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* “Electives” will include AP Computer Science A and Principles, AP Capstone Seminar and Research, IB Theory of Knowledge, IB Computer Science, Design Technology and Internships.
A Shanghai American School education equips students to transfer their knowledge and skills beyond the classroom, in authentic settings, over a lifetime.

**CRITICAL THINKERS** — SAS students are critical thinkers who develop ideas and construct arguments by questioning, evaluating, synthesizing, and considering perspective. SAS students . . .
- Consider multiple approaches and perspectives to evaluate decisions
- Ask relevant, discerning questions to stimulate reflection
- Evaluate evidence and sources to support arguments and conclusions
- Synthesize and apply new understanding to a variety of contexts

**SKILLFUL COMMUNICATORS** — SAS students are skillful communicators who advocate for self, others, and ideas in more than one language by listening, responding, and articulating through multiple media. SAS students . . .
- Use appropriate listening skills to integrate information across contexts
- Respond to emotions in self and in others
- Articulate ideas with exceptional clarity
- Select an appropriate medium/a to communicate with an audience

**EFFECTIVE COLLABORATORS** — SAS students are effective collaborators who help teams innovate outcomes to achieve a goal by holding themselves and others accountable, contributing in productive ways, and sustaining respectful interactions. SAS students . . .
- Hold themselves and others accountable for team agreements
- Build on the perspectives and contributions of others
- Develop and implement appropriate strategies to manage interactions

**CREATIVE LEARNERS** — SAS students are creative learners who engage their imaginations to generate novel ideas, demonstrate flexible thinking, evaluate approaches, and take action. SAS students . . .
- Use their imagination to generate novel ideas
- Demonstrate flexible thinking
- Use strategies to evaluate the creative process
- Execute ideas with exceptional clarity and effectiveness

**ETHICAL GLOBAL CITIZENS** — SAS students are ethical global citizens who take action based on informed decisions filtered through empathy, integrity, sustainability, and social justice. SAS students . . .
- Acknowledge and respect perspectives and cultures with consideration and care
- Take action with honesty and sincerity
- Make decisions and take actions to impact sustainability significantly
- Engage in authentic opportunities to impact others positively
“BEST FIT” PHILOSOPHY

At Shanghai American School we counsel and strongly encourage families to select an academic program that is guided by our “Best Fit” philosophy. In short, this means taking a program of study that:

- Develops the student’s strengths, interests, and passions
- Matches the student’s learning style
- Challenges the student to grow and develop into a vibrant member of our learning community
- Prepares the student to pursue their preferred course of study in the country of their choosing.

COURSE OFFERINGS

This catalogue represents courses that may be offered in the coming school year. It is based on the number of student requests as to whether a course will run.

COURSE RIGOR

SAS advises students to take a maximum of 3 IB HL or 3 AP courses in grades 11 and 12. The most rigorous SAS academic program is defined as 7 AP and/or IB HL credits over a student’s high school career.

GRADUATION REQUIREMENTS

The School’s graduation requirements are designed to meet accreditation standards and entry requirements for a wide variety of colleges. To be eligible for high school graduation, a student must:

- Earn a minimum of 24 credits
- Attend eight semesters of high school in grades 9 to 12 (therefore no student may graduate early)
- Attend SAS for all of Grade 12

Subject area requirements for graduation include:

- English 4.0 credits
- Mathematics 3.0 credits
- Science 3.0 credits
- Social Studies 3.0 credits
- Fine Arts/Performing Arts 2.0 credits
- Foreign Language 2.0 credits (2 years of the same language)
- Physical Education/Health 2.0 credits
- Electives 5.0 credits
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<td>IB Self Taught Language A1 SL Y1-Y2</td>
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### PERFORMING ARTS

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### Physical and Health Education

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<td>Physical &amp; Health Education 3 – Personal Fitness</td>
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<td>PE 3 – Water Safety Instructor</td>
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<td>PE 3 – Lifeguarding</td>
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### Electives

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<td>AP Computer Science A</td>
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<td>AP Computer Science Principles</td>
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<td>AP Capstone Seminar (Y1 of Capstone Diploma or Certificate)</td>
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<td>AP Capstone Research (Y2 of Capstone Diploma or Certificate)</td>
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Chris Mangous  
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christopher.mangous@saschina.org

Philip Hayes  
IB Coordinator  
philip.hayes@saschina.org
Shanghai American School, in addition to offering a wide variety of courses in Core Academic areas, has a number of Special Programs available to our high school students in their pursuit of learning. These Special Programs include:

- Advanced Placement Capstone Program and Diploma
- Internship Program
- Online Classes@SAS
- Virtual High School

Advanced Placement Capstone Program and Diploma

AP Capstone

AP Capstone is an innovative program developed by the College Board that gives students an opportunity to apply critical thinking, collaborative problem-solving, and research skills in a cross-curricular context.

AP Capstone is built on the foundation of a two-year high school course sequence—AP Seminar and AP Research—and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone was developed in response to feedback from higher education. The two AP Capstone courses, with their associated performance tasks, assessments, and application of research methodology, complement the rigor of AP courses and exams by challenging students to:

- Think critically and creatively to construct meaning or gain understanding
- Plan and conduct a study or investigation
- Propose solutions to real-world problems
- Plan and produce communication in various forms
- Collaborate to solve a problem
- Integrate, synthesize, and make cross-curricular connections

Students who earn scores of 3 or higher in both of the AP Capstone courses and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™.

Those students who earn scores of 3 or higher in both of the AP Capstone courses but not on the four additional AP Exams will receive the AP Capstone Certificate™, signifying successful performance in those courses.

For more information, please visit collegeboard.org/apcapstone
The International Baccalaureate (IB) Diploma Program

The International Baccalaureate Diploma Program is a rigorous pre-university course of studies that meets the needs of highly motivated secondary school students. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of many. It is a deliberate compromise between the specialization required in some national systems and the breadth preferred in others.

The IB Diploma program is available in English, French and Spanish. At SAS the program is offered in English. All students who take IB courses are required to take the IB exam at the conclusion of the course. Students may register for individual IB courses or for the full IB diploma.

Theory of Knowledge (TOK)
Students must complete an interdisciplinary course called Theory of Knowledge (TOK). This course is designed to stimulate critical reflection upon the knowledge and experiences gained inside and outside the classroom. TOK challenges students to question the basis of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the IBO’s educational philosophy, TOK seeks to develop a coherent approach to learning, which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives.

Extended Essay (EE)
Students must undertake original research and write an extended essay of some 4,000 words. This offers the opportunity to investigate a topic of special interest from within one of their six examination subjects. It also acquaints students with the kind of independent research and writing skills expected at university. Each student works under the guidance of an appropriate subject teacher and will spend approximately 40 hours of private study and writing time to complete the essay.

Creativity, Activity, and Service (CAS)
Participation in the school’s Creativity, Activity, and Service (CAS) program is intended to develop a student’s creative, artistic and physical well being. The CAS requirement seriously considers the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school program. It also considers seriously the goals of educating the whole person and fostering more compassionate citizenship. Through participation in CAS activities, students are encouraged to share their energies and special talents, while developing awareness, concern and the ability to work cooperatively with others.

Learner Profile
The aim of all IB Programmes is to develop internally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB Diploma Subject Requirements
Diploma candidates are required to select one subject from each of the six subject groups. Students may opt out of Art for another subject. Usually three subjects are taken at Higher Level (HL) and three others at Standard Level (SL). Higher Level courses cover 240 teaching hours and Standard Level courses cover 150 teaching hours. Hence, over a two-year period, some subjects are studied in depth and some more broadly. SAS will add or delete courses and offer some courses at HL or SL according to student demand and staff availability.

Additional IB Diploma Requirements
The program offers special features in addition to the six subjects of the curriculum that is central to the diploma.
By taking IB Philosophy SL online you will have:

- The chance to learn at your own pace
- The experience of learning with students from around the world in a truly global classroom.
- The opportunity to exchange ideas with people from very different philosophical backgrounds.

Some things won’t be different though. Expectations and standards are just as high as in a face-to-face classroom.

What topics does IB Philosophy SL cover?
IB Philosophy covers major philosophical themes such as moral values, relativism, and utilitarianism as well as major philosophical thinkers such as Plato, Socrates, Hegel and Iris Murdoch.

You will also look at questions such as: are human beings special? Are we free and are human beings naturally selfish? You will also get the chance to study an optional theme of your own choice.

How much time a week will I need to set aside for this course?
Between five and six hours a week.

What kinds of activities are in the course and how will they be assessed?
Watching videos, reading notes, independent research, listening to podcasts by leading philosophers, writing personal reflections, essay writing, analyzing and evaluating texts, exam practice, watching movie clips (authentic examination preparation) external websites, online discussions with classmates, quizzes.

What are the technical requirements for this course?
Hardware and software requirements:
- Computer - (Windows or Mac PC)
- Browser - Google Chrome (recommended) with Flash player installed and JavaScript enabled
- Access to a printer and scanner
- Access to YouTube

What help will I get if I am finding the course difficult?
You will receive just as much support in a Pamoja online course as you will in a face-to-face classroom.

Your support will include:
- Regular contact with your teacher by instant messaging, email and web sessions
- Support from your site based coordinator
- Support from Pamoja’s delivery and development teams
- A cohort of classmates in a similar situation to communicate with
- Access to communication tools, discussion forums and a blog

Pamoja Courses:
- Business Management SL
- Business Management HL
- Economics SL
- Economics HL
- Film SL
- French ab initio
- ITGS SL
- ITGS HL
- Mandarin ab initio
- Mathematics SL
- Mathematics HL
- Philosophy SL
- Psychology SL
- Psychology HL
- Spanish ab initio
- Spanish B SL

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IB Courses Online

SAS is proud to offer even greater curriculum opportunities to our students. Where a clear need exists we are able to provide IB online courses. These online courses will be available in the first instance to IB Diploma students. While studying online is an academically respected option, it may not suit all students. Course tuition fees will be paid by SAS.

The online courses will be offered through Pamoja, an approved provider of IB courses online. Pamoja currently offers IB online courses to more than 2000 students in 450 schools world wide. They employ 80 qualified experienced IB teachers.

The IB coordinator and the school counselors will guide students. Final approval to take an online course rests with the IB Coordinator. As with all other IB courses we offer, this is a two-year course.

Due to the cost of a Pamoja course, should a student choose to drop a Pamoja course, his or her parents are responsible for reimbursing the school for the cost of the course.

Why would a student take a course online?
- They may have a unique interest or passion to study a course that we do not currently offer
- The student’s subject choices do not quite match the master schedule. Occasionally there are scheduling conflicts, and rather than constraining a student to make a second choice, studying online is available option
- Other extenuating circumstances, including students transferring part-way through the diploma

How will the student be supported in school?
- Students will be assigned a mentor, who will assist them to manage the online learning experience
- Subject expertise is offered by the online tutor
- Appropriate study space will be available
- The subject will be considered as an SAS course, with grades contributing as a regular course

What about assessments?
- Assessments throughout the two-year course will be set and graded by the Pamoja tutor.
- Final IB Exams at the end of the two year course will be managed by SAS as with other IB students.

Here is a sample Philosophy course description from Pamoja:

What is IB Philosophy SL?
IB Philosophy is a subject that tackles questions important to humanity. For example, what is it to be a human being and how do I know what is the right thing to do? You will learn how to think systematically, analyze arguments, and study philosophical themes. You will also be looking at problems facing contemporary society, including those resulting from increased international interaction.

What is different in taking IB Philosophy SL online?
By taking IB Philosophy SL online you will have:
- Have access to source material in a variety of media
- The chance to learn at your own pace
GOA students are modern learners.

The mission of Global Online Academy (GOA) is to reimagine learning to enable students to thrive in a globally networked society. GOA provides a positive, interactive, and academically rigorous environment for students to learn. We offer courses that connect students to topics they care about, and we offer a network that connects students to peers as passionate as they are.

As GOA learners, our students also develop a specific set of skills, skills that might not be exercised as often in a bricks-and-mortar environment. Based on our research, student surveys, and feedback from our faculty, we have identified the following six core competencies that our students develop in practical, hands-on ways, no matter which GOA course they take:

1. Collaborate with people who don't share your location.
2. Communicate and empathize with people who have perspectives different from your own.
3. Curate and create content relevant to real-world issues.
4. Reflect on and take responsibility for your learning and that of others.
5. Organize your time and tasks to learn independently.
6. Leverage digital tools to support and show your learning.

Students will need to complete an application from the counseling office and return it. Once they are approved, students will select course preferences (first choice, second choice, etc.) for first semester and second semester. Each GOA course is a semester long.

To view the 2021-2022 GOA course offerings, login into Schoology to access this link: https://saschina.schoology.com/template/2313831043

Innovation Institute

The Innovation Institute is a transformational approach to education in which students are empowered to solve real-world problems through collaborative and creative processes. The Institute places learners at the center of the educational experience and challenges them to think critically and apply their learning to complex, interdisciplinary tasks. Students are asked to stretch themselves beyond the traditional learning framework by engaging in Project Based Learning that requires the use of 21st century skills.

2021-2022 will be the inaugural year for The Innovation Institute at SAS Pudong. Eighth grade families will be invited to apply to participate in the spring. Qualifying applications will be placed in a lottery to determine the makeup of the first ninth grade cohort. Cohorts will range from 20-30 students in size at first, and will be required to complete the two-year sequence of Innovation courses. The first cohort will complete its tenth grade experience in 2022-2023.

The Innovation Institute is founded on four core principles.

1. Provide a 21st century learning environment where students actively apply the skills of communication, collaboration, creativity, and critical thinking.
2. Integrate core academic disciplines so that students explore learning concepts by making connections across academic domains.
3. Incorporate relevant, real-life situations through effective implementation of project-based learning.
4. Ensure that interdisciplinary project-based learning is rigorous, and all students taking a specific course will receive instruction driven by the same SAS standards.

Participation in the Innovation Institute requires a two-year commitment. Institute students in grade 9 and 10 are a part of a small learning community with four teachers who collaborate closely in order to provide an integrated learning experience.

Students will take four of their seven courses in the Institute. These courses are noted below:

**Grade 9**
- English 9
- Asian History
- Physics-Chemistry Lab Science
- Creativity & Design

**Grade 10**
- English 10
- AP Seminar
- Biology Lab Science
- Innovation & Design

What differentiates the Innovation Institute from the core program? The curriculum is taught through shared themes and projects that connect all four Institute courses, which allows students to explore the topics in an applied, real-world manner. During projects, students engage in design thinking processes and receive feedback from experts. Students are assessed through traditional assessments such as quizzes, exams, and essays; however, they will also be asked to apply their learning through collaborative projects that address real-world issues. For more information about the Innovation Institute please contact Dr. Benjamin Lee at benjamin.lee@saschina.org
SAS students in grades 11 and 12 may request to take an online course from the Virtual High School (VHS) for SAS credit. These courses will be taken entirely online from a non-SAS teacher. Courses offered by VHS include AP and regular courses. Many VHS courses are offered for one semester while others are offered for a full year. You can peruse the courses available in the VHS Course Catalog at http://www.govhs.org/Pages/Academics-Catalog.

SAS students may take a maximum of seven courses in any semester, including a VHS course. The grade for the VHS course will appear on the student’s SAS report card and transcript and will be calculated as part of their grade point average. There is no additional cost for an approved SAS student to take a VHS course.

Students who are interested in taking a VHS course should review all the relevant information on the Virtual High School site and complete the VHS Pre-Student Survey to decide if an online course is right for them. Students should then meet with their counselor to discuss the implications of taking a VHS course.

Students who, after meeting with their counselor, would like to request to take an online VHS course should complete the VHS application form (available in the Counseling Office) and attach a copy of the VHS Pre-Student Survey with their answers. The completed application should be submitted to the student’s counselor with their course selection form at the regular due date for course selections.

Seats for VHS courses are limited. Students will be informed whether or not their request has been approved later in the spring. Priority for VHS courses will be given to students with schedule conflicts and students who are requesting courses not offered at SAS.

If you are interested in taking an online course, please review the VHS Course Catalog (http://www.govhs.org/Pages/Academics-Catalog) and carefully decide which courses you might like to take. If you have any questions about the VHS program at SAS, please contact your counselor.

Due to the cost of GOA, Pamoja, and VHS courses, should a student choose to drop a GOA, Pamoja, or VHS course, his or her parents are responsible for reimbursing the school for the cost of the course.
English Department Flow Chart

Grade 9 students must enroll in:

- **English 9**

Grade 10 students must enroll in:

- **English 10**

Grade 11 students may choose any of the courses below based on meeting prerequisites:

- **English 11**
- **AP English Language & Composition**
- **IB English A: Language & Literature SL/HL Y1 (two-year course)**
- **IB English A: Literature SL/HL Y1 (two-year course)**

Grade 12 students may choose any of the courses below based on meeting prerequisites:

- **English 12**
- **AP English Language & Composition**
- **AP English Literature & Composition**
- **IB English A: Language & Literature SL/HL Y2 (two-year course)**
- **IB English A: Literature SL/HL Y2 (two-year course)**

**Legend**

- AP course
- IB course
- SAS course
INTRODUCTION
The English department seeks to prepare students to be critical thinkers, readers, and writers; our program is designed to rigorously prepare students for both the IB and AP courses we offer, as well as to prepare students for the rigors of collegiate writing. Students must take four years of English as an SAS graduation requirement.

COURSE OF STUDY
All grade 9 students will be enrolled in English 9; this is a general survey course, with a focus on academic literacy, academic writing, and research.

All grade 10 students will be enrolled in English 10; this is a general survey course, with the focus on American Literature, literary analysis, and preparation for IB and AP coursework.

Grade 11 students have a variety of course options:
- Grade 11 students who are not taking IB or AP coursework must enroll in English 11.
- Students in the IB Diploma Program may enroll in IB A Language and Literature or IB A Literature. Both courses are offered at standard and higher level. Non-diploma students may take either course as a certificate course; the time commitment is two years long.
- Students may take AP English Language and Composition.

Grade 12 students have a variety of course options:
- Grade 12 students not enrolled in AP or IB coursework must enroll in English 12.
- Students who were enrolled in IB A Language and Literature or IB A Literature must enroll in the second year of that course.
- Students may take AP English Language and Composition.

English 9
Course Code: 1000
Duration: Year
Prerequisites: None
Credits: 1.0
This is a foundational English course aligned with the Common Core standards in which students analyze a wide range of literature that is connected to a variety of different cultures. Students study at least four of the following genres: novel, short story, poetry, drama, and nonfiction. The literature serves not only as a vehicle for understanding human experience more richly but also as a means for developing critical thinking, language, and communication skills. Students learn the tools of literary analysis and explore a variety of writing styles and forms including research and formatting the essay. Oral communication skills are developed through participation in seminars, discussions, and oral/dramatic presentations.

English 10
Course Code: 1001
Duration: Year
Prerequisites: English 9
Credits: 1.0
English 10 is aligned with the Common Core standards in which students study a wide range of historical and contemporary literature with a focus in American literature but not limited to this, covering at least four of the following genres: novel, short story, poetry, drama, and nonfiction. Students are encouraged to make connections between the literature and their experiences as multicultural students. The writing process is used to allow students to explore a variety of writing styles and forms. Students’ oral communication skills are developed through participation in seminars, discussions, and oral/dramatic presentations with a focus in rhetoric and public speaking.

English 11
Course Code: 1002
Duration: Semester
Prerequisites: English 10
Credits: 1.0
English 11 is a course designed to build on the skills developed in Sophomore English classes and serve as a bridge to English 12 and other AP classes. With a focus on non-fiction writing as well as literature, students will learn research skills within the context of a portfolio assignment, and they will also read literature and study the works of William Shakespeare. Students will explore creative non-fiction and write in a variety of writing styles. The goal of the course is to instill in students an interest in the study of language, and to focus on larger projects developed over the course of a year.

English 12
Course Code: 1003
Duration: Semester
Prerequisites: English 11
Credits: 1.0
English 12 will foster in senior students independent learning. The course will enable students to design and create a self-directed project of personal interest. Core curriculum will include creative non-fiction, comedy and satire, and use of narrative language in conjunction with students’ own focus on independent projects. This course will also center on developing an understanding and ability to interpret visual text. Students will hone presentation skills based on a variety of models, and create a personal portfolio. The course is designed to prepare students to read and write at a college/university level.
AP English Language & Composition
Course Code: 1200
Duration: Year
Prerequisites: English 10
Credits: 1.0
A student in AP English Language and Composition is expected to enter with the general skills necessary to handle a high-level composition course and to leave with the sophisticated reading and writing ability of a student at the end of his/her first year of college. Reading selections are largely nonfiction from the 16th century to the present, and encompass a range of styles and purposes: argumentative, expository, analytical, personal, even creative. Students will learn to recognize and analyze authors’ stylistic and rhetorical strategies, and to apply those strategies in their own writing. A high degree of responsibility for class participation and independent learning is expected from students. AP Language and Composition prepares students for the AP exam; all students enrolled must sit the College Board exam in May.

AP English Literature & Composition
Course Code: 1201
Duration: Year
Prerequisites: AP Language and Composition or English 11
Credits: 1.0
The AP English Literature and Composition course will engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide meaning and pleasure as well as smaller scale elements as the use of figurative language, imagery, symbolism, and tone. The course will include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. In addition to considering a work’s literary artistry, students will consider the social and historical values it reflects and embodies. Writing will be an integral part of the AP English Literature and Composition course and will focus on the critical analysis of literature and will include expository, analytical, and argumentative essays. All students enrolled in an AP subject must sit the external exam at the end of the school year.

IB English A: Language & Literature SL/HL Y1–Y2
Course Codes: SL Y1 1111/ HL Y1 1131/ SL Y2 1121/ HL Y2 1141
Duration: Year
Prerequisites: English 9 and English 10
Credits: 1.0
Over two years, students in IB Language and Literature will study literature, nonfiction, and language usage. An unconventional look at both traditional and untraditional texts, the course will include, but is not limited to:
- A study of rhetoric and the impact of language use beyond that of literary analysis
- An exploration of the connections between language and power, language and culture, and language and mass communication
- Preparation for university-level writing for a variety of majors
- Recognition of the importance of a writer’s world and audience
- Recognition of the impact of a reader’s context on (multiple) readings of a text

Since this course will study literary and nonliterary texts, it best suits students who love literature and are interested in thinking about language in new ways. All students enrolled in an IB subject must sit the external exam at the end of year 2.
Grade 9 students must enroll in:

- Asian History

Grade 10 students may choose any of the courses below based on meeting prerequisites:

- US History (Open to Gr. 10,11,12)
- Modern World History (Open to Gr. 10,11,12)
- AP Human Geography (Open to Gr. 10,11,12)
- AP US History (Open to Gr. 10,11,12)
- AP World History (Open to Gr. 10,11,12)

Grade 11 and 12 students may choose any of the courses below based on meeting prerequisites:

- Modern World History
- Sociology
- US History
- AP Human Geography
- AP Economics
- AP Psychology
- AP US History
- IB Business Management SL/HL (two-year course)
- IB Economics SL/HL (two-year course)
- IB Environmental Systems & Societies SL (two-year course)
- IB Global Politics SL/HL (two-year course)
- IB Psychology SL/HL (two-year course)

Legend:
- AP course
- IB course
- SAS course
INTRODUCTION

The goals of the Social Studies Department are for students to gain an appreciation of cultural diversity, an overview of history (Asian, US, and/or world), and an understanding of contemporary issues. They will develop an awareness of the economic, social, political, and environmental interdependence of all nations and peoples.

Through their coursework in social studies classes, students will master skills in locating, compiling, and weighing evidence, in examining their values, and in formulating a personal philosophy. They will be able to recognize contributions of past and present cultures by incorporating them into a commitment to equal rights and opportunities.

They will acquire knowledge of their role in today’s world and their place in the world of the 21st century. In addition, students will gain skills in critical thinking, problem solving, research, and communication.

Students must take at least three credits in social studies in order to fulfill graduation requirements. Grade 9 students are required to enroll in Asian History. In grade 10, students may choose between a US History survey course, a Modern World History survey course, AP World History, or AP US History.

Students in grades 11 and 12 may choose any of those courses open to grade 10 students; in addition, grade 11 and 12 students can elect to take a variety of courses, including AP and IB level courses, in fields such as economics, history, government, law, psychology.

### US History
- **Course Code:** 2002
- **Duration:** Year
- **Prerequisites:** None
- **Credits:** 1.0

US History is a survey course that begins with a study of the Constitutional foundations of the United States Government, which are influential to the history and development of the country. Students will become familiar with the geography and founding principles which influence the United States as a global leader in the world economy. Throughout much of the second semester, students will analyze through a variety of resources and methods, the evolution of the United States’ industrial and economic power, and how this affected future political, economic, and social decisions. All efforts will be made to teach students to think more critically as well as provide them with the skills that will enable them to move on to the next level, exploring ways to foster creativity through project based learning.

### Asian History
- **Course Code:** 2000
- **Duration:** Year
- **Prerequisites:** None
- **Credits:** 1.0

### Modern World History
- **Course Code:** 2001
- **Duration:** Year
- **Prerequisites:** None
- **Credits:** 1.0

This world history course will cover the patterns and processes that shaped today’s world by thematically covering history from the Enlightenment to the present. Semester one will focus on revolutionary change in ideas, politics, and economics. Semester two’s theme is conflict and change in the 20th century. Throughout the course students will develop their historical thinking and trans disciplinary skills and be asked to connect their learning to present day issues. Students will be encouraged to think as historians by researching and critically evaluating sources in order to develop and support arguments and then communicate these evidence-based arguments through written and oral forms including participation in discussions, mock trials, and debates.

### AP US History
- **Course Code:** 2202
- **Duration:** Year
- **Prerequisites:** Teacher recommendation
- **Credits:** 1.0

This intensive survey course covers the entirety of United States history, with a strong emphasis on preparation for the Advanced Placement exam. Strong English reading comprehension and writing skills are the primary requirements. This is considered a college-level class, and students should approach it with high expectations for themselves. Thematically, the course will attempt to address the major historical and political questions of US history. Class activities will address, but not be limited to seminar discussion, debate, document analysis, and writing skills development. All students enrolled in an AP subject must sit the external exam at the end of the school year.
AP Psychology
Course Code: 2203
Duration: Year
Prerequisites: Teacher recommendation
Credits: 1.0
AP Psychology offers a course and examination in psychology to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in psychology. The exam presumes at least one semester of college-level preparation. AP Psychology course is designed to introduce students to the scientific study of the behavior and mental processes of human and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. All students enrolled in an AP subject must sit the external exam at the end of the school year.

AP Economics
Course Code: 2204
Duration: Year
Prerequisites: Teacher recommendation
Credits: 1.0
AP Economics is designed to prepare students for the administration of the AP Exam in microeconomics and macroeconomics. This one-year course is divided into two parts. Microeconomics is taught during the first semester while macroeconomics is taught during the second semester. The purpose of an AP course in economics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy, the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. The course content and the requirements are the equivalent of micro and macro introductory courses taught at the college and university level. Students will be expected to apply quantitative and mathematical skills to economics. Students will also be expected to apply economic logic to a wide variety of real world and hypothetical situations. All students enrolled in this AP subject must sit both external exams at the end of the school year.

AP World History
Course Code: 2206
Duration: Year
Prerequisites: Teacher recommendation
Credits: 1.0
Advanced Placement World History is a college-level course in World History covering the period from 1200 C.E to present. The AP World History course offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in increasing interactions between various cultures. The approach of the course is chronological in nature; however, students will continually monitor current events and attempt to place these “current” events into a historical context. AP World History offers an approach that lets students “do history” by guiding them through the steps a historian would take in analyzing historical events and evidence worldwide. Furthermore, the AP World History course requires students to engage with the dynamics of continuity and change across the historical periods. Analyzing the processes and causes involved in these continuities and changes are vital in understanding the past. All students enrolled in an AP subject must sit the external exam at the end of the school year.

AP Human Geography
Course Code: 2207
Duration: Year
Prerequisites: Teacher Recommendation
Credits: 1.0
AP Human Geography presents high school students with the curricular equivalent of an introductory college-level course in human geography or cultural geography. Content is presented thematically rather than regionally and is organized around the discipline’s main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction. All students enrolled in this AP subject must sit both external exams at the end of the school year.

IB Economics SL/HL Y1-Y2
Course Codes: 2134 (Y1), 2144 (Y2)
Duration: 2 years
Prerequisites: Open to grade 11 and grade 12 students
Credits: 2.0
This social science course follows the International Baccalaureate syllabus. It is a two-year program that concludes with an external examination worth 80%, and with an internal assessment (Economics Portfolio) worth 20% that is constructed throughout the course. This course emphasizes both micro and macroeconomics; it is designed to introduce basic economic concepts and theories and develop the skills of economic reasoning, analysis, and evaluation. Other areas of focus include international economics and development economics. Unique to HL, students will cover extension topics which are extra depth and breadth studies of the theory of the firm, inflation, and exchange rates to name a few. Students are expected to read and listen to current media sources, as this will markedly enhance their ability to apply economic theories to the real world—a skill much valued in economics. All students enrolled in an IB subject must sit the external exam at the end of year 2.
IB Business Management SL/HL Y1-Y2
Course Codes: SL Y1 2117/ Y2 2127; HL Y1 2137/ Y2 2147
Duration: 2 years
Prerequisites: Open to grade 11 and grade 12
Credits: 2.0
Business management is a rigorous, challenging and dynamic discipline in which students study business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by internal and external factors, and how these decisions impact upon stakeholders. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

IB Environmental Systems and Society SL Y1-Y2
Course Codes: SL Y1 4115/ SL Y2 4125
Duration: 2 years
Prerequisites: Open to grade 11 and grade 12 students
Credits: 2.0
ESS is a multidisciplinary course that provides students with the methodology, techniques and knowledge associated with science and humanities subjects. As a result, students can benefit greatly from studying ESS alongside subjects such as History or Biology. The course allows students to explore the structure and function of environmental systems and the cultural, economic, ethical political and social interactions between societies and the environment. At the end of the course, students will be equipped to respond to a wide range of environmental issues that they will inevitably come to face. Topics in this course include environmental value systems; ecosystems and ecology; biodiversity and conservation; soil; food production systems; and climate change and energy production. Fieldwork and other experimental work are an integral part of the course, some of which may be extended beyond the normal school schedule. All students enrolled in an IB subject must sit the external exam at the end of year 2.

IB Global Politics SL/HL Y1-Y2
Course Codes: SL Y1 2153/ HL Y1 2163/ SL Y2 2154/ HL Y2 2164
Duration: 2 years
Prerequisites: Open to grade 11 and grade 12 students
Credits: 2.0
Global Politics enables students to critically engage with different and new perspectives and approaches to politics through exploring the impact on individuals and societies of complex global political challenges created by rapid change and increasing interconnectedness. Students are asked also to critique their role in the world as active global citizens.

This course explores the fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. An aspect of this course is the Engagement Activity. This activity requires both SL and HL students to actively apply the concepts, theories and ideas of this course as part of investigating specific issues that they are passionate about. In addition, HL students are also required (through a case studies approach) to examine and evaluate political challenges. All students enrolled in an IB subject must sit the external exam at the end of year 2.
**Mathematics Courses**

**Mathematics Department Flow Chat**

**8th grade**
- IM1

**9th grade**
- IM2
- IM2+ (students entering in 9th grade)

**10th grade**
- IM3
- IM3+ (students entering in 9th grade)

**11th grade**
- Statistical Math
- AP Statistics*
- Advanced Pre-Calculus**

**12th grade**
- Statistical Math
- AP Statistics*
- AP Calculus AB
- AP Calculus BC
- Applications and Interpretation
  - IB Standard Level
  - Analysis and Approaches
- IB Higher Level
  - Analysis and Approaches

**Potential alternative pathways for students entering IM1 in 9th grade. Will require support and extra student involvement.**

**Regular recommended pathways**
- May require support and/or summer work
- Subject to school approval

*AP Stats can also be taken as an elective both in 11th and 12th grade

**Standards and curriculum of Advanced Pre-Calculus class are the same as the IB SL Analysis class**

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**Students entering IM1 in 9th grade (from CC8 or external students)**

**9th grade**
- IM1 (students entering in 9th grade)

**10th grade**
- IM2

**11th grade**
- IM3
- IM3+ (students entering in 9th grade)

**12th grade**
- Statistical Math
- AP Statistics*
- AP Calculus (AB or BC)

**Applications and Interpretation**
- IB Standard Level
  - Analysis and Approaches
- IB Higher Level
  - Analysis and Approaches

**Subject to school approval**

*AP Stats can also be taken as an elective both in 11th and 12th grade

**Standards and curriculum of Advanced Pre-Calculus class are the same as the IB SL Analysis class**
INTRODUCTION
The mathematics curriculum at Shanghai American School is designed to meet the needs of students who have varying levels of mathematical background, knowledge, and abilities, with diverse interests and career goals.

The three main goals of the mathematics program are as follows:
1. To challenge students while developing mathematical skills
2. To develop an attitude toward mathematics that encourages subsequent learning and application of mathematical concepts and skills
3. To develop in students an understanding of the important role of mathematics in society.

Mathematics Course Offerings
The mathematics department offers a rich variety of programs, including both Advanced Placement (AP) and International Baccalaureate (IB), to meet the needs of its diverse student body.

College bound students who plan to enter fields that do not necessarily require a very strong mathematics background can take a sequence of courses that may include Integrated Mathematics 3, IB Mathematics Application and Interpretation SL, or Statistical Math. College-bound students who plan to enter fields requiring a very strong foundation in higher mathematics (e.g., engineering, pure sciences) can take a sequence of courses which could include Integrated Mathematics 3+, Advanced Pre-Calculus, and either AP Calculus (AB or BC) and/or AP Statistics or IB Mathematics Analysis and Approaches HL. Please note that students may need to meet specific math course or credit requirements for admission to a particular post-secondary institution or college program. Students are recommended to seek the advice of their college counselor and research individual institutions and programs for specific guidelines and up-to-date information.

All SAS students are encouraged to take mathematics during all four years of high school. However, only three years of mathematics (3 credits) are required for graduation.

New Student Placement Procedure
A student’s math placement and subsequent course sequence may be based on the following:
- The student’s performance on the SAS math placement test
- Recommendation from the current or previous math teacher
- The student’s grades in previous and/or current math courses
- The recommendation from the SAS high school math department and counselor.

Math Course Prerequisites
Students must meet the prerequisites to enroll in any math course. Students who do not meet the prerequisites should discuss options with their current teacher and counselor. Details regarding this process are outlined in the Student Handbook.

Note:
1. All students are required to complete three credits of mathematics in order to graduate. One credit equals a year-long high school course. One semester of successfully completing a math course equals half a credit.
2. All students who do not already own a graphing calculator should purchase a TI Nspire calculator.
3. All students enrolled in an AP mathematics course must sit the external (AP) exam in May of the current academic year.
4. All students enrolled in an IB mathematics course must sit the external (IB) exam at the end of year 2.

Integrated Math 1 (IM1)
Course Code: 3203
Duration: Year
Prerequisites: Pre-Algebra equivalent
Credits: 1.0
SAS offers an integrated math program based on the US Common Core standards. Integrated Math 1 (IM1) topics include recognizing and developing patterns using tables, graphs and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from perimeter and area, the Pythagorean theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling. Technology will be used to introduce and expand upon the areas of study listed above.

Integrated Math 2 (IM2)
Course Code: 3205
Duration: Year
Prerequisites: Integrated Math 1
Credits: 1.0
This is the second course of the Integrated Mathematics progression based on Common Core State Standards. This course continues to explore functions through different representations of quadratic, exponential, trigonometric and other relationships while connecting the ideas of irrational and imaginary numbers. An introduction to proofs includes but is not limited to trigonometric identities, similarity and circle theorems. Elementary probability focuses on the ideas of compound events and conditional probability, as well as the use of probability to evaluate outcomes of decisions. Additional topics include right triangle trigonometry, analysis of conic sections, and using data to build models. A main focus of this course is the application of main ideas in new and different contextual situations.
Integrated Math 2+ (IM2+)
Course Code: 3206A
Duration: Year
Prerequisites: Integrated Math 1 or equivalent
Credits: 1.0
This is the second course of the Integrated Mathematics progression based on Common Core State Standards, but the content of the regular Integrated Math 2 course will be explored at a deeper level and the course also covers additional content. The course continues to explore functions through different representations of quadratic, exponential, trigonometric, and other relationships while connecting the ideas of irrational and imaginary numbers. An introduction to proofs includes but is not limited to trigonometric identities, similarity and circle theorems. Elementary probability focuses on the idea of compound events and conditional probability, as well as the use of probability to evaluate outcomes of decisions. Additional topics include right triangle trigonometry, analysis of conic sections, and using data to build models. Students will also apply these main ideas in new and different contextual settings. In addition, this course contains an introduction to polynomial, rational functions and the unit circle. Other topics include matrices, parametric equations, advanced probability and counting and conic sections.

Integrated Math 3 (IM3)
Course Code: 3207
Duration: Year
Prerequisites: Integrated Math 2 or equivalent
Credits: 1.0
This is the third course of the Integrated Mathematics progression based on Common Core State Standards. This course continues to explore functions through different representations of polynomial, rational, radical, exponential and trigonometric relationships. Emphasis will be placed on applying trigonometric concepts to general triangles, the unit circle, trigonometric equations and identities. Additional topics include statistics with emphasis on statistical inference and using data for mathematical modeling. A main focus of this course is the application of main ideas in new and different contextual situations.

Integrated Math 3+ (IM3+)
Course Code: 3208
Duration: Year
Prerequisites: Integrated Math 2 or equivalent
Credits: 1.0
This is the third course of the Integrated Mathematics progression based on Common Core State Standards, but the content of the regular Integrated Math 3 course will be explored at a deeper level and the course also covers additional content. This course continues to explore functions through different representations of polynomial, rational, radical, exponential and trigonometric relationships. Emphasis will be placed on applying trigonometric concepts to general triangles, the unit circle, trigonometric equations and identities. Additional topics include statistics with emphasis on statistical inference and using data for mathematical modeling. A main focus of this course is the application of main ideas in new and different contextual situations. In addition, this course contains advanced functional analysis (composite, inverse and logarithmic functions), advanced trigonometry, complex functions and an introduction to vectors.

Statistical Math
Course Code: 3007
Duration: Year
Prerequisites: Successful completion of any two year-long high school math courses
Credits: 1.0
This course will survey elementary topics from modern mathematics, with an emphasis on real-world applications. Topics will be selected from graph theory (with applications to networks, planning and scheduling, traveling salesman problems), the mathematics of social choice (voting methods, Arrow’s Impossibility Theorem, measurements of power and influence, fair division problems) and elementary statistics (polling and confidence intervals, basic hypothesis testing). This course is for students who want or need another math course but who do not intend to engage in advanced studies requiring mathematics at the college level. Note: The offering of this course is subject to student enrollment.

Advanced Pre-Calculus
Course Code: 3005
Duration: Year
Prerequisites: IM3 or IM3+
Credits: 1.0
This course is designed for students with a sound background in mathematics. It prepares students for various areas of university studies such as mathematics, engineering, physical sciences, economics and others. The topics studied include algebra, functions and equations, circular functions and trigonometry, statistics and probability, differential and integral calculus. Students are required to purchase a TI NSpire calculator.

Calculus
Course Code: 3006
Duration: Year
Prerequisites: Advanced Pre-calculus or equivalent
Credits: 1.0
This course is intended to introduce students to the main concepts of differential and integral calculus, without the rigor of AP Calculus. Topics covered are limits, derivatives of algebraic and transcendental functions, related rates, optimization, techniques of integration, areas of planar regions, and volumes of solids of revolution.

AP Calculus AB
Course Code: 3200
Duration: Year
Prerequisites: A grade of B- or above for both semesters in Advanced Pre-Calculus
Credits: 1.0
This course explores the major topics required for AP Calculus AB, and is equivalent to the first semester of a traditional college calculus course. Topics include limits, derivatives of algebraic and transcendental functions, differentiation techniques, optimization, related rates, Riemann sums and the definite integral, indefinite integrals and antidifferentiation, numerical integration, areas of planar regions, and volumes of solids of revolution. All students enrolled in an AP subject must sit the external exam at the end of the school year.
AP Calculus BC
Course Code: 3201
Duration: Year
Prerequisites: A grade of B+ or above for both semesters in Advanced Pre-Calculus
Credits: 1.0
This course is an accelerated version of AP Calculus AB to allow completion of the BC syllabus in one year. This course is equivalent to the first two semesters of a traditional college calculus course. Topics include those listed in AP Calculus AB plus the additional BC-level topics: improper integrals and further applications of integrals, differential equations and Euler’s Method, L’Hopital’s Rule, analysis of planar curves, polynomial approximations and series, and parametric, polar, and vector functions. The offering of this course is subject to enrollment. All students enrolled in an AP subject must sit the external exam at the end of the school year.

AP Statistics
Course Code: 3202
Duration: Year
Prerequisites: With departmental approval this course may be taken concurrently with Advanced Pre-Calculus.
Credits: 1.0
AP Statistics is a course designed to introduce students to the major concepts necessary for collecting, organizing, analyzing, and interpreting data. The four broad conceptual themes are exploring data, designing a study, anticipating patterns using simulations and probability, and statistical inference. While this course relies on complex math concepts, this is a less traditional math course in that the major emphases are reading, writing, comparing and contrasting, conceptual understanding, interpretation and judgment, and analysis. All students enrolled in an AP subject must sit the external exam at the end of the school year.

IB Mathematics: Application and Interpretation SL Y1-Y2
Course Codes: SL Y1 3113/Y2 3123
Duration: 2 Years
Prerequisites: IM2
Credits: 2.0
This course is designed for students whose primary interests lie outside mathematics and the physical sciences. Core topics covered include functions, algorithms, sequences and series, applications involving compound interest, probability, statistics, trigonometry, linear programming, geometry in three dimensions, differential calculus, an introduction to integration and applications to finance. Writing a mathematical exploration and working on precise math communication are significant parts of this course. Students are required to purchase a TI NSpire calculator.

IB Mathematics: Application and Interpretation HL Y1-Y2
Course Codes: HL Y1 3133/Y2 3143
Duration: 2 Years
Prerequisites: IM3+
Credits: 2.0
This course is designed for students with a strong background in mathematics. It prepares students for various areas of university studies such as business, medicine, statistics, economics and others. In addition to the topics describe in SL, the HL course include logarithms, complex numbers, polar form, matrices, composite functions, and vectors. This course will also explore differentiation, integration and statistics to a much greater depth than the SL course. Writing a mathematical exploration and working on precise math communication are significant parts of this course. IB Math HL is for students who like challenges and have very good study habits. Students are required to purchase a TI NSpire calculator.
IB Mathematics: Analysis and Approaches SL Y1-Y2

Course Codes: SL Yi 3114/Y2 3124
Duration: 2 Years
Prerequisites: IM3
Credits: 2.0

This course is designed for students with a sound background in mathematics. It prepares students for various areas of university studies such as mathematics, engineering, physical sciences, economics and others. The topics studied include algebra, functions and equations, circular functions and trigonometry, statistics and probability, differential and integral calculus.

Writing a mathematical exploration and working on precise math communication are significant parts of this course. Students are required to purchase a TI Nspire calculator.

IB Mathematics: Analysis and Approaches HL Y1-Y2

Course Codes: HL Y1 3134/Y2 3144
Duration: 2 Years
Prerequisites: IM3+
Credits: 2.0

This course is designed for students with a strong background in mathematics and interest in perusing university studies in technology, mathematics or the physical sciences. In addition to the topics describe in SL, the HL course includes complex numbers, polar form, and vectors. This course will also explore functions, differentiation, integration and statistics to a much greater depth than the SL course. Writing a mathematical exploration and working on precise math communication are significant parts of this course. IB Math HL is for students who like challenges and have very good study habits. Students are required to purchase a TI Nspire calculator.
SCIENCE COURSES

Science Department Flow Chart

All grade 9 students must enroll in:

Physics/Chemistry Lab Science

All grade 10 students must enroll in:

Biology Lab Science

All grade 11 students may choose any of the courses below based on meeting prerequisites:

- Chemistry
- Earth & Space Science
- IB Chemistry SL/HL (two-year course)
- IB Physics SL/HL (two-year course)
- IB Biology SL/HL (two-year course)
- IB Environmental System & Societies SL (two-year course)
- AP Chemistry
- AP Physics 1
- AP Environmental Science

All grade 12 students may choose any of the courses below based on meeting prerequisites:

- Chemistry
- Earth & Space Science
- AP Chemistry
- AP Environmental Science
- AP Biology
- AP Physics 1
- IB Chemistry SL/HL (two-year course)
- IB Physics SL/HL (two-year course)
- IB Biology SL/HL (two-year course)
- IB Environmental System & Societies SL (two-year course)
- AP Physics C

Legend

- AP course
- IB course
- SAS course
INTRODUCTION

In the Science Department, students are introduced to chemistry, physics, and biology during the first two years in courses that are aligned with the Next Generation Science Standards. In grade 9, students take Physics/Chemistry Lab Science, and in grade 10, students take Biology Lab Science.

Our model gives students the opportunity to experience all three sciences before making their science choices in grades 11 and 12. In order to graduate from SAS, students must earn a minimum of three science credits; most SAS students graduate with at least four science credits. The SAS science curriculum helps students to develop problem-solving, critical thinking, and analytical skills in a lab-based setting. Technology is integrated into the classroom and lab, and is a tool that aids students in data collection, data processing, and communicating their understanding of scientific concepts. The science offerings include a range of courses to provide opportunity for all high school students to develop a variety of skills and interest within the scope of the science disciplines.

Students enrolled in IB courses remain with the same teacher over the course of two years in grades 11 and 12. AP science students must take the AP exam in May.

Chemistry
Course Code: 4004
Duration: Year
Prerequisites: Open to grade 11 or grade 12
Credit: 1.0
This class provides opportunities for a yearlong study of chemistry in a way that is stimulating and challenging. Students will learn important scientific concepts and laboratory methods and be able to apply and use them in a variety of contexts. The major topic studied are measurement and data processing, stoichiometry; atomic theory; periodicity; bonding; energetics; acids and bases; oxidation and reduction. Hands-on laboratory work is an important part of the course where students will learn to construct, analyze, and evaluate their own experimental designs and procedures. This class prepares students for college chemistry and is a prerequisite for AP Chemistry in grade 12. The use of computer and web-based technologies is emphasized in this course.

Earth & Space Science
Course Code: 4029
Duration: Year
Prerequisites: Biology Lab Science
Credits: 1.0
This lab science course focuses on the use of science and engineering practices to develop conceptual understandings in the earth and space sciences. It also explores cross-cutting concepts that unite the sciences and allows students to make connections beyond the sciences. Each student will also be required to complete a project with an earth and/or space science conceptual focus.

Note: All students are required to take Earth & Space Science in grade 11 or 12 unless they enroll in a two year IB science course or a one year AP science course.

Physics/Chemistry Lab Science
Course Code: 4007
Duration: Year
Prerequisites: None
Credits: 1.0
This foundational lab science course focuses on the use of science and engineering practices to develop conceptual understandings in the physical sciences. The course explores foundational chemistry and physics, and the crosscutting concepts that unite them. Students will be challenged to relate these concepts to phenomena beyond the science classroom. Each student will also be required to complete an independent investigation or engineering design project that further explores an area of student interest with a physical science focus.

Biology Lab Science
Course Code: 4008
Duration: Year
Prerequisites: Physics/Chemistry Lab Science
Credits: 1.0
This foundational lab science course focuses on the use of science and engineering practices to develop conceptual understandings in Biology. The course explores foundational Biology, and the crosscutting concepts that unite the subject. Students will be challenged to relate these concepts to phenomena beyond the science classroom. Each student will also be required to complete an independent investigation or engineering design project that further explores an area of student interest with a life science focus. The four topics covered in the course are:

- structure and process
- heredity
- biological evolution
- ecosystems
AP Biology
Course Code: 4200
Duration: Year
Prerequisites: Biology or Chemistry and teacher recommendation; alternatively, it is recommended that students enrolled in AP Biology take regular Chemistry concurrently.
Credits: 1.0
The AP Biology course is designed to be the equivalent of an introductory course taken by Biology majors during their first year of university. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and demonstrate biology as a process through investigation. The course is organized around four big ideas that provide conceptual links across the biology curriculum. Class and laboratories will include how:

• evolution drives the diversity and unity of life
• biological systems utilize free energy and molecular building blocks to grow, reproduce and maintain dynamic homeostasis
• living systems store, retrieve, transmit, and respond to information essential to life process
• biological systems interact and these interactions possess complex properties

All students enrolled in an AP subject must sit the external exam at the end of the school year.

AP Chemistry
Course Code: 4201
Duration: Year
Prerequisites: Requires one year of General Chemistry, one advanced math course (either AP Calculus, Calculus, or IB HL Math), and teacher recommendation.
Credits: 1.0
This year-long course is designed to be the equivalent of a general chemistry course taken during the first year of university, with focus on data collection, analysis, and the study of evidence for major chemical principles. This lab based course comprises at least 25% of time spent with hands-on integrated technology based activities. Major emphasis is on structure of matter and bonding, chemical reactivity and reaction rates, equilibrium principles, thermodynamics and electrochemistry, and organic chemistry. All students enrolled in an AP subject must sit the external exam at the end of the school year.

AP Physics 1
Course Code: 4210
Duration: Year
Prerequisites: IM3 or IM3+
Credits: 1.0
Students will learn and explore through discussions, simulations, and lab work while incorporating various forms of technology and digital media. The course provides a thorough introduction to kinematics, Newtonian mechanics including uniform circular motion, mechanical energy including work and power, torque and rotational mechanics, vibrations and waves including simple harmonic motion, electrostatics, and DC circuits. AP Physics 1 is a prerequisite for AP Physics C.

AP Environmental Science
Course Code: 4203
Duration: Year
Prerequisites: Open to grade 11 or grade 12 with teacher recommendation
Credits: 1.0
This class provides students with an understanding of the environment that is based on the underlying principles of science. Though the science of environmental issues will be stressed, this course will help students appreciate how science, politics, and social issues all play a part in the development of American environmental policies. Students will also develop an appreciation of international relationships and agreements. Issues studied include: global cycles, ecosystems, conservation and biodiversity, ozone depletion, pollution management, human populations, and resource exploitation. All students enrolled in an AP subject must sit the external exam at the end of the school year.

Students enrolled in this class will be able to participate in College Board’s new community service pilot program – AP with WE.org. With service learning applications now built into the course, students will be invited to consider the course material’s real-world implications. Further, those who complete the optional service component beyond the classroom (20 hours working on a youth-led project with local and global relevance, plus a reflection stage) will receive recognition to be included along with their AP scores sent to colleges.

AP Physics C: Mechanics, AP Physics C: Electricity & Magnetism
Course Code: 4206
Duration: Year
Prerequisites: AP Physics 1
Credits: 1.0
Although AP Calculus or IB Math HL can be taken concurrently, success in AP Physics C requires a strong background in Calculus.

This year-long course models the initial two semesters of calculus based university physics required for science and engineering majors.

Topics of study from Newtonian mechanics include:
• kinematics
• force, work, and energy
• systems of particles
• circular motion and rotation
• oscillations and gravitation

Electricity and Magnetism topics of study include:
• electrostatics
• conductors, capacitors, and dielectrics
• electric circuits
• magnetic fields
• electromagnetism

All students enrolled in this AP subject must sit both external exams at the end of the school year.
IB Biology SL/HL Y1-Y2
Course Codes: SL Y1 4110/ HL Y1 4130/ SL Y2 4120/ HL Y2 4140
Duration: 2 years
Prerequisites: Biology or Chemistry and teacher recommendation; alternatively, it is recommended that students enrolled in AP Biology take regular Chemistry concurrently.
Credits: 2.0
IB Biology is one of the group 4 experimental science courses offered through the IB Program. The IB Biology program is separated into two levels, Standard (SL) and Higher (HL). Both levels share a common subject specific core and a Group 4 project. In addition, HL students cover additional HL material. The subject specific core material consists of these topics: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. Additional HL material includes:
- nucleic acids
- metabolism, cell respiration, and photosynthesis
- plant biology
- genetics and evolution
- animal physiology

The optional unit consists of one of these topics: neurobiology and behavior, biotechnology and bioinformatics, ecology and conservation, or human physiology. All students enrolled in an IB subject must sit the external exam at the end of year two.

IB Chemistry SL/HL Y1-Y2
Course Codes: SL Y1 4112/ HL Y1 4132/ SL Y2 4122/ HL Y2 4142
Duration: 2 years
Prerequisites: Open to grade 11
Credits: 2.0
IB Chemistry is a group 4 experimental science that is separated into two levels, Standard (SL) and Higher (HL). Both levels share a common subject specific curriculum and a Group 4 project. The subject specific curriculum includes atomic theory, periodic trends, chemical bonding, stoichiometry, thermochemistry, kinetics, equilibrium, acids and bases, organic chemistry and spectroscopy, reduction and oxidation, uncertainty in measurement, and one Optional Topic chosen from materials, energy, biochemistry or medicinal chemistry. The above curriculum will be taught using a variety of teaching methods including application of laboratory skills. In year two, the students will be using those laboratory skills as they conduct their own individual investigation called an internal assessment which will be externally assessed. The purpose of IB Chemistry is to engage students in the study of matter and how it changes and interacts with other matter. Students will see how chemistry is called the central science because it has connections will all other areas of science. All students enrolled in an IB subject must sit the external exam at the end of year two.

Higher Level Coursework: The HL course will go into more depth and more rigor in each topic. Students in HL will be learning an additional 60 hours in all of the above subject specific curriculum except for stoichiometry. Students should expect more class time hours, and will also spend more time on homework. Mathematical competence is essential for success in HL Chemistry. Additional HL material includes a more detailed and in-depth study of the special core topics.

IB Environmental Systems & Societies SL Y1/Y2
Course Codes: SL Y1 4115/ SL Y2 4125
Duration: 2 years
Prerequisites: Open to grade 11
Credits: 1.0 Science and 1.0 Social Studies credits
ESS is a multidisciplinary course that provides students with the methodology, techniques and knowledge associated with science and humanities subjects. As a result, students can benefit greatly from studying ESS alongside subjects such as History or Biology. The course allows students to explore the structure and function of environmental systems and the cultural, economic, ethical political and social interactions between societies and the environment. At the end of the course, students will be equipped to respond to a wide range of environmental issues that they will inevitably come to face. Topics in this course include environmental value systems; ecosystems and ecology; biodiversity and conservation; soil; food production systems; and climate change and energy production. Fieldwork and other experimental work are an integral part of the course, some of which may be extended beyond the normal school schedule. All students enrolled in an IB subject must sit the external exam at the end of year two.

IB Physics SL/HL Y1-Y2
Course Codes: SL Y1 4112/ HL Y1 4132/ SL Y2 4122/ HL Y2 4142
Duration: 2 years
Prerequisites: Open to grade 11
Credits: 2.0
IB Physics is regarded as an experimental science that is separated into two levels, Standard (SL) and Higher (HL). Both levels share a common subject specific core and a Group 4 Project. Core topics include measurement, error and uncertainty, mechanics, circular motion and gravitation, waves, thermal physics, electricity and magnetism, nuclear and particle physics, and energy production. Additional topics studied by HL students include extension material in waves, fields, and atomic physics. The option studied will be decided in year two. Mathematical competence is essential for success in this course. All students enrolled in an IB subject must sit the external exam at the end of year two.
Chinese Department Flow Chart

Novice
(single-year course)

Intermediate Low
(single-year course)

Intermediate Mid
(multi-year course)

Intermediate High
(multi-year course)

Advanced Low
(multi-year course)

Advanced Mid
(multi-year course)

Advanced High
(multi-year course)

IB Mandarin
Ab Initio
(two-year course)

IB Mandarin B
SL
(two-year course)

IB Mandarin B
HL
(two-year course)

IB Chinese A:
Language &
Literature SL/HL
(two-year course)

Note: Full IB Diploma students will be recommended for placement into Mandarin B or Chinese A depending on their proficiency level. Students may then choose between taking their recommended course at the standard or higher level.

Legend

- IB course
- SAS course
The SAS Chinese Program
The goal of the Chinese program is to enable students to advocate for self, others and ideas in Chinese in a way that fosters collaboration, enhances global citizenship, challenges established thought, and leads to creative ideas. The SAS Chinese program marks progress toward achievement of this goal through ACTFL standards.

Oral Language
The ability to communicate in oral language is measured through assessments rooted in the Oral Proficiency Interview (OPI) by ACTFL. The OPI measures the language proficiency needed to ensure work readiness for differing types of employment. The OPI assessment measures from Novice (emerging levels of language for a young child or second language learner) to Superior (proficiency that provides a linguistic base for success in careers such as that of a judge, philosopher, or diplomat). The SAS measure of oral language proficiency ranges from Novice to Advanced High. Advanced High includes most aspects of the Superior range skills of the OPI.

Literacy
Reading comprehension for class placement is measured through Level Chinese assessments. Level Chinese offers assessment as well as support for reading from Level C, a very basic text of foundational literacy to Level T, which provides the foundation for Advanced High levels of courses as well as for the IB Language A courses. Writing samples are analyzed by teachers. Writing levels range from entrance to the Novice course, in which students will begin to understand how characters are formed to the Advanced High course in which students narrate and persuade with organized, precise and artistically written language.

Placement
Students are placed in courses that best represent their skill set and next steps for learning in accordance with standards. The High School program at SAS offers seven levels of Chinese. The SAS course names reflect the ACTFL exit standard of the course.

- Novice
- Intermediate Low
- Intermediate Mid
- Intermediate High
- Advanced Low
- Advanced Mid
- Advanced High

Language Requirements:
Although SAS requires two global languages credits for graduation, most colleges and universities recommend four years of global languages.

Novice Chinese
Course Code: HS5024
Duration: Single-year Course
Prerequisites: None
Credits: 1.0
This one-year course is designed to give students a solid base in the foundational aspects of Chinese conversational language and literacy in a character-based language. Successful completion of this course means that students will be able to demonstrate mastery of the following skills:

Oral language: Novice High oral proficiency according to ACTFL standards. This means that a student can answer a variety of familiar questions about topics related to daily life using complete sentences most of the time. When prompted, he/she can ask a variety of familiar questions.

Reading: Students can independently read text as assessed by Level C in Level Chinese. This means that a student can use reading strategies such as reference to images, contextual clues, radicals and familiar characters to figure out the meaning of basic text.

Writing: Students can recognize radicals and use proper stroke order to write characters. Students can combine basic characters to form words. Students can independently write practiced patterns of sentences with familiar vocabulary.

Intermediate Low Chinese
Course Code: HS5025
Duration: Single-year Course
Prerequisites: Successful demonstration of the skills of the Novice course
Credits: 1.0
This one-year course is designed to enable students to expand upon their already established foundation of the basic structures of spoken and written Chinese. Successful completion of this course means that students will be able to demonstrate mastery of the following skills:
Oral language: Intermediate Low oral proficiency according to ACTFL standards. This means that a student can answer a wide variety of original questions about his/her daily life. He/she speaks consistently in connected sentences. He/she is able to ask a variety of questions and talk about topics related to daily life in a series of sentences.

Reading: Students can independently read text as assessed by Level F in Level Chinese. This means that a student can use reading strategies such as reference to images, contextual clues, radicals and familiar characters to independently read text with varied sentence length.

Writing: Students can independently write sentences on familiar topics. Students have a vocabulary base of approximately 150 commonly used characters.

Intermediate Mid Chinese
Course Code: HS5026
Duration: Multi-year Course
Prerequisites: Successful demonstration of the skills of the Intermediate Low course
Credits: 1.0
This multi-year course is designed to enable students to independently converse in Chinese in order to solve basic problems, engage in extended, friendly conversations, and read and write original text within familiar contexts. Successful completion of this course means that students will be able to demonstrate mastery of the following skills:

Oral language: Intermediate Mid oral proficiency according to ACTFL standards. This means that a student can ask and answer a wide variety of original questions about his/her daily life. He/she speaks consistently in connected sentences that show originality of thought and the ability to solve authentic problems.

Reading: Students can independently read text as assessed by Level M in Level Chinese. This means that a student can independently read a variety of books containing prolonged sentences. He/she is able to ask a variety of questions and talk about topics related to daily life in a series of sentences.

Writing: Students can independently write in simple paragraphs on familiar topics that show variation of character usage.

Intermediate High Chinese
Course Code: HS5033
Duration: Multi-year Course
Prerequisites: Successful demonstration of the skills of the Intermediate Mid course
Credits: 1.0
This multi-year course is designed to enable students to independently converse in Chinese in order to solve problems with complications, engage in extended conversations on a variety of topics, and read and write original text that demonstrate access to an expanding cultural context and set of ideas. Successful completion of this course means that students will be able to demonstrate mastery of the following skills:

Oral language: Intermediate High oral proficiency according to ACTFL standards. This means that a student can maintain a conversation on a variety of topics of daily life and make connections to topics beyond self. He/she is able to compare and contrast ideas using paragraph length discourse adding a variety of details.

Reading: Students can independently read text as assessed by Level Q in Level Chinese. This means that a student can independently read a variety of books containing prolonged text of multiple paragraphs with limited support of images or contextual clues.

Writing: Students can independently write a series of paragraphs to narrate, inform and state opinion. The text has detail and examples related to the topics. There is some formality of vocabulary.

Advanced Low Chinese
Course Code: HS6031
Duration: Multi-year Course
Prerequisites: Successful demonstration of the skills of the Intermediate High course
Credits: 1.0
This multi-year course is designed to enable students to emerge with conversation and literacy at an academic level. Successful completion of this course means that students will be able to demonstrate mastery of the following skills:

Oral language: Advanced Low oral proficiency as demonstrated by ACTFL standards. This means that a student can maintain a prolonged conversation on a few academic topics in a way that demonstrates high levels of accuracy, development of thought, and precision of vocabulary appropriate to the topic at hand.

Reading: Students can independently read text as assessed by Level T in Level Chinese. This means that a student can independently read a variety of books of emerging literary interest and differing styles.

Writing: Students can independently narrate, inform or state opinion in writing with specific detail, formality of vocabulary and clear organization.

Advanced Mid Chinese
Course Code: HS6032
Duration: Multi-year Course
Prerequisites: Successful demonstration of the skills of the Advanced Low course
Credits: 1.0
This multi-year course is designed to enable students to discuss and engage with a wide variety of academic and literary text. Successful completion of this course means that students will be able to demonstrate mastery of the following skills:

Oral language: Advanced Mid oral proficiency according to ACTFL standards. This means that a student can maintain a prolonged and sophisticated conversation on a wide variety of academic topics in a way that demonstrates high levels of accuracy, critical thinking, cultural understanding and precision of vocabulary appropriate to the topic at hand.

Reading: Students can independently read text as assessed by Level T in Level Chinese. This means that a student can independently read a variety of books of emerging literary interest and differing styles.

Writing: Students can independently narrate, inform or state opinion in writing with specific detail, formality of vocabulary and clear organization.
**Advanced High Chinese**  
Course Code: HS3034  
Duration: Multi-year Course  
Prerequisites: Successful demonstration of the skills of the Advanced Mid course  
Credits: 1.0  
This multi-year course enables students to engage in literary analysis across a variety of genres. Successful completion of this course means that students will be able to demonstrate mastery of the following skills:

**Oral language:** Students demonstrate Advanced High oral proficiency according to ACTFL standards. This means that a student can engage in prolonged philosophical conversations that demonstrate original connections with literature, history and current events in a nuanced and culturally sensitive manner.

**Reading:** Students can engage in literary analysis across a variety of genres.

**Writing:** Students can narrate, inform or persuade in clearly organized discourse with use of rhetorical questions, quotes, specific details, and use of formal and literary language.

**IB Mandarin Ab Initio SL Y1-Y2**  
Course Codes: HS5159 (Y1), HS5150 (Y2)  
Duration: Two-year Course  
Prerequisites: Students with no prior experience with Chinese, or else with skills within the range of the SAS Novice and Intermediate Low courses are recommended for IB AbInitio.  
Credits: 2.0  
This is a two-year course for students to achieve communicative competence in a variety of everyday situations. The objective of the course is clear and effective communication through the understanding and usage of a range of essential spoken and written forms of the language. The main focus of the course is on the acquisition of language for purposes and situations in everyday social interaction. While speaking and listening skills are emphasized, reading and writing skills are required as well. Aspects of the everyday life and culture of the Chinese speaking communities will be explored. The students are required to sit the both internal and external exam at the end of year 2.

**IB Mandarin B SL/HL Y1-Y2**  
Course Codes: HS5113 (SL Y1), HS5123 (SL Y2), HS5133 (HL Y1), HS5143 (HL Y2)  
Duration: Two-year Course  
Prerequisites: Students with skills within the range of the SAS Intermediate High and Advanced Low courses are recommended for IB Language B SL. Students with skills within the range of the SAS Advanced Low and Advanced Mid courses are recommended for IB Mandarin B HL.  
Credits: 2.0  
IB Mandarin B SL/HL course is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in Mandarin through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works and international-mindedness through the study of the Mandarin language and Chinese cultures. The emphasis of the course will be on the development of the four primary language skills of listening, speaking, reading, and writing through a variety of texts, topics, and materials.

In this course, students learn to communicate in Mandarin in familiar and unfamiliar contexts. They describe situations, narrate events, explain problems and support their personal opinions for a variety of purposes and on a variety of topics related to the five prescribed themes: Identities, Experience, Human ingenuity, Social organization and Sharing the planet. IB students are required to sit the external exam at the end of year 2.

**Higher Level Coursework:** The study of two literary works originally written in Mandarin. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills.
IB Chinese A: Language & Literature SL/HL Y1-Y2
Course Codes: HS5114 (SL Y1), HS5124 (SL Y2); HS5134 (HL Y1); HS5144 (HL Y2)
Duration: Two-year Course
Prerequisites: Students with skills within the range of the SAS Advanced High course are recommended for IB Chinese A: Language & Literature
Credits: 2.0

IB Chinese A: Language and Literature SL/HL is a two-year course that examines both traditional and nontraditional texts. The course will include, but is not limited to:

- A study of rhetoric and the impact of language use beyond that of literary analysis.
- An exploration of the connections between language and power, language and culture, and language and mass communication.
- Recognition of the importance of a writer’s world and audience.
- Recognition of the impact of a reader’s context on (multiple) readings of a text.
- Preparation for university-level writing for a variety of majors.

Since this course will study literary and non-literary texts, it best suits students who love literature and are interested in thinking about language in new ways.

Higher Level Coursework: Two of the IBO assessment tasks for HL are more demanding than those of SL. In addition to studying additional topics and reading additional texts, HL students are required to submit one additional written task for the external IBO assessment. The external assessment criteria require that HL students show a deeper understanding of content and demonstrate the ability to write a comparative analysis of texts.

There is no formal Advanced Placement (AP) course being offered in the SAS Chinese program. We have limited capacity for the exam through Student Independent Study. Students who have attained Intermediate Mid to Intermediate High level are the priority candidates to take the exams, as some AP material and similar themes are covered in that class.

Students in Advanced Low Chinese may also take the AP Chinese exam if there is room and upon recommendation from their Chinese teacher.

The AP Chinese exam is not appropriate for students whose Chinese level is already higher than that of the exam (Advanced Mid or above).
Global Languages Courses

Grade 9 and 10 students may choose from these courses based on previous course success and results from a language placement exam:

- French 1
- French 2
- French 3
- French 4
- French 5
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4
- Spanish 5

Grade 11 and 12 students may choose from these courses based on previous course success and results from a language placement exam:

- French 1
- French 2
- French 3
- French 4
- French 5
- IBDP French Ab Initio Y1
- IBDP French Ab Initio Y2
- IBDP French B SL/HL Y1
- IBDP French B SL/HL Y2
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4
- Spanish 5
- IBDP Spanish Ab Initio Y1
- IBDP Spanish Ab Initio Y2
- IBDP Spanish B SL/HL Y1
- IBDP Spanish B SL/HL Y2

Legend:
- SAS course
- IB course
- IBDP courses are two year courses
INTRODUCTION

The Global Language curriculum is designed to provide the students with an international perspective where the instruction is focused on direct communication (interpersonal, interpretive, and presentation), always within a cultural awareness context. At the same time, students will be able to use the target language to reinforce, and further their knowledge of other disciplines.

Three important goals of the Global Language Department are for students to:

- Use the target language for personal enrichment and enjoyment and to expand knowledge through independent work
- Apply their knowledge of the language to real life contexts and authentic situations
- In a global society, competency in multiple languages increases your marketability

In order to reach these goals, the instructional language will be mostly in the target language.

The curriculum in high school is aligned with the correlated middle school program, as well as the parameters of the International Baccalaureate Program and ACTFL standards, which define what students can do in a foreign language.

Students must meet course prerequisites to enroll in the Global Language program, including the following parameters:

- For new students, a placement test will be given prior the beginning of the school year
- Students who have completed Level IC of French or Spanish in SAS middle school, or upon teacher recommendation, may go directly to French II or Spanish II in grade nine

The Global Language Department offers a variety of educational itineraries, as seen in the flowchart on page 35, including IB courses, such as Language B and Language ab initio. Language A1 self-study is also an option. Although SAS requires two global languages credits for graduation, most colleges and universities recommend four years of global languages.

French 1
Course Code: 5001
Duration: Year
Prerequisites: None
Credits: 1.0

This course is for beginning French students. Emphasis is given to oral communication by developing the three modes of communication: presentation, interpersonal, and interpretive. Students will be able to ask and answer questions in French, build up a vocabulary of around 1,000 words to express themselves in the fields of family, friends, school, hobbies, and other activities. Class will be conducted in French with frequent reliance on English. Students will be assessed regularly with quizzes and tests. French culture is introduced by means of dialogues, geography, history, pictures of student life in the francophone world, and songs and videos.

French 2
Course Code: 5002
Duration: Year
Prerequisites: French I or placement examination
Credits: 1.0

This course is for students who can use the vocabulary and grammar in French I, to communicate in and understand written and spoken French at a basic level. There is a continuous review of both vocabulary and grammar from the first year, but these topics are covered in greater depth. The future, the conditional, and the imperfect tenses are introduced. Students will be able to ask and answer questions in French, building up a vocabulary of around 2,000 words to express themselves in the fields of family, friends, school, hobbies and other activities. Students should be able to write approximately 150 words on a French topic. The class will be conducted primarily in French. Students will be assessed regularly with quizzes, tests, oral and written projects, and other assignments. Life and civilization topics (from magazines, newspapers, book, online materials, and videos) continue to be important to the learning process.

French 3
Course Code: 5003
Duration: Year
Prerequisites: French II or placement examination
Credits: 1.0

The third year of French consolidates and reviews the grammar and the vocabulary learned up to this point, covers the remaining tenses such as the future perfect, the past perfect, and the subjunctive and most other grammar topics in depth and adds more vocabulary. Students will be able to converse in French, and write a minimum of 250 words on a French topic. Class will be conducted in French only. Students will be assessed regularly with quizzes and tests. Students completing this year will be able to continue studying French in French IV or in the IB Program.

French 4
Course Code: 5004
Duration: Year
Prerequisites: French III or placement examination
Credits: 1.0

This course offers and consolidates advanced grammar while providing a sampling of authentic French literature and culture. The language of instruction is exclusively French. Students are expected to write essays offering opinions and analyzing literature and participate in debates and oral activities on a range of subjects. They will be assessed through regular quizzes, tests, and oral presentations.

French 5
Course Code: 5022
Duration: Year
Prerequisites: French IV or placement examination
Credits: 1.0

Since advance grammar structures have been consolidated in French IV, French V focuses on expanding the four skills through being exposed to authentic material in the target language. Grammar will be reviewed as necessary for communicative tasks, and exercises and assessments may be given to keep skills honed. Literature and culture are also studied in more depth and organized around thematic units. Students are expected to write essays, analyze literature and diverse texts, and participate in debates and oral activities on a range of subjects. They will be assessed through regular quizzes, tests, and oral presentations.
IB French Ab Initio Y1
Course Code: 5151
Duration: Year
Prerequisites: No more than 9 months of previous study of French is allowed
Credits: 1.0
The Ab Initio program is designed to be studied over two years and meets the needs of those IB students who have had little or no opportunity to study the language in their earlier education and are interested in learning a new foreign language as part of their IB Diploma. The aims of this course are to develop students’ ability to communicate in speech and in writing in order to enable them to deal adequately with familiar and practical needs; introduce students to the culture of the countries where the language is spoken through the study of the target language; provide students with a foundation for further study of the target language; provide enjoyment and intellectual stimulation; and encourage positive attitudes to the learning of other languages and their speakers and countries. Assessment is per the IBO guidelines. All students enrolled in an IB course must sit the exam at the end of year 2.

IB French B SL Y2
Course Code: 5120
Duration: Year
Prerequisites: IB French B SL Year 1
Credits: 1.0
This is the study of language acquisition for students whose native language is not French. The aims of the language B program are: to develop students’ powers of expression in both oral and written communication; to promote the ability to respond to the language demands of transactional and social contacts; to provide students with an efficient tool for possible further study or job opportunity; to help students to gain insights into how users of the specific language think; and to provide enjoyment and intellectual stimulation. Written and spoken communication will be assessed through internal (school) and external (IBO) assessment. All students enrolled in an IB subject must sit the external exam at the end of year 2.

IB French Ab Initio Y2
Course Code: 5152
Duration: Year
Prerequisites: IB French Ab Initio Year 1
Credits: 1.0
The Ab Initio program is designed to be studied over two years and meets the needs of those IB students who have had little or no opportunity to study the language in their earlier education and are interested in learning a new foreign language as part of their IB Diploma. The aims of this course are to develop students’ ability to communicate in speech and in writing in order to enable them to deal adequately with familiar and practical needs; introduce students to the culture of the countries where the language is spoken through the study of the target language; provide students with a foundation for further study of the target language; provide enjoyment and intellectual stimulation; and encourage positive attitudes to the learning of other languages and their speakers and countries. Assessment is per the IBO guidelines. All students enrolled in an IB course must sit the exam at the end of year 2.

IB French B HL Y1
Course Code: 5130
Duration: Year
Prerequisites: At least 3 years of academic French
Credits: 1.0
This is the study of language acquisition for students whose native language is not French. The aims of the language B program are: to develop students’ powers of expression in both oral and written communication; to promote the ability to respond to the language demands of transactional and social contacts; to provide students with an efficient tool for possible further study or job opportunity; to help students to gain insights into how users of the specific language think; and to provide enjoyment and intellectual stimulation. Higher Level students will study literature and are held to a higher skill level in all areas. Written and spoken communication will be assessed through internal (school) and external (IBO) assessment. There will be also assessment on literary works on the target language. All students enrolled in an IB subject must sit the external exam at the end of year 2.

IB French B HL Y2
Course Code: 5140
Duration: Year
Prerequisites: IB French B HL Year 1
Credits: 1.0
This is the study of language acquisition for students whose native language is not French. The aims of the language B program are: to develop students’ powers of expression in both oral and written communication; to promote the ability to respond to the language demands of transactional and social contacts; to provide students with an efficient tool for possible further study or job opportunity; to help students to gain insights into how users of the specific language think; and to provide enjoyment and intellectual stimulation. Higher level students will study literature and are held to a higher skill level in all areas. Written and spoken communication will be assessed through internal (school) and external (IBO) assessment. There will be also assessment on literary works on the target language. All students enrolled in an IB subject must sit the external exam at the end of year 2.

Je pense, donc je suis.
Decartes
Spanish 1
Course Code: 5005
Duration: Year
Prerequisites: none
Credits: 1.0
This course focuses on communication, developing the three modes of communication: presentational, interpersonal and interpretive. The four linked skills of listening, reading, speaking, and writing are encouraged and explored throughout the course. The syllabus offers students an insight into the culture and civilization of the countries where the Spanish language is spoken. It encourages as well a positive attitude towards language learning and a sympathetic approach to other countries and civilizations. A vocabulary of about 1,200 words and basic grammar are introduced in a structured manner by a variety of means (short dialogues, paragraphs, audio visual resources). There will be frequent assignments, such as oral and written tasks, quizzes and test. The class will be conducted primarily in Spanish.

Spanish 2
Course Code: 5006
Duration: Year
Prerequisites: Spanish I or placement examination
Credits: 1.0
This course follows the overall scheme of Spanish I but goes deeper into more complicated structures of the language with regard to grammar and vocabulary as well as other aspects of Hispanic cultures. The communicative situations become more complex and the students will be able to write approximately 150 word essays in Spanish on a varied range of topics. There will be frequent assignments, such as oral and written tasks, quizzes and test. The class will be conducted primarily in Spanish. Authentic material is introduced and worked during class time with the support of newspapers, magazines, video and online resources.

Spanish 3
Course Code: 5007
Duration: Year
Prerequisites: Spanish II or placement examination
Credits: 1.0
The third year of Spanish prepares the students to begin to deal with "real" Spanish outside the textbook by means of extensive vocabulary acquisition, a thorough grammar review and introduction of tenses and points not previously covered. Student will continue to learn about the Spanish-speaking world’s life and culture by contact with authentic material on different formats, such as magazines, newspapers, video, and different online portals. Classes are in Spanish and frequent assignments, such as oral and written tasks, quizzes and test continue. Student completing this course can continue studying Spanish in Spanish IV or in the IB Program.

Spanish 4
Course Code: 5008
Duration: Year
Prerequisites: Spanish III or placement examination
Credits: 1.0
This course offers and consolidates advanced grammar and a sampling of authentic Hispanic oral/written material and deepens into the knowledge of the Hispanic world, social, and cultural issues. The language of instruction is exclusively Spanish. Students are expected to write essays analyzing oral and written material and participate in debates on a range of subjects. They will be assessed through regular quizzes, tests, and oral presentations.

Spanish 5
Course Code: 5021
Duration: Year
Prerequisites: Spanish IV or placement examination
Credits: 1.0
Since advance grammar structures have been consolidated in Spanish IV, Spanish V focus on expanding the four skills through being exposed to authentic material in the target language. Social issues and culture are also studied in more depth. Students are expected to write essays analyzing oral and written material and participate in debates on a range of subjects. They will be assessed through regular quizzes, tests, and oral presentations.

IB Spanish Ab Initio Y1
Course Code: 5155
Duration: Year
Prerequisites: No more than 9 months of previous study of Spanish is allowed
Credits: 1.0
The Ab Initio program is designed to be studied over two years and meets the needs of those IB students who have had little or no opportunity to study the language in their earlier education and are interested in learning a new foreign language as part of their IB Diploma. The aims of this course are to develop students' ability to communicate in speech and in writing in order to enable them to deal adequately with familiar and practical needs; introduce students to the culture of the countries where the language is spoken through the study of the target language; provide students with a foundation for further study of the target language; provide enjoyment and intellectual stimulation; and encourage positive attitudes to the learning of other languages and their speakers and countries. All students enrolled in an IB subject must sit the external exam at the end of year 2.

IB Spanish Ab Initio Y2
Course Code: 5156
Duration: Year
Prerequisites: IB Spanish Ab Initio Year 1
Credits: 1.0
The Ab Initio program is designed to be studied over two years and meets the needs of those IB students who have had little or no opportunity to study the language in their earlier education and are interested in learning a new foreign language as part of their IB Diploma. The aims of this course are to develop students' ability to communicate in speech and in writing in order to enable them to deal adequately with familiar and practical needs; introduce students to the culture of the countries where the language is spoken through the study of the target language; provide students with a foundation for further study of the target language; provide enjoyment and intellectual stimulation; and encourage positive attitudes to the learning of other languages and their speakers and countries. All students enrolled in an IB subject must sit the external exam at the end of year 2.

Dime con quién andas y te diré quién eres.
IB Spanish B SL Y1-Y2
Course Code: 5111 (Y1), 5121 (Y2)
Duration: 2 Years
Prerequisites: At least 2 years of academic Spanish
Credits: 2.0
This is the study of language acquisition for students whose native language is not Spanish. The aims of the Language B program are: to develop students' powers of expression in both oral and written communication; to promote the ability to respond to the language demands of transactional and social contacts; to provide students with an efficient tool for possible further study or job opportunity; to help students to gain insights into how users of the specific language think; and to provide enjoyment and intellectual stimulation. Written and spoken communication will be assessed through internal (school) and external (IBO) assessment. All students enrolled in an IB subject must sit the external exam at the end of year 2.

IB Spanish B HL Y1-Y2
Course Code: 5131 (Y1), 5141 (Y2)
Duration: 2 Years
Prerequisites: At least 3 years of academic Spanish
Credits: 2.0
This is the study of language acquisition for students whose native language is not Spanish. The aims of the Language B program are: to develop students' powers of expression in both oral and written communication; to promote the ability to respond to the language demands of transactional and social contacts; to provide students with an efficient tool for possible further study or job opportunity; to help students to gain insights into how users of the specific language think; and to provide enjoyment and intellectual stimulation. Written and spoken communication will be assessed through internal (school) and external (IBO) assessment. All students enrolled in an IB subject must sit the external exam at the end of year 2.

IB Self-Taught Language A1 SL Y1-Y2
Course Code: 5102 (Y1), 5103 (Y2)
Duration: 2 Years
Prerequisites: Fluency in native language
Credits: 2.0
This is designed as an independent study of literature for students in their native or best academic language, excluding English. Students examine 11 works of literature, five of which must be world literature in translation. The course is designed for students who desire enrichment in the study of literature in a language other than English. The emphasis of the course will be on independent literary analysis and the writing of clear, balanced, well-organized prose in the student's native language. Written and spoken communication will be assessed through internal (school) and external (IBO) assessment. All students enrolled in an IB subject must sit the external exam at the end of year 2.
**VISUAL ARTS COURSES**

Visual Arts Department Flow Chart

<table>
<thead>
<tr>
<th>Grade 9 students may choose any of the courses below based on meeting prerequisites:</th>
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</thead>
<tbody>
<tr>
<td>Art Foundations</td>
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<table>
<thead>
<tr>
<th>Grade 10 students may choose any of the courses below based on meeting prerequisites:</th>
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</thead>
<tbody>
<tr>
<td>Art Foundations</td>
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<tr>
<td>Photography 1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 11 and 12 students may choose any of the courses below based on meeting prerequisites:</th>
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</thead>
<tbody>
<tr>
<td>Art Foundations</td>
</tr>
<tr>
<td>Studio Art</td>
</tr>
<tr>
<td>IB Visual Art SL/HL (two year course)</td>
</tr>
</tbody>
</table>

**Legend**

- AP course
- IB course
- SAS course
VISUAL ARTS INTRODUCTION
Visual Arts courses are designed for students to develop art-making skills and expand knowledge through visual media. Students explore a wide variety of 2-D and 3-D techniques and materials. Sketchbooks accompany studio projects for artist and historical research, planning of artworks, recording inspiration, and reflection. Visual Arts coursework prepares students in the lifelong skills of problem solving, creative thinking, and self-expression with art media.

Photography 1
Course Code: 6035
Duration: Year
Prerequisites: Open to grade 10 to 12 students
Credits: 1.0
Students learn multiple techniques with digital and 35 mm cameras, dark room techniques, and digital editing skills using the photo as the base image. Studio work includes functional as well as conceptual projects, with the camera, dark room, and software as tools to encourage creative and critical thinking skills.

Advanced Photography
Course Code: 6012
Duration: Year
Prerequisites: Photography I and open to grades 11 and 12 students.
Credits: 1.0
Advanced Photography is offered for those who have a serious interest in photography following their experience in Photography 1. Students must show a high level of motivation, independent thinking, creative design, and problem solving skills. Students will develop both digital and print portfolios.

Art Foundations
Course Code: 6001
Duration: Year
Prerequisites: Open to grade 9 to 12 students
Credits: 1.0
Art Foundations is an introductory level course that enables students to build on their artmaking skills and expand their understanding of the visual art world. The course explores a variety of 2-D and 3-D techniques including drawing, painting, ceramics, sculpture and mixed-media. A visual journal is kept throughout the year as an integral part of the course. Students use visual journals to thoroughly explore visual ideas, to research the context of art-making both historical and contemporary, and for personal reflection. This course is recommended for students interested in higher level studio art courses.

Studio Art
Course Code: 6014
Duration: Year
Prerequisites: Open to grade 10 to 12 students
Credits: 1.0
Studio Art offers an in-depth exploration of techniques and media with an emphasis on skill development in order to expand a students’ visual arts foundation. Both 2-D and 3-D techniques including drawing, painting, ceramics, and sculpture are used to challenge students to become more thoughtful and skilled artists. Students use visual journals to thoroughly explore visual ideas, to research the context of art-making both historical and contemporary, and for personal reflection. Art Foundations is recommended but not required to take this course.

Advanced Studio Art 1 and 2
Course Code: 6007, 6008
Duration: Year
Prerequisites: One full year of visual art, art foundations or studio art is recommended.
Credits: 1.0
Advanced Studio Art 1 is an upper level studio art course emphasizing self-direction in choice of subject matter and medium. Students create imaginative and expressive artworks of high technical and aesthetic standard. Students use visual journals to thoroughly explore visual ideas, to research the context of art-making both historical and contemporary, and for personal reflection. Students can continue to build on their portfolio of work in Advanced Studio Art 2 culminating in a final exhibition.
**AP 2-D Studio Design: Photography**

Course Code: 6202  
Duration: Year  
Prerequisites: Open to grade 12 students. Photography I required  
Credits: 1.0  

Students create and submit an AP Portfolio to the College Board at the end of April in place of a written exam for this course. The portfolio addresses two-dimensional (2-D) design issues. One important component of the portfolio creation is a summer assignment to be completed prior to beginning the course in the new school year. For the portfolio, students are asked to demonstrate mastery of 2-D design as this is a design portfolio and photography is the medium used. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. They help guide artists in making decisions about how to organize an image. Effective design is the benchmark standard whether one uses representational or abstract approaches to art. In addition to the portfolio, students also use classroom prompts and sketchbooks to explore visual ideas and reflect on personal projects.

**IB Visual Arts SL/HL Y1 and Y2**

Course Code: SL Y1 6110/HL Y1 6130  
SL Y2 6120/HL Y2 6140  
Duration: 2 Years  
Prerequisites: Art Foundation and Studio Art are recommended  
Credits: 2.0  

This course is intended for students with a serious interest in the visual arts and a high level of commitment to both studio work and deep research. There is a strong emphasis on self-direction in choice of subject matter and media. Students create imaginative and expressively powerful artwork of a high technical and aesthetic standard. Artwork is supported through a visual journal, a verbal and visual record of research on art topics demonstrating critical, technical, and aesthetic understanding.

This course of study ends with the completion of a comparative study of artists, a process portfolio based on visual journal research and an individual exhibition in which students produce and curate a body of work completed over the two years. The work is examined externally by IB.

Please see below for requirements.  
**Standard Level Coursework:**  
Process Portfolio: SL students submit 9–18 screens which document their creative process in their visual journals. Comparative Study: SL students will submit 10–15 screens which examine and compare at least three artworks from at least two artists.

Final Exhibition: SL students will exhibit 4-7 final pieces supported by a curatorial rationale.

**Higher Level Coursework:**  
Process Portfolio: HL students submit 13–25 screens which document their creative process in their visual journals. Comparative Study: HL students submit 10–15 screens which examine and compare at least three artworks from at least two artists. HL students submit 3–5 additional screens which analyze the extent to which their work and practices have been influenced by the art and artists examined.

Final Exhibition: HL students will exhibit 8-11 final pieces supported by a curatorial rationale.

**Digital Film Making**

Course Code: 8001  
Duration: Year  
Prerequisites: Open to grade 9 to 12 students  
Credits: 1.0  

The Digital Film Making course is in practical group film making. Students will develop technical skills and an understanding of film language through hands-on video making with a range of equipment. Conventions of genre, key film movements and styles will be explored. Each semester students also complete an analysis of a short scene from a film of their choosing. They can submit this in written form with screen grabs, as a slide presentation or a short video with voiceover.

This course is all about enhancing creativity, deepening students understanding of cinematic language and developing their own original short films through effective collaboration. Students will learn how film makers use cinematic language to communicate and create interesting and expressive movies. Through a variety projects, they will strengthen their conceptual thinking, creativity, problem-solving and team work.

Students enrolled in the course are required to submit a film as an entry to the annual Shanghai Student Film Festival as well as attending the two-day (Friday/Saturday) event in spring.

**Advanced Digital Film Making**

Course Code: 8005  
Duration: Year  
Prerequisites: Digital Film Making and permission of instructor, open to grade 11 and 12 students  
Credits: 1.0  

The Advanced Digital Filmmaking course is a unique follow up course to the Digital Film Making course. It fosters in students independent learning and continues the exploration of the creative filmmaking journey through collaboration, without the rigorous theoretical elements of the IB Film curriculum. Students will explore cinematic language in greater depth and continue to hone their film making skills through practice.

Students will create multiple films of personal interest, the best of which will form their Film Portfolios submitted each semester for assessment.

Students enrolled in the course are required to submit a film as an entry to the annual Shanghai Student Film Festival as well as attending the two-day (Friday/Saturday) event in spring.

**IB Film SL/HL Y1-Y2**

Course Code: SL Y1 8165/Y2 8175; HL Y1 8185/Y2 8195  
Duration: 2 Year  
Prerequisites: None  
Credits: 2.0  

The IB Film course is designed to provide students with a grounding in both Film theory and practical film making. The course is aimed at students who have both a passion for film making and an interest in film theory and history. The course is made up of three components for Standard Level students and four components for Higher Level students.

Students enrolled in the course are required to submit a film as an entry to the annual Shanghai Student Film Festival as well as attending the two-day (Friday/Saturday) event in spring.
Textual Analysis
The Textual Analysis is a 1,750-word essay, on a (maximum) five-minute section of a prescribed film. Every year the IBO prescribes a list of films, a selection of which are screened in school and from which the students choose one. In the essay they analyze the film’s cultural context and its film elements. After viewing the films students have one month to complete the task and receive feedback on one draft.

Comparative Study
The Comparative Study is a ten-minute video presentation. The students select an area of film focus that excites them from one of the following areas. Film movements (such as French New Wave, German Expressionism, Third Cinema etc.) Film genre and film style (such as Film Noir, romantic comedy, science fiction, western, and so on) Film theory (such as auteur theory, feminism, and so on) They analyze two films of their own choosing from contrasting times/places through the perspective of the chosen film focus. Students receive feedback on one full draft.

Film Portfolio
The Film Portfolio is made of a film reel and supporting portfolio pages built over the entire course. The Film Reel is a (maximum) nine-minute sample of the student’s best work across a variety of projects and three production roles. The selection must contain at least one complete short film. The supporting Portfolio pages are a chance for the students to reflect on their own work and write about its development, influences and connections to other film makers. The Film Portfolio is built throughout the two-year course from exercises we do in class and projects the students undertake both in and out of class.

Students work in identified Production Roles for all practical film making projects. Typical production roles are cinematographer, director, editor, sound and writer.

Collaborative Film Project (Higher Level only)
Typically undertaken in Grade 12, HL students have the opportunity to make a longer original short Film, of a maximum seven minutes length. A project report of a maximum two-thousand words accompanies the film and is a chance to reflect on their team work, their individual production role, as well as the influences and connections to other film makers.

Graphic Design
Course Code: 8010
Duration: Year
Prerequisites: Open to grade 9 to 12 students
Credits: 1.0

In the Graphic Design class students will explore visual communication as it applies to the commercial arts. Projects such as book illustrations, menu designs and logo creation are explored, as well as digital arts practices like digital painting techniques. Students can expect to gain a solid grounding in design principles and apply these effectively to their own work.

We will explore various design processes including thumbnailing ideas, story boarding, mock-ups and pitching ideas. In addition, effective research methods will be identified and explored and students will learn about various career paths in the applied arts. This course leans heavily towards working digitally, with some sketchbook work in traditional media.
Performing Arts Department Flow Chart

Grade 9 students may choose any of the courses below based on meeting prerequisites:

- Concert Band: Beginning (grade 9 only)
- Concert Band: Intermediate*
- Concert Band: Advanced*
- Advanced Choir* (grade 9-12)
- Orchestra: Intermezzo*
- Orchestra Intermediate*
- Orchestra: Advanced*
- Dance 1/Dance 2
- Theatre 1/ Theatre 2
- Theatre Design (grade 9-12)

Grade 10 students may choose any of the courses below based on meeting prerequisites:

- Concert Band: Intermediate*
- Concert Band: Advanced*
- Advanced Choir* (grade 9-12)
- Orchestra: Intermezzo*
- Orchestra: Finale*
- Orchestra Intermediate*
- Orchestra: Advanced*
- Dance 1/Dance 2
- Theatre 1/ Theatre 2
- Theatre Design (grade 9-12)

Grade 11 and 12 students may choose any of the courses below based on meeting prerequisites:

- Concert Band: Intermediate*
- Concert Band: Advanced*
- Advanced Choir* (grade 9-12)
- Orchestra: Intermezzo*
- Orchestra: Finale*
- Orchestra Intermediate*
- Orchestra: Advanced*
- Advanced Dance
- IB Dance SL/HL (two year course)
- IB Theatre SL/HL (two year course)
- Theatre 1/ Theatre 2
- Theatre Design (grade 9-12)
- Advanced Theatre Design (grade 11-12)

Legend

- AP course
- IB course
- SAS course

* Requires teacher approval.
PERFORMING ARTS INTRODUCTION

The Performing Arts Program is a cornerstone of the SAS curriculum, which seeks to balance academics with educating the “whole person.” The constant aspiration of the Performing Arts Program at SAS is to create an exhilarating environment that nurtures every student’s sensitivity, understanding, and enjoyment of the arts. Performing Arts course options include Dance, Drama/Theatre, Music, and the Visual Arts.

It is always encouraged that students continue with the Performing Arts in order to develop their performance skills, to gain a deeper understanding of different styles and genres, for continued confidence in an expressive area of knowledge, and/or to consider or prepare for career choice options. A sustained effort in the arts along with a strong academic effort often attracts the attention of college admissions officers.

Dance

Dance is a unique way of perceiving and communicating. Dance involves exploration, concentration, focus, and the ability to work and create with other dancers. Students develop a strong, flexible, and graceful body by exploring a variety of dance styles.

Dance is a course designed for any male or female who would like to use the assets of dance to improve physical fitness, to increase talents in athletics, and to develop the ability to dance either for fun or as a performer. This course combines dance exercises, dance technique, and dance choreography. The class is designed to improve posture, strength, flexibility, endurance, agility, balance, and choreographic and improvisational techniques. Students will experience various types of dance including ballet, modern, jazz, hip-hop, Broadway, and some elements of tap, social, and folk dance, and will incorporate what they have learned into creative dance choreography.

Students will also learn to evaluate dance and make aesthetic decisions in regards to creativity. Students will apply appropriate injury prevention techniques and will learn aspects of dance history as well. Students will perform for each other in class and in the semester show. Students can take this class as a Performing Arts elective (grades 9–12) or as a Physical Education elective (grades 11–12).

Drama and Theatre

Drama and Theatre courses aim to help students understand the nature of performance through theatre; to understand it by making it as well as by studying it; to understand it not only with their minds but with their senses, their bodies, and their emotions; to understand the forms it takes in cultures other than their own; and through this understanding to better understand themselves, their society, and their world. The overarching goals of these courses is to develop an understanding of the arts of drama and theatre, their application to daily life, and the enjoyment of theatre as an art form.

IB Theatre is a combination of performance, production, analysis and study of western and non-western, ancient and modern theatre. The aim of the IB Theatre course is to help students’ understanding of the nature of theatre; to understand it by making it as well as by studying it; to understand it not only with their minds but with their senses, their bodies and their emotions; to understand the various forms it takes in cultures other than their own; and through this understanding endeavor to better understand themselves, their society, and their world.

Music

Music includes Band, Orchestra, Choir, and Composition. An after-school jazz band is offered as part of our Activities program. In all music classes, students explore the basics of music composition by using the Sibelius Music software. Smart Music is provided to all students to support their studies of jazz styles, solos, and small ensembles, as well as concert music.

There are two levels of Band and Choir and three levels of Orchestra classes. Students with more experience will be placed in the Advanced Band or Orchestra while the Intermediate classes are for students with less experience. Through an audition process, the music directors will assist students in determining an appropriate level.

The bands, orchestras, and choir perform two major concerts per year, but students may also audition for participation in the regional (APAC) and/or international (AMIS) music festivals.

Students may take up to four years of Band, Choir, or Orchestra and receive credit for all four years.

Advanced Choir

Course Code: 6041
Duration: Year
Prerequisites: Current teacher recommendation and/or audition
Credits: 1.0
Advanced Choir is an advanced vocal group open to students with previous voice/choir experience. This group should be able to sight-sing fluently, improvise, and cope with operatic, jazz, foreign, and advanced repertoire.

Students in this group will build upon skills gained in their earlier vocal work. Stage presence and dramatic show choir skills will also be exploited. Advanced pianists are encouraged to audition for the accompanist role in this group.

Concert Band: Beginning

Course Code: 6039
Duration: Year
Prerequisites: Grade 9 students only, no prerequisites
Credits: 1.0
The beginning band is a year-long course and will provide students with the opportunity to play band instruments including woodwind and brass instruments. Basic playing techniques are introduced through a variety of etudes and band repertoire. Students will learn basic music theory and music vocabulary such as reading and understanding musical notation and symbols. Students will acquire skills, abilities, understandings, and attitudes necessary to express themselves musically as individuals and as members of an ensemble. Each student will be given the opportunity to rent an instrument from the school or buy one from a local vendor. Teacher advice will be provided.
Concert Band: Intermediate
Course Code: 6042
Duration: Year
Prerequisites: One year of experience or teacher recommendation
Credits: 1.0
Intermediate is open to all woodwind, brass and percussion players who have at least one year of experience on their chosen instrument. Specific instrumental technique, ensemble skills, theoretical literacy and historical awareness will be developed through performance based on the US National Standards of Music. This ensemble will build upon previous band, solo and ensemble performances and music composition using Sibelius. There should be no rhythm guitarists. Bass guitarists who can demonstrate note reading ability may be admitted at the discretion of the music teacher. Repertoire will be at level 2 to 3.5. Level 5/6, 6 professional Concert Band repertoire. Regional and International Music Field Trips are offered and public performance is a required component of the course.

Concert Band: Advanced
Course Code: 6043
Duration: Year
Prerequisites: Current teacher recommendation and/or audition
Credits: 1.0
Advanced is open to very experienced woodwind, brass, and percussion players and will build upon experiences gained in Concert Band: Intermediate (Course Code 6022). Specific instrumental technique, ensemble skills, theoretical literacy, and historical awareness will continue to be developed through performance based on the US National Standards of Music to include solo and ensemble performances and music composition using Sibelius. There should be no rhythm guitarists. Bass guitarists who can demonstrate note reading ability and significant performance skills may be admitted at the discretion of the music teacher. This is an auditioned band as repertoire will be level 3.5 and above. Level 5/6 is professional Concert band repertoire. Regional and international music field trips are offered and public performance is a required component of the course.

Orchestra: Intermezzo
Course Code: 6056
Duration: Year
Prerequisites: One year of experience or teacher recommendation
Credits: 1.0
Intermezzo is open to violin, viola, cello and double bass players with at least one year of experience. Specific instrumental technique, ensemble skills, theoretical literacy, and historical awareness will be developed through the performance of a variety of orchestral literature from the Renaissance to the present based on the US National Standards in Music. This ensemble will build on previous orchestral experience, solo and ensemble performances, and music composition. Regional and international music field trips are offered and public performance is a required component of the course.

Orchestra: Finale
Course Code: 6055
Duration: Year
Prerequisites: Three years of experience or teacher recommendation
Credits: 1.0
Finale is open to violin, viola, cello, and double bass players with at least three years of experience. Specific instrumental technique, ensemble skills, theoretical literacy, and historical awareness will be developed through the performance of a variety of orchestral literature from the Renaissance to the present based on the US National Standards in Music. This ensemble will build on previous orchestral experience, solo and ensemble performances, and music composition. Regional and international music field trips are offered and public performance is a required component of the course.

Orchestra: Intermediate
Course Code: 6044
Duration: Year
Prerequisites: Current teacher recommendation and/or audition
Credits: 1.0
Intermediate is open to violin, viola, cello and double bass players who have at least four years of experience on their chosen instrument. Specific instrumental technique, ensemble skills, theoretical literacy and historical awareness will continue to be developed through performance based on the US National Standards of Music. This ensemble will build on previous orchestral experience, solo and ensemble performances, and music composition. Repertoire will be selected from level 3.5 to 4.5 string orchestra music. Regional and international music field trips are offered and public performance is a required component of the course.

Orchestra: Advanced
Course Code: 6045
Duration: Year
Prerequisites: Current teacher recommendation and/or audition
Credits: 1.0
Advanced is open to all experienced violin, viola, cello, and double bass players. Specific instrumental technique, ensemble skills, theoretical literacy, and historical awareness will be developed through the performance of a variety of orchestral literature from the Renaissance to the present based on the US National Standards in Music. This ensemble will build on previous orchestra experience, solo and ensemble performances and music composition. Regional and international music field trips are offered and public performance is a required component of the course.

Theatre Design/Advanced Theatre Design
Course Code: 6059, 6060
Duration: Year
Prerequisites: None
Credits: 1.0
This course is designed to accommodate those students who would prefer to work on the technical side of performance. The course will focus on design, and the execution of that design through set, light, and sound. The curriculum will follow a spiral pattern to accommodate students taking the course more than once.
Theatre 1
Course Code: 6057
Duration: Year
Prerequisites: None
Credits: 1.0
This course provides a foundation of essential elements developed through ensemble. The course begins with the three foundational disciplines of acting: relaxation, voice, and movement. As these disciplines become integral to the actor’s process, additional layers of a more creative order are incorporated. These layers include: character objective, adjustment, and attitude; posture and movement; script analysis; and stage dynamics. Actors perform monologues, sketch dialogues, and one-act plays through the course of the year. Public performances occur near the middle of the second semester during the Fringe Festival. School only performances come in the guise of Performance Finals at the end of each semester. Improvisation is an integral component in the process of an actor’s artistic growth and therefore is practiced throughout the course. Their daily reflections as a result of a myriad of activities and assignments will be reflected and written within their response journal.

Theatre 2
Course Code: 6058
Duration: Year
Prerequisites: Successful completion of Introduction to Drama or teacher approval
Credits: 1.0
The study of theatre arts provides students with an opportunity to take on roles, to create and enter into imagined worlds. Creating, presentiing, and analyzing drama is a collective experience. By communicating in both real and imaginary situations, students develop proficiency in listening, speaking, writing, questioning, and negotiating. Through the process of “stepping into the shoes of another,” students develop and express empathy. Through analysis of theatre productions, they become aware of universal aspects of human experience. This course requires students to create and to perform theatrical presentations. Students will analyze, interpret, and perform works of drama from various cultures, including early western plays. Student will complete a variety of workshops in characterization, monologue, voice, scene work, and one-act play production. The functions of playwright, director, actor, producer, designer, technician, and audience will be analyzed. This course sets the foundation in drama work as it relates to the art of theatre. Students are expected to write in their response journal reflecting on their artistic growth and understanding of themselves, ensemble work, and the art of theatre. They are continually assessed on their individual contributions towards the ensemble and are required to participate in the planning and implementation of each assignment.

Dance

Dance 1-2
Course Code: 7010, 7011
Duration: Year
Prerequisites: None
Credits: 1 credit Performing Arts elective or PE credit
Dance is a course designed for any male or female who would like to use the assets of dance to improve physical fitness, to increase talents in athletics, and to develop the ability to dance either for fun or as a performer. This course combines dance exercises, dance technique, and dance choreography. The class is designed to improve posture, strength, flexibility, endurance, agility, balance, and choreographic and improvisational techniques. Students will experience various types of dance including ballet, modern, jazz, hip-hop, Broadway, social and folk dance and they will incorporate what they have learned into creative dance choreography. Students will also learn to evaluate dance and make aesthetic decisions in regards to creativity. Students will apply appropriate injury prevention techniques and will learn aspects of dance history as well. Students will perform for each other in class and have the option to perform at the semester show. Students can take this class as a Performing Arts elective (grades 9–12) or as a Physical Education elective (grades 11–12).

Dance : Advanced
Course Code: 7012
Duration: Year
Prerequisites: Dance 1-2
Credits: 1.0 Performing Arts elective or PE credit
Advanced Dance is a yearlong course designed for experienced Dance students who have a serious interest in dance and who wish to increase their knowledge and skills. This course continues to focus on dance technique, choreography, and exploring various styles of dance at a more complex level. Students will be expected to attain more difficult technique, will explore creative choreographic expression more deeply, and will accomplish and assimilate dance expectations at a more rapid pace. Students will also be asked to provide more in depth choreography analysis and journal reviews while assuming leadership roles in class. Students will use complex choreographic forms in their own work. Students will perform for each other in class and will perform and help co-direct the semester shows.

IB Dance: SL & HL Y1-Y2
Course Code: SL Y1 7013/Y2 7033; HL Y1 7023/Y2 7043
Duration: 2 Years
Credits: 2.0
The IB Dance curriculum aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures: past, present, and looking towards the future. Performance, creative, and analytical skills are mutually developed and valued whether the students are writing papers or creating and performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

While prior dance is not mandatory at SL, it is recommended. At HL it is very strongly recommended.

The curriculum is designed to challenge students. It draws on a wide range of dance cultures that reflect varied histories, practices, and aesthetics. Nonetheless, doing so establishes the important idea or belief that there are common parameters in dance across different cultural contexts. Whether performed for their communities, with their communities, or for their personal pleasure, dances have—and serve—a conscious intention, and involve space, time and energy.

Assessment in both SL and HL includes the following:

- Dance works composed by the student
- Written reflections (1200 words)
- Investigation across cultures
- A dance performance, which may include a solo or a duet
All students enrolled in an IB subject must sit the exam at the end of year 2.

**IB Theatre SL/HL Y1-Y2**

Course Codes: SL Y1 6112/HL Y1 6132/ SL Y2 6122/ HL Y2 6142  
Duration: 2 Years  
Prerequisites: Recommended Intro to Theatre Arts and/or Intro to Drama  
Credits: 2.0

IB Theatre is a way for students to celebrate the international and intercultural dynamic that inspires many diverse forms of theatre. At the core, for both SL and HL, lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement, and imaginative synthesis—all achieved through practical engagement in theatrical activities. As “theatre makers,” students explore theatre in the making, theatre in performance, and theatre in the world. The activities include independent research, application, and reflection, all developed through the concept of ensemble. The theatre course emphasizes the importance of working individually and as a member of an ensemble. They explore different theatre traditions in their historical contexts and develop academic skills appropriate for the study and understanding of theatre. They develop the confidence to explore, to experiment and to present work individually and collaboratively on innovative projects. This involves challenging established notions and conventions of theatre. Theatre students at both SL and HL are presented with a common core syllabus that encourages the development of certain skills, attributes, and attitudes. Due to the nature of the theatre course, there may be no great difference in the complexity or artistic merit of the work produced by students at SL and HL. However, the difference in recommended teaching times at SL and HL signals a clear distinction between the demands made on students. It is expected that students at HL use the extra time available to develop their personal research and practice in theatre, and to extend their understanding of the ideas, practitioners, and concepts encountered during the course. All students enrolled in an IB subject must sit the exam at the end of year 2.
Physical and Health Education at Shanghai American School is a health and fitness-based program that aims to instill in students a desire to pursue lifelong wellness.

The goal is to promote healthy active living, enjoyment of regular physical activity, and student development of:

- An understanding of the importance of physical fitness, health, and well-being and the factors that contribute to them
- A personal commitment to daily physical activity and positive health behaviors
- The skills and knowledge students require participating in physical activities throughout their lives

The PE 1 & 2 courses are integrated with 15% health and 85% physical education and are required courses for graduation. PHE 3, Lifeguarding, Water Safety Instructor and Sport League advanced elective course are offered to students who are interested in a more in-depth study of sport and exercise.

Physical & Health Education 1 (PHE1)
Course Code: 7000
Duration: Year
Prerequisites: None
Credits: 1.0

The PHE 1 course emphasizes the vital importance of health and fitness to maintaining lifelong wellness. Students develop motor skills and knowledge of related biomechanical principles and strategies while practicing sportsmanship and cooperation. Physical Education units include a variety of team and individual activities, including Health Club, volleyball, soccer, basketball, badminton, floor hockey, touch rugby, swimming, and low organized games. In practical classes students are assessed on standards. The health component of the course is designed to educate students to make positive and intelligent decisions that will enhance their quality of their life. Topics of study may include drugs & alcohol, sexual education, and current events.

Physical & Health Education 2 (PHE2)
Course Code: 7001
Duration: Year
Prerequisites: PHE 1 or equivalent
Credits: 1.0

The PHE 2 course places special emphasis on encouraging students to take ownership of their own health and wellness. Building on concepts and skills from PHE 1, this course aims to reinforce and further promote active and healthy living. Units of activity include a variety of team and individual activities, including Health Club, volleyball, soccer, basketball, badminton, touch rugby, floor hockey, swimming, and low organized games. In practical classes, as in PHE 1, students are assessed on our standards. In Health, topics of study may include social and emotional learning, fitness, and making personal healthy decisions.
Physical & Health Education 3: Personal Fitness
Course Code: 7004
Duration: 1 Semester or 1 Year
Prerequisites: Physical & Health Education I & II or equivalent
Credits: 1 Semester: 0.5 or 1 Year: 1.0
This course is designed for students who have completed the PHE graduation requirement and would like to continue to develop their knowledge, skills, and physical fitness at an advanced level. The course comprises total fitness units where students will train together as a class. After a base level of fitness is achieved students will begin to implement their own personal fitness. Goal setting, fitness planning, and journaling are very important components for this course. Students will design and implement a detailed personal fitness program. Students will explore the current topics in weight training and personal fitness and how to apply these to their own personal fitness programs. Health topics include fitness, exercise physiology, anatomy, nutrition, and possibly athletic injuries. Other key components to the course include keeping fitness journals, developing leadership skills, and utilizing technology in sport and fitness.

PE 3 – Water Safety Instructor (WSI)
Course Code: 7006
Duration: Semester
Prerequisites: Must be at least sixteen years old by the end of the class, and pass the basic swimming test
Credits: 0.5
WSI is an American Red Cross curriculum that will result in a WSI certification. The students are taught how to be swim instructors and will be trained to teach courses and presentations in swimming, and water safety programs including:
- Parent and Child Aquatics
- Preschool Aquatics
- Learn-to-Swim
- Adult Swim
- Private Lessons
- Safety Training for Swim Coaches
- Water Safety Presentations

PE 3 – Lifeguarding
Course Code: 7007
Duration: Semester
Prerequisites: Must be fifteen years old by the completion of the course and pass a basic swimming test
Credits: 0.5
Lifeguarding is an American Red Cross curriculum that certifies the students upon completion in lifeguarding, advanced first aid, and CPR/ AED. The students learn to act with speed and confidence in first aid, emergency situations in and out of the water, and breathing and cardiac emergencies. The program also trains students in the management skills to work in an aquatics environment.

Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it.

Plato
IB Theory of Knowledge Y1/Y2
Course Code: 8101 (Y1), 8102 (Y2)
Duration: Semester 2 (Y1), Semester 1 (Y2)
Grade: 11/12
Credits: 0.5 each

Theory of Knowledge is an elective course studying knowledge itself and investigating such questions as “How do you know what you know?”; “Can knowledge lead to truth?”; and “How do we integrate knowledge across personalities and cultures?” Students have the opportunity to step back from the relentless acquisition of new knowledge in order to consider the role of knowledge in their own lives and in world culture. Many students find it thought provoking and influential in developing their life goals and world view. In this class seminars and discussions are common, as are presentations, papers, journals, and group projects. Attendance and participation are key. TOK Y1 is taught in the second semester of grade 11 and TOK Y2, which is the required continuation of the Y1 course, is taught in first semester of the grade 12. IB assessments of one essay and one oral presentation are required in Y2.

AP Computer Science A
Course Code: 8201
Duration: Year
Prerequisites: Teacher recommendation, strong foundation of mathematical reasoning, no prior computing experience necessary
Credits: 1.0

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course is built around learning and strengthening skills on the design and implementation of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and reusable. This course includes other related important aspects, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course emphasizes heavily on both object-oriented and imperative problem solving and design using the AP board chosen programming language, Java with the end goal of developing high level of logical computing skills that serves as a stepping stone for learning other current languages in the Information Technology age.

All students enrolled in an AP subject must sit the external exam at the end of the school year.

AP Computer Science Principles
Course Code: 8204
Duration: Year
Prerequisites: Teacher recommendation, strong foundation of mathematical reasoning, no prior computing experience necessary
Credits: 1.0

AP Computer Science Principles course is complementary to AP Computer Science A. Students can take these courses in any order or at the same time, as schedule permit. This course introduces students to the central ideas of computer science, inviting students to develop their computational thinking vital for success across multiple disciplines.

The course is unique in its focus on fostering students to be creative and encouraging to apply creative processes when developing computational artifacts. Students will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. The course focuses beyond the study of machines and systems and have the opportunity to investigate the innovations in other fields that computing has made possible and examine the ethical implications of new computing technologies.

Students design and implement innovative solutions using an iterative process as a scientist would similar to what artists, writers, and engineers use to bring ideas to life which serves as their performance tasks submitted externally to the AP in addition to sitting an external exam required at the end of the year.

AP Capstone Seminar
(Year 1 of Capstone Diploma or Certificate)
Course Code: 8202
Duration: Year
Credits: 1.0

This foundational course of the AP Capstone Program provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives.

Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and explore artistic and literary works to gain a rich appreciation and understanding of issues. All students must sit the AP Seminar exam at the end of the year.
AP Capstone Research
(Year 2 of Capstone Diploma or Certificate)
Course Code: 8203
Duration: Year
Prerequisites: Must have taken AP Seminar and scored a 3 or higher.
Credits: 1.0
AP Research is the second course in the AP Capstone two-year program. Within AP Research students will design and execute an investigation on an original topic using a chosen inquiry method, which will culminate in an academic paper and a presentation with an oral defense. This year-long course will allow students to employ the skills they mastered in the AP Capstone Seminar Course the year before. The focus of the course this year will be on research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information.

IB Computer Science SL/HL
Course Code: SL Y1 8115, HL Y1 8135
Duration: 2 Years
Prerequisites: None
Credits: 2.0
The Diploma Programme computer science course is engaging, accessible, inspiring and rigorous. During the course the student will develop computational solutions. This will involve the ability to; identify a problem or unanswered question; design, prototype and test a proposed solution; liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments; think procedurally, logically, concurrently, abstractly, recursively and think ahead; utilize an experimental and inquiry-based approach to problem-solving; develop algorithms; and appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

Design Technology 1
Course Code: 8110
Duration: Year
Prerequisites: None
Credits: 1.0
In this course, students will begin to grasp the role of engineering and design with innovative problem solving to deal with real world scenarios. Over the course of the year, students will develop and apply coding skills, engage with Computer Aided Design before fabricating their prototypes using 3D printers, a laser cutter, and resistant materials.

With access to microcontrollers, students will have the opportunity to develop highly evolved prototypes, demonstrating their mastery of both practical skills and conceptual design.

Design is a course open to all students, regardless of prior experience, interests, or skills.

Design Technology 2
Course Code: 8130
Duration: Year
Prerequisites: Design Technology 1
Credits: 1.0
Students will continue their exploration of engineering and design with innovative problem solving to deal with real world scenarios. This year’s course will take a more in-depth look at the use of IDE computer devices, incorporation of electronics and mechanical builds in the context of real-world scenarios.

With further access to microcontrollers, 3D printers, laser engravers and CNC machines, students will have the opportunity to develop highly evolved prototypes, demonstrating their mastery of both practical skills and conceptual design.

Design is a course open to all students who have successfully completed Design Technology 1.

Internship 1 - 4
Course Code: 8030, 8031, 8032, 8033
Prerequisites: Must be registered with the school under the Internship Program
Credits: 0.5 - 1.0
Shanghai American School offers high school credit for incoming 11th or 12th graders who are registered with the internship programs. 0.5 credit is granted for 60-119 hours; 1.0 credit is granted for 120+ hours. All participating students must have a site supervisor, maintain a daily journal and write a final report reflecting on their experience. SAS is not responsible for securing internships for students. For further information, please contact your counselor.
Please review the information below. Teachers and counselors provide guidance and support to students throughout this process. We encourage students to ask questions, seek advice, and engage in dialogue with us as they consider their options.

**Course Catalog**
The Course Catalog is available for download from http://www.saschina.org/en/academics/high-school. The catalog includes descriptions, course codes, and prerequisites. Every department’s courses are also represented by a flowchart that provides a snapshot of how each department’s courses are sequenced. Students need to reference the course catalog in order to complete their course selection form. Some courses listed in the course catalog may not be offered if there is limited or no student interest. This may vary from year to year depending on student preference.

**Course Preference Form**
Students will receive a paper copy of the course preference form at the course preference meetings in January. All students will meet with their counselor and speak with their teachers about their course preferences as well as request their signatures to indicate the strength of their recommendation.

**Signatures and Recommendations**
After students receive their teachers’ signatures, parents need to review their child’s course preference form, discuss the choices with their child, and sign the form. Counselors are available to answer questions and meet with families to discuss options. The last stop a student makes is to the counselor. The counselor reviews and discusses the course preference form including the overall load or rigor, and the student’s request to enroll in a course against a teacher’s recommendation.

**Override/Overload**
If students are considering a course they have not been recommended by a teacher or counselor to take, they must complete the “Course Override/Overload” Form. In addition, overrides and overloads will require a parent(s) appointment with the counselor, or in lieu of a face-to-face appointment a phone conversation, to ensure the parent(s) have full understanding of the override/overload process. These appointments will take place prior to students inputting their preferences on PowerSchool.

**IB/AP Exam Fees**
Please be aware that any appropriate IB/AP testing fees will be applied to student accounts in November at the same time as tuition for second semester. These fees are separate from and in addition to regular SAS tuition fees.

**Schedule Changes**
Please read the school’s policy regarding schedule changes (in the student handbook). This policy will be reviewed with students at the course preferences meetings by the student’s counselors.

Scheduling is a process that takes months to complete and involves matching teaching staff to student demand for courses. Teaching schedules, classroom space, and student interest are only a few of the considerations when the high school master schedule is built. The driving force behind this process is the information students submit on their course preference forms. Teachers and counselors are available to advise students on finding the best fit and balance. *The completed form should represent a student’s thoughtful and informed choices.*

Students must understand that limited movement is permitted in their schedules after they have submitted their course preference forms to their counselor. Students and parents may not request to have specific teachers or classes with friends. All course requests are final unless the placement is clearly inappropriate or there is a conflict with another course. In this case, counselors will contact students and advise them on other course options.

Requests to add, delete, or change a course must be made to the student’s counselor before the end of the first ten days of the semester. Students must complete a *Schedule Change Request form* that can be picked up at the counselors’ office. All efforts will be made to schedule students with their preferred courses, if however there is a conflict or a course is already filled, counselors will contact students and advise them of their other course options.

**If a students wants to make a schedule change:**
1. Student completes the Schedule Change Request form.
2. Student completes the rationale section of the form (specifying educationally sound reasons) and schedules an appointment to see his/her counselor to review and discuss the request.

*It is important to note that receiving approval for schedule changes after the first ten days of school becomes more difficult and carries different consequences as a result.*
Please note:

- *WP (Withdraw Passing) and *WF (Withdraw Failing) grades are not included in the calculations of GPA nor is credit granted.
- Only in exceptional cases (e.g., hospitalization, recommendation from the High School Support Team) and with approval from the high school principal is a student allowed to withdraw from a course beyond Quarter 1 with a WP or WF*.
- When a student transfers to a new class, the grade from the dropped class does not carry forward into the added class.
Shanghai American School inspires in all students:

A lifelong passion for learning

A commitment to act with integrity and compassion

The courage to live their dreams.

上海美国学校激励并培养所有的学生:

终身学习的热情

诚信与仁爱的信念

追求梦想的勇气。