



# CURRICULUM HANDBOOK

2017-2018





# Saint Paul American School Curriculum Handbook 2017-2018

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## **Introduction**

Saint Paul American School (SPAS) is a NACEL School with an American college preparatory high school which works to prepare students for professional success in the global community. Our unique internationally-focused curriculum equips students to become culturally literate by developing critical thinking and communication skills, as they gain a strong sense of personal and social responsibility.

The policies and procedures contained in this handbook represent the basic framework of the Saint Paul American School. The students, staff, and families of Saint Paul American School are expected to create a rich, open-minded, and exciting community in which to learn and work.

## **School Vision**

The Vision of Saint Paul American School is to be a community of life-long learners whose graduate and transfer students demonstrate the skills, knowledge, and values necessary to succeed in the global community.

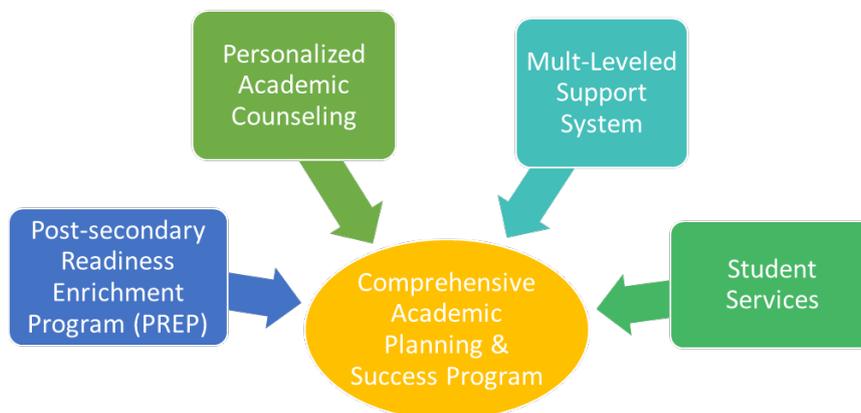
## **School Mission**

The Mission of Saint Paul American School is to provide a quality education that empowers students with life-long learning skills and prepares students for professional success in the global community by displaying content mastery, cultural literacy, critical thinking, communication skills, and personal & social responsibility.



## **Comprehensive Academic Planning & Success (CAPS)**

Saint Paul American School is determined to provide a quality program that focuses on the overall success of each individual student. The Comprehensive Academic Planning and Success (CAPS) program offers academic planning and success services in grades 7-12. This program is grounded in the four primary areas, they are as follows:



This Comprehensive Academic Planning & Success Program provides:

- Specialized academic counseling
- Goal setting strategies
- Student Success Seminars, College Fairs etc.
- Chinese and International college application guidance
- School transition programs
- Support for students preparing to take tests for college
- Administration and interpretation of multiple student assessments
- The CAPS Program provides support for students to master course content and ultimately attain their academic goals. The major objective is to EMPOWER students to become creative, independent learners and problem solvers capable of processing and handling volumes of information.
- One-on-one advisement in PREP courses to identify where student need individualized assistance

### **PREP Courses**

All students will demonstrate competence and excellence as they progress through the courses established in our Post-Secondary Readiness Enrichment Program (PREP) – Wellness, Scholarship, Leadership, College Preparation and College Admissions & Transition in order to achieve personal and professional success in the global community. Each student is enrolled in a PREP course as an elective class from Middle School all the way through the end of their senior year. Each PREP course takes a holistic approach to the student.

#### **Wellness**

Middle School students will explore effective ways to balance their overall wellness in the areas of physical, social, emotional, spiritual, occupational, and intellectual health in order to prepare them for their high school experience.



### **Scholarship**

Leaders take the initiative to aid others throughout their daily activities. Leaders need wisdom and self-confidence to affect change in all aspects of their lives. This course will be a detailed in-depth study of the 7 Habits of Highly Effective Teenagers.

### **Leadership**

Leaders take the initiative to aid others throughout their daily activities. Leaders need wisdom and self-confidence to affect change in all aspects of their lives. This course will be a detailed in-depth study of the 7 Habits of Highly Effective Teenagers.

### **Character & College Preparation**

The 1<sup>st</sup> year of this two-year program, this course specifically focuses on college preparation. The goal is for all students to leave College Preparation with a strong understanding of the US university system, giving them the context to make this crucial decision well in spite of all of life's distractions. A student who completes all of the assignments leaves the class with this, a complete Common App account, a fully edited and revised college essay, ACT/SAT scores, a list of reach/dream/safety schools that has been revised and reflected on over the course of several months, an idea of what academic skills they'll need, and a heightened sense of what it means to be a good person.

### **Service & College Readiness**

In this 2<sup>nd</sup> full year of College preparation, students will begin to learn required skills need for all successful college students, while continuing to work toward college admissions. Students will also participate in service-based learning projects.



## Academic Policies and Procedures

An overall goal of the Saint Paul American School program is to provide students an authentic American curriculum alongside an intensive Chinese language and culture program. This program will result in two Diplomas, one issued through Saint Paul Preparatory School and one issued by the #2 High School Attached to Beijing Normal University. Our unique location, coupled with a certified American and Chinese staff, allows our program to truly provide students with a unique high school experience.

### Diploma Requirements

#### American Diploma Requirements

To earn the diploma issued through Saint Paul Preparatory, students enrolled in our school will complete courses totaling a minimum of **48 credit hours**. St. Paul American School’s diploma requirements are split into 3 types; College Track Diploma, STEM Track Diploma and STEM Diploma. Students are also required to attend **eight semesters of high school** in ninth through twelfth grades

Students are individually responsible for seeing that they are meeting the requirements necessary for graduation, but an advisor or administrator will monitor each student’s records. Counselor will meet with individual students twice each year. Any student who has a question regarding graduation status should contact an advisor or administrator.

Subject area graduation requirements are as follows:

<i>Subject Area</i>	<i>College Track</i>	<i>STEM Track</i>	<i>STEM Diploma</i>
<i>Language Arts</i>	8 semester credits (1 must be in Speech)	Same as Regular Diploma	Same as Regular Diploma
<i>Math</i>	6 semester credits (including Algebra II)	8 Semester credits (including Algebra II & Pre-Calc)	8 Semester credits (including Algebra II & an AP Math)
<i>Social Studies</i>	7 semester credits (including courses in Geography, Government, U.S. & World History, and Economics)	Same as Regular Diploma	Same as Regular Diploma
<i>Science</i>	6 semester credits (2 must be in Biology)	Same as Regular Diploma	8 semester credits (including Biology & an AP Science)
<i>Physical Education</i>	2 semester credits	Same as Regular Diploma	Same as Regular Diploma
<i>Health</i>	1 semester credit	Same as Regular Diploma	Same as Regular Diploma
<i>Fine Arts/ Performing Arts</i>	2 semester credits	Same as Regular Diploma	Same as Regular Diploma
<i>Technology</i>	1 semester credit	2 semester credits (IT, Multimedia, Web-design)	3 semester credits (IT, Multimedia, Web-design)
<i>Engineering</i>	0 semester credit	2 semester credits (Robotics Club, Engineering Club)	3 semester credits (Robotics Club, Engineering Club)
<i>Foreign Language</i>	6 semester credits (4 must be in the same language)	Same as Regular Diploma	Same as Regular Diploma
<i>Elective</i>	9 semester credits (Any credits in the previous categories that exceed the requirements count as elective credits)	4 semester credits (Any credits in the previous categories that exceed the requirements count as elective credits)	0 semester credits – All credits are assigned in specific areas.



### **Chinese Diploma Requirements**

To earn the diploma issued by #2 High School Attached to Beijing Normal University, students enrolled in our school will complete 2 periods of Chinese Classes daily as well as participate in the Saturday L.E.A.P. program. Students will continue with these courses until they have established a level of proficiency required for this diploma. Proficiency can be displayed through receiving a passing score on the HSK V test, a score of 4 on the AP Chinese Test, a score of 750 on the SAT Chinese Subject Test or another means approved by School Administration.

## **Grading Policy**

### **Grading System**

Saint Paul American School grades on a four-point scale. The school will use a variety of measures including classroom and standardized measures to document the success of its students. Teachers will assign letter grades to students. The following letter grades will be used for regular classes:

A+	=	97-100%	=	4.0	C	=	74-76%	=	2.0
A	=	94-96%	=	4.0	C-	=	70-73%	=	1.7
A-	=	90-93%	=	3.7	D+	=	67-69%	=	1.3
B+	=	87-89%	=	3.3	D	=	64-66%	=	1.0
B	=	84-86%	=	3.0	D-	=	60-63%	=	0.7
B-	=	80-83%	=	2.7	F	=	0-59%	=	0.0
C+	=	77-79%	=	2.3					

Percentages are rounded to the hundredths place in the calculation of grades.

In classes marked as Honors or AP, students will receive 5% increase for grades higher than a C.

Progress reports are issued at mid-semester, but may be sent out at any time at the request of a student, parent or guardian, or to serve as notification of a deficiency that needs to be addressed; Cumulative grades, in the form of a report card, are issued at the end of each semester to students, and parents. Students and parents can monitor current grades via PowerSchool, our Student Information System (*PowerSchool* URL- <https://nacel.powerschool.com/public>).

### **Honor Roll**

To reward and encourage academic excellence among Saint Paul American School students, an honor roll is published at the end of each semester. Students earning a 4.0 GPA are placed on the Principal's List. High Honor Roll is extended to students with a semester GPA of 3.7 to 4.0. Honor Roll will be given to students who receive 3.3 to 3.69.

### **Independent Practice (Homework)**

Independent Practice is an extension of classroom learning; it reinforces classroom instruction and it is important for academic success. Students are expected to complete independent practice properly and on time. The amount of independent practice will vary with grade, subject, and student work habits. Parents are encouraged to communicate with their student to ensure that independent practice is being completed and up to date. Ultimately, the responsibility for meeting independent practice demands rests with the student.

### **Mid-Term & Final Assessments**

Mid-Term Assessments will be schedule at the approximate middle of each semester. Final Assessments will take place at the end of each semester. All students are required to participate. Students with conflicts must schedule an alternative exam time with the teacher.



**Re-Assessment Policy**

Saint Paul American School believes that grades reflect content mastery. With this in mind, we allow students to complete re-assessments to demonstrate increased content mastery. Re-assessments opportunities are guided by the following policies:

<b>Normal Re-assessment</b>	<b>Excused Absence</b>	<b>Unexcused Absence</b>
<ul style="list-style-type: none"> <li>• Only scores of 80% or lower are qualified for a re-assessment</li> <li>• Scores above 80% are not qualified for re-assessments</li> <li>• Scores on these qualifying re-assessments that have earned below an 80%, may earn up to an 80% on the reassessment</li> <li>• Regardless of the student’s assessment and first re-assessment score, the higher assessment grade will be recorded in the gradebook</li> <li>• Students may request a re-assessment within 5 school days after the assessment or assignment has been graded and returned to the student</li> </ul>	<ul style="list-style-type: none"> <li>• The student has the opportunity to make up the assessment for full credit</li> <li>• Students will be given a number of days to apply for and complete the re-assessment equal to the number of school days missed               <ul style="list-style-type: none"> <li>○ For example, if a student misses school for 3 days, the student has 3 school days upon their return to request/take the assessment</li> </ul> </li> <li>• Students who receive an OSS forfeit their first assessment opportunity and will follow the normal reassessment procedures</li> <li>• Students from OSS may only receive up to an 80%</li> </ul>	<ul style="list-style-type: none"> <li>• Students with unexcused absences will be required to request re-assessments upon the day of their return to school</li> <li>• Students who receive an unexcused absence forfeit their first assessment opportunity and will follow the normal reassessment procedures</li> <li>• Students with an unexcused absence may only receive up to an 80% on their re-assessment</li> </ul>

**Academic Transcripts**

Academic transcripts are available at any time with the submission of a *Transcript Request Form* available on the school website; please allow two weeks for processing.

Students are responsible to provide administration with special instructions, payment, etc. regarding legalizing of documents. No final transcript can be processed until the first day following teacher grade reporting days.

**Academic Probation**

A student may be placed on academic probation if the student’s GPA falls below a 2.0 and/or when students receive grades below a C-. Students who are placed on academic probation must meet with teachers and advisors to address the deficiency and develop a success plan which may include the following:

1. Tutoring.
2. Assignment of a mentor.
3. Supervised study in lieu of free periods.
4. Regular progress reports in all subjects.
5. Elimination or limitation of participation in extracurricular activities/athletics.

A student who remains on academic probation for two or more consecutive semesters may be subject to dismissal.



### 3 Types of Assessments Used at SPAS

#### **Diagnostic Assessment:**

Diagnostic assessment can help identify students' current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place. Knowing students' strengths and weaknesses can help better plan what to teach and how to teach it.

#### **Types of Diagnostic Assessments:**

1. Pre-tests (on content and abilities)
2. Self-assessments (identifying skills and competencies)
3. Discussion board responses (on content-specific prompts)
4. Interviews (brief, private, 10-minute interview of each student)

**Formative Assessment:** Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measures student progress but it can also assess progress as an instructor. For example, when implementing a new activity in class, through observation and/or surveying the students, determine whether or not the activity should be used again (or modified). A primary focus of formative assessment is to identify areas that may need improvement. These assessments typically are not graded and act as a gauge to students' learning progress and to determine teaching effectiveness (implementing appropriate methods and activities).

In another example, at the end of the third week of the semester, questions which might be on a future exam to see if they truly understand the material. An exciting and efficient way to survey students' grasp of knowledge is through the use of clickers. Clickers are interactive devices which can be used to assess students' current knowledge on specific content. For example, after polling students, a large number of students did not correctly answer a question or seem confused about some particular content. At this point in the course you may need to go back and review that material or present it in such a way to make it more understandable to the students. This formative assessment has allowed you to "rethink" and then "re-deliver" that material to ensure students are on track. It is good practice to incorporate this type of assessment to "test" students' knowledge before expecting all of them to do well on an examination.

#### **Types of Formative Assessment:**

1. Observations during in-class activities; of students' non-verbal feedback during lecture.
2. Homework exercises as review for exams and class discussions).
3. Reflections journals that are reviewed periodically during the semester.
4. Question and answer sessions, formal—planned and informal—spontaneous.
5. Conferences between the instructor and student at various points in the semester.
6. In-class activities where students informally present their results.
7. Student feedback collected by periodically answering specific questions.
8. Instruction and their self-evaluation of performance and progress.

**Summative Assessment:** Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Typically, no more formal learning is taking place at this stage, other than incidental learning which might take place through the completion of projects and assignments. Rubrics, often developed around a set of standards or expectations, can be used for summative assessment. Rubrics can be given to students before they begin working on a particular project so they know what is expected of them (precisely what they have to do) for each of the criteria. Rubrics also can help to be more objective when deriving a final, summative grade by following the same criteria students used to complete the project.



High-stakes summative assessments typically are given to students at the end of a set point during or at the end of the semester to assess what has been learned and how well it was learned. Grades are usually an outcome of summative assessment: they indicate whether the student has an acceptable level of knowledge gain and is the student able to effectively progress to the next part of the class? To the next course in the curriculum? To the next level of academic standing? Summative assessment is more product-oriented and assesses the final product, whereas formative assessment focuses on the process toward completing the product. Once the project is completed, no further revisions can be made. If, however, students are allowed to make revisions, the assessment becomes formative, where students can take advantage of the opportunity to improve.

**Types of Summative Assessment:**

1. Examinations (major, high-stakes exams).
2. Final examination (a truly summative assessment).
3. Term papers (drafts submitted would be a formative assessment).
4. Projects (draft submitted could be formatively assessed).
5. Portfolios (assessed during its development as a formative assessment).
6. Performances.
7. Student evaluation of the course (teaching effectiveness).
8. Instructor self-evaluation.



## **ESL Support Policy**

### **Introduction**

Saint Paul American School recognizes that we have students from a diverse background who come with equally varied abilities in the English language. It is our belief that all students have the right to learn, progress and succeed, which can only happen when students are met at their level. We believe that every student learns in their own way and at their own pace. With this in mind, SPAS has established multiple levels of support to meet each students' unique needs and learning styles. Students are placed at each level based on data gathered through diagnostic testing combined with teachers' formative assessment. We strive to meet each student where they are through our ESL services, which are designed to guide each student towards proficiency and provide a springboard for their success at SPAS.

### **Definitions**

**English Language Learners (ELL)** - students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

**Accommodations** – change how a student learns the material.

**Modifications** – changes what a student is taught or expected to learn.

### **Description of Services**

Depending on the age and English level as determined by the diagnostic testing, students are assigned to one of the following levels of service:

**Level 4** – Students at this level will have specialized pull-out classes that are separated from other students with intensive focus on gaining English fluency in core subject areas (Language Arts, Science, Social Studies, Fine Arts). These self-contained sheltered classrooms will allow teachers to integrate language acquisition with content instruction; providing access to appropriate grade level content in combination with promoting the development of English language proficiency. Student with Reading or Language Usage RIT scores of less than 200 on their MAP assessment will be enrolled at level 4. Because of graduation requirements, students may not remain in level 4 past the 1<sup>st</sup> semester of 10<sup>th</sup> grade.

**Level 3** – Students at this level are enrolled in main stream courses as well as one elective course that offers a sheltered transition from the full Level 4 pull-out program. Student with Reading or Language Usage RIT scores of less than 205 on their MAP test will be enrolled at level 3. Because of graduation requirements, students may not remain in level 3 past the 1<sup>st</sup> semester of 11<sup>th</sup> grade.

**Level 2** – Students at this level is fully enrolled in traditional mainstream classes but teachers use modifications and accommodations to tailor and differentiate the lessons to each student. Student will also receive an additional time to meet with a teacher and receive assistance. Student with Reading or Language Usage RIT scores of less than 210 on their MAP test will be enrolled at level 2.

**Level 1** – Students remain in the traditional classroom but teachers use modifications and accommodations to tailor and differentiate the lessons to each student. Student with Reading or Language Usage RIT scores greater than 210 on their MAP test will be enrolled at level 1.



Regardless of level, all students will have Accommodations and Modifications available to them suitable for their situation.

Accommodations may include:

- Take more time to complete a project
- Take frequent breaks, such as after completing a task
- Sit where he or she learns best
- Work or take a test in a different setting, such as a quiet room with few distractions
- Use a spelling dictionary or electronic spell-checker
- Capture responses on an audio recorder
- Dictate answers to a scribe
- Give responses in a form (oral or written) that's easier for him or her

Modifications may include:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments
- Learn different material (such as continuing to work on multiplication while classmates move on to fractions)
- Get graded or assessed using a different standard than the one for classmates
- Be excused from particular projects



## Academic integrity

NACEL International School System fosters the highest standards of academic integrity and the highest regard for truth and honesty. The attempt by students to present as their own any work not actually performed by them; collusion, fabrication and cheating on examinations, papers and other course-related work; producing other students' papers or projects are considered violations of academic integrity and destructive to the core values of our school system.

Academic integrity and honesty are integral to the academic process. Academic dishonesty is a serious offense which undermines the education process and the learning experience for the entire school system.

It is expected that all students will understand and adhere to the concept of academic integrity. It is expected that each student will assume responsibility for his/her work and that materials submitted represent the unacceptable and will not be tolerated.

### Definitions

The prevailing forms of academic dishonesty are **cheating, plagiarism and collusion**.

**Cheating** in the instructional setting is the unauthorized use or exchange of information by students for the purpose of meeting academic standards or requirements; examples include, but are not limited to, the following:

- copying others' work during an examination
- using unauthorized notes or aids during an examination
- taking an examination for another student
- collaborating with any other person during a test without authority
- using or giving unauthorized assistance on a take-home examination, assigned physical work, projects, or any other academic work
- arranging for another student to take an examination
- attempting to obtain, or knowingly obtaining, using, buying, selling, or soliciting the contents of a test or information about a test
- unauthorized supplying or bribing any other person to obtain an unreleased test or information about a test

**Plagiarism** is representing another person's words or ideas as one's own without proper attribution or credit. Other people's words or ideas must be given adequate documentation whether used in direct quotation or in summary or paraphrase. Plagiarism includes, but is not limited to, quoting written or oral materials without citation on an exam, term paper, homework, or other written materials or oral presentations for academic requirements; purchasing from a term paper service and submitting as one's own, downloading from the Internet or taking from any other Source; or submitting anyone else's work as one's own. Any form of plagiarism constitutes a violation of academic integrity.

**Collusion** is an agreement by two or more people to commit an act of academic dishonesty. The school will not attempt to distinguish between students who cheat or plagiarize and those who assist in such actions. A student who assists another in the act of cheating or plagiarism is subject to disciplinary action for violation of academic integrity.

### Academic Integrity Due Process Steps

Academic sanctions for the violation of the academic integrity policy are at the discretion of the instructor, up to and including no credit for an assignment or assessments and no possibility for a retest. Each act of academic dishonesty will be entered as a log entry, and additional penalties may apply according to the **Progressive Discipline**. Students who show continued academic dishonesty, after due process, may be subject to failure on assignments, examinations, failure in courses, suspension or expulsion.



## Sight Unseen & Electronic Device Policy

*We encourage the use of technology for the purpose of academic enhancement and use. Unauthorized use of electronic devices may result in device being confiscated and will be subject to progressive disciplinary action.*

As used herein, the term “Computer[s]” refers to any desktop, laptop, or other mobile computing device owned or issued by the Saint Paul American School to any student for school and/or home use. The term “Privately-Owned Computer[s]” refers to any privately-owned desktop, laptop, or other mobile computing device. The term “Computer Services” refers to the School’s network or Internet connections used to access school or Internet-based information. All students are responsible for their actions and activities involving Computers and/or Computer Services, and for their Computer files, passwords and accounts. These rules provide general guidance concerning the use of the Computers and/or Computer Services and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity; students, parents and school staff who have questions about whether a particular activity is prohibited are encouraged to contact a school administrator or the Technology Coordinator. These rules apply to all Computers and/or school Computer Services regardless of how they are accessed.

*If students fail to adhere to the Sight Unseen & Electronics Device Policy, after an administrative investigation and evaluation, a schoolwide electronics ban will be set into place.*

### Administrative Access

Students are required to give full disclosure to school administration concerning their electronic devices. During investigations into misuses of electronics or upon the condition of probable cause and/or suspicion of a violation of the electronics policy, students will be required to unlock their electronic device, matching any of the above descriptors mentioned in this policy, or provide passwords for the requesting administrator. Students are required to allow full access to the student’s electronic device to the administrator in any and all investigations into, but not limited to: software, photos, apps, text messages, emails, social media posts, notes, websites, games, photo-vaults, videos, etc.

### Sight Unseen Policy

Saint Paul American School has adopted a new *Sight Unseen Policy* as of the 2017 school year. This policy allows you to have an electronic device (cellphone/tablet/laptop) in school, but you are not authorized for its personal usage at any time within the school building without prior authorization from a teacher or supervising adult. Electronic devices may be kept within a pocket, bags, or schoolbags throughout the day and **must be kept on silent mode**. Electronic devices are not authorized to be in your hand while transitioning from one class to another, nor while in study hall, nor while standing in the hallway, nor in the classroom before/after your classes. You may use electronic devices within the school building on *one condition only*; authorization/permission from a teacher for academic uses.

### Acceptable Uses

1. *Only with permission* and in full understanding and cooperation of the teacher or supervising adult present *inside of* the classroom.
2. Saint Paul American School’s Computers and/or Computer Services are provided for educational purposes and research consistent with the Saint Paul American School’s educational mission, curriculum and instructional goals.
3. Students must comply with all policies, school rules and expectations concerning student conduct and communications when using Computers and/or Computer Services, whether on or off school property.
4. Students also must comply with all specific instructions from school staff and volunteers when using the Computers and/or Computer Services.



## **Prohibited Uses**

Unacceptable uses of Computers and/or Computer Services include, but are not limited to, the following:

1. **Accessing or Communicating Inappropriate Materials** - Students may not access, submit, post, publish, forward, download, scan or display defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying and/or illegal materials, images (still or video) or messages.
2. **Illegal Activities** - Students may not use Computers and/or Computer Services for any illegal activity or in violation school rules. Saint Paul American School assumes no responsibility for illegal activities of students while using Computers and/or Computer Services.
3. **Files, App and Software** - Students may not copy, download or share any type of copyrighted materials (including music or films) without the owner's permission; or copy or download software/apps without the express authorization of the Technology Coordinator.
4. **Downloading "Apps" from Authorized Sources or with authorization of School Staff** - Students may download apps onto mobile devices issued by the School provided that those apps do not violate the other provisions of this section regarding "Prohibited Uses" and provided they are downloaded from a school-authorized source. In the event school staff discovers inappropriate materials on a student device, the device may be confiscated and the materials removed without student permission, even if it means the loss of student purchased material, and appropriate restrictions may be placed on the student's future Computer use. The school staff also has the right to confiscate or search Computers at any time with or without cause as part of an effort to deter violations of these rules and to confiscate and search Privately-Owned Computers on school grounds upon reasonable suspicion of a violation of this "Prohibited Uses" section.
5. **Plagiarism** - Students may not represent as their own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher and web site must be identified.
6. **Use for Non-School Purposes** - Using Computers and/or Computer Services for any personal reasons not connected with the educational program or school assignments is permissible so long as those uses do not constitute a violation of the "Prohibited Uses" section of these rules and/or are not interfering with the educational purpose of these devices by the student or others.
7. **Misuse of Passwords/Unauthorized Access** - Students may not share passwords, use other users' passwords, access or use other users' accounts, or attempt to circumvent the network security systems and/or Computer Services.
8. **Malicious Use/Vandalism** - Students may not engage in any malicious use, disruption or harm to Computers and/or Computer Services, including but not limited to hacking activities, "jail breaking", circumventing mobile device management software and creation/uploading of computer viruses.

## **Compensation for Losses, Costs and/or Damages**

The student and his/her parents are responsible for compensating Saint Paul American School for any losses, costs or damages incurred by the school for violations of these policies/procedures and school rules while the student is using Computers and/or Computer Services, including the cost of investigating such violations. The school assumes no responsibility for any unauthorized charges or costs incurred by a student while using Computer and/or Computer Services. The student and his/her parents/guardians are similarly responsible if the student takes any action with a Computer that has the purpose or effect of voiding any warranty in effect covering such Computer or of providing students access to apps that are available other than at the app source authorized for use by the school.



### **Care, Damage, Loss and Theft**

1. **Care of and Responsibility for Damage to Computers** - Students and their families are responsible for the proper care of Computers at all times, whether on or off school property, including costs associated with repairing or replacing the Computer.
2. **Computer Loss or Theft and Loss or Theft Prevention** - If a Computer is lost or stolen, the loss or theft must be reported to the teacher and/or administrator immediately. Additionally, if a Computer is stolen, a report should be made to the local police and the school technology coordinator immediately.

### **Miscellaneous Issues**

#### **Confiscation/Restriction of Privileges/Disciplinary Action.**

Violation of policies or rules governing the use of Computers and/or Computer Services, or any careless use of a Computer may result in a student's Computer being confiscated and/or a student only being allowed to use the Computer under the direct supervision of school staff.

The student will also be subject to disciplinary action for any violations according to the Saint Paul American School Code of Conduct.

#### **Additional Rules for Use of Privately-Owned Computers by Students**

1. Students are permitted to use Privately-Owned Computers in school provided that they comply with the policy and rules governing Computer and Internet Use, there is a suitable educational basis for the request, and the demands on the school's network or staff are reasonable.
2. The Technology staff has the authority to determine whether use of a student's Privately-Owned Computer would place an undue burden on or could interfere with the Computer Services.
3. The student is responsible for proper care of his/her Privately-Owned Computer including any costs of repair, replacement or any modifications needed to use the computer at school.
4. The school is not responsible for damage, loss or theft of any Privately-Owned Computer.
5. Students have no expectation of privacy in their use of Computer Services while using a Privately-Owned Computer at school. Students must supply password to unlock devices upon request.
6. Violation of any policies, administrative procedures or school rules involving a student's use of Computer Services or a Privately-Owned Computer may result in the revocation of the privilege of using the computer at school and/or disciplinary action.
7. The school may seize any privately-owned computer used by a student in school without authorization as required by these rules and the contents of the Privately-Owned Computer may be searched. The computer will be returned to the student's parents when it is no longer needed for investigatory or evidentiary purposes.



## **Course Registration Procedures**

### **Preregistration Information**

The courses offered at Saint Paul American School for the 2017-2018 school year will be those courses selected by students during spring registration. Generally speaking, the courses listed in the course descriptions will be only offered on the master schedule if **TEN (10)** or more students register for that course. If, during the registration process, fewer than **TEN (10)** students request the course, it may be cancelled and those students will be registered into an alternative elective course.

### **Selecting your Courses**

Courses that students select this spring are the courses they will be required to attend next year. Choose your courses carefully, keeping in mind your post-secondary plans. Consult with your parents, counselors, and teachers prior to making your selections. Follow these guidelines:

1. **READ** the course descriptions, especially noting the pre-requisites, and the course and grade level requirements.
2. **DISCUSS** your course selection with your parents and teachers. Some courses will require a teacher recommendation or special applications.
3. **CHOOSE** courses that will challenge you and will also give you the best preparation to meet your post-secondary plans.
4. **PLAN** alternative choices for electives and courses chosen. Many times, your first choice may no longer be available.
5. **MEET** with your counselor so you **KNOW** what your credit options are and what you need to meet your goals.

### **Honors Courses**

Saint Paul American School offers a variety of honors level courses. If your academic performance is strong, you can apply to enroll in honors courses. To be accepted into honors classes, you need:

1. Your 1<sup>st</sup> semester GPA must be higher than 3.0 or have scored in the top 20% of MAP testing.
2. A recommendation from your current teachers.

Saint Paul Honors courses have two types. The first are honors versions of regular courses (example Honors General English 9) and are more intense and faster paced than regular counterpart. The second are AP courses. AP Courses follow the curriculum established by the college board and the content is similar to a freshman level college course.

#### **Advantages of the Honors Course Offerings**

- Most competitive colleges and universities consider not only students' grades, but also their academic background evidenced by courses listed on the transcript, letters of recommendation from teachers and counselors, and SAT I or ACT scores.
- Enrollment in the Honors Program will assist students in their preparation for college entrance exams.
- Increases your work ethic, an applicable skill for college and career readiness.
- You will be inspired and pushed by your peers and instructors.

### **Schedule Change Policy**

Requests for schedule changes are considered only during the first week of the semester and are generally only granted for the following reasons:

- A. Successful completion of approved external course work.
- B. To meet graduation requirements.
- C. Misplacement in a course according to ability. This will be considered only after a conference with the student, parent, teacher, counselor, and administrator.



### **Matriculation**

Matriculation to the next grade level is based on credits earned, **not** years in attendance. Students will be reclassified at the beginning of each academic school year.

**In order to be classified as a:**

**A student must earn a minimum of:**

Sophomore (10<sup>th</sup> grade)

12 credits

Junior (11<sup>th</sup> grade)

24 credits

Senior (12<sup>th</sup> grade)

36 credits

Parents should expect to receive correspondence regarding their child’s academic status each year. Parents should contact their child’s counselor if they have any questions about their grade level classification.

### **Duplicate Course Work -- Repeating A Class**

Students may repeat courses in which they would like to improve their grade. A student will **not** receive additional credit for the repeated course. The student’s academic history will reflect the higher grade, and the lower grade will be replaced with a “repeated course” notation.



**Programs of Study  
Examples Courses of Study**

**Freshman (9<sup>th</sup> Grade)**

<b>Graduation Requirements</b>	<b>Standard College Prep</b>	<b>Honors College Prep</b>
General English 9	General English 9	Honors General English 9
Algebra I	Algebra I/Geometry	Honors Geometry
Physical Science	Physical Science	Honors Physical Science
Geography/Government	Geography/Government	Geography/Government
Foreign Language	Foreign Language	Foreign Language
P.E/Art/Drama/Music/Band/IT	P.E/Art/Drama/Music/Band/IT	P.E/Art/Drama/Music/Band/IT
Academic Pillar Course	Academic Pillar Course	Academic Pillar Course

**Sophomore (10<sup>th</sup> Grade)**

<b>Graduation Requirements</b>	<b>College Prep</b>	<b>Honors</b>
General English 10	General English 10	Honors General English 10
Geometry	Geometry/Algebra II	Honors Algebra II
Biology	Biology	Honors Biology
World History	World History	Honors World History
Foreign Language	Foreign Language	Foreign Language
P.E / Art / Drama / Music / Band / Health / IT	P.E / Art / Drama / Music / Band / Health / IT	P.E / Art / Drama / Music / Band / Health / IT
Leadership Pillar Course	Leadership Pillar Course	Leadership Pillar Course

**Junior (11<sup>th</sup> Grade)**

<b>Graduation Requirements</b>	<b>College Prep</b>	<b>Honors</b>
American/World Literature	American/World Literature	American/World Literature
Algebra II	Algebra II/ Pre-Calculus	Pre-Calculus
Chemistry	Chemistry	Chemistry
U.S. History	U.S. History	U.S. History
Foreign Language	Foreign Language	Foreign Language
P.E / Art / Drama / Music / Band / Health / IT	P.E / Art / Drama / Music / Band / Health / IT	P.E / Art / Drama / Music / Band / Health / IT
Character Pillar Course	Character Pillar Course	Character Pillar Course

**Senior (12<sup>th</sup> Grade)**

<b>Graduation Requirements</b>	<b>College Prep</b>	<b>Honors</b>
American/World Literature	American/World Literature	AP Lit. & Comp.
Financial Literacy/Economics	Pre-Calculus/AP Calculus	AP Calculus/AP Statistics
Speech	AP Physics 1	AP Physics 1
Foreign Language	Financial Literacy/Economics	Financial Literacy/Economics
	Speech	Speech
	Foreign Language	AP Chinese / HSK VI
P.E / Art / Drama / Music / Band / Health / IT	P.E / Art / Drama / Music / Band / Health / IT	P.E / Art / Drama / Music / Band / Health / IT
Service Pillar Course	Service Pillar Course	Service Pillar Course



## **Course Catalog**

### **Elective**

#### **ESL Science SCI0906 (1 semester long)**

**Course Description:** This course is part of the pull-out ESL program described in the ESL Policy. This course is designed to give students an introduction to science. The topics covered include an introduction to the scientific disciplines, the scientific method, and an overview of each discipline. The lessons emphasize vocabulary used in each discipline. The course also includes vocabulary used in mathematics, including general math, algebra, and geometry.

**Prerequisites:** none

**Grade Level:** 7-10

#### **ESL English ENG0911 (1 semester long)**

**Course Description:** This course is part of the pull-out ESL program described in the ESL Policy. This course introduces students to basic structures and vocabulary of the English language through the skills of reading, writing, speaking, and listening. Students learn strategies in order to advance their reading, listening, and pronunciation skills.

**Prerequisites:** none

**Grade Level:** 7-10

#### **ESL Social Studies SOC1006 (1 semester long)**

**Course Description:** This course is part of the pull-out ESL program described in the ESL Policy. This course surveys the American government, investigating politics and the process of elections and governing in America. Looking at the Constitution, students examine the principles of American Democracy, including the Bill of Rights, Federalism, Checks and Balances, Separation of Powers, and Judicial Review.

**Prerequisites:** none

**Grade Level:** 7-10

#### **Academic English Support ELE0917 (1 semester long)**

**Course Description:** This elective course is offered to students in level 3 of the multi-leveled English support system and provides a sheltered transition from the full Level 4 pull-out program.

**Prerequisites:** none

**Grade Level:** 7-11

#### **Wellness HEA0901 (year-long)**

**Course Description:** This Course will explore effective ways to balance their overall wellness in the areas of physical, social, emotional, spiritual, occupational, and intellectual health in order to prepare them for their high school experience.

**Prerequisites:** none

**Grade Level:** 7-8

#### **Academic Skills Support ELE0921 (year-long)**

**Course Description:** This class is designed for 9<sup>th</sup> Grade students to develop the necessary skills to become a successful High School student. These include but are not limited to: organizational skills, study skills, test taking skills, communication skills, and time management skills. The teacher will work closely with the primary teachers to ensure course assignments are completed and understood in addition to helping students to prepare for upcoming assessments. This class serves as the 9<sup>th</sup> grade pillar classes.

**Prerequisites:** none

**Grade Level:** 9



**Leadership ELE1026 (year-long)**

**Course Description:** The Leader in Me is a study skills course that offers students at SPAS the opportunity to learn about how to best cope with issues facing any high school student. Students will learn to successfully manage their time, balance their commitments, and live a healthy and successful life at school. This leadership program utilizes the concepts put forth in the popular *7 Habits of Highly Effective Teens*. This class serves as the 10<sup>th</sup> grade pillar classes.

**Prerequisites:** none

**Grade Level:** 10

**College Preparation ELE1111 (year-long)**

**Course Description:** College preparation is a course designed to help Junior students prepare for success at a United States university. Students will learn the process required to search for colleges that may be suitable for them. Students will then prepare documents, essays, and applications. The overarching goal is to help assist in the college application and transition process as well as give students an overview of college life and campus issues, a sampling of the academic rigor and style of college courses, and a thoughtful examination of what it means to be a good person. As the 11<sup>th</sup> grade pillar class, this course will focus on developing students' character.

**Prerequisites:** none

**Grade Level:** 11

**College Readiness/Service Learning ELE1211/ ELE1212 (year-long)**

**Course Description:** This course focuses on developing an appreciation of the concept of service to the community and to develop an understanding of skills necessary to evaluate the impact of service to others. Partnerships will be established with the community to assist students in the identification of community needs and to develop and implement a plan that meets these needs. As the 12<sup>th</sup> grade pillar class, this course will also assist students as they prepare to transition into college life.

**Prerequisites:** None

**Grade Level:** 12

**Intensive English I-V ENG0948-0957 (year-long)**

**Course Description:** Intensive English is designed to build and enhance a firm foundation of the English skills necessary for Chinese students to be successful in American high school courses. It will focus on pronunciation, grammar, vocabulary and reading. Students will also learn academic vocabulary and the skills necessary to enhance their reading, writing, speaking and listening in the core areas of Mathematics, Social Studies, Science and English. The curriculum is aligned with the English language AP exams, SAT, and TOEFL exam.

**Prerequisites:** none

**Grade Level:** 7-12

**Student Government and Leadership ELE1023 (1 semester long)**

**Course Description:** Student Government and Leadership is an elective course offered to those who represent their peers on the student council. Students will learn about how to best lead the student body through various group activities involving planning, preparing, and hosting events on and off campus. Students will also work on communication skills by developing weekly updates for their peers.

**Prerequisites:** Elected into Student Council

**Grade Level:** 9-12



## English

### MS English III ENG0806/ENG0807 (year-long)

**Course Description:** MS English is a course focused on developing students' reading, writing, and study skills. The curriculum will also emphasize analytical thinking and group work. During the year, students will participate in a variety of activities and thematic units to achieve this goal, and will also experiment with various forms of creative writing.

**Prerequisites:** none

**Grade Level:** 7-8

### General English 9 ENG0944/ENG0945 (year-long)

**Course Description:** General English 9 builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually include the four aspects of language use: reading, writing, speaking, and listening. Usually, the various genres of literature are introduced and defined, with writing exercises often linked to reading selections.

**Prerequisites:** Graduation from the ESL program

**Grade Level:** 9

### Honors General English 9 ENG0964/ENG0965 (year-long)

**Course Description:** This one-year course is a more rigorous version of the standard General English 9. It builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually include the four aspects of language use: reading, writing, speaking, and listening. Usually, the various genres of literature are introduced and defined, with writing exercises often linked to reading selections.

**Prerequisites:** Successful honors application

**Grade Level:** 9

### Speech ENG1002 (1 semester long)

**Course Description:** The primary purpose of Speech is to improve public speaking skills in a variety of settings. For each speech, topic selection, audience analysis, research, outlining, speech writing, and speech delivery will be emphasized. By the end of this course students will have improved verbal and nonverbal communication skills, and will be able to successfully and confidently present speeches in a variety of real-world situations.

**Prerequisites:** none

**Grade Level:** 12

### General English 10 ENG1023/ENG1021 (year-long)

**Course Description:** General English 10 offers a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph thematic essays and compositions. The study of literature encompasses various genres as students improve their reading rate and comprehension and develop the skills to determine authors' intent and theme and to recognize the techniques employed by the author to achieve the goal.

**Prerequisites:** Graduation from the ESL program

**Grade Level:** 10

### Honors General English 10 ENG1024/ENG1025 (year-long)

**Course Description:** This one-year course is a more rigorous version of the standard General English 10. It offers a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph thematic essays and compositions. The study of literature encompasses various genres as students improve their reading rate and comprehension and



develop the skills to determine authors' intent and theme and to recognize the techniques employed by the author to achieve the goal.

**Prerequisites:** Successful honors application

**Grade Level:** 10

**World Literature ENG1113/ENG1114 (year-long)**

**Course Description:** World Literature is a year-long study of canonical literature spanning the globe. In this course, students will examine short stories, novels, plays, poetry, and nonfiction within a historical and cultural context. Students take part in group discussions and class seminars, write essays, and deliver speeches to demonstrate their growing understanding of the relationship between local concerns and universal questions, the manner in which geography and culture can influence form, and world views of literature itself. Class discussions also encourage students to express opinions and support individual ideas from their readings.

**Prerequisites:** none

**Grade Level:** 11-12

**Creative Writing ENG1204 (1 semester long)**

**Course Description:** Creative writing is focused on allowing students to display their creative and expressive writing skills. Exercises and assignments in each of the main literary genres—creative nonfiction, poetry, fiction, and drama—will help students discover their voice and tone while expanding vocabulary, building awareness of audience, and refining flow, context, meaning, and sentence variation. Creative writing will promote critical thinking and help students refine communication skills, which will aid students in writing more interesting essays, enhance their success in other classes, and set them apart in college applications as they continue on in the world of academia.

**Prerequisites:** none

**Grade Level:** 11-12

**American Literature ENG1213/ENG1214 (year-long)**

**Course Description:** American Literature covers the literature of the United States from the early beginnings of the country until the present. Historical forces impacting the literature, as well as the regional influences, are also examined. The development of critical thinking and vocabulary building, along with writing skills, are emphasized.

**Prerequisites:** none

**Grade Level:** 11-12

**AP Literature and Composition ENG1506/ENG1507 (year-long)**

**Course Description:** This class is designed to prepare students for the Advanced Placement English Literature and Composition exam given at the end of the school year. For success in the course, students need advanced English skills as well as a major commitment of their time and effort. During the class, students engage in careful reading and critical analysis of fiction, nonfiction, poetry, and drama. Students are expected to actively engage in class discussions, write critical essays, and deliver oral presentations about the literary texts studied in class.

**Prerequisites:** Lexile score of 1100 and successful honors application

**Grade Level:** 11-12



## **Fine Arts**

### **MS Music III/ESL Music ART0808/ELE0920 (1 semester long)**

**Course Description:** MS music is a foundational introduction to general music, with an emphasis on music making through composition and performance. Students study the general makeup of instruments, and also analyze rhythm, melody, and other musical vocabulary in order to gain greater insight into compositional devices (including instruction in music notation software) and performance skills.

**Prerequisites:** none

**Grade Level:** 7-8

### **MS Art III/ESL Art ART0808/ELE0919 (1 semester long)**

**Course Description:** Students explore a variety of media, providing a foundation in the elements and principles of art with an emphasis on drawing and painting. This course may also include: printmaking, calligraphy, computer applications, and commercial art. The study of art history, cultures, and artists will provide vocabulary skills and a foundation for students to discuss and evaluate their own work in a supportive atmosphere.

**Prerequisites:** none

**Grade Level:** 7-8

### **Band ART0903 (year-long)**

**Course Description:** Band is an introductory musical organization that will allow band members to participate in various performances throughout the year. The class will be comprised of students from grades 7-12 who have had little music instruction, or wish to play a new instrument. Students will focus on learning the fundamentals of their instrument, technique, and playing as a unified group.

**Prerequisites:** none

**Grade Level:** 7-12

### **Art I ART0909 (1 semester long)**

**Course Description:** Students explore a variety of media, providing a foundation in the elements and principles of art with an emphasis on drawing and painting. This course may also include: printmaking, calligraphy, computer applications, and commercial art. The study of art history, cultures, and artists will provide vocabulary skills and a foundation for students to discuss and evaluate their own work in a supportive atmosphere.

**Prerequisites:** none

**Grade Level:** 9-12

### **Music ART1012 (1 semester long)**

**Course Description:** Music class is an introductory course that focuses on basic music theory. Students will study a wide range of classical and contemporary pieces, learning how to read, discuss, and evaluate individual music composition. Students will also learn the appropriate vocabulary necessary to discuss various pieces of music.

**Prerequisites:** none

**Grade Level:** 9-12

### **Drama ART1107 (1 semester long)**

**Course Description:** Drama I is an introductory study of the different aspects of drama in theatre and film. Students will be studying drama appreciation with topics to include: structure of dramatic performances, evaluations of dramatic performances, playwrights, films and filmmakers, play production, improvisation, pantomime, and acting.

**Prerequisites:** none

**Grade Level:** 9-12



## **SAINT PAUL AMERICAN SCHOOL, BEIJING**

### **Digital Art ART1202 (1 semester long)**

**Course Description:** Digital Art expands on foundational skills learned in I.T class and that gives students marketable experience in print media publishing. This course works solely towards the completion of the Saint Paul American School yearbook. Students will compose, construct, and edit all elements of computerized text layout, graphic art, and digital photography. The result is a wonderful artifact that displays student talent and creativity.

**Prerequisites:** none

**Grade Level:** 9-12



## Foreign Language

### Chinese I FOR1117 (1 semester long)

**Course Description:** This course will introduce Pinyin, basic Chinese vocabulary, and useful terms and phrases in typical everyday conversations. We will help students experience and adapt to the atmosphere of speaking with native Chinese speakers. Students will grasp Chinese phonetics, tones and rhythms, and about 320 common Chinese words. Students can say simple and more typically well-known Chinese phrases, such as those used in self-introductions, and will also be able to conduct most routine communicative tasks for personal needs in Chinese, such as making an appointment, making an acquaintance, paying a visit, dating, shopping, etc.

**Prerequisites:** none

**Grade Level:** 7-12

### Chinese II FOR1118 (1 semester long)

**Course Description:** Students will continue to explore the communicative functions of the previous semester from Chinese I. This is particularly evident in the first five units. In Unit 6, a new topic is introduced about environmental protection. This parallel type content gives the students a more in-depth training in the communication skills targeted. The tasks focus on the communication skill required for daily life. As these tasks are extended both in depth and width, the students' vocabulary will be enlarged, and so will the ability to conduct daily communication. This will act as a bridge to their further Chinese study.

**Prerequisites:** Chinese I or instructor approval

**Grade Level:** 7-12

### Chinese III FOR1101 (1 semester long)

**Course Description:** This course will concentrate on practicing of listening, speaking, reading, and writing to improve students' Chinese fluency. Students will learn to scan for information, expand vocabulary, and strengthen their knowledge of grammatical structures. Students will take part in everyday conversations in Chinese about familiar topics. Students will use more complex sentence structures, grammar patterns, and will express their opinions using basic yet appropriate expressions and language norms in Chinese.

**Prerequisites:** Chinese II or instructor approval

**Grade Level:** 7-12

### Chinese IV FOR1102 (1 semester long)

**Course Description:** Students in Chinese IV will learn more Chinese vocabulary, useful terms, grammar points and Chinese culture. Students should grasp about 500 new Chinese words. To cope with the general needs of conducting daily communication, the sentence's patterns and grammar concepts presented to students will be in an order that emphasizes functional usage. The language materials are arranged within situational topics.

**Prerequisites:** Chinese III or instructor approval

**Grade Level:** 7-12

### Chinese V FOR1016 (1 semester long)

**Course Description:** Students in level 5 will practice listening, speaking, reading and writing to improve students' Chinese fluency. Students will learn to scan for information, expand vocabulary, and strengthen grammatical structures and know more about Chinese culture. Students will read and comprehend the text and will actively utilize new words; the grammar aspect analyzes some comparatively complex sentence patterns to train the students to use more complex sentence structures and grammar patterns.

**Prerequisites:** Chinese IV or instructor approval

**Grade Level:** 7-12



**Chinese VI FOR1017 (1 semester long)**

**Course Description:** This course is designed for students who have a vocabulary of at least 1100 words and have completed the primary Chinese courses. The course will prepare the students to demonstrate their level of Chinese proficiency as high as being able to learn in a Chinese speaking college or university. Communicative modes of teaching are provided to help students with their Chinese language skills in interpersonal, interpretive and presentational ways.

**Prerequisites:** Chinese V or instructor approval

**Grade Level:** 7-12

**HSK III FOR0906 (1 semester long)**

**Course Description:** HSK III is a test-preparation course with an aim at mastery of all reading, writing, speaking, and listening skills necessary for success taking the HSK 3 exam. Students will learn new words, as well as grammar elements and phrases, and will also refine their speaking and listening skills. Finally, classes will compliment students' daily Chinese class.

**Prerequisites:** Concurrent enrollment in Chinese III

**Grade Level:** 7-12

**HSK IV FOR0907 (1 semester long)**

**Course Description:** HSK IV is a test-preparation course with an aim at mastery of all reading, writing, speaking, and listening skills necessary for success taking the HSK 4 exam. Students will learn new words, grammar elements and phrases, and will also refine their speaking and listening skills. Finally, classes will compliment students' daily Chinese class.

**Prerequisites:** HSK III or instructor approval

**Grade Level:** 7-12

**HSK V FOR0908 (1 semester long)**

**Course Description:** HSK V is a test-preparation course with an aim at mastery of all reading, writing, speaking, and listening skills necessary for success taking the HSK 5 exam. Students will learn new words, as well as grammar elements and phrases, and will also refine their listening skills. Classes will compliment students' daily Chinese class.

**Prerequisites:** HSK IV or instructor approval

**Grade Level:** 7-12

**HSK VI FOR0909 (1 semester long)**

**Course Description:** HSK VI is a test-preparation course with an aim at mastery of all reading, writing, speaking, and listening skills necessary for success taking the HSK 6 exam. Students will learn new words, grammar elements, and phrases, and will also refine their listening skills.

**Prerequisites:** HSK V or instructor approval

**Grade Level:** 7-12

**AP Chinese FOR1502/FOR1503 (year-long)**

**Course Description:** AP Chinese is a full-year course that covers the equivalent of a second-year college Chinese course. It is an advanced Mandarin Chinese course aimed at equipping students both linguistically and culturally to communicate successfully in Chinese within and beyond the school setting. This course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the Standards for Foreign Language Learning in the 21st Century.

**Prerequisites:** HSK VI or instructor approval

**Grade Level:** 9-12



## **Health and Physical Education**

### **Health HEA1002 (1 semester long)**

**Course Description:** This course focuses on gaining current knowledge about selected health topics. It also gives students opportunities to demonstrate the following skills: goal setting, coping with stress, communicating, and decision-making. Disease prevention, media awareness, and accessing community resources will be integrated throughout the course.

**Prerequisites:** none

**Grade Level:** 9-12

### **General Physical Education PHY1003 (1 semester long)**

**Course Description:** Physical education is a mandatory course at St. Paul American School, focusing on a broad range of physical activities. Thematic units will focus on a variety of sports, and students will have the opportunity to compete athletically with their peers. Participation is a key element of this course, and students will also be evaluated on improvement, effort, and skill acquisition.

**Prerequisites:** none

**Grade Level:** 9-12



## **Information Services**

### **Information Technology TEC1005 (1 semester long)**

**Course Description:** Information Technology focuses on developing students' computer literacy skills so as to adapt to emerging technologies used in the global marketplace. The focus will revolve around basic word processing skills, including all Microsoft Professional Office Suite programs: Word, Excel, PowerPoint, Visio, Access and Publisher. Students will experiment with these programs, complete a wide variety of project-based assessments.

**Prerequisites:** none

**Grade Level:** 9-12

### **Multimedia Journalism TEC1015 (1 semester long)**

**Course Description:** This course is designed to provide opportunities for students to engage in an in-depth examination of modern journalism. Students are responsible for the planning, design, writing/recording and publication of the school weekly newscast, newsletter publication and online digital content. This production process will involve feature writing, graphic design, videography, video editing, and distribution. Students will utilize outside media sources, and will also serve as campus reporters.

**Prerequisites:** none

**Grade Level:** 9-12



## Mathematics

### Algebra I MAT0902/MAT0904 (year-long)

**Course Description:** This first-year course is the study of patterns and structure within the real number system. Topics include working with equations, graphing, and problem-solving strategies. Students become adept at solving problems that require the integration of a variety of mathematical concepts.

**Prerequisites:** Pre-Algebra (or have equivalent math skills).

**Grade Level:** 7-9

### Honors Algebra I MAT0914/MAT0915 (year-long)

**Course Description:** This first-year algebra course is designed for the highly-qualified, motivated student who is committed to a challenging course of study during each year of high school. The development of algebraic strategies to enhance problem-solving skills and the study of structure within the real number system form the basis of this course.

**Prerequisites:** Pre-Algebra and successful honors application

**Grade Level:** 7-9

### Geometry MAT1003/MAT1004 (year-long)

**Course Description:** This one-year course is a logical development of the inductive and deductive systems of reasoning. Emphasis is on developing visualization abilities, analytical skills, and logical reasoning through activity-oriented methods of instruction. The prerequisite for this course is successful completion of Algebra I.

**Prerequisites:** Algebra I (or have equivalent math).

**Grade Level:** 8-11

### Honors Geometry MAT1009/MAT1010 (year-long)

**Course Description:** This one-year course provides advanced study in Geometry for the more capable student. It is a rigorous, logical development of the deductive system of reasoning. Emphasis is on the development of logic, formal proofs, and algebraic applications to geometry. The prerequisite for this course is successful completion of Algebra I Honors.

**Prerequisites:** Algebra I and successful honors application

**Grade Level:** 8-11

### Algebra II MAT1105/MAT1106 (year-long)

**Course Description:** This second-year course in algebra represents a mathematical progression from the concept of numbers as experienced in arithmetic to the notion of properties of numbers without regard to their value, a necessary tool for science applications. Formal abstraction will enable students to understand and analyze data in many occupational and academic fields.

**Prerequisites:** Geometry (or have equivalent math skills).

**Grade Level:** 9-12

### Honors Algebra II MAT1214/MAT1215 (year-long)

**Course Description:** This second-year algebra course is designed for students who desire a more rigorous course of study than in the standard Algebra II curriculum. Students will develop a more in-depth study of the concept of numbers from arithmetic to the notion of discrete mathematics. Formal abstraction will enable students to understand and analyze data in many occupational and academic fields. Emphasis is placed on proof of mathematical assertions assumed in other courses.

**Prerequisites:** Geometry and successful honors application

**Grade Level:** 9-12



**Math Topics MAT1107/MAT1108 (year-long)**

**Course Description:** Math Topics builds upon Algebra 2 to provide mastery of math in daily life and for university coursework in non-math courses. Students will learn to interpret mathematical relationships, estimate values, and present data. This course will emphasize critical thinking and communication skills as students gain strong math acumen for academic and professional life.

**Prerequisites:** Algebra II

**Grade Level:** 10-12

**Honors Pre-calculus MAT1204/MAT1205 (year-long)**

**Course Description:** The purpose of this course is to prepare students for a Calculus class. Students gain extended knowledge and experience working with functions, and also broaden their Trigonometry skills. The year starts with some review of Algebra II and ends with an introduction to Calculus.

**Prerequisites:** Algebra II with a C- or higher (or have equivalent math skills).

**Grade Level:** 10-12

**AP Calculus MAT1506/MAT1507 (year-long)**

**Course Description:** AP Calculus AB is a year-long course that is comparable to calculus courses offered during the first semester at US colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement, or both, from institutions of higher learning. Students will master concepts of differentiation and integration, graphical analysis including limits, asymptotes, and continuity. This rigorous study ultimately seeks to prepare students for success on the May AP examination.

**Prerequisites:** Pre-calculus with a B- or higher and successful honors application **Grade Level:** 11-12

**AP Statistics MAT1508/MAT1509 (year-long)**

**Course Description:** This course is designed to cover the four main topics on the AP Statistics exam: exploratory data analysis, planning and conducting a study, probability, and statistical inference. Topics will include: categorical and quantitative data, proportions, one sample means, matched pairs means, regression analysis, z-test, t-test, chi square test, z-intervals and paired t-tests, amongst others. This course requires the use of a graphing calculator. This class is not as calculation rich as our other math offerings since the calculator or computer does most of the tedious calculations. Your job will be to understand which statistical procedure to apply and how to interpret the results.

**Prerequisites:** Algebra II with a B- or higher and successful honors application

**Grade Level:** 11-12



## Science

### MS Science III SCI0806/SCI0807 (year-long)

**Course Description:** General Science is an interdisciplinary course designed to prepare students for entering high school. The course requires that the student exhibit higher order thinking skills, academic discipline, and rigorous application with regard to the content, which is organized and presented in a structure that connects the discrete pieces of information in a meaningful way. The inquiry-based laboratory work emphasizes the scientific process and qualitative rather than purely quantitative results.

**Prerequisites:** none

**Grade Level:** 7-8

### Physical Science SCI0907/SCI0908 (year-long)

**Course Description:** Physical Science is an introduction to physics and chemistry with earth and space ideas embedded throughout the course. This course is lab-based, which means that students learn primarily by doing activities. This class is also used to provide students with a filter they can use to view the world around them.

**Prerequisites:** none

**Grade Level:** 9

### Honors Physical Science SCI0916/SCI0917 (year-long)

**Course Description:** This course is designed for students who desire a more rigorous course of study than in the standard Physical Science. It is an introduction to physics and chemistry with earth and space ideas embedded throughout the course. This course is lab-based, which means that students learn primarily by doing activities. This class is also used to provide students with a filter they can use to view the world around them.

**Prerequisites:** Successful honors application

**Grade Level:** 9

### Biology SCI1009/SCI1010 (year-long)

**Course Description:** This one-year course is designed as a survey of the biological sciences. The emphasis is on developing critical-thinking skills, research skills, and laboratory techniques. Independent study projects and inquiry-based learning experiences are integral parts of the course requirements.

**Prerequisites:** Physical Science

**Grade Level:** 10

### Honors Biology SCI1205/SCI12106 (year-long)

**Course Description:** This one-year course is a rigorous presentation of introductory biological concepts designed for the serious, academically-oriented student. Emphasis is particularly placed on developing critical-thinking skills, research skills, and laboratory techniques. Independent study projects are an integral part of course requirements.

**Prerequisites:** Physical Science and successful honors application

**Grade Level:** 10

### Chemistry SCI1105/SCI1106 (year-long)

**Course Description:** Chemistry is the study of the principles of matter and the changes that matter undergoes. In the fall semester, students will develop scientific skills as they explore atomic structure, the periodic table, chemical bonding, chemical formulas and compounds, and chemical reactions. In the second semester, students will study stoichiometry, gases and phase changes, solutions, kinetics and equilibrium, acids and bases, and organic chemistry.

**Prerequisites:** Physical Science and Algebra I

**Grade Level:** 11-12



**AP Biology SCI1506/SCI15107 (year-long)**

**Course Description:** The AP Biology course is designed to enable you to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses.

**Prerequisites:** Biology or Honors Biology and successful honors application.

**Grade Level:** 11-12

**AP Physics 1 SCI1510/SCI1511 (year-long)**

**Course Description:** Physics is the application of mathematics to real world situations in order to understand how the universe around us works. This is a college preparatory physics course that includes probability, statistics, the scientific method, motion, force, gravity, linear motion, circular motion, momentum, optics, electricity, energy, waves, and modern physics.

**Prerequisites:** Algebra II and successful honors application

**Grade Level:** 11-12



## **Social Studies**

### **MS Social Studies III SOC0806/SOC0807 (year-long)**

**Course Description:** MS Social Studies exposes students to world events from the early beginnings of civilization to those of the modern world. Themes addressed in every unit include those aligned with geography, economics, government, citizenship, culture, science, and technology.

**Prerequisites:** none

**Grade Level:** 7-8

### **Geography SOC0905 (1 semester long)**

**Course Description:** This course is designed to provide the student with a basic introduction to physical and human geography. Students will examine the role which geography plays in the world and how the interactions of humans with the environment affect the other. Students will explore the major world regions and examine the physical systems and human interactions within the regions. Students will use maps, globes, in-depth case studies, and geographic systems and databases to help them answer geographic questions. This course serves as an excellent starting point for students wishing to expand their knowledge of the world.

**Prerequisites:** none

**Grade Level:** 9

### **American Government (formerly Civics) SOC0910 (1 semester long)**

**Course Description:** Students in American Government will examine the democratic foundations, structures, and institutions of American government at local, state, and national levels. Students will study the political processes to gain an understanding of the role of the individual in the decision-making process of American government. Students will also learn about the rights and responsibilities of the citizens of the United States. Students will investigate American government through a variety of methods.

**Prerequisites:** None

**Grade Level:** 9

### **World Government SOC0913 (1 semester long)**

**Course Description:** Students in World Government will be learning about the world and politics. Students will be staying up to date on current events and participating in discussions related to them. At times, history and background knowledge will have to be introduced/relearned.

**Prerequisites:** None

**Grade Level:** 9

### **World History SOC1106/SOC1107 (year-long)**

**Course Description:** This one-year survey course will examine world history through the disciplines which comprise the humanities: the arts, philosophy, literature, history, political institutions, and religion. It explores the great ideas and actions of humankind which have shaped life. The emphasis is on European, Asian, African, Latin American, and Middle Eastern civilizations.

**Prerequisites:** Civics, American Government or World Government

**Grade Level:** 10

### **Honors World History SOC1112/SOC1113 (year-long)**

**Course Description:** This one-year course is an in-depth study of world history through the disciplines which comprise the humanities: the arts, architecture, philosophy, literature, theater, and music. It traces the evolution of political, social, religious, technological, and economic institutions from prehistoric to modern times. The emphasis is on European, Asian, African, Latin American, and the Middle Eastern civilizations. Students will be involved in historical research, analysis of primary source documents, and essay writing.

**Prerequisites:** Government Course and successful honors application

**Grade Level:** 10



**AP World History SOC1513/SOC1514 (year-long)**

**Course Description:** This one-year course is an in-depth study of world history. The AP World History course is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present. The course themes are: Interaction Between Humans and the Environment, Development and Interaction of Cultures, State Building, Expansion, and Conflict, Creation, Expansion, and Interaction of Economic Systems, and Development and Transformation of Social Structures

**Prerequisites:** Successful honors application

**Grade Level:** 10-12

**US History SOC1009/SOC1010 (year-long)**

**Course Description:** US History will give students the opportunity to learn how the United States evolved to become what it is today. Students will study the origins of the country, the mistakes and successes in its development, and America's potential role in the future. The goal is for students to learn from America's trials and tribulations and use their newly acquired knowledge to make educated decisions in the future.

**Prerequisites:** Government Course

**Grade Level:** 11

**Honors US History SOC1110/SOC1111 (year-long)**

**Course Description:** US History will give students the opportunity to learn in depth, how the United States evolved to become what it is today. Students will study the origins of the country, the mistakes and successes in its development, and America's potential role in the future. The goal is for students to learn from America's trials and tribulations and use their newly acquired knowledge to make educated decisions in the future.

**Prerequisites:** Government Course and successful honors application

**Grade Level:** 11

**Financial Literacy SOC1228 (1 semester long)**

**Course Description:** This class is designed to combine economic concepts with everyday life to help students be fiscally responsible as they become adults. In this class, students will study macroeconomics and microeconomics to help them use economic thought to make rationalized decisions in an ever changing world.

**Prerequisites:** none

**Grade Level:** 12

**Economics SOC1201 (1 semester long)**

**Course Description:** This class is an introduction to economics. In this class, students will study the characteristics of macroeconomics and microeconomics. Economics class will be split into two sections. Section one will cover economic systems and the roles of government, consumers, and producers in these systems. Section 2 will cover money and banking, financial markets and international trade. Upon completing these two sections, students will be empowered to help correct societal problems.

**Prerequisites:** Financial Literacy

**Grade Level:** 12

**AP Psychology SOC1509/SOC1510 (year-long)**

**Course Description:** 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 subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students will discover the biological, social, and learned reasons for behavior.

**Prerequisites:** Successful honors application

**Grade Level:** 11-12

