit: 1.0

Pré-requisitos: recomendação dos professores e aprovação dos orientadores da série e da direção pedagógica de Estudos Brasileiros.

Este curso anual destina-se a alunos com nível avançado de proficiência em Língua Portuguesa, prioritariamente alunos estrangeiros que já tenham cursado o PLA 9. Neste momento da escolaridade, iniciam-se os estudos literários sistematizados, propondo-se a leitura de autores portugueses e brasileiros de relevância, sem deixar a leitura de textos não-literários diversos. As produções textuais acompanharão o programa de leitura, com ênfase nos gêneros argumentativos. Os estudos gramaticais serão feitos com vistas à adequação às situações comunicativas, sobretudo ao uso da linguagem acadêmica. Cultura brasileira é fio condutor do curso, na visão indissociável de língua e cultura construindo-se mutuamente.

IB Portuguese B SL

credit: 1.0 (each course)

IB Português: Língua B SL

IB Portuguese B HL I

IB Português: Língua B HL I/II

Pre-requisite: teacher and/or department recommendation.

Os cursos de Português IB B SL/HL têm como princípios norteadores a inserção do aluno na produção cultural do Brasil e outros países lusófonos, o aprofundamento do estudo das estruturas da língua portuguesa e a prática das habilidades: escrita, compreensão, leitura e oralidade.

A partir dos princípios norteadores acima mencionados, o curso se delineará por meio de análises comparativas entre a língua (história e desenvolvimento) e cultura maternas, e a língua portuguesa (história e desenvolvimento) e a cultura brasileira, estudo da produção literária em língua

portuguesa (no mínimo, duas obras para o curso HL) e análise dos aspectos histórico-culturais, comparação com produções cinematográficas e o estudo da linguagem em seu sentido mais amplo, isto é, desde a linguagem comunicacional até a linguagem literária e cinematográfica. Mais especificamente, o aluno do curso Português IB exercitará elementos de coerência e coesão do texto escrito e oral, o estudo dos vários registros (informal x formal), adequação da linguagem e forma ao gênero textual correspondente e desenvolvimento de vocabulário. O curso é oferecido como um Higher Level course de dois anos, assim como um Standard Level Course, de um ano. Nesse caso, o conteúdo será similar, com as adaptações necessárias ao menor tempo de trabalho.

French

The French language program at Graded School provides a rich experience of French culture and discovery of the francophone world. Students are invited to be in contact with all French speaking countries through Internet research, movies and educational videos.

Note: Students in French II, III, & all IB French levels may take the DELF (Diplome Elementaire de Langue Française, Unité A1 to B2).

French I

credit: 1.0

This course is for beginning French learners and the curriculum is based on the IB French *ab initio* year 1 program (See IB French *ab initio* SL below). 9th and 10th graders who take this course are not eligible to earn the IB certificate after completion of this course.

French II

credit: 1.0

Pre-requisite: French I or placement test, and teacher recommendation.

This course is for beginning French learners and the curriculum is based on the IB French *ab initio* year 2 program (See IB French *ab initio* SL below). 9th and 10th graders who take this course are not eligible to earn the IB certificate after completion of this course.

French III

credit: 1.0

Pre-requisite: French II or placement test, and teacher recommendation.

French III focuses on language development and preparation to use the language appropriately in a range of situations, contexts and purposes. Through listening, dialogues, conversation, films, reading short stories and texts, students will improve listening, speaking and writing skills.

IB French *ab initio* SL I/II

credit: 1.0 (each course)

“The language *ab initio* courses are language learning courses for beginners, designed to be followed over two years by students who have no previous experience of learning the target language. The main focus of the courses is on the acquisition of language required for purposes and situations usual in everyday social interaction. Language *ab initio* courses aim to develop a variety of linguistic skills, and a basic awareness of the culture(s) using the language, through the study of a core syllabus and language-specific syllabuses.”

IB French B SL I

credit: 1.0

IB French B HL I

Pre-requisite: French II or III or placement test, and teacher recommendation.

The IB French B SL course is designed to delve more deeply into language structures acquired during the preceding years. At this point, the ability to communicate opinions and feelings in French is the main focus, especially related to literary texts and characters. Literary themes will be discussed and analyzed, while cultural aspects regarding the Francophone world will be focused on novels, short stories, and poetry.

IB French B SL II

credit: 1.0

IB French B HL II

Pre-requisite: French B SL I or HL I or placement test, and teacher recommendation.

Students will continue to improve their language structure. At this level, they will learn how to express their own thoughts and opinions by giving arguments, by criticizing, by defending their viewpoints more deeply. This ability will increase in oral and written expression. French literature will play an important role at this level: oral discussions and presentations, written approaches of important literary texts and essays will often be required of the students.

Spanish

Graded's Spanish courses I, II, & III are based on the standards of the European Council in its European Language Standards. At all three levels there is a rigorous and progressive integration of grammar and lexical elements, and their use in everyday situations and in working contexts, and communication skills.

Spanish I

credit: 1.0

This course is for beginning Spanish learners and the curriculum is based on the IB Spanish *ab initio* year 1 program (See IB Spanish *ab initio* SL below). 9th and 10th graders who take this course are not eligible to earn the IB certificate after completion of this course.

Spanish II

credit: 1.0

Pre-requisite: Spanish I or placement test, and teacher recommendation.

This course is for beginning Spanish learners and the curriculum is based on the IB Spanish *ab initio* year 2 program (See IB Spanish *ab initio* SL below). 9th and 10th graders who take this course are not eligible to earn the IB certificate after completion of this course.

Spanish III

credit: 1.0

Pre-requisite: Spanish II or placement test, and teacher recommendation.

Tras cursar el Español III se espera que el alumno sea capaz de:

- Entender las ideas principales de textos complejos que traten de temas tanto concretos como abstractos, incluso si son de carácter técnico, siempre que estén dentro de su campo de conocimiento.

- Relacionarse con hablantes nativos con un grado suficiente de fluidez y naturalidad, de modo que la comunicación se realizará sin esfuerzo por parte de los interlocutores.
- Producir textos claros y detallados sobre temas diversos, así como defender un punto de vista sobre temas generales, indicando los pros y los contras de las distintas opciones.

IB Spanish *ab initio* SL I/II

credit: 1.0 (each course)

“The language *ab initio* courses are language learning courses for beginners, designed to be followed over two years by students who have no previous experience of learning the target language. The main focus of the courses is on the acquisition of language required for purposes and situations usual in everyday social interaction. Language *ab initio* courses aim to develop a variety of linguistic skills, and a basic awareness of the culture(s) using the language, through the study of a core syllabus and language-specific syllabuses.”

IB Spanish B SL I/II

credit: 1.0 (each course)

IB Spanish B HL I/II

Pre-requisito: Español III o prueba de suficiencia, junto con una recomendación del profesor.

Este es un curso avanzado para hablantes de español como lengua extranjera. Sus fines son desarrollar la lectura y comprensión de textos escritos de la más diversa índole, así como la práctica de los más disímiles géneros escritos no literarios (cartas, discursos, panfletos, columnas de opinión, reportajes, etc.). El curso también está destinado a profundizar y consolidar en el alumno la capacidad de expresión oral expositiva y polemizadora en un lenguaje variado y rico.

INTERDISCIPLINARY

IB Theory of Knowledge I

credit: 1.0

IB Theory of Knowledge II

credit: 0.5

The ToK course encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: what counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? At Graded School, the course is taught in three semesters: the first two are devoted mostly to Knowledge Questions and Ways of Knowing, and the third to Areas of Knowledge, as well as preparation of the required formal presentation and paper.

Peer Group Connection

credit: 1.0

Pre-requisite: Students apply in grade 11 and the PGC leaders are selected by the PGC teachers.

Students must be enrolled in grade 12 and come with a willingness to learn! Attendance at the initial training retreat prior to the beginning of school is mandatory.

This course builds leadership skills while seniors mentor Grade 9 students. The class provides students with knowledge of and experience in group dynamics. Students learn organization and problem-solving skills and have first-hand opportunities to use these skills when they lead bi-weekly small group activities and discussions with Grade 9 students. Leaders will also plan and

facilitate out-of-school events such as the Freshman Retreat, Family Night and other community service events.

SUPPORT SERVICES

English Language Learning

Graded's English Language Learner (ELL) Program empowers multilingual students to succeed in the school's rigorous academic learning environment. Language instruction in this program supports access to core curricular content while honoring diverse backgrounds and learning styles. Students' linguistic needs are comprehensively assessed in order to determine which services will be provided to facilitate full immersion into Graded's academic program.

English for Academic Purposes (EAP) I and II

The English for Academic Purposes class is designed to help students improve their academic English reading, writing, listening and speaking skills. We explore the mechanics of the English language, as well as the elements of literature and the writing process. Throughout the year we will encounter various literary genres, including fiction, nonfiction, drama, poetry and film. In addition, we practice writing and revising in a variety of styles. Other activities include presentations, journals, discussions and technology projects.

In addition, this course supports students in activities they are working on in their content classes. The focus of this support is on reading and writing assignments, projects and presentations, and tests and quizzes. We utilize study, vocabulary, reading and research strategies that will assist language learners in their quest for independent learning.

Optimal Learning Center

The Optimal Learning Center (OLC) supports students with identified learning differences, empowering them to become confident, autonomous learners who meet or exceed grade level standards. Learning specialists in the OLC collaborate with students, parents, teachers, and other stakeholders in the community to provide individual, small group, and classroom level interventions. These include strategies within daily routines, classroom structures, and curricular activities.

Academic Support 9

credit: 1.0

Academic Support 10

Academic Support 11/12

Pre-requisite: previous identification of specific learning difficulty.

This course offers students additional support in the development of specific skills necessary for successful completion of the high school curriculum. Students will be taught essential compensatory skills for lifelong learning. Inquiry and organizational skills, time management, group dynamics, auditory processing and social skills for success form the foundation of this course.



Av. Pres. Giovanni Gronchi, 4710
05724-002
Sao Paulo, SP, Brazil
55-11-3747-4800
www.graded.br