



# High School Course Handbook 2018-19

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## Introduction

### Course Credits

Full-year courses earn 1.0 credit and semester courses earn 0.5 credit unless otherwise stated in the course catalogue. Credits are listed below with course descriptions.

### Courses

The availability of a course is based on student enrollment, interest, and scheduling feasibility. Some courses listed in this book may not be available every semester or every year.

### Course Recommendations

Enrollment in a course is dependent upon a student's grade in the prerequisite course(s), graduation requirements, the student's work ethic, teacher and/or department recommendation or permission, and scheduling feasibility. As many of the course offerings for grades 11 and 12 are a two-year commitment, we encourage students to gather as much information as possible when making decisions. The teacher recommendation is an important factor to consider. Specific departments may take additional criteria into consideration. (See individual department criteria.)

### Scheduling

Given the size of the High School and the multiple diplomas we offer, a large number of courses are possible. 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. Students may make an appointment with their counselors to verify credits. Schedule changes may be necessary. Not all courses can be guaranteed.

Students should work closely with their counselors to select courses, being mindful of the various diploma requirements, and they should register for a variety of courses, exploring possible interests. Students are required to enroll in at least eight classes each semester in grades 9 and 10 and at least six classes in grades 11 and 12.

## Graduation Requirements

Graded School is accredited by [AdvancED](#), is recognized by the Brazilian Ministry of Education, and is an International Baccalaureate World school. Graded's academic program is college-preparatory, designed to prepare students for entry into colleges and universities in the United States, Brazil, and other countries around the world.

Programs of study are available which lead to three different diplomas. All students must earn the United States Diploma, equal in value to those issued by accredited high schools in the United States. The Brazilian Diploma is required for entry into Brazilian universities and universities in countries which have cultural agreements with Brazil. (Please see the Director of Brazilian Studies and World Languages for the complete list.) Also available is the [International Baccalaureate Diploma](#), earned by successful completion of external examinations with expectations beyond those of the traditional high school student.

### United States High School Diploma

#### Requirements for the American Diploma:

- Eight semesters [or the equivalent] of academic work beyond grade 8
- A minimum of 24 credits earned
- Completion of a minimum of three IB courses
- Completion of external IBDP examinations in registered IB courses

Specific credit requirements for the American Diploma, earned in grades 9-12, include those prescribed below:

- English (4.0 credits)
- World Languages (3.0)
- Mathematics (3.0 credits)
- Social Studies (3.0 credits)
- Science (3.0 credits)
- Visual and Performing Arts (1.5 credits)
- Physical Education (1.5 credits)
- Health (0.5 credits)

### **Core Seminar for Juniors and Seniors**

The Core Seminar is required for all students in both semesters of grades 11 and 12. It is a joint venture between the IB Program and the Counseling Department, designed to ensure Graded students are well-prepared for success during the IB, university research and application process, and life beyond high school. The purpose of the seminar is to give college and career information, counseling, and the IB Core: IB Theory of Knowledge (TOK), the Extended Essay (EE), and the Creativity, Activity, and Service (CAS) course content. Through the Seminar, students receive group and individual support from the TOK teachers, the IB coordinator, the CAS and EE coordinator and counselors to further their thinking, organizational, time management, communication, and research skills. Non-IB diploma students are required to attend the counseling portions of the Seminar and have independent study time when the TOK, EE, and CAS activities are presented.

### **Community Building Time**

The High School Community Building program supports all high school students through a series of activities focused on intrapersonal and interpersonal skills, character development, and collaborative activities. The purpose is to build a sense of community and encourage students to see themselves as part of our larger world. All students are scheduled for a 30-minute FLEX/Community Time block each day at 11:05. Attendance is mandatory.

### **Multiple Language Requirement**

The following world language requirements apply:

- While enrolled in the High School, students must study a language in addition to English. Portuguese, French, or Spanish may fulfill this requirement. The High School administration must approve exceptions.
- Two years of study of the same world language (e.g., Portuguese, French, or Spanish at the novice or intermediate level) and/or an equivalent proficiency approved by Graded in another language is required.
- Students enrolled in the English for Academic Purposes (EAP) program and students with a documented language disability may be exempted from studying a language other than English.

### **Dropping or Adding Courses**

Changes in a student's schedule of classes must be made in consultation with the Counseling Office and/or with the High School principal. Returning students make course selections in the previous school year. Only necessary changes may be made during the first two weeks at the beginning of the first semester and during the first week of the second semester. Withdrawal and additions are made based on need, feasibility, and availability. Courses that are dropped after the two-week grace period are noted as "W" (Withdrawn) on the student's transcript except if moving from a High Level (HL) class to a Standard Level (SL) class in the in the same subject.

[\[Sample transcript of a student earning the US High School Diploma.\]](#)

## **Brazilian High School Diploma**

**Equivalency of courses and programs:**

- Grade 9: 9° ano do Ensino Fundamental
- Grade 10: 1° ano do Ensino Médio
- Grade 11: 2° ano do Ensino Médio
- Grade 12: 3° ano do Ensino Médio

**Requirements for the Brazilian Diploma:**

- Satisfactory completion, at the end of grade 9, of all requirements for the Conclusão do 9° ano do Ensino Fundamental
- Six semesters of academic work beyond grade 9
- Completion of Ensino Médio
- Satisfactory completion of all requirements for the American Diploma

Specific course requirements for the Brazilian Diploma, earned in grades 10, 11, and 12, include those prescribed below:

**Brazilian Social Studies**

- Grade 9 Brazilian Social Studies 9
- Grade 10 Brazilian Social Studies 10
- Grade 11 IB SL Brazilian Social Studies I
- Grade 12 IB SL Brazilian Social Studies II

**Portuguese Language**

- Grade 9 Portuguese 9
- Grade 10 Portuguese 10
- Grade 11 IB HL/SL Portuguese A Lang and Lit I *or*  
IB HL/SL Portuguese B I
- Grade 12 IB HL/SL Portuguese A Lang and Lit HL II *or*  
IB HL/SL Portuguese B II

Other levels of Portuguese must be approved by the Director of Brazilian Studies and World Languages.

**Mathematics**

Students must take one mathematics course in each of the four years of High School.

**Science**

Students must take one science course in each of the four years of High School.

**Arts**

Students must take at least one semester course in the visual and performing arts in grade 9 and two additional semester art courses in grades 10, 11, or 12.

**Physical Education**

Students must take one semester of physical education and one semester of health in grade 9 and two additional semesters of physical education in grades 10, 11, or 12 for a total of four semesters.

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

**International Baccalaureate (IB) Diploma and IB Courses Program**

The International Baccalaureate Diploma Program is a rigorous pre-university program for highly motivated students in grades 11 and 12. It was created in 1968, and 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 second, to provide an academic experience that emphasizes critical thinking, intercultural understanding, and exposure to a variety of viewpoints. Our students can choose to pursue either the full IB Diploma or individual IB subject or core certificates through the IB course program. All Graded students take a minimum of three IB courses and exams.

### The IB Diploma Program Curriculum

The IB Diploma Program (DP) and IB Diploma Courses (IBDC) are a comprehensive two-year program of study with the strengths of a liberal arts program but with requirements that set the IB apart from other advanced placement programs. The curriculum is made up of the DP core and six subject groups. Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements of the DP are:

- [Theory of Knowledge](#), in which students reflect on the nature of knowledge and on how we know what we claim to know
- [The Extended Essay](#), which is an independent, self-directed piece of research, finishing with a 4,000-word paper
- [Creativity, Activity, and Service](#), in which students complete a project related to those three concepts

The six subject groups and subjects offered at Graded are:

- Studies in language and literature (Group 1)
  - Literature A HL, SL (offered in English)
  - Language and Literature A HL, SL (offered in English, Portuguese, French, and Spanish) or other native language through independent study. (Must be approved by IB Coordinator.)
  - Other languages not offered by the school may be pursued through independent study. Students wishing to study a Language A, at the discretion of the school, may hire an independent tutor who can get the appropriate course outlines and criteria from the IB Coordinator. Where a tutor cannot be found or when a tutor is unable to carry out the IA, the school may authorize the student to do a *Language Self Study SL*.
- Language acquisition (Group 2)
  - Language B HL, SL (offered in Portuguese, Spanish, French)
  - *ab initio* SL (offered in Spanish and French)
- Individuals and societies (Group 3)
  - Brazilian Social Studies SL
  - Economics HL, SL
  - History HL, SL
  - Psychology HL, SL
  - Environmental Sciences and Societies SL
- Sciences (Group 4)
  - Biology HL, SL
  - Chemistry HL, SL
  - Physics HL, SL
  - Environmental Sciences and Societies SL
- Mathematics (Group 5)
  - Math HL
  - Math SL
  - Math Studies SL
- The arts (Group 6)
  - Film Studies HL
  - Theater Arts HL, SL
  - Visual Arts HL, SL

## Requirements for Diploma Candidates

In order to gain the full **IB Diploma**, students are required to take::

- three subjects at **Higher Level (HL)**
- three subjects at **Standard Level (SL)**
- Extended Essay
- Theory of Knowledge
- Creativity, Activity, and Service
- All external IBDP examinations (including internal assessments) in all registered IB courses

A student is only permitted to take four HL courses if needed for a specific university program and if grade 10 results support such placement. This must be approved by the IB coordinator and/or principal.

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

Many DP students complete their Diploma in a language that is not their best language for academic work. A powerful feature of the DP is the policy of mother-tongue entitlement that promotes respect for the literary heritage of the language a student uses at home. Schools are afforded two important facilities to provide opportunities for students to continue developing oral and writing skills in their mother tongue while studying the DP in a different language of instruction. These facilities are known as school-supported self-taught languages and special request languages, and they are made available for the Language A literature course. Language A literature can be studied on a school-supported self-taught basis in a situation where the student wishes or needs to complete the studies in language and literature requirement in a language for which the school does not have a qualified teacher. Self-taught students may study Language A literature at Standard Level only. If an instructor is contracted outside of school by the family, the student needs to complete the sign-up process and obtain the syllabus from the IB coordinator.

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 are the most appropriate for each student.

Credit toward the IB Diploma is based on internal coursework and external exams from the International Baccalaureate Organisation (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. Internal assessment tasks are marked by the teachers at Graded and then moderated by the IBO at the International Baccalaureate Curriculum and Assessment Centre (IBCA). Internal mock exams at the end of the first year of study may be used to determine whether the student should remain in the DP program or be moved to courses. Final examinations at the end of the two-year course are set and marked externally by IBCA. They are taken in April or May of the last year of the course.

The IB Diploma is awarded to students whose total points for six subjects range from a minimum of 24 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.

## The IB Course Program Curriculum

Graded students desiring challenging courses are encouraged to take individual IB courses even if they choose not to pursue the full IB Diploma. Upon successful completion of the course and IB exams, students receive an official IB certificate. Students may choose to complete the Extended Essay, TOK, and CAS as separate components from a full IB Diploma. These components do not count as part of the graduation requirement of three IB courses and exams.

The DP is demanding in terms of time commitment and it is important that students develop effective time-management skills from the start. This can be facilitated by ensuring students understand the expectations of the time commitment over the two years of the DP. Time management needs to be supported by teachers who

understand that their subject is one of six plus the three elements of the core. Graded stresses that they collaborate on setting assignments in a manageable way.

### **Bilingual IB Diploma**

Students who take two Group I Literature/Language courses and successfully complete all other program requirements 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 2-4 hours per subject in May of their exam year.

The grading system 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**

Parents must pay for all fees for the IB registration and exams. The fees range from US\$620 to US\$1250, payable to the school in November prior to the May IB exam session. For further details, please consult the IB Coordinator.

Families are responsible for any extra IB fees incurred due to student delays in registration or changes to course levels after November 1 of grade 12. The optional legalization of results and "enquiry upon results" also incur an additional fee.

### *A Note Regarding IB French A or B, Portuguese B, Spanish B*

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

[\[Sample transcript of a student earning the US High School and IB Diplomas.\]](#)

## Program and Course Descriptions

### 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. The Graded staff and community 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.

#### Music

##### Digital Music

*Semester*

Credit: 0.5

Digital Music is a class devoted to basic music composition, arranging, and other applications using Macintosh computers and piano keyboards. Various music software programs are introduced, and there is 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

*Semester*

*No previous experience required.*

Guitar is a course for guitar players of all levels. Students learn how to play and develop chords, solos, and fingering on acoustic guitar in a group setting. They also learn music theory, music appreciation and history, and learn to listen to and read music. (This course may be repeated for credit.)

##### Beginning Orchestra

Credit: 1.0

*Year*

*No previous experience required.*

Beginning Orchestra is an introductory course for string instrument players. Students 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.

##### Choir

*Semester*

Credit: 0.5

*Year*

Credit: 1.0

*Prerequisite: Previous choral experience recommended but not required.*

Choir is a 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 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 mandatory performances inside and outside school throughout the year. Advanced students have the opportunity to apply and prepare for auditions for the Association for Music in International Schools (AMIS) International Honor Choir Festival. (This course may be repeated for credit.)

##### Honor Choir

Credit: 0.5

*Year*

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

Honor Choir is a class that meets after school twice a week and is open to qualified advanced singers. Enrollment is by audition only, and students accepted into the Honor Choir are also expected to be enrolled in band, choir, or orchestra. Exceptions may occur according to the level of musicianship of the candidate. Performances and events on weekdays and/or weekends are mandatory and part of the assessment for this course. (This course may be repeated for credit.)

### **Jazz Band**

Credit: 0.5

Year

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

Jazz Band is a class that meets outside of the normal school day. Enrollment is limited to those students who can demonstrate the necessary ability on their instruments, and who are also enrolled in another music ensemble class meeting during the regular academic day. Students rehearse and perform music following the standard jazz big-band format. 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 are covered. Attendance at all performances is mandatory. (This course may be repeated for credit.)

### **Orchestra**

Credit: 1.0

Year

*Prerequisite: Beginning Orchestra or teacher approval.*

Orchestra is a course that brings together students of varied levels and grades to play orchestral repertory. Students improve their playing skills, and the necessary theory and technical development are 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.)

### **Senior Band**

Credit: 1.0

Year

*Prerequisite: Junior Band or instructor's permission.*

Senior Band is a 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 are studied, and students 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.)

## **Theater Arts**

### **Acting and Improvisation**

Credit: 0.5

Semester

This is an active, participatory course in which students explore a variety of methodologies for preparing and performing with confidence and clarity. Through theater games, improvisation, and exercises, students acquire skills to bring a character to life on stage in a scripted or non-scripted piece. We all see actors performing in theater, television, and film. How do they do it? How do actors create the illusion of becoming someone else in another place and time? Students learn the skills of acting, concentrating on the three areas for creating character:

- **Movement and gesture:** This unit focuses on how our physical movements and gestures can be used to create both story and character. Units of study include: physical theater, pantomime, mask, and commedia dell'arte.
- **Voice:** This unit focuses on building vocal control and dexterity through breathing, articulation, and manipulation. Units of study include: accents, commercials, voice-overs, and proclamations.

- **Performance:** This culminating unit brings together all of the elements of performance to one final performance. Students create meaningful and developed characters for both a scripted and non-scripted performance. Units of study include: monologues, duets, scene-work, acting for the camera, improvisation showcase, and devising.

There is a different focus for the three areas each semester so students are able to repeat the course while learning new content. (This course may be repeated for credit.)

### Theater Production

Credit: 0.5

#### *Semester*

Behind the curtain, there is a lot that goes into creating an incredible performance. A solid design and tech team is essential to the modern theater production. This course is a practical exploration of a variety of the design and technical aspects including set, sound, light, costume, prop, projections, and publicity. After developing an understanding of the elements of design, students create original designs for upcoming shows. Working backstage, students learn how to operate and run equipment safely and effectively. Each semester, the design focus of the course may differ according to the needs of the current shows. **Students are required to work backstage in at least one of the semester shows. This requires an out-of-class commitment.** This course may be repeated for credit.

### IB Theater Arts SL I

### IB Theater Arts HL I

Credit: 1.0

#### *Year*

Theater is about transformation, and this course seeks to give students the opportunity to delve into this dynamic, collaborative, and live art form and transform themselves. The first year of IB Theater is a foundational year in which students develop their understanding of theater-making through a practical and theoretical exploration as creators, designers, directors, performers, and spectators. Students work individually and collaboratively within the creative process and learn how to transform ideas into action, apply research and theory to inform and contextualize their work, and critically reflect on a wide range of theatrical works. This is a two-year course, which culminates in the senior year. It is a rigorous course in which a strong interest in either performance or technical theater is essential. While no prerequisite is required for this course, previous theatrical experience and/or knowledge is strongly suggested. **Students are required to participate in at least one show each semester, which is an out-of-class commitment.** Students must be willing to devote the time out of class to complete this requirement.

### IB Theater Arts SL II

### IB Theater Arts HL II

Credit: 1.0

#### *Year*

*Prerequisite: Successful completion of IB Theater Arts I.*

IB Theater students continue into their second year of theater study by delving deeper into their personal exploration of topics, including theorists and practitioners. During their final year, IB Theater Arts SL students complete three final exams: the Collaborative Project, the Director's Notebook, and the Research Presentation. HL students are required to also perform the Solo Project. **As in Year I, students are required to participate in at least one show each semester, which is an out-of-class commitment.** Students must be willing to devote the time out of class to complete this requirement.

## Visual Arts

### Art Foundations

#### *Semester*

Credit: 0.5

The purpose of this course is to provide students with a strong foundation in the visual arts. The course focuses on developing critical thinking skills, analytical tools, and technical skill with a variety of materials and tools in both 2D and 3D art forms. Students develop methods for analyzing and talking about art and increasing awareness of the visual environment and how we interact with it. Emphasis is also placed on developing the confidence and skill sets necessary to successfully create substantial works of art. Students are required to maintain a sketchbook and do reflective writing about their work. Two semesters of this course are required for students who are planning to follow the two-year IB Visual Arts program. (This course may be repeated for credit.)

**Ceramics and Sculpture**

Credit: 0.5

*Semester*

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 it in a visual form. Students 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. (This course may be repeated for credit.)

**Ceramics - Wheel and Extruder**

Credit: 0.5

*Semester*

This course introduces students to the use of the potter's wheel as well as sculpture techniques with focus on design and exploring the extruder in different ways. It continues to build appreciation for esthetic three-dimensional forms. There is a limited registration number of 12 students in this class. (This course may be repeated for credit.)

**Computer Graphics**

Credit: 0.5

*Semester*

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 Graphics is an entry-level semester 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 artwork, and brand identities. (This course may be repeated for credit.)

**Multimedia Art**

Credit: 0.5

*Semester*

Multimedia Art is an eclectic course that explores the creative boundaries of using technology and various media to create art. Students are exposed to tutorials meant to level up their skills in photographic composition, cinematography, video editing, and applied music. Throughout the semester students have the opportunity to sharpen their powers of observation, establish habits of perceptive watching, cultivate their creativity, and discover complex aspects of art making that invite and challenge them to produce authentic projects.

**Photography I**

Credit: 0.5

*Semester*

In this fun course, designed for those interested in learning more about photography, students view photography as an art form and learn the basic techniques of black and white film and darkroom skills. Students learn to use the manual settings on their cameras to capture images in terms of light and composition, and to create content. They also learn how to scan and digitally edit these images using Adobe Photoshop. It is recommended that students provide their own 35mm SLR cameras, although some are available for rent.

**Photography II**

Credit: 0.5

*Semester*

*Prerequisite: Photo I or teacher permission.*

This advanced photo skills course concentrates on alternative and studio-based processes. It also introduces more creative and advanced camera and darkroom techniques. Students build a portfolio of both black-and-white and color digital images that explore themes of their artistic interests. Work from this class are showcased in public settings both in and outside of the school.

**IB HL Film I**

Credit: 1.0

*Year*

*Prerequisite: Digital Video (MS), Multimedia Art, or teacher permission.*

Film is both a powerful communication medium and an art form. This two-year Higher Level film course aims to develop student proficiency in the interpretation and production of film "texts" in alignment with development of student's creativity. The first year of the course introduces students to film language and hands-on production skills, emphasizing the importance of working both individually and in specific roles of an organized film crew. Success requires the courage to develop and create original points of view, the curiosity to experiment with ideas that harness the imagination, the passion to research, critique, and formulate ideas eloquently, and the technical know-how to capture the limitless possibilities of human expression on film. As film study and production demand a minimum of 30 hours outside of class time per semester, students must be willing to devote such time to appropriately complete the program.

### **IB HL Film II**

Credit: 1.0

*Year*

*Prerequisite: Successful completion of IB Film HL I.*

In the second year of IB Film, a rigorous production schedule continues outside of class in partial fulfillment of each candidate's final Production Portfolio. In class, however, the primary focus is on film scholarship. Through the screening and analysis of excerpts from noteworthy films from a wide range of historical, cultural, political, and socio-economic origins, students work to build an appreciation and understanding of the conventions of world cinema's rich past while researching and exploring new directions in modern film theory.

### **IB SL Visual Arts I**

### **IB HL Visual Arts I**

Credit: 1.0

*Year.*

*Prerequisite: Art Foundations or teacher approval.*

This rigorous program is for students with a strong interest in art. In the first year, students complete intensive studio work and develop a Visual Arts Journal. Student learns how to explore and experiment with ideas, develop an understanding of materials and techniques, make connections between their own work and that of other artists/cultures/social contexts, and show the process of this integration in studio work and in their Visual Journals. The first semester is teacher-directed; in the second semester students begin to set goals and themes to explore and develop into artwork. Research, readings, slide/video presentations, and gallery visits are an important part of the course content and students' artistic development.

### **IB SL Visual Arts II**

### **IB HL Visual Arts II**

Credit: 1.0

*Year .*

*Prerequisite: IB Visual Arts SL/HL I.*

Year two of IB Visual Arts requires self-discipline and independence; work continues beyond class hours. Students pursue self-guided, studio-based exploration and art historical research around personally meaningful themes or topics to guide and focus progress toward the final exhibition. In the process, students become informed about the wider world of visual arts, learning to understand and appreciate the cultural contexts within which they produce their own work. They develop increasingly sophisticated, informed responses to work they have seen and experienced. A Process Portfolio, demonstrating personal growth and development, and Comparative Study, discussing and analyzing art, are also submitted for external assessment by an IB examiner.

### **Yearbook Design and Publication**

Credit: 1.0

*Year*

*Prerequisite: 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. Students learn digital photography and graphic design techniques using Adobe Photoshop, Illustrator and InDesign software. This is a hands-on editorial experience as students select a theme, design the layout, and organize and gather images and information to produce Graded's annual yearbook. Note: This course requires student participation outside of scheduled class time to complete assigned tasks and meet both internal and external deadlines.

## 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

#### **English 9: Individuals and Society**

Credit: 1.0

*Prerequisite: English 8 or equivalent.*

English 9 establishes the foundational skills in disciplinary thinking. Students increase their understanding of literary and non-literary forms through the application of basic critical lenses. By studying and discussing a variety of texts, students sharpen their thinking, listening, and speaking abilities, fostering confidence and independent thought. Various approaches to writing for diverse purposes and audiences develop necessary skills for communicating well. Through the deconstruction and the production of language in its myriad forms, students not only gain self-knowledge, but also participate in community.

#### **English 10: Power - Race, Class and Gender**

Credit: 1.0

*Prerequisite: English 9 or equivalent.*

Grade 10 English builds on the analytical thinking skills developed in earlier grades to refine deeper critical approaches to literary and non-literary texts. This course explores language and meaning through the critical lenses of ethnicity, class, gender, and power. Students further develop specificity and sophistication in their written and spoken interpretations. Students develop interpretive and expressive skills with a sympathetic eye towards cultural context and the human condition.

#### **IB SL English A: Language and Literature I**

#### **IB HL English A: Language and Literature I**

Credit: 1.0

*Prerequisite: English 10 or equivalent.*

Language and Literature provides a different avenue for those students who do not merely want to critically analyze literature. It is intended for those students who wish to challenge themselves with an analysis of Language and how it affects meaning.

This course develops students' knowledge and understanding of both language and literature through the study of literary and nonfiction texts, including mass media. Students are challenged to think critically about the different interactions between text, audience, and purpose and understand how language, culture, and context determine the way in which meaning is constructed. Through the study of varied texts, students gain a broad understanding of the role of language in people's lives, in the media, and in the arts.

This two-year course is divided into four parts:

1. Language in cultural context
2. Language and mass communication
3. Literature – texts and contexts
4. Literature – critical study

Students who take this course should be prepared to think critically, work independently, and take an active role in class discussion. Under the teacher's guidance, students make decisions on the form of tasks, undertake research projects, generate text materials and participate in online learning environments. In addition to IB requirements, students complete a variety of written and oral assignments for Graded.

**IB SL English A: Language and Literature II****IB HL English A: Language and Literature II**

Credit: 1.0

*Prerequisite: IB English: Language and Literature I (SL or HL).*

The second year of IB Language and Literature is an extension of both the philosophy and scope of year one. Students are required to take the IB English Language and Literature exams in May.

**Distinctions between SL and HL**

In Parts 2 and 3, SL students analyze four literary works while HL students analyze six literary works drawn from multiple cultures. A focus on critical reading skills are combined with the role of context and other interpretative approaches.

SL requirements for the IB Diploma or Certificate include one 800- to 1000-word written task accompanied by a 200- to 300-word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year. There is also a one-and-a-half hour paper on the Part 3 texts and a one-and-a-half hour paper analyzing one previously unseen non-literary texts (assessed externally).

HL requirements for the IB Diploma or Certificate include two 800- to 1000-word written tasks accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year. There is also one two-hour paper on the Part 3 texts and one two-hour paper comparing two previously unseen texts (assessed externally).

The external assessment criteria for Papers 1 and 2 and the written tasks are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers' techniques than SL students. The internal assessment criteria are the same for both SL and HL programs.

**IB SL English A: Literature I****IB HL English A: Literature I**

Credit: 1.0

*Prerequisite: English 10 or equivalent.*

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.

This two-year course is divided into four parts:

1. Works in translation
2. Detailed study
3. Literary genres
4. Options—school's free choice

**IB SL English A: Literature II****IB HL English A: Literature II**

Credit: 1.0

*Prerequisite: 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 1.

**Distinctions between SL and HL**

SL students are required to study ten works; HL students are required to study 13. Some of the assessment tasks for SL are less demanding. For example, for Part 2, SL students present a 10-minute oral commentary, whereas HL students must first present a 10-minute oral commentary on a poem followed immediately by a 10-minute recorded interview on a Part 2 text of a different genre. For Paper 1 in May of the second year, both SL and HL write a literary analysis of a previously unseen passage. However, SL students are assisted by two guiding questions whereas HL students write a literary commentary with no assistance from guiding questions.

The external assessment criteria for Papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers' techniques than SL students. The requirements for depth of knowledge and understanding and for demonstrating the skills of analysis, synthesis, evaluation, and organization are less demanding at SL than at HL.

In Parts 2 and 3, SL students analyze four literary works while HL students analyze six literary works drawn from multiple cultures. A focus on critical reading skills are combined with the role of context and other interpretative approaches.

SL requirements for the IB Diploma or Certificate include one 800-1000 word written task accompanied by a 200-300 word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year—a one-and-a-half hour paper on the Part 3 texts and a one-and-a-half hour paper analyzing one previously unseen non-literary texts (assessed externally).

HL requirements for the IB Diploma or Certificate include two 800- to 1000-word written tasks accompanied by a 200- to 300-word rationale (assessed externally); a recorded oral examination of 20 minutes based on Part 4 works (assessed internally and moderated externally); and written examinations in May of the second year. There is also one two-hour paper on the Part 3 texts and one two-hour paper comparing two previously unseen texts (assessed externally).

The external assessment criteria for Papers 1 and 2 and the Written Tasks are clearly differentiated. HL students are expected to demonstrate a deeper understanding of content and writers' techniques than SL students. The internal assessment criteria are the same for both SL and HL programs.

### **Writing for Expression**

Credit: 0.5

Writing for Expression is a semester course designed to simplify the art of writing and to focus on writing solely to communicate. The course is for students who are challenged on written assessments not because they don't know the material, but because they have trouble putting what they think on paper. The first part of the course focuses on sentence construction, clarity, and overcoming writer's block. Students move from there to writing for purpose.

## **Portuguese**

### **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, 10º 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 baseiam-se 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.

### **IB SL Português A: Língua e Literatura I**

#### **IB HL Português A: Língua e Literatura I**

Credit: 1.0

*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 SL Portuguese A: Língua e Literatura II**

#### **IB HL Portuguese A: Língua e Literatura II**

Credit: 1.0

*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.

### **Dissertação para vestibulares**

Credit: 0.5

*Pré-requisito: alunos de 10º, 11º e 12º anos, de Português, interessados no ingresso de universidades brasileiras*

Curso voltado para a prática de redação, tendo como fio condutor as exigências dos atuais vestibulares e do ENEM. 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.

## Spanish

### Spanish 9

Credit: 1.0

*Prerequisite: Department recommendation.*

This course is designed specifically for native/heritage speakers of Spanish who communicate effectively in their home or community language and wish to develop their academic language proficiency and competency. The purpose of this course is to enable students to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences. We validate the linguistic and transcultural experiences and knowledge students already possess. The course provides students with the possibility of exploring cultures of the Hispanic world, including their own, and also validating language diversity.

### Spanish 10

Credit: 1.0

*Prerequisite: Spanish 9 or department recommendation.*

This course is designed specifically for native/heritage speakers of Spanish who communicate effectively in their home or community language and wish to develop their academic language proficiency and competency. The purpose of this course is to enable students to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences. We validate the linguistic and transcultural experiences and knowledge students already possess. The course provides students with the possibility of exploring cultures of the Hispanic world, including their own, while also validating language diversity.

### IB SL Spanish A: Lengua y Literatura I/II

### IB HL Spanish A: Lengua y Literatura I/II

Credit: 1.0 (each course)

*Prerequisite: Los alumnos deberán demostrar una amplia fluencia oral y escrita y recibir la recomendación del profesor.* 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.

## French

### IB SL French A: Language and Literature I

### IB HL French A: Language and Literature I

Credit: 1.0

*Year*

*Les élèves intéressés doivent démontrer leur maîtrise de la langue orale et écrite et être recommandés de suivre ce cours par l'enseignant.*

*Le diplôme de langue et littérature est destiné aux étudiants qui souhaitent analyser la langue et la culture plus profondément.*

Ce cours développe les connaissances et la compréhension des élèves en matière de langue et de littérature à travers l'étude de textes littéraires et des articles de presse. Les élèves s'exercent à réfléchir de façon critique sur les différentes interactions entre le texte, le public et le but. Ils seront invités à mieux comprendre comment le langage, la culture et le contexte déterminent la façon dont le sens est construit. Grâce à l'étude de textes variés, les élèves acquerront une large compréhension du rôle de la langue dans la vie courante, dans les médias et dans les arts. Les étudiants qui suivent ce cours devraient être prêts à penser de façon critique, à travailler de façon autonome et à jouer un rôle actif dans la discussion en classe. Sous la direction de l'enseignant, les élèves peuvent prendre des décisions sur la forme des tâches, entreprendre des projets de recherche et rechercher du matériel. En plus des exigences de l'IB, les étudiants complèteront une variété d'affectations écrites et orales pour Graded.

**IB SL French A: Language and Literature II****IB HL French A: Language and Literature II**

Credit: 1.0

*Prerequisite: IB SL or HL French Language and Literature I.*

La deuxième année de IB French A Langue et Littérature est une extension de la philosophie et de la portée de la première année. Les étudiants approfondiront leurs études littéraires et seront exposés à des documents authentiques publiés dans la presse française. La littérature est non seulement une source de connaissances mais aussi une source d'inspiration pour l'écriture des étudiants et l'élargissement de leur vision du monde.

**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

*Year**Prerequisite: Grade 8 Math or Pre-algebra.*

Grade 9 students discover the fundamental concepts of algebra, geometry, functions, and statistics. Students apply these concepts to practical problems. The algebra content of the course develops proficiency in fundamental skills in algebra such as computational rules, solving equations, inequalities, factoring, exponents, linear and quadratic equations, and graphing. The geometry content of the course develops a strong foundation of introductory geometry and right triangle trigonometry. The functions component of the course introduces students to linear and quadratic functions. The statistics content introduces students to basic statistical measurements including presentation of data, measures of central tendency, and simple measures of spread. The interconnectivity between the branches of mathematics and their applications to real world problems is a constant theme of the course.

**Integrated Math I Extended**

Credit: 1.0

*Year**Prerequisite: Grade 8 Math, Algebra I, and department recommendation.*

Grade 9 students extend their knowledge of the concepts of algebra, geometry, statistics, and probability. Students apply these concepts to practical and complex problems. The algebra content of the course develops proficiency in more complex skills in algebra such as linear equations and inequalities, properties of exponents, and quadratic equations including their graphs and factoring, and the introduction of functions. The geometry content of the course develops knowledge of further geometry, coordinate geometry, right triangle trigonometry, congruent triangles, properties of special triangles, and an introduction to proofs. The probability content introduces students to probabilities involving two events including mutually exclusive events and independent events. The interconnectivity between the branches of mathematics and their applications to real world problems is a constant theme of the course.

**Integrated Math II Standard**

Credit: 1.0

*Year**Prerequisite: Successful completion of Integrated Math I and department recommendation.*

Grade 10 students wishing to study IB Math Standard Level should complete this course. This course is a second-year high school mathematics course that is designed to prepare students for IB Math Standard Level. Topics include algebra, functions and equations, polynomials, matrices, exponents and logarithms, quadratics, analytic geometry, vectors, 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

Year

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

This course is a second-year high school mathematics course that is designed to prepare grade 10 students for the IB Math Higher Level course. Topics covered begin with those from the Integrated Math II Standard, but the pace, breadth, and depth of this course are more advanced and students are tasked with higher level thinking projects and assessments. Topics include the study of functions such as polynomial, exponential, logarithmic and trigonometric; matrices and geometry transformations, vectors, advanced trigonometry, statistics (including the normal curve), and probability. When studying functions students learn about end behaviors and asymptotes, using them to determine domain and range. 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.

### **IB SL Math Studies I**

Credit: 1.0

Year

*Prerequisite: 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 SL Math Studies II**

Credit: 1.0

Year

*Prerequisite: IB Mathematical Studies I.*

This is the second year in the IB Mathematical Studies (SL) program. Students continue with concepts learned 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 SL Mathematics I**

Credit: 1.0

Year

*Prerequisite: 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 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 SL Mathematics II**

Credit: 1.0

Year

*Prerequisite: Successful completion of IB SL Mathematics I.*

This is the second course in the two-year IB Math 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, statistics, and further topics in analytical geometry. Completion of a Math Exploration to be evaluated by IB is also required.

### **IB HL Mathematics I**

Credit: 1.0

*Prerequisite: 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 functions, sequences and series, exponents and logarithms, induction, permutations and combinations, circular functions and trigonometry, vectors, complex numbers, statistics, and probability.

### **IB HL Mathematics II**

Credit: 1.0

*Year*

*Prerequisite: IB HL Math I.*

This is the second course of the two year IB Mathematics HL program. Students complete their mathematics internal assessment task and they revisit all the topics from IB Math HL I. They also study advanced complex numbers, differential and integral calculus, and [thean extra optional topic](#).

## **PHYSICAL AND HEALTH EDUCATION**

Graded's physical and health education 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.

### **High School Health**

*Semester*

Credit: 0.5

The goal of this required one-semester 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 acquire the skills needed for assertive communication, decision making, peer pressure situations, and making healthy choices.

### **Physical Education 9**

*Semester*

Credit: 0.5

This required semester program encourages students to focus on personal and social behavior, motor skill development, and healthy lifelong skills. These skills and concepts are promoted through themes such as net and wall, invasion, target, strike and field, fitness, and recreation activities.

### **Physical Education 10**

*Year*

Credit: 1.0

This year-long required program promotes continued growth in personal and social behavior, motor skill development, and healthy lifelong skills. These skills and concepts are promoted through themes such as net and wall, invasion, target, strike and field, fitness, and recreation activities.

## **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.

### **Biology and Life Science - Grade 9**

Credit: 1.0

*Year*  
Biology and Life Science is a hands-on course designed to give students a background in biological concepts as well as experience in using the methods of scientific inquiry. The course focuses in on the life processes which take place within the cell, and zooms out to look at the ways by which living organisms reproduce, develop, adapt to conditions in their environment, and interact with each other.

### **Chemistry and Introduction to Physics - Grade 10**

Credit:1.0

*Year*  
Chemistry (and Introduction to Physics) has a strong laboratory component and emphasizes quantitative analytical skills. Topics covered include scientific method, metric system, atomic structure, development of the concept of the atom, half-life of an isotope, the periodic chart, properties of the elements, stoichiometry, gas laws, states of matter, molecular shapes, chemical bonding energy changes in a chemical system, and thermodynamics. The course also includes physics topics such as vectors, mechanics, and basic laws of motion.

### **IB SL Biology I/II**

### **IB HL Biology I/II**

Credit: 1.0

*Prerequisite: A grade of 6 or higher in grade 10 Science for HL courses and 4 or higher for SL courses.*

This is 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 students to develop and understand biological concepts through personal experience, with ample opportunities for research and discovery, and requires the completion of a Lab Assessment for external moderation.

### **IB SL Chemistry I/II**

### **IB HL Chemistry I/II**

Credit: 1.0

*Year*  
*Prerequisite: A grade of 6 or higher in grade 10 Science for HL courses and 4 or higher for SL courses and enrollment in IB SL Math minimum.*

A two-year course in chemistry designed to fully meet IB requirements and prepare the students to complete the IB chemistry exam. 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 also cover two options that 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 of a Lab Portfolio for external moderation.

### **IB SL Environmental Systems and Societies**

Credit: 1.0 per year

*Prerequisite: a grade of 3 or higher in grade 10 Science and Social Studies.. This course serves as requirement for Group III or Group IV.*

By studying environmental systems and societies (ES&S) students are provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they face.

The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues. Because ES&S is an interdisciplinary course, students can take this course and have it count as either an individuals and societies or a science course, or both. This gives students the opportunity to study (an) additional subject(s) from any group.

Students are able to take this course successfully with no specific previous knowledge of science or geography. However, because the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods, taking a course that shares these aims

would be good preparation. During the course, students study eight different topics. An important aspect of the ES&S course is hands-on work in the laboratory and/or out in the field.

### **IB SL Physics I/II**

### **IB HL Physics I/II**

Credit: 1.0

*Year*

*Prerequisite: a grade of 6 or higher in grade 10 science for HL courses and 4 or higher for SL courses and enrollment in IB SL Math minimum.*

This is a two-year course in physics designed to fully meet IB requirements and prepare the students to complete the IB physics exam. 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. Students study optional topics to fulfill IB requirements.

### **Introduction to Computer Science**

Credit: 0.5

*Semester*

This semester-long course introduces students to computer science and coding by building mobile applications. As the curriculum describes, "In this course, students discover the principles of this fast-growing field by focusing on creativity and an iterative design process as they create their own basic apps using MIT App Inventor." Priority is given to students in grades 10 and 11.

### **Robotics**

Credit: 0.5

*Semester*

In this hands-on course, students learn about automation and robotics while acquiring design, coding and problem-solving skills. As the curriculum describes, "Students learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms." Priority is given to students in grades 9 and 10.

## **SOCIAL STUDIES**

The mission of Graded's social studies program is 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

*Year*

*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 explores 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 foundational ideas and thinkers of the Enlightenment, and examine their influence on society. The course ends in a project that requires students to explore the independence and nationalism movements in Latin America. This course gives students knowledge that allows them to be thoughtful, critical participants in our global society. Also,

the work done this year provides 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

*Year*

*Prerequisite: Successful completion of Social Studies 9 or equivalent. This course is a requirement for all grade 10 students.*

This class is an exploration of the past two centuries through an examination of the impacts of developments in technology, economy, and ideology. Through these lenses, we explore the major forces that have shaped our current society. Using six case studies, the Industrial Revolution, imperialism, civil disobedience, and anti-imperialism, the world in conflict (1914-1945), the Cold War, and contemporary crises, we focus on mastering the skills that allow students to analyze the causes and consequences of events and to form coherent arguments through different perspectives and supported by relevant sources. The work done this year provides students with many of the skills needed to succeed in future IB social studies courses.

### **Brazilian History and Culture**

Credit: 0.5

*Semester*

*Graded encourages non-Brazilian Diploma students to take the Brazilian History and Culture course.*

The main goal is to analyze and reflect on Brazil as a multicultural country and the influences in the construction of the "Brasilidades" in its history. This course aims to promote an awareness and understanding of intercultural competence through students' experiences and supply a theoretical framework based on different perspectives. (This course does not qualify for the 3.0 Social Studies credits required for graduation.)

### **Brazilian Social Studies 9**

Credit: 0.5

*Um semestre*

*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.

### **Brazilian Social Studies 10**

Credit: 0.5

*Um semestre*

*Pré-requisito: Alunos matriculados no 10º 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: Questões Contemporâneas**

Credit: 0.5

*Um semestre*

*Pré-requisito: Alunos de 10º, 11º e 12º 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 SL Brazilian Social Studies**

*Pré-requisito: Alunos matriculados no 11º ano, 12º ano do Ensino Médio*

O curso de IB SL Brazilian Social Studies tem duração de dois anos, dividido em Geografia (IB SL BSS I) e História (IB SL BSS II). O curso tem como objetivo principal propiciar por meio das disciplinas de História e Geografia um entendimento amplo e diverso do Brasil inserido no mundo, a partir de uma diversidade de fontes, métodos e abordagens.

### **IB SL Brazilian Social Studies I**

Credit: 1.0

*Um ano*

O curso de Geografia do Brasil (IB SL BSS I) busca compreender a formação do Brasil contemporâneo por meio de fontes diversas que envolvem tanto autores clássicos e contemporâneos do conhecimento geográfico quanto de outras áreas do conhecimento como história, economia, sociologia e antropologia.

A estrutura do curso está organizada em cinco unidades: Formação territorial do Brasil, Dinâmica geográfica da população, Questões ambientais contemporâneas, Geografia urbana e agrária do Brasil.

### **IB SL Brazilian Social Studies II**

Credit: 1.0

*Um ano*

O curso de IB BSS SL II aborda a História do Brasil na perspectiva de acompanhar os processos de construção de identidades e cidadanias. Aprofunda conteúdos metodológicos e conceituais por meio de leituras e análises de diferentes fontes primárias e textos acadêmicos de autores clássicos. Centrado na experiência republicana (séc. XX e XXI), o curso busca no processo histórico recuperar os fundamentos da construção da democracia contemporânea estudando também 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 exames 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 SL Economics I**

Credit: 1.0

*Year*

*Prerequisite: Successful completion of Social Studies 10 or equivalent 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 begin writing their required economics commentaries.

### **IB SL Economics II**

Credit: 1.0

*Year*

*Prerequisite: IB SL Economics I.*

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

### **IB HL Economics I**

Credit: 1.0

*Year*

*Prerequisite: Successful completion of Social Studies 10 or equivalent, teacher recommendation, and department permission.*

The IB Diploma Program economics Higher Level course aims to provide students with a core knowledge of economics, help 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 begin writing their required economics commentaries.

### **IB HL Economics II**

Credit: 1.0

*Year*

*Prerequisite: IB HL Economics I.*

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

### **IB SL Environmental Systems and Societies I**

Credit: 1.0

*Year*

*Prerequisite: Grade 10 Science and Social Studies.*

By studying environmental systems and societies (ES&S), students are provided with a coherent perspective of the interrelationships between environmental systems and societies, one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they face.

The teaching approach is such that students are allowed to evaluate the scientific, ethical, and socio-political aspects of issues. Because ES&S is an interdisciplinary course, students can take this course and have it count as either an individuals and societies or a science course. The course aims to foster an international perspective, awareness of local and global environmental concerns, and an understanding of the scientific methods. A course that shares these aims would be good preparation.

During the course, students study eight different topics. An important aspect of the ES&S course is hands-on work in the laboratory and/or out in the field.

### **IB SL History I**

Credit: 1.0

*Year*

*Prerequisite: Successful completion of Social Studies 10 or equivalent.*

The IB History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social, and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance, and perspectives.

### **IB SL History II**

Credit: 1.0

*Year*

*Prerequisite: IB SL History I.*

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

### **IB HL History I**

Credit: 1.0

*Year*

*Prerequisite: Successful completion of Social Studies 10 or equivalent, teacher recommendation, and department permission*

The IB History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history including political, economic, social, and cultural, and it provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance, and perspectives.

In addition to the Standard Level requirements, the HL options provide an opportunity for in-depth study of the history of a particular region. For whichever region is selected, three sections must be studied from a choice of 18 sections for each region.

### **IB History HL II**

Credit: 1.0

*Year*

*Prerequisite: IB HL History I.*

This course continues where IB HL History I left off. Students continue to refine skills as they continue their study of previous topics. In addition to the IB exam taken in May, an internal assessment project must be completed. A formal research paper is required.

### **IB SL Psychology I**

Credit: 1.0

*Year*

*Prerequisite: Successful completion of Social Studies 10 or equivalent and teacher recommendation.*

IB Psychology examines the interaction of biological, cognitive, and sociocultural influences on human behavior, 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 SL Psychology II**

Credit: 1.0

*Year*

*Prerequisite: IB SL Psychology I.*

The course picks up where IB SL Psychology I leaves off. Students apply their understanding of the integrative approach to a replication of a research experiment and then to the study of a specific branch of psychology (abnormal, developmental, health, sports, and the psychology of human relationships) and prepare for the IB exams in May.

### **IB HL Psychology I**

Credit 1.0

*Year*

*Prerequisite: Successful completion of Social Studies 10 or equivalent, teacher recommendation, and department permission.*

IB Psychology examines the interaction of biological, cognitive, and sociocultural influences on human behavior, 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 HL Psychology II**

Credit: 1.0

*Year*

*Prerequisite: IB HL Psychology I.*

The course picks up where IB HL Psychology I leaves off. Students apply their understanding of the integrative approach to a replication or modification of a research experiment and then to the study of two specific branches of psychology (abnormal, developmental, health, sports, and the psychology of human relationships) and prepare for the IB exams in May.

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## WORLD LANGUAGES

Graded's world languages program not only empowers students to achieve fluency in speaking, listening, reading, and writing in various languages, but also is crucial in developing intercultural competence and active global citizenry. By engaging in purposeful and collaborative communicative and academic activities that provide insight into their own heritage, students increase their awareness into the identities of others and learn to respect and embrace differences within an international community of learners.

### Portuguese as an Additional Language (PAL)

In our Portuguese as an Additional Language (PAL) 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 and, for conversation and reflection, using Portuguese as a tool. As students improve their speaking, listening, reading, and writing skills, they become more integrated into Brazilian culture and society, and confident about actively taking part in local social and cultural life.

#### Portuguese Additional Language I

*Year*

*Prerequisite: None.*

Credit: 1.0

This course aims to help students get around, find information, and talk about themselves in the context of the target language and culture. Program goals also include 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 Additional Language II

*Year*

*Prerequisite: PAL I, or MS PAL A or department recommendation.*

Credit: 1.0

This course consolidates the contents of PAL 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 and ideas by listening and reading or speaking and writing Portuguese, and to foster a positive attitude toward communication through dealing with everyday topics.

#### Portuguese Additional Language III

*Year*

*Prerequisite: PAL II, or MS PAL B or department recommendation.*

Credit: 1.0

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 and tone. 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 Additional Language Advanced (PAL Adv)

*Year*

*Prerequisite: PAL III, or MS PAL C or department recommendation.*

Credit: 1.0

This course is designed for Portuguese heritage speakers who communicate effectively in their home or community language but have not formally studied Portuguese. It is also for students who have learned Portuguese as an additional language and have lived in a Portuguese-speaking country for an extended period of time and wish to develop their academic Portuguese language proficiency and competency. We validate the linguistic and transcultural experiences and knowledge students already possess. Our goal is to build upon that knowledge and experience to develop proficiency and accuracy in speaking, listening, reading, and writing skills, exploring issues related to culture. The use of different media also helps students broaden their understanding of the role of language, context, and culture in the arts and people's lives.

### **IB SL/HL Portuguese B I/II**

#### **IB SL/HL Português: Língua B I/II**

Credit: 1.0 (each course)

*Prerequisite: Teacher and/or department recommendation.*

IB SL/HL Portuguese B SL/HL are additional language-learning courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Portuguese is spoken. Students continue to improve their language acquisition and development of language skills and learn how to express their own thoughts and opinions by giving arguments, by criticizing, and by defending their viewpoints more deeply. Brazilian culture and the culture of other Portuguese-speaking countries play an important role in the course. Oral discussions and presentations, reading, and written assignments of important literary texts, and essays are often required of students. Students are asked to analyze and compare their home language(s) and culture(s) to Portuguese and Brazilian culture. They broaden their understanding of language and text in a variety of genres, registers, and contexts.

### **French as an Additional Language (FAL)**

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

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

#### **French Additional Language I**

Credit: 1.0

*Year*

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). Students in grades 9 and 10 who take this course are not eligible to earn the IB certificate after completion of this course.

#### **French Additional Language II**

Credit: 1.0

*Year*

*Prerequisite: FAL I or department 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). Students in grades 9 and 10 who take this course are not eligible to earn the IB certificate after completion of this course.

#### **French Additional Language III**

Credit: 1.0

*Year*

*Prerequisite: FAL II or department recommendation.*

FAL 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, and reading short stories and texts, students improve listening, speaking, and writing skills.

#### **IB SL French *ab initio* I**

**IB SL French *ab initio* II**

Credit: 1.0 (each course)

*Year*

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 SL French B I****IB HL French B I**

Credit: 1.0

*Year*

*Prerequisite: FAL II or III or placement test, and teacher recommendation.*

The IB SL/HL French B 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 are discussed and analyzed while cultural aspects of the francophone world are focused on through novels, short stories, and poetry.

**IB French B SL II****IB French B HL II**

Credit: 1.0

*Year*

*Prerequisite: IB SL or HL French B I or placement test, and teacher recommendation.*

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

**Spanish as an Additional Language (SAL)**

Graded's Spanish as an Additional Language courses I, II, and 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 along with a study of their use in everyday situations in working contexts, and in communication skills.

Note: Students in Spanish as Additional Language II, III, and all IB Spanish levels may take the DELE (Diploma de Español Lengua Extranjera) Niveles A1 to B2.

**Spanish Additional Language 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). Students in grades 9 and 10 who take this course are not eligible to earn the IB certificate after completion of this course.

**Spanish Additional Language II**

Credit: 1.0

*Prerequisite: SAL I or department 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). Students in grades 9 and 10 who take this course are not eligible to earn the IB certificate after completion of this course.

**Spanish Additional Language III**

Credit: 1.0

*Prerequisite: SAL II or department recommendation.*

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

**IB SL Spanish *ab initio* I/II**

Credit: 1.0 (each course)

*Year*

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 SL Spanish B I****IB HL Spanish B I**

Credit: 1.0

*Prerequisite: SAL II or III or placement test, and teacher recommendation.*

The IB SL/HL Spanish B 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 Spanish is the main focus, especially related to literary texts and characters. Literary themes are discussed and analyzed, while cultural aspects of the Spanish-speaking world are focused on through novels, short stories, and poetry.

**IB SL Spanish B II****IB HL Spanish B II**

Credit: 1.0

*Prerequisite: IB SL or HL Spanish B I or placement test, and teacher recommendation.*

Students continue to improve their language structure. At this level, they learn how to express their own thoughts and opinions by giving arguments, by criticizing, and by defending their viewpoints more deeply. This ability increases in oral and written expression. Spanish and Hispanic-American literature play an important role at this level: as do oral discussions and presentations, written analysis of important literary texts, and essays.

## INTERDISCIPLINARY

### Core Seminar for Juniors and Seniors

Credit: 0.5 per semester of TOK

The Core Seminar is required for all students in both semesters of grades 11 and 12. It is a joint venture between the IB Program and Counseling Department, designed to ensure that Graded students are prepared for success during the IB, university research and application process and life beyond high school. The purpose of the seminar is to deliver counseling, college, and career information, along with Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, and Service (CAS) course content. Through the seminar, students receive group and individual support from the TOK teachers, the IB coordinator, and the CAS and EE coordinators and counselors to further their thinking, organizational, time management, communication, and research skills. Non-IB Diploma students who are not required to be in TOK, Extended Essay, and CAS activities are given independent study time. These students are, however, required to attend the counseling portions of the Seminar and are given independent study time when the TOK, EE, and CAS activities are presented.

### IB SL Environmental Systems and Societies

Credit: 1.0 per year

*Prerequisite: a grade of 3 or higher in grade 10 Science and Social Studies.. This course serves as requirement for Group III or Group IV.*

By studying environmental systems and societies (ES&S) students are provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they face.

The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues. Because ES&S is an interdisciplinary course, students can take this course and have it count as either an

individuals and societies or a science course, or both. This gives students the opportunity to study (an) additional subject(s) from any group.

Students are able to take this course successfully with no specific previous knowledge of science or geography. However, because the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods, taking a course that shares these aims would be good preparation. During the course, students study eight different topics. An important aspect of the ES&S course is hands-on work in the laboratory and/or out in the field.

## Peer Group Connection (PGC)

Year

Credit: 1.0

*Prerequisite: Grade 11 applicants are selected after participating in a process that involves PGC teachers, PGC leaders, and HS faculty.*

Selected students must be enrolled in grade 12 and come with a willingness to learn! **Attendance at the two training retreats at the beginning of classes each semester 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 small group activities and discussions with grade 9 students. Leaders also plan and facilitate events such as the Freshman Retreat, Family Night, and other community-service events.

## English Language Learning (ELL)

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 are 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. It explores the mechanics of the English language as well as the elements of literature and the writing process. Throughout the year, students encounter various literary genres including fiction, nonfiction, drama, poetry, and film. In addition, they 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. ELL utilizes study, vocabulary, reading, and research strategies that assist language learners in their quest for independent learning.

## Optimal Learning Services (OLS)

The Optimal Learning Services (OLS) 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 9/10

### Academic Support 11/12

Year

Credit: 1.0

*Prerequisite: 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 are 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.

## Independent Study Hall

Credit: None

Students who do not have a regularly scheduled class printed on their schedule have independent study time. The purpose of Independent study hall is to provide time for the completion of formative assessments and preparation of summative assessments for all classes. Students may use the library, Student Center, or other campus facilities not occupied by a course to study. Students choosing to socialize should select an appropriate location for this activity (normally the Student Center). Responsibility to choose the appropriate location to complete work belongs to the individual student. Students are expected to embrace the Graded Core Values during their unscheduled blocks.

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