



High School Course Handbook 2019-20



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Introduction

Course Credits

Full-year courses earn 1 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. In some courses a 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 of their choices can't be scheduled. It is the student's responsibility to check for correct grades and courses or transcripts. Students may make appointments 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 and be mindful of the various diploma requirements. They should also 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 each semester in grades 11 and 12.

Graduation Requirements

Graded School is accredited by [AdvancED](#), recognized by the Brazilian Ministry of Education, and 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 American diploma, equal in value to those issued by accredited high schools in the United States. The Brazilian diploma is required for entry into both Brazilian universities and universities in countries which have cultural agreements with Brazil. Please see members of the school counseling team or Adriana Silveira, our Brazilian universities counselor, if you have any questions about the Brazilian diploma. Also available is the [International Baccalaureate \(IB\) Diploma](#), earned upon successful completion of external examinations.

American 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 International Baccalaureate Diploma Programme (IBDP) examinations in registered IB courses

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

- English (4 credits)
- World Languages (3)
- Mathematics (3 credits)
- Social Studies (3 credits)
- Science (3 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 Programme and the counseling department, designed to ensure that Graded students are well-prepared for success during their IB studies, the 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: 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, organization, 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 Time

Community Time in the High School is a 30-minute block scheduled every day for all students from 11:05 - 11:35. It is during this time that activities and clubs, High School assemblies, Peer Group Connection (PGC), academic consultation, and mentoring take place. The High School mentoring program supports all High School students through a series of activities and discussions focused on intrapersonal and interpersonal skills, character development, and community building. Each graduating class is separated into smaller mentoring groups with each group having at least one mentor from the faculty. The purpose is both to build a sense of how we all are part of the Graded community and to encourage students to see themselves as members of the global community.

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

Student-initiated changes to a schedule of classes must be made in consultation with the school counseling office and/or with the IB coordinator and 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.

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:

- At the end of grade 9, satisfactory completion 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

Starting with the class of 2022 the following applies:

- Grade 9 Brazilian Social Studies 9
- Grades 10-12 A minimum of one full year of Brazilian Social Studies
 - Two semesters of Brazilian Social Studies in Grade 10

OR

 - One Semester of Brazilian Social Studies in Grade 10 and IB Brazilian Social Studies Year 1 and Year 2

The following applies for the classes of 2020 and 2021 (no change from previous requirements):

- Grade 9 Brazilian Social Studies 9
- Grade 10 Brazilian Social Studies 10
- Grades 11-12 IB Brazilian Social Studies year 1 and year 2.

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 head of department of world languages, the IB coordinator (for Grade 11 and 12 courses) and the HS principal

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.

International Baccalaureate Diploma Program

The International Baccalaureate (IB) is a not-for-profit educational foundation. IB programs offer students access to a broad and balanced range of academic studies and learning experiences. They promote conceptual learning, focusing on powerful organizing ideas that are relevant across subject areas, and that help to integrate learning and add coherence to the curriculum.¹ These programs address not only cognitive development but social, emotional and physical well-being.²

In 1968 the first program offered by the IB, the Diploma Program, was established. It sought to provide a challenging yet balanced education that would facilitate geographic and cultural mobility by providing an internationally recognized university entrance qualification that would also serve the deeper purpose of promoting intercultural understanding and respect.³



IB Pathways at Graded

Graded offers the Diploma Program, which is a curriculum framework designed by the IB for students in the last two years of high school.⁴ Our students can choose from two pathways within this program: individual course certificates or the full IB diploma. Both pathways provide students with the personal and intellectual benefits of an IB education and the mark of the IB on their school records and resume/CV for university application.

IB Diploma

IB diploma candidates study six subjects (three at standard level and three at higher level) over two years and complete three additional requirements: the theory of knowledge (TOK), the extended essay and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom. In addition to these requirements, students must earn a minimum of 24 points out of a possible 45 points on the final assessments which are externally marked and moderated by the IB, in order to receive an IB diploma.⁵

Students who choose this pathway must be aware that the IB diploma is one of several high school IB programs and by design is the most academically rigorous. For success with the IB diploma, students must have strong time management skills and the ability to work independently because the IB expects students to complete many assessments and learning tasks outside of school. Additionally, excellent school attendance and adherence to internal deadlines are fundamental for IB diploma candidates.

IB Certificates

This pathway suits students desiring challenging courses and the experience of an IB education without the intense workload and demands on their time and organizational skills that the IB diploma requires. Upon successful completion of their selected course and IB exams, students receive an official IB certificate. Students may choose to complete the extended essay, TOK, and/or 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.

¹ "What is an IB education? - International Baccalaureate." <https://www.ibo.org/globalassets/what-is-an-ib-education-2017-en.pdf>. Accessed 3 Feb. 2019.

² Ibid.

³ Ibid.

⁴ "Parent pack - International Baccalaureate." <https://www.ibo.org/globalassets/digital-toolkit/brochures/parent-pack-faqs-about-the-dp.pdf>. Accessed 3 Feb. 2019.

⁵ Ibid.

IB Subjects At Graded

Graded offers the following IB subjects::

- **Studies in language and literature (Group 1)**
 - Literature A HL and SL (offered in English)
 - Language and Literature A HL and SL (offered in English, Portuguese, and Spanish)
 - School-Supported Self-Taught Literature SL (this subject is offered for students wishing to study a language not offered at Graded. Please contact the IB coordinator for more information should you be interested in this course.)
- **Language acquisition (Group 2)**
 - Language B HL and 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 and SL
 - History HL and SL
 - Psychology HL and SL
 - Environmental Systems and Societies SL
- **Sciences (Group 4)**
 - Biology HL and SL
 - Chemistry HL and SL
 - Physics HL and SL
 - Computer Science HL and SL
 - Environmental Systems and Societies SL
- **Mathematics (Group 5)**
 - Mathematics: Applications and interpretations HL and SL
 - Mathematics: Analysis and approaches HL and SL
- **The arts (Group 6)**
 - Film Studies HL
 - Theater Arts HL and SL
 - Visual Arts HL and SL

**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 HS principal.

IB Fees

Parents must pay for all fees for the IB registration and exams. The fees range from US\$760 to US\$1250, payable to the school in the 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.

[\[Sample Graded transcript\]](#)

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

Credit: 0.5

Semester

Note: Prospective students are expected to have a functional knowledge of music notation and basic music theory concepts

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. Students 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.

Senior Choir

Year

Credit:

1.0

Prerequisite: Previous choral experience recommended but not required.

Senior 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 a 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.)

Treble Ensemble

Credit: 0.5

Year

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

Treble Ensemble 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 Treble Ensemble are also expected to be enrolled in band, choir, or orchestra. There may be exceptions based on 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

Note: Enrollment is 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. Basic jazz improvisation techniques are also 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 are taught necessary theory and techniques 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 acting styles and methods. Through a wide range of games and exercises, students learn how to bring a character and story to life, whether on stage or on screen. Students gain confidence as they explore and gain physical, vocal and emotional awareness and control while working with scripted and non-scripted scenes. This course is recommended for all students who wish to take IB Theater. (This course may be repeated for credit.)

Theater Production

Credit: 0.5

Semester

A solid design and tech team is essential to the modern theater production. Behind the curtain, there is a lot that goes into creating an incredible performance. This course is a practical exploration of a variety of the design and technical aspects of a production including: set, sound, light, costume, projections and publicity. Students have the incredible opportunity to work practically on an upcoming show, by creating original designs and realizing these designs.. Students also have the thrill of working backstage, operating and running lighting and sound equipment safely and effectively. As the design focus varies each semester depending on the demands of each show, students are able to repeat the course for credit. This course is recommended for all students who wish to take IB Theater.

Theater Sampler

Credit: 0.5

Semester

Whether students are new to theater or seasoned actors who wants to delve into new areas of interest, this exciting new course is an opportunity to sample what theater has to offer. After exploring a range of different areas of performance and design, students choose an area to dive into and specialize in, either by performing directly in the spotlight or working behind the curtain.

Performance:

- Directing
- Choreography
- Stage management
- Dramaturgy
- Acting styles (on stage and on film)
- Improvisation

Design:

- Makeup and special effects
- Sound editing and design
- Set construction
- Lighting and projection design
- Costume creation

By building a foundational knowledge of both performing onstage and working backstage, students develop their creative problem-solving skills and grow in their confidence and ability to collaborate. This course is recommended for all students who wish to take IB Theater.

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 to transform themselves. The first year of IB Theater is a foundational year in which students develop their understanding of theater 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. IB Theater students showcase a wide-range of their work throughout the year, some of which require out of class rehearsals and performances.

While no prerequisite is required for this course, previous theatrical experience and/or knowledge is strongly suggested.

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 create and perform the Solo Project. As in Year I, IB Theater students showcase a wide-range of their work throughout the year, some of which require out of class rehearsals and performances.

Visual Arts

Art Foundations

Credit: 0.5

Semester

The purpose of this course is to provide a foundation in the visual arts. Students have the opportunity to explore a variety of materials and techniques in both 2D and 3D art forms. Projects are designed to encourage critical and thinking, problem-solving, and play while nurturing creativity. Students develop methods for analyzing and talking about art along with developing an increased awareness of the visual environment and how we interact with it. Emphasis is also placed on gaining the confidence to create substantial works of art. Two semesters of this course are required for students who are planning to follow the 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 and this is a great course for beginning art students. It is also 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. The class size is limited to 12 students. (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 diverse media to create art. Students are exposed to tutorials meant to level up their skills in photography, image manipulation, video editing, and applied music. Throughout the semester students have the opportunity to sharpen their powers of observation, establish habits of self-reflection, 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

This is an introductory course designed for those interested in learning more about photography. Students view photography as an art form and sharpen their skills in observing light, composition, and subject matter. They learn to use the manual settings and the basic techniques of black and white film as well as darkroom skills. They also scan and digitally edit images using Adobe Photoshop. It is recommended 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 is an advanced course that concentrates on alternative and studio-based processes. It introduces students to more creative and innovative camera, darkroom, and digital techniques. Students are encouraged and challenged to cultivate their passions and creativity to build a portfolio of both black and white and color digital images that explore themes of their artistic interests.

IB HL Film I

Credit: 1.0

Year

*Prerequisite: Digital Video (MS), Multimedia Art, or teacher permission.**Note: This course requires a minimum of 30 hours outside of class time per semester, students must be willing to devote such time to appropriately complete the program.*

Film is both a powerful communication medium and an art form. This two-year HL 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.

IB HL Film II

Credit: 1.0

Year

Prerequisite: Successful completion of IB Film HL I.

In the second year of IB Film, this course continues to require a rigorous production schedule 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: Two semesters of 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. Students learn 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 develop ideas for self-guided exploration and art making. Research, readings, slide and video presentations, academic writing, and gallery visits are an important part of the course content and students' artistic development. IB HL Visual Arts demands a minimum of 30 hours outside of class time per semester.

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 because 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.

The Yearbook Design and Publication course provides students with a near-professional opportunity to work as a team in the preparation of a top-quality publication. Students learn digital photography, graphic design, and other computer techniques by using Adobe Photoshop, Illustrator, and InDesign programs. It is a hands-on editorial

experience in which the students select the theme, design the layout, and work collaboratively to organize and gather images and information to produce Graded's annual yearbook. Note: The course requires student participation outside of scheduled class time to complete assigned tasks and meet 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.

This course is a requirement for all grade 9 students.

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 an increased ability to effectively participate in their community.

English 10: Power - Race, Class and Gender

Credit: 1.0

Prerequisite: English 9 or equivalent.

This course is a requirement for all grade 10 students.

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, do 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 that contribute to their Graded grades.

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 the first year. 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 is combined with an analysis of 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 the first year.

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 is 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.

The Communication of Conflict and Control

Credit: 1.0

Prerequisite: None

This two-year course is an interdisciplinary class that combines IB Language and Literature and IB History into a single, integrated experience. It focuses on the texts and literature that reflected and shaped the wars and authoritarian states of the 20th century. Through this combination, students spend two years exploring how literature can be studied as a product of and response to political and historical events and how these events can be better understood through a study of the art they inspired. The synthesis of curricula offers students the opportunity to develop their skills of analysis and critical thinking across the humanities with the support of two teachers in full collaboration. The class fills two periods, one dedicated to Language and Literature and one to History, and either class may be taken at the higher or standard level.

Portuguese

Português 9

Credit: 1.0

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

Este curso, que encerra o Fundamental II para o Diploma Brasileiro, visa ao aperfeiçoamento das habilidades leitoras e de comunicação oral e escrita.

De maneira autônoma, o aluno é capacitado a selecionar diferentes procedimentos e estratégias de leitura, levando em conta as características dos gêneros e suportes e expressando avaliação crítica sobre os textos lidos, temas e autores.

A ampliação do repertório de experiências leitoras é o objetivo para a diversificação dos gêneros estudados, que variam desde as narrativas ficcionais, os gêneros jornalísticos, passando pela linguagem do cinema, do teatro e letras de música, com diferentes perspectivas e nos mais variados contextos de produção e recepção das obras. Em relação à sistematização dos estudos literários, as obras selecionadas concentram-se em autores brasileiros significativos do século XX à contemporaneidade,

No trabalho com a linguagem escrita, os alunos produzem, revisam e editam textos de diversos gêneros, com ênfase nos textos de base argumentativa, levando em consideração a variedade linguística apropriada. Assim, os estudos gramaticais abrangem uma imersão na sintaxe dos períodos simples e composto, com o intuito de capacitá-lo a compreender as relações de complementação e adjunção da língua.

Português 10

Credit: 1.0

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

Neste curso, o aluno irá relacionar as diferentes matrizes culturais, o contexto de produção e o modo como as obras significativas das literaturas brasileiras e de outros países e povos (em especial a portuguesa, a indígena, a africana e a latino-americana) dialogam com o presente, utilizando ferramentas da crítica literária ou outros critérios. A partir de textos escritos, orais e multissemióticos, o aluno irá compartilhar sentidos construídos na leitura/escuta de textos literários, percebendo diferenças e eventuais tensões entre as formas pessoais e as coletivas de apreensão desses textos, para exercitar o diálogo cultural e aguçar a perspectiva crítica.

Além disso, o aluno irá planejar, produzir, revisar, editar, reescrever e avaliar textos escritos e multissemióticos, considerando sua adequação às condições de produção do texto, o lugar social assumido, a imagem que se pretende passar a respeito de si mesmo, ao leitor pretendido, o veículo e mídia de circulação, o contexto imediato e sócio-histórico mais geral, o gênero textual em questão, a variedade linguística apropriada a esse contexto e ao uso do conhecimento da ortografia padrão, da pontuação adequada, dos mecanismos de concordância nominal e verbal, e da gência verbal etc.

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, interligando todas as atividades na busca da construção do conhecimento de modo significativo.

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 curso de Língua e Literatura permite inúmeras possibilidades para aqueles alunos que querem desafiar a si mesmos no que diz respeito à análise da Língua e de como ela afeta o sentido do que comunicamos.

Este curso desenvolve o conhecimento e a compreensão (dos alunos) de, ambas, língua e literatura através do estudo de textos literários e não-literários, incluindo-se dentre estes os encontrados nos meios de comunicação de massa. Desafiemos os alunos a pensar criticamente sobre as diferentes interações entre texto, público-alvo, intenção e a compreender como a língua, a cultura, o contexto determinam o modo pelo qual construímos o conhecimento. Através do estudo de textos variados, os alunos passam a ter um entendimento mais amplo do papel da língua na vida das pessoas, nos meios de comunicação de massa e nas artes.

Este curso de dois anos é dividido em quatro partes:

1. Língua em contextos culturais;
2. Língua e comunicação de massa;
3. Literatura – textos e contextos;
4. Literatura – estudo crítico.

Os alunos que escolherem este curso devem estar preparados para pensar criticamente, para trabalhar independentemente, para assumir um papel ativo nos debates de sala de aula. Sob a orientação do professor, os alunos tomarão decisões quando forem elaborar tarefas (sejam elas escritas ou orais), participar de projetos de pesquisa, criar materiais de estudo e participar dos ambientes virtuais de aprendizagem. Tudo isso não se restringindo apenas às tarefas obrigatórias para o IB.

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.

O segundo ano do curso de IB Portuguese A Língua e Literatura é a extensão da filosofia e do escopo do ano I. Dos alunos, espera-se que, ao final do curso, eles façam os exames de IB Portuguese A L&Lit em Maio.

Distinção entre SL e HL

Nas partes 3 e 4, alunos SL analisam quatro obras literárias (no mínimo) enquanto alunos HL analisam seis obras literárias (no mínimo), escritas (ou não) originalmente em Língua Portuguesa, sempre procurando abarcar diferentes culturas, diferentes países de origem de seus autores. O foco, entretanto, é o mesmo: uso das habilidades de leitura crítica aliado ao papel do contexto e de outras abordagens interpretativas.

Para a Classe de 2020, as atividades obrigatórias IB para os alunos SL incluem uma Tarefa Escrita de 800 a 1000 palavras, acompanhada por um argumento/rationale (avaliada externamente); um exame oral de 15min (IOC) baseado na parte 4 do curso (avaliada internamente e moderada externamente) e um exame oral (FOA) sobre as partes 1 e 2 do curso; dois exames escritos (Paper 1 e Paper 2) - o primeiro versando sobre as partes 1 e 2 do curso; o segundo, sobre a parte 3, avaliados externamente. Os alunos HL da Classe de 2020 terão, além das tarefas já mencionadas, uma segunda Tarefa Escrita de 800 a 1000 palavras, acompanhada por um outline (avaliada externamente).

Para a Classe de 2021 em diante, as atividades obrigatórias IB para os alunos SL incluem um Internal Assessment oral, baseado nas partes 1, 2 e 4 do curso (avaliado internamente e moderado externamente); dois exames escritos (Paper 1 e Paper 2) - o primeiro versando sobre as partes 1 e 2 do curso; o segundo, sobre a parte 3. Os alunos HL da Classe de 2021 em diante terão, além das tarefas já mencionadas, a escrita de um Essay (avaliado externamente) de 1200 a 1500 palavras, podendo basear-se em qualquer texto lido nas partes 1, 2 e 4 do curso.

Os critérios de avaliação dos Papers 1 e 2 são claramente diferenciados. Espera-se que os alunos HL demonstrem uma compreensão mais aprofundada do conteúdo e das técnicas de escrita que os alunos SL. Os critérios para a avaliação do Internal Assessment oral são os mesmos para os dois cursos, sejam os alunos SL ou HL.

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 a 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 or 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 or 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 for students to keep developing, maintaining, and enhancing proficiency in Spanish by providing them more opportunities to listen, speak, read, and write in a variety of contexts and for a variety of audiences, that require a more complex and deeper knowledge of the language (in terms of grammar, vocabulary, syntax). This class will still validate the linguistic and transcultural experiences and knowledge students already possess, but we do expect students continue exploring cultures of the Hispanic world, validating any language diversity.

IB SL Spanish A: Lengua y Literatura I/II

IB HL Spanish A: Lengua y Literatura I/II

Credit: 1.0 each

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.

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.

Due to new course offerings in Grades 9, 10 and 11, the prerequisite subjects identified for each course offering may not correspond to the course offerings included in this handbook. This is due to the prerequisite subjects referring to previous courses (offered during the 2018-19 academic year) which no longer exist.

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

Integrated Mathematics I FOUNDATION

Credit: 1.0

Year

Prerequisite: Grade 8 Math or Pre-algebra.

Integrated Mathematics I Foundation covers the most important skills and concepts of algebra, introductory statistics, and coordinate geometry with a focus on applications and solidifying core skills. This course is designed primarily for students who would benefit from additional opportunities to engage with and master the foundational

knowledge and skills required to succeed in their future High School mathematics studies. It is expected that students would only choose to pursue this course under recommendation of their 8th grade mathematics teacher.

Integrated Mathematics I

Credit: 1.0

Year

Prerequisite: Grade 8 Math or Pre-algebra.

Integrated Mathematics I introduces students to the high school curriculum through extensive work in algebra, coordinate geometry, and statistics. This course is designed to develop students' procedural and conceptual understanding of mathematics across a broad range of topic areas. The majority of 9th grade students are expected to take this course.

Integrated Mathematics I EXTENDED

Credit: 1.0

Year

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

Integrated Mathematics I Extended covers the same topic areas as Integrated Mathematics I, but delves into the topics with a deeper level of problem-solving and conceptual understanding. It is designed for students who master procedural skills quickly and are eager to challenge themselves to explore mathematics to greater depth. To take this course, students must have shown consistent mastery of 8th grade mathematics and have received a recommendation from their 8th Grade mathematics teacher.

Integrated Mathematics II FOUNDATION

Credit: 1.0

Year

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

This course is a second-year high school mathematics course that is designed to prepare students for IB Mathematics: Applications and interpretations I Standard Level. Topics include algebra, functions and equations, polynomials, 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 Mathematics II

Credit: 1.0

Year

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

This course is a second-year high school mathematics course that is designed to prepare students for success in either IB Mathematics: Analysis and approaches I Standard Level or IB Mathematics: Applications and interpretations I 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 Mathematics II EXTENDED

Credit: 1.0

Year

Prerequisite: Successful completion of Integrated Math I Extended 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 success in IB Mathematics: Analysis and approaches I Higher Level or IB Mathematics: Applications and interpretations I Higher Level. Integrated Mathematics II Extended covers the same topic areas as Integrated Mathematics II, but delves into the topics with a deeper level of problem-solving and conceptual understanding. 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 Mathematics: Analysis and approaches I Standard Level

Credit: 1.0

Year

Prerequisite: Successful completion of Integrated Math II Standard and departmental recommendation.

Mathematics: Analysis and approaches is intended for students who wish to pursue studies in mathematics at university or subjects that have a significant mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

IB Mathematics: Analysis and approaches I Higher Level

Credit: 1.0

Year

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

Mathematics: Analysis and approaches is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. At Higher Level, the additional content covered has a focus upon calculus.

IB Mathematics: Applications and interpretations I Standard Level

Credit: 1.0

Year

Prerequisite: Integrated Math II Standard.

Mathematics: Applications and interpretation is designed for students who enjoy describing the real world and solving practical problems using mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

IB Mathematics: Applications and interpretations I Higher Level

Credit: 1.0

Year

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

Mathematics: Applications and interpretation is designed for students who enjoy describing the real world and solving practical problems using mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. At Higher Level, the additional content covered has a focus upon statistics.

IB 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 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 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 an extra optional topic. Completion of a Math Exploration to be evaluated by IB is also required.

PHYSICAL AND HEALTH EDUCATION

Graded's Physical and Health Education (PHE) program engages learners in a curriculum that fosters the physical, social, and emotional growth of each student. The program promotes physical and health literacy through a variety of developmentally appropriate activities that emphasize collaboration, responsible decision-making, and the benefits of an active lifestyle. The overall goal is to enable students to make well-informed, healthy choices and develop behaviors that contribute to their well-being and the well-being of others. Students complete a variety of formative and summative tasks in PHE classes and are assessed through teacher observations, reading and analyzing articles on current issues, participating in guided discussions, reflecting, and completing various projects and tests.

High School Health

Semester

Credit: 0.5

This course is a requirement for all grade 9 students.

The goal of this 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 course is a requirement for all grade 9 students.

This semester long program encourages students to focus on personal and social behavior, motor skill development, and healthy lifelong skills. Students do the following as part of the PHE program:

- Develop their communication and teamwork skills through games like touch rugby and flag football
- Continue to improve their fundamental body movements through softball and group dance activities
- Develop basic fitness programs using their new understandings of fitness concepts

Physical Education 10

Year

Credit: 1.0

This course is a requirement for all grade 10 students.

This year-long program promotes continued growth in personal and social behavior, motor skill development, and healthy lifelong skills. Students do the following as part of the PHE program:

- Refine their leadership skills in activities like volleyball
- Learn to analyze fitness programs using their understanding of training principles, fitness components, goal setting and methods of training
- Apply physical activity safety principles to activities like wall climbing and swimming
- Appreciate the role of ethics in sports and physical activities
- Learn to set personal physical activity goals in track and field events
- Refine their fundamental body movements through activities like badminton

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 Environmental Science 9

Credit: 1.0

Year

This course is a requirement for all grade 9 students.

Biology and Life Science is a hands-on course designed to give students a background in environmental science and cellular biology as well as experience in using the methods of scientific inquiry. The course focuses 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 10

Credit:1.0

Year

This course is a requirement for all grade 10 students

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

IB SL Biology I/II

IB HL Biology I/II

Credit: 1.0

Prerequisite: Students scoring below a 6 in grades 9 and/or 10 are strongly advised to seek advice from their science instructors before enrolling in the HL course.

This is a two-year laboratory course in biological science, designed to prepare students for the IB examination and IB internal assessment. The course material includes cell biology, molecular biology, genetics, ecology, evolution, and human physiology. The courses may also cover neurobiology and behavior, biotechnology and bioinformatics, ecology and conservation, and human physiology. 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. It requires the completion of a lab assessment for external moderation. Additional topics that cover material in more depth and extra lab hours are required for the HL courses.

IB SL Chemistry I/II

IB HL Chemistry I/II

Credit: 1.0

Year

Prerequisite: Students scoring below a 6 in grades 9 and/or 10 are strongly advised to seek advice from their science instructors before enrolling in the HL course.

This is 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 HL courses. This is an extensive laboratory class and requires the completion of a lab portfolio for external moderation.

IB SL Computer Science I/II

IB HL Computer Science I/II

Credit: 1.0

Year

Prerequisite: None

The IBDP computer science course is designed to instill an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge and enables and empowers innovation, exploration, and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures and society and how individuals and societies behave. They also reflect on the ethical issues involved. Students work to design solutions to real-world problems through software design and computer programming. Students who wish to take the HL course should be able to demonstrate some level of fluency with computer programming and a basic understanding of computer systems. There are no prerequisites to the standard level course.

IB SL Environmental Systems and Societies I/II

Credit: 1.0

Year

Prerequisite: None.

This two-year course in ESS is designed to fully meet IB requirements and prepare the students to complete the IB ESS exam. By studying ESS, students develop 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.

Students evaluate the scientific, ethical, and socio-economic aspects of issues. ESS is an interdisciplinary course, and students can take this course and have it count either as a Group 3 individuals and societies course, or a Group 4 science course. This gives students the opportunity to study (an) additional subject(s) from either group.

This course aims to foster an international perspective, awareness of local and global environmental concerns, and an understanding of scientific methods. Students study eight different topics including foundations of ESS, ecology and ecosystems, biodiversity and conservation, water and food production systems, soil and atmospheric systems, climate change, energy production, and human resource use. An important aspect of the ESS course is hands-on work in the classroom and out in the field.

IB SL Physics I/II

IB HL Physics I/II

Credit: 1.0

Year

Prerequisite: Students scoring below a 6 in grades 9 and/or 10 are strongly advised to seek advice from their science instructors before enrolling in the HL course. Students enrolling in HL Physics should score a 6 or higher in Grade 10 Extended Math. Students enrolling in SL Physics should score 5 or higher in Grade 10 Extended Math or 6 or higher in Grade 10 Standard Math.

This is a two-year course in physics designed to fully meet IB requirements and prepare the students to complete the IB Physics exam. Students study measurements and uncertainties, mechanics, thermal physics, waves, electromagnetism, circular motion and gravitation, and energy production. The core is an algebra-based representation of physical laws and principles and emphasizes both theoretical and practical aspects. It also requires the completion of the lab assessment for external moderation. Students enrolled in HL physics are expected to study topics with greater depth and breadth.

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 - social, economic, political, and scientific thought in the modern world. This course explores the roots of this growth and change, examining the consolidation of Spain, the first contact between Europeans and indigenous Americans, and then the civil wars and revolutions that shaped European political thought in Great Britain, the United States, and France. We study the foundational ideas and thinkers of the Enlightenment and examine their influence on society. We also learn the skills of historians, with emphasis on reading comprehension, source analysis and argumentative writing. 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.

Grade 10 Social Studies aims to develop students along three related lines: knowledge, understanding, and skills. Knowledge objectives include basic facts relating to geography, politics and government, economics, and culture. Students apply the facts of history to arguments showing their understanding of how events and ideas interconnect over time. In addition, students apply the skills of a social scientist to analyze and evaluate different historical policies and practices. Students have many opportunities this year to improve their writing and speaking skills both formatively and on unit summative assessments. 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. The course focuses on five key units of study: industrial innovation, WWII, an individual research project, international organizations, the emergence of the global village.

Brazilian Social Studies 9

Credit: 0.5

Um semestre

Pré-requisito: Alunos matriculados no 9º ano.

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 país 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

BRASIL: ESTADO E CULTURA POLÍTICA

Um semestre

Pré-requisito: Alunos matriculados no 10º ano (Ensino Médio).

Com o objetivo central de desenvolver habilidades e competências da área de humanidades, o curso aborda aspectos e temas essenciais relacionados à construção do Estado nacional brasileiro através de variadas fontes (primárias e secundárias) e abordagens (História, Política, Sociologia). Considera a cultura política brasileira (práticas e concepções de poder), os projetos políticos historicamente em disputa, os embates para a institucionalização da estrutura do Estado liberal em vários momentos, principalmente no processo de transformação da ex-colônia em um país independente. Focaliza a estruturação e o funcionamento do regime monárquico num contexto de manutenção da escravidão em comparação a outros países do mundo ocidental e especificamente das Américas, e problematiza as especificidades da construção de um Estado liberal e representativo.

Brazilian Social Studies 10

Credit: 0.5

GEOGRAFIA DO BRASIL: NATUREZA, GEOPOLÍTICA E GESTÃO DO TERRITÓRIO (SÉCULOS XIX-XX)

Um semestre

Pré-requisito: Alunos matriculados no 10º ano (Ensino Médio).

O curso aborda aspectos e temas essenciais relacionados às dinâmicas territoriais que (re)produzem o território brasileiro e suas articulações com a geopolítica mundial. Dentre os aspectos e temas a serem considerados destacam-se o papel da dimensão continental brasileira e sua biodiversidade, a potencialidade estratégica de seus recursos, os modelos de gestão do território em suas dimensões econômicas, políticas, sociais e culturais.

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 (2 anos)

Pré-requisito: Alunos matriculados no 11º e 12º ano (Ensino Médio).

IB SL Brazilian Social Studies I

Credit: 1.0

Um ano (11º)

O curso de Geografia do Brasil (IB SL BSS I) aborda 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 (12º)

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 e contemporâneos. 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 DP economics SL course aims to provide students with a core knowledge of economics and encourage them to think critically about economics. It also promotes an awareness and understanding of internationalism in economic, and encourages 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 IBDP economics HL course aims to provide students with a core knowledge of economics and help students to think critically about economics. It also promotes an awareness and understanding of internationalism in economics and encourages 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

Credit: 1.0

Year

Prerequisite: None

This two-year course in ESS is designed to fully meet IB requirements and prepare students to complete the IB ESS exam. By studying ESS, students develop 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.

Students evaluate the scientific, ethical, and socio-economic aspects of issues. ESS is an interdisciplinary course, and students can take this course and have it count either as a Group 3 individuals and societies course, or a Group 4 science course. This gives students the opportunity to study (an) additional subject(s) from either group.

This course aims to foster an international perspective, awareness of local and global environmental concerns, and an understanding of scientific methods. Students study eight different topics including foundations of ESS, ecology and ecosystems, biodiversity and conservation, water and food production systems, soil and atmospheric systems, climate change, energy production, and human resource use. An important aspect of the ESS course is hands-on work in the classroom and out in the field.

IB SL History I

Credit: 1.0

Year

Prerequisite: Successful completion of Social Studies 10 or equivalent.

The class focuses on the prescribed history topic - The Road to Global War - which examines the causes of World War II. Additionally, it centers on two topics: authoritarian states and causes and effects of 20th century wars. These topics are explored through the use of case studies that include, the fascist regimes in Italy and Nazi Germany, and World War I and the Spanish Civil War. From a chronological point of view, it covers the years 1871-1939. Though the greatest emphasis is on Europe and Asia, the class examine other pertinent world events. The class aims to improve and assess several key skills: the ability to gain knowledge and understanding through reading and discussion; the ability to engage with a specific question and to structure a response that answers that question effectively and builds to a reasonable conclusion; the ability to find and use primary and secondary sources to inform, refine, and support arguments; the ability to analyze and evaluate events through a variety of lenses, perspectives, and historical concepts.

IB SL History II

Credit: 1.0

Year

Prerequisite: IB SL History I.

This course is a continuation of IB SL History I and focuses on the years 1939-1976. It offers students the opportunity to compare historical events that they have studied in the first year of the class. A close study of the rise of Mao is juxtaposed with the rise of totalitarian states in Europe. The examination of World War II and the Chinese Civil War allows for contrast with World War I and the Spanish Civil War. In addition to the IB exam taken in May, an internal assessment project must be completed. A multi-draft, formal research paper on a subject of the student's choice 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 class focuses on the prescribed history topic - The Road to Global War - which examines the causes of World War II. Additionally, it centers on two topics: authoritarian states and causes and effects of 20th century wars. These topics are explored through the use of case studies that include, the fascist regimes in Italy and Nazi Germany, and World War I and the Spanish Civil War. From a chronological point of view, it covers the years 1871-1939. Though the greatest emphasis is on Europe and Asia, the class examines other pertinent world events. The class aims to improve and assess several key skills: the ability to gain knowledge and understanding through reading and discussion; the ability to engage with a specific question and to structure a response that answers that question effectively and builds to a reasonable conclusion; the ability to find and use primary and secondary sources to inform, refine, and support arguments; the ability to analyze and evaluate events through a variety of lenses, perspectives, and historical concepts. In addition to the SL requirements, students study the following HL options in detail: Europe and World War I (1871-1918), European States in the Inter-war Years (1918-1939), and Diplomacy in Europe (1919-1945).

IB History HL II

Credit: 1.0

Year

Prerequisite: IB HL History I.

This course is a continuation of IB SL History I and focuses on the years 1939-1976. It offers students the opportunity to compare historical events that they have studied in the first year of the class. A close study of the rise of Mao is juxtaposed with the rise of totalitarian states in Europe. The examination of World War II and the Chinese Civil War allows for contrast with World War I and the Spanish Civil War. In addition to the IB exam taken in May, an internal assessment project must be completed. A multi-draft, formal research paper on a subject of the student's choice 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 course 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 one specific branch of psychology (abnormal, developmental, health, or 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, 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, or the psychology of human relationships) and prepare for the IB exams in May.

The Communication of Conflict and Control

Credit: 1.0

Prerequisite: None

This two-year course is an interdisciplinary class that combines IB Language and Literature and IB History into a single, integrated experience. It focuses on the texts and literature that reflected and shaped the wars and authoritarian states of the 20th century. Through this combination, students spend two years exploring how literature can be studied as a product of and response to political and historical events and how these events can be better understood through a study of the art they inspired. The synthesis of curricula offers students the opportunity to develop their skills of analysis and critical thinking across the humanities with the support of two teachers in full collaboration. The class fills two periods, one dedicated to Language and Literature and one to History, and either class may be taken at HL or SL.

TECHNOLOGY

As the world becomes more and more centered around the technological tools in our lives, Graded is committed to giving students options to explore the creation and design of these tools. The technology strand at Graded is broken into two pathways, though both focus on using technology to design solutions to real problems. The engineering pathway focuses on technological hardware: designing and working with physical structures. The computer science pathway focuses on software: the data and programs inside the machines. Currently, all courses in the technology strand are elective courses.

Engineering and Robotics

Credit:

0.5

Semester

Introduction to Engineering Design (IED) is a High School-level foundation course in the Project Lead The Way (PLTW) engineering program. In IED, students are introduced to the engineering profession and a common approach to the solution of engineering problems, and engineering design process. Utilizing the activity-, project-, and problem-based (APB) teaching and learning pedagogy, students progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems, using 3D modeling software and use an engineering notebook to document their work.

Engineering and Flight

Credit: 0.5

Semester

The exciting world of aerospace comes alive as an introduction to Engineering with Drones. Students learn all aspects of responsible drone use including safety, regulations, and the real-world applications of drone technology. Students learn to demonstrate what can be done with GPS-based drones as well as powerful micro-drones such as Tello, leading to programming drones through DroneBlocks and Python. To showcase their knowledge, students participate in missions. These missions introduce various aspects of drone programming as challenges in which students compete and strive for better time and accuracy.

Website Design and Creation

Credit: 0.5

Semester

In this course, students build and design websites from scratch, learning the fundamentals of HTML markup, CSS design, and Javascript programming to create several types of sites, including an information site about a topic of their choice and a site containing one or more interactive games. Along the way they are exposed to the fundamentals of how the internet and web servers work. This course does not require any prior computer programming or design experience, but it can be adjusted to the needs of any experienced students in the class. *This course is partially based on Project Lead The Way's Computer Science Principles course.*

Computer Programming Principles

Credit: 0.5

Semester

In this course, students learn the fundamentals of coding computer programs through the use of Javascript, Python, and other programming languages. They use those skills to write phone, tablet, and web-based computer applications. Along the way, students are exposed to the fundamentals of computer science theory, including working with algorithms and binary numbers. This course does not require any prior computer programming experience, but can be adjusted to the needs of any experienced students in the class. *This course is significantly based on Project Lead the Way's Computer Science Principles course.*

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 to understand differences and similarities between their own first language and culture of origin and that of Portuguese and Brazil. Students have ample opportunity to use Portuguese to talk about and reflect on their experiences. 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

Credit: 1.0

*Year**Prerequisite: None.*

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

Credit: 1.0

Year

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

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

Portuguese Additional Language III

Credit: 1.0

Year

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

This course aims to give students opportunities to learn even more about Brazilian culture and society. Students begin to recognize certain language subtleties such as differences in register and tone. At this stage students are able to communicate well in any daily given circumstance. They also get 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)

Credit: 1.0

Year

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

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. This class validates the linguistic and transcultural experiences and knowledge students already possess and strives to build upon that knowledge and experience to develop proficiency and accuracy in speaking, listening, reading, and writing skills by 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

Credit: 1.0

IB SL/HL Português: Língua B I/II

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 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 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, reading, and writing skills.

IB SL French *ab initio* I

Credit: 1.0

IB SL French *ab initio* II

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 learning the target language. The main focus of the courses is on the acquisition of language required for common situations 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 syllabi.

IB SL French B I

Credit: 1.0

IB HL French B I

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 HL II

Credit: 1.0

Year

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

At this level, students continue to improve their language structure. They learn how to express their 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 and contexts and for a variety of 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

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 learning the target language. The main focus of the courses is on the acquisition of language required for 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 syllabi.

IB SL Spanish B I

Credit:1.0

IB HL Spanish B I*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 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 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 IB Subjects**IB SL Environmental Systems and Societies**

Credit: 1.0

*Prerequisite: None**This course serves as requirement for IB Group III or Group IV.*

This two-year course in ESS is designed to fully meet IB requirements and prepare the students to complete the IB ESS exam. By studying ESS, students develop 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 evaluate the scientific, ethical, and socio-economic aspects of issues. ESS is an interdisciplinary course and it counts as either a Group 3 individuals and societies course, or a Group 4 science course. This gives students the opportunity to study (an) additional subject(s) from either group.

This course aims to foster an international perspective, awareness of local and global environmental concerns, and an understanding of scientific methods. Students study eight different topics including foundations of ESS, ecology

and ecosystems, biodiversity and conservation, water and food production systems, soil and atmospheric systems, climate change, energy production, and human resource use. An important aspect of the ESS course is hands-on work in the classroom and out in the field.

The Communication of Conflict and Control

Credit 1.0 per year

Prerequisite: None

This two-year course is an interdisciplinary class that combines IB Language and Literature and IB History into a single, integrated experience. It focuses on the texts and literature that reflected and shaped the wars and authoritarian states of the 20th century. Through this combination, students spend two years exploring how literature can be studied as a product of and response to political and historical events and how these events can be better understood through a study of the art they inspired. The synthesis of curricula offers students the opportunity to develop their skills of analysis and critical thinking across the humanities with the support of two teachers in full collaboration. The class fills two periods, one dedicated to Language and Literature and one to History, and either class may be taken at the Higher or Standard level.

INTERDISCIPLINARY - Other

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 seminar includes the 100 hours of the Theory of Knowledge course. In addition, some class periods are dedicated to support for the Extended Essay and CAS. Counselors attend the seminar approximately half a period per month to deliver counseling, college, and career information. 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.

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 OLS 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

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, 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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