



2020-2021 Curriculum Guide

Mission Statement

Aim High International seeks to teach every student-athlete the discipline required to build character, develop a sense of community, and to foster excellence in education, teamwork, and leadership.

Aim High International Curriculum Guide 2020-2021

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Environmental Sciences*

Health

Physics

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History/Social Science

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Semester Courses

Worldviews & Civilization

Government

Current Issues*

Principles of Economics*

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Sports Psychology*

Western Civilizations*

World History

Religion and Philosophy

Semester Courses:

Ethics*

Philosophy*

Western Religions*

Worldviews & Civilization

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Community Leadership*
Startup Entrepreneurship*

Performing & Fine Arts

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Culinary Arts
Dance Academy
Drawing
Digital Photography/Graphics
Music Production

Music Technology
Soccer Academy
Video Production
Volleyball Academy

Computer

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Introduction to Computer Science
Graphic Design*

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English for Speakers of Other Languages
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Aim High International Curriculum Guidelines

To be responsive to the needs and goals of each student, the curriculum of Aim High International offers academic flexibility and choice.

The Distributional Requirements are based on a liberal arts format and emphasize fundamental skills within departments. The program that is developed for each student is the result of a comprehensive process involving:

- The personal interests and goals of the student
- The careful assessment of skill development in the disciplines
- Evaluation of previous academic experiences
- The college aspirations of the student
- The suggestions of the student's adviser
- The concerns of the student's parents

This process is vital because it provides thorough and thoughtful support to the student, and it assures that the student benefits from the richly varied curriculum of Aim High International.

It is important to note that a student's choice of program is a major factor in college admissions. Highly competitive colleges generally look for an academic program which includes four years of English, four years of mathematics, three or four years of one world language, three years of laboratory science, of which one year should be biology, and three years of history/social science. In addition, such institutions are interested in evidence of significant involvement in such areas as arts and athletics. These suggestions should not be interpreted as a dictate or guarantee of admission.

Aim High International Distributional Requirements:

In choosing courses, students should follow the academic policies listed below:

1. Students are expected to carry a minimum of six academic courses each semester selected from at least four different departments. Any change in this program requires permission from parent, adviser, director.
2. Credit is earned at the completion of a course; no partial credit is awarded for partial completion of a course unless approved by the department and Director. A student who withdraws from a course will not receive any credit for that course.
3. All students must pass four credits to move to the next level or to graduate.
4. It is highly recommended that all 9th and 10th grade students be in seven courses (five academic courses and two fine or performing art or computer science class) each semester. During the 9th and 10th grade years, students must earn the minimum number of credits by department as indicated.

Departmental Requirements Credits

9th & 10th Grades

English 2 credits

Mathematics 2 credits

World Languages* 2 credits

Science 2 credits

History/Social Science 1.5 credits

Religion and Philosophy 0.5 credit

Arts (Fine or Performing) 0.5 credit

Health 0.5 credit

Departmental Requirements Credits

11th & 12th Grades

English** 2 credits

Mathematics*** 2 credits

Science 1 credit

History/Social Science**** 1 credit

Religion and Philosophy 0.5 credit

Arts (Fine or Performing) 0.5 credit

* These credits must include two successive years of sequential levels of the same language. (ESOL students are exempt from this requirement.)

** These credits must include American Literature.

*** The mathematics sequence includes first-year algebra, geometry, and second-year algebra.

**** This credit must include a course designated “American Studies” (AS) unless the student has already passed a course in United States history in high school above the ninth grade and has department head approval.

Athletic Requirement

All students are required to participate in a fitness activity throughout the school year. Students may choose from an athletic school team, intramural team, or fitness course.

Aim High Online International

The mission of the Online Academy is to translate into online classrooms the intellectually rigorous programs and excellent teaching that are hallmarks of its member schools; to foster new and effective ways, through best practices in education, for all students to learn; and to promote students’ global awareness and understanding by creating truly diverse, worldwide, online schoolroom communities.

Courses elected through the Online Academy during the school year will be noted on the student’s official transcript. The student will earn credit for courses and course grades will factor into the overall GPA. Online courses are as rigorous as classroom courses. Students enrolled in the Online Academy should expect to spend an equally appropriate amount of time studying.

Directed Studies

Directed studies are semester-long student-initiated projects. The purpose of the directed study is to provide an opportunity for enrichment, or to cover material not offered in the regular curriculum. Directed studies are available only to individuals. It is the responsibility of the student to present the directed studies proposal to the Director at least one month prior to the next semester for final approval. To initiate a directed studies proposal, the student should meet first with the Director to explore the proposed course of study.

Credit for a directed studies course

will be either .5 or 1 as determined by the Director. Granting of credit as a graduation requirement must be approved by the Director within which this course is offered.

Advanced Placement

Students are recommended by departments to take AP courses based on previous course work and standardized test scores. Students enrolled in an Advanced Placement course are expected to take the Advanced Placement examination for that course in May. The standard Advanced Placement examination fee will be applicable.

Summer Academic Work

Students sometimes enroll in summer programs for the purpose of academic enrichment. Upon receipt of an official transcript documenting the successful completion of a recognized summer program, the transcript will be attached to the student's Aim High International transcript and noted in a separate section. Only coursework offered by the upper school can be considered for satisfying a graduation requirement.

Student Scheduling

All course offerings are subject to certain constraints. These constraints include but are not limited to the following:

- Prerequisites, department approval, previous scores
- staffing of all sections of core departmental courses
- minimum enrollment
- the availability of appropriate physical space.

A few of the courses listed may not be offered because of these constraints.

Students must list three choices they would be willing to take. No guarantee can be given for enrollment in "elective" courses which are designated with a (*)

Each year, the master schedule is designed upon student course recommendations and requests. These recommendations and requests are collected during the registration process. The school makes every attempt to schedule students into the courses chosen. As course requests are made for next year, please keep in mind that the courses offered, the number of sections of a course, and the schedule for classes for next year will be determined by the course recommendations and requests. For these reasons, it may not be possible to honor course requests handed in late or course request changes made at the end of April. **PLEASE MAKE COURSE SELECTIONS PROMPTLY, CAREFULLY AND THOUGHTFULLY.**

Repeating High School Courses

Section 1. Rationale. Repeating a course a student has already passed may improve the student's comprehension and mastery of course content. In some cases, repeating a course may increase a student's capacity to meet postsecondary goals.

Section 2. Preconditions for Retaking Course. A student may retake a high school course if the following conditions are met:

1. The student received a grade of C+, or lower, the previous time the course was taken.
2. There is space available for the student wanting to repeat a course after spaces have been assigned to students taking the course for the first time.
3. If the course is repeated outside of Aim High International, the Director must approve the request to repeat the course.

Section 3. Credits. Regardless of how many times the student repeats a course under this policy, the student may only receive credit one time for the course.

Section 4. Grades. The highest grade earned in a course repeated by a student under this policy shall be the grade awarded for credit.

Section 5. Transcript. Both courses shall be placed on the student’s transcript indicating that one (1) course was taken for credit and the other course was taken for no credit (audit).

Section 6. Grade Point Average. Courses identified on a student’s transcript as “no credit” or “audited” courses under this policy are not considered as “attempted credits” and do not impact the student’s grade point average (GPA).

Grading

Aim High International utilizes a five-point system for grading. Teachers are there to help students succeed, not fail. Grades will be based on class participation, daily assignments, special projects, quizzes/tests, and final exams. Weighted G.P.A. is used for Advanced Placement courses.

Letter Grade	Percentile	G.P.A.	Weighted G.P.A.
A+	97-100	4.0	5.00
A	93-96	4.0	4.70
A-	90-92	3.7	4.30
B+	87-89	3.3	4.00
B	83-86	3.0	3.70
B-	80-82	2.7	3.30
C+	77-79	2.3	3.00
C	73-76	2.0	2.70
C-	70-72	1.7	2.30
D+	67-69	1.3	2.00
D	65-66	1.0	1.70
F	Below 65	0	0

Academic Integrity Policy

Aim High International expects all students to abide by ethical academic standards. Academic dishonesty—including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination—is strictly prohibited. Aim High International’s Academic Integrity Policy covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class. The purpose of Aim High International’s Academic Integrity Policy is to prepare students for the reality created by the technology explosion, for the world of college and beyond, where cheating and plagiarism have dire consequences.

Plagiarism is not the same as cooperation or collaboration. Teachers often expect, ever encourage, students to work on assignments collectively. This is okay, as long as whose work being presented is clearly relayed.

- **Collaboration** is to work together (with permission) in a joint intellectual effort.
- **Plagiarism** is to commit literary theft; to steal and pass off as one’s own ideas or words, and to create the production of another. When you use someone else’s words, you must put quotation marks around them and give the writer or speaker credit by citing the source. Even if you revise or paraphrase the words of someone else, if you use someone else’s ideas you must give the author credit. Some Internet users believe that anything available on-line is public domain. Such is not the case. Ideas belong to those who create and articulate them. To use someone else’s words or ideas without giving credit to the originator is stealing.

- **Cheating** includes, but is not limited to, copying or giving an assignment to a student to be copied (unless explicitly permitted by the teacher). Cheating also includes using, supplying, or communicating in any way unauthorized materials, including textbooks, notes, calculators, computers or other unauthorized technology, during an exam or project.
- **Forgery or stealing** includes, but is not limited to, gaining unauthorized access to exams or answers to an exam, altering computer or grade-book records, or forging signatures for the purpose of academic advantage.

The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from others.

Students found to have engaged in academic dishonesty shall be subject to disciplinary as well as academic penalties, as outlined below.

Range of Possible Consequences		
Copying class work or homework	Zero on assignment Parent notification	Suspension Final contract (i.e., probation)
Plagiarizing or cheating on an Exam or assignment	Counselor notification Teacher issued class suspension Parent / student / teacher / counselor conference	Referral to administration
Forgery or stealing	Involuntary transfer*	Dismissal from extracurricular activities, elected or appointed student offices, athletics, and/or senior privileges*

Aim High International Schedule Samples

Freshman (Grade 9)

1st Semester

English 9
Algebra I
Language
Physical Science I
Civics
Health

2nd Semester

English 9
Algebra 1
Language
Physical Science II
Computer Science
World Religions

Sophomore (Grade 10)

1st Semester

World Literature
Geometry
Language
Biology I
US History
Strength & Conditioning

2nd Semester

American Literature
Geometry
Language
Biology I
US History
Speech

Junior (Grade 11)

1st Semester

Greek Mythology
Algebra II
Chemistry
World History
Psychology
Video Production

2nd Semester

Non-Fiction/Science Fiction
Algebra II
Chemistry
Western Civilizations
Philosophy
Digital Photography/Graphics

Senior (Grade 12)

1st Semester

Expository Writing
Calculus
Biology II
Sports Psychology
Ethics
Eastern Religions

2nd Semester

African American Literature
Trigonometry
Anatomy
Current Issues
Journalism
Sports in American Literature

Post Grad

1st Semester

Sports Academy
Strength & Conditioning
ACT/SAT Prep
Life Skills
Elective

2nd Semester

Sports Academy
Strength & Conditioning
ACT/SAT Prep or Elective
Elective
Elective

ENGLISH

Aim High Inte believes that the study of literature is the foundation for the development of students' skills in reading, writing, speaking, listening, and critical thinking. Properly trained to be better critical readers, students become independent thinkers equipped to take reasoned positions on complex questions and to develop an appreciation of other cultures.

Aim High International strives to teach clear and compelling writing, to develop critical inquiry and discussion skills, and to allow students to share their ideas in papers, presentations, and projects. All classes are taught in seminar format to provide these opportunities; instructors and students use appropriate technology to enrich the educational process. Faculty and students alike value their relatively small classes because they facilitate discussion and make it possible to devote time to individual students. While maintaining rigorous standards, we seek to meet students' individual needs.

English 9, World Literature (10th grade), and American Literature (11th grade) are organized around core texts, and instructors may complement these with additional readings. Vocabulary building proceeds continuously through the junior year, while formal grammar instruction gives way to an emphasis on style after the 10th grade. The primary method of assessment is the critical essay; however, students also write creatively and in other modes.

Gender equity, cultural diversity, and historical context inform the selection of great literature in all genres in our course curriculum. The ESOL program supports international students in English classes and by offering two levels of instruction to meet the varied needs of English language learners.

English 9

Full Year 9

1 cr

This class combines a careful analysis of literature with instruction in basic composition. Students also study vocabulary and topics in grammar.

Core texts include Homer's *The Odyssey*, Salinger's *The Catcher in the Rye*, and Shakespeare's *A Midsummer Night's Dream*. Department-generated anthologies are used to teach poetry and short stories. Students are expected to participate in class discussions and are assessed through quizzes, timed writing, major essays, class presentations, other projects, and examinations.

World Literature

Semester 10, 11

.5 cr

The texts in World Literature have been chosen to help students understand and respect different parts of the world while finding commonalities across cultures. The core texts include *Reading the World* (an anthology), Achebe's *Things Fall Apart*, Balzac and the Little Chinese Seamstress, Esquivel's *Like Water for Chocolate*, and Shakespeare's *Macbeth*. Students also study vocabulary and topics in grammar; instructors devote significant time to teaching the writing process. Students are expected to participate in class discussions; assessments include quizzes, timed writing, major essays, class presentations, other projects, and examinations.

American Literature

Semester 11, 12

.5 cr

This course examines significant themes in American culture and introduces students to major American authors. Core texts include *The Norton Anthology of American Literature*, Fitzgerald's *The Great Gatsby*, Miller's *Death of a Salesman*, and Morrison's *Song of Solomon*. Vocabulary enrichment continues. Students are expected to participate in class discussions and are assessed through quizzes, timed writing, major essays, class presentations, other projects, and examinations.

African American Literature*

Semester 11, 12

.5 cr

Primarily using *The Norton Anthology of African American Literature*, this course introduces students to texts written by African Americans beginning with narratives written by enslaved persons and extending to contemporary voices. Students study these texts as literary testimonies of the African American experience, as the authors articulate, negotiate, and best of all, celebrate their space in America and the world. The course takes a literary-historical approach to the development and contributions of African American writers of fiction, non-fiction, drama, and poetry, and introduces students to a complete study of the genre, including contemporary spoken word. Assessments include weekly reflection / critique essays, online blog participation, group projects, seminar presentations, and a final exam essay.

Nonfiction/Science Fiction*

Semester 10, 11, 12

.5 cr

Non-Fiction/Science Fiction is an exploration of literature in both genres. The first quarter covers non-fiction works like *World War II Heroes: Ten True Tales* by Allan Zullo, *Chasing Lincoln's Killer* by James L. Swanson, *Go For the Goal: A Champion's Guide To Winning In Soccer And Life* by Mia Hamm, and *Heir to a Dream* by Pete Maravich. Assessments include critical essays and original creative nonfiction.

Creative Writing Workshop*

Semester 10, 11

.5 cr

This course is designed for students with a serious interest in writing fiction, poetry, drama, or essays (the argumentative, philosophical, or reflective essay— not the critical essay). Most days the class consists of reviewing a student's own work. From time to time, however, the work of current published writers is also studied. Each student must produce at least one substantial piece in three of the four genres mentioned above; after meeting this requirement, students may choose to concentrate on one genre. Regular submissions from each student is required, and each must be substantial in quality and quantity.

Students must be willing to help produce a class atmosphere that is frank but also compassionate and encouraging. Assessment is based almost exclusively on creative writing assignments and revisions of same.

Children's Literature*

Semester 10, 11 .5 cr

This survey course explores various genres of children's literature: oral tradition, fantasy, realistic and historical fiction, poetry, and picture book. Mostly found in Norton's *The Classic Fairytales* and Grimm's *Fairy Tales*, these diverse works probe the spirit of civilization and the nature of humankind in ways that appeal to readers of all ages. The stories masterfully emphasize the moral, romantic, satirical, and sometimes tragic core beneath the landscapes they create. Guided by Perry Nodelman and Mavis Reimer's *The Pleasures of Children's Literature*, students will discover how to read Children's Literature differently; engage in their own memories about reading as children; challenge common assumptions about childhood; look closely at gender dynamics, critical race theory, and cultural perspectives; consider children's literature in the marketplace; and confront arguments about censorship. Creative writing and collaboration with students are elements of this course. Aside from blog and journal work, there are weekly writings and a final publication.

Sports in American Literature*

Semester 11, 12 .5 cr

Some of the best American prose writing of the twentieth and twenty-first centuries is about sports. Writers not normally thought of as sports writers—Ernest Hemingway, David Foster Wallace, John Updike, and Bernard Malamud—have contributed to the literature of sport. This course traces sports writing as an art form that developed at a great pace in the twentieth century through the work of canonical sports writers such as Red Smith, Gay Talese, and David Halberstam. The focus of the course is on literary figures like Wallace and Malamud who use sports as a platform to pursue meaningful topics about life, nature, character, and society. Jon Krakauer's sensational

story of a group of climbers, including himself, on Mount Everest is an important work in the course. Finally, the class looks at current articles on a variety of sports, often on-line. Assessments include class discussion, short response papers, short presentations, and an end-of-semester paper or exam.

Advanced Grammar

Semester 11, 12 .5 cr

English 9, American Lit, World Lit

This course is designed to help students develop a better understanding of Advanced English grammar. It will specifically allow you to examine how grammar works in context and to apply this knowledge into your writing and speaking. By the end of the semester, you should be able to use easily and correctly the following grammatical structures in your writing: Verb Tenses; Verb Forms; Modals; Conditional Sentences; Passive Voice; Relative, Adverbial, and Noun Clauses; Sentence Structure; Word Order, and Connecting Words. In addition, you should be able to edit your writing and the writing of others for errors in the following areas: Subject-Verb Agreement; Articles; Singular and Plural Nouns; Word Forms; and Prepositions.

Short Story/Mythology*

Semester 10, 11, 12 .5 cr

Short stories will be covered in the first quarter and mythology in the second quarter of the semester. Short stories include Shirley Jackson's *The Lottery*, Jack London's *To Build a Fire*, and O Henry's *The Ransom of Red Chief*, *The Gift of the Magi*. The Aim High International Mythology is based in Classical mythology where students will explore myths from ancient Greece and Rome while on a journey of self-discovery. In addition to literature and ancient history, throughout this course students will incorporate other disciplines like geography, theater, psychology, sociology, religion and science. Students will create several projects that will culminate in a Festival of Dionysis in the realm of Greek mythology. Students will also study the monomyth and the hero's journey as explained by Joseph Campbell. Finally, students will discover the mythology of the British Isles.

Critical thinking; text analysis; and effective verbal and written communication are a strong focus of this course.

Speech

Semester 10, 11, 12

.5 cr

Students will demonstrate an understanding and application of the techniques used in formal public speaking including listening skills, speech preparation and research methods. Activities involve preparing speeches to inform, entertain and persuade as well as panel discussions and oral interpretation of literature. This course is designed for college-bound seniors or students entering the workforce who desire more effective English communication skills.

Journalism*

Semester 10, 11, 12

.5 cr

This course is designed to teach the Fundamentals of journalism including writing features, editorials, news, sports, profiles and in-depths. Layout/design for both newspaper and yearbook are covered. One unit features the First Amendment and student journalists' rights and responsibilities, libel, obscenity and invasion of privacy. This course counts as 1 practical art credit.

Expository Writing

Semester 12

.5 cr

Expository Writing will prepare twelfth grade students for college level work by requiring them to read extensively from challenging essays across the disciplines and to write analytically and critically about what they have read. Students will develop the skills to regularly produce accomplished essays that will be based upon expository readings. They will learn the features of the various rhetorical modes: description, illustration, comparison and contrast, analogy, definition, process analysis, argument and persuasion, and causal analysis. This learning will expand their repertoire for writing. A

variety of essays will provide models for the rhetorical modes. Also included in the curriculum are full-length works from classical and contemporary literature such as Hamlet, Native Son by Richard Wright, John Adams by David McCullough, or Candid. At the completion of this yearlong senior class students should be prepared to meet the intellectual demands of the university.

MATHEMATICS

Aim High International mathematics courses are designed for students of varying degrees of ability and varying levels of prior mastery making it is possible to tailor a course of study to the needs of each student. The graduation requirement in mathematics is four years and successful completion of the Algebra I/Geometry/Algebra II sequence.

The Department assumes responsibility for placing students according to their ability, level of preparation and student interest. In general, one should maintain grades in the “C” range (or better) to stay in the sequence (Algebra I/Geometry/ Algebra II).

The TI-84 or TI-83 graphing calculator is required in all courses.

Algebra I

Full Year 9, 10

1 cr

This first-year course in algebra, in addition to including some work with numerical expressions, covers axioms, simple equations, inequalities, absolute values, word problems, functions, graphing linear equations, systems, exponents and radicals, operations with polynomials, and radical expressions.

Geometry B

Full Year 9-11

1 cr

Pre-requisite-Algebra I

This course covers all the fundamental topics studied in Geometry but at a more accessible pace and appropriate depth of concepts for the students who need to have basic skills reinforced. The essentials of Euclidean geometry are studied at length, with less emphasis being placed upon the development of proofs. The subsequent course path would be Algebra II B followed by Algebra III / Trigonometry B.

Geometry

Full Year 9-11

1 cr

Pre-requisite-Algebra I

This is a basic course in Euclidean plane geometry with an emphasis on deductive reasoning and proof. The topics covered include parallel and perpendicular lines, congruence, similarity, right triangles and trigonometry, polygons, circles, area and volume formulas. Concepts and techniques from algebra are reviewed throughout the year to prepare the student for subsequent algebra-based mathematics courses.

Algebra IIB

Full Year 10, 11

1 cr

Pre-requisite-Geometry or Geometry B

This course covers all of the fundamental topics studied in Algebra II but at a more accessible pace and appropriate depth of concepts for the students who may need to have basic skills reinforced. Emphasis is on developing self-confidence in students and improving their ability to understand the structure in problem solving with algebra. The subsequent course is Algebra III / Trigonometry B.

Algebra II

Full Year 10, 11

1 cr

Pre-requisite-Geometry

Students in Algebra II re-examine in detail the major topics from Algebra I and are subsequently introduced to more advanced topics and techniques. Ideas covered in depth from both the graphical and the algebraic perspectives include linear functions, equations, and inequalities, absolute value functions, equations, and inequalities; systems of linear equations and inequalities; rational exponents; radical expressions and equations; and quadratic equations and functions. The refinement of problem-solving techniques and the algebraic process is emphasized in order to facilitate their work with complex numbers; higher order polynomial functions, equations, and inequalities; and rational functions, equations, and inequalities. Familiarity with these algebraic concepts leads to the introduction of exponential and logarithmic functions and equations.

Trigonometry*

Full Year 11, 12

1 cr

Algebra II or Algebra IIB

This course is designed to help students acquire a solid foundation in algebra and trigonometry, preparing them for the continued study of mathematics in college. A fundamental goal is to enable students to develop problem-solving skills, while fostering critical thinking, within an engaging setting. During the first semester critical algebra skills are further developed from an algebraic and graphing calculator perspective. Topics include a wide variety of equations, inequalities, functions and their graphs. Second semester introduces the basic concepts of trigonometry including right triangle and circular trigonometry, basic graphs and identities.

Pre-Calculus*

Full Year 11, 12

1 cr

Algebra II or Geometry

Pre-Calculus is intended for students whose work in Algebra II demonstrated a high level of mastery. Course topics include an in-depth study of functions (polynomial, rational, exponential, logarithmic and trigonometric), series and sequences, vectors,

LANGUAGES

Competence in more than one language and culture opens doors to social, academic, and business opportunities. At Aim High International, students can choose Mandarin Chinese, French, German, Latin, or Spanish. Except for Latin, classes are taught almost exclusively in the target language, and are geared toward the level of the language students in any class.

Lessons integrate listening, speaking, reading, and writing skills with culture as a backdrop. For example, a lesson might start with an audio, video, or reading excerpt on the French elections, followed by guided small group discussions, and finally, a writing assignment. Vocabulary and grammar play a role in this process; however, communication is the main goal. Students are assessed based on their reading and writing aptitude, as well as their oral and aural competence.

Two years of language study are required for graduation, although we encourage a minimum of three years of study. New students take a placement test to determine their proficiency level, while returning students are promoted based on the strength of their prior achievement.

For our students, we organize and promote school-sponsored trips abroad for authentic language and cultural experiences. Language and culture learning offer social, academic, and workplace benefits that serve students throughout their lives.

Latin I

Full Year 9-12

1 cr

This course uses stories set in ancient Pompei and Egypt to teach basic concepts of Latin grammar and to introduce students to the history, culture, and mythology of the Roman Empire. In addition to learning to analyze the word and sentence structure of Latin prose, the course also teaches students to recognize the Latin origins and meanings of English words. Daily assignments, quizzes, tests, semester and final examinations.

Latin II

Full Year 9-12

1 cr

Dept. Rec.

This course continues to develop reading skills and knowledge of grammar and vocabulary through the study of stories covering the Roman conquest of Britain as well as the political intrigue surrounding the emperor in ancient Rome itself. Students gain a deeper understanding of Roman history, culture and mythology, and continue to build their knowledge of English vocabulary derived from Latin. Daily assignments, quizzes, tests, semester and final examinations.

French I

Full Year 9-12

1 cr

In this beginning course, which is taught mostly in French, students practice the fundamentals of the language through listening, repetition, speaking, reading, and writing activities. They are introduced to simple vocabulary, elementary grammatical structures, and the present and past tenses of common verbs. An understanding of Francophone culture is initiated. Projects, oral and written tests, semester and final examinations.

French II

Full Year 9-12

1 cr

Dept. Rec.

This course is taught in French and involves a review and extension of the principles and material presented in French I. Students develop and strengthen their ability to think and express ideas and opinions in French. They refine their reading and listening comprehension skills and further develop their speaking

and written expression. In addition, key aspects of Francophone culture are discussed. Projects, oral and written tests, semester, and final examinations.

French III

Full Year 9-12

1 cr

Dept. Rec.

This course further develops the speaking, listening, reading, writing, and culture proficiencies acquired in French I and II. Major emphasis is placed on increasing comprehension and comprehensibility by refining writing skills, reviewing grammatical concepts, and introducing more complex structures and a wider variety of vocabulary. Students' knowledge of Francophone cultures and civilizations is further expanded. Classes are taught in French, and students participate actively in role-playing activities, oral presentations, and frequent written and pronunciation exercises. Projects, oral and written tests, semester and final examination.

French IV

Full Year 10-12

1 cr

Dept. Rec.

French IV is a continuation of the first three years of French language and cultural study. It provides a thorough review of material from French I - III while exposing students to more detailed vocabulary and more complex sentence structures. In addition, it engages students in more sophisticated discussions of Francophone culture. The students improve their oral and written proficiency skills through frequent in-class interactions, presentations, and cultural projects. To enhance their communicative skills, students become familiar with a wide range of authentic French materials including Internet sites, news reports and broadcasts, music, and film. Speaking, reading, and listening-comprehension assessments, grammar review exams, projects, oral and written tests, semester and final examination.

Spanish I

Full Year 9-12

1 cr

The objective of this course is to establish a foundation in elementary Spanish in the four language skills (listening, speaking, reading, and writing). Students learn to use the language meaningfully and begin to develop the facility to communicate in the context of the Spanish-speaking world. Grammar and vocabulary are taught in terms of function and application to real-life situations. Very little English is used in class and students are encouraged to use Spanish as much as possible. Students listen to audio recordings by native speakers, participate in daily speaking and listening activities, and write simple, guided compositions. All four skills are tested regularly during the year.

Spanish II

Full year 9-12

1 cr

Dept. Rec.

This course involves a review and extension of the principles and material taught in Spanish I. Emphasis is placed on the refinement of reading and listening skills, greater development of writing skills, and a continued study of key aspects of Hispanic life and cultures. Students are introduced to new grammatical concepts and verb tenses, with a focus on the preterit and imperfect past tenses. Classes are taught almost exclusively in Spanish and an on-going effort is made to develop students' ability to express ideas in Spanish and to think in the target language. As in Spanish I, all four skills are tested regularly during the year.

Spanish III

Full Year 9-12

1 cr

Dept. Rec.

This course further develops the listening, speaking, reading, and writing skills acquired in Spanish I and II. Major emphasis is placed upon developing comprehension and comprehensibility by refining writing skills, reviewing previously acquired grammatical concepts, and introducing more complex structures. Focus is given to the subjunctive and the imperative moods. Readings include excerpts from Spanish literature as well as current online journalism. Classes are taught in Spanish and students participate in daily speaking

and listening activities. As in the previous Spanish courses, all four skills are tested regularly during the year.

Spanish IV

Full Year 10-12

1 cr

Dept. Rec.

This course, conducted in Spanish, provides a comprehensive review of the material presented in the first three years while introducing students to more advanced verbal and grammatical structures. Students read and respond to texts in a variety of genres, including fiction, drama, poetry, journalism, as well as readings on Hispanic culture and history, popular and folk music, and Spanish-language films. They develop active vocabulary and proficiency in listening, speaking, and writing through class conversations, oral presentations, impromptu writing and speaking exercises. Students use Spanish Internet sites, radio broadcasts, and online journalism. All four skills are tested regularly throughout the year.

Chinese I

Full Year 9-12

1 cr

This introductory course in standard Chinese (Mandarin) is proficiency-based and develops a foundation in four basic language skills: aural comprehension, speaking, reading, and writing. The course objectives are to enable students 1) to converse using common expressions, 2) to read and write simple sentences, and 3) to gain a general overview of Chinese culture. Classes use lectures and simulated activities from daily life to teach major sentence structures, pinyin and characters (simplified and traditional), and to develop pronunciation, tones, and conversational skills. Classes are enhanced with presentations, games, movies, and festival celebrations. The course evaluates the four language skills throughout the year and uses Communicating in Chinese as the primary text.

Chinese II

Full Year 9-12

1 cr

Dept. Rec.

This course builds upon the foundation of Chinese I and asks students to go beyond the basic level in each of the four language skills. Students participate in conversations in a variety of everyday contexts and increase their listening skills through class discussions and a variety of audio-visual materials and exercises. Students read and write sentences, both in pinyin and Chinese characters, using broader vocabulary and more complex sentence structure. Students also learn more about popular beliefs and customs in traditional and contemporary Chinese culture. As in Chinese I, all four skills are tested throughout the year.

German I

Full Year 9-12

1 cr

This introductory course in standard Upper German is proficiency-based and develops a foundation in four basic language skills: aural comprehension, speaking, reading, and writing. The course objectives are to enable students 1) to converse using common expressions, 2) to read and write simple sentences, and 3) to gain a general overview of German culture. Classes use lectures and simulated activities from daily life to teach major sentence structures (simplified and traditional), and to develop pronunciation, tones, and conversational skills. Classes are enhanced with presentations, games, movies, and festival celebrations. The course evaluates the four language skills throughout the year and uses *Communicating in German* as the primary text.

German II

Full Year 9-12

1 cr

Dept. Rec.

This course builds upon the foundation of German I and asks students to go beyond the basic level in each of the four language skills. Students participate in conversations in a variety of everyday contexts and increase their listening skills through class discussions and a variety of audio-visual materials and exercises. Students read and write sentences using broader vocabulary and more complex

sentence structure. Students also learn more about popular beliefs and customs in traditional and contemporary German culture. As in German I, all four skills are tested throughout the year.

Directed Studies*

Semester 10-12

.5 cr

This course is for the exceptional student who wishes to pursue a special area of interest in mathematics. The student must find a faculty sponsor who will determine the format and requirements of the course.

SCIENCE

Aim High International provides a challenging and comprehensive education in the core sciences of physics, chemistry, and biology (required). Students are motivated to engage in scientific thought, develop evaluative skills and exercise a scientific approach in the classroom, laboratory and to the larger world. As such, the department encourages students to pursue a breadth of study which once satisfied may be followed by in-depth study through Advanced Placement (AP®) or elective courses. NOTE: students taking AP® courses are required to take the relevant AP® Exam in May.

The Department believes that the sciences are better understood through an integrated class-lab approach, while learning to use the tools appropriate for the problem at hand. Students should expect classes to be process-oriented and lab activities to take a significant portion of scheduled time. All AP courses will have one double block laboratory session each week.

Physical Science & Engineering

Full Year 9, 10

1 cr

A student notices something interesting and a question comes to mind. From that question, observations are made, data is collected, organized, and interpreted. The process and tools that lead to the next question is Science. Throughout this course, students learn to think scientifically, and as opportunities to use their knowledge and skills for innovation, invention, improvement and understanding systems are exercised they will practice Engineering. This course begins with a review of fundamental scientific tools and methods followed by an exploration of electricity through circuit building using breadboards, LED's, transistors, Arduino microcontrollers, and more. Computer programming is introduced to ready students for both the study of light and the construction of autonomously controlled robots. Robot construction is integrated with the study of the physics of motion.

Biology I

Full Year 10, 11

1 cr

Biology I introduces the structures and functions of living systems at the cellular, organismal and ecosystem levels. Topics include cell biology, genetics, plants, human anatomy and physiology, ecology, and evolution. Lectures and laboratory investigations provide the student with exposure to fundamental principles and methods used in the field of biology.

Chemistry I

Full Year 10-12

1 cr

Biology I and Dept. Rec.

This course concerns itself with the chemical and physical properties of matter, both qualitatively and quantitatively. In the classroom, problem-solving and visualization of abstract chemical concepts are emphasized. In the laboratory, careful measurement and observation is practiced through methods of work and lab report writing.

Physics*

Semester 12

.5 cr

Dept. Rec.

Physics is a course in classical physics, intended to develop the student's inductive, deductive, and abstract reasoning. The course considers primarily Newtonian Mechanics. In the classroom this is accomplished through qualitative understanding of the concepts followed by rigorous, quantitative problem solving. In the laboratory this is accomplished through many college level laboratory experiments, which serve to test the relationships postulated in class. The entering student should be at ease with algebra and basic trigonometry.

Environmental Science*

Semester 11, 12

.5 cr

Pre-requisite- Biology I

The Earth's biosphere, atmosphere, hydrosphere, and geosphere operate as complex, linked systems. When left to their own devices, these systems would establish unchanging equilibriums persisting throughout time. The reality is that various system components are exchanged and change over greatly varying time scales. This course introduces students to environmental, earth, living, and energy systems and their relationship to the biosphere. Systems includes a significant laboratory and field investigation component. Assessments also include lab reports, presentations, group work, homework, tests, and a semester exam.

Planetary Astronomy*

Semester 11, 12

.5 cr

This course is dedicated to the study of objects within the solar system, including the Sun, planets, moons, minor planets and comets. Students will be introduced to the observational basis for our understanding of the movements of solar system objects. Regular observations of the night sky will be required. Current data from space probes will be used to understand the surface and interior conditions of solar system objects. Weekly lab exercises will reinforce lecture material. A final project has the students creating and presenting a plausible planetary system.

Biology II- Anatomy*

Semester 11, 12 .5 cr

Instr.

The scope of this course extends beyond the human anatomy and physiology studied in Biology I. Classroom lectures and discussions concentrate on the systems of the human body. In the twice-weekly laboratory exercises, students primarily study comparative anatomy. By means of dissection, students examine the evolutionary paths taken by different animals and acquire an appreciation for the diversity of life forms.

Biology III Physiology*

Semester 11, 12 .5 cr

Biology I, II and Instr.

This course extends both the breadth and depth of physiology studied in first year Biology I and II. Classroom lectures and discussions concentrate on the nervous, respiratory, digestive, and reproductive systems with a focus on the physical and chemical processes of each system. Laboratory work will be primary experimental focus in the course with three major dissections. Field trips to hospitals and regular visits to the VR lab will be used to enhance the study of each system.

Directed Studies*

Semester 12 .5 cr

Department Approval

Students who have a special interest in a specific scientific area and want to pursue it in depth should consider a directed study. The student must first write a proposal detailing the goals of the project, and then find a faculty sponsor to supervise the project. The results of the research are detailed in a final report. The credit to be awarded, ½ or 1, must be agreed upon prior to taking the course by the Aim High International Director.

Earth Science*

Semester 10, 11,12 .5 cr

Earth science is a class that collectively seeks to understand the Earth and its neighbors in space. The main purpose of Earth Science is to introduce students to the Earth and the intricate workings of our Earth's systems. Weather, oceanography, volcanoes, earthquakes, rocks and minerals, environmental issues, and astronomy are all covered as part of this class. Major lab write-ups and research reports are frequently required.

Health

Semester 9 .5 cr

This required course for freshmen provides the opportunity to acquire the insights and information that can help form sound choices and the development of personal values on matters of mind and body. Relevant topics including physical health assessment, the importance of exercise, sleep and nutrition, maintaining emotional balance, strengthening interpersonal relationships and understanding behaviors such as smoking, drinking, drugs and sexual activity will be explored as they pertain to the teenager emerging into young adulthood. Offered in single-gender settings, the instructional format will allow for interactive discussions, presentations by knowledgeable speakers and the support of appropriate audio-visual and printed materials. Occasional short readings and surveys of opinion will occur. Students are evaluated on three major projects: participating in a lifetime fitness activities done outside of class, presenting a group project, and arranging a guest speaker for the class. Students are also expected to prepare and participate in physical activity days and in class discussions. Quizzes are also occasionally administered on the material learned in class.

HISTORY & SOCIAL SCIENCES

Courses are designed for students to nurture habits of critical thought, to take pleasure in history's narrative, to explore the sources of creativity, to understand the causes of conflict that arise from human intention, to learn facts systematically but also to appreciate that the study of history is interpretive, and to apply ideas from history to similar current issues.

Classes are arranged to engage students' values and interests. Students are encouraged to respond to and make their own judgment about the people, ideas, and events from the past. The success of the class depends, therefore, on students presenting their own ideas and listening to others, recognizing that many interpretations, properly supported, may be valid. Activities, whether accomplished individually or in partnership, assure that learning comes with earnest involvement.

Activities are designed to strengthen the skills of selective reading and retention of important information, interpretation, synthesis, and clear expression in discussion and writing. Students are expected to organize materials for tests and research papers through the study of interpretive, as well as primary source materials. Geography, multimedia, and group projects are also used in most courses.

The 9th grade course provides students with a basis for observing the pattern of human social development, which in turn is expanded upon in the 10th grade world history course. The additional requirements, courses familiarizing students with America's traditions and present society, are completed in the junior or senior year. The elective program includes varied offerings in the social sciences and area studies and may be sampled in the 11th and 12th grades.

Worldviews and Civilizations

Semester 9

.5 cr

This course, drawing on the strengths and interests of the departments of History/Social Science and Religion & Philosophy, provides a concrete and conceptual foundation for the study of human societies. Through an interdisciplinary study of several of the most significant world-shaping civilizations across time, students learn to ask, and to begin to answer, fundamental questions of humanity. From the Ancient Near East and the Indus Valley to China, Greece, Rome, and the legacies of Hinduism, Buddhism, Judaism, Christianity, and Islam, students study and discuss the systems of government, culture, and faith which continue to provide humanity with its view of its place in the world. Assessment is made through quizzes, tests, essays, research projects, and semester examinations.

US History and Government

Full Year 10

1 cr

American History and Government focuses on the American experience from first contacts to the present to provide students with an understanding of the development of society, government, and America's place in the world.

Various units highlight the multicultural colonial experience, evolution of republican forms of government, foundations of racial relations, industrialization, immigration, and urbanization, the 20th Century, the Cold War, and beyond.

Students learn to read, analyze, and critique historical material. They are introduced to different methodologies and learn to weigh historical evidence. Various assessments are utilized including quizzes, oral presentations and classroom projects, multiple choice and essay tests, and research projects.

World History: Intersections Past and Present*

Semester 11

.5 cr

Knowledge of the past allows students to understand the present, examine their own beliefs and to develop understanding of those different from themselves. Four key themes guide this course: power, poverty, population, and progress.

Students examine these themes through several historical periods:

Byzantium, the rise of Islam, the Mongol Empire, the Meso-American Empires, the Mughal Dynasty, the emergence of Europe and Western intellectual and political movements, through the World Wars, to globalization. While training students in critical reading, speaking, and writing, this curriculum provides a historical perspective on the problems of the contemporary world, including conflict resolution, population explosion, extreme poverty, genocide, and the environment. Students will write historical research papers and develop test taking skills, and engage in collaborative and digital projects, experiential learning, and media literacy.

Government

Semester 12

.5 cr

Government is a class designed to acquaint students with the origins, concepts, organizations, and policies of the United States government and political system. To increase comprehension, students will read and analyze relevant primary and secondary source documents and incorporate these ideas into the assigned material. Satisfactory completion of the course will prepare students to Understand the basic concepts of democratic thought. Analyze the formation, concepts, and components of the United States Constitution. Investigate the idea of federalism and explain the role of states and the national government in America's political environment. Explore America's political culture and examine the traits and beliefs of the American voter. Identify America's major political parties, the core beliefs, and the impact special interest groups can have on their actions. Understand the electoral process in the United States. Examine the components and functions of Missouri's state government. Analyze the organization and purpose of the Legislative, Executive, and Judicial branches of government. Understand the role and structure of the federal bureaucracy. Investigate the modern media and its impact on public opinion. Examine the concepts of civil rights and civil liberties and their impact on American society

European History *

Semester 11, 12 .5 cr

Dept. Rec.

This course surveys the development of Europe from the early Renaissance to the early twenty-first century, c. 1450 to the present. In accordance with the College Board's Course Description in European History, the course instruction emphasizes seven core themes of this period: the interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; the individual and society; technological and scientific innovation; and national and European identity. Varying interpretations of historical events are examined at every stage. In addition to a college-level core text, students analyze a wide array of written and audio-visual resources such as primary source readings, music, works of art, maps, charts, and graphs. Daily guided discussion focuses on major themes and questions, emphasizing consistent preparation and direct student participation. Written work consists of papers and essays, both free-response and document-based.

Principles of Economics*

Semester 10, 11, 12 5 cr.

Do you think like an economist? This course challenges you to consider the economic way of thinking and begin to recognize the ways in which individuals use economics in their daily lives. In this survey course, you will gain wide exposure to a myriad of topics: microeconomics; macroeconomics and fiscal policy; money, banking, and monetary policy; and the international economy. Further, this course exposes students to the terminology of economists and enables them to identify key institutional and historical facts that characterize the U.S. and other principal economies, and understand the basic methods and analytical tools that economists use to study economic problems. Evaluation consists of quizzes, papers, examinations, and class project.

Modern Global Issues*

Semester 11, 12 .5 cr

Modern Global Issues will challenge students to investigate the world beyond their immediate environment. The course is designed to promote global citizenship and competency of the twenty-first century while providing students opportunities to understand world issues from multiple perspectives. The curriculum for the course would be lecture/ discussion with an emphasis on student inquiry, problem-solving, research, collaboration, and the ability to communicate, learning in multiple formats. Students will develop global communication skills and practical applications in dealing with different points of view. The course strives to deepen students' understanding of varied global regions, the historical context of modern issues, and the implications of decision-making.

Directed Studies*

Semester 5 cr.

Director

To encourage the student to pursue a topic or discipline in history or the social sciences outside those offered in the course catalogue, students are invited to organize a course of study in consultation with a member of the Department. Requirements and evaluation are established by mutual agreement.

Western Civilizations*

Semester 11, 12 5 cr.

Western Civilization is the study of developments which have shaped history and affected modern political, economic and social systems. The emphasis will be on the development of civilization and the evolution of modern nations from a Western perspective. Students will develop skills and aptitudes including: analytical questioning creating a purpose for research. Interpreting and analyzing research results to answer a variety of questions. Organization for the critical acquisition and evaluation of information. Critical examination and evaluation of data to make informed decisions. Various types of materials to enhance understanding. Examining world history to help expand the understanding of the world and its

people. Collaboration is necessary to be an effective learner and citizen. Recognizing diversity. Strategic reading to construct meaning. The study of the continuum of human civilization to reveal the ideals, beliefs, values, and institutions of its people. People develop systems to manage conflict and create order. Geography to influence a person's needs, culture, opportunities, choices, interests, and skills.

Psychology*

Semester 10-12 5 cr.

This is an elective class that presents basic information on the history and present use of psychology. The course includes the behavior of the individual in areas of growth and development, perception, learning, attitudes, motivation, emotions, conflict, personality, abnormal behavior, mental health, and social behavior.

Sports Psychology*

Semester 10-12 5 cr.

Psychology
Sport Psychology is a one-semester elective social science & physical education course intended for student-athletes enrolled in grades ten, eleven, or twelve. This course provides student-athletes with an initial understanding of the basic principles of sports psychology. The class will have practical application in that it will relate sport science and psychological understandings to current student-athletes concerns. In addition, students interested in postsecondary study or careers in the fields of clinical and educational sports psychology, coaching, personal training, athletic training, and physical education will find this course of interest. This course addresses the following Tam 21st Century goals: Prepare students for lives of personal, academic, and professional growth, achievement, and fulfillment. Prepares students to think conceptually, solve complex problems, acquire knowledge, communicate ideals and work individually and collaboratively.

Vietnam War*

Semester 11, 12 5 cr.

Vietnam War, 1945-1975 This course will examine the U.S. role in the Vietnam conflict from 1945-1975. It will analyze the strategic and diplomatic decisions of each president during that period within the context of the global struggle against communism, decolonization, and domestic politics and culture in both Vietnam and the United States. Particular attention will be paid to the period from 1965-73 when the United States was a principal combatant in the war.

RELIGION & PHILOSOPHY

At Aim High International, we believe that a key element of success in the today's world is a true and deep understanding of the beliefs and philosophies which inspire both nations and individuals. The growth of a well-informed global citizen is often dependent upon how these subjects are taught in school.

Aim High International affirms that there are valuable lessons to learn in all the world's religious traditions, and no religion is taught as being inherently "right" or "wrong." By helping our students grow in the understanding of the great traditions of thought and belief, our students become better able to understand the billions who live their lives by their precepts as well as to continue their own development as human beings. All ninth-grade students will engage in a study of the basic tenets of the great religions of the world, an investigation curated by the Department of Religion and Philosophy. Before graduation, all seniors are required to complete 2 of the Department's six elective courses which explore the religious and philosophical traditions of the world in greater depth.

Worldviews and Civilizations

Semester 9

1 cr.

This course, drawing on the strengths and interests of the departments of History/Social Science and Religion & Philosophy, provides a concrete and conceptual

foundation for the study of human societies.

Through an interdisciplinary study of several of the most significant world-shaping civilizations across time, students learn to ask, and to begin to answer, fundamental questions of humanity. From the Ancient Near East and the Indus Valley to China, Greece, Rome, and the legacies of Hinduism, Buddhism, Judaism, Christianity, and Islam, students study and discuss the systems of government, culture, and faith which continue to provide humanity with its view of its place in the world. Assessment is made through quizzes, tests, essays, research projects, and semester examinations.

Western Religions: Moses, Jesus, Muhammad*

Semester 11, 12

.5 cr.

This course covers the history and theology of Judaism, Christianity, and Islam.

It examines the distinctiveness and overlapping of these faith traditions through sacred texts. After an exploration of the religious experience, students study different ways it is expressed in the three major Western traditions. Lectures, discussions, tests, short papers, and semester examination are the forms of assessment.

Ethics: Philosophical Perspectives*

Semester 11, 12

What is important? What is real? What is good? In today's pluralistic world is any consensus possible? This course tackles these questions as well as

addressing how we make choices. We will apply ethical theories to perennial moral questions and to our daily personal decisions, conduct, and identity. Our core study will include major figures in philosophy such as Kierkegaard, Heidegger, Camus, de Beauvoir, and Baudrillard. Unit tests, quizzes, in-class writings, and a final research presentation are factored into the semester grade.

Philosophy*

Semester 10, 11, 12

.5 cr.

A challenging elective course that examines the foundations of logic, ethics and epistemology in the classical tradition. Primary sources from the classical world, particularly Greece, constitute the main emphasis of reading and discussion along with significant works by modern authors. A high degree of competence and confidence in reading and writing is encouraged.

PERFORMING & FINE ARTS

The Performing Arts program offers students opportunities to perform and develop skills in dance, music, and sport. Students are grouped by ability level, and auditions/tryouts with instructors (coaches) may be necessary for entrance at some levels. Classroom work focuses on skills that enable students to develop their artistic potential, culminating in full length public presentations on and off -campus.

In DANCE, the students present selections at the Winter Concert and in a fully produced Evening of Dance concert in the spring. Throughout the entire school year, dance ensembles perform in concerts and recitals.

In MUSIC, students are encouraged to participate in festivals both as soloists and in small ensembles.

In SPORT, students are presented with opportunities to compete against the toughest competition in the U.S. and abroad.

All students enrolled at Aim High International are expected to participate in the arts. Our interest in the appreciation of diversity encourages us to read stories of all races, religions, nationalities, and sing their songs, play their music, and dance their dances.

Intermediate Dance

Semester or Full Year 9-12 .5-1 cr.

Audition

This course focuses on the development of technical and creative dance skills. Expectations require the student's willingness to strive for achievement in the areas of technique, improvisation, composition and performance. Technique studies will include ballet, contemporary and jazz dance. Choreographic elements will be explored. Scheduled performances require participation in some afternoon and evening rehearsals. Basic dance experience or instructor approval required.

Advanced Dance

Semester or Full Year 10-12 .5-1 cr.

Audition

This is a comprehensive course for the highly motivated student who has achieved proficiency in technical skills through the intermediate level, and who exhibits creativity and expressiveness in composition and performance. In addition to class work, students are expected to assume a strong sense of leadership and initiative for participation in after-school performances and choreographic showcases. Scheduled performances require participation in some afternoon and evening rehearsals

Movement and Conditioning*

Semester 9-12 .5 cr

This class is designed for the student who is interested in building core strength and body awareness. A physical regimen drawn from Pilates, yoga, and dance will enhance coordination, flexibility and abdominal strength. No rehearsals or performances are required.

Introduction to Popular Dance Styles*

Semester 9-12 .5 cr

This introductory course is for the male and female student with little or no formal dance training. Students will develop skills in basic dance technique and vocabulary, and gain a comprehensive knowledge of dance as artistic expression. Students will study dance styles such as contemporary, theatrical

jazz, hip-hop, and world dance. Classes will consist of warm-up exercises which will develop strength, flexibility with a strong sense of body awareness and alignment. Students will learn choreographed movement combinations. There will be no outside-of-class rehearsals or public performance requirement

Sports Academy (Basketball, Volleyball Soccer)

Semester or Full Year 9-12 .5-1 cr

This course focuses on the development of technical and creative individual and team skills. Expectations require the student's willingness to strive for achievement in the areas of technique, improvisation, leadership, and performance. Scheduled games require participation in some afternoon and evening practices. Coach approval required.

Music Production

Semester 9-12 .5 cr

The student will gain a practical and working knowledge of the legal, professional, business, and scientific aspects of music. Career options explored will include performing, broadcasting, producing, promoting, and retail sales of music. Students will operate Aviator Records for one semester and will have direct input in the production and marketing of the latest Aviator Records CD and/or related projects.

Music- Technology

Semester 9-12 .5 cr

This course will utilize technology to understand, create and record music. Students will be exposed to engineering and recording and will gain exposure to music software, notation programs, sequencing, marketing, and copyrighting. On-line programs will aid in the students understanding of all basic proficiencies.

Video Production*

Semester 9-12

.5 cr

This project-oriented class introduces students to the entire production process from scripting and storyboarding, to filming and acting, and editing to create a finished product. For each production, students learn and apply a range of acting, filming, and editing techniques and tools including green screens, color correction, and jib arm shots.

Throughout this process, students also learn about digital citizenship, copyright, and privacy/permission in the context of professional practice. Final films will be collected and screened as part of a showcase, with question and answer sessions with each production team.

Culinary Arts

Coming Soon!

COMPUTER SCIENCE

The Computer Department offers courses for students at all levels of ability and interest. Course placement is based on ability rather than by grade level.

All courses in the Department require “hands on” work with the network-based computers. The upper level courses require more computer time than do the introductory courses.

Aim High International recognizes that a well-rounded computer curriculum includes courses other than programming. Currently this is accomplished by the Directed Study. Recent choices have included work in creating web pages, video editing, robotics, as well as traditional programming in different languages.

Introduction to Computer Science *

Semester 9-12

.5 cr

Introduction to Computer Science introduces students to the field of computer science and the fundamentals of computer programming. This course is specifically designed for students with no prior programming experience and touches upon a variety of fundamental topics. This course uses programming language to demonstrate those topics. This course begins with a brief introduction to coding and then engages students in projects that teach a broad variety of CS concepts such as Cryptography, Virtual reality construction, and Networking. By the end of the course, students understand the basics of computer science. The principles learned here form a foundation for further progress through the computer science discipline. A project replaces the final examination.

course of study in consultation with a member of the Department. Requirements and evaluation are established by mutual agreement.

Graphic Design*

Semester 10-12

.5 cr

Foundations in Design or Drawing

This course introduces students to the techniques for capturing photographic images using a digital camera and manipulating those images using photo-editing software, such as Photoshop Elements, accessible on computers in the labs and libraries. Students explore digital photography as a vehicle for self-expression, creativity, and critical thinking through the development of camera technique combined with artistic elements and principle and design. Students engage in critiques with time reserved for discussion of historical and contemporary photography. In addition to classroom work, students are expected to take photographs outside of class. The portfolios created by students may be thematic in content or represent a carefully considered sequence of experimental work. Students will need to provide a personal point-and-shoot or DSLR camera.

Directed Studies*

Semester

.5 cr

Director

To encourage the student to pursue a topic or discipline in computers outside those offered in the course catalogue, students are invited to organize

International Student Programs

The purpose of the International Student Program is to provide academic and personal support to students who come from different cultures and whose native language is not English. The program also recognizes the special contributions of international students.

Recognizing that the presence of international students broadens the entire school community, various activities throughout the year provide an opportunity for the students representing various countries to share their cultures with the rest of the school.

The School provides some assistance with visas, special registrations, and travel planning. Departing early or returning late from vacations is highly discouraged.

English for Speakers of Other Languages (ESOL)

Full Year 9-11 1 cr

This is a course for entering international students who place at a high intermediate

English proficiency level. The class emphasizes reading, writing and vocabulary development. It also practices using spoken English in academic and social settings. Activities include journal writings, extensive use of new vocabulary, formal and informal speech presentations, sentence and paragraph generation and the organization and revision of essays. Writing activities build upon life experience, content courses, interviews, and class presentations.

Students practice active reading strategies and employ a variety of skills to improve reading comprehension. Selected readings reflect American culture as well as life in a multicultural world.

Writing and Vocabulary Development for Non-Native Speakers of English

Full Year 10-12 1 cr

This class is for entering and returning 10th, 11th and 12th grade international students. Class activities emphasize advanced development of vocabulary and writing skills yet also require improvement in the range, frequency and quality

of classroom participation. Activities include extensive use of new words to create increasingly complex sentences and cohesive paragraphs, application of library research skills, presentations and peer reviews of student writings.

Students work on writing and revising papers assigned in this and other courses.

Writing tasks range from the informal journal to the formal essay.

TOEFL PREP

Semester 9-12 .5 cr

The TOEFL® Preparation course is designed to help students develop the necessary skills required for the TOEFL® test: speaking, listening, writing, and reading. The course is intensive in nature and requires a lot of work on the students' part. Students not only develop their language skills, but also have to focus on developing language taking strategies and critical thinking skills that will help them prove to evaluators that they have the required skills needed to study in a North American university. This class uses a curriculum based on the latest version of the TOEFL® test.

BUSINESS

Introduction to Business

Semester 9-12 .5 cr

This course provides opportunities to learn and experience a variety of topics in the field of business. Students are exposed to various economies, their roles in our economy, entrepreneurship, marketing, managing financial and technological resources, and the use of social media. Course activities involve students in writing, investigating, problem-solving, demonstrating, and reporting. Students will also utilize an online learning environment, provided through the D2L education platform.

Introduction to Marketing

Semester 10-12 .5 cr

Introduction to Business

This is an introductory marketing class designed for business-minded students interested in knowing the secrets to business success. This course will provide a basic understanding of the fundamental marketing process within an emphasis toward competing in a

free enterprise system. Major components consist of marketing principles, product development, pricing, channel management, and sales promotion. The co-curricular organization, DECA, is an opportunity for students interested in challenging their newly acquired business skills. This organization offers many benefits and exciting activities for marketing students, including competitions, awards, scholarships, job opportunities, and travel.

Sports and Entertainment Marketing

Semester 10-12 .5 cr

Sports and Entertainment Marketing focuses on marketing and management functions/tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of supplies and equipment (other than vehicles) used for recreational or sporting purposes, products and services related to hobbies or cultural events, or businesses primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time. The co-curricular organization DECA is an opportunity for students interested in challenging their newly acquired business skills. This organization offers many benefits and exciting activities for marketing students, including competitions, awards, scholarships, job opportunities, and travel.

*Participation in DECA is available and encouraged.

Community Leadership*

Semester 10-12 .5 cr

10th Grade by recommendation only

Students grow their cultural literacy and capacity to navigate and lead in a variety of community settings at Aim High Internatinoal, at college and in future workplaces, through a lens that alternately focuses on the self, group, the CEC, Metro Toledo, the national climate and the world. Reading reflections, discussions and experiential lessons cover economic and social stratification, environmental justice, civil rights, and best practices for effective leadership that elevates the individual, the team and productivity. This classroom is a space for students to express views and share stories across difference productively, synthesize social history and current data to identify systemic obstacles to inclusion and

equity, and collaboratively develop solutions that consider multiple stakeholders. Through case studies, students apply these skills to their various roles on campus such as athletics, dorm life, classroom, and personal and digital communication. Students are assessed on a range of projects that involve writing, digital research, and presentations, and identifying and activating around a community-based problem and solution, as a team. Students emerge from this course valuing the ways diversity makes communities and their people stronger, more generative and resilient, and ready to lead positive change as innovators, visionaries and builders.

Startup Entrepreneurship*

Semester 11-12 .5 cr

What does it take to launch a social impact initiative or for-profit business? This course answers this question and teaches students the principles of entrepreneurship. Students learn to be flexible and collaborative problem solvers, whether they wish to launch a new business venture or apply entrepreneurial strategies to an existing enterprise. Hands-on action-oriented activities for students to incubate their own business ideas or help a local startup tackle a real-world problem. Students also study the foundations and definitions of entrepreneurship including types of entrepreneurship, profiles of entrepreneurs, and myths associated with entrepreneurship. Students are assessed on projects that involve creating or identifying an opportunity, building a team, and acquiring the resources to create something of economic or social value. For the final grade, students select one of their prototypes to develop into a professional business plan and pitch deck to be judged by a panel of local entrepreneurs.

Electives

Life Skills I

Semester .5 cr

Life Skills provides the opportunity for students to learn life skills such as study strategies and time management, as well as provide academic support. This course focuses on reinforcing positive and productive behaviors, good character traits, building relationships, and exposure to the community and its resources.

Life Skills II

Semester .5 cr

Post Grad

This course follows life skills I and continues forward to cover the following topics: college admissions, student loans, apartment rental, meal preparation, self-care, home mortgages, taxes, family planning, estate planning, and more.

ACT Prep

Semester .5 cr

The ACT College Prep course will emphasize test-taking strategies, specifically math skills, language skills, reading skills, and science-reasoning skills. Students will study and practice listening and note taking techniques, test taking strategies, questioning and thinking skills, information retrieval, pre-ACT test practice, memory technique, reading in the content areas, vocabulary development, and college application completion with the central goal to increase both subtest scores and composite scores. All four ACT subtests will be reviewed: English, Math, Reading, and Science Reasoning. Students are required to register and take the ACT during this course to receive course credit. NOTE: Students will be assessed based on an improvement model.

AIM HIGH INTERNATIONAL 2020-2021 CLASS SCHEDULE

7:15 am	BREAKFAST
8:00-8:55 am	1st Hour
9:00-9:55 am	2nd Hour
10:00-10:55 am	3rd Hour
11:00-11:55 am	4th Hour
12:00-12:25 pm	LUNCH
12:30-1:25 pm	5th Hour
1:30-2:25 pm	6th Hour
2:30-3:25 pm	7th Hour
3:30-10:00 pm	Extracurricular Activities

AIM HIGH INTERNATIONAL 2020-2021 CALENDAR

July 2020							August 2020							September 2020						
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	★												
												T=4 S=1							T=19 S=19	

October 2020							November 2020							December 2020						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		
												T=19 S=16/17							T=17 S=17	

January 2021							February 2021							March 2021						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
					1	2		1	2	3	4	5	6		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				
												T=19 S=18							T=20 S=20	

April 2021							May 2021							June 2021						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
				1	2	3							1			1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	★	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												
												T=20 S=19							T=15 S=13	

July 2-3 Independence Holiday – Offices Closed

- Aug 17-20 New Teacher Induction
- Aug 25 All Staff – Prof. Development Days #1
- Aug 26 Teachers Prof. Development Days #2
- Aug 27 In-Service Day #3
- Aug 28 Schools Closed/Offices Open
- Aug 31 1st Day of School

	School and Offices Closed
	School Closed, Office Open
	Admin Work Day
	In-Service- No Classes
	Graduation May 28 th

Sept 4 Schools Closed/Offices Open
Sept 7 Labor Day – Schools/Offices Closed
Sept 28 Yom Kippur – Schools/Offices Closed

Oct 12 Professional Development Day #4

Nov 3 Professional Development Day #5
Nov 23 Holiday Dismissal K-8 Evening Conferences –
Elem. Schools
Dec 31 New Year's Eve – Schools/Offices Closed

Nov 24 Parent/Teacher Conferences -No classes K-8
Holiday Dismissal
Nov 25 Parent/Teacher Conferences – No Classes K-12
Nov 26-27 Thanksgiving – Schools/Offices Closed

Dec 23 Holiday Dismissal Dec 24-25 Winter Break –
Schools/Offices Closed
Dec 28-30 Winter Break – Schools Closed/Offices Open

Jan 1 New Year's Day – Schools/Offices Closed
Jan 18 MLK Day of Service - Schools/Offices Closed

Feb 12 Professional Development Day #6
Feb 15 Presidents' Day – Schools/Offices Closed

March 26 Holiday Dismissal
Mar 29 – Apr 1 Spring Break – Schools Closed/Offices
Open
Apr 2 Spring Break – Schools/Offices Closed
May 18 Professional Development Day #7
May 28 Graduation
May 31 Memorial Day – Schools/Offices Closed

Jun 17 Last Student Day (4 snow days included)

