

2011-2012
High School
Course Catalog



American Cooperative School
La Paz, Bolivia

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ACS Graduation Requirements (effective 2010-2011)

AREAS	U.S. HIGH SCHOOL DIPLOMA	BACHILLERATO BOLIVIANO
ENGLISH	4 credits including: - English 9 (1 credit) - British Literature (1 credit) - American Literature (1 credit) - Approved English elective (1 credit)	Same
MATH	3 credits including: - Algebra I and Geometry	4 credits including: - Algebra I and Geometry
SCIENCE	3 credits including: - Biology (1 credit) - Approved Science electives	3 credits including: - Biology (1 credit) - Approved Science electives including Environmental Science, Chemistry, Physics
SOCIAL STUDIES	4 credits required including: - Latin American History (1/2 credit) - Bolivian History (1/2 credit) - World History (1 credit) - U.S. History (1 credit) - Approved Social Studies Elective (1 credit)	Same
SPANISH	3 credits required	3 credits required including: - Spanish Composition (1 credit) - Spanish Literature (1 credit) - either Spanish Literature or Latin American Lit. may fulfill this requirement. - Approved Spanish elective (1 credit)
PHYSICAL EDUCATION	2 credits required	Same
FOREIGN LANGUAGE (Non-Spanish)	None	1 credit required
FINE ARTS	1/2 credit required May be fulfilled by Art, Music, Yearbook, or Technology courses. <u>Note: Students in the Bolivian Bachillerato program must take 1/2 credit each of at least two different Fine Arts offerings.</u>	1 credit required
PHILOSOPHY / COSMOVISION	None	1/2 credit required
PSYCHOLOGY / SOCIOLOGY	None	1/2 credit required
CSP	1 credit required	

Notes: As an American institution, the primary goal of ACS is to award U.S. High School Diplomas to students who meet the U.S. requirements. Although ACS also assists students in fulfilling requirements for the Bolivian Bachillerato, ACS cannot guarantee this particular degree. The Bolivian Ministry of Education issues the Bolivian Bachillerato.

A minimum of 25 credits are required for either the U.S. or Bolivian Diploma.

Coursework not specifically required must be made up of approved elective credit. "Approved electives" are electives which are approved by the school counselor on behalf of the school's administration.

Transfer students will have their coursework approved by the counselor at the time of their admission. Programs will be developed to match as closely as possible the normal requirements of the ACS program.

"Independent Study" courses must receive prior consent of the counselor to be accepted as earning credit towards graduation. Approval for independent study coursework will be given when the school's normal curriculum does not provide a course that a student needs for graduation within the scheduled offerings or when the course represents an enrichment of the student's coursework without affecting the earning of required courses for graduation.

English



**ACS English Department
2010-2011**

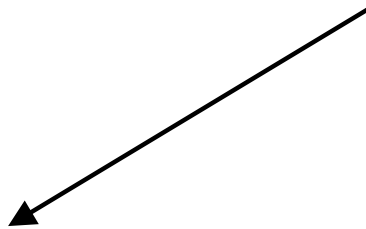
English 9



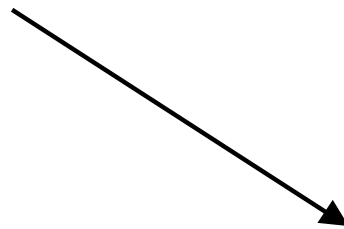
British Literature (Grade 10)



American Literature
(Grade 11)



AP Literature
(Grade 12)



World Literature
(Grade 12)

Course Title: English 9**Credit:** Full-year (1.0 credit)**Prerequisite:** English Grade 8

Course Description: As a transitional course bridging middle school and high school, Grade Nine English integrates both literature and writing within thematic or genre based units of study while providing a reinforcement of critical thinking skills and oral expression. Students are expected to continue to develop their reading comprehension skills, their inferential skills, and their knowledge of literary terms and devices. Students will also be introduced to various active reading strategies, which they will use to enhance their understanding of text.

The ninth grade writing program draws heavily from the writing process, which requires students to work through several steps before completing a written piece. Grammar is taught both formally and informally, and assessment of student writing is based on Six Traits. Students are given multiple opportunities to strengthen their descriptive, narrative, expository, and persuasive writing styles. Additionally, students are expected to begin to address literature formally, analyzing various aspects of an author's use of literary devices. A research project may be completed during the second semester.

Text: Texts may include the following: selected short stories, poetry, and non fiction; *To Kill a Mockingbird*; *Animal Farm*; *Night*; *Fahrenheit 451*; *The Bean Trees*; *Anthem*, *Of Mice and Men*; *House on Mango Street*; *The Glass Menagerie*; *Romeo and Juliet*; *Mid Summer Night's Dream*; *English Composition and Grammar: Third Course*; *MLA Handbook for Writers of Research Papers*.

Course Title: British Literature (10th Grade)**Credit:** Full-year (1.0 credit)**Prerequisite:** English Grade 9

Course Description: British Literature is designed to further develop and refine the literary analysis skills, the critical thinking skills, and the oral and written expression skills begun in earlier grades in order to prepare students for college-level work.

The course is writing intensive and literature driven. It is chronologically structured. Students will read a wide range of literature (in all the major genres) spanning the history of the British Isles. They will engage in a range of writing activities which include analytic writing, descriptive writing, persuasive writing, and reflective writing. In addition, students will do oral presentations (alone and in groups), write journals, engage in whole class and small group discussions, do work designed to improve their vocabularies, and review basic concepts of grammar.

The writing program requires students to work through several steps before completing a written piece. Students will develop the skills needed to respond to one another's work, so that they become competent critics.

The central goals of the course are to enable students to grasp the historical arc of English literature, to develop a love for the beauty of language and thought found in literature, and to become better writers and thinkers.

Text: Texts are drawn from selected short stories, poetry, drama, novels and non-fiction. Possible texts include the following: Selections from *The Canterbury Tales*; *A Midsummer's Night Dream*; *Wuthering Heights*; *Pride and Prejudice*; *A Tale of Two Cities*; and *Taming of the Shrew*. Possible authors include Chaucer, Shakespeare, Donne, Herbert, Keats, Yeats, Wordsworth, Coleridge, Shelley, Joyce, Greene, Lawrence, Emily Bronte, Jane Austen, Charles Dickens.

Course Title: American Literature (11th Grade)

Credit: Full year (1.0 credit)

Prerequisite: 10th Grade English

Course Description: Dealing only with American authors, this course seeks to challenge students' reading experiences and comprehension as well as take them to a higher level of analysis and writing.

This course is writing intensive and literature driven. It is chronologically structured. Students will read a wide range of literature spanning the history of the United States. They will engage in a range of writing activities which include analytic writing, descriptive writing, persuasive writing, and reflective writing. In addition, students will do oral presentations (alone and in groups), write journals, engage in whole class and small group discussions, do work designed to improve their vocabularies, and review basic concepts of grammar.

As a pre-AP course, American Literature demands increasing degrees of concentration, dedication, and attention to detail. In addition to reading comprehension and writing, the course is thorough in addressing grammar and vocabulary enrichment. The goal is to ensure that students will have greater chances of successfully negotiating the rigors of AP English in their senior year.

Possible authors to be read may include Anne Bradstreet, Poe, Washington Irving, Dickinson, Emerson, Thoreau, Whitman, Twain, Sandburg, Frost, E.A. Robinson, Hughes, Dunbar, Wharton, Melville, Hawthorne, Salinger, Hemingway, Cather, Roethke, W. C. Williams, Tennessee Williams, Miller, Stevens, Eliot, and Elizabeth Bishop.

Course Title: World Literature (12th Grade)

Credit: Full year (1.0 credit)

Prerequisite: American Literature, 12th Grade Status

Course Description: This course is designed for senior students who do not wish to take AP English. As such, the course focuses on providing a broader reading and writing experience.

As with any serious English course, reading/analysis and writing/composition constitute the backbone of the learning experience of this course. However, given

that students are not preparing for the AP English examination, the reading and writing options are more varied.

Students will be exposed to a range of world literature and multi-cultural themes and issues. They will be required to read critically and to discuss in depth their reactions to the texts. Involvement in the reading experience and discussion are key factors in the intellectual maturation of students. Furthermore, such preparation and participation provides positions to question or defend at the moment of writing. Again, writing is a significant part of this course's content and grade. Students will be required to demonstrate considerable progress in the mastery of the elements of composition, and they will be graded rigorously for the quality of their work. Besides these areas, the course focuses on high-level grammar and vocabulary enrichment.

World Literature prepares students for college level composition and reading comprehension. Students who complete the course successfully will undoubtedly benefit from these acquired skills once they reach college.

Possible authors may include Sophocles, Shakespeare, August Wilson, Chinua Achebe, Antonio Machado, Camus, D.H. Lawrence, Melville, Graham Greene, James Joyce, Tu Fu, Wang Wei, Li Po, Archilochus, Ovid, Chaucer, Lorca, Jacques Prevert, Basho, Buson, and Issa.

Course Title: AP English Literature and Composition

Credit: Full year (1.0 credit)

Prerequisite: Must receive a minimum grade of “B” in American Literature and signature from AP Literature instructor

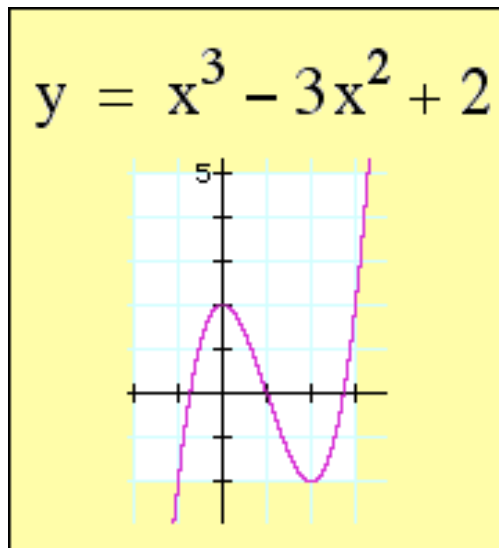
Course Description: The course has a double focus. On one hand, it seeks to prepare students for the May exam in order for them to obtain possible college credit. On the other hand, the skills students master will prepare them for the rigorous intellectual and writing demands of college.

Students will learn close-reading and engage in more sophisticated analysis. They will learn how to apply literary devices (such as syntax, imagery, tone, structure, etc.) to their reading. Students will not only be able to identify these devices throughout the vast reading list the course tackles, but also include them in their own discussions of textual meaning. Analysis will be further enhanced by consideration of larger aspects such as theme, authorial intent, political context, cultural concepts (for example, gender and class issues). Readings will span poetry, novels, plays, articles, and short stories.

Writing is a crucial component of this course. AP students will be required to display mastery of the major elements of composition. There will be a strong emphasis on writing analytic papers which reveal insight into the literature being discussed.

By the time this intensive course is over, students will be more than adequately prepared to face and deal with the reading/intellectual requirements of college and to write at or above expected levels.

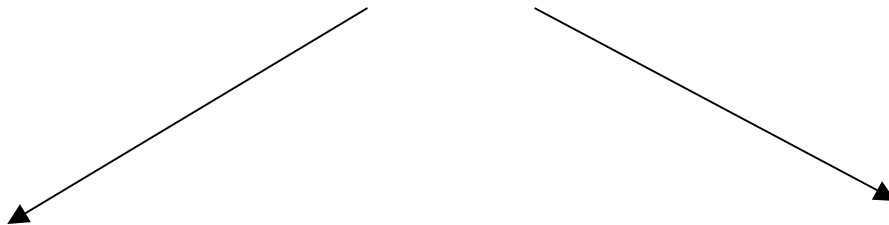
Math



**ACS Math Department
2010-2011**

6th grade – Math 6

(Placement in 7th grade math based on final grade, placement test, and recommendation)



Math 7	7th grade	Pre-Algebra
Math 8	8th grade	Algebra I
Algebra I	9th grade	Geometry
Geometry	10th grade	Algebra II
Algebra II	11th grade	Pre-Calculus
Pre-Calculus or Statistics / Business Math	12th grade	AP Calculus

Course Title: Algebra I**Credit:** Full Year (1.0 credit)**Prerequisite:** Pre-Algebra or Math 8

Course Description: Algebra I prepares students for Geometry and Algebra II by covering the fundamental topics of Algebra. During the first semester, students will expand on Pre-Algebra topics, which include working with the real number system, simplifying algebraic expressions, ratios, proportions and percents, and solving linear equations and inequalities. They will also be introduced to basic probability. Students will learn the vocabulary and notation associated with basic functions.

During the second semester, students will study linear functions and their applications. They will graph linear functions on the coordinate plane. Students will learn how to solve systems of linear equations and apply systems to real life applications. Algebra I students will work with exponents and polynomials, and they will be introduced to simplifying rational and radical expressions. Then they will be introduced to factoring, and will solve basic quadratic equations by factoring and using the quadratic formula.

Text: Prentice Hall Mathematics; Algebra 1**Course Title: Geometry****Credit:** Full Year (1.0 credit)**Prerequisite:** Algebra I

Course Description: Geometry prepares students for Algebra II. Students will be introduced to proofs, but this will not be emphasized in this course. Topics to be studied include basic vocabulary upon which geometry is based (points, lines, planes), segments and angles, parallel and perpendicular lines, congruent triangles, relationships within triangles, quadrilaterals, similarity, quadrilaterals, and right triangle trigonometry. Then students will find perimeter and area of various figures including triangles, parallelograms, trapezoids, rhombuses, and circles. Students will investigate surface area and volume of 3-D figures such as rectangular prisms, cylinders, pyramids, spheres, and cones. Throughout the course, students will be using the Geometer's Sketchpad. Students will use algebraic equations to solve problems related to geometry.

Text: Prentice Hall Mathematics; Geometry**Course Title: Algebra II****Credit:** Full Year (1.0 credit)**Prerequisite:** Algebra I

Course Description: Algebra II prepares students for Advanced Mathematics (Pre-Calculus). It reviews and reinforces skills learned in Algebra I and Geometry while expanding on advanced algebraic concepts. Students will solve many types of equations and inequalities including linear, absolute value, and quadratic equations

and inequalities. In addition, students will organize data in matrices and work with matrices to problem-solve.

Students will also solve radical and rational equations, and will be introduced to logarithmic and exponential equations. Students will graph and analyze lines, quadratic functions, other polynomial functions, and rational and radical functions after an in-depth analysis of transformations of functions. Students will also analyze data using probability and statistics. Through part lecture and part guided discovery, combined with active cooperative learning, students will be motivated to think analytically and to solve real world problems.

Text: Prentice Hall; Algebra 2

Course Title: Pre-Calculus

Credit: Full Year (1.0 credit)

Prerequisite: Current teacher recommendation (minimum grade of C in Algebra II and minimum grade of C in Geometry) AND signature of Pre-Calculus teacher

Course Description: In preparation for Calculus, this course is an in-depth review of the fundamental concepts of algebra and analytical geometry, as well as an in-depth analysis of all types of functions. For many students, this will be the first course they take that has trigonometry as a major focus. Students will learn about angles (in radians and degrees). They will evaluate and graph all six trigonometric functions and their inverses. Students will study some of the fundamental trigonometric identities so that they can solve trigonometric equations. They will expand upon their basic geometric knowledge of right triangles and solve oblique triangles using the Law of Sines and Law of Cosines. Throughout the course, students will use their prior knowledge of functions to fully analyze, manipulate, and transform the graphs of linear, polynomial, absolute value, trigonometric, radical, rational, exponential, logarithmic, and piecewise functions. They will be introduced to vocabulary and concepts that will be studied in more detail in a future Calculus course including odd/even functions, end behavior, continuity and discontinuity, absolute value as a piece-wise defined functions, vertical and horizontal asymptotes, and limits. Additional topics studied include counting, probability, series, and limits. The incorporation of limits into the end of the course provides a natural transition to differential calculus. Students will use data expressed analytically, numerically, verbally, and graphically to model and solve real-world problems. The graphing calculator (TI-83) is fully integrated in the course.

Text: Pearson-Addison Wesley PreCalculus, by Demana, Waits, Foley, Kennedy

Course Title: Advanced Placement Calculus AB

Credit: Full Year (1.0 credit)

Prerequisite: Pre-Calculus (minimum average grade of **B-**, calculated over Quarters 1-4)

Requirement: Current teacher recommendation AND signature of AP teacher

Course Description: The two-semester course, Advanced Placement Calculus, provides students with material that is taught in the first semester of a university

calculus course. Students will use calculus, the mathematics of change, to model real-life problems as they work with functions represented graphically, numerically, analytically, and verbally. In the first semester, there is a strong emphasis on derivatives, including such applications as curve sketching, related rates, and optimization. Integration techniques and applications of the integral are the main focus during the second semester. Through part lecture, part guided discovery and part active cooperative learning, students think analytically and

become confident problem-solvers. The ultimate goal of the course is for students to be exposed to a rigorous college-level course in preparation for the AP Calculus AB Exam, which all students will be expected to take. The curriculum follows the College Board's Course Description Booklet.

Text: Graphical, Numerical, Algebraic AP* Edition - 3rd Edition by Finney, Demana, Waits, Kennedy; Pearson Prentice Hall

Course Name: Statistics in Economics and Business

Credit: Full Year (1.0 credit)

Prerequisite: Algebra II

Course Description: Statistics refers to numerical facts. The information provided by collecting, analyzing, presenting, and interpreting data is most useful and applicable to the fields of economics and business. The first part of the course (1st Semester) will study statistical methods to collect and analyze economic information that will enable students to make more informed and better decisions. Situations such as unemployment, inflation, scarcity, opportunity costs, and others, will be taught and analyzed through the use of a variety of statistical procedures and information.

The second part of the course (2nd Semester) will focus more on the creation of businesses, the production of goods, the price set up, the various distribution channels, and the promotional campaigns. In addition to marketing, and to understand and read financial statements, the course will also offer a unit in Accounting, which is also used to measure, interpret, and communicate financial information.

Note: Students can earn 1/2 credit for completion of either semester. First semester is not a prerequisite for second semester.

Text: Houghton-Mifflin - Understandable Statistics- Concepts and Methods, by C.H. Brase and C. P. Brase ; Teacher handouts

Science



**ACS Science Department
2010-2011**

6th grade – Science 6

7th grade – Science 7

8th grade – Science 8

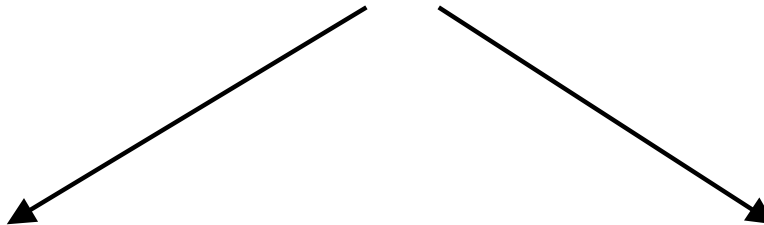
Environmental Science (Grade 9)



Biology (Grade 10)



Chemistry (Grade 11)



Physics
(Grade 12)

AP Science
or No Science
(Grade 12)

Course: Environmental Science

Credit: Full year (1.0 credit)

Prerequisites: Science 8

Course Description: Environmental Science draws from all sciences and is especially interesting since it applies a mixture of all middle school sciences taught in previous years. It applies the principles of pure sciences, such as chemistry and biology, to help achieve practical goals. This class focuses on conservation and protection of natural resources, environmental education and communication and environmental research.

Text: Arms, Environmental Science, Holt, Rinehart and Winston

Course Title: Biology

Credit: Full year (1.0 credit)

Prerequisites: Physical Science

Course Descriptions: Biology is concerned with the study of the intricacies of life on earth. As students uncover some of the mysteries of living systems, it is hoped that they will gain an increased sense of wonder and respect for life's stunning complexity, yet elegant simplicity. Biology seeks to understand the many steps of life's dance of interdependence. It strives to provide the insights necessary for students to make informed decisions about personal and social issues that have their roots in biology. Biology strives to stimulate the student's curiosity, increase their desire and confidence to speculate about various phenomena, and develop their ability to think clearly when searching for interpretations of these phenomena.

Text: Miller and Levine, Biology, Prentice Hall

Course Title: Chemistry

Credit: Full year (1.0 credit)

Prerequisites: Biology, Algebra I grades of "B" or better, teacher recommendation

Course Description: Chemistry is concerned with the study of the materials of our environment, their properties, and the way in which they interact with each other. Through this course the student should not only gain factual knowledge from the various areas of chemistry, but at the same time be able to correlate and unify this knowledge in terms of the underlying principles and concepts of the subject. Emphasis is placed upon problem solving and experimentation. As experimentation is the only way of investigating and questioning a chemical system, laboratory and practical work are stressed in chemistry. Chemistry strives to stimulate the students' curiosity, increase their desire and confidence to speculate about various phenomena, and develop their ability to think clearly when searching for interpretations of these phenomena.

Text: Davis, et.al., Modern Chemistry, Holt, Rinehart and Winston

Course Title: Physics**Credit:** Full year (1.0 credit)**Prerequisites:** Algebra I and Geometry grades of “B” or better, currently enrolled in Algebra II or higher, teacher recommendation

Course Description: Physics attempts to explain the processes and particles of nature in terms of simple interactions and simple particles. This study encompasses objects as small as atoms and as large as galaxies. Through this course the student should not only gain factual knowledge of the nature of matter and energy and how they are related, but also be able to correlate and unify this knowledge in terms of the underlying principles and concepts of the subject. Emphasis is placed upon problem solving and experimentation. Physics strives to stimulate the student's curiosity, increase their desire and confidence to speculate about various phenomena, and develop their ability to think clearly when searching for interpretations of these phenomena.

Text: Serway and Faughn, Physics, Holt, Rinehart and Winston**AP Environmental Science****Duration:** 1 year**Credits:** 1 credit (1 science credit)**Prerequisite:** 11th and 12th graders in good academic standing in Biology and Chemistry and a recommendation from the Science Department.

Course Description: The purpose of the AP course in Environmental Science 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.

A significant outcome of the course is students' awareness of the relevance of environmental science to everyday life and decision making. This combination of the academic and the applied gives students a sophisticated view of the world and an understanding of the manifold applications of what they have learned in the course. This course will bring to life many topics that students will hear about on the news and their daily lives. It is hands on and applicable to the real world. Students will leave this class with a better understanding and appreciation for the natural world around them while being able to make educated decisions about the way they live and conduct themselves and their families.

For many of the students, this is the first time they will have ever taken an AP course. Others of them may have a full load of AP courses and will be adding AP Environmental Science (APES) to their schedules. APES is perfect for either type of student. It is a great beginning AP course, and it is a wonderful learning experience to add for those with a full plate of AP courses.

This course is structured according to the course outline found in the most recent AP Environmental Science Course Description published by the College Board. There are seven units of study. At the beginning of each unit, students receive a unit

calendar that indicates the lecture topics or activities for each day, the reading assignments, the quiz dates, and other information about the unit.

Text: Wright, Richard. Environmental Science. 10th . Upper Saddle River, NJ: Pearson, Prentice Hall, 2008.

Social Studies



**ACS Social Studies Department
2010-2011**

GRADE 9
Latin American History



GRADE 10
World History
or
AP World History



GRADE 11
United States History
or
AP U.S. History



GRADE 12
International Relations/US Government or
Bolivian History & Geography in Spanish or
AP European History

NOTE: Other electives include the following courses:

- Introduction to Psychology (semester)
- Sociology (semester)
- Philosophy (semester)
- Cosmovisión (semester)
- AP Psychology (full year)
- AP Human Geography (full year)

Course Title: Latin American History**Credit:** One semester (1.0 credit)**Prerequisite:** Completed 8th grade

Course Description: This semester course encompasses an understanding of the complex and contrasting nations that make up Latin America today. It examines different geographical regions and the historical background and the formation of independent governments. It also analyzes the Pre-Columbian civilizations, the Hispanic influence on the native cultures and the blending of these societies. Revolutionary movements that sparked independence in these countries will be evaluated. The course will also highlight the revolutionary ideas and movements as well as different political and economical trends followed by the Central and the South American nations.

In terms of skills the course is designed to broaden critical thinking and communication skills. Students will be encouraged to develop the necessary abilities to analyze evidence and express an understanding of data in timed essay writings. Students will respond to Document Based Questions and Compare and Contrast essays in preparation for 10th World History or AP World History courses.

Text: Born in Blood and Fire: A Concise History of Latin America by John Charles Chasteen. W.W. Norton & Co. New York (2006).

Course Title: World History**Credit:** Full year (1.0 credit)**Prerequisite:** Completed 9th grade Social Studies courses

Course Description: World History is a full-year required course designed to provide an understanding of the emergence of modern cultures based on different ancient civilizations that developed in the Middle East, Europe and Asia.

Students will study the origins of ancient civilizations like the Greeks, the Romans and other groups that influenced the development of Western Civilization. They will compare and contrast cultural aspects such as religion, traditions and other values that were maintained throughout the ages. They will also study the Medieval Times and the influence of Christianity through Europe and its relation to the development of monarchies, industrialization and European imperialism. Asian cultures like China, Japan and Korea will also be reviewed along with African kingdoms. The causes and results of World War I and World War II will be analyzed along with a study of the Cold War, its significance, repercussion and current world issues.

Students will develop skills based on comparison and contrast of these cultures, public speaking abilities through the presentation of reports and projects, evaluation and analysis of past and present events that shape the future of the world. Document Based Questions (DBQ's) writing will be reinforced in this class.

Text: World History-Connections To Today, Gaynor, Ellis & Esler, Prentice Hall, 2006

Course Title: AP World History**Credit:** Full year (1.0 credit)**Prerequisites:** 10th graders in good academic standing (B+) including a recommendation from the English and Social Studies Departments. Exceptions for 11th-12th graders are made depending on their academic needs.**Course Description:** The AP course in World History invites students to take a global view of historical processes and contacts between people in different societies and historical periods. The six historical periods, from approximately 8000 B.C.E. to the present are organized in the following fashion: a) technological and environmental transformation (8000 B.C.E.- 600 B.C.E.); b) organization and reorganization of human societies (c.600 C.E. to c. 600 C.E); c) regional and trans regional interactions (c.600 C.E. to c. 1450); d) global interactions (c.150-1750); e) industrialization and global integration interaction (c.1750 to c.1900); e) accelerating and global change and realignments (c.1900 to the present).

Students will be expected to learn selective factual knowledge in addition to certain analytical skills. Major interpretative issues among historians will be explored, as well as the techniques used in interpreting both primary historical evidence and secondary sources. In relation to writing skills, students will learn the Compare-Contrast and Change Over Time essay format besides the analysis of Document Based Questions (DBQ's) in preparation to the College Board Exam in May.

Text: World Civilizations-The Global Experience, Stearns & Adas, AP 5th Edition, 2007.
Pearson Education.**Course Title: AP European History****Credit:****Prerequisite:** 11-12th graders in good academic standing (B+) including a recommendation from the English and Social Studies Departments.

The Advanced Placement European History course allows students to examine the intellectual, cultural, political, diplomatic, social and economic developments of European History since 1450. The goals of the course are to a) provide a basic narrative of events and movements, b) develop an understanding of some of the principal themes in modern European history, c) develop an ability to analyze historical evidence and historical interpretation, and d) develop an ability to express historical understanding in writing. This course is designed to help prepare the student for college and success on the College Board Advanced Placement European History Exam. Students are required to read college level texts, take notes, and write essays. The course is divided into units which consist of lecture outlines, discussion of required readings, document sets, and power point presentations that contain photographs of important individuals, maps, graphs, charts, and the interpretation of visual images.

Primary Text: Lynn Hunt, et.al. The Making of the West: Peoples and Cultures. 2nd edition. Boston: Bedford/St. Martin's, 2005.

Course Title: Bolivian History and Geography in Spanish

Credit: Full year (1.0 credit)

Prerequisite: Spanish Composition

Required for students graduating with the Bolivian Diploma

Course Description: This course will encompass the study of Bolivian History and Geography in relation to world events and Latin America. In the area of History, there's a chronological study starting with the period of world revolutions in England, France, industrialization, independence of Latin America and the formation of the Republic of Bolivia. In the second semester, world wars are studied along with the rise of populism and liberalism in Latin America, the Chaco War, the Cold War, rise of dictatorships in Latin America and Bolivia. The rise of democracy, social movements and the challenges of the 21st. C. for Bolivia are also analyzed. In the area of Geography, Bolivia's territorial areas and resources are described providing detailed information on each one of Bolivia's departments. The world economy and the integration of Bolivia into a world market is linked with a study of education, employment and human development. Social environmental problems will also be part of the content together with diverse cultural groups in the world and Bolivia.

Texts: Historia y Geografia de 3ro Medio de Santillana, 2010
Historia y Geografia de 4to Medio de

Course Title: United States History

Credit: Full year (1.0 credit)

Prerequisite: Successful completion of 10th grade Social Studies

Course Description: The primary objective of this course is to teach students to interpret, analyze, and discuss the historical events from a variety of perspectives. The course will cover U.S. history from colonization to the present using a thematic approach. While history courses are often taught chronologically, a thematic structure allows students to see reoccurring patterns in history rather than view the past as a series of unconnected events.

Much of the course will be devoted to understanding the connections between past events and current conditions in the United States. The class will also examine the role of the United States in the international community. Course themes will include Imperialism, Immigration, Race Relations, Class and Inequality, Labor, and War and Peace in America.

Text: American Nation; Holt, Rinehart and Winston

Course Title: AP U.S. History

Credit: Full year (1.0 credit)

Prerequisite: Successful completion of 10th grade Social Studies; Instructor's permission in consultation with student's 10th grade English and Social Studies teachers

Course Description: A college level course in U.S. History that begins with the pre-Columbian civilizations of North America and ends with the presidency of George W. Bush. In Advanced Placement United States History (APUSH), students use original source readings to examine historical ideas shaping United States history. AP students will be required frequently to critically analyze, interpret, and evaluate primary and secondary historical sources and write historical essays, in addition to memorizing, comprehending, and applying facts. Emphasis is also placed on historiography. This course is for students who read and write English at or above the 11th grade level.

This is a demanding course that requires a great deal of reading, some during summer and winter vacations, and is designed to prepare students for the rigors of academic work at the college level by ensuring that each student receives potential college credit for his/her work in this course by passing the AP exam in May.

Text: The American Pageant, 12th Edition; Kennedy, Cohen and Bailey

Course Title: International Relations/US Comparative Government

Credit: Full year (1.0 credit)

Prerequisite: Successful completion of 11th grade Social Studies

Course Description: The International Relations/U.S. Government course covers a variety of topics related to international relations, diplomacy, politics, and how the U.S. government functions-with the Executive, Legislative and Judicial branches being examined. Students will explore past and current issues ,as well as the political philosophies that influence the actions of nation states and supranational organizations such as the United Nations and World Trade/Health. Foreign policy in relation to ethnic, religious, territorial and economic conflicts, along with the threat of terrorism and the growth of military power in various nations will also be analyzed.

Text: International Relations, Eighth Edition 2008/2009 by J.S. Goldstein & J.C. Pevehouse. Pearson.

Course Title: AP Human Geography

Credit: Full year (1.0 credit)

Prerequisite: 11th and 12th graders in good academic standing (B+) including a recommendation from the English and Social Studies Departments. Exceptions for 10th graders are made depending on their academic needs.

Course Description: The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

A significant outcome of the course is students' awareness of the relevance of academic geography to everyday life and decision-making. This combination of the

academic and the applied gives students a sophisticated view of the world and an understanding of the manifold applications of what they have learned in the course. This course is structured according to the course outline found in the most recent AP Human Geography Course Description published by the College Board. There are seven units of study. At the beginning of each unit, students receive a unit calendar that indicates the lecture topics or activities for each day, the reading assignments, the quiz dates, and other information about the unit.

Text: Knox, Paul, and Sallie Marston. *Human Geography: Places and Regions in Global Context*. 4th ed. Upper Saddle River, NJ: Pearson, Prentice Hall, 2007. Print.

Course Title: AP Psychology

Credit: Full year (1.0 credit)

Prerequisite: Rising 10th, 11th and 12th graders, complete and submit Form 1 (provided by the instructor), two teachers' signatures, and successful completion of entrance exam

Minimum GPA: 3.50 for current 9th graders

2.67 for current 10th and 11th graders

Course Description: What compels us to act? How does memory work? What happens when someone is "mentally ill?" How can he or she be helped back to health? How do humans develop cognitively and emotionally? How are fears created? How was my self-concept developed? What is the interplay between thought and behavior? Does my brain control me or do I control it? How much of "me" was determined genetically at birth and how much was acquired by my experience and learning? Do I have freedom and control of my behavior or does my psyche control me? How much am I in charge of my life? These and many other fascinating questions will frame the subject matter of this college-level course.

Psychology uses the empirical practices of science to investigate the mind and human behavior. You will be exposed to thinking styles and terminology that are unique and which may at first seem perplexing. However, the human aspects of this field are interesting to both professionals and laymen who study them, and I expect you will find the material enjoyable. In this class, you will have the opportunity to complete a challenging college course on an academic level while also learning a great deal about yourself and others.

Text: Zimbardo, Philip, Robert Johnson, Ann Weber, and Craig Gruber. *Psychology - AP Edition*. Boston, MA: Pearson, 2007. Print.

Course Title: Introduction to Psychology

Credit: One semester (0.5 credit)

Prerequisite: Open to rising 10-12th grade students

Course Description: The psychology course is taught from a personal-adjustment approach rather than from a subject-oriented approach. The course will focus primarily on topics such as growth and development, personality, motivation, emotions, mental health and illness, teenage stress, co-operative learning, self-esteem theory, and social behavior. Other areas of psychology such as research and statistics, sensation and perception, and physiology; shall be covered briefly.

Students will gain a better understanding of themselves, learn more about adjusting to life, and gain more knowledge of how to solve life's problems.

Text: Myers, David. Psychology. 7th ed. Holland, Michigan: Worth Publishers, 2004. Print

Course Title: Sociology

Credit: One semester (0.5 credit)

Prerequisite: Open to rising 10-12th grade students

Course Description: This is an introductory course to Sociology. Briefly stated, sociology is the study of human groups. Sociologists focus primarily on the behavior of groups - while psychologists focus primarily on the behavior of individuals. Sociologists recognize that the groups, or social structures, that one belongs to have a profound influence over the way individuals think, feel and act. This introductory course is aimed at providing the students with tools to understand what these social structures are, how they affect our beliefs and behaviors, and how individuals relate to each other.

Text: Shepard and Green. Sociology and You. Columbus, OH: Gelncoe/Mc Graw-Hill, 2003. Print.

Course Title: Philosophy

Credit: One semester (0.5 credit)

Prerequisite: Open to rising 10-12th grade students

Course Description: The course will focus primarily on theoretical and practical aspects of philosophy. During this semester, students will have the opportunity to evaluate their own beliefs on basic issues and see philosophy as a process of discovering and paradoxes in these issues. Students will be introduced to Western philosophical thought and literature in five broad areas: philosophy of religion, knowledge, free/will determinism, ethics, and political philosophy.

Text: Chafee, John. The Philosopher's Way. 2nd ed. Upper Saddle River, NJ: Pearson, Prentice Hall, 2009. Print.

Course Title: Cosmovision

Credit: One semester (0.5 credit)

Prerequisite: Open to rising 10-12th grade students

Course Description: Cosmovision is a course designed to enable students to understand our planet's diverse religions and cultures. It presents facts that reflect the human experience, made up as it is of an inseparable mingling of conceptual, practical, and sociological factors of religious life from past to present. True understanding of the many faiths of the many peoples of Earth requires a mixture of knowledge and empathy. It is expected that students not only keep the necessary facts in mind, but also read it with the human empathy that can furnish an

understanding of what those facts mean to human beings for whom they are gateways to ultimate meaning.

Text: Ellwood, Robert, and Barbara McGraw. *Many Peoples, Many Places*. 9th ed. Upper Saddle River, NJ: Pearson, 2009. Print.

World Languages

Spanish

French

SSL



Course Title: Spanish as a Second Language Level 1

Credit: Full year (1.0 credit)

Prerequisite: None

Course Description: This course is an introduction to the culture and basic structural elements of the language of the Spanish-speaking world. It provides a blend of understanding culture with reading, writing, speaking, and listening activities in Spanish. Pronunciation is emphasized in order to approximate the accent of a native speaker. Videos with Spanish from the various Hispanic countries are utilized. Songs are also used as a learning tool in conjunction with the textbook and leveled readers to learn verb tenses and vocabulary in context. Writing skills will be improved through written activities.

Texts: Exprésate! Level 1

Course Title: Spanish as a Second Language Level 2

Credit: Full year (1.0 credit)

Prerequisite: Successful completion of SSL I

Course Description: This course is a continuation of the study of Spanish language and culture. SSL 2 provides a blend of writing, speaking, and listening activities in Spanish. The first quarter of the year is a review of SSL 1. Grammar and vocabulary are taught in context through reading and songs. Videos and recordings in Spanish are also used in class. Writing skills are emphasized through journal entries.

Text: Exprésate! Level 2

Course Title: Spanish as a Second Language Level 3

Credit: Full year (1.0)

Prerequisite: Successful completion of SSL 2 HS

Course Description: This course is a continuation of the study of Spanish language and culture. SSL 3 provides a blend of writing, speaking, reading and listening activities in Spanish. Grammar is reviewed throughout the year. This course prepares students for Pre Spanish Composition.

Text: Exprésate! Level 2 second section

Course Title: Pre Spanish Composition

Credit: Full year (1.0 credit)

Prerequisite: Successful completion of Spanish 8

Course Description: Literary readings on Hispanic authors and poets will be studied. The grammar will provide practice in the key grammatical areas found in the readings. Students will also be introduced to various active reading strategies, which they will use to enhance their understanding of the text.

Text: Abriendo Paso

Course Title: Spanish Composition**Credit:** Full year (1.0 credit)**Prerequisite:** Successful completion of Spanish 8 and/or Pre Spanish Composition with teacher's recommendation.**Course Description:** This course concentrates on the total study of the Spanish language. The origin of the Spanish language is studied as well as the four parts of grammar in context: syntax, prosody, orthography, and morphology.

The students read stories or short novels of Bolivian authors (Cerruto, Aguirre, Lavayen, Costa du Rels), Spanish authors (Azorin, Matute), and other Hispanic authors (Manuel Rojas, Cortazar, Eisen).

Texts: Composición por Joaquín Anorga, Razonamiento verbal de Santillana, El tesoro deshecho, Más allá del Horizonte, Ortografía moderna**Course Title: Latin American Literature****Credit:** Full year (1.0 credit)**Prerequisite:** Successful completion of Spanish Composition**Course Description:** The course will study the beginning of a literature in Latin America with Sor Juana Ines de la Cruz (XVII century) followed by the influence of European artistic-literary currents Romanticism and Realism (XIX century). Then, Modernismo, with works by Marti, Silva, Dario, etc.; Post-modernismo, with works by Santos Chocano, Borges, Quiroga, Mistral, Neruda, etc and "el Boom" with works by Cortazar, Garcia Marquez, Carlos Fuentes up to Isabel Allende, Rosario Ferre, Laura Esquivel, etc.

Students will learn to appreciate, analyze, compare and contrast the form and content of all literary works orally and in writing, using appropriate vocabulary.

Texts: Introducción a la Literatura Hispanoamericana. National Textbook Company**Course Title: Spanish Literature****Credit:** Full year (1.0 credit)**Prerequisite:** Successful completion of Latin American Literature**Course Description:** The course will study the beginning of written literature in Spain starting with the Poema de Mio Cid (XII century) and continue with the works of Don Juan Manuel, Jorge Manrique and Cervantes' Don Quijote de la Mancha.

The drama in the Golden Century: Castigo sin venganza and Fuenteovejuna, by Lope de Vega and La vida es sueño, by Calderon de la Barca will be studied. Students will also explore Romanticism and Realism (XIX century) up to outstanding authors of the XX century, such as Unamuno, Garcia Lorca, Cela, Matute, etc.

Students will be exposed to different genres and will learn to appreciate, analyze, compare and contrast not only the different writing styles but also the historical background of each period.

Text: MILENIO, John Wiley & Sons, Inc.

Course Title: AP Spanish Literature

Credit: Full year (1.0 credit)

Prerequisite: A minimum grade of **B+** in Spanish Literature and signature from AP Spanish instructor

Course Description: The Advanced Placement Spanish Literature course covers selected authors and works from the literature of Spain and of Latin America and centers on the understanding and analysis of literary texts.

The students will do a close reading of literary texts of all genres and they will analyze critically the form and content of each work, including poetry for which they will use appropriate terminology.

At the end of the school year, they will be prepared to take the exam prepared by the College Board.

Text: Azulejo; Wayside Publishing. Abriendo Puertas, Nexttext of McDougal Littell

Course Title: French 1

Credit: Full year (1.0 credit)

Prerequisite: None

Course Description: This course introduces students to the culture and the basic structural elements of the language of the French-speaking world. Special attention is given to the French sound-system. Oral and written communication are emphasized. Videos and recordings by native speakers assist the teacher and student. Songs are used to learn vocabulary, grammar, and culture.

Text: Discovering French Bleu

Course Title: French 2

Credit: Full year (1.0 credit)

Prerequisite: Successful completion of French 1

Course Description: This course is a continuation of the study of French grammar and culture. French II provides a blend of the study of culture, reading, writing, speaking, and listening skills in French. The first quarter of the year is a review of French I. Videos and recordings of native speakers are used in class. A variety of materials are used for course enrichment. Songs are used to learn vocabulary, grammar, and culture.

Text: Discovering French Blanc

Music



Course Title: Music I

Credit: One semester (0.5 credit)

Prerequisite: None

Course Description: The course will provide the opportunity for students to develop their musical potential, at first by learning basic songs on one instrument and then by performing with a band instruments, include guitar, drums, bass guitar, piano, clarinet and saxophone. The next step is to share their knowledge with the rest of the class in several rehearsals before performances. The course is designed for all students: you do not need to have previous musical experience to join and love this class! This is a performance-based class, and full participation is expected at all classes and performances.

Course Title: Music II or Music III

Credit: One semester (0.5 credit)

Prerequisite: Music I or Guitar/Percussion or Guitar or Permission of instructor

Course Description: The course will provides the opportunity for students to keep developing their musical knowledge through learning songs, scales, music theory and technique exercises on one instrument. Then, rehearsing with the class before performances. This is a performance-based class, and full participation is expected at all classes and performances.



Art



Course Title: High School Art

Credit: Full year (1.0 credit)

Prerequisite: Grade 8 Art

Course Description: The High School Art course is designed to develop the student's creativity. For this purpose, the curriculum adds to the concepts taught in 8th grade art. The course will help students improve their skills working with dry and wet media as well as in ceramics. There is also an emphasis on structural development of the picture plane and three-dimensional form. Students will have the opportunity to expand on the range of themes of subject matter. The course includes an overview of art history periods from Egypt to the Renaissance, periods from Baroque to the 20th Century, introducing outstanding works in the fields of painting and sculpture.

Text: The Usborne Introduction to Art

Course Title: Studio Art

Credit: Full Year (1.0 credit)

Prerequisite: Completion of one semester of High School Art or Latin American Art Appreciation

Course Description: This Studio Art course is designed to stimulate the students' creative growth. For this purpose, the curriculum reinforces the concepts taught in High School Art. The course will help students improve their application of techniques in drawing with oil pastel, charcoal, and color pencil; wet media such as acrylics, oils, and watercolor; and sculpture such as carving blocks and building with clay. In addition, structural principles in the picture plane will be reinforced for better composition. Time will be given to students to express their visual ideas on the given themes. An art history section will study a number of individual artists of different periods. Differences and similarities among styles, time periods and cultures will come to light.

Physical Education



Course Title: High School Physical Education

Credit: Full year (1.0 credit)

Prerequisite: None

Course Description: The Physical Education curriculum is designed to encourage a commitment to a life-long, healthy lifestyle by promoting personal, social, intellectual, mental and physical well-being. Through regular participation in Physical Education class, students develop self-confidence and skills within a safe environment. Moreover, students develop creativity, tolerance, leadership, and body awareness in this balanced program.

Through team-oriented as well as individual activities drawn from a variety of cultures, the Physical Education program is designed to foster both cooperation and a healthy competitive spirit. Students will engage in a variety of physical activities and sports, improve their general fitness and learn how to stay fit for life, develop critical physical, mental, and social skills, develop a positive attitude towards fitness and sport, and have fun while doing so! Physical Education units may consist of activities such as: volleyball, swimming, soccer, basketball, floor hockey, personal fitness, tennis, softball, football, team handball, climbing, ultimate frisbee, lacrosse, and track and field.

Text: None required

Other Electives



Course Title: College Preparation

Credit: One semester (0.5 credit)

Prerequisite: Rising 12th grade students applying to several colleges in the United States .

Course Description: This course is designed for college-bound seniors to have the time, resources, and help necessary to research and select colleges that best fit their individual needs. The course provides a variety of guided research units for individual research in college and career knowledge and skills. The aims of the course are as follows:

- 1) To allow college-bound senior students to explore their areas of interest prior to choosing an undergraduate major;
- 2) To help students research and select the colleges and universities most suited to their interests and potential;
- 3) To successfully handle the college application process in an organized and systematic way;
- 4) To exhaust all financial aid and scholarship opportunities available to them;

Text: Materials will be provided by the instructor throughout the semester

Course Title: Technology

Credit: One semester (0.5 credit) or full year (1.0 credit)

Prerequisite: None

Course Description: The High School Technology Education program at ACS introduces students to different technologies to develop an understanding of the applications and uses of technology and to help students showcase themselves virtually on the World Wide Web. Additionally, some units help prepare students for college by introducing them to technologies that are used on university campuses.

This one-semester course will take students through four different modules and one final project. Each module consists of specific technology-related learning objectives that encourage critical thinking while allowing for individual creativity and expression. All modules last about three-and-one-half weeks and students may work alone or in groups of two. Module post-tests and the final project, however, must be done alone. The final project will be a collection of web-ready elements that illustrate and reflect upon the students' work done in class, or a series of web-ready movie clips that document facets of life at ACS. Some of the modules available to students are: Web Page Design, Digital Image Editing, Animation for the Web, Video Production, Audio Production, Cloud Computing (with an ipad) and computer assisted design. This course may be repeated once for a fuller understanding and practice of concepts.

Text: Internet resources and reference books specific to certain modules

Course Title: Yearbook**Credit:** Full year (1.0 credit)**Prerequisite:** Approval of yearbook advisor; recommendations from English teacher and/or technology teacher may also be required. The course is very demanding in both time and personal responsibility required. Only highly dedicated students should consider taking this course. Open to students in Grades 10, 11, and 12. Priority will be given to seniors and juniors.**Course Description:** As a member of the yearbook team, you become responsible for the production of a valuable memento to the school community and also for accurately and effectively recording the school's history of the year. All students participate in the following ways: photographer, reporter, designer, salesperson, and editor.

Everyone in the class will begin by learning principles of art and design; headline, caption and text writing; the effective use of computer generated design software (Photoshop and In Design); and photography. The budget, price, size, and design of the book will be agreed upon as a class. Then the yearbook team will put those principles into practice by creating the pages of the yearbook. The time demands are great: covering after-school and weekend events requires time out of class; the deadlines of page production are strict. It will be a lot of work, but if the year has been a success, you will be proud to have created a book that will be an important part of many students' memories for a lifetime to come.

Text: None required