



---

AMERICAN SCHOOL  
OF PARIS

---

*founded 1946*

## UPPER SCHOOL GUIDE

PROGRAM PLANNING

COURSE DESCRIPTIONS

SYSTEM OF EVALUATION



## Table of Contents

Mission and Beliefs.....	Page 3
The Upper School.....	Page 4
Academic Information.....	Pages 5-8
System of Evaluation & Graduation Requirements.....	Pages 9-11
Course Descriptions.....	Page 12
English.....	Pages 12-14
Social Studies.....	Pages 15-18
Theory of Knowledge.....	Pages 19
Mathematics.....	Pages 20-22
Design & Technology.....	Pages 23-24
Sciences.....	Pages 25-27
Modern Languages.....	Pages 28-33
Fine and Performing Arts.....	Pages 34-38
Physical Education.....	Page 39
Student Support.....	Page 40-41
ASP Upper School Social Policy.....	Pages 42-44
Academic Societies and Distinctions.....	Page 45
Extracurricular Activities and Organizations.....	Pages 46-48
Responsible Use Policy for Technology.....	Pages 49-51
Bring Your Own Device Program.....	Pages 52-53



## Mission and Beliefs

### Our Mission

The American School of Paris is a vibrant, international, family-oriented community. Our mission is to inspire and prepare every student to achieve personal and academic excellence as an engaged global citizen by providing a challenging, innovative program within a compassionate environment.

### We Believe That:

- Every person has equal worth.
- Honesty and integrity are central to all we do.
- Individuals are responsible for their choices and actions.
- We best meet the needs of learners when we understand them as individuals.
- Through hard work and determination individuals can achieve their potential.
- Every member of a community has the responsibility to contribute to the greater good.
- Seeking to understand diverse cultures, ideas and practices enriches a community.
- A culture of high expectations and striving for excellence leads to higher achievement.
- Learning is a continuous lifelong endeavor.
- Great schools nurture passion, curiosity, creativity, self-expression and joy.
- Going beyond the familiar and taking risks stimulate growth, innovation and self-discovery.
- In a rapidly changing world, achieving excellence demands commitment to continuous improvement.
- Everyone shares responsibility for our global community and environment.



## The Upper School

Serving a student body of approximately 350 students in grades 9 to 13, the Upper School offers a rich and varied curriculum along with a wide variety of extracurricular activities and sports programs. An American High School as well International Baccalaureate and Advanced Placement diplomas may be earned at ASP by successfully completing the requirements of each. The school is college preparatory, with more than 98% of each graduating class attending institutions of higher education in the year following graduation. In addition, over 90% of all seniors are currently participating in either AP (Advanced Placement) or IB (International Baccalaureate) classes. Academically challenging, these programs strengthen the standing of college-bound seniors' entrance to universities. Most North American universities will grant college credit or advanced standing to students who perform well on IB or AP examinations.

### Philosophy and Objectives

As an American school, emphasis is placed not only on intellectual development, but also on the moral, social, emotional, physical and aesthetic development of the student. For this reason, all students are encouraged to participate in the elective and extracurricular programs available. While the curriculum is primarily American, one of the important strengths of the Upper School is the international character of its student body. The diversity of backgrounds is a tremendous asset to the educational environment and ambiance of the school. An acceptance and understanding of cultural differences is at the center of the school's philosophy. Furthermore, the location of the school provides a unique opportunity to instill in all students a knowledge and appreciation of French culture, history and language.



## Academic Information

### The Advanced Placement Program (AP)

The Advanced Placement program allows students to pursue coursework equivalent to first-year American college courses. Through such courses students can earn college credit and/or advanced placement in American universities and gain admission to many non-American universities. Students can take AP exams in individual subjects in May of each school year. The AP offers a scholar program for students taking 3 or more AP courses and receiving a 3 or above. In addition, the new AP International Diploma is comprised of 5 AP courses from certain categories. Please see the Academic Dean for details. AP classes are offered in English, French, mathematics, sciences and social studies. For more details please consult the Upper School website AP/ IB Page.

### The International Baccalaureate (IB)

Designed to accommodate students from a variety of educational backgrounds, the two-year International Baccalaureate (IB) program prepares students for admission to the most competitive American and international universities. Universities will often grant American-bound IB students college credit and/or advanced placement for their coursework. The curriculum is global, stressing serious academic research, critical thinking and oral presentation. Students have the option of choosing the IB Diploma or individual subject certificates. In addition to six required courses, candidates for the Diploma must complete a course in the Theory of Knowledge, write an extended essay, and satisfy CAS (Creativity, Action, and Service) requirements. Students interested in pursuing the IB Diploma or individual IB courses should discuss these options with their Academic Dean since these choices require advance planning. Please consult our website IB/AP Page for details.

### Course Load

All students must be enrolled in at least five academic courses each semester. 9<sup>th</sup> and 10<sup>th</sup> grade students have no free periods and 11<sup>th</sup> grade students are allowed no more than two 80 minute free periods per 4 day cycle. Seniors are allowed no more than one free period per day. Any student with more than this number of free periods must choose either another academic class or a non-academic elective.

### Learning Support Program

The Upper School at the American School of Paris accepts students with mild learning disabilities who are able to succeed in our college preparatory program. The program serves students with officially documented learning disabilities, both those currently enrolled at ASP, as well as new students. Students will work with a certified learning specialist two times per week. The aim of the Learning Support Program is to maximize each child's potential by developing learning strategies, compensatory skills and student accountability in order for the student to succeed in ASP's challenging academic program.

### Independent Study

11/12<sup>th</sup> grade students with a particular interest that is not met through the school's current curricular offerings may request an Independent Study course. A written proposal must be submitted to the Guidance Committee for approval, and if approved, must be supervised by a teacher. Proposals must include detailed information about the purpose, resources, supervision and final evaluation procedures of the projects. Approved Independent Study projects that are successfully completed will be awarded course credit.

### CLÉ courses

*Concentrated Learning Experience (CLÉ)*. CLÉ courses offer rigorous experiential learning opportunities for ASP Upper School students under the supervision of a qualified educator. CLÉ opportunities are offered based on student interests and teacher availability upon approval of the Guidance Committee. CLÉs take place outside of regular school hours, typically over school breaks, and are designed to compliment regular curricular offerings through hands-on learning experiences. All CLÉs are graded as pass/fail and are structured according to a clear set of learning objectives and assessments. Students who successfully complete a CLÉ will receive non-credit recognition on their ASP transcript.



### Thirteenth Year

In exceptional cases, the Upper School will encourage a student to take a 13<sup>th</sup> or postgraduate year for the following reasons:

- It may be either the only way or the recommended route by which students can complete the requirements of the International Baccalaureate Diploma.
- Students may find that an extra year will allow them to take more advanced courses, including AP and IB, thereby preparing them more adequately for university.
- Students whose knowledge of the English language is weak may need an extra year to meet the ASP graduation requirements in English or they may wish to strengthen their skills so that they are better prepared for English-language universities.

### Grading System

Report cards are sent directly to parents at the end of semester, recording students' attainment grades are awarded as follows:

A (90%-100%), B (80%-89%), C (70%-79%), D (60%-69%), F = Fail, P = Pass, I = Incomplete,

U = Unsatisfactory Attendance (Fail), ME = Medical Excuse, NG = No Grade, NA = Not Applicable.

In exceptional cases where prior permission has been obtained from the Director, a student may be given an incomplete in a class. Incompletes must be made up within five days of the end of a marking period. After this period, incompletes will be converted to failing grades.

Semester grades are awarded at the end of each semester in January and June. Semester grades are the only grades which appear on the official transcripts. Once grades have been entered on official transcripts they can only be changed as a result of teacher error.

*Please note: ASP transcripts and report cards only reflect work done at ASP. Records from previous schools are attached to the student's ASP transcript.*

### Examinations

Semester exams are given in December for IB/AP courses and June for all classes. Seniors with an A- may, at the discretion of the instructor, be exempt from their second semester examination. Advanced Placement (AP) and International Baccalaureate (IB) exams are administered in the month of May. Juniors who take official IB/AP exams in May are exempt from semester exams in those courses but must continue to attend class and turn in assignments. Seniors who are taking 4 or more IB/AP examination subjects are exempt from classes commencing May 1<sup>st</sup>.

### AP Examinations Candidates

Students who do not achieve a B- or above for the first three attendance quarters in an AP class will not be entered as an official ASP candidate for the exam. The student may sign up as an independent candidate, but they will not be eligible for the usual off-campus study time afforded seniors in May taking 4 or more AP or IB examinations. In addition, these students will take the normal final exam for the course.



## Grade Equivalencies

IB:

In order for the school to accurately construct IB predicted grades, the following guidelines will be applied to IB assessed student work.

IB Predicted Grade	Description	IB Assessed Work
7	Excellent	A/A+
6	Very Good	A/A-
5	Good	B+/B
4	Satisfactory	B-/C+
3	Mediocre	C/C-
2	Poor	D+/D
1	Very Poor	D-/F

AP:

The following should serve as benchmarks for determining whether a student is performing at a level that will allow them to achieve a 3 on the AP examination.

AP Grade:

1	Poor
2	Mediocre
3	Proficient to Good
4	Very Good
5	Excellent

School Grade:

F/D+
C-/C+
B-/B
B+/A-
A/A+

### Minimum Student Enrolment Numbers

Parents and students should be aware that one-year courses with fewer than 10 students enrolled and the first year of a two-year I.B. course with fewer than 12 students enrolled may be cancelled. Cancellations are rare, but students should consider secondary options when planning their schedule with a counselor.

### University Entrance Examinations at ASP

College entrance exams are considered in the admissions process for the United States as well as a number of universities around the world. Sophomores and juniors take the PSAT's in preparation for the SAT exams. American College Test (ACT), Advanced Placement (AP), International Baccalaureate (IB), SAT and Subject Tests are all held at ASP.

### Add/Drop Details

Students are not normally allowed to drop a class after the first three weeks of the semester. Under exceptional circumstances, the Guidance Committee may allow a student to drop a class after this time if a Course Change Request form signed by the parents, class teachers and department coordinators, is submitted to the Guidance Committee for consideration. (Course Change Request forms are available on the Upper School website). Students must complete a minimum 30 school days prior to the end of the marking period to be eligible for grades in a class.

### Students arriving during the school year

Students who enter ASP after the beginning of a semester must be aware that, while every effort is made to meet their needs, their placement in classes may be limited by considerations of class size and scheduling conflicts. In addition, many semester elective classes cannot accept students after the first three weeks of a semester due to the amount and nature of work already completed. Students arriving late in the term will be awarded semester grades only if they have completed at least 30 school days prior to the end of the marking period.



#### Satisfactory Academic Standing and Academic Probation

In order to be considered in satisfactory academic standing in a course, a student must earn a grade of C- or above both at the mid-term and the end of term (i.e., following each attendance quarter). A student receiving either two D's or an F at one of these points will be notified in writing that they are on academic probation and not allowed to participate in after-school activities unless a written request, signed by the parents, has been approved by the Guidance Committee. If a student is not in satisfactory academic standing for three consecutive attendance quarters, the Guidance Committee will need to review the promotion of that student into the next grade level. In some cases, the student may be asked to repeat the year or, when deemed necessary, may not be readmitted the following year.



## System of Evaluation & Graduation Requirements

### Grade Point Average (GPA)

A non-cumulative, weighted GPA is calculated at the end of each semester according to the scale below. The semester GPA will be reported on first and second semester report cards as well as on the official transcripts. Because of the high mobility of our student population, we do not calculate a cumulative GPA or class rank. Colleges however, will obtain a percentile distribution of the semester GPA as well as a grade distribution for individual classes.

The following scale of grade point equivalents is used.

Letter Grade	CLASS Percentage	*GPA Band	CLASS	*GPA Band	
		4.3 Band Non – IB/ AP Classes	4.8 Band All IB Year I and SL All AP 401 & 502 Classes	5.0 Band Math 401 IB HL I	5.3 Band All IB HL and AP 501 Courses
A+	97-100	4.3	4.8	5.0	5.3
A	94-96	4.0	4.5	4.7	5.0
A-	90-93	3.7	4.2	4.4	4.7
B+	87-89	3.3	3.8	4.0	4.3
B	84-86	3.0	3.5	3.7	4.0
B-	80-83	2.7	3.2	3.4	3.7
C+	77-79	2.3	2.8	3.0	3.3
C	74-76	2.0	2.5	2.7	3.0
C-	70-73	1.7	2.2	2.4	2.7
D+	67-69	1.3	1.8	2.0	2.3
D	64-66	1.0	1.5	1.7	2.0
D-	60-63	0.7	1.2	1.4	1.7
F	00-59	0.0	0.0	0.0	0.0

**GPA Bands by course****English**

501A English (AP English Literature)	5,3
501B English (IB Higher Level)	5,3
502B English (IB Standard Level)	4,8
503 Senior English	4,3
401B English (IB/AP Higher&Standard Level I)	4,8
401A English (AP Language & Composition)	4,8
402 Junior English	4,3
201 English-Humanities	4,3
101 English-Humanities	4,3
102 English-Humanities	4,3
202 English-Humanities	4,3

**Sciences**

501 Physics (IB Higher Level II)	5,3
501 Chemistry (IB Higher Level II)	5,3
501B Biology (IB Higher Level II)	5,3
501A Biology AP II	5,3
502 Biology (IB Standard Level II)	4,8
401 Biology (IB Higher&Standard Level I)	4,8
401 Chemistry (IB Higher&Standard Level I)	4,8
401A Env. Sci. (AP Environmental Science)	4,8
402 Environmental Science	4,3
401 Physics (IB Higher&Standard Level I)	4,8
402 Physics	4,3
201 Life Science	4,3
101 Physical Science	4,3

**Social Studies**

501 Psychology (IB Higher Level)	5,3
501 History (IB Higher Level)	5,3
501B Economics (IB/AP Higher Level)	5,3
501A Economics (AP Micro & Macro)	5,3
501A History (AP US History)	5,3
401A Gov. (AP Comp. Government & Politics)	4,8
502 Psychology (IB Standard Level)	4,8
401 History (IB Standard Level)	4,8
401 Economics (IB Standard Level)	4,8
402 Human Geography	4,3
402 Economics	4,3
201 Social Studies-Humanities	4,3
101 Social Studies-Humanities	4,3

IB Extended Essay 4,8

Independent Study 4,3

**Mathematics**

501B Math (IB Higher Level)	5,3
501A Math (AP Calculus BC)	5,3
502A Math (AP Calculus AB)	4,8
502B Math (IB Math Standard Level II)	4,8
401A Math (AP Statistics)	4,8
401B Math (IB Higher Level I)	5,0
402A Math Functions Stats and Trig	4,3
402B Math (IB Standard Level I)	4,3
402C Math (IB Math Studies Standard Level)	4,3
301 Advanced Algebra II with Trig/ Pre Calc	4,3
302 Algebra II Standard Level	4,3
303 Algebra II Studies	4,3
201 Geometry (Honors)	4,3
202 Geometry	4,3
101 Algebra I	4,3

**Modern Languages**

501 Spanish Advanced II (IB Higher Level Language B)	5,3
501 French Advanced (IB Higher Level Language B)	5,3
501 Francophone Grade 12 (IB Higher Level Language A)	5,3
502B French Advanced (IB Standard Level Language B)	4,8
502A French Advanced (AP Language & Culture)	4,8
401 Spanish Advanced I (IB Standard Level Language B)	4,8
401 Francophone Grade 11 (IB Standard Level Language A)	4,8
401A2 French Advanced II	4,3
401A1 French Advanced I	4,3
401 French Intermediate II	4,3
301 French Intermediate I (IB ab initio II)	4,3
301 Spanish Intermediate	4,3
301 French (Francophone) Grade 10	4,3
201 Spanish Novice II (IB ab initio II)	4,3
201 French (Francophone) Grade 9	4,3
201 French Novice II (IB ab initio I)	4,3
101 Spanish Novice I (IB ab initio I)	4,3
101 French Novice I	4,3

**Electives**

501 Theater Arts (IB Higher Level II)	5,3
501 Visual Arts (IB Higher Level II)	5,3
501 Film-making (IB Higher Level II)	4,8
502 Theater Arts (IB Standard Level II)	4,8
502 Visual Arts (IB Standard Level II)	4,8
502 Film-making (IB Standard Level II)	4,3
402 Visual Arts	4,8
401 Visual Arts (IB Higher & Standard Level I)	4,8
401 Film-making (IB Higher & Standard Level I)	4,8
401 Theater Arts (IB Higher & Standard Level I)	4,3
402 Theater Arts	4,8
401 IB Theory of Knowledge (IB I Junior)	5,3
501 IB Theory of Knowledge (IB II Senior)	4,8
401 AP Computer Science A	4,3
DT 302: Coding the Web	4,3
DT 302: Robotics	4,3
DT 302: Coding for Simulations/Game Design	4,3
DT 302: Mobile Applications Program	4,3
Design & Technology: 3-D Modeling	4,3
Music Plus / Advanced Music Plus	4,3
Advanced Studio Art	4,3
Digital Music	4,3
Concert Band	4,3
Concert Choir	4,3
Ceramics / Sculpture	4,3
Ensemble Theater	4,3
Digital Filmmaking	4,3
Studio Art	4,3
Yearbook / Desktop Publishing	



## Graduation Requirements

It is important for students to plan their program of studies carefully, taking into consideration their individual academic strengths and interests, along with their plans for future studies after graduation.

In order to graduate from ASP, and thereby earn an American high school diploma, each student must meet the school's graduation requirement of 24 credits. Full-time courses earn  $\frac{1}{2}$  credit per semester. Two-period-per-week electives earn  $\frac{1}{4}$  credit per semester. At most, one credit is given for any particular course. If a student repeats the same course, grades will be reported but no additional credit is awarded.

The minimum credit requirements for graduation are:

English	4 credits
Mathematics	3 credits
Sciences	3 credits
Languages	3 credits*
Social Studies	3 credits
Design and Technology	$\frac{1}{2}$ credit (1 semester)
Arts	$1\frac{1}{2}$ credits (to include a performing art & a visual art)
Physical Education	1 credit ( $\frac{1}{4}$ credit per semester)

\*Students are to take French in grades 9 and 10 and until they have completed at least 401 French Intermediate II or 401 Francophone Grade 11 (IB Standard Level Language A). Grade 11 students have to take at least one language course (French and/or Spanish).

### Additional requirements

- Students are expected to complete four years of high school. In very exceptional cases, students may be granted permission to graduate a semester early. Should a student be required to repeat a year, then they must complete five years of high school.

Many of the more advanced courses have certain prerequisites that must have been met before students can be admitted, so a long-range perspective is required, even when choosing courses in grades 9 and 10. Thus, decisions should be made on the basis of the best educational advice, including the recommendations of teachers, department coordinators, and guidance counselors.



## Course Descriptions

### ENGLISH

The goals of the English Department are threefold:

- to develop advanced critical reading, oral, and written skills in students,
- to teach them to recognize the value and use of appropriate language and style, and
- to provide an appreciation of and sensitivity to literature and the human values it illustrates.

To this end, students learn how to research, analyze, and construct an argument, to read and think clearly, and to write well and confidently. During this process they become versed in the analysis of language and style through regular oral and written assignments. Correct persuasive expression, as well as structured formal essay skills, is stressed at each course level.

A variety of works is used to introduce students to the finest in classical and contemporary literature. They are encouraged to reflect on the moral and human continuum portrayed in these texts and to share and develop this experience within the ASP community.

Student placement at a particular level is based upon the recommendation of the teacher and/or the department.

The Humanities Program for Grades 9 and 10:

The Humanities Program is mandatory for every student in Grades 9 through 10. This program offers an interdisciplinary, integrated approach to learning. At selected times throughout the academic year, literary and social studies texts, as well as assignments, are coordinated so as to reinforce one another. This joint project allows students to learn to consider similar motifs from a variety of perspectives.

Certain themes of the Humanities sequence are continuous over the two years and thus guide students in exploring the enduring nature of human endeavor. In addition to academic/cognitive goals, the program incorporates key technical objectives in the areas of writing, analysis, research and oral presentation. As they come to understand the dynamic interplay between literature and social studies, students likewise undertake individual/group study to develop competence in varied writing and literary genres reinforced by the latest online research technology.

It is the view of the Humanities Department that with sufficient support and encouragement, students will benefit from this program in coming to understand a broader context of recorded human experience. Our goal is to encourage each of them to become more independent and resourceful in exploring the fields of literature, language, and social studies that he/she finds both challenging and compelling.

English 101- (Full year, 1 credit; 9<sup>th</sup> grade)

Required Summer Reading: Ray Bradbury, *Fahrenheit 451* (Ballantine Books or other edition) Note: See [9th Grade Summer Reading](#) for additional recommended summer reading.

Lead texts: Ray Bradbury, *Fahrenheit 451*; Short story unit; Golding, *Lord of the Flies*; Shakespeare, *Romeo and Juliet*; Lee, *To Kill a Mockingbird*; Social protest poetry.

English 201- (Full year, 1 credit; 10<sup>th</sup> grade)

Required Summer Reading: Khaled Hosseini, *The Kite Runner* (Penguin Group) Note: See <http://aspsummerreading.weebly.com> For additional recommended summer reading.

Lead texts: Selected Women Narrative Writers; Salinger, *Franny and Zooey*; Khaled Hosseini, *The Kite Runner*; Miller, *The Crucible*; Selected Poetry of the Harlem Renaissance; Shakespeare, *The Merchant of Venice*; O'Brien, *The Things They Carried*.

English 102 and English 202 (9<sup>th</sup> and 10<sup>th</sup> grades) These two courses are designed for students who could benefit from extra support improving their academic reading, oral, and writing skills. Both the 102 and 202 courses remain literary in focus in that students study a range of genres including poetry, novels, drama and nonfiction texts and will develop skills in literary analysis. Where possible we study the same or similar texts to the mainstream classes.



English 102 (Full Year, 1 Credit; 9th Grade): Read one text off of 9th grade Summer Reading List.

Note: See [9th Grade Summer Reading](#) for additional recommended summer reading.

Lead texts: Short story unit; Golding, *Lord of the Flies*; Social Protest Poetry; Shakespeare, *Romeo and Juliet*; Lee, *To Kill a Mockingbird*

English 202 (Full year, 1 credit; Grade 10) Required Summer Reading: Khaled Hosseini, *The Kite Runner* (Penguin Group or other edition)

Note: See [10th Grade Summer Reading](#) for additional recommended summer reading.

Lead texts: Narrative essays by female writers; Miller, *The Crucible*; Selected Poetry of the Harlem Renaissance; Shakespeare, *The Merchant of Venice*; O'Brien, *The Things They Carried*.

English 402: Junior English (Full Year, 1 credit; Grade 11)

Required Summer Reading: *The Curious Incident of the Dog in the Nighttime* by Mark Haddon; Vintage Contemporaries; 1st edition (May 18, 2004)

Junior English, a year-long course, balances a rigorous, skills-based writing program that uses both fiction and nonfiction texts in tandem with essays and current events as departure points for students' exploration of the world around them. After completing English 402, students progress to English 503; students may enroll in English 501 AP provided they earn a B+ in English 402 and with teacher recommendation.

Lead Texts: *The Old Man and the Sea*, Hemingway; *Persepolis*, Marjane Satrapi; *The Paradise of Bombs*, Sanders; Argumentative Writing Unit; *Proof* by David Auburn; Focused study of one Poet

English 401- Imprisoned Lives (First semester, ½ credit; Grade 11)

Required Summer Reading: *Fathers and Sons* by Turgenev and one text off of the summer reading list: [11th and 12th Grade Summer Reading](#)

Trapped! Everyone, at one point or another, experiences the feeling of being trapped-- imprisoned because personal goals and desires come into conflict with those held by others. This timeless theme will be explored through readings, discussion, and formal papers.

Texts: Eugene Ionesco *The Bald Soprano*; Garcia Marquez, *Chronicle of a Death Foretold*; Turgenev, *Fathers and Sons*.

English 401- The Outsider (second semester, ½ credit; Grade 11)

What does it mean to be an outsider? In what ways does the notion of the strange or the estranged define and forge individuals? Is this sentiment inherent or do we inherit it by virtue of being members of a specific culture? This course will attempt to answer such questions by investigating how private grievances force characters to confront their otherness. Students will consider the ways injustices bring on both internal and external conflicts and the creative means writers use to vehicle their message.

Texts; Eliot, Selected Poetry; Miller, *Death of a Salesman*; Wright, *Black Boy*.

English 401- Film and Literature: Shifting Genres, Shifting Paradigms (second semester, ½ credit; Grade 11)

How do individuals and groups react when faced with major changes in the world around them? Do we cling to the past? Obscure the truth? Rebel against or embrace a new reality? This course will examine how texts address these critical questions in the genres of both written literature and film. The written literature we study will take the forms of drama, novella, graphic novel, and poetry. Paired with each written text will be a film adaptation, which we will also learn to "read" as a work of literature with a related, and yet different, take on our essential question.

Texts; Greene, *The Third Man*; Satrapi, *Persepolis I* ; A selection of personal essays

English 401A AP Language and Composition (full year, 1 credit)

Required Summer Reading: Malcolm Gladwell, *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants* and William Zinsser, *On Writing Well* (HarperCollins).

Note: See <http://aspsummerreading.weebly.com> for additional recommended summer reading.

This course is open to eleventh grade students who plan to take the AP Language and Composition Examination in May and the AP 501A Literature Course as seniors. It centers on rigorous written expression and formal analysis of language, including literary textual study. *Course enrollment is on teacher recommendation only.*

Texts: Zinsser, *On Writing Well*; Hawthorne, *The Scarlet Letter*; Shakespeare, *Hamlet*; Morrison, *Beloved*; Silko, *Ceremony* (including many essays and excerpts from a variety of nonfiction texts)

English 503 (full year, 1 credit) Required Summer Reading: One text from summer reading list for incoming 12th -13<sup>th</sup> grades. Also required is one text of the student's own choosing.



**Note:** See <http://aspsummerreading.weebly.com> for additional recommended summer reading. This course--open only to 12th-13th graders--focuses on the writing of persuasive and argumentative essays that will prepare students for the rigors of university papers. It also includes the written analysis of traditional forms of prose communication, such as speeches and letters, to more contemporary genres represented in the media of advertisements and internet web pages. Students likewise engage in the study of literature--poetry, fiction and drama--as they strive to make connections to their own lives and the society in which they live. Those who achieve a high level in this course have the option to take the AP Language and Composition exam in May. Texts: Short Story & Essay Packet; Shakespeare, *Hamlet*; Fitzgerald, *The Great Gatsby*; Chopin, *The Awakening*; selected poetry; Zinsser, *On Writing Well*

English 502- IB Standard Level (full year, 1 credit)

Required Summer Reading William Shakespeare, *Othello* (The Arden Shakespeare)

Standard Level Students study different genres of poetry, drama, and fiction in depth as they strive to compare and contrast their specificities and layered motifs in oral commentaries and formal written papers. The first semester culminates in an official IB oral commentary, and in the second semester students prepare for written IB examinations in May.

Texts: First Semester--Detailed Study (Part Two--Poetry): John Donne selected poems; Shakespeare, *Othello*; Second Semester--Genre Study (Part Three--The Novel): Fiction: Fitzgerald, *The Great Gatsby*; Ishiguro, *Remains of the Day*; *Song of Solomon*, Toni Morrison

English 501A (Advanced Placement) English Literature & Composition (full year, 1 credit)

Required Summer Reading: F. Scott Fitzgerald, *The Great Gatsby*; August Wilson, *Fences*

This full year course is for students who have demonstrated ability and interest in literature. This course will prepare students for the Advanced Placement Examination given in May. Literary analysis, written and oral expression, and wide readings in poetry and prose are key aspects of this course. On Teacher Recommendation.

Texts: *King Lear* by William Shakespeare; *The Mayor of Casterbridge* by Thomas Hardy; *Major Barbara* by George Bernard Shaw; *Mrs. Dalloway* by Virginia Woolf; *Invisible Man* by Ralph Ellison; *250 Poems* by Peter Schakel, Jack Ridl

English 501B Higher Level (full year, 1 credit)

Required Summer Reading: William Shakespeare, *Othello* (Arden)

This course is designed to offer prepared students the opportunity to broaden and deepen their understanding of literature as a vehicle to self-awareness. Our studies will focus primarily on the impact of choices on the individual's immediate surroundings as well as the greater culture he or she inhabits. Pupils will ultimately be led to draw parallels between the ramifications of decisions made by fictive characters and their own lives. The course invites students to engage in a detailed study of works across and within genres and hone their skills of critical analysis through research, discussion, essays, and oral/written commentaries. The course showcases both male and female authors whose perspectives, and styles are distinctively American and British. In the fall semester, we will engage poetry, nonfiction, and drama; in the spring semester, we will conduct an in-depth study of fiction and examine the ways in which four selected authors move their characters and or readers to awareness.

Texts: First Semester-Detailed Study (Part Two): Shakespeare, *Othello*; Donne and Gluck, Selected poems; Morrison; *Playing in the Dark: Whiteness and the Literary Imagination*.

Second Semester- Genre Study (Part Three): Fiction: Fitzgerald, *The Great Gatsby*; Kazuo, *The Remains of the Day*; Gaines, *A Lesson before Dying*; Chopin, *The Awakening*



## SOCIAL STUDIES

### Program Overview:

The 9th and 10th grade Social Studies courses provide an historical survey of major topics in American and European History from the middle of the 19th Century to the late 20th Century. In both courses, students are taught about the historical time periods, as well as about writing, research, and presentation skills.

It is the view of the Humanities Department that every child, with sufficient support and encouragement, will benefit from our program in understanding the broader context of human experience. Students will become more independent in pursuing the areas of literature, language, and social studies that they find compelling.

\* (Please note that the two-year 9th and 10th grade program is equivalent to a full year of high school United States history.)

### Social Studies 101 -The Age of Extremes (*Grade 9, full year, 1 credit*)

\*(Please note that the two-year 9th and 10th grade program is equivalent to a full year of high school United States history.)

This course covers major topics in European and American History from 1848 up to 1945. The course focuses on important historical themes, such as the development of liberal democracies, the age of national unification, the growth of global empires, and the coming of an age of global conflict. Students are taught how to write historical essays, how to do basic research, how to interpret historical documents, and how to present their understanding of historical information. Assessments are based upon the relevant knowledge and skills from the course syllabus, and are presented as "minor", "medium", and "major" assessments of skills and knowledge.

As the class is a Humanities course, selected themes, readings will be done in conjunction with the 9<sup>th</sup> grade English course and in cooperation with the 9<sup>th</sup> grade English teachers.

The craft of the historian: research methods, historical investigation and argumentative/analytical writing will be further developed during the 9<sup>th</sup> grade. Assessment is based on tests, quizzes, homework, research papers and semester exams. Class participation is actively encouraged. By the end of the year students should have improved their skills in the art of analytical and argumentative writing, and effectively utilizing historical detail as supporting evidence. In addition, class presentations will be actively developed.

Texts: Ellis and Esler, *World History; the Modern Era*; Peiser & Serber, *Reviewing US History and Government*, 2<sup>nd</sup> ed.. There will also be selected readings from other primary and secondary sources.

### Social Studies 201 - "The United States in the World 1945-1990" (*Grade 10, full year, 1 credit*)

This course introduces students to key themes in Modern World History, with an emphasis on relevant topics in European and American History from 1945 through the 1990s. The historical themes are presented in a chronological manner, with a focus on the impacts of the Second World War, the Cold War, the process of decolonization, the expansion of human and civil rights, and the historical impact of urbanization and industrialization in the 20th Century. Students are taught how to write different types of historical essays, how to do increasingly in-depth research, how to interpret a wide range of historical documents, and how to present their understanding of historical information. Assessments are based upon the knowledge and skills from the course syllabus, and are presented to students as "minor", "medium", and "major" assessments of skills and knowledge.

As this class is a Humanities course, selected themes, readings and assignments will be done in conjunction with the 10<sup>th</sup> grade 201/2 English courses and in cooperation with the 10<sup>th</sup> grade English teachers. The craft of the historian: research methods, historical investigation and argumentative/analytical writing are further developed in the 10<sup>th</sup> grade, and the understanding and use of technology is applied to the learning process throughout the year.

Assessment is based on tests, homework, research papers, participation and semester exams. Class participation is actively encouraged. By the end of the year students will be expected to have mastered the art of analytical and argumentative writing, effectively utilizing historical detail as supporting evidence. In addition, effective public speaking and in-class presentations are actively developed.



Resources: Walsh, *GCSE Modern World History*; Traynor, *Mastering Modern US History*; and selected primary and secondary sources.

Social Studies 402 – Understanding Global Conflicts – An Interdisciplinary Approach (*Grades 11-13, semester, 1/2 credit per semester*)

By examining multiple cultures from around the world, the course presents an introduction to four aspects of Human Geography. The first is the fundamental knowledge of the globe and the human interaction with the natural world. The second part of the course is an introduction to the characteristics of culture, including world religions, basic political systems, and languages. In part three we cover population studies, including demographics, and global urban development. The final portion the class deals with economic aspects of human geography such as resource and land use. We will simultaneously work on improving writing and presentation skills. Conceptually, students will attain a deep, meaningful and relevant understanding of social progress, conflict, and the human condition. Assessment is based on written and creative work, oral presentations, and participation.

Economics 401 – IB Standard Level (*Grades 11–13, full year, 1 credit*)

This course is an introduction to the basic macroeconomic and microeconomic issues: the efficient allocation of resources, aggregate demand and supply, national income determination, Macroeconomic arguments, international trade and finance, and economic development. Besides the basic factual knowledge acquired by studying these topics, students develop analytical skills including reading graphs and statistical tables as well as understanding of the workings, particular problems and relative benefits of economic systems found in different countries. Upon completion of the one year course, students will be prepared to take the I.B. Standard Level exam.

Texts: Blink and Dorton *I.B. Economics Course Companion*. Ziogas *Economics for the IB Diploma*.

Economics 501–IB Economics Higher Level (*Grades 12–13, full year, 1 credit*)

To enter Economics 501 students must have completed Economics 401 or its equivalent. This course expands upon the skills and knowledge introduced in Economics 401 in the four main sections of the IB syllabus (Microeconomics, Macroeconomics, International Economics, and Development Economics), but a significant amount of time is devoted to introducing to the study of Microeconomics the theory of the firm, comparing the market structures of perfect competition, monopoly, oligopoly, and monopolistic competition. Throughout the course, greater emphasis is placed on analysis, evaluation and on practical and mathematical applications of the previous year's studies. Students will read conflicting views on current economic issues and there will be discussion of the political context of economic decision-making. The students will be encouraged to develop a more critical approach to economic expertise. In addition to studying the HL Economics topics, students will also complete three Internal Assessments—analytical and evaluative essays (750 word maximum each)—based on three out of the four sections of the IB syllabus. Upon completion of this one-year course, students will take the IB HL examination.

Resources: Tragakes, *Economics for the IB Diploma*; Economics IB Study Guide, Constantine Ziogas.

Economics 501–AP Economics (*Grades 12–13, full year, 1 credit*)

This course is designed to simulate college-level, introductory Microeconomics and Macroeconomics courses. It starts with fundamental economic principles common to both micro and macro and expands on microeconomics concepts, such as consumer behavior; utility maximization; market structures; profit-maximizing strategies; public choice theory; government and market failure; taxation; income inequality; and poverty. The second half of the course expands on macroeconomics concepts, such as measuring domestic output; unemployment and inflation; deficits, surpluses, and debt; monetary and fiscal policy; money and banking; contending macroeconomic theories and policies; and international trade and finance. In order to familiarize students with the academic rigors of a college level economics course and the expectations of the AP curricula, special attention will be paid to graphical and mathematical models and analysis. This course prepares students for the two Advanced Placement exams: Microeconomics and Macroeconomics.

Resources: McConnell, Brue and Flynn, *Economics*; McConnell, Brue, Flynn, and Walstad, *Study Guide for Economics*.



AP United States Government and Politics (Grades 11-12, full year, 1 credit)

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. This course will be offered on alternate years with AP Comparative Government and Politics.

PREREQUISITES: Social Studies 101 and Social Studies 201 or AP US History

*Government by the People: Elections and Updates Edition* by Magleby, Light, and Nemacheck.

History 501A – AP United States History (Grades 11–13, full year, 1 credit)

This course is designed to provide students with the analytical skills and factual knowledge necessary to critically explore U.S. history. It includes an in-depth study of major topics from exploration to the present. Political, social and economic issues as well as foreign policy questions will be explored. Emphasis is placed on analysis of documents and the development of essay-writing skills.

Texts: Norton, et al., *A People and a Nation I and II*; Shi, *For the Record*

*Entrance Guidelines: In exceptional circumstances sophomores may be admitted provided that there is space in the class. Sophomores would be expected to have an exceptional academic record and a strong teacher recommendation. AP US History may be substituted for 201.*

*Suggested Summer Readings:*

*Howard Zinn's A People's History of the United States*

*In addition:*

*One founding father biography of student's choosing:*

*George Washington Washington: A Life by Ron Chernov*

*John Adams John Adams by David McCullough*

*Thomas Jefferson- Thomas Jefferson: The Art of Power by Jon Meacham*

*James Madison- James Madison: A Life Reconsidered by Lynne Cheney*

*James Monroe- The Last Founding Father: James Monroe and a Nation's Call to Greatness Harlow Giles Unger*

History 401 – IB Standard Level (Grades 11–13, full year, 1 credit)

This course will explore the history of 20th Century Europe and China concentrating on the topics of a) The causes, practices and effects of wars; b) The rise and rule of single-party states; and c) The Cold War. History 401 begins with an examination of the causes and consequences of the First World War, then moving into the inter-war years, the rise and rule of both Hitler and Stalin, the origins of WWII, the origins of the Cold War and the spread of the Cold War in Europe and Asia, examining in-depth the Chinese Civil War and the rise and rule of Mao. Students will concentrate on mastering the art of producing in-depth historical analysis in both essay form and in document-based analysis. In addition, understanding both the craft of the historian and the historiography of each topic under study will be required. Upon completion of this one-year course, students will be prepared to take the IB Standard level examination.

Texts: Morris and Murphy's *Europe 1870-1991*; *Seminar Studies Series* on various themes of 19th and 20th century Europe. Hite & Hinton's *Weimar and Nazi Germany*; Corin & Fiehn's *Communist Russia Under Lenin and Stalin*; Hite & Hinton's *Fascist Italy*.

History 501 – IB High Level (Grades 12–13, full year, 1 credit)

To enter History 501 students must have completed History 401 or its equivalent.

This course is primarily an in-depth study of European history from 1789-1939. Topics covered include the French Revolution, the Napoleonic Era, and the Congress of Vienna. Additional topics will include a brief overview of German and Italian Unification, as well as the 1848 Revolutions. The course topics will be rounded out with an in-depth study of the aftermath of the First World War, with special focus on Italy and Germany. The later part of the course will be reserved for a review of the IB Standard Level curriculum prior to the IB exam. This course will place a special emphasis on understanding and utilizing an in-depth knowledge of the historiography of the topics under study. Assessment leans heavily towards essay writing and document-based analysis in preparation for the IB exam. Students taking this year of the course may have the option of preparing for the AP European History examination.

Texts: Murpy, Morris, Staton and Waller's *Europe 1760-1871*; Morris and Murphy's *Europe 1870-1991*; *Seminar Studies Series* on various themes of 19th and 20th century Europe. Hite & Hinton's



*Weimar and Nazi Germany; Corin & Fiehn's Communist Russia Under Lenin and Stalin; Hite & Hinton's Fascist Italy.*

Psychology 401 – IB SL and HL I (*Grade 11-13, full year, 1 credit*)

In this two year course students are introduced to psychology by studying three levels of analysis (also known as perspectives): the cognitive, the biological and the socio-cultural level of analysis. All three levels of analysis look at what motivates human behavior, trying to understand whether it is nature or nurture that affects us more. These levels of analysis are then applied to one area of psychology: Health Psychology. Students carry out one independent research study, an experiment that is internally assessed by the teacher but externally moderated by the IB. Upon completion of this two-year course, students will be prepared to take the IB Standard level examination.

Basic texts: Jamison, *Levels of Analysis in Psychology*; Crane & Hannibal, *Psychology Course Companion*; Selected chapters from Hook, *Forty Studies that Changed Psychology*; Rolls, *Classic Case Studies in Psychology*.

Psychology 502/1 – IB SL II and HL II (*Grades 12–13, full year, 1 credit*)

To enter Psychology 501 students must have completed Psychology 401 or its equivalent. Part of the first semester involves a full course on methods of psychological research with a focus on qualitative research: principles of research design, elementary statistical analysis, and ethical principles. Students conduct one independent research study: an experimental study. The theories of the three levels of analysis as well as the area of Health Psychology that were studied in 401 IB SL Psychology are reviewed and one more area is studied, namely Abnormal Psychology which emphasizes therapy. Upon completion of this two-year course, students will be prepared to take the IB Standard level examination.

Basic texts: Crane & Hannibal, *Psychology Course Companion*; *Psychology StudyGuide* by Hannibal. Selected chapters from other texts will also be used.



## THEORY OF KNOWLEDGE

Theory of Knowledge 401 IB Level I (Grades 11-13, full year, ½ credit)

During the years of their formal education, students have accumulated a vast amount of knowledge, beliefs and opinions, from academic disciplines and from their lives outside the classroom. In TOK, they have the opportunity to step back from this relentless acquisition of knowledge, in order to consider knowledge issues such as: What do I claim to know [and why] and am I justified in doing so [and how]? The course encourages critical thinking about knowledge itself, to try to help students make sense of what they encounter. Its core content is questions like these: What counts as knowledge [as against mere belief or opinion]? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? Etc...

Activities and discussions in class help students discover and express their views on these and related issues. The course encourages students to share ideas with others, and to listen and to learn from what others think. In this process, the understanding of knowledge as a human construction is shaped, enriched and deepened. Connections may be made between knowledge encountered in different academic subjects, in CAS experience or in extended essay research; distinctions between different kinds of knowledge may be clarified. In the first year, the class will be aimed at introducing the issues which will be deepened and developed in the senior year. Emphasis will be on the Ways of Knowing: i.e. how knowledge is acquired and how it is modified or updated. Assignments will be geared to prepare the student to tackle the final TOK essay which will be assessed by the IB. Towards the end of the year, students will be introduced also to the oral presentation exercise, which represents one-third of their IB grade in TOK.

Basic texts: Nicholas Alchin, *Theory of Knowledge*, John Murray, 2003, & Richard van de Laagemat, *Theory of Knowledge*, Cambridge, 2005

Theory of Knowledge 501 IB Level II (Grades 12–13, first semester only, ½ credit)

This is a course primarily for IB students in their senior year. It is designed to help students integrate their knowledge from various academic disciplines. T.O.K. addresses the questions of what is knowledge and what it means to know. How do we know what we know? What is the difference between mathematical knowledge and historical knowledge? Different "ways of knowing" and different "areas of knowledge" will be approached critically.

In the second year, the class will be aimed at looking primarily at the various Areas of Knowledge, in order to understand and critically examine how knowledge is achieved in various fields of inquiry. Teachers from various disciplines will be invited as "guest speakers" to highlight the specificities as well as the difficulties of their distinctive methodologies. Assignments will be geared towards meeting the challenge of the final TOK essay, which will be assessed by the IB, as well as bringing up the oral presentation grade.

Basic texts: Nicholas Alchin, *Theory of Knowledge*, John Murray, 2003 & Richard van de Laagemat, *Theory of Knowledge*, Cambridge, 2005



## MATHEMATICS

Central to the philosophy of the Mathematics Department is the belief that mathematics should be presented in an enjoyable and dynamic fashion. Math literacy is essential for everyday problem-solving and is the basis for further study, whether in the liberal arts or in the sciences.

ASP offers a full program of college preparatory courses that can be adapted to student needs. Included are courses in algebra, geometry, trigonometry, calculus and statistics. There are also courses preparing students for the Advanced Placement and International Baccalaureate examinations. Courses marked 400 or above are beyond what is required for graduation and are designed for more motivated and capable students. Students are placed according to their demonstrated ability.

Graphic display calculators are required for all math courses at ASP. The TI-84 Plus is the recommended calculator and is the one which the instructors will be using. Use of the graphic display calculator is an integral part of the instructional program. Students will be expected to use the calculator on a daily basis and some assessments will assume the use of the calculator.

### Math 101 – Algebra I (*Grades 9-10, full year, 1 credit*)

After a brief review of Pre-Algebra concepts, this course progresses to more advanced topics. Solving linear and quadratic equations, graphing linear and quadratic functions, solving and graphing systems of linear equations, exponents and radicals are studied, with applications. Math 101 students will also study combined inequalities and absolute value equations and work with rational and irrational numbers. In addition to skills work, application problems are emphasized throughout the course.

Text: Carter et al., *Glencoe Algebra 1* (Common Core Edition), McGraw Hill, 2014.

### Math 201- Honors Geometry (*Grades 9-10, full year, 1 credit*)

The concepts, techniques and results of axiomatic and coordinate geometry are studied in great depth throughout this course. There is a major emphasis on the understanding and creation of deductive proofs. During the year, students will study the properties of lines in a plane, triangles, polygons, right triangles including trigonometric ratios, circles, area and volume. Three-dimensional concepts are introduced as an extension of plane geometry and, throughout the year, algebraic techniques are applied to geometric problems.

Text: Larson et al., *Geometry: Applying, Reasoning, Measuring*, McDougal Littell, 2004

### Math 202- Geometry (*Grades 9-11, full year, 1 credit*)

The main concepts, techniques and results of axiomatic and coordinate geometry are studied in this course. There is an introduction to the understanding and creation of deductive proofs. During the year, students will study the properties of lines in a plane, triangles, polygons, right triangles (with an introduction to basic trigonometric ratios and solving right triangles), and circles. At the end of the course, there are two units dedicated to the study of area and volume. Three-dimensional concepts are introduced as an extension of plane geometry and, throughout the year, algebraic techniques are applied to geometric problems.

Text: Larson et al., *Geometry: Applying, Reasoning, Measuring*, McDougal Littell, 2004

### Math 301 – Advanced Algebra / PreCalculus (*Grades 9-11, full year, 1 credit*)

After a brief review of Algebra I concepts, this course progresses to more advanced topics. Linear and quadratic functions, graphical transformations, polynomials, rational functions, exponential and logarithmic functions, and complex numbers are studied. The basic concepts of analytical geometry including conic sections are also included, as are circular functions and elements of trigonometry (identities, laws of sines and cosines, double and half-angle relations, graphing trigonometric functions, etc). In addition, Math 301 students will study introductory units on sequences, series, probability, and statistics. Students who successfully complete Math 301 are prepared to take IB Higher or Standard Level Math, or AP Calculus or Statistics.

Text: Larson et al., *Precalculus with Limits* (5th edition), Brooks/Cole, 2008.



Math 302- Algebra II Standard Level (*Grades 9-12, full year, 1 credit*)

After a careful review of Algebra I concepts, this course progresses through the topics typical of a second year algebra course. Students extend their knowledge of linear equations, systems of equations, inequalities, and quadratic equations. This is followed by a thorough study of functions, radicals, exponents and logarithms. Introductory units on sequences and series, polynomial functions, and rational functions are also included. The elements of trigonometry (right triangle trigonometry, the unit circle, radian measure, the law of sines, law of cosines, and graphs of trigonometric functions) are also covered.

Text: Larson et al., *Algebra 2*, Holt Mcdougal, 2011.

Math 303 - Algebra II Studies (*Grades 11-12, full year, 1 credit*)

This course serves as a foundational course in algebraic skills and concepts to help students develop greater understanding of topics that may have been challenging in Algebra I and Geometry. Students engage in a rigorous review of Algebra I and Geometry concepts while extending their knowledge of linear equations, inequalities, and quadratic equations. This is followed by an examination of introductory level probability and statistics, basic functions, and right triangle trigonometry. This class emphasizes application and reasoning with the goal of preparing students for the multiple approaches to problems that are essential for standardized exams and further study in math. Students who earn a B- or above, with teacher recommendation, will be eligible to take Algebra II 302, IB Mathematical Studies, or Functions, Stats, & Trig.

Text: Larson et al., *Algebra 2*, Holt Mcdougal, 2011.

Math 401A – AP Statistics (*Grades 11-13, full year, 1 credit*)

AP Statistics is an appropriate course for students in either the junior or senior year, particularly for those with plans to major in social sciences, health sciences, and business. This is a suitable option for any student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability. Therefore, this is a possible choice for a well-motivated student who has successfully completed Algebra II (302) with a minimum of a B-. A student who has successfully completed the Advanced Algebra / Precalculus course (301) with a minimum of a B- in the junior year, and has decided that he or she does not want to proceed to the AP Calculus AB (502A) course in their senior year but still wishes to complete a further year of study in a mathematical subject may find the AP Statistics course a good choice.

Text: Starnes, Yates, and Moore, *The Practice of Statistics 4th Edition*, Freeman, 2012.

Math 401B – IB Mathematics HL I (*Grade 11, full year, 1 credit*)

This is the first of a two-year math course. To enter this course students should possess a strong mathematical background, a high level of motivation, and a deep interest in mathematics. The syllabus presupposes a thorough knowledge of pre-calculus including trigonometry (the unit circle, graphs of the sine and cosine functions and work with trigonometric identities and formulae). Over the two years, students will study vectors, mathematical induction, limits, complex numbers, polar graphing, differential calculus, integration, probability, and statistics.

Text: *Mathematics for international student: Mathematics HL 2<sup>nd</sup> Edition* (core), by Paul Urban and *Mathematics Higher Level for the IB Diploma Option, Topic 9 Calculus*, by Paul Fannon

Math 402A – Functions/Stats/Trig (*Grades 11-13, full year, 1 credit*)

This course integrates all the techniques and concepts of elementary mathematics (algebra, geometry, elementary statistics and trigonometry) to develop versatility in mathematical skills and to deepen concepts of mathematical structure. This course gives students a more in-depth study of mathematics than the standard level Algebra II course in addition to introducing statistics. Topics include: Descriptive Statistics, Functions (Linear, Quadratic, Exponential, Logarithmic, Polynomial, Rational, and others), Statistical Applications, Trigonometry, Sequences and Series, and Logic (if time permits). There will be an emphasis on applications in real-world contexts. To enter this course, students should have achieved a minimum of C in Algebra II Standard Level or Algebra II Studies.



Math 402B – IB Mathematics SL I (*Grade 11, full year, 1 credit*)

This course is the first of a two year sequence for students preparing to take the IB Standard Level (SL) Mathematics examination. This pre-calculus class is expected to cover trigonometry, functions, probability, statistics, exponents, logarithms, the binomial expansion, sequences and series, and differential calculus. To enter this course, students should have achieved a minimum of B- in Algebra II Standard Level.

Texts: Buchanan et al., *Mathematics Standard Level*, Oxford, 2012 and Maenpaa et al. and *Mathematics for the international student: Mathematics SL*, Haese & Harris, 2009.

Math 402C – IB Mathematical Studies SL (*Grades 11–13, full Year, 1 credit*)

Offered as a continuation of Algebra II, this course prepares students for the IB Mathematical Studies SL examination. There is a brief review of Algebra II topics, including the real number system and algebraic manipulation of expressions and equations. The topics covered after the algebraic review are set notation, logic, geometry, basic trigonometry, statistics, probability, functions, financial mathematics, and a basic introduction to calculus. The course requires an extensive, independent project to be completed outside of class.

Text: Coad, et. al., *Mathematics for the international student: Mathematical Studies SL*, Haese and Harris 2010.

Math 501A – AP Calculus AB/BC (*Grades 10-13, full year, 1 credit*)

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Although computational competence is an important outcome, the main emphasis is on a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are important. Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions at the common angles and their multiples.

Text: Larson et al, *Calculus 6<sup>th</sup> Edition*

Math 501B – IB Mathematics HL II (*Grade 12-13, full year, 1 credit*)

This course is the second of a two-year course for students registered to take the IB Higher Level (HL) Mathematics examination. Over the two years, students will study vectors, mathematical induction, limits, complex numbers, polar graphing, differential calculus, integration, probability, and statistics. The second year also includes the calculus option of the IB HL math program.

Text: *Mathematics for international student: Mathematics HL 2<sup>nd</sup> Edition (core)*, by Paul Urban and *Mathematics Higher Level for the IB Diploma Option, Topic 9 Calculus*, by Paul Fannon

Math 502B – IB Mathematics SL II (*Grades 12-13, full year, 1 credit*)

This course is the second of a two-year course for students registered to take the IB Standard Level (SL) Mathematics examination. Students should have achieved a minimum of B- in IB Mathematics SL I (402B). This class is expected to cover vectors, probability, statistics, differential and integral calculus.

Text: Buchanan et al., *Mathematics Standard Level*, Oxford, 2012 and Maenpaa et al. and *Mathematics for the international student: Mathematics SL*, Haese & Harris, 2009.



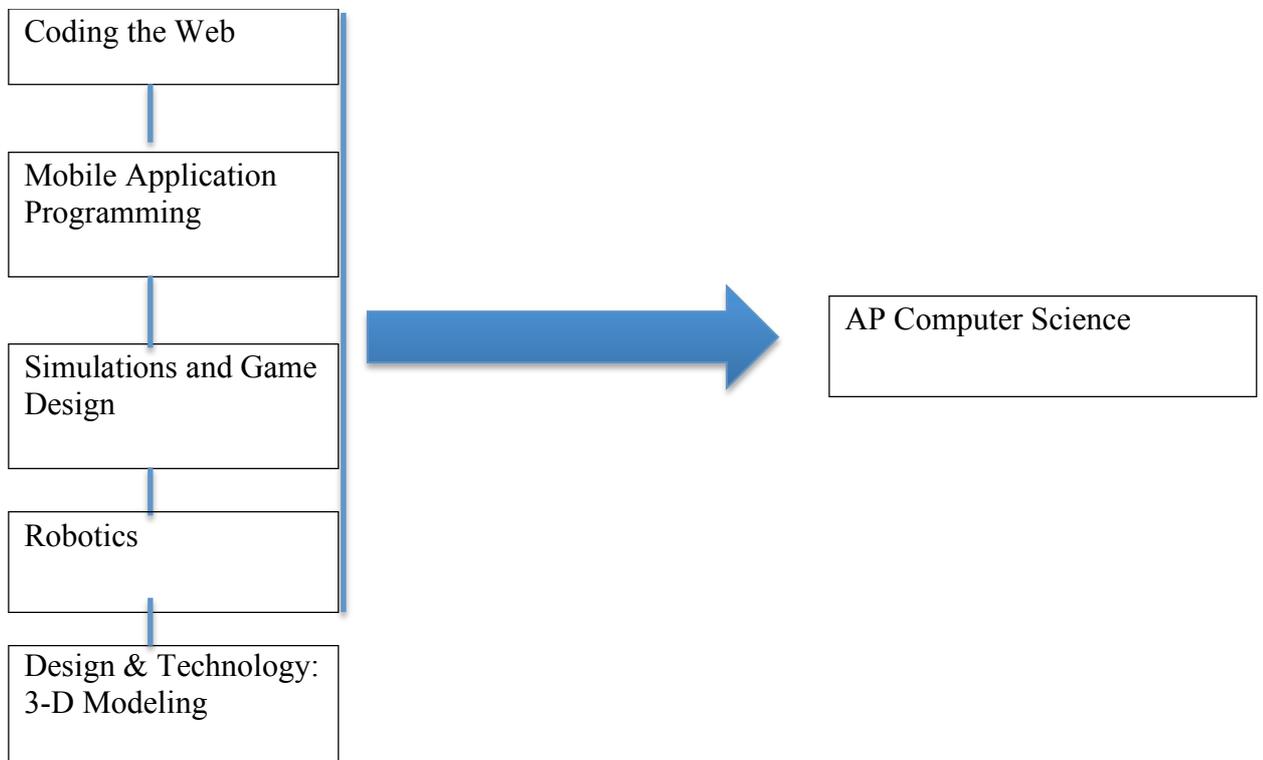
## Design & Technology

### The Philosophy:

Our series of project-based courses invites students to collaborate on some of the crucial issues facing today’s world using the contemporary technological tools available to them. The enduring understandings gained from these courses are the following: logical reasoning through fluency in the languages of coding, collaborative skills, and the knowledge that will allow students to be the creative innovators of tomorrow.

- DT 302: Coding the Web
- DT 302: Mobile Application Programming
- DT 302: Simulations and Game Design
- DT 302: Robotics
- DT 302: Design & Technology: 3-D Modeling
- DT 401: AP Computer Science

All students will be required to take one of the above courses to fulfill our design and technology graduation requirement. A student must take one of the four coding course options to be eligible for AP Computer Science.



### Course Descriptions

DT 302: Coding the Web (*Grades 9-13, Semester, ½ credit*)

Students will learn HTML, CSS, and JavaScript in the creation of a dynamic personal website. The course focuses on the techniques of planning, designing, implementing and managing an effective web presence. To achieve these goals, we will work with Code Academy and W3 Schools

DT 302: Mobile Application Programming (*Grades 9-13, Semester, ½ credit*)

In this course we will be using MIT’s App Inventor programming environment, and new open source language for Android smart phones. This visual language enables novice programmers to build powerful mobile applications that interact with the web and with other devices. Students will create exciting, socially useful, and entertaining apps that can be shared with the ASP community.



DT 302: Simulations and Game Design (*Grades 9-13, Semester, ½ credit*)

Students will develop their inductive reasoning skills and their ability to approach solutions creatively through the logic of coding. The Netlogo and Java programming languages will be the basis for our exploration of the essentials of 2-D simulations and game design.

DT 302: Robotics (*Grades 9-13, Semester, ½ credit*)

In this course, students will learn how to design, build, and program robots. These skills will be developed through the use of loops and logic, exploring control motors and sensors, as well as understanding methods for controlling timing events. Grit and creativity are essential as students scaffold their way through increasingly difficult design tasks.

DT 302: Design & Technology: 3-D Modeling (*Grades 9-13, Semester, ½ credit*)

The idea of this course is to teach how to model objects in a 3D software. From architecture to product design, students will be exposed to the infinite possibilities of computer-generated graphics. The students will also learn how to create computer-generated animations. This course it's a great symbiosis between art and engineering.

DT 401: AP Computer Science (*Grades 10-13, full year, 1 credit*)

AP Computer Science provides students with the opportunity to design and implement complex computer programs. This is our entry point to explore other crucial aspects of computer science such as the development and analysis of algorithms, fundamental data structures, typical applications, and logic/formal methods.



## SCIENCES

From global warming to agricultural epidemics, from stocking nuclear waste to cloning, science has never been so present in people's minds. The study of science develops a sense of rigor and analytical abilities that, together with a sound knowledge base, are essential tools for participating wisely in a democratic society.

The range of courses offered reflects the department's belief that students should have a basic understanding of the three sciences. All science courses include laboratory investigation. This work develops manipulative and analytical skills while underscoring basic scientific principles. Students will do data logging experiments and use chosen internet sites for research projects and interactive learning experiences.

Physical Science 101 (*Grade 9-10, full year, 1 credit*)

Physical Science is a comprehensive course integrating physics and chemistry that serves as a foundation for the higher sciences (IB and AP) through teaching basic science topics and laboratory skills. The course involves examining forces, motion, energy, matter, and properties of matter in a hands-on way, using laboratory activities meant to teach students concepts through observation, experience, measurement and interpretation. Students will develop inquiry and problem solving skills within the context of scientific investigation and apply what they learn to everyday situations by conducting investigations, formulating and testing their own hypotheses and producing lab report write-ups.

Online text: *Absorb Learning – Chemistry by Lawrie Ryan and Physics by David Fairhurst*

Life Science 201 (*Grade 9-10, full year, 1 credit*)

Life Science is a laboratory based course that investigates chemistry and biology. First semester begins by exploring organic molecules and the role they play in core biological topics; cells, tissues, proteins, genes and DNA. Second semester focuses on the "macro" level of biology covering the topics of; genetics, evolution, anatomy & physiology and concludes with ecology. Throughout the year, chemistry topics are woven in to the curriculum to provide a coherent understanding of the interrelatedness of chemistry and biology. Life Science is designed to develop skills in cooperative learning, lab techniques, and critical thinking. The course provides an excellent background for students to continue their scientific studies at the AP and IB level.

*Teaching materials* will be provided in both printed and electronic form and be available on Haiku.

Environmental Science 402 (*Grades 11–13, full year, 1 credit*)

This course provides an introduction to the science of our environment, with units on soil, water, atmosphere, and ecology, with an emphasis on human impacts. There is special attention to current news related to the environment. The prime intent of this course is to enable students to adopt an informed and responsible stance on the wide range of environmental issues we face today. Topics from geology, ecology, oceanography, climate science and hydrology will be studied. Background knowledge in biology, chemistry and physics is helpful but not essential.

*Teaching materials* will be provided in both printed and electronic form and be available on Haiku.

**Physics 402 – Physics – Understanding it all and explaining it to others.**

Semester 1: Mechanics and Energy

This is a one-semester course in introductory conceptual physics. Through student-driven projects and on-line communication tools students will explore physics concepts with the goal to understand and communicate what they know to a greater public. No previous knowledge of physics is required. The course will contain some math, and students should have successfully completed Algebra 1 and Geometry before beginning this class. Included in the first semester are topics such as Kinematics, Dynamics, and Conservation of Energy.

Although students are not required to take both the first and second semester courses, successful completion of both will provide the equivalent of a typical introductory physics course meeting American high school requirements.

Physics 402 – Physics – Understanding it all and explaining it to others

Semester 2: Electricity, Magnetism, Waves and Nuclear Physics



This is a one-semester course in introductory conceptual physics. Through student-driven projects and on-line communication tools students will explore physics concepts with the goal to understand and communicate what they know to a greater public. No previous knowledge of physics is required. The course will contain some math, and students should have successfully completed Algebra 1 and Geometry before beginning this class. Included in the second semester are topics such as Electricity, Magnetism, Waves, and Nuclear Physics. Although students are not required to take both the first and second semester courses, successful completion of both will provide the equivalent of a typical introductory physics course meeting American high school requirements.

Physics 401 – IB Higher Level I (*Grade 11–13, full year, 1 credit*)

This advanced course is survey physics at the college level. Topics covered include: mechanics, thermodynamics, sound, light, electricity and magnetism. Also included are energy resources and digital technology. Topics are covered on the theoretical and practical level with the lab component representing approximately 25 % of course assignments. No prior knowledge of Physics is required for entry but a student should be taking a 400–level math class concurrently. To enter this course, students should have achieved a B in their previous science course. Text: *Physics for the IB* K.A. Tsokos

Physics 501 – IB Higher Level II (*Grades 12–13, full year, 1 credit*)

This is the second year of advanced physics. Topics covered include rotational motion, electromagnetism, astrophysics, and quantum mechanics. Lab work is completed on a weekly basis; in addition, students will undertake an independent investigation, which will account for the Internal Assessment (IA) portion of the course. This will entail the design, data collection, data processing and evaluation of an experiment involving some aspect of physics. Students are expected to spend 10 hours total on this project and produce a 6-12 page research paper that follows the IB criteria. It is highly recommended that students take math 501 concurrently. The course is not designed for preparation for the physics AP exam. For example, fluid dynamics and optics must be covered individually, kinematics is not covered in the same way and all the formulae on the 14-page data booklet must be memorized. Students may choose to cover material needed for the AP exam individually. Text: *Physics for the IB* K.A. Tsokos and *Physics Standard and Higher Level* Kirk, Oxford Press

Biology 401 – IB Standard & Higher Level I (*Grade 11–13, full year, 1 credit*)

This is the first year of a two-year program in IB Biology. Student will learn a wide range of scientific investigation skills, which include experimental design, data collection, data processing, statistical applications, and data analysis, while studying a range of topics from the common core of the syllabus. Topics include molecular biology; cell biology; genetics; human physiology; ecology; and evolution and biodiversity. To qualify for this course, students should have achieved a B or above in Life Science 201 or equivalent previous science course.

Text: *Biology for the IB Diploma: Brenda Walpole* (Cambridge)

Biology 501 – IB Higher Level II (*Grades 12–13, full year, 1 credit*)

This course follows the IB Biology 401 course as the second part of a two-year program at the higher level. Students will continue to develop their scientific investigation skills, while studying a range of topics, including nucleic acids; metabolism, cell respiration and photosynthesis; plant biology; genetics and evolution; animal physiology; and one option. Students will also embark on an independent investigation, which will account for the Internal Assessment (IA) portion of the course. This will entail the design, data collection, data processing and evaluation of an experiment involving some aspect of the biological sciences. Students are expected to spend 10 hours total on this project and produce a 6-12 page research paper that follows the IB criteria.

Text: *Biology for the IB Diploma: Brenda Walpole* (Cambridge)

Biology 502 – IB Standard Level II (*Grades 12 and 13, full year, one credit*)

This course follows on from the 401 biology course. Students continue to develop their data collecting and processing skills in the lab program and study an option from the new syllabus. Topics covered include molecular genetics and biotechnology, enzymes, basic concepts of cell respiration and photosynthesis. Students will also embark on an independent investigation, which will account for the Internal Assessment (IA) portion of the course. This will entail the design, data collection, data processing and evaluation of an experiment involving some aspect of the biological



sciences. Students are expected to spend 10 hours total on this project and produce a 6-12 page research paper that follows the IB criteria.

Text: *Biology for the IB Diploma: Biology for the IB Diploma*' 2nd Ed, Brenda Walpole.

Chemistry 401 – IB Higher Level I (Grade 11-13, full year, 1 credit)

This is the first year of a 2-year program in IB Chemistry. With an emphasis on lab and investigative skills, students learn the chemical principles that underpin both the physical environment and biological systems. Topics studied include atomic structure and bonding, quantitative chemistry, periodicity, energetics and kinetics. The nature of science is addressed throughout the year to explore what science is, how scientists operate, and the interaction between science and society. To enter this course, students should have achieved a B in Life Science 201 or equivalent science course.

Text: *Chemistry for the IB Diploma: Owen*

Chemistry 501/502 – IB Standard & Higher Level II (Grades 12–13, full year, 1 credit)

This is the second year of chemistry for students who have completed Chemistry 401. Topics covered include organic chemistry, acids and bases, reduction and oxidation, and an option to be determined according to student interest. Students will also embark on an independent investigation, which will account for the Internal Assessment (IA) portion of the course. This will entail the design, data collection, data processing and evaluation of an experiment involving some aspect of chemistry. Students are expected to spend 10 hours total on this project and produce a 6-12 page research paper that follows the IB criteria. The course can be taken at the Standard Level, which involves fewer hours of class time; tests and the examination at SL cover the same breadth of topics but in less depth.

Text: *Chemistry for the IB Diploma: Owen*

Environmental Science 401A – AP Level II (Grades 11–12, full year, 1 credit)

The AP Environmental Science course is designed to be the equivalent of a one-semester college introductory environmental science course. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Topics include: Earth Systems and Resources (10%); The Living World (15%); Population (10 %) Land and Water Use (15%); Energy Resources and Consumption (15%); Pollution (25%) and Global Change (10%). To enter this course, students should have achieved a B in Life Science 201 or equivalent previous science course.

Text: *Living in the Environment; Miller and Spoolman, International Edition, 17th Edition*



## MODERN LANGUAGES: FRENCH and SPANISH

Our mission is to instill a love of languages, people and cultures and to provide students with tools to communicate efficiently and meaningfully. Our language philosophy is inclusive and drives our professional development and curriculum.

Language learning is a unique lifelong process requiring specific skills, commitment, exposure and interaction. It promotes global citizenship and multicultural understanding.

Proficiency in additional languages aids the student in acquiring competencies in other curricular areas.

Language learning is a shared responsibility of the whole ASP community. We value the learning of additional languages and the development of mother tongue languages.

ASP is an English speaking school where French is the language of the host country. We believe in:

- fostering a sense of belonging to the local community
- taking advantage of living in France to fully experience and appreciate its richness in art, history, science and culture.

### French and Spanish as a foreign language

The different course levels and the methodological tools used by the language teachers are defined according to the proficiency guidelines published by the American Council on the Teaching of Foreign Languages. This document is a description of “what an individual can do in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearse context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The three levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels.”

Language teachers use age appropriate multimedia resources and Internet websites (i.e. [www.TV5.org](http://www.TV5.org)).

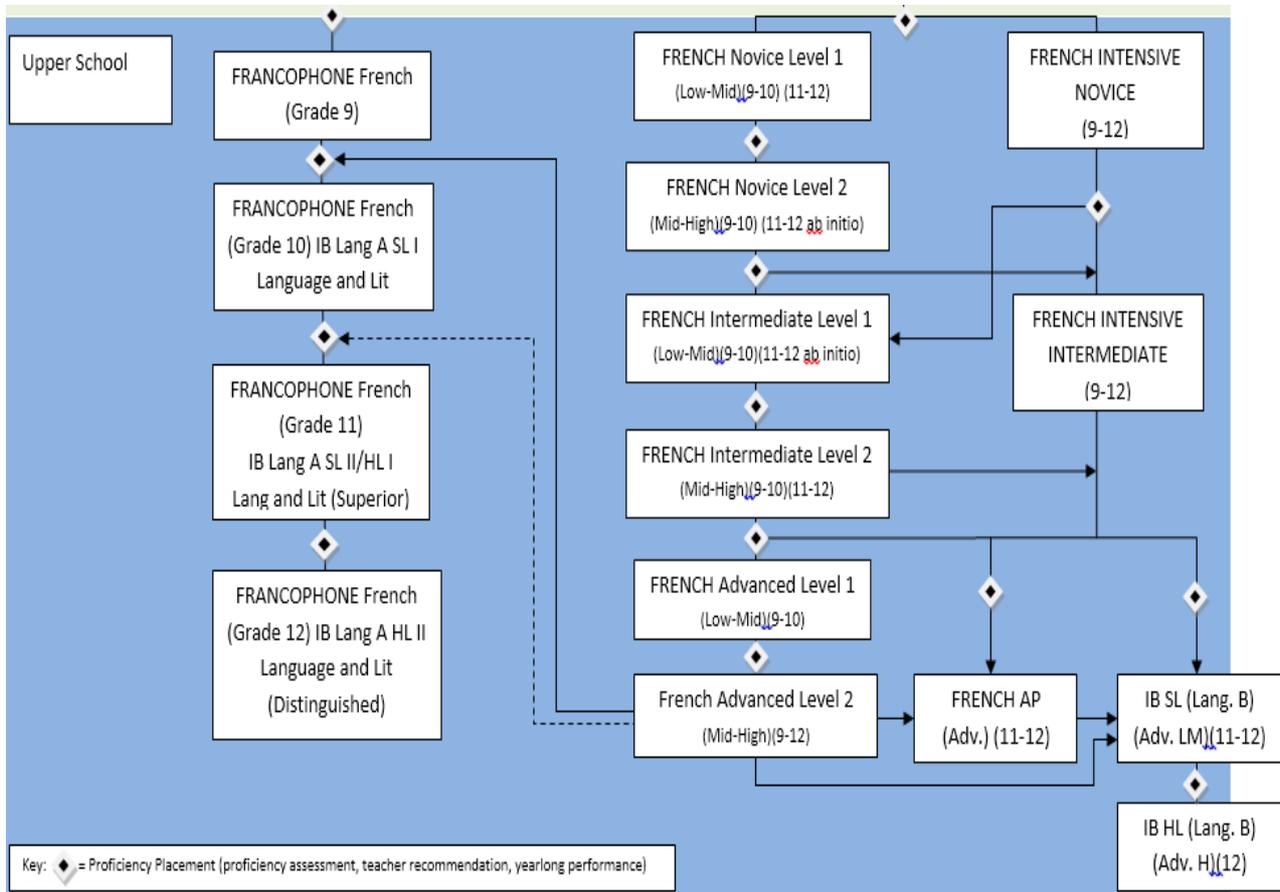
Teachers also use an intercultural approach to help students develop an appreciation of the target culture, i.e. of Francophone and Hispanic civilizations, and an awareness of the plurality of languages and cultures.

Students in grades 11 to 13 can prepare for the International Baccalaureate and Advanced Placement examinations depending on their level (see below: course descriptions).

For students entering ASP, course placement is based on an online written test (grammatical knowledge, reading and listening comprehension) and an oral interview in August at ASP.

For returning students, course placement is essentially based on previous achievement and teacher’s recommendation.

Suggestions for summer reading in French and Spanish are listed by level on the [school website](#).



## French as a Foreign Language courses

### 101 French Novice Level I (Grades 9–13, full year, 1 credit)

This is a beginners’ course designed to develop the students' ability to speak French in everyday life situations. A wide variety of techniques are used to develop oral and written language skills with emphasis on listening and speaking skills.

**Text:** Écho Junior - Level 1 (text book and activity book); selected readers (songs, short stories, articles); lab.schoolshape.com and other websites.

### 201 French Novice Level II (Grades 9–13, full year, 1 credit)

This second year beginners’ course aims at reviewing basic language structures and at further developing an oral and written communicative proficiency in everyday life situations. A variety of techniques are used on listening and speaking skills.

**Text:** Selection of activities from Grammaire Progressive du Français (niveau débutant), Exercices de Vocabulaire en contexte (niveau intermédiaire); Enquête capitale; Benoit Brisefer or other selected readers; selected short articles from Le Monde des ados, 1 jour 1 actu and other magazines; extracts from French movies; French songs, lab.schoolshape.com and other websites.

### 301 French Intermediate Level I (Grades 9–13, full year, 1 credit)

This course aims at further developing oral and written communicative skills acquired at beginners' levels. Students are introduced to various cultural aspects through magazines, articles, reading selections, audio and video documents.

**Text:** Écho Junior A2, selection of exercices from Vocabulaire Progressif du Français (niveau débutant); selected readers (short stories, bandes-dessinées); selected articles from l’Actu, Le Monde des ados, Okapi and other magazines; extracts from Le petit Nicolas; languagesonline, lab.schoolshape.com and other websites.

**401 French Intermediate Level II (Grades 9–13, full year, 1 credit)**

This is an advanced course for students who have acquired a good proficiency in the basic language skills. Emphasis is based on developing reading comprehension and accurate expression of ideas in both oral and written forms. The course is also an introduction to French literature.

**Text:** Selected themes from *Et toi ?* (Niveau 4) and *Echo Junior A2*; extracts from films (*Le fabuleux destin d'Amélie Poulain*, *Intouchables*, *Les émotifs anonymes*); selected readers (short stories, bandes-dessinées); selected articles from *l'Actu*, *Phosphore* and other magazines; [lab.schoolshape.com](http://lab.schoolshape.com) and other websites.

**401A1 French Advanced Level I (Grades 9-10, full year, 1 credit)**

This course is designed for orally advanced students whose written skills are in need of reinforcement. The four skills will be developed with special emphasis on written proficiency through cultural topics with a content based approach.

**Text:** selection of themes from *Réseaux*, *La France en poche* and *La France au quotidien*; selected articles from *l'Actu*, *Le Monde des ados*, *Phosphore*, *Okapi*, *20 minutes*, *Un jour une actu*; selection of exercices from *Civilisation progressive du français*, *Exercices de grammaire en contexte*, *Grammaire en dialogues*, *Vocabulaire en dialogues* and *Vocabulaire progressif du français*; Readers : *Sur la piste de la Salamandre* (novel) and *Le médecin malgré lui* (play); extracts from films (*Paris je t'aime*, *Bienvenu chez les Ch'tis*, *Entre les murs*, *Camping*); [lepointdufle.fr](http://lepointdufle.fr), [lab.schoolshape.com](http://lab.schoolshape.com) and other websites.

**401A2 French Advanced Level II (Grades 10-13, full year, 1 credit)**

This course is designed for orally advanced students whose written skills are in need of reinforcement. Written and oral assignments are based on authentic interaction with French people and culture. The curriculum of the course is organized around major French cultural events such as *Les Journées du Patrimoine* or *la Semaine du Goût*. The reading and writing components are personalized: choice of books, creative writing, individual writing and grammar plan. Students will be required to participate in cultural activities outside class, both as a group and individually.

**Text:** *La France au quotidien*; selected readers from a given list; extracts from *Le gamin au vélo* (film); [www.lepointdufle.net](http://www.lepointdufle.net), [lab.schoolshape.com](http://lab.schoolshape.com) and other websites.

**502A French Advanced AP Language and Culture (Grades 10–13, full year, 1 credit)**

This AP language preparatory course is equally opened to AP candidates and non-AP candidates. It aims at developing the following skills to an advanced level of competence: listening comprehension, oral production, reading and writing.

**Text:** *Allons au-delà* (Pearson); *Exercices de grammaire française (cahier intermédiaire)*; *Clés pour la France*; H. Berr: *Le journal d'Hélène Berr*; selected audio documents and articles from French magazines and newspapers; selected video-documents; [tv5.org](http://tv5.org), [lepointdufle.fr](http://lepointdufle.fr), [lab.schoolshape.com](http://lab.schoolshape.com) and other websites.

**502B French Advanced IB Standard Level (Grades 11–13, full year, 1 credit)**

This course focuses on linguistic competence as well as on written and oral comprehension. It is based on a wide variety of newspaper and magazine articles, on television and radio programs, and on the study of works of twentieth century literature. The course aims at developing and refining writing skills emphasizing the production of well-organized essays.

**Text:** *IB skills and Practice*; *Le Monde en Français*; extracts from *Français B : livre de l'étudiant*; D de Vigan: *No et moi* and another reader; selected articles from the French press; extracts from films (*Je vais bien ne t'en fais pas*); [lab.schoolshape.com](http://lab.schoolshape.com), [inthinking.com](http://inthinking.com), [lepointdufle.fr](http://lepointdufle.fr), [tv5.org](http://tv5.org) and other websites.

**501 French Advanced IB Higher Level (Grades 12–13, full year, 1 credit)**

This course builds up linguistic competence while emphasizing written comprehension and production. Oral comprehension exercises are based on recent television programs and documentaries related to current events and aspects of life in France. Reading comprehension is developed through the reading of selected contemporary short stories, poems and magazines articles dealing with the themes relevant to a sociological approach to France and French



speaking countries. Written skills are developed so as to produce well-organized and coherent essays.

**Text:** Édito (niveau B2); IB skills; selection of short stories: Nouvelles Françaises Contemporaines, Jean Anouilh: *Le Voyageur sans bagage*; Amélie Nothomb: *Une forme de vie*; selected texts from Francophone literature; selection of poems; 500 exercices de Grammaire (niveau B2); [lab.schoolshape.com](http://lab.schoolshape.com), [inthinking.com](http://inthinking.com), [tv5.org](http://tv5.org), [lepointdufle.fr](http://lepointdufle.fr) and other websites.



## Francophone courses

Recognizing the important Francophone presence in our school, the francophone courses have been designed for native or near-native speakers of French who already have a high level of competence in the language. Language A courses aim at improving and refining their oral and written language skills, at developing their knowledge and critical analysis of a wide range of texts and at fostering their appreciation of Francophone cultures i.e. bilingualism, francophone issues, evolution of the French language. The program includes literary options based on the study of literary works as well as cultural options based on the study of particular social issues or cultural topics. The curriculum of advanced Language A courses is based on the International Baccalaureate Language A (Language and Literature) program that leads to the award of the Bilingual I.B. Diploma at Standard and Higher level.

### 201 Francophone Grade 9 (*Grade 9, full year, 1 credit*)

This course is designed to help students develop and refine their oral and written language skills (with emphasis on spelling, grammar and syntax). In order to foster their appreciation of literary texts and to develop their analysis of register and style, students are introduced to a wide range of texts.

**Text:** Grammaire Bordas (niveau 1); Selected activities from *Zéro faute!* (niveau 1) and *SOS Brevet*; E. Orsenna: *La Grammaire est une chanson douce*; a selection of 19<sup>th</sup> and 20<sup>th</sup> century poems, extracts of contemporary novels; E. Rostand, *Cyrano de Bergerac* (play and extracts from the film); articles from newspapers/magazines; websites.

### 301 Francophone Grade 10 (*Grade 10, full year, 1 credit*)

This course is a reinforcement of the written and oral skills developed in *Bilingue 1* and an introduction to the program and components of the IB Language A Language and Literature program. The curriculum is divided into 4 majors parts, two focusing on the study of the language (Language in a cultural context and Language and mass communication) and two on the study of literary works (Text and context and Critical study).

**Text:** Extracts from *800 mots pour réussir* (4-3); P. Grimbart: *Un secret*; Molière: *Le malade imaginaire* (or another play by Molière); Maupassant: *Pierre et Jean*; extracts from films (*Un secret*, Molière); television documentaries (*Secrets d'histoire*) and other video documents, radio interviews, articles from the press (*Le Monde*, *Le Figaro*, *Le Point*, *20minutes*) [www.ccdmd.qe.ca](http://www.ccdmd.qe.ca) and other websites.

### 401 Francophone Grade 11 (IB Language & Literature SL) (*Grades 11-13, full year, 1 credit*)

This is an advanced course for students who have completed Language A 301 and are admitted on department recommendation. The curriculum is based on four I.B. components (Language in a cultural context (language and power), language and mass communication (bias aspects) and two on the study of literary works (Text and context and Critical study). Students are expected to develop a critical approach in their structured oral presentations and written papers. They also have to submit two written assignments, which count towards the I.B. exam.

**Text:** J. Anouilh: *Antigone* (play and film); A. Strindberg: *Mademoiselle Julie* (play and film); A. Chérid: *L'Enfant multiple*; N. Huston: extracts from *Nord perdu*; Video on A. Chérid (INA); E. Ajar: *La vie devant soi* (novel and film); selected articles from the French press for the cultural IB option; [ina.fr](http://ina.fr), [TV5.org](http://TV5.org), [lepointdufle.fr](http://lepointdufle.fr) and other websites.

### 501 Francophone Grade 12 (IB Language & Literature HL) (*Grades 12-13, full year, 1 credit*)

Students who have completed French 401 are admitted to this course on department recommendation. As for 401, the program is still based on four I.B. components: two cultural components: language in a cultural context (gender differences as reflected in language, expression of social relationships in language etc.), language and mass communication (political language in the media, stereotypes) and two literary components: text and context, and critical study of literature. Students continue developing their critical approach to literature, text analysis and cultural topics, through structured oral presentations and written papers. They also have to submit two written tasks, one creative and the other analytical, which count towards the I.B. exam.

**Text:** Beaumarchais: *Le Mariage de Figaro* (study of the play and live performance); A. Camus: *La Peste*; Vercors: *Le Silence de la mer et autres récits*; selected poems; N. Hikmet: *Il neige dans la nuit* (work in translation, IB requirement); selected articles from the French press (*Le Monde*, *Le Figaro*, *Le Point*, *Le Nouvel Observateur*), television documentaries on authors; internet sites.



## Spanish as a Foreign Language courses

### 101 Spanish Novice Level I (*Grades 9–13, full year, 1 credit*)

In this introductory course, students learn basic conversation patterns, grammar and vocabulary.

**Text:** Gente 1 Units 1 to 8 (textbook and workbook); lab.schoolshape.com and other websites.

### 201 Spanish Novice Level II (*Grades 9–13, full year, 1 credit*)

Students review and build upon structures studied in Spanish 1. More advanced writing and reading is required, and there is an emphasis on the use of Spanish in class at all times.

**Text:** Gente 1 Units 9-11 (textbook and workbook); Pasaporte B1; extracts of films; songs; short films; lab.schoolshape.com and other websites.

### 301 Spanish Intermediate (*Grades 10–13, full year, 1 credit*)

The students are introduced to aspects of Spanish-speaking countries and cultures through reading selections, recorded video-programs and newspaper articles.

**Text:** Pasaporte B1 (Segunda parte); Escribir en español; Selected texts; Gramática B1 (Segunda parte); extracts of films; songs; short films; songs; lab.schoolshape.com and other websites.

### 401 Spanish Advanced IB SL and AP (depending on enrollment) (*Grades 11–13, full year, 1 credit*)

The class will focus on the topics related to the AP and IB programs. In this class students listen to songs, radio program, mini lectures about a variety of topics that include literature, history, culture or current events. They will be exposed to authentic sources like newspapers, magazines but also short stories, poems, or cultural selections. In this class students are encouraged to develop their speaking skills through oral presentations about a sequence of pictures, magazine and newspaper articles. They employ media and technology in their presentations.

**Text:** IB skills; Pasaporte B2; Gramática B1/B2; poems, extracts of films; songs; short films; lab.schoolshape.com and other websites.

### 501 Spanish Advanced IB HL (*Grades 11–13, full year, 1 credit*)

This is an advanced course for students who have acquired a very good proficiency in the four language skills. The curriculum is based on the recommendation of the IB/ AP programs. Students are exposed to a demanding review of grammatical structures, formal writing, extensive conversational practice (discussions, debates .....), and aural comprehension activities. Discussion of literary works, amplification of vocabulary, guided and free composition, and expression of ideas allow the students to develop the necessary skills they need to be successful on the IB Higher level examination.

**Text:** Lengua: Gramática B2 (Segunda parte); Short novels (Matute, Garcia Marquéz); selected newspapers articles from European and Latin American medias; poems; extracts from films; songs; short films; lab.schoolshape.com, inthinking.com and other websites.



## FINE and PERFORMING ARTS

Our aim as arts educators is to develop and implement comprehensive, creative, innovative music, theater, film and visual art programs. Such programs will equip students to think like artists, and will establish in them lifelong artistic dispositions as bold, sensitive creators, thoughtful, informed appreciators and enthusiastic, active supporters of the arts.

The true artist is a visionary who makes the world a better place.

The arts are intrinsically valuable as an avenue for the creative expression of our human psyche. Exposure to, exploration of, and instruction in the arts are essential components of a comprehensive 21<sup>st</sup> century education. Research clearly shows that the arts contribute greatly to the social, emotional, cognitive, physical and civic development of the students we serve. The arts uniquely address the complete human experience, making them a significant foundation upon which to develop the personal and academic excellence cited in the ASP Mission Statement.

### Fine Arts

*The Visual Fine Arts courses at ASP offer a diverse curriculum dedicated to expanding students' critical and aesthetic horizons. Students may choose from a variety of media, with emphasis placed on individual growth and creative expression.*

#### Ceramics/Sculpture (Grades 9–13, one semester, 1/2 credit)

For the first half of this course students learn the basic procedures working and creating with clay. Students will make mainly functional pieces using basic techniques such as pinching, coil-building, and slab building, as well as different decorating and glazing approaches. The second half of the semester the focus will be on sculptural projects exploring creative 3-D expression using primarily papier-mâché.

#### Digital Art (Grades 9–13, one semester, 1/2 credit)

This course will introduce the concept of digital imaging with the creation of 2D computer generated images and short animations. Programs such as Photoshop, Painter and Illustrator will be taught. Students will learn the basic tools in one or more of the graphic programs through teacher presentations, on line tutorials and experimentation. The course will consist of the production of a digital art portfolio with images and animations based on themes provided throughout the semester.

Projects for the production of posters for school events such as theater, visiting speakers and sports events etc. will be created in this class if and when requested by the different school groups. Discussions on balance, elements of design and color theory are a continual part of the course. Grading is based on a set of criteria with ongoing formative assessment.

#### Digital Photography (Grades 9–13, one semester, 1/2 credit)

In today's world of mass produced image exposure; visual literacy & comprehension is crucial to an individual's education. This course would explore digital photography through the critical eye of the artist, developing a sense of visual communication and creative expression via digital imagery. Fields of study will include rules of composition, depth of field, resolution, color, tonal range & light management, photojournalism. Concepts of study and practice will include landscape photography, portrait photography, still photography and abstractions. Students will be introduced to the historical aspects of photography as well as the study of famous photographers. State of the art image enhancing applications such as Adobe Photoshop, Lightroom and Adobe Bridge will be applied. Please note: Students are encouraged to provide their own compact digitals or SLR digitals.

#### Printmaking (Grades 9–13, one semester, 1/2 credit)

Printmaking is an ancient form of image making which actually can be traced back to prehistoric times. The main focus on this course is to introduce the students to the concept of limited editions and the creation of multiples. This is mainly a hands-on course but the presentation of various artists and historical aspects of printmaking will be taught. The students will learn several different types of printmaking such as: Block printing using linoleum, rubber blocks and wood



(color theory), etching on plastic and metal (value studies through cross hatching and different inking techniques), experimental techniques using cardboard and various materials to create different textures, stenciling, stamps, rubbings and silk-screening using various inking techniques and photosensitive emulsion. Basic elements of design and composition are also taught as an integral part of the course. During the semester students may also use these techniques to create posters for student run events etc.

*Sculpture (Grades 9–13, one semester, 1/2 credit)*

This course will introduce the basic principles of three-dimensional design. Form, space, volume, texture and surface finishes will be explored. Possible mediums may be cardboard, wire, clay, plaster, stone, papier-mâché, and wood. Students will be introduced to different sculptural elements applied within different cultures and throughout history. The concept of spatial relationships, the understanding of proportions and harmony will be studied through a variety of problem solving projects. Innovation, imagination and motivation are paramount.

*Studio Art 102 (Grades 9–13, one semester, 1/2 credit)*

This course specializes as a hands-on introduction course to the creative world of Fine Arts. Students will explore the foundation skills of drawing, painting, and printmaking through the use of different mediums and materials. Color theory and color application will also be explored. Regardless of preconceived talents and previous exposure to the arts, this course will give students a general understanding of the basic elements of design and aesthetics. Historical, contemporary and cultural references are an integral part of the program. This course is a suggested minimum prerequisite for Advanced Studio Art 402.

*Art 302 Advanced Studio Art (Grades 10-12, full year, 1 credit)*

This course is designed for students who strive to work at a high level in preparation for entering the IB Visual Arts 402/401/502/501 course in their Junior year. This course is also open to students who wish to follow the IB Visual Arts curriculum course without being required to take an external exam. All students will learn to: keep a written and visual art journal, research art history and artists, analyze and compare art from different cultures and times, develop vocabulary pertaining to the visual arts, experiment with a range of different art skills and to develop personal responses/connections to their visual observations. All students will produce an independent portfolio of studio work.

*Pre-requisite: Studio Art 102 -with teacher recommendation.*

*Visual Arts – 402 (Grades 11-13, full year, 1 credit)*

This course is a high level Visual Arts course designed for students and who have a serious interest in the Visual Arts. Students will work with the same core syllabus as the IB Visual Arts 401/502/501 course (see below) without the pressure of submitting their works to an exterior examiner.

*Pre-requisite: Advanced Studio Art 302 or at least Studio Art 102 and one semester of another Visual Arts elective -with teacher recommendation. Students must be highly motivated to connect with the art world, to include visiting museums and galleries as sources of inspiration.*

*IB Visual Arts – 401 IB Standard Level & IB Higher Level I (Grades 11-13, full year, 1 credit)*

*502 IB Standard / 501 IB Higher Level II (Grades 12-13, full year, 1 credit)*

This course is a high level two-year International Baccalaureate Diploma course is designed for students and who have a serious interest in the Visual Arts. The core syllabus is composed of 3 parts of arts study; 1-The Visual Art context consists of a cycle of inquiry, considering and comparing work from a variety of cultures, historical, social contexts. This includes analyzing, interpreting, comparing, evaluating and using art vocabulary. 2-Reflection and understanding within the Visual Arts Processes via a wide range of experimentation with different techniques, media, processes, developing a body of resolved and unresolved work, self review and critique, and documentation. 3-Presenting and communicating Visual Arts has to do with understanding curatorial processes, what makes an effective exhibition and selecting and presenting the Student's own work. Research, experimentation, analytical articulation and visualization is developed and documented in the student's personal Visual Journal.

Assessment is also divided into three parts; 1-The Comparative Study, (worth 20% Externally Assessed) compares and contrasts 3 different artworks of at least 2 different artists to include the different techniques involved and theory behind the work. 2- The Process Portfolio, (worth 40% Externally Assessed) presents the students development of art-making. This includes their



inspirational research and their engagement with different media and techniques and their processes involved in making their own body of works. The Process Portfolio is the digital final of the hardcopy Visual Journal. 3-The Exhibition (worth 40% Internally Assessed) showcases the student's artwork created over their two years of art study. Standard Level will exhibit 4-7 artworks and High Level will exhibit 8-11 artworks. Students will write a 400-700 word Curatorial Rationale reflecting their process of creation and articulating their decisions regarding their selection and exhibition aesthetics.

*Pre-requisite: Advanced Studio Art 302 or at least Studio Art 102 and one semester of another Visual Arts elective -with teacher recommendation. Students must be highly motivated to connect with the art world to include visiting museums and galleries as sources of inspiration.*

*Digital Filmmaking (Grade 9–13, one semester, 1/2 credit)*

Visual narratives surround us, with films, television programs, commercials and Youtube having an ever-increasing presence in students' lives. Digital Filmmaking provides students opportunities to better understand, as well as to create, digital videos. Students learn the technical aspects of digital production, including digital cinematography, non-linear editing, lighting, and computer-based special effects. Equally important is the art of storytelling. Students work to create original, well-structured stories, with compelling characters and conflicts. Besides that, students will have contact with films from different countries and cultures, learning about film history and early techniques.

*Advanced Digital Filmmaking (Grade 9–13, one semester, 1/2 credit)*

This project-based course is offered to students with a solid knowledge in filmmaking. Students will use their previous filmmaking knowledge working in short scenes, experimental filmmaking, enhancing their cinematic skills. The final project of this class is a short film that will be entered in the ASP Film Festival.

*Pre-requisite: Digital Filmmaking -with teacher recommendation.*

*IB Film - 401 IB Standard Level I & IB Higher Level I (Grades 11, full year, 1 credit)*

IB Film, year one of this two-year program, challenges students to fully explore Film as Art by studying great films, creating documentary scripts and producing short films. This three-pronged approach creates opportunities to thoroughly investigate Film as Art while preparing students for the IB Film assessments, submitted in Year 2. Students will follow the IB curriculum, but the course is not limited only to those seeking the IB Diploma. The course is open to all students who seek an in-depth understanding of the power of film to inspire, to inform, and to entertain. Year 1 of the program looks critically at a variety of film genres, develops cinematography and editing skills, and introduces script writing as art. It is advisable but not required to have some film experience before taking this course.

*IB Film - 501/502 (Grades 12–13, full year, 1 credit)*

IB Film is the second year component of the two-year IB Film curriculum, where students complete the three elements of the IB Film Portfolio - a film (with trailer for HL), a documentary script and a structured film analysis. Throughout the year students will view and discuss select films, work on production exercises and script writing assignments. Students will spend the first semester creating their IB film, a five-minute (SL) or seven-minute (HL) production. During this process they will specialize and focus on one production role. They will also research and begin writing their documentary script for submittal. During the second semester students will finalize all of the pieces of the IB Film Portfolio, including the analysis component of the course, a 12-15 minute scene analysis project. *Pre-requisite: IB Film - 401*

*Publications/Yearbook (Grades 9–13, full year, 1 credit)*

Through the production of the ASP Yearbook students learn the skills necessary to plan, design, produce, and distribute a major publication. The curriculum includes the study and application of photography, graphic design, editing, journalism and technology. Students in this class learn and work with Adobe InDesign, one of the most operative desktop publishing software used in the modern day industry. Adobe Photoshop, Adobe Bridge, Acrobat Professional and digital SLR and compact camera skills are also taught and applied. Students work as a team, unify creative ideas and take on leadership roles. Requirements for this class are self-motivation, dedication to completing a large project, the ability to meet deadlines on time, and the responsibility to produce a 250+ page publication for the entire ASP community. Students successfully completing this class



earn 1/2 credit in visual arts and 1/2 credit in Design Technology. Digital Art and Digital Photography are excellent pre-requisites for this course, but not required.

## Performing Arts

*Performing Arts courses offer an active and dynamic addition to the life of ASP. The 375-seat Performing Arts Center allows for the staging of numerous performances and productions. Other facilities include music ensemble and practice rooms, a modern sound and light booth and diverse backstage rooms for actors. ASP also holds a wide range of string, woodwind and brass instruments available for rent, as well as many orchestral, jazz and world percussion instruments on campus.*

*US Concert Band (Grades 9–13, full year, 1 credit)*

Do you know how beneficial playing a musical instrument can be for your physical and cognitive development? Universities and colleges also look for students who can show long-term commitment to developing skills and talents in areas such as music. If you have 2 or more years of playing a woodwind, brass or percussion instrument (piano players are also welcome on percussion) then the US Concert Band is for you. The course focus is upon development of instrumental, aural and ensemble skills alongside a broad appreciation of musical periods, cultures and history. The band repertoire covers many varied styles and genres – something for everyone.

The Concert Band meets every other day and performs at 2 official school concerts each year, as well as other events. Members of the band are required to participate in all performances as they represent an important assessment each semester. Students enrolled in Concert Band are also eligible to audition for the AMIS International Honor Band Festivals that take place at various schools around the world.

*Concert Choir - Ultimately Vocal (Grades 9–13, full year, 1 credit)*

Ultimately Vocal is a choir open to all students who want to sing! Enthusiasm compulsory, experience optional! The class reinforces the fundamentals of vocal technique and the skills necessary for performing choral repertoire from a wide variety of musical styles and genres. Opportunities are also given to experience conducting and accompanying, or to perform as soloists and members of smaller vocal ensembles. A choir is a team effort and as this is a performance based course, participation in all school concerts (approximately three per year) is required. Students enrolled in Ultimately Vocal are eligible to audition for the International Honor Choir Festival.

*Digital Music (Grades 9–13, one semester, 1/2 credit)*

Digital Music (Grades 9-13, one semester, 1/2 credit)

A subtitle for this introductory course might be “What Music Is and How to Make It”, as it combines an overview of the roots and development of American popular music – blues, folk, country, jazz, rock and rap – with hands-on experience creating and arranging music using digital audio production techniques. The ASP Media Lab’s MIDI keyboard-equipped Macintosh computers allow students with widely varied musical backgrounds to learn basic concepts of melody, harmony and rhythm while creating their own compositions. The students will also produce soundtracks for films made in ASP’s Digital Filmmaking classes.

*Music + (Grades 9–13, one semester, 1/2 credit)*

This exploratory music course is especially designed to cater for those who enjoy music but may not have learnt an instrument or think they can. The course is structured to accommodate individual musical tastes and pursuits, as well as to develop an awareness and appreciation of what’s new. Generic aspects of music are explored and explained through developing skills in keyboard and guitar playing, listening, reading, and composing.

*Advanced Musical Literacy - (Grades 9–13, semester 2 only, 1/2 credit)*

This course is designed for those students who wish to deepen their knowledge and understanding of music as a language. With composition as a basis for exploration of the theory and history of music, students will develop an advanced knowledge of the written musical language, greater aural perception and analytical skills and an appreciation of the historical contexts of styles. This course is an ideal supplement for those students enrolled in choir or band



and could serve as a prerequisite for an Advanced Placement Music Theory course. Some prior knowledge of reading music is required for this course.

*Ensemble Theater (Grades 9–11, full year, 1 credit)*

This course aims to introduce the students to the multitude of aspects in the world of theater. Students will learn about the craft of acting such as characterization, improvisation and mask work. Students will be introduced to a variety of contemporary as well as classical playwrights and through this expand upon the differing ideas around the question of “the play.” They will also be introduced to directing techniques as well as set, costume and make-up design.

*IB Theater -- 401 IB Standard Level & IB Higher Level I (Grades 11–12, full year, 1 credit)*

*502 IB Standard / 501 IB Higher Level II (Grades 11–13, full year, 1 credit)*

Theatre is a unique art form in that at its very foundation it requires encountering and interacting with each other as well as our humanity. This encounter is live, happens in real time before the eyes of the audience and in the lives of the performers and practitioners. The course is devised to ensure that students examine theatre in its diversity of forms around the world as well as reflecting on theatre in its past and present contexts. It is a course that engages the student in a very practical as well as academic manner. Students must commit to working on at least three productions in different capacities. Skills such as acting techniques, devising, directing and design are continually being introduced, explored and perfected. The course emphasizes the growth of the individual as well as that of the group ensemble. It is a two year exam course.



## Physical Education

Physical Education (*Grades 9–10, full year, ¼ credits per semester*)

All 9th and 10th grade students are required to participate in a year-long physical education class. Each graduating student must earn one physical education credit. Students participate in a variety of sports and activities, including fitness-based activities, team games and individual sports. The class is presented in a 5-class block format per unit, including Basketball, Ultimate Frisbee, Self-Defense, the Physical Training Center (PTC), Badminton, Zumba, Soccer and International games. Students' physical fitness is an overlapping theme throughout the year and is tested three times per year using the President's Youth Fitness Program standards.

Students will understand and develop the different components of physical fitness, learning how to measure and improve their progress along the way. They will learn to appreciate and implement in their daily life, various cognitive, social, and motor skills that they acquire in the PE program. Our goal is to ensure that students understand the components of an active lifestyle and master the fundamental skills of various activities to make healthy choices for the future. Upon completion of the program, students will understand how to independently lead a physically active life into adulthood and enjoy the many associated benefits.



## STUDENT SUPPORT

### The Guidance Committee

The Guidance Committee is composed of the Director, Academic Dean, Dean of Students, Guidance Counselors, University Counselors, Learning Support Specialists and the Athletic Director. This group meets weekly to review students' academic and emotional development and to formulate plans to assist those students in need. Students having special requests, such as additional days beyond the absence policy limit or participation in extracurricular activities while on probation, may submit a written appeal, signed by their parents. The committee will review these special requests and give a written response.

### Dean of Students

An important liaison between students, parents and the school, the Dean of Students acts to support students and helps to establish a safe, nurturing environment by creating and enforcing policies in line with our school's beliefs and mission. Students will be in contact with the Dean of Students on questions of attendance, academic honesty, and health, among others.

### Assistant Director / Academic Dean

The Assistant Director / Academic Dean oversees the Upper School curriculum and administers the International Baccalaureate and AP Programs. Students with questions concerning either of these programs should consult the Academic Dean to plan their course of study.

### Grade Counselors

Each grade is assigned a Counselor who provides emotional and academic support while guiding students towards an appropriate sequence of classes, a balanced course selection and successful completion of their graduation requirements.

### College Guidance

The goal of our college guidance program is to help students make the "right" match and select a college where they will be successful, productive and happy. The College Counselor at ASP assists students in the college selection and admissions process. Students begin working with the College Counselor at the beginning of the second semester of the junior year. Students attend group guidance meetings in addition to individual ones. Evening information sessions are held with parents of both juniors and seniors. An ASP College Orientation Handbook, detailing aspects of the college admissions process, is available on the Upper School webpage. Students have many opportunities to meet with college admissions representatives in Paris. Each year a number of admissions officers visit ASP to meet with students. In addition, over 60 colleges and universities are represented at the annual Paris College Day Fair.

### 9<sup>th</sup> & 10<sup>th</sup> Grade Advisory Program – "GAPS"

A new and improved version of the traditional advisory program, "GAPS" is not only a poignant metaphor but an acronym for some of the most important components of our school's mission: Global Citizenship, Academic and Personal Excellence, Service Learning. A required course for 9<sup>th</sup> and 10<sup>th</sup> graders, GAPS is designed to help students successfully transition into our school and provide a forum for discussion around some of the major opportunities, challenges and questions of young adulthood. Classes are typically of 10-14 students and are collaboratively led and facilitated by the faculty mentor, guidance counselor and peer mentors during one 80 minute period of the block schedule cycle. The curriculum of this course is driven by overarching essential questions. These include (but are not limited to):

What opportunities does attending a school like ASP present? What do we value? What motivates me? What does it mean to be a global citizen? What skills do I want to develop? What does "learning" mean? How do you know if you have really learned something? What effect do the media have on the way we think? What are the advantages and disadvantages of living in a Digital World? What does it mean to be "healthy"? How do we know when to lead and when to follow? What major decisions will I be making and how will I make them? What are the strengths and interests I want to develop?



In exploring these kinds of questions, GAPS draws on a variety of resources and perspectives, providing many opportunities for large and small group discussions and activities around the course themes.

Perhaps most importantly of all, GAPS encourages each and every student to develop and work towards their own personal and academic goals over the course of the year that connects to the following learning outcomes (outcomes shared with the IB's CAS program):

Increased awareness of strengths and areas for growth

- Undertaking new challenges
- Planned and initiated activities
- Working collaboratively with others
- Showing perseverance and commitment
- Engaged with issues of global importance
- Consideration of ethical implications
- Developing new skills

Over the course of the year, each student should be able to demonstrate real thought, reflection and progress towards each of his or her three very personal goals. These learning outcomes will also provide the framework for a variety of independent projects, group work and in-class discussions linked to GAPS's curricular themes.

#### Orientation Program

Each year, ASP welcomes a large number of new students to its community. For some newcomers, meeting classmates and teachers and adapting to a new school routine come easily. For others, however, a new host-country and culture, as well as the demands of an independent school, require adjustment and preparation. ASP recognizes the importance of a smooth transition for continued academic success and social well-being. The school endeavors to make every student's first day and subsequent school year pleasant and rewarding and we organize a number of events at the beginning of year such as Orientation Day, Activities Day, Welcome Back Picnic and an overnight retreat for 9<sup>th</sup> grade students. For more information about these events, please consult the Upper School calendar on our website.

#### Assemblies

Regular assemblies are organized to promote student activities while helping raise awareness and foster a spirit of community. Held in the PAC from 8:45 to 9a.m. on Monday, Wednesday and Friday mornings, these meetings serve to keep students informed of all the various activities occurring at school while reinforcing our community's values and raising awareness about important issues. In addition, longer community meetings are organized roughly once per month to present a variety of informational, academic and artistic subjects.

#### The Upper School Library (The Hub!)

The Upper School Library supports the curriculum and instruction for teachers and students, promoting a love of life-long reading and learning while helping students become efficient and responsible users and creators of ideas and information. Specifically, the library:

- Creates a safe and inviting environment that is conducive to learning.
- Provides intellectual and physical access to a wide range of resources to help answer research and reading needs.
- Collaborates with the school community to teach 21<sup>st</sup> century information, communications and technology skills.



## ASP Upper School Social Policy

### Student Absence Policy

Regular attendance at school is clearly essential to the learning process and is vital for students seeking to attain challenging educational goals. It is for this reason that the Upper School has set clear guidelines regarding attendance.

- If a student is absent, late or must leave school early for a medical or personal reason the Dean of Students must be informed before 9:30 am of the day in question by e-mail to the Dean of Students (cvezina@asparis.fr).
- All excused absences, tardiness or early departures must be documented either by a parental e-mail or by completing a student absence, lateness or request-to-leave-early form.
- A student is allowed no more than a total of 8 absences per absence quarter, inclusive of extra-curricular and sports trips. A student is allowed no more than 4 excused absences per absence quarter, excluding extra-curricular and sports trips.
- If a student has an extended illness which requires three or more days out of school at any time, they should present a medical certificate.
- If a student is absent for a semester exam because of illness they should present a medical certificate.

Students who miss school on school sponsored trips are required to turn in any work due on the day of the absence. For example, sports teams leaving on a Friday should turn in assignments due on the day before departing. Students are not permitted to participate in after-school activities on any day that they are absent from classes. If a student is 'absent unexcused' from a class during the course of a given day it will count as a two-day absence. Should a student go over the allotted absences in an absence quarter, they will receive a "U" (unsatisfactory attendance) in all their classes for that quarter. A "U" is normally considered a mark in the failing range. In exceptional cases, an appeal for additional days may be made in writing to the Guidance Committee.

Under no circumstances should a student be absent from a class without permission from a school official. An unexcused absence from class will be classified as a class cut.

Please refer to the categories and values below:

Category	Meaning	Absence Value
AE	Absence - excused	1
AU	Absence - unexcused	2
S	Sports/extra-curricular trip	1
C	Cut - Unexcused Absence from class/school	2
O	Out of school for curriculum reason	0
LC	Late for class - excused	0
LU	Late for class - unexcused	½

A list of students intending to miss school for a school-sponsored event will be posted, and any teacher has the right to express concern if that the student is in poor academic standing.

### Dress Code

In accordance with ASP's Mission:

Students are asked to be neat, respectful and modest. Clothing or accessories should be culturally sensitive and should not display offensive or vulgar language or promote alcohol or illegal products. Short shorts, mini-skirts, very short dresses, tank tops, short-cut shirts and any other top that does not fully cover the back, stomach or undergarments are not appropriate for school. A member of staff will speak with any student whose clothing is deemed inappropriate. The administration reserves the right to ask students to change their clothing or send students home if they are in violation of the code. Repeated offenses will result in a meeting with parents.

### Electronic Devices

Students should not wear earphones or use cell phones or other electronic devices while in class



unless the teacher has approved. If seen in use these devices will be confiscated and given to the Dean of Students. Repeated offences will lead to disciplinary action.

#### Visitors

Students should apply to the Dean of Students for permission to bring a guest onto campus. All applications must have parental approval and be made at least a day in advance of the visit. All visitors must wear a visitors pass, which will be collected from reception upon arrival at school.

#### Expected behavior at ASP

- Students should be punctual to classes.
- There should be no noise or disruption of classes in the classroom or hallways.
- The campus should be kept clean and tidy, and no food or drink should be consumed in the hallways or student lounge.
- Students should respect the school buildings, grounds and materials.
- Students should be honest in their relationship with others and in their academic work.

#### Unacceptable Behavior

The following behaviors are all viewed as serious violations of our school policy and will be dealt with firmly:

- Physical violence or intimidation
- Possessing, taking, being under the influence of, or selling drugs or alcohol
- Theft, vandalism
- Cheating
- Plagiarism
- Breaches of the Acceptable Operating Practices for using Information Technology.

These actions threaten the mission of our school, which is to provide a safe secure learning environment. It is, therefore, paramount that all students refrain from these unacceptable behaviors. Sanctions up to and including expulsion may be applied.

#### Plagiarism includes:

- Taking someone's words or ideas and passing them off as one's own. Students are expected to do their own work: reports, labs, essays and homework assignments. Research assignments require acknowledgment of sources (by footnote or reference). Teachers will instruct students in these matters. If there is any doubt in the student's mind, it is his/her responsibility to check with the teacher in advance.
- Presenting downloaded or paraphrased material from the Internet or other electronic sources as one's own. Electronic sources, like written sources, must be properly attributed. This is true whether the material used is text or graphics. Here, also, a student who is not clear about the issues should consult with the teacher.
- Using someone else's exact words and/or ideas or paraphrasing them as if they were one's own, without acknowledgment of the source. A student who is not clear about plagiarism should consult with the teacher involved.
- Submitting assignments, which are collaborative efforts of a parent or tutor and student. All work should be that of the student.
- Using one's previous work to fulfill the requirements of another assignment.

For further clarification students should consult the MLA guide available in the library. Any work being judged as plagiarized will be given a grade in the failing range.

#### Addressing Disciplinary Concerns

The goal of sanctioning students is to encourage them to be better citizens and to clarify areas in which they need to improve. Students are individuals with differing needs. Consequently, it is not appropriate to list detailed rules, violations and sanctions. Below are the general guidelines, which will be followed:



- For minor violations, teachers, and in some cases, the Dean of Students, will have a discussion with the student.
- Should a pattern develop, appropriate sanctions will be applied.
- In more serious violations of expected behaviors, a conference will take place with the Dean, the student and the student's parents. Depending upon the gravity of the situation, the student may be subject to disciplinary probation, suspension or dismissal from school. In such cases, a note will be placed in the student's permanent record.

#### Disciplinary Probation

Students will be placed on disciplinary probation for serious violations of the expected behavior or for unacceptable behavior. If a student has violations while on disciplinary probation, they may be suspended or expelled from the school.



## Academic Societies and Distinctions

### Cum Laude Society of America

Since 1954, the Upper School faculty and administration have nominated deserving juniors and seniors to this most prestigious academic honor society. Selection is based on a student's academic record and character.

### National Honor Society

The National Honor Society recognizes students from grades 10 to 12 who have excelled scholastically and who have shown commitment to service and leadership. Prospective candidates are invited to apply for admission to NHS. A faculty committee formally reviews all applications and makes the selection. Grade 10 students are eligible for induction in their second semester and grade 12 students are eligible in their first semester.

### Academic Awards for Grades 9–12

In June, recognition is given to outstanding students in each subject area at special awards assemblies.

### Graduation Awards and Honors

Students are selected for the following awards and prizes by the faculty and administration of the Upper School. These awards are announced at Graduation.

- **Academic Excellence**  
This award is given to two seniors who have achieved a record of academic excellence by ranking the highest in their class.
- **J.P. Chapman Award**  
This award, in memory of former Headmaster, John Chapman, who met an untimely death on November 23, 1964, is presented to those students who have contributed with "great modesty" to life at the American School of Paris.
- **Citizenship Award**  
This award is presented to two students who have demonstrated outstanding citizenship and service to the school community.
- **Service Award**  
This award is presented to two students who have given of themselves in unselfish service to their school.
- **International Award**  
This award is presented to two students who have fostered better understanding among the diverse nationalities comprising the school community.
- **Lyle–Nicoll Merit Awards**  
In memory of Upper School faculty member Jack Lyle, and student David Nicoll, who died in separate accidents in 1979, the Jack Lyle/David Nicoll Merit Scholarship Award is presented to a graduating senior in recognition of his or her contribution to the school community. Selection criteria include a strong academic background, citizenship and service, a desire for advanced education and a definite financial need. The award is determined by the Executive Board of the Parent Faculty Association, advised by the seniors' Guidance Counselor and the Upper School administration.
- **Renaissance Award**  
This award is given to two students who have distinguished themselves in at least three of the following areas: the Humanities, the Sciences, the Arts, Athletics.
- **The Parker Bradford Spirit Award**  
This award, named in honor of Parker Bradford, Class of 2007, is given to a student whose energy, enthusiasm and dynamism have lifted the spirit of the A.S.P. community.
- **Senior Speakers**  
The school faculty nominates, and the senior class selects two students who speak for their classmates at the graduation ceremony.



## Extracurricular Activities and Organizations

The Upper School offers a rich and varied range of extra-curricular offerings. These include not only our athletic and performing arts programs but fine arts, service organizations, student government, literary clubs and more. Our students are traditionally very active in these programs and often choose to invest in a combination of several of these offerings. Please find below a selection of this year's after school options.

### ASPIRE

*Aspire* is the ASP student newspaper. Our reporters cover school-related topics as well as social issues, world events, and human interest stories.

### HABITAT FOR HUMANITY

The Habitat Club at ASP, which was started by student Jessica Papalia 6 years ago, continues to battle poverty by building homes for low-income families. Club members, in addition to raising awareness throughout the year, prepare throughout the year for a trip to a build site; past trips have included Portugal, Romania, Macedonia, and Indonesia.

### ART CLUB

In ART CLUB, students may work on various projects involving diverse materials and supports (choice made individually). This club is for the student who needs more time to do their art work (IB) or just the student who cannot fit art into their schedule. Group projects, such as murals for the school may be proposed.

### ROMANIA CHILDREN'S RELIEF

For ten years now, the Romania club has been supporting the work of Romanian Children's Relief/Fondatia Innocenti which runs a playroom for abandoned babies and a program for elementary school Roma children in Bucharest. The club usually sends groups of students to Bucharest for a week during the Toussaint and April breaks to work.

### INK

Ink is ASP's student-led literary magazine. We take part in expeditions into Paris (Shakespeare & Co most recently), host an open-mic literary evening every year and publish a bi-annual magazine containing student photography, poetry, short fiction, essays, graphic stories, etc. Our aim is to allow budding writers to explore their talents, their imagination and their self-confidence. Contributions are always welcomed.

### AMNESTY INTERNATIONAL

Amnesty International aims to identify, bring attention to, and petition grave abuses of human rights across the world. A movement of over 3 million activists and supporters, Amnesty uses the power of international pressure to affect change. Amnesty at ASP is an officially recognized affiliate of Amnesty France, and so the club often works in conjunction with their headquarters in Paris; while still remaining independent, with the flexibility to chose which topics the club members wish to pursue.

### GREEN TEAM

Green Team is an environmental club that is dedicated to preserving and protecting the environment at ASP and beyond. It oversees the recycling at schools and works to reduce the consumption of paper, water, electricity and other such resources. We also fundraise for various charity groups every year.

### STUDENT COUNCIL

The Student Council is an organization that acts as a liaison between the students and the administration. We seek to address the concerns of the students whilst striving to create the most favorable environment and culture for the entire student body and school. We are composed of 3 officers (President, Vice-President, Spirit Liaison) and 8 representatives (2 from each grade).

### INDIA CLUB

India Club raises funds and collects donations for the Jyoti School for handicapped children in Rishikesh, India as well as the Luxman Jhula Medical center, which treats people with leprosy. Goals include giving as much support as possible to these two institutions and learning about India



and its culture, as well as how to perform community service.

#### KALAHARI EDUCATION EXPERIENCE (KEE)

The Kalahari Education Experience culminates in a two-week trip that ASP students take during summer vacation (the last week of June and the first week of July) to the Moshaweng Valley in South Africa. We specifically travel to the small village of Ganap, where we work at an intermediate school during the students' winter break. The students at this school will have to take and pass a matriculation exam in English in order to gain acceptance into high school. During the school year, KEE meets one Tuesday per month for two hours. At these meetings, we work on two things. The first task is fundraising for school supplies for the students of Ganap. The second thing that we work on throughout the year, and possibly the most important thing, is the anthology used as the basis of the lessons we provide.

#### KENYA CLUB

Kenya Club is a philanthropic organization which conducts fundraising in order to help a special youngster in Kenya, Kelvin Atuya, pursue his education. The club has been in existence for several years. Its immediate goal is to support Kelvin through to the end of his secondary education. The club has recently broadened its interests to encompass issues particularly affecting young African women.

#### YEARBOOK CLUB

This club works in tandem with the Yearbook class to produce our annual school yearbook. Students are engaged in artfully and efficiently creating perhaps the key publication associated with our school. Every student enrolled at ASP receives a copy of the yearbook.

#### A CAPPELLA / THE TREBELS

Student-run a cappella singing group. Members are chosen through audition.

#### KIDS HOME

Kids Home Club supports the Kids Home base in Chiang Mai, Thailand. This organization supports four different programs, which help families and children of different ages. The main program provides support for orphans or for those who cannot live at home due to financial or abuse-related issues. The home was built in 2003, and the organization was founded by Nicola Crosta and his wife. The Kids Home at ASP thinks of creative and fun ways to raise money to help these children in Thailand.

#### MODEL UN / PAMUN

Model UN is a club in which we debate global issues, with the goal of finding solutions to these issues in the UN framework. In meetings, we practice our skills of debate and public speaking, while researching the nations we represent to learn about foreign policy. We also attend several conferences throughout the year, which require great levels of leadership and collaboration with others. In addition, we host the Paris Model UN conference held annually at UNESCO which brings together approximately 900 participants.

#### JUNIOR / SENIOR MATH TEAM

This club is focused on improving Math skills, but from a different perspective. In the club, we tackle math problems using "outside of the box" thinking. Club members also participate in international mathematics competitions.

#### ENTREPRENEURSHIP SEMINAR

The Entrepreneurship Club aims to provide the resources and opportunities to facilitate students' exploration of thinking entrepreneurially and launching new ventures. Accordingly, students are introduced to the essential skills of entrepreneurship for both profit and non-profit initiatives as well as developing key communication, organization and creative skills. The program features a series of guest speakers and culminates with a "Shark Tank" type of Business Plan competition each Spring.

#### **ATHLETICS PROGRAM**

The American School of Paris believes there is more to an athletic program than the final score. We strive for competitive excellence but also for the personal development of our student athletes by helping them learn and understand the importance of commitment, attitude,



sportsmanship, teamwork and communication in an international setting, both on and off the field. Working with professional coaches, educators and the wider ASP community, our program fosters a sense of pride and accomplishment; whether it's improving their personal best, perfecting a skill or being an exemplary houseguest when visiting other international schools. We are proud that our athletes are respected internationally both for their achievements and their sportsmanship. We hope our athletes have fun, win humbly and lose graciously.

Our Varsity and Junior Varsity teams are chosen during try-outs at the beginning of each season. Both the JV and Varsity teams compete against and travel to other international schools throughout Europe. The Varsity teams in all sports (plus the JV athletes in cross country, swimming and track & field) travel to a season-ending International Schools Sports Tournament (ISST) each year.

Varsity practices for all sports (plus the JV athletes in cross country, swimming and track & field) are Monday, Tuesday and Thursday from 16:30-18:15 and the JV practices are Tuesday and Thursday in the same time slot. Late buses run at 17:15 and 18:30.

EXCEPTIONS: JV tennis practices are Monday and Thursday. Swimming practice is from 16:00-17:00 Monday, Tuesday and Thursday.

The ISST website ([ISSTsports.org](http://ISSTsports.org)) and our handbook (see the right banner below results and announcements) have detailed information on age eligibility and numbers of athletes per team.

### **THE ARTS IN UPPER SCHOOL**

The ASP Arts Program mission is to foster an appreciation, understanding and respect for the visual and performing arts by providing exciting and inspirational opportunities for students to express themselves and find their creative venues. This aim is achieved through offering a variety of different creative mediums and forms of expression in which students can thrive regardless of their prior experience and talents.

Just a few examples of extra-curricular opportunities in the performing arts include:

- Music Program – Jazz Band and Musical Productions; String Ensemble; Honor Band and Choir
- Drama Program – Fall and Winter Productions
- Film Program – International School Film Festival



## Upper School Responsible Use Policy for Technology

### Introduction

ASP recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st century technology and communication skills. This Responsible Use Policy outlines the guidelines and behaviors that users are expected to follow when using school technologies or when using personally-owned devices at school.

ASP technology resources are provided for educational purposes.

Users may only use technology, including network resources and the Internet, in an appropriate manner consistent with ASP policies and French and EU laws.

All activity over the network or on computers at school may be monitored and retained.

Users are expected to follow the same rules for good behavior and respectful conduct online as offline.

Failure to act responsibly while using school network and technology resources will be handled with appropriate disciplinary procedures.

ASP makes a reasonable effort to ensure users' safety and security online, but will not be held accountable for any harm or damages that result from the use of school technologies.

Users of the school network or other technologies are expected to alert IT Support staff immediately of any concerns for safety or security. Usage Policies All technologies provided by ASP are intended for education purposes. All users are expected to use good judgment and to follow the specifics of this document as well as the spirit of it: be safe, appropriate, careful and kind, don't try to get around technological protection measures, use good common sense, and ask if you don't know something. Passwords ASP provides systems for privacy and security. You receive a temporary password when you are first given a user account. You should change your password immediately. Create a secure password and do not disclose it to anyone else. Do not share user accounts. IT Support staff don't know what your password is. If you forget your password you can ask them to reset it. Then you should change it to something secure that you can remember. School-Owned Computers ASP provides desktop, laptop and tablet computers to support learning inside and outside of the classroom. Users are expected to treat these devices with care; they are expensive and the school is entrusting them to your care when you use them. Users should report any loss, damage, or malfunction to IT Support staff immediately. Users may be financially accountable for any damage resulting from negligence or misuse.

---

### Personally-Owned Computers ('Bring Your Own Device' / BYOD) Policy

*Please refer to the separate ASP Upper School Bring Your Own Device Program document.*

### Malware

Users are expected to take reasonable safeguards against the transmission of malware, such as computer viruses, worms, Trojans, spyware or adware, over the school network.

Every user is responsible for their own devices – including computers and storage media such as USB keys and external hard drives – when they attach them to the ASP network or computers.

Although ASP provides anti-malware software for school-owned computers, users are responsible for ensuring that their own computers have malware protection, when (1) they use them on the ASP network, or (2) they transfer files from those computers, even if they are not at school, to school-owned computers using external storage devices, or via wired or wireless networks.

Users should not knowingly open or distribute infected files or programs. If you believe a computer or mobile device you are using might be infected with a virus, please alert IT Support staff immediately.

### Web Access

ASP provides its users with access to the Internet, including web sites, content, and online tools. That access is restricted in compliance with French and EU regulations and school policies. Web browsing may be monitored and web activity records may be retained indefinitely.

Users are expected to respect that the web filter is a safety precaution, and should not try to circumvent it when browsing the Web. If a site is blocked and a user believes it shouldn't be, the user should alert the Technology Director or the Director of the Upper School for review.



Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.

Users should also remember not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it is difficult and often impossible to remove - and can sometimes be shared and spread in ways you never intended.

### **Email**

ASP provides users with email accounts for the purpose of school-related communication. These accounts should be used for all ASP provided services that are linked to an email account.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email use may be monitored and archived.

#### **Social/ Web 2.0/ Collaborative Tools**

Recognizing the benefits collaboration brings to education, ASP provides users with access to web sites and tools that allow communication, collaboration, sharing, and messaging among users.

Users are expected to communicate using these tools with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored.

### **Online Materials**

Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet. The Upper School Library provides subscriptions to excellent online research databases.

Users should not download or attempt to download, install or run executable programs over the school network or on school computers without express permission from the IT Support staff.

You are able to download other file types, such as documents and images. For the security of our network, download such files only from reputable sites, and only for educational purposes.

You may not download copyrighted materials (including pictures, music and videos) without the appropriate rights, licenses or permissions. If you download materials illegally, you are liable for any fines or prosecution that may be incurred.

### **Plagiarism**

Users should not plagiarize content (or use as their own, without citing the original creator), including words or images, from the Internet. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.

### **Personal Safety**

Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without appropriate adult permission. Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. Students should never agree to meet someone they meet online in real life without parental permission.

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of a responsible adult (teacher or staff member if you're at school; parent if you're using the device at home) immediately.

### **Cyberbullying**

Cyberbullying will not be tolerated from anyone in the ASP community. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean. Don't send emails or post information or comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained.

### **Limitation of Liability**

ASP takes seriously its obligations to protect users' safety, but will not be held responsible for damage or harm to persons, files, data, or hardware through the use of the IT equipment or infrastructure it provides.



While ASP employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness.

ASP will not be held responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

Violations of this Responsible Use Policy

Violations of this policy may have disciplinary repercussions, including:

- Suspension of network, technology, or computer privileges

- Notification to parents

- Detention or suspension from school and school-related activities

Legal action and/or prosecution

Examples of Acceptable and Unacceptable Use I will:

- Use school technologies for school-related activities.

- Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.

- Treat school resources carefully, and alert staff if there is any problem with their operation.

- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.

- Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages or posts) online.

- Use school technologies at appropriate times, in approved places, for educational pursuits.

- Cite sources when using online sites and resources for research.

- Respect copyrights and intellectual property rights.

- Recognize that use of school technologies is a privilege and treat it as such.

- Be cautious to protect the safety of myself and others.

- Help to protect the security of school resources. I will not:

- Use school technologies in a way that could be personally or physically harmful.

- Attempt to find inappropriate images or content.

- Engage in cyberbullying, harassment, or disrespectful conduct toward others.

- Try to find ways to circumvent the school's safety measures and filtering tools.

- Use school technologies to send spam or chain mail.

- Plagiarize content I find online.

- Use or store on my device media or software which has been downloaded or obtained illegally.

- Post personally-identifying information, about myself or others.

- Agree to meet someone I meet online in real life, except for when a responsible adult has verified that I will be safe.

- Use language online that would be unacceptable in the classroom.

- Use school technologies for illegal activities or to pursue information on such activities.

- Attempt to hack or access sites, servers, or content that isn't intended for my use. These are not intended to be exhaustive lists. Users should use their own good judgment when using ASP technologies.



## American School of Paris Upper School Bring Your Own Device Program

At ASP we are committed to allowing responsible, learning-centered use of technology in order to expand the resources and modes of learning available to students. We believe that technology can provide valuable tools for learning, and also that sometimes the best way to learn doesn't involve technology at all. We want students to be able to use technology in class, *whenever it is appropriate and can make a worthwhile, positive contribution to their learning.*

In the context of ASP's BYOD program, 'device' means a laptop, tablet or similar computer. It must be suitable for effective website use, document reading and note-taking. It must enable the use of media, and the creation of documents and other presentations. There are appropriate laptops and tablets available from a range of manufacturers, using a variety of operating systems. *Most ASP Upper School students bring a Mac or a Windows laptop. Our experience has been that it is difficult for students to successfully undertake some work in some subjects on a tablet, and so we recommend the use of a laptop.* At ASP, BYOD does not include smart phones. (Students may not use mobile phones in class, except in exceptional circumstances with the teacher's permission.) It is important for each family to consider whether the chosen device will be the student's main computer (used for all their work at school and at home), or be a supplementary device. Either option can work very well.

### Specifications

*The device must meet the following specifications and requirements:*

- Be able to be connected to wireless networks and allow the use of web-based resources. Often browser-based applications are used rather than software which has to be installed on the device. It is essential that the device supports an up-to-date, web standards compatible browser (for example, one that is compatible with HTML5). It must be able to display content using standards such as Java and Adobe Flash.
- Be able to display electronic documents (for example PDFs) without requiring excessive scrolling. The minimum acceptable screen size is 7.9 inches (19.75 cm) diagonal with a screen resolution of at least 1024 x 768 pixels; however we recommend screens from 9 – 13 inches diagonal (22.5 cm – 32.5 cm).
- Allow the user to take notes efficiently in class and make use of them effectively for assignments and revision.
- Allow the user to create assignments (documents, presentations, etc), and export them in standard, readily accessible formats: Microsoft Office (DOC, DOCX, XLS, XLSX, etc), Adobe PDF, and standard images (JPEG). Teachers need to be able to open files submitted to them using software already available to them on their school computer.
- Allow the user to record and play video and audio, and export media in standard formats (for example MP3 and MPEG4). It must be possible to attach headphones to the device.
- If a student is taking language classes, they must provide a headset (headphones with a microphone attached) that are compatible with their device (the language teachers provide detailed information).
- Be able to output to an external display (a projector or video screen). An adapter to connect to a standard VGA input may be necessary.
- Preferably be able to be used as required during the school day without requiring charging at school. The software (apps) requirements are mostly task-based so that the user can choose what software is most appropriate to achieve the given task, on their device. A web browser, word processing, spreadsheet and presentation software, and basic media playback and recording capabilities cover most tasks. *It is the student's own responsibility to learn how to use the software they have on their device.*

---

Some subjects, for example Science, do require all students to install specific, school-provided or open-source (free) software for a particular purpose such as data logging. Teachers provide clear requirements at the start of their courses. *Students must install software when asked in order to be fully prepared for classes. If they need assistance, they should ask their teacher well in advance.*

Major software, such as Adobe Creative Suite or Final Cut Pro, which is only needed for specific classes, is not required on students' own devices. Computers with the necessary software are provided for those courses.

The BYOD program offers an opportunity to distribute more resources electronically, and reduce the large amount of printing we do at ASP. However, printing is still possible on designated printers through a platform-independent web interface.



Devices are available from IT Support for temporary loan to students in genuine emergency situations.

### Parameters

*Requirements relevant to the use of personal computer devices at school:*

- The use of personal devices falls under the *Upper School Technology Responsible Use Policy*. Students are required to behave responsibly and respectfully in a manner consistent with ASP's Beliefs. They must not participate in any activity using their device that violates ASP's rules, or French or EU law.
- The use of personal devices during the school day is at the discretion of teachers and staff, and students must use them as directed by their teachers. The use of personal devices must not disrupt class.
- The primary purpose of the use of personal devices at school is educational. ASP does not make any commitment to supporting non-educational use during the school day.
- Students must bring their device to school every day. For teachers to make effective use of technology with their classes they must be able to rely on all students having their devices with them.
- Students are responsible for ensuring that the web browser on their device is up-to-date, along with the browser plugins required for online resources used in their classes, for example Java and Adobe Flash.
- Students are responsible for the completion of assigned tasks, and for their own contingency planning (for example, being able to access files online or using other backup strategies to ensure that they can still meet their assignment obligations, despite potential technical difficulties).
- Students must be able to manage and use the device themselves for the tasks described in the specifications above.
- Students must take reasonable precautions to ensure that their device and files they distribute are malware free. This may require the installation of anti-malware software on their device.
- Students must bring the device to school each day fully charged, and should manage its battery resources throughout the day to ensure it can be used as needed for classes, preferably without requiring charging at school. There is limited provision of electrical outlets at school.
- During class, students may not use their devices to communicate with other people inside or outside of the classroom without their teacher's permission.
- Lessons may only be recorded with the permission of the teacher and other members of the class.
- Students may not use software which uses large amounts of network bandwidth for personal purposes at school. This includes programs used for downloading or sharing music, videos or software, and peer-to-peer or torrent clients. Students who do so may lose the privilege of using the school network.
- Students bring their personal computer device to school at their own risk. They are responsible for its upkeep and protection. The school provides each student with a locker for storing valuable items. When the device is not under the student's direct supervision, for example during PE class, the device must be locked in their locker. If you have any questions about the BYOD program, please don't hesitate to contact Larry Love (the ASP Technology Director) [llove@asparis.fr](mailto:llove@asparis.fr) or Aaron Hubbard (the Upper School Director) [ahubbard@asparis.fr](mailto:ahubbard@asparis.fr). If you are not sure whether a device you already have, or are thinking of buying, meets the required specifications or would be suitable for the BYOD program, please ask.