

TASIS



DORADO

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ACADEMIC YEAR

2018-2019

PROGRAM OF STUDIES

SECONDARY SCHOOL

MIDDLE SCHOOL GRADES 6TH-8TH
HIGH SCHOOL GRADES 9TH-12TH





Educational Program and Course of Studies

Secondary Division School Handbook

2018-2019 ACADEMIC YEAR

**Middle School (6th-8th grade)
High School (9th -12th grade)**

Last revised: August, 2018

THE TASIS SCHOOL IN DORADO

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Striving for Excellence:

**Excellence is attained
only when we push ourselves
to our maximum potential.
To do less allows mediocrity to take its place.**

TASIS DORADO
Founded in 2002



Middle/High School Educational Program: Curricular, Co-curricular and Extracurricular Overview

WELCOME TO THE MIDDLE/HIGH SCHOOL

The early adolescent years present myriad occasions for development of individual potential, and the opportunities for growth seem endless. In order to prepare our students for a promising future, we must engage them in their educational experiences in a unique and creative manner. Their concerns must be attended and their voices heard; however they will develop only if we are able to captivate them in their exciting educational journey.

Middle/High School students need a structured and caring environment in which to make sense of their “new selves.” During their middle school years, youngsters need special guidance in working with peers and adults. Growing more independent of their families, these adolescents also need guidance and understanding in the changing family dynamics. A few important developmental characteristics and needs should be kept in mind during these years. Young adolescents:

- are, as a group, widely diverse
- are engaged in self-exploration and self-definition
- are ready and eager to participate in their home, school, and community
- need and want positive relationships with both peers and adults
- continue to need structure and clear limits
- need and desire increased levels of autonomy
- have a high energy level
- need opportunities to achieve competence and success.

The entire Middle/High School program is designed to meet these needs. We have high expectations for students, both academically and personally. We work to provide students a challenging yet supportive environment and strive to offer a variety of educational opportunities for their growth.

At Tasis Dorado we look forward to working together as a community of learners, striving toward excellence.



Overview of the Middle/High School Program of Studies

The TASIS Dorado Middle/High School (grades 6–12) is a passage for students which endeavors to foster greater academic and personal independence and excellence for each student. The passage is gradual and guided, based upon the academic and social maturity levels of our students.

The curriculum and the environment of the Middle/High School are designed to foster the academic, aesthetic, physical, and social growth of students, within a structured and caring framework. The major goals of the academic program are to teach students to question, to encourage divergent opinions by considering alternatives to stereotyped patterns of thinking, and to encourage students to pursue independent research of thought-provoking issues, culminating in individual rational judgments. Students have regularly programmed classes on a six day rotating schedule in order to meet the needs of our academic curriculum.

Academically, students are expected to master basic skills and content, to become more inquisitive and analytical, to develop research skills, and to organize and present their learning in both verbal and written form.

Socially, students are expected to become more tolerant and understanding of others and of the larger world around them, to gain greater respect for themselves and for others, and to participate actively in the community.

The Middle/High School will strive constantly to be a coherent community with consistent and supportive relationships among the students, faculty, administration, and parents.

Major Course Work

The curriculum in the Middle/High School grades is broadly based and takes into account the fact that each child enters the school with different experiences and skills, and at different levels. The curriculum is planned to develop in the student a respect and love for learning, while giving the individual the strong basic analytical and creative skills, and depth of knowledge which he/she will need to continue his/her own education – to be lifelong learners. The program of studies gives this strong, energetic age group a full and well-rounded program in Science, Mathematics and Technology, English Language Arts, Spanish Language Arts, an additional Foreign Language, Social Studies, the Arts, Physical Education, Philosophy and electives. The Middle/High School Curriculum is interdisciplinary in its approach and the interrelationships among the disciplines are explicitly explored and practiced. Students might go on a Science class expedition into the rainforest and survey lizard densities and then go into the Math class to create tables, graphs and maps modeling lizard densities; or they might read in Social Studies about the dropping of

the atom bomb at the end of WWII and in then in English read a related novel and discuss the excruciating ethical dilemmas that stem from the nuclear age.

Textbooks and instructional materials for the Middle School are among the best available in the United States and follow the recommendations of the relevant professional organizations. Textbooks are selected only after extensive research and review by TASIS Dorado administrators and faculty and are approved by the relevant professional teacher's associations; such as the National Council of Teachers of Mathematics (NCTM) for Math and the National Science Teachers Association (NSTA) for Science.

The instructional approaches are based on learning experiences which emphasize cooperative-project based learning, learning by exploration and application, and extensive analytical and creative writing and oral communication experiences.

Required Specialized Courses

Middle/High Schoolers take two periods of Physical Education instruction for a total 100 minutes per cycle. The PE program is expanded in scope and variety of activities and also includes a Human Development and Health strand, and a Fitnessgram program that accurately measures a student's physical health using computer software. With this instrument students can monitor improvements in their physical state and modify their training to target specific weaknesses. A new semester Health course has been incorporated as a require component of the 8th grade program.

Middle School students also take Technology skills courses, both required and offered as electives. Technology is also incorporated into all programs as appropriate and as needed. In Technology courses, students learn keyboard skills, research skills, internet safety, basic coding and the use of Google documents, as well as the Microsoft Office suite of software to develop communication products such as PowerPoint presentations, slide shows, newspapers, brochures and other publications. Students also learn about using technology to gather and evaluate resources and information as they use technology to research and prepare reports and projects in their courses. This program is intended to develop familiarity with the software necessary for effective study skills, communication, data analysis and presentation of creative and intellectual work. High School students are offered these courses as semester-long Electives, however technology is integrated into all programs.

Middle Schoolers also take a complement of three Fine Arts courses – Art, Drama and Music. These courses are designed to continue the building of the aesthetic and creative skills, knowledge and expression begun in elementary school. The Instrumental Music and Vocal Music courses are also Middle School offerings, and provide students with the opportunity to choose an instrument including their voice, and have the experience of developing this skill and performing in the band program. High School students are offered these courses as semester-long Electives.

Elective Courses

The Middle/High School curriculum provides students in grades 7 - 12 with an element of choice which allows them to pick an elective in an area of their personal interest. Electives meet two or three times per cycle. The electives will vary from year to year and will include a third language option (French or Italian); Math and Science opportunities and Creative Writing in both Spanish and English. Students must enroll in at least one elective every semester. Some courses, such as Foreign Languages, are year-long courses.

To the Ninth through Twelfth grade schedule of classes, proficiency in a third language becomes a requirement. **TASIS Dorado** has also added a College Education Class to guide them in not only choosing their careers and colleges, but ensuring they select the best courses of study we offer for their futures. Electives will also vary from year to year; these include Psychology, Introduction to Economics and Finance, Ceramics and Marine Biology among others. TASIS Dorado also offers more than 20 AP courses for students to explore and develop their interests at a more in depth level. Some of these courses may replace required courses, while others are counted as Electives.

THE TASIS DORADO SCHOOL LIBRARY

The Middle/High School Library is a teaching library designed to help students with both academic research and pleasure reading. The fiction and non-fiction books, magazines, videos, CD-ROMs, subscription databases, and selected websites are chosen to support the school curriculum and to stimulate a wider interest in literacy in all its forms. Our information literacy curriculum focuses on accessing current, authoritative and appropriate resources using author, title, and keyword access. New databases and an expanded selection of reference material in both English and Spanish specifically chosen to integrate with the Middle/High School curriculum and develop expanded research opportunities for students will be introduced this year. Middle/High School students will be provided with orientation on use of the databases and reference material, including evaluating sources, as part of the program to instruct them in the process of conducting research for their studies. Students are required to use both print and electronic sources when conducting research. Daily newspapers are also available to maintain our community abreast of current events.

Learning Resources

See the Handbook on Special Accommodations regarding assistance for students with learning differences.

Support Services

TASIS Dorado employs School Counselors whose expertise and support is available to students, faculty, and parents. Students experiencing academic or personal difficulties may be referred through the school administrators and faculty. Parents and/or faculty members may, at any point in the academic year, raise concerns about a student and request consultant services. Student assessment begins with a consultation process involving the student, parents, and faculty. Formal assessment of learning differences is referred to

qualified educational diagnosticians. Upon receipt of a completed psycho-educational assessment, the Principal, Academic Dean and Counselors will interpret results to parents, teachers and students, and advise on the development of appropriate educational programming. Additional services provided to Middle School students are assistance with transition, coping skills, communication skills, and conflict resolution skills.

Middle School Program of Studies 2018-2019

A) Core Courses

B) Complementary Courses

6th Grade

English Language Arts 6
Spanish Language Arts 6
Math 6 or Enriched Pre-Algebra
Earth Science and Laboratory
Puerto Rican Studies

Health
Physical Education
Art
Drama
Instrumental and Choral Music
Technology

7th Grade

English Language 7
Spanish Language 7
Pre-Algebra, Enriched Algebra
Biology Science and Laboratory
Foundations of U.S. History

Health
Physical Education
Drama
Instrumental/ Choral Music

Fab Lab
Coding Project
Introduction to French
Introduction to Italian
STEAM Project
Math Games and Technology
Creative Writing/Poetry
Pop Band: Music

8th Grade

English Language 8
Spanish Language 8
Algebra, Algebra Plus
or Enriched Geometry
Physical Science and Laboratory
World Geography

Health
Physical Education
Art

Fab Lab
Coding Project
Introduction to French
Introduction to Italian
STEAM Project
Musica y Musicos
Public Speaking
Creative Writing/Poetry
Pop Band: Music

Year-Long Courses Core Subjects:

English, Spanish, Mathematics, Science and Social Studies

ENGLISH

English Language Arts 6: In addition to developing an appreciation for different genres of literature, this course covers basic English skills of grammar, vocabulary development, writing and oral expression. The goals are to recognize, comprehend, and apply principles of language usage, and to raise the level of reading comprehension and literary analysis. Literature is examined and analyzed through class studies of important novels and through literature groups which offer student selection and encourage cooperative learning. Previously taught writing skills are reviewed and reinforced. New skills are introduced in grammar, punctuation, spelling, vocabulary development, sentence structure, paragraph and essay development, and research. Creative and expository writing are taught, emphasizing the writing process. The Six Traits of Writing rubric is used throughout the course for all writing instruction and assessment. Oral expression is developed through individual and group presentations, poetry reading, oral book reports and dramatic presentations of literature studied in class.

Texts and Resources

HMH Collections (2016) text and online resource platform

Membean – online vocabulary instruction and practice

A selection of poetry, fiction, drama, essays, and speeches taken from the Core Knowledge Sequence is also studied, including work by Robert Frost's *The Pasture*, Emily Dickinson's *A Narrow Fellow in the Grass*, and Maya Angelou's *Woman Work*. Excerpts from classic work by Homer and Shakespeare and examples from mythology are also shared in class. All students read *Tuck Everlasting* (N. Babbitt), *Code Talker*, (J. Bruchac) and *Wonder* (R.J.Palacio). In addition, sixth graders choose from a selection of novels to read in literature circles, including *Red Kayak* (P. Cummings), and *Wrinkle in Time* (M. L'Engle), among others.

English Language Arts 7: In seventh grade, English students deepen their awareness of, understanding of, and appreciation for literature. The course uses literature to strengthen students' basic skills of grammar, spelling, vocabulary, oral expression, listening, and writing. Course content includes the reading of short stories, novels, poetry, and plays, as well as writing, with particular emphasis placed on expository writing such as essays, reports and presentations. Students also develop grammatical skills and expand their vocabulary through literature and the Membean instruction and practice website. They gain speaking and listening skills through activities in the classroom and reinforce study skills through the formal evaluation process integrated throughout the English curriculum. Additionally, students acquire technological skills through daily use of computers; including but not limited to online research, and applied use of Powerpoint, Word, and blogs to present their writing.

Texts and Resources

HMH Collections (2016) text and online resource platform

Membean – online vocabulary instruction and practice

A selection of poetry, fiction, drama, essays, and speeches taken from the Core Knowledge Sequence is also studied, including "Annabel Lee" (E.A. Poe), and "Jabberwocky" (L. Carroll). Classic short stories by authors such as O. Henry, Ray Bradbury, Rudyard Kipling, and Gary Soto are read in class. In addition, seventh graders read a selection of novels including *Where the Red Fern Grows* (W. Rawls), the graphic version of Ray Bradbury's *Fahrenheit 451* (T. Hamilton), *Night* (E. Weisel), *The Outsiders* (S.E. Hinton), *Tangerine* (E. Bloor), and *The Pearl* (J. Steinbeck).

English Language Arts 8- In eighth grade English, students deepen their awareness of, understanding of, and appreciation for literature. The course uses literature to strengthen students' basic skills of grammar, spelling, vocabulary, oral expression, listening, and writing. Course content includes the reading of short stories, novels, poetry, and plays, with an emphasis on analysis as well as drawing connections between the reader and the text. Additionally, Writing is a primary focus of the class: students practice the various forms of writing including expository, analytical, and creative in order to prepare for more formal writing assignments at the high school level. They create a diverse writing portfolio, which is assessed based on the Six Traits of Writing analytical rubric. Students also develop and show proficiency in grammatical skills such as identifying parts of speech and usage studied in the Grammar for Writing workbook, and expand their vocabulary through literature and the Vocabulary for Achievement workbook. They gain speaking and listening skills through activities in the classroom and reinforce study skills through the formal evaluation process integrated throughout the English curriculum. Technology is also central to the class: students acquire technological skills through daily use of computers including but not limited to online research, and applied use of Powerpoint, Word, and blogs to present their writing.

Texts and Resources

HMH Collections (2016) text and online resource platform

Membean – online vocabulary instruction and practice

A selection of poetry, fiction, and drama taken from the Core Knowledge Sequence is also studied. Such classic works as "The Bet" (Anton Chekhov), and "The Tell-Tale Heart" (Edgar Allan Poe) are read in class. Novels including *Animal Farm* (G. Orwell), and *Lord of the Flies* (W. Golding) serve to complement the eighth grade literature curriculum. Additional novels read in eighth grade include *To Kill a Mockingbird* (L. Harper), and *The Absolutely True Diary of a Part-time Indian* (S. Alexie).

SPANISH

Spanish Language Arts 6 - At this level, students will develop an appreciation for different genres of Spanish literature. This course continues to build upon students'

knowledge of the basic skills of Spanish grammar, vocabulary development, and written and oral expression. Students are required to recognize, comprehend, and apply principles of language in order to raise their vocabulary and reading comprehension levels. They will begin formal literary analysis, examining and analyzing literature through class studies of selected novels and through literature groups that offer students choices and encourage cooperative learning and a deeper understanding of the Spanish language. Building upon the previously taught written skills, new ones are introduced to refine their grammar, punctuation, spelling, vocabulary development, sentence structure, paragraph and essay writing and research. Creative and expository writing are taught, emphasizing the writing process. Using carefully constructed writing rubrics, work may be assessed on the basis of one or several of the following criteria: logical development, grammar, content, imagination, vocabulary, organization, and clarity.

Texts and Resources

SM Aprender juntos (2014)

SM Cuaderno Aprender juntos Espanol 6 cuaderno (2014)

As a complement to the sixth grade Spanish curriculum, a selection of at least three novels, a play, at least ten poems, and at least ten short stories are integrated. Important examples of literature in Spanish, including *Relato de un naufrago* (Gabriel Garcia Marquez), *El libro del tapiz iluminado*, (J. Quinones) and *Viaje a la isla de Mona* (M. Montero) are also part of the curriculum.

Spanish Language Arts 7: Seventh grade Spanish students study various literary genres while focusing on a varied and rich selection of Latin American Literature from the unique perspective of the Caribbean culture and especially from our own Puerto Rican viewpoint. The course deepens the student's interpretative skills, critical analysis and application of literary, grammatical and orthographic concepts within students' oral and written expression. Literature is viewed as an artistic expression and as a means by which we can understand and reaffirm our human and cultural values. Wherever possible, skills are developed through literature, and a variety of techniques are used to foster individual comprehension, curiosity, critical thinking, imagination, sensitivity, cooperation, responsibility and confidence. Vocabulary is stressed through the frequent use of precise language, synonyms, antonyms and analogies which develop and facilitate students' written work at their own developmental level. Students must view Spanish as an essential means of expression in our socio-educational, bilingual environment. Course content includes reading (the in-depth study of short stories, novels, poetry, and plays from Puerto Rican and Latin American authors); writing, with particular emphasis on expository writing (interdisciplinary research report, essay writing, creative writing, book reports, journals); grammar (including basic parts of speech and usage taken directly from the literature or from student generated work, whenever possible); vocabulary (from literature and day-to-day work); spelling reinforcement (through both class lists and personal lists); speaking experience (through debates, presentations, oral book reports, reading, drama, and discussion); listening skills (through our day-to-day interaction and peer conversation); and finally, study skills through the formal evaluation process integrated throughout the Spanish Curriculum.

TEXTS

SM, *Aprender juntos* (2014)

SM, *Aprender juntos - Español 7 Cuaderno* (2014)

As a complement to the seventh grade Spanish curriculum, at least four novels, a play, numerous poems, and at least ten short stories are integrated. Important examples of literature in Spanish, including *Antropolis* (J. Becerra), *Historia de Iqbal* (Francesco D'Adamo), *El niño que enloqueció de amor* (Eduardo Barrios).

Spanish Language Arts 8: The eighth grade Spanish course studies language from the perspective of individual and collective self-awareness and self-discovery. The classroom activities are designed to refine their previous knowledge of the four basic elements of reading comprehension: and main idea, details, sequence of events, and inferences. Stylistic form in literary genres is identified so while students study the different forms each genre has developed, figurative language, poetic structure and language are also discussed and analyzed. Students will work with skills needed for vocabulary and language development in order to enrich their verbal abilities. Grammar will be stressed within the context of written pieces to ensure relevance and context. Particular time and attention is paid to the development of writing and composition (essay, analytical, creative, research, and oratory), preparing students for high school and formal writing requirements. The students create a diverse writing portfolio and assess their writing based on the Six Traits analytical rubric. Course content, activities, and literature are chosen as engaging, challenging, age-appropriate connections between the reader and the text. Emphasis is placed on the drafting of writing, spelling, grammar, research, critical thinking, and general study habits. Vocabulary words are taught on a weekly basis through literature, etymological background, word relationships, and practical application in the context of students' own writing.

TEXTS and RESOURCES

SM *Aprender Juntos* (2016)

SM, *Aprender Juntos –Español 8 cuaderno* (2016)

As a complement to the eighth grade Spanish curriculum, a selection of novels, a play, numerous poems, and at least twelve short stories are integrated into the curriculum. Important examples of literature in Spanish, including *Crónica de una muerte anunciada* (Gabriel García Marquez) and *Veijigantes* (F. Arrivi). are discussed in class.

MATHEMATICS

Student placement in the mathematics program is leveled in accordance with the results of a Math Placement Test, standardized math test scores (SMI and ERB), recommendations of students' previous math teachers, and/or records presented to us from previous schools.

Mathematics contains many skills which are strengthened and built upon each successive year.

These basic skills include addition, subtraction, multiplication and division of whole numbers, common fractions, and decimal fractions. Measurement and geometry are also reviewed annually, and become more sophisticated with the inclusion of more advanced computation and related activities. “Mental math” problems are presented often to increase students’ powers of abstract numerical thought and calculation. Word problems are regularly presented to develop computational skills, critical thinking in practical situations, and students’ self - confidence.

As the switch to the SI (International System), a modern form of the Metric System is not yet universal, the traditional units of inches, cups, pounds, etc. are also taught. American money is presented too, as a working knowledge of the coinage, etc. is assumed in terms of all our standardized testing.

The National Council of Teachers of Mathematics (NCTM) Standards are incorporated into the materials, the philosophy and methodology of the Middle School Math courses.

As a department we try to utilize all the technologies available to us, and calculator usage is integrated into lessons where appropriate. At the most fundamental level, they facilitate numerical calculations, while at a higher level, calculators provide students with an opportunity to discover Mathematics for themselves. The use of CD-ROMs and the Internet has proven to be a valuable resource when researching projects and reports.

Math 6: is the introductory middle school math course. Students are instructed in a broad range of topics in order to establish a solid foundation upon which future mathematical knowledge will build. Instruction is delivered using a variety of methods guided by current research and best practice in early adolescent education. Some content is presented with the goal of introducing the students to a particular concept or skill while other material is to be mastered. Skills to be introduced, developed, or possibly mastered include: adding, subtracting, multiplying, and dividing whole numbers, fractions, mixed numbers, and decimals; identifying least common multiples and greatest common factors; estimating products and quotients; evaluating expressions containing variables and exponents; calculating perimeter, area, and volume; measuring length, mass, and volume in both U.S. customary units as well as metric units; creating and interpreting graphs, classifying angles and polygons; and writing and solving equations.

Learning is assessed through daily homework, class activities, quizzes, tests, projects and portfolios.

TEXT

McDougal Littell *Holt McDougall Mathematics, Course 2 (2012)*

McDougal Littell, *Holt McDougall Mathematics, Course 2, Practice Book (2012)*

Pre-Algebra: is a broad-based course that touches upon various aspects of mathematics and emphasizes day-to-day applications. The primary focus is on developing and refining computational skills while reviewing arithmetic, as well as on extending algebraic and geometric concepts and applications. The development of logical and analytical thought is stressed throughout the course, as are applications to real life mathematics problems. The course reviews basic arithmetic skills to fully equip students with the skills and knowledge they will need for the formal study of algebra and geometry. Topics include graphs and

statistical data, computation, positive and negative integers and fractions, ratios, proportion and percent, geometry (including formulas for perimeters, areas, volumes), inequalities, word problem solving, probability, basic trigonometry, and graphing in two variables on a coordinate plane.

TEXT

McDougal Littell, *Larson Pre-Algebra*, (2012)

Algebra I: Algebra I is an upper school course that is offered to students who have demonstrated good knowledge of the material covered in the seventh and eighth grade mathematics courses, as well as by previous high mathematics performance. The course is identical to the Algebra I course offered in the Upper School. Algebra 1 introduces the fundamental concepts of Algebra providing the necessary tools for the student's success in Algebra II and Geometry. Problem solving techniques and critical thinking skills are incorporated and taught throughout the course. The graphing calculator will assist the student in the analysis of concepts, thus simplifying the process of learning. Students are expected to think algebraically: understand patterns, represent mathematical situations using algebraic symbols, use mathematical models to represent and understand quantitative relationships, and analyze change in various contexts. They should also be able to understand mathematical ideas and express them orally and in writing.

TEXT

Glencoe McGraw Hill, *Algebra*, (2014) text and online resource platform

Geometry: Euclidean Geometry is the study of a mathematical system through the deductive development of relationships in the plane and space developed intuitively in previous years. The concepts/topics introduced and/or developed in the course include: measurement, geometric patterns, coordinate geometry, two- and three-dimensional figures, transformational geometry, congruence, and similarity. Geometry is a course that uses problem situations, physical models, and appropriate technology to investigate geometric concepts, relationships, and systems. Students may use physical models to represent, explore, and develop abstract concepts. The curriculum covers inductive and deductive reasoning, constructions, properties of polygons and circles, area and volume problems, and transformations.

TEXTS

Glencoe McGraw Hill, *Geometry*, (2014) text and online digital platform.

SCIENCES

The Middle School science curriculum has been updated after a review of Next Generation Science Standards and Puerto Rico standards and skills requirements for Science at this level. A major emphasis of the Middle School courses is on the presentation of the scientific method

of investigation, while inspiring a natural curiosity and respect for the sciences, the environment and all aspects of the natural world. Based on the belief that the best way to learn is through hands-on inquiry based activities, each unit contains a series of explorations that allow students to be actively involved in the learning process. These activities provide students with a sound basis for further studies of science at the upper school level while at the same time offering exciting opportunities to explore different topics, encouraging interest in scientific study. They also offer students a balanced, organized method of analysis that is essential for their understanding of our complex and technologically-oriented world.

Science Grade 6 - The Sixth Grade course offers an understanding of important science concepts, processes, and ideas in Earth Science. Students will gain the ability to solve problems, apply scientific principles, and higher-order critical thinking skills, while they strengthen their teamwork and communication skills. The content of the 6th grade course will focus on topics in the field of Earth Science including Astronomy, Inside the Earth and the Earth's Surface, Water, and finally, Weather and Climate. While the course content will focus on Earth Science, integration of the other important areas of science, particularly Biology, Chemistry and Physical Science will occur to encourage students to see the integrated scientific world as it exists in nature. STEAM skills will also be incorporated, providing students the opportunity to apply what they have learned in project and problem based activities tied to real world situations, giving them an appreciation of how science, technology, and society are interrelated. The intention is to lead students to the development of an interest in the independent study of science topics

TEXT

Glencoe *Earth Science*, (2017) text and digital platform resources.

Science Grade 7 - Biology and related topics will be the focus of the Seventh Grade course, beginning with Animals, Human Biology, Bacteria and finishing with Cells and Heredity. The biology concepts will be taught with a perspective that integrates all areas of science to encourage students to see how all these fields are connected in the natural world and to motivate them to engage in the independent study of science topics During this course students continue to develop laboratory skills including measuring, problem solving, analyzing data, applying scientific principles, and higher-order critical thinking skills. They will also continue to appreciate how science, technology, and society are interrelated as STEAM skills will also be incorporated, providing students the opportunity to relate and apply what they have learned to real world situations and problem solving opportunities.

TEXT

Glencoe *Life Science* (2017) text and digital platform resources.

Science Grade 8: The Eighth Grade Science course focuses on topics in Physical Science. During the first semester, students gain a strong foundation in Chemistry concepts and laboratory experience, emphasizing chemical bonds and interaction. The second semester takes students into topics related to Physics, including motion, forces, electricity,

sound and light. During this course students continue to develop laboratory skills including measuring, problem solving, analyzing data, applying scientific principles and higher-order critical thinking skills. They will also continue to appreciate how science, technology, and society are interrelated, which will motivate them to engage in further study in the sciences.

TEXT

Glencoe, *Physical Science* (2017) text and digital platform resources.

SOCIAL STUDIES

History, Grade 6: Puerto Rican Studies; The Puerto Rican Studies course is designed to provide students with a multifaceted exploration of the island’s history and includes an overview of Caribbean history as well. Special emphasis is given to culture, science, and influences on society in order to provide a holistic view of each historical period. The course begins with an in-depth examination of the physical and human geography of the island, and progresses from early pre-Columbian culture to Spanish colonization, American occupation, the Commonwealth and the issues and challenges faced by contemporary Puerto Rican society. Students will also learn about important historical and contemporary personalities who have contributed to our culture and society. The course stimulates the development of critical thinking skills, and incorporates the application of literacy and arithmetic skills as well as cross connections to literature, art, and science in content and assessment. A myriad of different primary and secondary resources enhances the learning experience. The students will further develop their framework of the social sciences while building a strong understanding of the rich history of Puerto Rico.

Texts and Resources

Editorial Norma, *Puerto Rico: The Story of an Island and its People* (2015) text and student workbook.

History, Grade 7: Foundations of American History This yearlong course is designed to provide students with an understanding of the beginnings of democracy, the growth of the nation, including the Revolutionary War, the constitutional Convention, the development of the Bill of Rights and other important events up until the Civil War. Students will also learn about the importance of advancements in transportation and the Industrial Revolution, while gaining important cultural understandings and an awareness of the responsibilities of good citizens. Current events are also integrated into the program, giving perspective and a historical context.

Texts and Resources

Houghton Mifflin, *United States History, Beginnings to 1877* (2018); text and digital resource platform;

History, Grade 8: World Geography: People, Places and Change The eighth grade World Geography course takes students the around the world, continent by continent. Students will study the people and places of the world in a manner that is relevant to their own lives and experiences. Thus the culture, land and life of different regions of the world will come alive with artistic projects, research, films and active learning strategies. Extensive print, technology and online resources allow students to create their own projects, explore far corners of the world, and research high interest subject matters. This course will address the National Geography Standards and incorporate historical references as well as current events.

Texts

Glencoe *World Geography* (2017) text and digital resource platform

COMPLEMENTARY COURSES

Complementary Courses are offered to enrich and enhance the five core subject areas. Physical Education meets three periods per cycle, which incorporates one period of a Health class. This is required for all Middle/High School students. Each semester, Middle School students will also take a course in Art, Instrumental or Choral Music, Drama or Technology. These classes are offered three times per cycle and are required of all students. A semester long course in Technology is required in 6th grade. This course will orient students to technology as well as research skills and use of our library resources and how to effectively use their computer as a learning tool. A Health course is given during one full semester in 8th grade to educate students on physical and emotional development, as well as clarifying values to help them make healthy lifestyle and relationship choices as they prepare for high school and beyond.

In addition to the required curriculum, **TASIS Dorado** offers various electives to seventh and eighth grade students. Each semester, students choose from a selection of changing offerings that may include French, Italian, Robotics, an integrated Science, Technology, Engineering, Art and Math (STEAM) Project, Coding, Music and Musicians, Pop Band, Public Speaking, and Creative Writing and others.



High School Program of Studies 2017-2018 Ninth through Twelfth Grade Programs

In August 2007 **TASIS Dorado** introduced the new High School division with the opening of ninth grade. In May of 2016 we graduated our sixth Senior Class. This year we continue to build upon these accomplishments and look towards the future. The academic program for grades 9-12 has been developed to exceed the requirements of the more selective colleges and universities in the U.S. and Puerto Rico, with core courses meeting or exceeding the Nivel Avanzado criteria for curricula and exams. This year, we will offer a total of 22 College Board approved Advanced Placement (AP) Courses which provide students with the opportunity to take college level courses while still in High School. The AP Program exposes the students to skills that will serve them well in college and demonstrates the student's commitment to academic excellence. All professors receive College Board approved training before teaching AP courses. Further, all AP course syllabi are approved by the College Board.

All High School students take a College Education Course with the College Guidance Counselor as part of the process of planning their high school program, keeping in mind the final goal of attending the university or college that best fits each student. Our High School Program is rigorous, requires self-discipline and seeks to develop students' strengths and guide them to fulfill their potential for excellence in their chosen course of studies.

Graduation Requirements

English	4 credits
Spanish	4 credits
Mathematics	4 credits
Science	3 (lab sciences) credits
Social Studies	4 credits
Foreign Language	2 credits or proficiency
Electives	2 credits (including 1 credit in Visual and Performing Arts)
Physical Education	2 credits (including 1 semester of Health)

Additional Requirements:

Exploration Week	Participation each year the student is enrolled at TASIS Dorado
Community Service	100 hours

Technological competence gained through the curriculum and the laptop-friendly system.

Exceptions to the Third Language Graduation Requirement.

The TASIS Dorado High School graduation requirements include proficiency in a third language, other than Spanish and English, which is fulfilled by two years of study of French or Italian in TASIS Dorado, or a proficiency test in a third language that the student knows or has studied. For new students entering the school in 8th grade or higher, who are non-native speakers of Spanish, compliance with the third language requirement will be evaluated on an individual, case by case basis.

Exceptions to the Physical Education and Health Graduation Requirement.

The TASIS Dorado High School graduation requirement for Physical Education and Health is established at 3 semesters of Physical Education class, to be taken over the 4 years of high school, and 1 semester of Health class, to be taken during the Junior or Senior year.

Exceptions will not be made to the Health class requirement.

In special circumstances, a student may request to be excused from the Physical Education class requirement during the Junior or Senior year. Consideration will be given to students who have an overload of courses and/or are taking 3 or more AP classes in 11th or 12th grade. Students not fitting this profile who wish to be considered must present a plan in August to document physical training, team or individual sport participation inside or outside of school during the semester in which they are requesting to be excused from the Physical Education class requirement. This plan must be approved in advance by Secondary Principal, Dean of Students and Athletic Director. The approved plan must be documented prior to and after the fact, for each semester with a letter certifying participation from a coach, trainer or program supervisor to complete the process.

Exceptions to the VAPA (Visual and Performing Arts) Graduation Requirement

The TASIS Dorado High School graduation requirement for Visual and Performing Arts is established at 2 semester courses in Art, Music or Drama over the four years. Exceptions to this requirement will be evaluated on an individual, case by case basis.

	Core Academic Courses	Complementary Courses	Electives
9th Grade	English Language Arts 9 Spanish Language Arts 9 Mathematics-Algebra I, Geometry, or Algebra II Problem Solving Science-Conceptual Physics Or AP Physics I Social Studies-World Studies I Foreign Language-French I or Italian I	College Ed Physical Education Health	Studio Art I, II Ceramics I, II Introduction to Theatre I, II Music I and II Photography/Photoshop Yearbook Psychology Intro to Economics and Finance Intro to the Fab Lab Introduction to Coding Introduction to Robotics Engineering Research and Design

	Core Academic Courses	Complementary Courses	Electives
10th Grade	English Language Arts 10 Spanish Language Arts 10 Mathematics-Algebra II, Geometry, Algebra III or Pre-Calculus Problem Solving Statistics Science- Chemistry AP Physics C Social Studies-World Studies II or AP World History Foreign Language-French I, II or III, AP French or Italian I, II, III AP Italian	College Ed Physical Education	Studio Art I, II, III Ceramics I, II Theatre I or II Drama in Literature: Acting I Music Performance I, II Intro. to Economics and Finance Literatura y cine en español Yearbook / Photography Website Design Introduction to Coding I, II Psychology AP Psychology AP Human Geography AP Capstone I AP Computer Science A AP Computer Science Principles Intro to the Fab lab Engineering Research and Design Genetics/Microbiology AP Statistics

	Core Academic Courses	Complementary Courses	Electives
11th Grade	American Literature or AP English Language and Composition Spanish Language Arts 11 or AP Spanish Literature Mathematics-Algebra II, Geometry, Algebra III, Pre-Calculus , Calculus, Statistics, Problem Solving AP Statistics AP Calculus Science- Biology AP Biology AP Chemistry AP Physics C AP Physics I Social Studies-U.S. History or AP U.S. History Foreign Language-French I, II,III AP French or Italian I, II, III, AP Italian	College Ed Physical Education	Studio Art I, II, or III Ceramics I, II Theatre I or II Drama in Literature: Acting I Music Performance I or II Photography/ Photoshop Psychology Yearbook Literatura y cine en español Intro. To the Legal System Intro. to Econ. and Finance Website Design Introduction to Coding I,II Marine Biology Environmental Science Intro to the Fab Lab Engineering Research and Design Genetics/Microbiology AP Physics I AP Capstone I,II AP Human Geography AP European History AP Psychology AP Economics AP Environmental Science AP Computer Science A AP Computer Science Principles Advanced French

	Core Academic Courses	Complementary Courses	Electives
12th Grade	British Literature or AP English Literature and Composition Spanish Language Arts 12, AP Spanish, or Nivel Avanzado Mathematics-Pre-Calculus, Algebra III Calculus, AP Calculus, Statistics, AP Statistics, Problem Solving Science - AP Biology AP Chemistry AP Physics I AP Physics C AP Environmental Science Marine Biology Genetics/Microbiology Environmental Science Social Studies- Puerto Rican History Foreign Language-French I, II,III, AP French or Italian I, II,III, AP Italian	College Ed Physical Education Health	Studio Art I or II, III AP Studio Art Ceramics I, II Theatre I or II Drama in Literature: Acting I Music Performance I or II Literatura y cine en espanol Intro. To the Legal System Intro. to Economics and Finance Psychology Yearbook/ Photography Website Design Introduction to Coding I,II Intro to the Fab Lab Engineering Research and Design AP Capstone I, II AP European History AP Psychology AP Human Geography AP Computer Science A AP Computer Science Principles Advanced French AP Economics

Descriptions of the Core Academic Courses: English, Spanish, Mathematics, Science, History and Foreign Languages

ENGLISH

The High School English Literature and Language Arts Program at TASIS Dorado is designed to further develop the literary skills that have been emphasized throughout the Elementary and Middle School years. Students will continue to explore important classic literary works which span human civilization across the centuries and throughout the world. The literature analyzed in the English program has been carefully chosen to relate to the World Studies and Spanish curricula, wherever possible. This interdisciplinary approach will enrich all areas of academics as students make connections that increase their understanding and ability to respond to literature in context. Analytical skills will be developed as students use this body of literary work as the basis for continuing development of their oral and written communication skills, following the Six Traits of Writing program used throughout the school. Extensive practice in essay writing, responding to literature in a formal manner, will prepare students for entry into the colleges of their choice. This challenging and motivating program will also promote the development of critical thinking, enabling students to utilize reason and knowledge to evaluate claims, and to make critical decisions and informed ethical judgments.

English Language Arts 9 The ninth grade English course is a transition from Middle School to High School and it is therefore more rigorous and demanding than students' eighth grade year. It is a literary genre course in which the students are presented with more complex forms of literary analysis. Grammar is taught as an integral part of writing and literary analysis. The students read texts from various countries, some of them in translation. The majority of the assignments are short essays, and the tests are composed of essay questions. The Six Traits of Writing are incorporated into every aspect of the class. As in eighth grade, the Six Traits are used as a writing tool as well as a reading tool. The literary texts studied are examined for their content, historical context, and their style. The major genres studied are narrative genres, such as the epic, the novel, and the short story, along with lyrical poetry and drama. In addition to the texts, the students watch movies that relate to literature thematically and stylistically. The number of novels and other written works increases from eighth grade, and these are selected from the literary canon. In this way, the students develop more sophisticated analytical skills, learn new vocabulary, and write more nuanced essays. The goal is to ensure the students transition completely to a more demanding high school curricula.

TEXTS:

Houghton Mifflin *Elements of Literature* (2008)

Membean (online vocabulary instruction and practice)

Supplementary Texts: A selection of short stories and novels including *Dr. Jekyll and Mr. Hyde* (Robert Louis Stevenson), *The Island of Dr. Moreau* (H.G. Wells), *Maus I and II* (Art Spiegelman), *Catcher in the Rye* (J.D. Salinger), *Romeo and Juliet* (Shakespeare) and *The Odyssey* (Homer), *A Separate Peace* (J. Knowles) and *When I was Puerto Rican* (E.Santiago).

English Language Arts 10 The tenth grade English course has a world literature approach, incorporating writings representing different cultural influences, with emphasis on

literature and its history from the Renaissance on. Students will develop their skills in literary analysis as they learn to respond to the themes and issues that authors have expressed through their writing across the centuries. Although the main body of literature covered during the course will come from the Western tradition, the students read texts from many different countries, some of them in translation. The development of strong writing skills will be incorporated into every aspect of the class. The texts will be examined for their content, historical context, and their style. In addition to the texts, students watch relevant films and relate them to literature. The number of novels and other written works will increase considerably from ninth grade, as students expand their analytical abilities. A research project is conducted in the first semester, emphasizing both the research and writing processes.

TEXTS:

Holt *Elements of Literature – World Literature (2006)*

Membean (online vocabulary instruction and practice)

Supplementary readings: A selection of stories, poetry, dramas and novels including: 1984 (G. Orwell), *Midsummer's Night Dream* (W. Shakespeare), *The Penelopiad* (M. Atwood.) Also included are *The Color of Water* (J. McBride) and *Ordinary People* (J. Guest).

English 11: American Literature: American Literature is explored in the eleventh grade English course and is integrated with the historical and cultural perspective of the American experience. Students will spend the first semester engaging in interpretive reading, critical thinking, vigorous discussions, and analysis of early American authors such as Emerson, Thoreau, Irving, Dickenson, Whitman, Twain, Douglass, and Eliot. During the second semester, the focus will shift to the 20th century through contemporary times. The influence of social history upon literature will be discussed and presented as critical to the development of literature in the United States, expressed through fiction, nonfiction, drama, and poetry. In writing, the analytical essay will be emphasized as students continue to learn the art of responding intelligently to literature.

TEXTS:

Holt *American Literature (2010)*

Membean (online vocabulary instruction and practice)

Supplementary readings: A selection of stories, poetry, dramas and novels including: *The Scarlet Letter* (N. Hawthorne), *The Great Gatsby* (F. Scott Fitzgerald), *The Awakening* (K. Chapin), *Farewell to Arms* (Hemingway,E.)*Their Eyes were Watching God* (Z.N. Hurston). Also included are *The Inmortal Life of Henrietta Lacks* (R. Skloot) and *The Joy Luck Club* (A. Tan).

English 12: Contemporary British Literature: This course provides an intensive introduction to British literature, beginning with a foundation in Romanticism and continuing through contemporary times. Representative works will explore questions incorporating the intellectual and social contexts of different periods as well as comparing and contrasting historical and more contemporary works. World literature will be integrated through writers representing or commenting on the British tradition. Students will examine literature in depth, focusing on several different themes incorporating a wide range of drama, fiction, nonfiction,

and poetry. Students will have the opportunity to develop their skills of literary interpretation through exposure to important works of literature in English, while also polishing their writing skills through extensive practice writing different forms of the essay.

TEXTS:

Norton *Introduction to British Literature – Major Authors* (2010)

Membean (online vocabulary instruction and practice)

Supplementary readings: A selection of stories, poetry, dramas and novels including: *Hamlet* (Shakespeare), *The Kite Runner* (Khaled Hosseini), *Pride and Prejudice* (J. Austen), and *Brave New World* (A. Huxley). Also included are *Beowulf* (G. Hinds) and *Frankenstein* (M. Wollstonecraft).

AP English Language and Composition: The AP English Language and Composition course focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. This AP English course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Also contributing to students' informed citizenship is their ability to gather source materials representing particular conversations and then make their own reasonable and informed contributions to those conversations. Students' ability to engage with outside sources in their reading, writing, and research is an important measure of their intellectual growth. Students are expected to take the AP exam for this course in May.

TEXTS:

Bedford, Aufess et al, *Conversations in American Literature: Language, Rhetoric, Culture* (2014)

Membean (online vocabulary instruction and practice)

Supplementary readings: A selection of stories, poetry, dramas and novels including: *The Awakening* (Chopin), *Farewell to Arms* (Hemingway), *In Cold Blood* (Capote), *The Great Gatsby* (Fitzgerald); *The Scarlet Letter* (N. Hawthorne) and *Their Eyes Were Watching God* (Z. Hurston). Also included are *The Immortal Life of Henrietta Lacks* (R. Skloot), and *The Joy Luck Club* (A. Tan).

AP English Literature and Composition: This university-level course is designed to challenge students through the analyses of American, British, and World Literature from the sixteenth century to contemporary times. Once having read an assigned text, students will develop a list of essential questions and thematic topics through discussion, activities, oral presentations, and written analysis. Exploration of structure, style, theme, and language will encourage students to appreciate social, cultural, and historical contexts in which the works are set. Students will develop their skills of expression in oral and written communication, their ability to engage in detailed critical examination of written texts through various approaches, and prepare to be successful on the AP exam at the end of the year. Teacher and Administration approval are required to register for this course

TEXTS:

Norton, *Anthology of British Literature: The Modern Authors* (2010)

Membean (online vocabulary instruction and practice)

Supplementary readings: A selection of stories, poetry, dramas and novels including: *Beloved* (Toni Morrison) *Great Expectations* (Charles Dickens) *Hamlet* (Shakespeare), *Never Let Me Go* (Kazuo Ishiguro), *The Kite Runner* (Khaled Hosseini), and *Rosencrantz and Guildenstern are Dead* (Tom Stoppard).

SPANISH

The Spanish Language Arts program in the High School at TASIS Dorado is designed to give students a strong preparation in the analytical study of Spanish literature and language, from its beginnings to the present times. All courses at the High School level are literature based, with the supplementary reading forming the major body of course work required. The reading, writing and speaking skills that are the foundation of the Spanish program are fundamental to the development of each student. Students will learn to understand the contributions of great writers while gaining insight into different cultures at distinct periods in history. Through this study, students will develop an appreciation of literature as a means of expression. Through essays and other written work, students develop the ability to reflect on their reaction to recurring and universal themes in literature and express their point of view in an organized manner. The Six Traits of Writing is used as the rubric for writing instruction throughout the curriculum.

Spanish Language Arts 9: The ninth grade Spanish course will help students develop strategies for advanced reading comprehension and literary analysis. This course focuses on Spanish literature from the Medieval through the Baroque Periods. This course provides students with the opportunity to study a variety of literary genre in depth and a focus from which to begin to think, write and speak critically about literature. Students will improve their vocabulary, language usage skills and oral and written expression of the Spanish language. Instruction will focus on reading comprehension and the ability to analyze, reflect and respond to literature. Emphasis will be placed on developing the formal writing skills of the student through *The Six Traits of Writing*, and on developing structured and unstructured speaking skills through a variety of oral activities and presentations. Students will be assigned texts to read individually in addition to reading activities assigned for class purposes. Grammatical usage and vocabulary will be studied within the context of literary analysis and written composition integrated with *Español 10* from Santillana. Compositional essays and research report writing will be taught at an in-depth level.

TEXTS

Editorial SM, *Aprender Juntos Español 10*

Supplementary Texts: *Finis Mundi* (L. Gallego), *La vida del Lazarillo de Tormes* (T. DeMolina), *Las chicas del Alambre* (J. Sierra), *Seva* (L. Lopez), y *Un viejo que leía novelas de amor* (L. Sepulveda).

Spanish Language Arts 10: The Spanish grade 10 course will begin with discussion of the novel in Spanish literature, beginning with Cervantes and the Modern Novel, through Naturalism in Puerto Rico. This course is a chronological presentation of the evolution of the Spanish language and literature. The course will cover classic works including *Don Quixote*

and *La Celestina*, finishing with more contemporary literature in Spanish. It will also explore the evolution of the Spanish language through grammar and history of the expansion of the language. Writing is emphasized, combined with an emphasis on language and communication. Students will fine tune their essay writing skills through their responses to the literature read and discussed in this course. Preparation for the AP Spanish Language test is integrated into the course.

TEXTS

Editorial SM, *Español 10*

Supplementary Texts: A selection of stories, poetry, dramas and novels including: *El ingenioso Don Quijote de la Mancha* -Cervantes (selecciones de capítulos), *Teatro Griego*, (Publicaciones Esquilo) and *Rimas y leyendas* (Becquer, G.A.).

Spanish Language Arts 11: The eleventh grade course studies the development of literature since modernism through the narrative “boom” of Hispanic –American writing. The course concentrates on the fundamentals of literature development in Latin America and includes the important contributions of Spanish literature, especially of the generations of '98 and the 1930's. The themes emphasized in this course reflect the changes in philosophy and lifestyles from the end of the 19th century until the middle of the 20th century. Students will develop the necessary skills to dominate the complex structures of Spanish syntax applied to writing and oral expression as they develop their analytical skills. Writing skills follow the rubrics provided through the Six Traits of Writing.

TEXTS

Editorial SM, *Español 11*

Supplementary Texts: A selection of stories, poetry, dramas and novels including *La casa de Bernarda Alba* (F. Garcia Lorca), *Poema en veinte surcos* (J.Burgos) and *El tunel* (E. Sábato).

Spanish Language Arts 12: Contemporary Puerto Rican and Latin American Literature The twelfth grade Spanish course focuses on contemporary literature in Spanish from Puerto Rico and Latin America, beginning in the 1960's through to the present. Representative works will be examined in their cultural and historical context, such as Latin American Boom, postmodernism and social discourses. Important authors studied will include Luis Rafael Sánchez, Gabriel García Márquez, Magali García Ramis, Julio Cortázar, Manuel Puig and Isabel Allende. Writing and grammar skills will also be emphasized while responding to drama, fiction, non-fiction, essays and poetry, including those published in new media such as literary blogs and magazines. Students will be able to use vocabulary and terms of modern literary analysis and to write argumentative essays and research papers based on the themes discussed in class.

TEXTS:

Editorial SM, *Español 12*

Supplementary Readings: A selection of stories, poetry, dramas and novels including *Cien años de soledad* (G. García Márquez), *La pasión según Antígona Pérez* (L.R. Sánchez), *Aura* (C. Fuentes) and *Mi mamá me ama* (E. Diaz).

AP Spanish Literature: The AP Spanish Literature course is intended to be equivalent to a third year college course covering seven centuries of Peninsular and Latin American literature. The literature selections include works from the medieval period through the twentieth century. These will expose students to a wide variety of genres and types of discourse and will enable students to trace the history of prose from Don Juan Manuel to modern times through some of its most brilliant practitioners. The reading list is extensive and is intended to acquaint students with significant works that have become sources for literature and works of art worldwide. Students will take the exam for this course in May.

TEXTS

Pearson Education *Reflexiones, Introducción a la literatura hispánica (2012).*

AP Spanish Language: The AP Spanish Language and Culture course offers non-native Spanish speakers to achieve a college level of proficiency in speaking, reading and writing while also gaining a strong foundation in understanding the different cultures in the Spanish speaking world. This is a college level course, taught completely in Spanish. Students are expected to take the AP test in May.

TEXTS

Vista Higher Learning, *Temas, (2015)*

and various additional resources

Español Nivel Avanzado: The Spanish Nivel Avanzado course follows the curriculum of the Puerto Rico College Board and corresponds to Spanish requirement in the majority of universities in Puerto Rico. The goal of the course is to meet the academic goals of these institutions and of the professions related to the teaching of Spanish, while emphasizing the study of the language through reading, writing and discussion. The course is divided into two components, language and literature with their respective themes. Students will take the Puerto Rico College Board Nivel Avanzado exam upon the completion of the course. Teacher and Administration approval are required to register for this course. The reading list for the course is extensive and challenging and covers a wide variety of authors, genres, themes and nationalities, while maintaining an overall focus on more contemporary Hispanic authors integrated with the corresponding social and historic themes.

TEXTS

Antología de textos literarios (Alberty, Aufant, Cardona, et al)

Supplementary readings: A selection of stories, poetry, dramas and novels including *Aura* (C. Fuentes), *Mi mamá me ama* (E. Díaz) *La pasión según Antígona Pérez* (L.R. Sánchez) and *Cien años de soledad* (G. García Márquez).

Literatura y cine en español: In this elective course, students will examine novels, theatre, and famous texts in Spanish, Latin American and Puerto Rican literature, through film. Themes discussed will focus on historic, social, political and cultural concepts in literature. Students will also learn about the cinematic techniques and strategies used to create a movie.

TEXTS

Various resources, films and books are used in this course.

MATHEMATICS

The mission of the TASIS Dorado Mathematics Department is to provide students with an excellent educational experience in mathematics provided through an extensive program that offers a variety of options, to exceed expectations and broaden their possibilities, while helping them prepare for successful roles in our ever-changing society. We accomplish this through our commitment to striving for excellence in teaching, our well-designed curriculum, and a supportive environment for students and faculty.

In support to our mission, the Mathematics Department program follows the traditional sequence of Pre-Algebra, Algebra, Geometry, and Algebra II as required courses, basing our curriculum on NCTM and national standards. Students are placed in groups based on their previous course grades; diagnostics test results, standardized test results, students' choice (when appropriate), and the recommendation of the Mathematics Department and Administration. There are three groups per grade, six through twelfth, to maximize individual attention, and to ensure that challenge is present to reach their highest level of achievement. The focus of the department is on developing the mathematical skill level of each student, while emphasizing the value of mathematics in everyday situations. We stress Mathematics as a vital component of a college preparatory education and as an important discipline, that teaches critical analysis, sequential thought, organization, and the practice of rigorous logic in pursuit of sound and defensible conclusions. The department encourages students to strive for excellence in all areas of mathematics.

Our students receive additional motivation via more advanced classes such as Pre-Calculus, Calculus, AP Calculus, Statistics, AP Statistics, Introduction to Global Business Concepts, Finance, and Problem Solving. Challenge is provided to students at all times while developing skills in creativity, reasoning, analysis, problem solving, and self-expression as they gain mathematical knowledge. We maintain high academic expectations and encourage students to attain their full potential at all times.

The TASIS Dorado Mathematics Department employs a range of assessment techniques, using differentiated instruction and a variety of teaching styles, as well as plans for students that need extra help. Each of classes utilizes the latest state of the art technology, integrating use of Qgraphing calculators, internet sites and smart boards. This helps students extend their knowledge to a higher level and be receptive to knowledge in other areas. Our students engage in the self-discovery of mathematics through preparation for Math competitions throughout the year, Math Clubs, and our Enriched and Advanced classes. These opportunities allow them to demonstrate their high level of computational skills, critical thinking in practical situations and self-confidence in presenting their knowledge.

Algebra I: **Algebra 1** introduces the fundamental concepts of Algebra providing the

necessary tools for the student's success in Algebra II and Geometry. Problem solving techniques and critical thinking skills are incorporated and taught throughout the course. The graphing calculator will assist the student in the analysis of concepts, thus simplifying the process of learning. Students are expected to think algebraically: understand patterns, represent mathematical situations using algebraic symbols, use mathematical models to represent and understand quantitative relationships, and analyze change in various contexts. They should also be able to understand mathematical ideas and express them orally and in writing.

TEXTS

Glencoe McGraw Hill *Algebra* (2014)

Geometry: Euclidean Geometry is studied as a mathematical system through the deductive development of relationships in the plane and space developed intuitively in previous years. The concepts/topics introduced and/or developed in the course include: measurement, geometric patterns, coordinate geometry, two- and three-dimensional figures, transformational geometry, congruence, and similarity. Geometry is a course that uses problem situations, physical models, and appropriate technology to investigate geometric concepts, relationships, and systems. Students may use physical models to represent, explore, and develop abstract concepts. The curriculum covers inductive and deductive reasoning, constructions, properties of polygons and circles, area and volume problems, and transformations.

Text

Glencoe McGraw Hill, *Geometry*, (2014)

Algebra II: has as primary goal for students to conceptualize, analyze, and identify relationships among functions. Students will develop proficiency in analyzing and solving quadratic functions using complex numbers. Students will investigate and make conjectures about absolute value, radical, exponential, logarithmic and sine and cosine functions algebraically, numerically, and graphically, with and without technology. Students will extend their algebraic skills to compute with rational expressions and rational exponents. Students will work with and build an understanding of complex numbers and systems of equations and inequalities. Students will analyze situations verbally, numerically, graphically, and symbolically. Students will apply mathematical skills and make meaningful connections to life's experiences.

Text

Glencoe McGraw Hill, *Algebra II*, (2014)

Algebra III: This course is intended for junior students who have successfully completed Algebra II, but who would benefit from additional study of Algebra before studying Pre-Calculus. This allows them to conclude their high school curriculum with Pre-Calculus. The purpose of the course is to extend and enhance critical thinking and reasoning skills that students have gained while taking Algebra II.

Text

McGraw Hill *College Algebra, Third Edition* (2014)

Precalculus: This course is designed to provide the necessary tools for the students' success in Calculus. Problem solving techniques and critical thinking skills are incorporated and taught throughout the course. The course will cover the traditional topics of functions, trigonometry,

polynomials, logarithms, and matrices, while enhancing additional material to promote a deeper mathematical understanding of the topics. The graphing calculator will assist the student in the analysis of concepts, thus simplifying the process of learning. Students are expected to work with real-life situations and applications. They should also be able to understand mathematical ideas and express them orally and in writing.

TEXT

McDougal Littell, *Pre-Calculus with Limits*, (Larson, et al 2007)

Calculus: This course builds on the foundation developed in the Pre-Calculus course, incorporating the skills and techniques allowing the student to apply the strategies learned in this advanced mathematics course. The sequence of topics include limits, differentiation, maxima and minima, the chain rule for polynomials, rational functions, trigonometric functions, exponential functions, and introduction of integration with applications to areas and volumes of revolution. Technology is incorporated to find slopes of tangent lines to curves at specific points, and to locate points of inflection, that is, where the concavity of a function changes.

TEXT

Cengage, *Calculus of a Single Variable* (2016)

Statistics: This course will acquaint students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore statistics with real life applications in the fields of health, politics, ecology, music and others. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections with actual events. Computers and calculators will allow students to focus deeply on the concepts involved in statistics.

TEXT

McGraw Hill, *Elementary Statistics, 4th ed.* (Allen G. Blueman, 2009.)

Problem Solving (elective): In this course, the mathematical exercises are not questions that you know how to answer by applying a specific procedure. Instead, problems are questions that you initially have no idea how to answer. A problem by its very nature requires exploration, resourcefulness, and adventure—and a rigorous proof is less important than no-holds-barred investigation. Also, by learning a range of different problem-solving approaches in algebra, geometry, combinatorics, number theory, and other fields, you see how all of mathematics is tied together, and how techniques in one area can be used to solve problems in another. Furthermore, entertaining math problems sharpens the mind, stimulating you to think more lucidly, logically, and creatively and allowing you to tackle intellectual challenges you might never have imagined.

TEXT

Various resources are used in this course.

STEAM Science and Math (elective) courses. Each year, several elective courses are offered designed to integrate Science, Technology, Engineering, Art and Math, with a focus on problem solving that is relevant to a real world problem or situation. Each class will take a project-based approach to addressing problems and creating a plan to analyze, propose solutions, test and communicate their results in a meaningful way. This year, STEAM course offerings include Introduction to Introduction to Coding, Engineering Research and Design, and Introduction to Photography. As part of a team, students will use technology including computers, calculators, video and other tools and equipment to develop their skills and complete their project.

TEXT

Various resources are used in this course.

Introduction to Economics and Finance: Students interested in studying business or learning about the forces behind our own economic ups and downs will benefit from this introductory course on basic economic theory and finance concepts. The impact of economic theory and a strong financial structure in a business will be addressed as they apply to those interested in starting their own business.

TEXT

McGraw Hill Glencoe Introduction to Business (2008) and various other resources are used in this course.

AP Calculus AB: The AP Program includes specifications for two calculus courses and the exam for each course. The two courses and the two corresponding exams are designated as Calculus AB and Calculus BC. The material for the AB course includes the study and application of differentiation and integration, and graphical analysis including limits, asymptotes, and continuity. The AP Calculus AB course is typically equivalent to one semester of college calculus. More specifically, the topics are: analysis of graphs (predicting and explaining behavior), limits of functions (one and two sided), asymptotic and unbounded behavior, continuity, the concept of the derivative of a function, derivative at a point, applications of the derivative, second derivatives, integrals and their interpretations, properties, applications, techniques, numerical approximations, the Fundamental Theorem of Calculus, and anti- differentiation.

TEXT

Various resources are used in this course.

AP Statistics: The AP Statistics course is intended to introduce students to the major concepts and tools used to collect, analyze and draw conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring data: describing patterns and departures from patterns; 2. Sampling and experimentation: planning a study; 3. Anticipating patterns: exploring random phenomena using probability and simulation; and finally,

4. Statistical inference: estimating population parameters and testing hypotheses. To be successful in this course, students will be required to work on group projects, have strong reading comprehension skills, be comfortable with the use of technology and be an active participant in class.

TEXT

Bedford, Freeman and Worth (BFW) Publishing, *The Practice of Statistics* (2012).

AP Economics: The purpose of the AP course in Economics is to give students a thorough foundation in both macro and micro economic concepts. In the section of the course addressing principles of micro economics, students learn about the factors that affect the functions of decision makers, producers and consumers. It addressed factor markets and the role of the government in promoting greater efficiency and equity in the marketplace. Regarding macro economic concepts, students learn about the concepts that affect economic systems as a whole, basic economic concepts, economic performance measurements; and national income and price determination. Students are expected to take the exam for the course in May; an exam for each Micro and Macro Economics components is given.

TEXT

Cengage, *Principles of Economics*, (2016)

SOCIAL STUDIES and HISTORY

The **TASIS Dorado** History and Social Studies Department adheres to three main objectives in preparing our students for college. First, students must develop an understanding of geography and history, spanning the ancient to the present and its relevance to our lives. Importance is also placed on Puerto Rican, Caribbean and North American historical perspectives as part of the course sequence. Second, students must develop the skills to think analytically while comparing, contrasting or drawing conclusions on contemporary issues about the world they live, as well as regarding important historical processes, events and personalities. Special attention is paid to the writing skills appropriate for Social Sciences. Finally, students should be offered various engaging and progressive elective courses in which they may apply these newly acquired skills. Students completing the course sequence will be prepared to analyze world events in context, identify changes and continuities as well as similarities and differences, and understand the importance of responsible citizenship.

History 9: World Studies I: World History I is a thorough survey course covering pre-historic times through the European middle ages. The course focuses on both western and non-western civilizations teaching from a perspective that integrates history, geography, and current issues. Topics include early human development and pre-history, the rise of civilization in Mesopotamia and Egypt, Ancient Greece, Ancient Rome, African civilizations, China, Japan, Native American civilizations as well as the middle ages in Europe. Students will track the

connections from the past to the present through a variety of tools and techniques. Tools for discovery include, yet are not limited to, the following: the internet, primary sources (political cartoons, documents, letters, maps, photographs, drawings, films, music, books, magazines, newspapers, etc.), lectures, guest speakers, and the textbook. Students will complete projects, presentations, reports, papers, and tests on the past. The course embodies the foundations of modern human society and cultures by providing a variety of perspectives and interpretations of historic data.

TEXT

McDougall Littell, *World History: Patterns of Interaction* (2012) text, digital resources, and a wide variety of teaching resources.

History 10: World Studies II: The tenth grade World History II program focuses on the study of modern socio-political institutions and their effect on diverse global cultures from the dawn of the European Renaissance through contemporary history. Students will examine the geographic, cultural, economic, and political factors that have driven historical periods at the global scale. The course encompasses the development and application of critical thinking skills, and geographic and aesthetic awareness. Critical analysis will be used to understand the complex global patterns stemming from the Age of Exploration to Globalization, and their impact on societies, nations and individuals. The students will examine how geography affects the processes of institutions and individuals, how humans have interacted and modified the environment, and how the names and boundaries of countries or regions have changed through time. In addition, students will create and design accurate maps of diverse historical settings. The students will use art of diverse periods and cultures to further develop their cultural knowledge of each historical setting. In order to enhance the students' comprehension beyond the textbook, the course includes an array of primary and secondary sources. Primary sources will entail document-based questions, and secondary sources require the analysis of changes in continuity through time, or reinterpretation of historical periods and events. Other tools such as the library, the Internet, field trips, and guest speakers will also be used to enrich the course.

TEXT

McDougall Littell, *World History: Patterns of Interaction* (2012), text, digital resources, and a wide variety of teaching resources.

AP World History: The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

TEXT

McGraw Hill, *Traditions and Encounters, Sixth Edition (2017)* and a wide variety of teaching resources.

History 11: U.S. History: This United States History course surveys the growth and development of the United States from pre Columbian exposure to the present day. This course is designed to examine the political, social, and economic issues that faced the United States throughout the course of its development. The students will also examine how geography affects the growth of institutions and individuals of the United States and how humans interact and modified the land to suit their needs. Students will need to identify significant people and events as contributors to the American culture. Over the course of the year students will be asked to complete an examination and comparison of major issues and controversies to be used as measurements of our strengths and weaknesses. This course offers a special emphasis on making connections between historical events and present day situations in order to bring the past into the present to help better the future. Students will use their texts, primary source documents, videos, and web resources to achieve their goals.

TEXTS

Holt McDougall *The Americans (2012)* and a wide variety of teaching resources.

AP U.S. History: The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Students will learn to assess historical documents, their relevance to a given interpretive problem, reliability and importance, and to weigh the evidence and interpretations presented in historical scholarship. The course emphasizes both factual knowledge and critical analytic skills. The course will provide extensive chronological coverage and readings on a variety of topics including economic history, cultural and intellectual history, social history and political-constitutional and diplomatic history. Themes addressed will include American identity and diversity, culture, demographic changes, economic transformations, slavery and its legacy, war and diplomacy, the environment, globalization and citizenship, among others. The course is intended to prepare students to take the AP US History exam in May.

TEXT

Prentice Hall *The American Pageant (2008)* and a wide variety of teaching resources.

History 12: History of Puerto Rico: This course is a general overview of Puerto Rican history. Therefore, the timeframe considered goes from the Pre-Columbian period to Puerto Rico's current development. The wide diversity of topics contemplated in this course are approached from a critical perspective. With the use of primary and secondary sources, students will have space to actively participate in the production about their historical knowledge of Puerto Rico. In addition, in this course special importance is given to developing methodological strategies for research for future use by the students.

TEXT

Ed. Cordillera *Puerto Rico: su transformación en el tiempo (2008)*

Supplementary readings: *Puerto Rico: Panorama of its People* (F. Picó), *Economic History of Puerto Rico* (J. Dietz) *Divided Borders: Essays on Puerto Rican Identity* (J. Flores) *The American Presence in Puerto Rico* (L. Bend)

Electives

AP European History: The class focuses on the development of Europe from the late Middle Ages until the present day introducing students to cultural, economic, political, and social developments that played a fundamental role in shaping the western world. This knowledge provides the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. The goals of the AP European History course are a.) to develop an understanding of the principle themes in European history, b.) an ability to analyze historical evidence and historical interpretation, and c.) an ability to express historical understanding in writing. The course is a college level course that requires students to be self-motivated and independent workers, both inside and outside regular class periods. Students will take the AP exam in May.

TEXT

Prentice Hall, *The Western Heritage, Combined Volume, 10th Ed. (2009)* and a wide variety of teaching resources.

AP Psychology: The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. Topics covered will include history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, and motivation. The course will also introduce developmental psychology, personality, individual differences, abnormal psychology, treatment of psychological disorders and social psychology. Students will take the exam for this course in May.

TEXT

Worth Publishers *Psychology (2010).*

Supplementary reading: Students choose from a variety of readings to add perspective to the course including: *World as Laboratory* (R. Lemov), *Opening Skinner's Box..*(L. Slater), *Classic Case Studies in Psychology* (G. Rolls), *Phantoms in the Brain....*(V.S. Ramachandran), *The First Word, The Search for the Origins of Language* (C. Kenneally), *A Beautiful Mind* (S. Nasar), *Girl Interrupted* (S. Kaysen), *Wasted: A memoir of Anorexia and Bulimia* (M. Harnbacher), *The Primal Teen* (B. Strauch), *Odd Girl Out: The Hidden Culture of Aggression in Girls* (R. Simmons), *Why We Buy: The Science of Shopping* (P. Underhill).

Introduction to Psychology: This course offers an introduction to the essential topics in psychology. Throughout this study of human behavior and the mind, students will gain insight into the history of the field of psychology, as well as explore current theories and issues in areas such as cognition, motivation, and wellness. The importance of scientific methods and principles of research design is emphasized throughout this course and presented in a way that will enrich the understanding of individuals as thinking, feeling, and social beings.

TEXT

Bedford, Freeman and Worth, *Psychology in Everyday Life*, 2nd edition (2012).

SCIENCES

The mission of the **TASIS Dorado** Science Department is to offer each student a basis of excellence in scientific literacy, and to prepare students to pursue careers in science related fields. They will be immersed in science as a way of seeing and making sense of the world. To facilitate reaching this goal, the science curriculum is designed to offer students a variety of opportunities to make connections with the world around them. Hands on learning, both cooperative and individual, is at the heart of our pathway to education, giving students opportunities to place scientific principles into action. The department considers the laboratory and observations in the field to be the most meaningful way to develop understanding of the scientific process and investigation. The department also has integrated technology into the curriculum to set the tools for innovation directly into the hands of our students. The Science Department believes that successful scientific inquiry requires an integration of observational ability, quantitative skills, and analytical thinking. In all courses, students will be challenged to reason creatively and to think critically. STEAM skills are being integrated into the curriculum of each course. For those students interested in a career in the STEAM fields, the school has created a sequence of courses intended to prepare students with a solid foundation to pursue engineering, technology or biomedical studies.

The Science requirement begins with Conceptual Physics in ninth grade, followed by Chemistry and Biology. AP Courses and electives will be offered, as prerequisites and/or an application process must be completed before taking these courses. This program allows them to the opportunity to explore their interest in science in more depth through enrollment in more advanced courses when they reach 11th and 12th grades.

Conceptual Physics: This course is based on a different and innovative approach which provides concepts before computation. It features the three-stage cycle: exploration, concept development and application with emphasis on learning concepts. In the third stage of the cycle, algebraic problems are integrated into the course. With this emphasis, it provides students a solid foundation and a ramp to Advance Placement high school and college physics courses. The course strikes a balance between emphasizing the principles and concepts of physics and finding the solutions to problems.. This comprehensive introduction to physics concepts provides an excellent basis for further work in the sciences or engineering at the college level. Students are expected to

carry out lab work, maintain a lab notebook and write lab reports on research related to the concepts being covered in class, practicing cooperative learning and team building skills. Tests and quizzes will emphasize thinking like a physicist rather than simply recalling facts or definitions. This course will be intellectually demanding, yet enjoyable, teaching physics concepts, thoughtful analysis, and application of mathematical and scientific skills.

TEXTS

Glencoe *Physics Principles and Problems* (2017) text and digital platform resources.

Chemistry: The Chemistry course guides students through the study of the composition, structure and properties of matter and the changes it undergoes using experimentation and skills in an organized way. The students will study the topics of atomic bonding, mole relationship, stoichiometric calculations, properties of gases, solution concentration, acid and basic solutions and pH, and energy and chemical change. They will incorporate the knowledge of algebra in problem solving techniques and will develop laboratory skills including measuring problem solving, analyzing data, and applying scientific principles in critical thinking skills and develop graphs to represent data collected. They will continue to appreciate how science, technology and math are interrelated, which will motivate them to pursue further study towards a science related career in the future.

TEXTS

Glencoe/McGraw Hill *Chemistry Matter and Change* (2008)

Glencoe/McGraw Hill *Chemistry Matter and Change Laboratory Manual*

Biology: This course assumes a basic knowledge of both physical science (including basic chemistry) and algebraic skills. It focuses on the cell, its chemistry, its organelles, and their functions. Genetics and inheritance are also important topics in this course. Evolution, the environment, and the diversity of life, with an emphasis on humans and their systems are also covered. Topics also include molecular and cellular biology, respiration, and photosynthesis, a survey of the kingdoms with a focus on plants, microbiology, and a detailed study of vertebrate systems. Lab investigations with lab reports that reinforce theory are a major component of the course. Aspects of health education are included. Technology and computer use are integrated into the course. Tests emphasize inquiry and application of principles as well as recall of facts and terminology.

TEXT

Glencoe/McGraw Hill *Biology* (2008).

AP Biology: The AP Biology course is designed to be the equivalent of a year-long college introductory biology course. The objectives of the course are to develop an understanding and appreciation of the unifying themes that integrate the major topics of biology, and to develop and apply analytical skills. Students will gain laboratory skills and an appreciation of science as a dynamic process. Students will practice communicating effectively with peers and adults through speech, writing, graphics, and presentations. Teacher and Administration approval are required to register for this course.

TEXT

Pearson Education *AP Biology, Ninth Edition 2012.*

AP Chemistry: This is a full year course that required students to have a previous general chemistry course in high school and prepares them to take the AP Chemistry test. As prerequisite, students must complete Algebra I and 2 courses and is highly recommended to have the Pre-Calculus course in process or completed. Teacher and administration approval is also required. This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. The goal of this course is to provide students with core principles, to help them formulate strategies for solving problems, the basis on which their knowledge is tested. It will help I visualizing chemical phenomena, both what they can see and what they must learn to see with their mind's eye. The course will develop the students' abilities to think clearly and to express their ideas orally and in writing , with clarity and logic by developing highly organized laboratory techniques integrating technology and critical thinking.

TEXT

Cengage Learning *Chemistry 8th Edition, Advanced Placement Edition, 2012.*

AP Physics 1 This College Board designed Physics course includes principles of Newtonian mechanics, including rotational motion, work, energy, and power; mechanical waves and sound as well as simple circuits. Core scientific principles, theories and processes provide a broad way of thinking about the physical world. A strong understanding of algebra is required to be successful in this course. A laboratory component is integrated into the course. AP Physics I students must be self-motivated both in and out of class and be prepared for the additional commitment required for this course. AP Physics I requires an entrance test, teacher recommendation and administration approval to register. Students enrolled in the course are expected to take the AP exam in May.

TEXT

Pearson, *Physics Principles and Practice, 2015.*

AP Physics 2: This college board designed physics course is an algebra based college level introductory course cultivating understanding through inquiry based investigations on the concepts of fluids, thermodynamics, electrical force, field and potential, electrical circuits, magnetism and electromagnetic induction, geometric and physical optics and quantum, atomic and nuclear physics. The AP Physics 2 course

AP Physics C: This College Board designed Physics course is focused on the development of critical thinking and problem-solving skills along with the mastery of a wide variety of physics topics. The course covers topics in both classical and modern physics, including mechanics, electricity and magnetism, fluid mechanics and thermal physics, waves and optics, and atomic and nuclear physics. A strong understanding of algebra, as well as trigonometry and calculus are required to be successful in this course. A laboratory component is integrated

into the course. AP Physics students must be self-motivated both in and out of class and be prepared for the additional commitment required for this course. AP Physics is equivalent to a first-year college course and requires teacher recommendation and administration approval to register.

TEXT

Prentice Hall , *Giancoli Physics, Sixth Edition (2010).*

AP Environmental Science 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. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course: science is a process; energy conversions underlie all ecological processes; the Earth itself is one interconnected system; humans alter natural systems; environmental problems have a cultural and social context; human survival depends on developing practices that will achieve sustainable systems. Students enrolled in the course are expected to take the AP exam in May.

TEXT

Cengage Learning, *Living in the Environment, AP Edition (2015).*

Marine Biology: The study of marine biology is particularly relevant to island dwellers. Students will receive an introduction to marine life, marine biological communities and marine ecology, with an emphasis on marine life in tropical waters. The course opens with an introduction to marine ecosystems, ocean environments and currents, leading to an in-depth study of tropical marine environments. Coastal and reef ecosystems will be studied as part of an integrated research project. This is a full year elective course that includes participation in laboratory work and field study projects.

TEXT

McGraw Hill, *Marine Biology (2010).*

Environmental Science

This course is designed to show students how integrating the fields of ecology, biology, chemistry, geology and geography combine to make environmental science a multidisciplinary science. Students will learn how the composition, arrangement, and location of earth combine to form our unique existence. They will also see the earth as an interconnected system and understand how the interactions between species and the earth are related. The goal of this course is to examine the relationship humans have to the world in which we live and determine respectful ways to protect and research our planet. The course takes a hands-on approach through explorations and investigations around the school campus and in the laboratory.

TEXT

Holt, *Environmental Science* (2013)

Zoology/Botony (sequential semesters): This course focuses on the anatomy and physiology of all phyla of animals beginning with sponges and working towards chordates and specifically mammals. This would be a course designed to prepare students for college by being very lab intensive. Therefore there will be a large number of dissections that will take place during the first semester. The second semester will begin the botany portion of the class, starting with the most basic forms of plants and heading towards the most advanced. This portion of the course is less lab and more classroom based. In both of these sections the different types of animals or plants will be covered in depth starting at the cellular level and comparing the previous phylum to the current. Another important aspect that these courses will look at will be the evolutionary perspective.

TEXT

***Zoology* (9th Edition, Harley and Miller)**

Genetics/Microbiology (sequential semesters): This course would cover the basics of what genetics is and expand upon what is previously taught in biology. It begins with an introduction to genetics and a review of Mendelian Genetics as well as heredity. It then goes into new material first covering DNA replication including the processes and the types of errors that can occur. Also covered is how these genes are expressed in the human body. Along the way the differences between bacteria and eukaryotes are discussed as well as how similar they are. The course would end with an introduction to what microbiology is and how that is a relevant science. This course would contain many genetic based experiments ranging from creating a recombinant DNA plasmid and growing of plants to demonstrate different Mendelian crosses.

TEXT

Klug, Cummings and Spencer *Concepts of Genetics 11th Edition*, and Ricki Lewis, *Human Genetics 11th Edition*

Engineering Research and Design (Full year elective) This course aims to provide hands-on experience for students to develop their creativity, problem solving and research skills. Students will identify a “problem” or research topic to develop and following a university level science based research format, they will develop their research project guided by the instructor in a step by step process. This includes generating questions to guide their research, finding and evaluating resources, and developing their own directions for further research. Following the engineering design process they will advance their ideas for possible solutions to test, adapt and retest. Using 3d modelling and digital fabrication tools, they will prototype and refine their ideas. The complete process of research and design will be documented and presented to a panel of their peers and educators to simulate the actual formal project presentation process.

TEXT

A variety of resources is used for this course.

FOREIGN LANGUAGES

The **TASIS Dorado** graduation requirements specify proficiency in a third language, for which two years of study is normally accepted. Students have been offered introductory courses in French and Italian in Middle School. Students will be given placement tests to determine the course levels in which they should be registered. The High School curriculum will offer high school level Italian and French, languages that are useful in today's business and cultural exchanges. Italian is a popular language, appreciated for its important connections to culture and history. French is the official or co-official language in over 20 countries of the world. The French program will immerse students in some of the world's most diverse cultures and traditions. Students in the Italian and French courses will learn to comprehend, speak, read, and write the language, as well as appreciate the socio-economic and cultural aspects of the Italian and French speaking worlds. The emphasis will be on development of correct grammar and vocabulary skills, through writing and reading, as well as developing students' ability to converse in the language.

French I: The French I course is a comprehensive program that encourages meaningful, practical communication by immersing the students in the language and culture of the Francophone world. The program provides clear expectations and goals; thematic, contextualized vocabulary; useful and thematically-linked structure through cultural readings; progressive practice; real-life conversation; and review of grammatical skills and vocabulary to encourage mastery. A text, workbook, and audio and video language laboratory experiences work together to enhance the learning experience of the student.

TEXTS

Cle International, *Nouveau Pixel 1 A1 and 2 A2*, (2016) text and workbook

French II: This course continues the objectives of French I and increases the student's ability to speak, understand, read, and write French. The course will continue the study of regular and irregular verbs, and introduce new tenses and other grammatical forms, all taught in the context of a communicative situation to expand the student's vocabulary. An important part of the course is to familiarize the student with French culture, family life, and francophone regions of the world as well as regions of France. As in French I, the language for class instruction and activities is French.

TEXTS

Cle International, *Nouveau Pixel 3 A2*, (2016) text and workbook

Supplementary reading: *Notre Dame de Paris, I and II* (V. Hugo)

French III: Students who have successfully completed French II may enroll in this course. This course is conducted completely in French by both the student and teacher. The course objectives are to have the student dominate the more complex oral and written grammatical skills of the French language. French literature, including short stories and magazine articles are used in addition to the text to develop reading comprehension skills. Through discussion, audio system practice, and class presentations, students will express themselves with fluency and understand and

follow a conversation in French. Appreciation of the French culture is also taught through the study of current events, popular films, music, art and culinary activities. This course is intended to provide preparation for the AP French course and exam for students interested in continuing their study of French language and culture.

TEXTS

Cle International, *Grammaire Progressive du Français Nivel Intermediare* (2013) text and workbook
Supplementary reading: *A la Decouverte de Petit Prince* (Hachette Publications), *Le Bourgeois Gentilhomme* (Moliere), *Candide ou L'Optimisme*

AP French: The AP French Language course is designed for self-motivated students, committed to serious study in French. The course covers advanced grammar topics, advanced listening and reading comprehension exercises, as well as extensive practice speaking the language. In addition, students will also develop essay writing skills in French, all in preparation for the AP French Language exam to be taken in May. The course seeks to develop language skills that can be used in various activities and disciplines through interactive activities that include viewing and responding to authentic French documentary films, listening to music and participating in individual and group presentations. Teacher and Administration approval are required to register for this course.

TEXTS:

Cle International *Grammaire Progressive du Français Nivel Intermediare* (2013) text and workbook

Prentice Hall *Preparing for the AP French Language Exam* (2009)

Supplementary reading: *L'Assomoir* (E. Zola), *La maladie imaginaire* (Moliere), *Le Père Goriot* (Balzac), *La cantatrice chauve* (E. Ionesco)

Advanced French: This course is designed for students who have completed AP French and wish to continue their study of French language and culture. By the end of this course, students should have achieved the ability to understand, appreciate, and discuss works of literature through extensive reading and discussion of short stories, novels and plays. Further, students will be able to identify major artistic, film and literary movements that have shaped and reflected the history of France. The course integrates a review of the most important and advanced points of grammar and vocabulary, while introducing new concepts through verbs, culture and literature.

TEXT

ABC DELF Livre de l'élève y CDB2

RESOURCES:

Films will include works by Renoir, Bresson, Godard, Truffaut, Jacques Tati, Yamina Benguigui, Claude Berri, Jean-Pierre Jeunet, Patrice Leconte, Philippe Le Guay, Jean-Paul Rappeneau, Laurent Tirard, Francis Veber.

Italian I: The Italian I course will provide beginning students with all the necessary tools they need to communicate in Italian and to acquire a knowledge and an appreciation for the Italian culture. Organized into thematic units, with the objectives to be mastered clearly outlined, the

course is designed to teach all four skills: listening, speaking, reading, and writing. Students will practice oral and written exercises and learn grammatical structure in a clear and logical sequence through spoken context to make retention easier. Reading selections feature authentic topical and cultural information, enriching the learning experience. The primary language of instruction is Italian.

TEXTS:

Ed. Alma *Nuovo Espresso I* (2016) text and workbook.

Italian II: The Italian II course will continue the development of students' skills in speaking, reading, writing and understanding the Italian language. The course will introduce new verbs and verb tenses, as well as other grammatical language-building skills. These skills are taught in the context of conversation to develop vocabulary and experience in speaking the language. Students will also continue to learn about and appreciate the Italian culture through various resources and interesting activities. The language of instruction and activities in the course is Italian.

TEXTS

Ed. Alma *Nuovo Espresso II* (2016) text and workbook.

Supplementary reading: A variety of current publications including newspapers and magazines, as well as a selection of short stories, poetry and drama will be studied.

Italian III: This course is aimed at students who have studied *Italian level 2* or who have already acquired a similar knowledge of Italian. The course focuses on developing communication skills through discussion of current topics such as the environment, racism, and social issues. Specific language structures will be dealt with through regular language analysis, practice of grammar skills and development of more advanced topics including plus perfect and conditional verb tenses, superlative and comparative structures, and advanced usage of suffixes and prepositions. The course will highlight specific aspects of Italian culture: history, literature, cinema, sports and the arts.. Contemporary readings to develop literature comprehension and analysis skills complete the course.

TEXTS

Ed. Alma *Nuovo Espresso III* (2016), text and workbook.

L'Italia E Cultura (Mariella Zurula)

Giocare con la Letteratura (Carlos Guastalla)

Supplementary reading: *Sapore D'Italia* (Mariella Zurula); *Undici Nouvelle* (Luigi Pirandello);

Cuore (Edmondo Amicis)

AP Italian Language and Culture - The AP Italian Language and Culture course takes a holistic approach to language proficiency, encouraging verbal skills that emphasize comprehension and the ability to communicate. The course develops vocabulary usage, language control, communication strategies, and cultural awareness. The AP Italian Language and Culture course strives to promote both fluency and accuracy in language use and comprehension by engaging students in an exploration of culture in both contemporary and historical contexts, while developing awareness and appreciation of cultural components, practices and perspectives. Students will benefit from essay writing and interactive activities,

all in preparation for the AP Italian exam in May. The course is taught in Italian and intended for the self-motivated student committed to in-depth study of the Italian language. Teacher and administration approval are required to register for this course.

TEXTS:

Heile Cengage Learning, *Ponti*, Third Edition -2013

Edilingua, *Mosaico Italia, Percorsi nella cultura e nella civiltà italiana*

Farinelli, *ACE the AP Italian Language and Culture*, Third Edition

Farinelli, *Non soltanto un baule* (Concietta Cirigliano Perna)

Course Descriptions for Required Electives

Visual and Performing Arts

The mission of the **TASIS Dorado** Visual and Performing Arts Department is to teach students to express themselves in the various languages and symbols of the arts. The Performing and Fine Arts Department will develop skills in looking and listening reflectively, understanding the processes of creating various forms of artistic expression, and appreciating the historical, philosophical, and cultural traditions of our country and others, nurture confidence in students' own abilities to solve problems, to discover their own creativity, and above all, to think for themselves. The TASIS Dorado High School graduation requirement for Visual and Performing Arts is established at 2 semester courses in Art, Music or Drama over the four years. Exceptions to this requirement will be evaluated on an individual, case by case basis.

Visual Arts

Studio Art 1: Studio Art I is designed as a skill-building course for students who are interested in building a stronger foundation in the basics of visual arts. The course is divided into units which are broken down into projects that allow students exposure to basic drawing as well as color and design. Units of study will include drawing, design, composition skills, drawing from life, color, design, and basic acrylic painting. Upon completion of the course, students will be prepared to continue their visual arts education in Studio Art II.

Studio Art II: Studio Art II is designed as a skill-building course in visual arts for students interested in continuing beyond the basic drawing, painting, and designing skills learned in Studio Art I. The course will be divided into units and each unit will have different in-class projects and assignments. Students will develop a solid visual arts foundation that will be essential if they wish to continue to more advanced courses. Each topic will reinforce the elements of art and design while students explore different techniques. Art history connections will allow students to learn about different artists and movements. Some projects will involve the study of different artists and their techniques. At the end of the year, students will have completed a portfolio that will reflect their creative development. Topics covered include elements of art, intermediate drawing, design and color, intermediate painting, perspective, mixed media, intermediate printmaking, collage, 3-D sculpture, ceramics, art history and portfolio preparation..

Studio Art III: This course is for the serious art student. The purpose of the course is to continue development of the creative visual arts skills developed in Studio Art I and II. The emphasis will be on preparing the student for AP Studio Art and developing a portfolio of their work. Art history

connections and current movements in art will also be incorporated into the course. A recommendation from the Art Department and Administration approval is required to enroll in this course.

Pre-AP Studio Art: Pre-AP Studio Art is a semester long course designed to prepare students for AP Studio Art. The program of study follows the course description provided by the College Board and focuses on art production at a college level. The success of AP Studio Art requires a strong commitment from highly motivated students. Students will expand 2D design skills and advance their visual communication skills by exploring a variety of design processes and techniques, and compositional and aesthetic concepts. The course allows students to create diverse college-level design projects that could be used in AP Studio Art the following year or semester.

AP Studio Art: The AP Studio Art course emphasizes drawing. Through instruction and the example of important artists and the skills they demonstrate, the goal of the course is for students to develop a personal portfolio of work that demonstrates quality, concentration and breadth. The course develops foundation skills at the college level, requiring students to be self-motivated and independent workers both inside and outside of regular class periods. Successful completion and submission of their final portfolio is expected and is scored for the final grade in the course.

Ceramics I and II: In this Art course, students will work with different techniques in ceramics construction, such as coil, slab, and pinch. Students will learn the process of creating ceramic pieces beginning with creating a design that is then translated into a plan for construction that includes making patterns and measuring. Skills will also be developed in painting, working with underglazes, glazes and oxides where students must understand color and chemistry as they learn about the entire glazing and firing process that completes their pieces. Projects will include plates, a box, pots and figures.

Yearbook/Photography: This introduction to digital photography course is imbedded in the context of creating the school's student yearbook. Students are introduced to the field of photography as a means of expression and communication. The course will include a brief look at photography's history and major artists, as well as the practical application of photographic techniques and the subsequent manipulation of digital images. Students will learn to create images rather than just snap random shots and how to present their work as they learn about publishing via a digital platform. It is recommended that students have their own digital camera to use in the class.

Drama

Introduction to Theatre I: The objectives of this year-long course are designed to give students a strong foundation in all aspects of the theatre experience. The course will also provide students with an awareness of the influence of theater and drama in the different aspects of cultural, social and political life, in order to create a greater appreciation of theater as an art form. The course will introduce students to a variety of genres of dramatic literature. Students will gain an understanding of the process by which a play is produced, from page to stage, and they will be able to analyze the various parts of any theatre piece. To enrich and put into practice what they are learning, students will experience various aspects of the production process, including developing

a concept, designing and acting.

Introduction to Theatre II: This course is intended to provide students with further knowledge about the World of the Play. It takes them from play writing and the different dramatic genres and narrative styles to a theoretical guide through the six basic elements of theater, (acting, costumes, make-up, scenery and set design, lighting and sound), their development and characteristics. Through creative and innovative teaching techniques, students will learn the general dramatic vocabulary as well as the language and responsibilities of the different theater professions. Students will apply knowledge by creating individual pieces, putting together short scenes and working in groups to create short dramatic presentations based on a theater classic selected by the students.

Drama in Literature: Acting I Students learn to solve beginning acting problems through work on classical and modern monologues and two-person scenes from contemporary plays. Students study acting texts from theatre literature beginning with early Greek theatre to Newyorican poetry, looking for clues to character behavior and motivation. Scenes may be presented formally during theme weeks to demonstrate and practice what students have learned.

Music

Music Theory and Practice I: This course is the introductory level band program at TASIS Dorado. Students will be guided to select an instrument. They will learn the fundamentals of posture, the correct playing position, instrument care, production of characteristic sound and how to perform. Students will also learn how to read music, understand rhythm values, and manipulate the instrument to produce the corresponding sound. Assessment will be based on preparation, participation and attitude.

Music Theory and Practice II: This course is designed for students with experience playing a musical instrument. Placement into this course will be decided by the music teacher. Emphasis will be placed on continued development of fundamental skills, technique, musicality and ensemble skills. Performance skills will be developed as students work toward presenting their talents in a concert. Assessment will be based on preparation, participation and attitude.

Concert Band: Prerequisite: Audition. This ensemble, requiring student mastery of the instrument, is a performance-oriented course. Students are exposed to and explore the elements of festival performances and the business of musicianship. Students will: study complex syncopation, read in both treble and bass clefs, study how scales relate to the harmonic construction of compositions, and conduct small ensembles of musicians. Musical interpretation and advanced ensemble techniques. Participation in this ensemble is by audition only. An audition consists of sight reading, playing scales, and playing a prepared solo on your instrument. Prior participation in Intermediate Band is recommended. **Minimum Requisites:**

- Play at least 3 scales (2 majors and 1 minor scale)
- Perform complex rhythms like dotted quarter notes, sixteen notes and dotted

eighth notes.

- Fundamentals of music theory.
- The student must have their own instrument, except the following musical instruments: Baritone Horn, Tuba, Tenor saxophone and Percussion Instruments.

Vocal Techniques and Music Theory: This class focuses on developing the vocal techniques and musicianship of students in grades 9-12. Students will learn to read music notation and sing various styles of music, as well as practice proper rehearsal and performance technique. The fun and excitement of singing in a group will help students develop confidence as vocalists and performers. Emphasis will be on improving individual skills and learning to perform while learning music theory and notation. Performance skills will be on display in a concert at the end of the semester.

AP Music Theory

AP Music Theory: The ultimate goal of the music theory course is to develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best presented through the development of skills in aural, sight-singing, written, compositional and analytical skills. These are taught through exercises seeking to instill mastery in the rudiments and terminology of music. The exam consists of composition analysis, aural skills, terminology and other aspects that are covered during the course.

TECHNOLOGY ELECTIVES

Introduction to Coding: The Introduction to Programming elective teaches the Java programming language. Java is a very popular language on the web and is also used in many electronic devices like TVs and cars. The course will use the *Blue Pelican Java* textbook with lessons, quizzes and tests created specifically for preparation for the AP Computer Science test, although, this elective was not designed to fully prepare students for the AP test. This course is a prerequisite to advance to the AP Computer Science class the following year.

Yearbook and Digital Photography: This course introduces students to the field of photography as a means of expression and communication while they design and develop our school yearbook. We will examine photography's history and major artists, as well as the practical application of photographic techniques and the subsequent manipulation of digital images in different software programs. Students will learn to create images rather than just snap random shots, and the semester course will conclude with a display of the students' portfolios, as well as a completed school yearbook submitted for publication. Cameras for class assignments are available to be checked out from the Library. However, it is recommended that students have their own digital camera to use in the class.

AP Computer Science A: The AP Computer Science A course introduces students to

computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Students who take the AP Computer Science A course and exam are well prepared to continue their study of computer science and its integration into a wide array of computing and STEAM-related fields. Students enrolled in the course are expected to take the AP exam in May.

TEXT

Horstmann, Cay. *Big Java. Early Objects*, Hoboken, N.J., Wiley, 2012.

Fab Lab I and II (Sequential semesters): A fab lab is a platform where students can take advantage of high-tech tools, equipment, and software to brainstorm, invent, create, solve problems, understand the design process and turn their ideas into reality. This course will familiarize students with the state-of-the-art equipment provided in our STEAM Fab Lab. Students will learn through project based assignments where they will attempt to provide solutions for driving questions or design challenges presented in class. The aim is to provide students with firsthand experience in applying the engineering design process to multiple projects, using digital fabrication as the main tool for completing assignments.

Engineering Research and Design: This course aims to provide hands-on experience for students to develop their creativity, problem solving and research skills. Students will identify a “problem” or research topic to develop and following a university level science based research format, they will develop their research project guided by the instructor in a step by step process. This includes generating questions to guide their research, finding and evaluating resources, and developing their own directions for further research. Following the engineering design process they will advance their ideas for possible solutions to test, adapt and retest. Using 3d modelling and digital fabrication tools, they will prototype and refine their ideas. The complete process of research and design will be documented in various formats and presented to a panel of their peers and educators to simulate the actual formal project presentation process.

PHYSICAL EDUCATION AND HEALTH

TASIS Dorado believes that a systematic physical education program is essential in contributing to an individual student’s physical, social, intellectual, and emotional well-being. The student who is sound in body and mind is better prepared to deal with the physical and mental stresses inherent in an ever-changing society. Fitness is needed to develop and enjoy a healthy lifestyle. The mental

processes of planning, timing, judgment, and recall require the physically active student to be a thinking, responsive individual. Guided physical education experiences bring a student to a level of social development characterized by a spirit of cooperation, sportsmanship, and respect for one's self and others, while keeping pace and contributing to society. All classes include nutrition, body fitness and health topics through special seminars and regular class meetings.

The health curriculum is coordinated by the Physical Education Department and Guidance Counselor. The curriculum addresses important topics of physical and emotional development, managing stress, values clarification, making healthy nutrition and lifestyle choices, life decisions regarding substance abuse, healthy relationships and sexuality education. The program is presented as part of the PE class as well as in specially coordinated seminars conducted by health and medical professionals including nutritionists, nurses and doctors specializing in adolescent health issues and education.

Additional health and healthy lifestyle related seminars and programs are coordinated jointly by the Guidance Department, PEHS department and the School's administrators. One such program is the Wellness program developed by a Harvard psychiatrist with Boston Children's Hospital. This comprehensive 4 part seminar addresses the issue of preventing depression and anxiety in teens through small group seminars.

The TASIS Dorado High School graduation requirement for Physical Education and Health is established at 3 semesters of Physical Education class, to be taken over the 4 years of high school, and 1 semester of Health class, to be taken during the Junior or Senior year.

Exceptions will not be made to the Health class requirement.

In special circumstances, a student may request to be excused from the Physical Education class requirement during the Junior or Senior year. Consideration will be given to students who have an overload of courses and/or are taking 3 or more AP classes in 11th or 12th grade.

Middle School Program

The physical education curriculum of the TASIS Dorado Middle School has been designed to help students recognize the importance of regular physical activity. Students are encouraged to engage in a variety of activities that include fitness, individual and team activities.

The objectives of the course include the following:

- To progressively increase student cardiovascular fitness levels by completing specific warm-up tasks indoors, and outside on the track
- To increase student strength by doing specific weight bearing exercises during fitness activities such as push-ups, crunches, bench dips, squats, lunges, medicine ball work, etc.
- To refine motor skills in various areas such as throwing, catching, dodging, shooting basketball.

- To participate in team sport and individual sport activities playing by the rules in a cooperative manner.

Integrated into the program is a curriculum of health, physical development and decision making called Values and Choices. One class per cycle is dedicated to health topics and discussion with students about healthy lifestyle decisions related to relationship behavior, substance abuse, and sexuality education.

High School Program: Sports, Active Lifestyle and Recreation

The high school physical education program is designed to provide the student a complete overview of Sport, Lifestyle, and Recreation education. It is one semester survey that integrates different physical activities and sports to help the student increased fitness and reduced incidence of lifestyle diseases such as cardiovascular and respiratory disease. Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and others aspects of the course enable students to adopt and maintain an active lifestyle.

The course objectives include the following:

Through the study of Sports, Active Lifestyle and Recreation students will develop:

- Knowledge and understanding of the factors that influence health and participation in physical activity.
- Knowledge and understanding of the principles and processes impacting on the realization of movement potential.
- The ability to analyze and implement strategies that promote health, physical activity and enhanced performance.
- A capacity to influence the participation and performance of self and others.
- A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.

Some of the activities included in the program are fitness, indoor and outdoor soccer, volleyball, basketball, floor hockey, kickball and lacrosse.

Health and Human Sexuality

Adolescent health topics are discussed in this high school level course designed to prepare students to make informed decisions about their own personal attitudes and values regarding sexuality and health related behavior choices. Sexuality education is a lifelong process of acquiring information and forming attitude, beliefs, and values about identity, relationships and intimacy. It encompasses sexual development, reproductive health, interpersonal relationship, affection, body image, and gender roles. Sexuality education addresses the biological, socio-cultural, and psychological dimensions of sexuality from cognitive domain, affective domain, and behavioral domain. TESIS Dorado seeks to assist students in understanding a positive, responsible view of sexuality, provide them with information and skills about taking care of their sexual health, and help them acquire skills to make decisions now and in the future.

This course has as its objectives to provide the following for our students:

Information: to provide accurate information about sexuality and making informed decision.

Attitudes, Values and Insights: To provide an opportunity for young people to question, explore, and assess their sexual attitudes as well as attitudes toward other health behavior issues in order to understand their family's personal and spiritual values.

Relationships and personal skills: To help students develop interpersonal skills, including communication, decision-making, assertiveness, and peer refusal skills as well as the ability to create healthy relationships.

Responsibility: To help students exercise responsibility regarding sexual relationships and personal behavior related to maintaining a healthy lifestyle.

Informed Health Decisions: Other important topics related to person health choices are covered in this course and include alcohol and substance abuse, managing stress, avoiding depression, and practical strategies to maintaining a healthy lifestyle.

OTHER SIGNIFICANT ASPECTS OF OUR CURRICULA

Thematic Weeks

Thematic weeks offer the Middle/High School community as a whole the opportunity to explore and celebrate broad subjects from interdisciplinary perspectives. Students and faculty exhibit for the community creative and academic work that explores and celebrates the significance of the theme. The exhibit program is enriched by a diverse program of activities that may include community service projects (e.g. planting trees or cleaning beaches), guest speakers, in-residence artists and performers, student-run plays and musical performances, story and poetry reading, multimedia-visual displays and presentations among others. For the 2012-2013 academic year we plan to celebrate the following thematic weeks: Semana de la Lengua, Communities of the World, Semana Puertorriqueña, Community Service Week, Exploration Week, Earth Week and Novel Voices Week.

Exploration Days for Middle School Students

Exploration Days are a required program for all middle school students offered at the end of the first semester. Engaging students in the STEAM fields of study is the goal of the TASIS Dorado Middle School Exploration Days program. This program is intended to give students a hands-on experience in applying STEAM skills and problem solving investigations in real life situations. Students spend three days completing a rotation among theme based centers around the campus. Activities will vary from year to year. Recently, the program featured one day focused on Environmental Science working on activities in the farm, greenhouse, lakes and mogotes. A second day focused on Physics and Engineering, culminating in a cardboard boat building activity and a race in the Sabanera pool. A third day focused on technology and architecture with students learning new technology skills and designing their own three-dimensional model home. A final afternoon was spent on orientation to the class community service project. Exploration Days are designed to be exciting, out of the classroom experiences, yet they have a highly academic purpose. Students have learning objectives and must complete reports, activity logs and project journals to record what they have learned during this activity. This documentation is evaluated and counts as

a grade in their science course.

Exploration Week for High School Students

Exploration Week is a required program for all high school students, offered during the first five full days of school in the second semester. The program, unique to TASIS Dorado, has two components. The first is an integrated academic mini-course with emphasis on experiential learning, paired with a service learning opportunity to develop strong character and leadership skills. Depending on the academic calendar, students spend three or four full days involved in their academic mini-course, followed by a full day in the service learning experience. Community service may be integrated into the course if not offered as a full day activity. Examples of courses offered include Marine Biology and Underwater Photography, Archaeology and Preservation of Cultural Heritage, Chef Dorado Cooking, Sports and Medicine, Eco-Fitness, Urban Art, The Physics of Surfing, Veterinary Medicine, Intro to the Legal System/CSI Dorado, Fab Lab Challenge, Entrepreneurship: Cupcake Wars, Introduction to the Legal System and many others. The selection varies each year. Service learning projects included working at local public schools, women's shelter Hogar Ruth, and work in the Los Naranjos community among others. Students are assessed on various aspects of their participation, including performance in activities, effort and attendance for their final grade for Exploration Week.

Portfolio

In the Middle School all students develop a subject area portfolio each semester as part of their Middle School academic experience. The portfolio consists of selected classwork, projects and other relevant material represent what the students has accomplished during the class. Parents are encouraged to regularly examine the accumulated work in this portfolio as this will provide them with insights into the nature of the student learning experience and their academic progress. Portfolios are meant to help organize and conserve student work; as such they document the development of a student's learning experience and highlight individual academic progress and achievement. Portfolios should be kept clean, neat and well organized and will represent a significant portion of the course grade. Digital portfolios are being integrated into some courses in high school in the core subjects and some advanced courses, as this is an important skill to be developed for use in students' future academic study.

CO-CURRICULAR ACTIVITIES, CONCERTS AND FIELD TRIPS PROGRAM

Goals and Objectives

As a school we want to offer our students a variety of learning opportunities in many fields. We believe in exposing our students to activities and fields of endeavor and learning which may well go beyond what is normally done in a regular school classroom. We can do this through mini courses, seminars, workshops, field trips, assemblies, summer programs, Saturday programs, and co-curricular and extracurricular activities. These activities range from physical development and sports interests such as aerobics, bicycling and hiking, to artistic endeavors such as painting, photography, dancing and singing; to activities such as crafts, cooking and sewing; to learning about math, science, languages and computers; to doing social work by visiting hospitals, teaching and playing with other kids, and working with as well as fund raising for worthy causes.

Activities, Concerts, Field Trips and Travel Program

The Activities, Concerts and Field Trips Program at **TASIS Dorado** is quite an extensive program which provides varied opportunities for all grade levels. This program will continue to expand, for we believe that it is a very important component of our students' education. In this way we expose our students to important multi-sensory first hand experiences and learning opportunities which extend the classroom experience beyond our campus. Travel opportunities also continue to expand and provide unforgettable experiences for students and faculty alike.

Components of the Activities, Concerts and Field Trips Program

Presentations by Visiting Professionals

School Guests are an important part of the educational program at **TASIS Dorado**. We believe that the educational program can be significantly enriched by having our students come in direct contact with significant community resources such as ballet dancers, painters, scientists, environmentalists, musicians, actors and athletes. These activities will be carefully planned by the teachers, in consultation with the administration, and their content should correlate with an educational goal or curricular activity. During the school year a variety of guests will visit our school and share with our students their talents, trades, and experiences. These guests may come and visit with only one small group of students or may visit with all of our students, depending upon the activity. This program also includes inviting to our school special visitors for presentations and interaction with students. Performers and professors may also meet with our students to help our teachers prepare them for their appreciation of upcoming major performances such as an opera, a ballet, a play or a concert.

Field Trips

TASIS Dorado also encourages Field Trips, which are opportunities for our students to leave the immediate campus and visit the larger community. These may include visits to museums, theaters, factories, sports events, government agencies, museums, farms, entertainment parks, nature settings, industries and special exhibits. Students are required to attend Field Trips, for these experiences are part of the curriculum and an important part of the school program.

Students visit, for example, El Centro de Bellas Artes, Hacienda Buena Vista, Museo de Arte de Puerto Rico, The Capitol Building, El Faro de Fajardo, Cavernas de Camuy, Casa Roig, El Yunque, Guajataca, Casa Pueblo en Adjuntas and El Museo de Arte Contemporáneo. We transport students in air conditioned vehicles that meet all comfort and safety standards.

Parents may be invited, as needed, to attend Field Trips as chaperones. We like to have responsible parents model appropriate behavior for our students, while at the same time they help us in the supervision and transportation of our students. Parents who do participate are asked to act in an assistant supervisory role for safety concerns (which means they will supervise not only their child but ALL children) and follow the trip requirements (e.g. clothing, footwear, food, etc.) just like any other participant. Parent chaperones will not take initiative without consulting the teacher in charge and will abide by all instructions given by the faculty member in charge. Instructions and discipline will be imparted by the teachers. If needed, it should be the teachers and not the chaperones who discipline students. In general, chaperones must accompany students in the bus.

Students must bring a completed Field Trip Permission Slip signed by a parent or guardian prior to leaving on a Field Trip. If a student does not have a signed permission slip he/she will have to

remain on campus. For security reasons, unless otherwise notified, students must wear on field trips, as part of their uniform, the Field Trip School T-Shirt. This t-shirt is sold in the school Bookstore. When attending more formal events or performances, the regular school uniform will be required.

Travel Program

TASIS Dorado offers opportunities to travel off the main island of Puerto Rico on trips that are designed to integrate and enrich different academic programs or extra-curricular activities such as Foreign Language, Social Studies, Science, or Model United Nations. Traditionally, students and teachers have traveled to Space Camp in Alabama during 6th grade, student exchanges in France, a trip to Spain integrated with the curriculum on Spanish literature, and a professional seminar at Oxford in England. Educational trips to Australia, Japan, Germany and other countries are also offered annually. In June 2018, a trip to Thailand took place. These trips are always supervised by school personnel and sometimes additional responsible adults, as approved by the school. Students interested in participating in these opportunities must follow the trip requirements and **TASIS Dorado** school rules. Information on specific trips is available from the sponsoring departments.

Assembly Program

Frequent assemblies with active student participation provide opportunities for our students to share their knowledge and talents, gain stage presence, strengthen self-esteem, perfect their pronunciation and enunciation, and develop memorization and acting skills. They also learn from other students about the exciting things that they are accomplishing in their classes and activities.

Middle/High School Assemblies are held at least once a month. Assembly period can be used by specific faculty, by student government organizations and clubs, by the Home and School Association and by the school administration for educational and civic activities that target the entire Middle/High School. Assemblies associated with Thematic Weeks allow for performances that may involve all Middle/High School grades, celebrating the learning related to the theme.

TASIS Dorado considers Assemblies and Special Activities an integral part of the Educational Program. These assemblies and activities may be sponsored by different classes or school programs. They may include audiovisuals as well as guest performances and participation in order to enhance the education of our students. These activities may also include faculty, parents and student performances and/or participation. Themes are varied and entertaining and of a nature for which large group presentations are effective and justified.

A calendar of assemblies and activities is prepared to encompass the whole academic year, allowing always for special celebrations as well as having the flexibility to accommodate valuable opportunities for student learning which may arise without the desired notice.

Special Activities

The Special Activities Program sponsors such events as First Day of School Celebration, the **TASIS Dorado** Birthday, the Holiday Assembly, and the 100th Day of School Celebration. In addition, the popular events of Novel Voices Week, the Semana de Puerto Rico, Communities of the World, Semana de la Lengua, Science Week, Spirit Week and Teacher Appreciation Week are also coordinated through various academic departments, the Student Activities coordinator and

Special Activities Coordinator.

THE EDUCATIONAL PROGRAM COMPONENTS AT TESIS DORADO

The Educational School Program at **TESIS Dorado**, which runs from August through June, consists of three components: the Regular Academic Program, the Afternoon Activities Program, and the Summer Program.

The Regular Academic Program

The regular academic program, which runs from August through May, begins punctually at 8:00 am and ends at 3:10 pm. Students are encouraged to arrive between 7:55 so the **mandatory Advisory Period** can begin promptly at 8:00. Classes will begin promptly at 8:12 am and continue until 2:36pm, followed by an End of the Day Study Hall period with their Advisory group. Students have regularly scheduled classes during this time in order to meet the needs of the academic curriculum. This schedule includes time for Snack, Recreation and Lunch. Students enrolled in AP courses are expected to attend extra hours of class as scheduled by their teachers to fulfill the course requirements.

The After School Activities Program

Extracurricular, Supervised Study and Sports period begins at 3:10 pm and ends at 6:00 pm. This is an educational program with multiple components designed to complement the Curricular Program of the school and enhance the student's performance in school. There are afternoon activities in supervised study, tutoring, supervised recreation, physical education and sports as well as teacher sponsored elective activities in areas such as Although participation in this afternoon program is not obligatory, we expect all our students to participate in one or more of its components for it is designed to enhance their educational opportunities at **TESIS Dorado**. Students in this program are continuously supervised and aided by faculty members.

After School Clubs and Activities

After school clubs and activities are offered to encourage students to explore areas of interest and provide opportunities to develop friendships and healthy social interaction outside the classroom. The activities offered will vary according to student interest and may range from physical development and sports, such as aerobics, bicycling and hiking to artistic endeavors such as painting, photography, dancing and singing; to crafts or playing chess. Opportunities to learn about math, science, languages and computers; to doing social work by visiting hospitals, teaching and working with younger children, and working or fund raising for worthy causes may also be offered. A list of clubs offered is detailed below.

Sports Clinics – 3:40 to 4:40 pm

The Sports Clinics is an optional program organized by age and ability groups to teach students the techniques of playing sports such as tennis, soccer, swimming, basketball or volleyball. The After School Sports Clinics will be offered by age groups twice a week. These activities are organized as sports clinics therefore there is a per student fee per trimester for equipment and instructions.

Sports Teams Practices, Games and Intramurals - 3:15 to 6:00 pm

This program, which is fully supported by the school, will provide opportunities for students to participate in basketball, volleyball, tennis, soccer, track and field, swimming, cross-country and more. This program will select the students with greater sports ability and train them to be part of organized teams that will represent the school in three interscholastic athletic leagues: LAMEPI and LAC Norte, and the Puerto Rico High School Athletic Alliance (PRHSAA). A full schedule of athletic practices and competitions is organized through the Athletic Department.

Music Instrument Private Lessons, Art Lessons, Drama Improvisation, Academic Tutorial, Sports Tutorial - 3:30 to 6:00 pm

Students may receive individual and small group private classes and tutoring in playing music instruments, art lessons, drama improvisation, academic areas and sports for a fee. These programs are offered by teachers and trained professionals in each field. All Academic Tutorials must be coordinated through the office of the Principal/Assistant Principal.

Supervised Activities in the Student Activities Center 3:10-6:00 pm

Students in the Middle/High School have two options for after school as they wait for their after school activities to begin or parents to pick them up. The **TASIS Dorado** Library will be open until 6:00 pm on school days. Students are encouraged to use this resource as an aid to help them in their studies. There will be a Library attendant on duty for supervision, as well as a check in and out policy that students need to follow. As always, proper Library courtesies will be expected from all students who use this resource.

The other option is spending this time on the first floor of the Student Activities Center. A faculty member will be present to supervise the students as they check in and out of the area. This is an unstructured time during which students have the option of socializing, listening to music, and working on homework and projects in a more laid back atmosphere. Activity Center time will be available to students after school until 6:00 pm during the week.

TASIS Dorado knows and understands that as our students become older, more responsibility and independence should follow. Students who cannot meet these expectations will be required to go to Supervised Study Hall until there is a noticeable difference in their behavior.

Clubs

Our students are involved in many different activities. Clubs offer them the opportunity to develop and excel in their particular areas of interest. A variety of clubs are offered each year and may change depending on student interest.

English Forensics - This club will promote public speaking in English through various formats, including drama, comedy, improvisation, and speeches. There will be participation in competitions both internally and with other schools.

Spanish Reading and Film Club- Students meet to read favorite literature, both popular and classic, then watch the movie together to make comparisons and analysis of the interpretations on film of the book.

Science/Environment - This group promotes student interest in the sciences through many

different activities. The group also leads the initiative to establish a recycling program in the school, maintaining the school greenhouse, and in planning science competitions and activities.

Engineering Club - This group is for students interested in learning more about the fields within engineering and to gain experience using the fab lab for independent projects. This year's club is designing and building the new greenhouse.

Model United Nations - This club provides students with a deeper understanding of the many issues facing different nations of the world and the work that goes on in the United Nations. Students participate in competitions representing different countries and their points of view on many issues. A select group of students in the club attend a competition at a university each year in January or February.

World Culture - This club offers students the opportunity to enrich their knowledge and understanding of different cultures, particularly French and Italian. Activities will involve theater, movies, food, cultural history, traditions, festivals, and other events.

Geography Club – This middle school group focuses on involving students in knowing more about the geography of Puerto Rico and includes field trips, nature activities and community service.

Math Club - This club will promote interest and excellence in Math through different challenging and fun activities, including participation in selected local competitions. Students of all levels may join the club.

Interact: Community Service Club -To encourage character development, citizenship, and responsibility towards others, students participate in meaningful service projects in school and in the Dorado community. High school students may fulfill their graduation requirement in service learning through activities with this club. The Interact Club is affiliated with Rotary Club International.

Drama/ School Production Team - The objective of this club is to develop real life work skills by assisting with school productions. The students help produce school events such as assemblies, talent shows, book fairs, presentations for visitors, and other events. Jobs will include everything from writing special event scripts, occasional performing opportunities, inventory and maintenance of costumes and props, and lights and sound training. Assignments will be made based on each student's interest and talent.

Art - The Art Club will allow students to pursue their particular interest in art. Students will choose their area and project, to be supervised by Ms. Lourdes. Students must be able to work independently and responsibly as each student will be working on different projects.

Marine Biology - This club welcomes students who want to learn about the amazing environment surrounding our island and how we can actively work to preserve these important eco-systems.

Med-Youth – The Med Youth Club is for students who are interested in careers in the area of

health care. They will visit and meet with local health care providers, learn about special college programs open to them and learn about all the exciting options in this field.

Chess – the Chess Club is a fun and competitive group that meets to learn and practice the strategies associated with this challenging game. Players with experience and those who are new to the game are all welcome.

HONOR SOCIETIES

TASIS Dorado sponsors the following organizations recognizing excellence in various areas. Members are selected based academic excellence and character formation and the requirements of each individual organization. National Junior Honor Society, National Honor Society, National French Honor Society, International Thespians, National Art Honor Society and Tri-M National Music Honor Society, and the Beta Club.

The College Guidance Program for the Secondary School

College Guidance

The culmination of a TASIS Dorado education is the celebration of accomplishments, goals reached and learning experiences. The College Counselor, in conjunction with the Secondary School Principal will guide our High School students through the college selection process by providing academic planning throughout the ninth – twelfth grades. We will educate students and parents about how to best prepare for evaluating possible colleges and universities, the college admissions process, trends, procedures, and testing. Our role is to advise and support our students and their families as they go through this process. We aim to help students and families aspire realistically and choose wisely.

In addition, we will inform and help coordinate standardized tests such as PSAT, SAT, SAT II, ACT, PEAU, TOEFL, AP and Nivel Avanzado exams.

The Counselor will meet with juniors and seniors, individually and in groups, to talk about process and individual college choices. The College Counselor also advises 9th and 10th graders on curricular choices and to understand the college admissions process. This will also occur through the College Ed course curriculum.

Recommendations for seniors and any summer program will also be written by the High School Principal and College Coordinator. This is done by gathering information from parents, teachers, school records, personal knowledge and students themselves. The College Counselor also completes all School Report and mid-year report forms requested by colleges.

During the academic year, we will have college representatives visiting our campus. These representatives are familiar with our school and our programs and orient students about their

particular colleges and universities and all of the possibilities that await them after high school.

During the college application process, a team of educators work through the 12th grade English class, in private and group sessions in the Writing Center, meeting as often as necessary with each individual student to help them prepare their essays, submit complete applications on time and guide them step by step through this challenging process. TESIS Dorado prides itself on the individual attention and careful guidance given each student with the ultimate objective of finding the college or university to match each student's goals and needs. For more information visit the College Guidance link on TESIS Dorado school website and follow TESIS Dorado College Counseling Center on Facebook.

Academic Advisors

Middle/High School students are assigned to an advisory group and a faculty advisor. Students will meet periodically as a group and on an individual basis with their advisor. The Advisory Group provides for a continuous social and academic support community for individual Middle/High school students. Academic advisors read and contribute to the advisees' evaluations, may meet with parents during Parent- Teacher conference days and serve as the student's main counselor and supporter. Students having academic, social or behavioral difficulties should first seek counsel and support from their Academic Advisors.

Testing: TESIS Dorado has limited programmatic support and staffing for students with specific learning difficulties. If particular academic problems encountered by a student, during the course of a year, suggest that he or she may have such difficulties, the school Principal may request for the student to be evaluated by an educational psychologist. For the welfare of the student, the school expects parents to act promptly on the school's recommendations for testing. Screening tests may be carried out to determine whether more comprehensive testing is needed. Test to determine whether such difficulties exist are age-appropriate and include the Woodcock- Muñoz and the Wechsler Intelligence Scale for Students or WISC, which yields an IQ composite score, tests of reading, vocabulary, spelling, writing, arithmetic and memory. Testing is arranged by parents. The school's counselor or the appropriate professional organization can recommend professionals qualified to provide and evaluate the tests. The fees incurred for these professional testing services are paid by the parents. Please see the Handbook for Special Accommodations for complete information.

Academic Support: For those students whose learning difficulties are of a nature which allows them to function reasonably well in the regular classroom with limited additional support, specialist tutoring can be arranged on campus. Students can be excused from their classroom once or twice a week for individual or small group instruction with a qualified tutoring specialist. Parents are responsible for specialist's tuition fees. The specialists work closely with the student's classroom teacher and the parents to provide a coordinated individualized program.

Parent Support: Parents who have concerns or questions about their student's academic needs or progress are encouraged to contact the school. Parents may contact the classroom teacher directly by requesting an appointment through the school receptionist or requesting that teacher contact them by telephone. Administrators are also available to meet with parents about

academic concerns. General information about academic matters in all classes is provided during the fall divisional Open House for parents. The school also holds special Parent Conference Days when parents can meet individually with their student's teachers.

Personal and Social Guidance

In the Middle/High School, the Student Advisor, Dean of Students and the School Counselors serve as a team of advisors to our students and an important link with parents and the School Administration regarding personal and social development.

In cases where the need for counseling either exceeds the professional expertise of the staff or requires more time than can be provided by teachers, counselor, and administrators, referrals should be made to qualified counselors in the community. The School has a list of local psychological and psychiatric service providers.

Parent Support: Teachers and administrators are available to meet with parents about their youngster's personal and social concerns. In addition, parents in The TASIS Parent Association welcome all new parents and are most willing to help them in the transition into the school and the larger community.

English as a Second Language

Students in Middle/High School are expected to have a working command of the English language upon admission, in order to insure that they can benefit from the program offered. Students whose native language is not English will spend their school day in the regular English instruction classes, immersed in the English language. Students who need extra support in English will be referred to tutors, who may meet with the student during the day if scheduling allows. Parents will be responsible for the tutorial fees.

Spanish as a Second Language

In order to ensure that students who are not fluent in Spanish can benefit from the bilingual setting in Puerto Rico, Spanish is consistently taught and encouraged for all students. The TASIS Dorado SSL program offers a strong, interactive experience for all students, instilling a foundation of skills in a classroom environment that builds motivation and confidence while learning the language. Students enrolled at **TASIS Dorado** will be expected to learn Spanish during their Middle/High School experience. It is expected that SSL students will transition into the regular Spanish classrooms with support during their educational experience at our school, usually after two years in the SSL program. Please refer to the document included below; Language Learning at TASIS Dorado: The Importance of the Spanish as a Second Language Program.

Language Learning at TASIS Dorado and the Importance of the Spanish as a Second Language (SSL) Program

Introduction – Language Learning at TASIS Dorado

TASIS Dorado is a proud Puerto Rican School, affiliated with the international schools of the TASIS Foundation. The value of learning more than one language to promote both cultural appreciation, educational advancement and future opportunity is an integral part of the school's mission. Educational research supports its many benefits and TASIS Dorado celebrates language learning at all levels. The main language of instruction at TASIS Dorado is English, with Spanish language courses required as an integral daily component of the educational program. Families entering the school are expected to embrace the importance of language study, particularly the study of Spanish, and support the school and their children towards the goal of fluency in English, Spanish and proficiency in a third language.

We understand that secondary SSL students may not be ready to attempt learning a third language while they are working to master Spanish. The TASIS Dorado High School graduation requirement does include proficiency in a third language, other than Spanish and English, which is fulfilled by two years of study of French or Italian in our Foreign Languages Department, or a proficiency test in a third language that the student knows or has studied. For new students entering the school in 8th grade or higher, who are non-native speakers of Spanish, compliance with the third language requirement will be evaluated on an individual, case-by-case basis. The option of substituting other elective credits to replace the third language requirement will be considered for those students. Administrative approval for these substitutions is required.

The Spanish as a Second Language Program

To fully appreciate and successfully engage in the Puerto Rican culture, learning to speak, read and write Spanish is vital. New students entering the school in first grade or above, who are not native Spanish speakers or fluent in Spanish, are placed in the appropriate level

in the Spanish as a Second Language (SSL) program, depending on their experience with the language. The SSL program is designed to give non-Spanish speaking students the opportunity to learn the Spanish language, with the goal of integrating the student into the regular Spanish program in 2 – 3 years, based on their skill development and readiness to integrate into their grade level's Spanish class. The SSL program is individualized, challenging, and focused on helping students master the Spanish language while teaching them to appreciate the many aspects of the Hispanic/Latino culture.

The amazing ability of children to excel in new language acquisition is well researched and documented, yet individual achievement is affected by numerous factors. The SSL program at TASIS Dorado is structured to instill in students the most important language skills at a young age as they rise to this challenge, which takes time and commitment from both students and their families. Both students and their families must appreciate and believe in the importance of learning the language and commit to assisting them as they work to reach their goals in Spanish language learning. Becoming highly proficient or fluent in a language requires commitment, setting priorities, self-discipline, and often extra hours of individualized help and skill practice, particularly when the student's family cannot provide extra needed help at home. However, it all pays off when students, parents and teachers see the confidence and skills that students will develop. Often, SSL students who do not receive the important support they need to learn a new language will not progress as rapidly.

Skill Development in the SSL Program

The program is designed to teach Spanish as a foreign language, with important vocabulary, useful grammatical structures and listening comprehension skills combined with relevant and interesting cultural background experiences. While in their SSL class, students will be immersed in the language with active participation in reading, listening, conversation practice and written work. The goal is to encourage students to feel comfortable, confident and able to communicate and interact in their new Spanish speaking, Puerto Rican environment. Students will be challenged daily to put their skills to work and engage in their new community. Classwork is complemented by activities and field trips to motivate and encourage student interest in mastering the Spanish language.

Elementary level course progression:

The SSL program in the elementary division begins in First Grade. Students entering the school are placed in a multi-grade level class according to their level of Spanish language acquisition. Administrators make final placement decisions, considering teacher input and assessment results. Lower elementary students are grouped together, and upper elementary students are grouped according to their Spanish language level. The program is designed to move students to a level of proficiency where they can transition into regular Spanish. Normally this occurs after 2-3 years of SSL, though each student's development is unique.

Administration makes all final placement decisions. To support SSL student achievement in language study, attending the after school Spanish language practice program is required 2 times per week.

PreK and Kinder: In these grades, students join the regular Spanish class, with support. The Pre-Kinder and Kinder curriculum are integrated dual language programs where the same content is taught in both Spanish and English.

First –Second grade: The SSL program begins in First grade. As students are learning to read and write in both languages; more formal language instruction begins at this level with vocabulary development first, as it is critical for students to find their voice in the language. As their vocabulary grows, grammatical structures are introduced and practiced through listening, speaking and writing. Differentiated instruction through small group instruction is used to meet students at their individual level.

Third – Fifth grades: Students in these grades may be at different levels in their Spanish learning experience. Differentiated instruction through small group instruction is used in the classroom to meet the individual needs of students and ensure strong skill progression throughout the program.

Transitioning students into the regular Spanish program during the Elementary years

(grades 1-5): Transition from SSL into the regular Spanish program occurs when the SSL teacher recognizes that the student has reached benchmarks that make a grade level move appropriate. The student must pass a proficiency level assessment that reflects the entrance requirements for the regular level course, and receive the recommendation of the SSL teacher and the approval of the Elementary Principal. For a successful transition, students must also be confident and independent in applying the Spanish skills they have learned in the classroom. Students who have mastered the skills in SSL and have been moved into the regular Spanish class in their grade will receive support through accommodations including adapted readings and assignments. While they attend and participate in the regular Spanish class, the adapted program they receive is called Intermediate Spanish. To encourage their success, attendance in the Spanish afterschool program is required for all Intermediate Spanish as well as SSL students. Students who do enter the regular Spanish program, through the Intermediate Spanish course, should expect to have to spend additional time and effort on their Spanish coursework to be successful in the program.

Secondary Division Program progression

New students who enter TASIS Dorado in the secondary level (grades 6-12) and are not native or fluent Spanish speakers, are placed in the appropriate level of SSL depending on their experience with the language and the results of an entrance exam. Fifth grade SSL students or newly transitioned 5th grade regular Spanish students will take a placement test at the end of 5th grade to determine their placement in 6th grade regular Spanish or the

appropriate middle school SSL level. Administration makes the final decision on all placements, considering teacher recommendation, grades and assessment results.

The SSL course sequence in the middle and high school follows a progression that is aligned with recognized standards for foreign language study. Students who have completed two levels of SSL in middle or high school will be evaluated and considered for the AP Spanish Language and Culture course, or may pass into Intermediate Spanish, a course designed to strengthen skills and give a strong preparation for transition into the literature and writing based regular Spanish program. Middle school students will be grouped according to level in their classes, and high school students will be grouped according to level in their classes. Class time is supplemented with an bi-weekly SSL study hall/language lab period to provide language practice and homework support.

Middle School: new students and new 6th graders are placed in the appropriate level based on an entrance proficiency test and administration approval. Classes will include middle grade students grouped by SSL level. Individual student progression and course sequence in the SSL program is determined by student achievement, teacher recommendation and administration approval.

SSL Year 1: Level I

SSL Year 2: Level 2

SSL Year 3: level 3 or entrance into regular Spanish program

High School: new students are placed in the appropriate level based on an entrance proficiency test and administration approval. Returning students and those entering from SSL in Middle School will continue progressing through the levels according the standards of foreign language study and the TESIS Dorado course sequence. Individual student progression and course sequence in the SSL program is determined by student achievement, teacher recommendation and administration approval.

SSL Year 1: Level 1

SSL Year 2: Level 2

SSL Year 3: Level 3

SSL Year 4: AP Spanish Language and Culture course or the Intermediate Spanish course. The intermediate class is intended to prepare the student for their final integration into the regular Spanish program at TESIS Dorado. Students will move to this level after passing the second or third level of SSL either, before or after AP Spanish Language, depending on the usual factors of assessments, teacher input and administration approval.

Transitioning students into the regular Spanish program during the Secondary years (Grades 6-12): Transition from SSL into the regular Spanish program occurs when the SSL teacher recognizes that the student has reached benchmarks that make a grade level

move appropriate. This is an easier transition in the Middle School years (grades 6-8) as the regular Spanish courses still emphasize the teaching reading skills as well as grammar and writing skill development. The student must pass a proficiency level assessment that reflects the entrance requirements for the regular level course, and receive the recommendation of the SSL teacher and the approval of the Middle School Principal. For a successful transition, students must also be confident and independent in applying the Spanish skills they have learned in the classroom. Students who have mastered the skills in SSL and have been moved into the regular Spanish class in their grade, will receive accommodations (individual support, some adjusted reading and writing requirements). While accommodations are provided, students should expect to invest extra time in studying as well as oral and written language practice to strengthen their skills to be successful in the regular Spanish program. Continued attendance in the Spanish after school study hall and lab is strongly recommended for these students.

Transitioning to the regular Spanish program in High School (grades 9-12) can be more challenging; the regular Spanish program is literature-based, with high-level critical thinking and analysis, reading comprehension, writing, and presentation skills expected from all students. For this reason, the SSL Department offers Intermediate Spanish, a course designed to provide students with a foundation and background in important literature covered in the high school curriculum. Readings are presented at a level at which students will appreciate the themes while strengthening their reading comprehension, writing, speaking and presentation skills. Intermediate Spanish condenses the themes of the regular 9th and 10th grade courses and can be taken before or after the AP Spanish Language and Culture course. Individual student achievement, confidence, teacher recommendation and test scores are taken into consideration in the sequence and placement into this course and AP Spanish Language and Culture.

Graduating from the TASIS Dorado Spanish and Foreign Language Program

It is the expressed goal of the SSL program that students should complete their TASIS Dorado Spanish program experience by completing the 11th and/or 12th grade regular Spanish course with the classmates in their grade, if they have not yet entered the regular Spanish program by this time. Completion of the SSL program and integration into the regular high school program allows students to graduate as highly proficient or fluent in the Spanish language. Students entering the SSL program in elementary or middle school and progressing through AP Spanish Language and Intermediate Spanish have every opportunity to achieve this goal and also study a third language, a TASIS Dorado graduation requirement. It is also important to note that many activities that unite and bond the students in the 11th and 12th grades are organized through the Spanish Department and include field trips, special activities and presentations. The school wants all students to feel included, comfortable and confident with their Spanish language skills and integrated into the regular program by these important grade levels.

The TASIS Dorado High School graduation requirements include proficiency in a third language, other than Spanish and English, which is fulfilled by two years of study of French or Italian in our Foreign Languages Department, or a proficiency test in a third language that the student knows or has studied. For new students entering the school in 8th grade or higher, who are non-native speakers of Spanish, compliance with the third language requirement will be evaluated on an individual, case-by-case basis.

SSL Program Standards:

World Readiness Standards for Learning Languages

American Council on the Teaching of Foreign Language (ACTFL) - 5C's Standards:
Communication, Culture, Connection, Comparisons, Communities

Instituto Cervantes

Marco Común Europeo de Referencia para las Lenguas: Aprendizaje, Enseñanza,
Evaluación (MCR)